

LEARNING FROM GIRLS' EDUCATION AS AN ORGANIZATIONAL PRIORITY:

**A Review of UNICEF Evaluations and Studies,
2000–2005**

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**Learning from Girls' Education as an Organizational Priority:
A Review of UNICEF Evaluations and Studies, 2000–2005**

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ACRONYMS

AGEI	African Girls' Education Initiative
BTL	Breakthrough to Literacy (Uganda)
CEE/CIS	Central and Eastern Europe/Commonwealth of Independent States
CFS	child-friendly school
CHILDSCOPE	Child-School-Community Project in Education
COBET	Complementary Basic Education in Tanzania
EDUCOM	Education and Community (Benin)
EFA	Education for All
GEM	Girls' Education Movement
ILO	International Labour Organization
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MTSP	medium-term strategic plan
NGO	non-governmental organization
PAGE	Programme for the Advancement of Girls' Education
PDR	People's Democratic Republic (Lao)
SSHE	School Sanitation and Hygiene Education
SWAp	sector-wide approach
UNESCO	United Nations Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
WES	water and environmental sanitation

Learning from Organizational Priorities: A Review of UNICEF Studies on Girls' Education, 2000–2005

1.0 OVERVIEW

1.1 Objectives and purpose of the review

The African Girls' Education Initiative (AGEI) launched in 1996 was the precursor of the girls' education programme launched by UNICEF in 2002 as an organizational priority. The Government of Norway initially funded AGEI in 18 countries of sub-Saharan Africa. AGEI was expanded to 16 more countries in 2001; as a result, 34 countries in sub-Saharan Africa were participating in AGEI when it ended in 2002.

In 2002, UNICEF adopted the four-year medium-term strategic plan (MTSP) 2002–2005, its first strategic business plan with a rights-based framework and a results-based orientation. Girls' education was the first of the plan's five priorities. The three targets to be met in four years under this priority focus on girls' access to school, the development of child-friendly, gender-sensitive schools and gender parity in achievement.

UNICEF headquarters subsequently requested an analytic desk review of the studies, evaluations, assessments and reviews in education that country and regional offices around the world had supported from 2000 through 2005. The twofold purpose of the review is to contribute to an assessment of UNICEF's organizational performance in the key priority area of girls' education and to strengthen UNICEF's knowledge base on girls' education. The period reviewed effectively covers the first five years since the launch of the Dakar Declaration on Education for All and the United Nations Girls' Education Initiative (UNGEI).

Hence, this report highlights themes of particular importance to basic education, especially for girls, as emphasized in the first MTSP. The report also discusses briefly the broader role and functions of UNICEF studies and evaluations in education related to these priority areas, as requested in the original terms of reference.

2002–2005 medium-term strategic plan priority #1: Girls' education targets

- 1.** By 2005, all countries with a girls' net enrolment rate of less than 85 per cent in 2000 will have **policies, procedures and practices that have reduced the number of out-of-school girls** by at least 30 per cent.
- 2.** By 2005, **policies, procedures and mechanisms to promote effective quality learning in child-friendly, gender-sensitive schools** will be in place in at least 50 countries.
- 3.** By 2005, at least 20 countries will have **identified learning outcomes and built capacity to ensure gender parity in achievement** in basic education.

1.2 Audience

The audience for this report will be UNICEF staff at headquarters and internationally, as they use the information to inform their efforts to carry out the organization's strategic priorities. Since lessons learned about girls' education and gender equality reach far beyond

UNICEF, the report will be shared with other development partners who are working to address issues of girls' education specifically and gender in education issues more broadly.

1.3 Organization of the review

The report first summarizes the major themes of the studies and evaluations according to region, answering the broad question related to basic education: To what extent have UNICEF country programmes been successful in scaling up their efforts to support access, quality and achievement? Subsequent sections are organized around questions that are important to girls' education and gender equality:

- Which particular strategies and their variations by country or region have been most successful in addressing the key barriers to girls' education?
- What are some of the key aspects of UNICEF's support to education in emergency situations, especially with regard to a focus on gender?
- What lessons have been learned from key partnerships in girls' education?
- To what degree have gender concerns been mainstreamed into country office education programmes?
- To what degree have evidence-based assessment and analysis informed the development of country office programmes and advocacy for girls' education?

Annex 1 provides a list and a brief summary of each document reviewed for this report that focuses on girls or women, addresses gender equality or includes a substantive gender analysis. Annex 2 lists the studies reviewed, notes the type of study, the date of the document and whether it includes a gender analysis or mentions girls.

2.0 SCOPE OF THE REVIEW

2.1 Methodology

This section describes the ways in which the studies, assessments, reports and evaluations were obtained and the process by which they were analysed.

Most of the documents from 2000–2005 were located through the UNICEF evaluation database with the assistance of the Evaluation and Education Section staff at headquarters. To locate the documents, the keyword 'education' was combined with the five companion keywords: girls, management, non-formal, participatory learning and other. In the first round of analysis conducted in 2004, this located titles of 356 evaluations, about 340 of which were appropriate for this review. Although the Evaluation Section collects all studies and evaluations from UNICEF offices internationally, in 2003–2004 it introduced increasingly rigorous criteria for determining which documents to include in the database. Hence, not all documents produced since 2000 were listed.

Of the 340 titles from the database that were salient to this desk review, slightly fewer than half (161) were available for review. The remaining documents have not yet been

submitted to headquarters by regional or country offices.¹ Education Programme Officers and headquarters staff provided additional documents for review that were not in the database. In 2007, this process yielded an additional 75 documents for review, 52 of which were salient to the report and contributed to a total of 213 (*see Annex 2*).

We determined the major themes of the documents produced in each region by reviewing the available studies as well as the titles of the remaining documents not yet included in the database. Inferences based on the titles are occasionally problematic. Titles of three evaluations from China, for example, do not mention girls or women, although the evaluations review projects that focus on girls or women. A fourth title indicates the report is about girls and women, but it is not. Thus, major regional themes are suggested here, with the caveat that these may need to be adjusted when the remaining documents are submitted to the database and contents can be analysed.

We selected appropriate studies and extracted themes of particular importance to girls' education by analysing the available documents in two ways. First, we carefully read the documents with 'girls', 'gender' or 'sexism' in the title and summarized the findings (*see Annex 1*). Second, we perused the remaining documents to determine if they evaluate projects or programmes specifically intended to address girls' education issues. If there was a direct relationship, we included key lessons learned from these documents in Annex 1.

To establish the degree to which these studies, evaluations and lessons learned have influenced country programme approaches and UNICEF's overall strategic orientation to girls' education, the author and her team of associates took two steps. First, we examined the documents to determine whether they included sex-disaggregated data or a gender analysis, based on the assumption that the presence of these indicate that gender is on a country office's agenda. Second, we read several country programme midterm and final reports that were available through the database to determine whether they mention the individual studies or if the lessons learned are cited. The author was also able to visit several field offices to discuss the relationship between the reports submitted and the country office education programmes.²

2.2 Limitations

One limitation of the review was the availability of documents. Fewer recent documents were available, due to the submission process described above. A second constraint was that documents in the database could not be cross-referenced automatically. Documents listed under child protection, water and environmental sanitation (WES) and other categories now considered to be integral to UNICEF's intersectoral work could not be cross-listed under education. Intersectoral initiatives with education components may therefore have been overlooked and not reviewed. In addition, studies that do not focus

¹ Country offices submit the studies to regional offices, which then submit them to UNICEF headquarters.

² The author wishes to thank Erik Bentzen (Viet Nam Education Programme Officer, 2004), Nabendra Dahal and Hiroyuki Hattori (Lao People's Democratic Republic Education Programme Officer and Assistant Education Programme Officer, 2004) and Cliff Meyers (East Asia and the Pacific Regional Education Advisor, 2004), for their time and their insights, and for providing additional documents for the desk review.

specifically on educating children with disabilities but which may contain information on education were also excluded. Given UNICEF's commitment to intersectoral work related to education, an overview of some of the WES studies was included in the final review.³ Child protection is discussed in the context of the study *Education as a Preventive Strategy against Child Labour* (UNICEF 2003).

Another limitation of this report is that the quality of the studies varies greatly. All questions were not researched equally well; all evaluation designs were not equally strong. Some are exceptionally well done from a technical perspective; others are adequate. Some are rich in description and short on analysis; others have a good balance of both. The conclusions we reached in the analysis were made on the basis of documents available and consulted, not on the basis of all documents produced by UNICEF offices at the country or regional level, or at headquarters.

2.3 Context

The initial request for this review of documents related to girls' education was made about the same time as the completion of several other studies that explore the role of UNICEF as an international development partner in achieving the goals of basic education established in the Education for All (EFA) framework, the Fast Track Initiative and the Millennium Development Goals (MDGs). The preliminary findings of the first version of this desk review are discussed in the context of the studies *Joint Inspection Unit Evaluation of Basic Education and Challenges* (Bertrand 2003) and the *Joint External Review and Four Country Findings* (Joint Committee on External Funding to Basic Education, September 2003) presented at a meeting in New York, 20–21 April 2004. The discussions and questions raised during the presentation of the interim report of this study informed the preparation of this document.

This review also builds on the results of two previous desk studies of education evaluations. In 2002, David Chapman analysed 186 education evaluations and prepared *A Review of Evaluations of UNICEF Education Activities (1994–2000)* for UNICEF's Evaluation and Education Sections. Also in 2002, Anne Bernard prepared *Lessons and Implications from Girls' Education Activities: A Synthesis from Evaluations*, based on 23 evaluations of girls' education projects. While this study builds on those reviews, it differs from them in several ways. Chapman and Bernard examine evaluations only; this report also considers studies, assessments, and other country office reports and reviews. Chapman's task, in addition to examining lessons learned, was to assess the quality of the evaluations, the methodologies and the ways in which they conformed to the standards of good evaluation practice. Those aspects of meta-evaluation were not assigned to the current review.

This study also incorporates lessons from two multicountry studies: the evaluation of the African Girls' Education Initiative (Chapman 2004) and the child labour study. In addition, we considered the findings of two desk studies of child-friendly schools (Chabbott 2004 and Bernard 2004).

³ The author wishes to acknowledge the efforts of Lizette Burgers to make these studies available.

3.0 MAJOR THEMES BY REGION

This section reviews the major themes or thrusts of the reports from each region, examining the extent to which UNICEF country programmes have been successful in scaling up their efforts to support access, quality and achievement. It provides an overall context for the work and attention given to girls' education and gender issues. Other sections of the paper then focus specifically on the reports related to girls' education and gender issues.

Given the limitations cited above, it is not possible to make irrefutable claims about the documents; however, some useful regional patterns can be found. With respect to girls' education and gender issues, these have high visibility in the studies and reports of several regions; in other regions they have low visibility compared to other themes.

3.1 Eastern and Southern Africa

Girls' education and gender issues were given a high priority in the countries of sub-Saharan Africa between 2000 and 2005. Studies from Eastern and Southern Africa examine projects addressing access, quality, learning achievement and intersectoral programmes. Most of them focus on girls or include a strong gender analysis.

Baseline studies of access focus on girls and boys in marginalized communities. Malawi conducted a baseline study of reformatory schools for boys and examined the implementation of its policy of readmitting girls who had become pregnant while attending school. Uganda investigated the educational status of disadvantaged children. Other countries conducted assessments for particular regions or age groups of students (Mauritius, Mozambique and Namibia). Other reports, including Zimbabwe's, examined gender mainstreaming and the factors that affect girls' participation and situation in schools (Ethiopia, Malawi). Studies of marginalized children included girls, as did nomadic education studies. The United Republic of Tanzania conducted two studies of its refugee children, a series of school mapping exercises in various districts focusing on girls and studies of education in nomadic communities. Eritrea evaluated school construction projects.

A number of countries in Eastern and Southern Africa reported on complementary school programmes, 'second chance' initiatives or non-formal education initiatives that provided access for out-of-school children, especially girls. Six reports were submitted on non-formal education programmes, including Botswana, Rwanda, Uganda and the United Republic of Tanzania. Somalia reported on learning assessment centres. Several countries, including Lesotho, Malawi and Zambia, reported on community schools, sometimes in combination with other interventions (Malawi). Ethiopia looked at girls' clubs in elementary schools.

With regard to improving educational quality, Burundi, the Comoros and Uganda gathered Monitoring Learning Achievement and other achievement data. A document from Namibia

examined teachers' attitudes and work ethics. Both access and quality were addressed in comprehensive assessments of national educational sectors, such as Ethiopia's report on the Millennium Development Goals.

Several countries explored intersectoral issues in the context of education. This includes the impact of school meals in Swaziland and food shortages in Malawi on students' participation. Madagascar looked at hygiene; midterm reviews in Madagascar and Uganda examined sanitation, hygiene and water together. Mozambique studied the intersection of children's and women's health and education rights. Also specifically related to girls, 18 countries assessed their girls' education projects as part of the AGEI evaluation; several of these were included in the evaluation database. The United Republic of Tanzania prepared a report on computers that had been distributed to districts.

3.2 West and Central Africa

Socio-cultural attitudes and practices concerning girls' education concerned several countries in the West and Central Africa region. A four-country study in Cameroon, Mali, Niger and Senegal examines attitudes of school actors regarding girls' education, as did a study conducted in the Central African Republic. Perceptions of schooling among parents and girls, both in and out of school, were explored in Chad, and the Comoros looked at educational experiences and conditions for girls and boys. Other studies gathered information on out-of-school girls – specifically on the increase of dropouts (Cameroon) and on discriminatory behaviours towards girls (northern Cameroon). Senegal examined socio-economic and cultural factors related to girls' schooling in a larger study on childhood poverty.

Ghana conducted a comprehensive review of the education sector and examined a wide range of specific topics within the sector, including studies on basic and vocational education, Koranic schools, the constitutional and legal basis for the right to education, involving the private sector in basic education at the community level, its Child-School-Community Project in Education (CHILDSCOPE), two projects to improve girls' outcomes through provision of bicycles or school furniture, and funding of girls' education. Studies in Niger examine how such factors as the type of classrooms, the existence of water sources and the involvement of local communities can positively impact girls' access to education. A study from Guinea reviews the administrative, judicial and legislative documents that demonstrate progress made in girls' education and education overall.

With regard to education quality, studies focus on students, curriculum, achievement and structure. Two studies from Ghana focus on students: an action research project on the role of the teacher in improving girls' self-esteem, and a study on students' understanding and perception of rights and equity in the classroom. Two other documents consider aspects of curriculum: Cameroon analysed sexist stereotypes and the representations of females and males in primary school manuals, and Côte d'Ivoire conducted a situation analysis for Koranic school educational materials. The Comoros began to establish baseline information on the quality of basic education in the country through a Monitoring Learning and Achievement project. The quality of non-formal basic education centres was evaluated in

Chad, and the contribution of community participation to educational improvements – especially in girls’ education – was examined in a four-country study in Burkina Faso, Chad, Guinea and Mauritania. Niger evaluated quality in its Integrated Basic Services zones. Sixteen countries in West and Central Africa participated in the AGEI and submitted final evaluations examining their projects.

3.3 South Asia

From the titles and from the studies reviewed, the major themes are access (India, Pakistan), especially for girls (Bhutan), quality or access and quality together, education in conflict areas and girls’ empowerment (two studies from Pakistan).

Girls’ education strategies and interventions in the region include non-formal and formal education. The studies are far-ranging: Strategies to achieve universal primary education in the formal system were studied in districts of Pakistan’s Punjab Province; Bhutan sought ways to enrol girls in school; and Afghanistan conducted two studies that explored options for developing formal primary structures alongside non-formal ones. A joint study with UNESCO developed a framework for determining equivalencies of formal primary education competencies in Bangladesh. Other reports from Bangladesh evaluate projects intended to improve educational quality or educational opportunities for girls or working children; one studied the educational situation of indigenous children. A study from Nepal touches on the role of decentralization in helping to create more girl-friendly school environments.

Two countries of South Asia dealt with education in emergency or conflict situations. Afghanistan conducted rapid assessments of learning spaces and literacy classes, and Sri Lanka conducted one assessment of teacher needs and two assessments of education in its conflict areas.

3.4 The Middle East and North Africa

Studies and evaluations in the Middle East and North Africa between 2000 and 2005 deal largely with vulnerable populations and with UNICEF’s targeted approach to girls’ education through access, quality and achievement. Sharp contrasts in access and completion characterize the Middle East and North Africa region. By 2002, 10 countries had achieved a completion rate of 95 per cent or higher for primary school children reaching Grade 5, with girls’ completion rate slightly higher than boys’. But in Djibouti, Sudan and Yemen fewer than half of the pupils had completed Grade 5.

Subsector assessments in the Islamic Republic of Iran and Tunisia explore opportunities for access. A study from Yemen examines in depth the educational condition of ‘Marginals’ children, a group of urban-dwellers engaged in service occupations such as hauling garbage, whose children have low participation rates in school. Djibouti and Sudan studied the provision of education to their nomadic populations, with Sudan evaluating the nomadic education project in its Kordufan States. Algeria studied the relationship between geographic isolation and girls’ access to education, and examined questions of access and

quality with respect to gender disparities. Related to access and ongoing participation in school, two studies from Oman proposed a framework to assess school dropout and the high level of repetition in Grade 7. Egypt evaluated alternative routes to access through community schools, and Yemen evaluated the project supervision of community schools in two areas.

Offices in the Middle East and North Africa region also assessed educational quality from the perspective of teacher training and curriculum. Sudan evaluated a distance teacher education programme; Yemen evaluated in-service training options. The Islamic Republic of Iran surveyed teachers' attitudes towards and knowledge of active teaching and learning. Curriculum was examined through evaluations of a global education project in Lebanon and non-formal curriculum in Morocco. Unique to the region but unfortunately not available for review is Syria's desk review of children's literature from a gender perspective. Morocco examined another dimension of quality education – a protective school environment – in a study on corporal punishment, and the Occupied Palestinian Territory examined student programme needs for school guidance and counselling.

Measuring girls' and boys' achievement in primary school is the theme of several studies. Sudan and Yemen measured achievement through the Monitoring Learning and Assessment methodology; Tunisia explored the implementation of basic competencies. Measuring learning achievement through specially designed methodology is also an important part of evaluating the success of Egypt's community schools.

Several studies address larger structural issues. A plan for Iraq to create a comprehensive decentralized Education Management Information System was developed in 2001, and the general state of education in the country was assessed in July 2003. Algeria and Sudan examined the costs and financing of primary education. Projects related to improving infrastructure in the Middle East and North Africa were evaluated – including reconstruction financed by the European Community, a rapid assessment of school rehabilitation in Iraq from 1997–2000, and Yemen's system of textbook distribution and storage.

3.5 Latin America and the Caribbean

Several countries in Latin America and the Caribbean conducted studies of educational access, including Brazil, Dominica and Ecuador, which evaluated a communication and mobilization programme in its coastal region. Brazil studied education in its rural areas and examined job skills training at the secondary education level. Guatemala and Nicaragua conducted studies of children and adolescents outside or excluded from the school system. Country offices in the region also conducted studies on quality education and effective schools for children living in poverty (Argentina, Chile). Two countries evaluated early alert systems that were able to mobilize quickly to determine, for example, if enrolment had dropped in particular areas of poor and low-income communities.

Studies from the region address educational quality through multigrade and one-teacher schools (the Dominican Republic, Ecuador, Peru), double-shift schools (Argentina) and child-friendly school initiatives related to the Escuela Nueva programme (Guyana). Five studies evaluate bilingual and intercultural education programmes, including Bolivia,

Guatemala and Peru, and second-language literacy (Colombia); one measures the reading and writing skills of girls in a bilingual programme (Peru). Other country offices examined particular aspects of educational quality, such as an inventory of learning materials (Nicaragua) and basic competencies for students in first grade (Mexico). Chile conducted a survey on its quality of education from the perspective of children and adolescents, Chile and Argentina explored the strategic link of schools, family and community in seeking better quality education, and Honduras examined parental views of the school's role in teaching values.

Studies of education system issues in Latin America and the Caribbean examine public and private education (Haiti), and the education expenditures of central government and their cost-effectiveness (Ecuador).

In addition to Peru's assessment of girls' achievement in a bilingual programme, four documents from Belize, Haiti and Surinam specifically address gender issues. Bolivia, designated one of UNICEF's 25 acceleration countries, conducted a situation analysis of girls' education in preparation for designing an intervention strategy; two documents researched factors that affect girls' education; the fourth reviewed the statistics on the situation of girls and women in formal and non-formal education in Haiti.

3.6 East Asia and the Pacific

Projects and programme initiatives in East Asia and the Pacific have been as wide-ranging as the geographic area. Several countries explored issues related to access through general studies of baseline information on the primary education subsector, including Mongolia and Viet Nam, which also conducted a desk review of gender in education. Cambodia explored reasons for student repetition. Indonesia conducted three evaluations of a social mobilization project intended to increase access by promoting parental support for nine rather than six years of basic education.

Country offices addressed improving educational quality through various initiatives. These include teacher training in the Lao People's Democratic Republic and Mongolia, school clusters and resource teachers in Cambodia and the Lao People's Democratic Republic, training school administrators in China, and curriculum pilot projects in Indonesia. Cambodia also explored monitoring student achievement through competency testing. The child-friendly schools (CFS) concept has been implemented robustly in Asia since the late 1990s (Chabbott 2004). Country offices in Mongolia, Myanmar, Thailand and Vanuatu conducted studies related to child-friendly schools, and a study in 2004 (Bernard) provides an overview of all CFS programmes in the region.

Several countries examined system-wide reforms such as education decentralization (Cambodia, Lao People's Democratic Republic) and education finance (Indonesia). Cambodia explored the effects of poverty on education reform, and Indonesia and Thailand addressed the impact of the Asian economic crisis during the late 1990s on basic education. Thailand also studied the efficiency and overlap of its various education data collection

systems. Other studies undertaken include a review of management and work processes in Myanmar and a desk review on accidents and injuries in Malaysia.

3.7 Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS)

The majority of studies conducted in CEE/CIS analyse the national educational situation, without particular regard for gender. The studies provide either an overview or specific assessments of dropout, wastage and minority or rural children's access to education. Project evaluations for the region were conducted on curriculum initiatives in global education (Albania), peace education (Croatia) and civic education (Serbia and Montenegro), and on assessments of active learning projects and Monitoring Learning Achievement. In CEE/CIS the focus appears to be on discovering needs in the national education systems, especially for the most vulnerable children, and on improving the quality of education through the introduction of active learning (Azerbaijan, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia) or by measuring learning achievement (Azerbaijan). Reports from Georgia and the UN-administered province of Kosovo in Serbia directly address gender in education and girls' enrolment and drop-out rates, respectively. The research study on refugee Roma children in the former Yugoslav Republic of Macedonia examines sex-disaggregated data on girls' and boys' school attendance and drop-out rates, as well as mothers' and fathers' level of schooling and attitudes towards educating girls.

In summary, the documents from Eastern and Southern Africa, West and Central Africa, and South Asia have a strong focus on girls and gender. These are the regions with the greatest gender gaps and the largest number of children out of school, so the focus is to be celebrated in light of UNICEF's first MTSP priority on girls' education and its present focus on basic education and gender equality. The majority of country office reports from Latin America and the Caribbean and East Asia and the Pacific place less emphasis on girls and gender, although certain countries in those regions, such as Bolivia and the Lao People's Democratic Republic, have conducted studies that suggest a shift in focus to girls or gender issues may be on the horizon. Reports from the Middle East and North Africa are mixed in their attention to girls and gender in education, but most have some degree of gender analysis. Documents from CEE/CIS demonstrate a low level of gender analysis, but recent gender reviews and a baseline study pave the way for greater attention to girls' education. It is also worth noting that despite the flexibility of the MTSP goal to focus on boys where the gender gap favours girls there are no studies on boys from the Caribbean or Mongolia, two locations where this gap has been documented.⁴

4.0 STRATEGIES AND LESSONS LEARNED

Which particular strategies have been most successful in addressing the key barriers to girls' education? What variations by country or region have relevance for programme approaches in girls' education? This section explores the strategies that evaluations and

⁴ The gender gap in countries of Southern Africa, where boys' herding activities often pulled them out of school at a higher rate than girls, has shifted as a result of the AIDS pandemic.

other studies identified as successful in addressing barriers to girls' claiming their right to quality education. It also attempts to extract lessons learned from the studies and to describe some aspects of the context and nature of the intervention.

4.1 Strategies to understand barriers: Baseline studies on girls and gender

The first barrier to addressing girls' educational needs is a lack of awareness of the particular factors that hinder girls' education or achieving gender equality in education, as called for in EFA Goal 5.

Various kinds of studies were conducted between 2000 and 2005 to generate knowledge and raise awareness about these barriers. Among them are UNICEF gender reviews, baseline studies, situation analyses, desk studies of documentary evidence, statistical reviews and research studies.

4.1.1 Gender review: In such regions as CEE/CIS, where gender parity may be the highest and gender issues most hidden to date, gender reviews requested by UNICEF headquarters have filled in the information gap on gender issues in education. The CEE/CIS gender reviews and the former Yugoslav Republic of Macedonia study highlight that sex-disaggregated data and more research are needed, especially for out-of-school children, to delineate the salient gender issues of particular regions.

The gender review is not only an assessment tool for the country office and for headquarters, it is an advocacy tool. Kosovo's gender review, for example, received high visibility and was endorsed by the Ministry of Education, Science and Technology, the prime minister's office and various non-governmental organizations (NGOs).

4.1.2 Other baseline studies: Besides preparing a gender review, one or more country offices in each region conducted some form of situation analysis on girls' education. Haiti observed an absence of gender in discussions on education policy due to lack of sex-disaggregated data and commissioned a study of existing data on the situation of girls in formal and non-formal education. The study reveals that fewer girls than boys repeat in primary, but in secondary school slightly more girls repeat. Although the data are weak, drop-out rates at the primary level do not show significant differences between boys and girls. Dramatic differences exist at the tertiary level, however: Haiti's state university has only 25 per cent female students, but the overwhelming majority of students in professional schools are girls. Gender parity exists among teachers in primary schools, but fewer women teach at secondary and professional levels, and men make up the large majority of directors and supervisors in secondary and professional levels.

In such countries as Azerbaijan, where sex-disaggregated data are not readily available to conduct an analysis such as Haiti's, the situation analysis offers useful recommendations for follow-through at the country office and national government levels. Suggestions include improving the monitoring of macro-level sex-disaggregated data; collecting data on vulnerable groups using Participatory Learning and Action methodology; building girls'

awareness of professional and occupational possibilities; and addressing stereotypes and bias in textbooks.

Among desk studies, *The Situation of Girls' Education in the Lao PDR* is a comprehensive study that examines the statistics and all other studies conducted on girls and gender issues to date in that country. It is a fine example of how a desk review can collect and synthesize studies conducted by other agencies and data collected by the government and provide a baseline of information to inform programme decisions.

Other baseline studies include research studies, which use such methods as focus group interviews to bring the voices of girls and boys, as well as parents and teachers, into the findings.

Similar approaches – statistical reviews, desk studies and research studies – examine the educational status of disadvantaged children or vulnerable populations, including children living in remote areas. The importance of undertaking a gender analysis and disaggregating data by sex is illustrated once again by a survey research study of rural children in Romania. Although it does not specifically undertake a gender analysis, the study notes that rural girls and boys are a risk group for missing out on education, and boys are at higher risk than girls.

The first MTSP priority clearly provides for boys to be the focus of attention in those countries where more boys are out of school than girls. However, between 2000 and 2005 no country submitted a study about this aspect of the gender gap. Malawi did conduct a baseline study of boys in reformatory schools, the first comprehensive study of its kind addressing that population.

4.2 Household- and community-level barriers and strategies

UNICEF identifies key barriers to children's education at several levels, including household and community, school, and policy and systems. This section first examines cultural barriers as an obstacle mentioned across the studies; then it describes solutions and strategies that have been successful in addressing the barriers at each of the key levels.

4.2.1 Cultural barriers: The baseline studies described above underscore what is already widely known about barriers to girls' education. In fact, the AGEI evaluation found that agreement existed across the 34 participating countries on the barriers to girls' education. Studies in this review from West Africa found that cultural factors continue to be the greatest barrier. A Cameroon study notes that culture, often confounded by religion, was the most prominent barrier and was common to all ethnic groups in the study. Economic factors reinforced cultural barriers: Fathers gave greater importance to buying school supplies and paying school fees for boys, but mothers increasingly assumed the burden of children's schooling costs, especially girls'. Boys usually go to school at an earlier age than girls, especially in rural areas, and get to spend their time on homework; girls must do domestic chores before studying. Findings in a Chad study parallel those of Cameroon.

Studies from other regions, such as East Asia and the Pacific, highlight that the educational needs and aspirations of girls from various ethnic groups cannot be described in general terms. The evaluators of Viet Nam's basic education project note that "it is becoming increasingly difficult to generalize about specific cultural values of given ethnic groups towards education, as considerable variation is apparent in particular ethnic groups in different localities and situations." In an isolated Hmong village, the opportunity for girls to go to school was seen as wasteful and unnecessary. In Hmong communities in two provinces where advocacy and access to schooling had been provided, communities strongly supported girls' education. In Hmong villages where the younger male village leaders had school experience, community values towards education were especially positive. Other studies from the Lao People's Democratic Republic and studies of the Roma in CEE/CIS and the Marginals in Yemen underscore that the needs of families in particular communities must be examined in the context of such factors as geographical location of the community.

4.2.2 Reducing costs to families: Girls' access to education needs to be made easier, and interventions dealing with access need to consider the capacities of and constraints on families as a starting point (Bernard 2002).

Direct costs: Previous evaluations have shown that lowering the financial and personal cost of attending school is a key factor in promoting education. As a Djibouti study notes, school fees continue to be an enormous burden on poor families. Direct costs need to be reduced, including costs added on top of fees. Programmes such as the elimination of school fees that reduce the financial burden to families by cutting the direct costs of school attendance, or that provide subsidies to girls, such as scholarship programmes, seem to be effective (Chapman 2002). In addition, where a constitution guarantees free education, parents need to be appraised of their right to demand it.

Time and schedule issues: Indirect costs to families, such as losing a daughter's labour, can also be a constraint on families and needs to be considered. In an action research study from Chad on out-of-schools girls, rural parents recognized that school education is important, but their daughters did not like the school timetable because it interfered with the assistance they are expected to provide in the house or in the fields. Students in each community of the Complementary Basic Education in Tanzania (COBET) programme chose their own timetable, and students indicated this was an important reason for the programme's success.

4.2.3 Community participation: Community participation is recognized in most interventions as a key to ensuring relevance and acceptability of girls' education (Bernard 2002). Families and communities are more often included as core players in bringing girls to school. For example, Mothers' Clubs, which are part of the Girl Friendly School Initiative in the Gambia, engage in income-generating activities that allow them to help pay direct costs of girls who need assistance. Mothers also learn through club activities how to counsel girls and boys to attend and complete school. Mothers' Clubs have been very successful, spreading from community to community on their own. Microenterprise activities initiated through Benin's Education and Community (EDUCOM) project have

resulted in more women becoming leaders in their communities too. EDUCOM also features a school-community contract that formally links the school and its services to the community and officially involves the community in school-related activities.

Parents who play a role in school management and monitoring can help address the needs and issues of girls' schooling (Bernard 2002). Schools that reach out to parents provide additional necessary support to girls and boys. Another innovation of EDUCOM is the colour-coded *fiche*, or report card, that enables illiterate and literate parents alike to be kept informed of their children's academic progress.

Social mobilization with and through traditional leaders can help build support for girls' participation in school. In Malawi, traditional leaders shifted the timing of initiation ceremonies and thus supported girls' attendance in school. As noted above, such cultural barriers as the belief that it is not necessary for girls to acquire an education appear to be more important than economic barriers in some communities, districts or countries (Chad, Djibouti) – and finding ways to challenge these beliefs is important, although it can be difficult.

The presence of community advocates or 'champions', such as Viet Nam identified to work with the Hmong communities, was an important strategy in girls' enrolment and continued participation in school. Girls' successful school experiences were related to external support and advocacy, and to prevailing community and family values and income levels. Community advocates played an important role in sharing understanding of the advantages of school and the opportunities for schooling within the district.

In the EDUCOM initiative, a girl-to-girl mentoring strategy was introduced, whereby older girls served as 'godmothers' to younger ones, ensuring that the younger girls attended school faithfully and completed their homework. This was another low-cost, effective strategy that quickly spread to other areas. In Pakistan's Girl Guide project, girls were required to talk to others in their families and communities about the importance of education for girls. In this way they helped spread the message and developed self-confidence in communicating a particular message to others.

4.3 School-level barriers and strategies

In a 1998 review of more than 2,500 girls' education documents, Kane (2004) observes that few strategies consistently made a decisive difference. One notable exception was alternative schools, that is, community schools, and non-formal education schools and centres. Subsequent studies also cite these alternatives as successful (Herz and Sperling 2004). Examples from this desk study, which give additional information to support those conclusions on alternative education, include community schools (Egypt, Yemen), informal home education, second chance schools (China, Uganda, the United Republic of Tanzania) and literacy projects.

4.3.1 Community schools: Community schools set up to increase literacy in remote regions and to narrow the gender gap in education are achieving their goals. Egypt's community

schools have been very successful in attracting girls. Grade 2 and Grade 4 students' achievement on tests developed for the study was very high and conformed with results of official examinations administered by the ministry of education to Grades 3 and 5.

4.3.2 Informal schooling: The evaluation of the Pakistan Girls' Project describes an informal intervention that is less organized than community schools. In communities without schools, young women who received a small amount of training to teach basic literacy and numeracy provided classes in homes, and parents were sending their children to attend. Sometimes parents would pay the young women, other times they could not afford to do so. But in either case the young women had opportunities to share their skills and younger children were learning through their efforts. Teacher and student outcomes of this component of the project were not evaluated.

4.3.3 Non-formal and second chance education programmes: Second chance programmes give students who have left school or who never enrolled at the age-appropriate time an opportunity to complete an education. In China's second chance programme for adolescents, dropouts were consulted on the design of the project proposal. Training and project activities were delivered in non-formal education centres, which often consisted of a single room of the local primary school available for use after school hours. Although evaluators considered many of the facilities to be inadequate, communities showed strong ownership of the programme. Through the training, adolescents, especially girls, learned skills and knowledge and became more self-confident. One effective strategy for extending learning was peer training. Children in general and girls in particular found it easier to learn from each other in peer learning situations.

Both Uganda's and the United Republic of Tanzania's complementary primary and basic education programmes offered girls and boys an opportunity to complete basic education by means of a compressed curriculum. In Uganda, parents began to choose complementary primary education over the formal primary system because it was seen to be more efficient. Evaluations of the complementary basic education programme in the United Republic of Tanzania reveal that children who studied using the compressed curriculum performed similarly to children in formal education and were able to transition into formal education classes.

4.3.4 Literacy centres and programmes: The Islamic Republic of Iran's literacy project for working girls was very successful. The project was structured so that girls were able to continue working, families still received girls' work and income, and the new skills students learned helped families generate income. The project employed female teachers who were familiar with the communities and used interactive participatory teaching methods. The literacy classes had a high pass rate, and students liked the classes, as did their families. The provision of free, warm food was an especially effective strategy to use with 15-year-old and younger literacy students.

The evaluation of a second literacy programme in Algeria, in an area where the main cause of illiteracy was that parents did not allow girls to attend school, shows that more than 50 per cent of women studying at the centres were aged 35 years or older. More than two

thirds of the 1,575 Algerian girls and women surveyed had contacted the literacy centre on their own initiative. After studying in the programme, most students said they could “easily” read and write.

The study of the Joint Committee on External Funding to Basic Education noted that neither gender issues nor complementary basic education were receiving much attention in planning and implementing education programme through sector-wide approaches (SWAs). With its breadth and years of experience in complementary education, the first draft of this review noted, UNICEF could make a solid contribution in these two areas – advocating for out-of-school girls and proposing complementary education options. Subsequently, UNGEI planned a workshop and developed documents that took the lead in these areas.

4.3.5 Non-formal to formal transitions: Effective bridging strategies are still needed between non-formal and formal programmes that allow girls who have studied in alternative schools to continue their education in recognized national programmes in the formal sector. To address this need, UNICEF and UNESCO conducted a joint study in Bangladesh to develop a framework for determining the equivalencies of formal and non-formal primary education competencies. Analysis of the test scores in Bangladesh shows that most of the identified common core competencies were achievable by both the formal and the non-formal learners and demonstrates that a set of common core competencies is a viable strategy for bridging the two systems.

Two concept documents expand on the bridging or ‘seamless education’ strategies, especially as they relate to the upper end of basic, or post-primary, education (DeJaeghere 2005 and Miske Witt & Associates 2007).

4.3.6 Increasing access to quality formal education: To achieve the MDG and EFA basic education goals by 2015, strategies for achieving universal primary education at an accelerated pace are necessary.

In Pakistan’s Sialkot Pilot Project, a partnership between the Government of Punjab and UNICEF successfully sought to achieve universal primary education in three districts in three years. An independent, external evaluation verified that data in Sialkot District shows enrolment increased from 74 per cent to 97 per cent during the three years of the project.

Under the universal primary education project, UNICEF divided tasks with the Government of Pakistan. The government took care of its usual responsibilities and expenditures for funding teachers and providing supplies, and UNICEF supplemented the additional ministry support needed to expand schooling. The arrangement was very satisfactory, although the government had difficulty maintaining quality as opportunities for access increased. Other lessons learned were that mobilization needed to continue; three years were not sufficient to assume that universal primary education had been achieved and enrolment was sustainable, or that primary education completion was assured.

4.3.7 Schools and boarding facilities: In remote areas, hostels for girls and boys are often constructed as an answer to the need for access. Hostels may work if they are safe and well managed, but this was not necessarily the case in Namibia or Zimbabwe, or in community boarding schools in Viet Nam. Boarding schools were opened in Vietnamese communities to enable ethnic minority children to attend school. However, concerns about food, water, shelter, safety, care and supervision led to the recommendation that “community boarding schools be supported as a last order option.” In Namibia’s Rundu region, hostels were poorly managed and unsafe for girls.

Countries with sparsely populated areas, such as the Laos People’s Democratic Republic and Mongolia, continue to look to hostels as a way of meeting the basic educational needs of children. Models are needed of hostels that are safe, well equipped and have good supervision. Hostels appeared to work to some extent in Eritrea (Chapman 2004), but their effectiveness needs to be studied more carefully.

4.3.8 Quality of education: Whether formal or non-formal, effective strategies for expanding access also need to consider education quality. Aspects of quality include: the learning environment, such as physical accessibility and safety of the school, its sense of psychosocial security, and attention to water and sanitation; the learner; the quality and relevance of the teaching and learning process, including professional development for teachers; curriculum content; and learning outcomes. These are fundamental elements in determining whether and how any child, especially a girl, will participate.

The qualities just described have been linked in the concept of child-friendly schools. Time limitations preclude summarizing all the lessons learned from the documents. Various studies on child-friendly schools can be consulted for this information; Monitoring Learning Achievement studies can be consulted for information on student learning and outcomes; and the AGEI annual reports and country evaluations can be examined for information on various interventions for teachers and in teaching.

4.3.8.1 Gender-sensitive education: Bernard’s 2004 evaluation of child-friendly schools in nine countries in East Asia and the Pacific points out that issues of gender equality and gender responsiveness need to be addressed in explicit ways. She observes that “though all projects recognize gender under the CFS rubric ... in practice it is not a major feature in any.” Bernard adds:

“Most of the projects lack an explicit strategy for dealing with gender as a specific strand of analysis and activity within the overall CFS initiative; issues of gender equality are generally expected to be reflected in all activities.

“All projects acknowledge limited use of ‘gender-oriented processes’; and a continued limited awareness/lack of deep understanding of gender issues among partners at all levels: *few consider gender as an issue* [emphasis added].

“Beyond the basically quantitative EFA gender targets, few indicators have been established for monitoring outcomes on gender from a qualitative perspective. None of the projects has conducted a gender-specific results-oriented evaluation.”

Gender awareness is considered to be one of the five spokes of the child-friendly schools wheel. However, without developing explicit strategies, indicators and results-oriented evaluations of what constitutes gender responsiveness in schools, the CFS wheel may well continue to roll on with the spoke of gender sensitivity dangling, never being addressed. The child- and girl-friendly schools of West Africa, however, emphasize the gendered dimension of quality and gender equality often missed in child-friendly schools of other regions.

In 2002 Chapman wrote: “While there has been progress in extending girls’ access, persistence and success in school, it is difficult to determine how lasting the progress is likely to be. Uncertainties remain as to what a ‘gender-sensitive approach’ means in practice, particularly in different cultures.” This desk review indicates that countries *are* learning more about gender equality and girls’ empowerment and what it means in context, and that countries are making these lessons known to the world. These interventions include curriculum initiatives and projects that teach girls leadership skills and facilitate girls’ empowerment, such as have been developed in China, Pakistan and numerous countries of sub-Saharan Africa. Examples of projects that advocate for gender equity and equality are needed from countries with near gender parity as well.

Most evaluations examine projects that promote gender parity rather than gender equality. The perceived urgency is to deal with disparities in response to Education for All and the Millennium Development Goals, but strong leadership is needed to achieve gender equality as well.

4.3.8.2 Intersectoral strategies: As UNICEF strengthens its intersectoral approaches, lessons from water and environmental sanitation (WES) evaluations are instructive for setting a course for the future. The case of Zambia illustrates clearly the importance of taking gender into account in order to develop a high-quality, girl-friendly school environment.

UNICEF helped the Government of Zambia develop guidelines to integrate health and hygiene education into the school curriculum. In addition, support was provided for latrines and other hygiene-enabling facilities within the schools and surrounding communities. The project’s implementation strategies were to increase access to safe water and sanitary means of excreta disposal, improve sanitation and hygiene practices in schools and communities, and enhance sustainability and capacity-building strategies.

The May 2002 midterm review of School Sanitation and Hygiene Education (SSHE) determined that the project was effective and efficient. However, there was little evidence to suggest that the selected schools have been rendered girl-friendly through the improved school sanitation and hygiene. This may in part have been due to the fact that at district and

school levels it was seen as a project aimed at improving general hygiene and sanitation conditions in schools. There was no specific focus to promote girls or target their involvement. It was noted during the review that schools and parent-teacher associations did not consider girls or their particular needs when deciding on the allocation or positioning of latrines within the schools. Sometimes priority was given to providing facilities for boys. In some cases there was a lack of awareness of the importance of providing such facilities for girls and even a reluctance to discuss the reasoning behind it. District-level personnel did not view gender considerations as a priority within the project.

The WES Unit aptly noted that the above findings indicate that addressing water and environmental sanitation does not necessarily have an impact on girls without a gender approach in mind.

4.3.8.3 Curriculum

Gender-sensitive curriculum: A gender-sensitive curriculum is one of the main pillars of a quality education (EFA Strategy 2000). The evaluations, including the gender reviews, repeatedly document that national curricula are gender-biased. In an analysis of sexist stereotypes in Cameroon's primary school manuals, the only textbook with equal numbers of males and females was English. Women and men in textbooks were shown in traditional gender roles, females were nearly absent in science textbooks, and women's work of carrying heavy loads was less valued than men carrying heavy objects. Positions of power and of authority, as well as paid jobs, were held by men.

Examples abound of gender bias in textbooks. More examples are needed of the process of how curriculum is analysed and, even more importantly, how teachers and students learn to analyse curriculum and construct their own alternative materials in the context of a gender-biased curriculum. In addition, studies are needed on revised, gender-responsive curriculum, how successful it is in challenging gender stereotypes, and studies of enacted curriculum between teachers and learners.

The *Teacher Action Research to Improve Girls' Self Esteem from Ghana* was one of the few studies that examined some of the above questions. The research studied how 20 teachers, 10 men and 10 women, transformed their junior secondary school classrooms. In answering the question of how to improve girls' self-esteem, teachers identified four areas they felt should be addressed: gendered division of labour in the classroom, small group work, gender-biased curriculum and sexual harassment.

In the training workshop for the project, teachers conducted a gender analysis of school curricula and prepared to conduct action research on their own teaching practices in the four areas. In their action research, teachers focused on changing classroom divisions of labour and school curricula by creating stories and having students perform role playing. For cooperative group learning, teachers disallowed sexual harassment, which increased girls' self-esteem and confidence and improved boys' and girls' attitudes towards working together. Teachers noted that girls who had been arriving late to school because they were carrying water and doing many other morning chores were no longer late. Teachers

discovered girls' resistance was associated with a lack of confidence as well as their discomfort with changing tradition. Boys were afraid of losing control or power. Qualitative studies such as this provide insight into how a gender-sensitive approach can be implemented as part of teachers' professional development outside the classroom, and in very practical ways, with students in the classroom.

Livelihood skills and projects: One theme in non-formal and formal education across regions is that parents and students like and are looking for livelihood skills to be included along with literacy, numeracy and life skills in the curriculum.

In Chad, research to find out whether parents were sufficiently convinced of the importance of girls' education shows that girls and their parents had positive perceptions of school, but the majority thought education should help girls develop practical life skills and income generation. Livelihood skills are highly valued where they are taught successfully, and demand exists for them to be taught where they are not part of the curriculum.

In China, in addition to lessons in literacy and numeracy, adolescents received training and developed livelihood skills, especially in animal husbandry. Students reported these skills helped them increase the income generated for their families. They requested future training in new skills, such as hairdressing. They also gained knowledge about children's rights, nutrition, health and transmission of HIV, and became more self-confident, especially girls.

The Girl Child Project in Pakistan was an innovative, cost-effective livelihood project that extended girls' knowledge of health education, child rights and girls' issues; improved communication and teamwork skills; equipped girls to be role models and change agents in families, schools and communities; and contributed to positive attitudes towards girls.

Language of instruction in the classroom: When the language of instruction is not their mother tongue, girls tend to be at a particular disadvantage because they often have less exposure to a social environment beyond their immediate family. This results in girls having less exposure than boys to other languages and reduces their self-confidence (Bernard 2002). The evaluation of the Breakthrough to Literacy project, which involves mother tongue instruction in Uganda, underscores Bernard's findings. The impact of the study is demonstrated in the learning gains scores achieved at the end of the first year of the project. These scores show means for all learners of 50.7 per cent for participants compared to 10.2 per cent for non-participants and indicate impressive gains for girls in particular.

The evaluation of the basic education project for ethnic minority and other disadvantaged children in Viet Nam also establishes that multigrade/bilingual education was a cost-effective way to improve access to education in remote and isolated areas. The number of girls going to school increased through this strategy.

Formal extra-curricular: Pakistan's project for Girl Guides was extremely successful in helping girls develop confidence, learn about their rights in the context of discriminatory practices, and share their knowledge and awareness of the importance of schooling. The

evaluation shows this was an innovative, cost-effective project for Girl Guides that provided an opportunity to learn about rights and responsibilities and to educate families and communities about rights through negotiation.

Technology: There were few studies between 2000 and 2005 to be reviewed related to technology and computers in the school or classroom. The data are of a technical nature covering the delivery of computers and an Education Management Information System, and the studies do not include sex-disaggregated statistics. The relationship between the technical divide and the gender gap appears not to be addressed in UNICEF studies from 2000–2005.

4.3.8.4 Women in supervisory roles: One focus area that involves both parity and equality is women as leaders and role models. In the studies of this desk review, despite the availability of women candidates in China and affirmative action policies in Zambia, the number of women administrators and women in leadership positions has remained consistently low where reviewed. Equity measures are needed, and many governments need an additional push to bring about these changes. UNICEF can take a lead role in helping to achieve this goal.

4.4 Policy and system-level barriers and strategies

Developing effective schools is key to girls' participation and completion. For more widespread progress to be achieved, these schools need to interact effectively with the community and the national education system. Progress has been made in national commitment and integrated action, as can especially be seen in countries that participated in the African Girls' Education Initiative. A gender focus is still needed, however, in all national education policies and beyond.

In addition to lessons from policy and system studies from particular countries, the AGEI and child labour programme evaluations offer important insights into the successes and challenges of policy and system development across countries.

4.4.1 Key national policies for girls: One policy that has effectively encouraged girls to return to school relates to pregnant students. Several countries evaluated their policies and practices for girls who became pregnant as students and return to school after delivering their baby. In Zambia, one measure of success identified by the Programme for the Advancement of Girls' Education (PAGE) after eight years of operation was that more than 1,000 girls had returned to school as a result of a new policy. In Malawi data are mixed on whether girls were returning. In some areas girls clearly were re-enrolling in school, although they did not always return to the same school. The successes of these policies from sub-Saharan Africa can inform the work in Belize.

In an exploratory study, Belize was able to identify policies and practices such as expulsion in schools that discriminate against female teachers and girls who are pregnant. A lack of data prevented the study from determining the exact number who were affected, but it was clear that no national policy exists to protect girls or teachers from being expelled. Written

and unwritten policies are perpetuating expulsion of girls due to pregnancies. Some individual schools have policies allowing pregnant teenage girls to continue their education and return to school after delivery; the study notes that this seems most effective in not interrupting learning. Advocacy is recommended – working with the Women’s Department to lobby for legislative change and with teachers’ unions, NGOs and women’s organizations to promote awareness and develop an advocacy programme on pregnancy as a labour and education issue. Scaling up a model programme on life skills and counselling for high school students is also recommended.

4.4.2 System-wide education reform: Looking more broadly at efforts to increase girls’ access to education over a decade, a study of Guinea’s system-wide approach to girls’ education identified the salient political decisions made between 1990 and 2001 that contributed to girls’ educational participation rising from 13.8 per cent to 60 per cent. During that period the national budget for education rose from 14 per cent to 18 per cent and illiteracy dropped from 74 per cent to 65 per cent nationally. The percentage of rural girls in school rose from 30 per cent to 40 per cent during that time period, but rural areas still struggle to increase enrolment rates. Policy recommendations in the study include increasing the education budget, re-creating the national scholarship system and having a national day for the education of the Guinean girl.

4.4.3 Multicountry programmes: Two multicountry programmes were evaluated between 2000 and 2003: the African Girls’ Education Initiative and Education as a Preventive Strategy against Child Labour. In addition to the lessons from country offices that participated in the AGEI discussed above, other lessons can be extracted from the programme evaluations that are instructive to policy and system-wide education reforms.

4.4.3.1 AGEI evaluation: The African Girls’ Education Initiative was the centrepiece of UNICEF’s effort to promote girls’ education in sub-Saharan Africa, including countries of both Eastern and Southern Africa and West and Central Africa, between 1994 and 2004. It played a tremendous role in shaping UNICEF’s education agenda since the late 1990s and in defining girls’ education as the foremost organizational priority of UNICEF in its medium-term strategic plan. In a major evaluation of AGEI, Chapman (2004) found that the programme was relevant, played a useful role in raising the prominence of girls’ education as an equity issue in many countries, and had a broad focus but uneven programme design around such issues as weak monitoring and evaluation strategies at the country level. Effectiveness was difficult to establish, due to the lack of cost data, but a number of strategies appeared successful to field staff and were popular with stakeholders. These included the provision of water and sanitation, food rations for girls, early childhood programmes, girls’ education clubs, girl-to-girl mentoring, non-formal or second chance school options and community school construction, in some countries. The evaluation also generated other lessons about the successes and challenges of large-scale, multicountry programmes.

In addition to the lessons learned from the AGEI itself, this pan-African initiative gave birth to the United Nations Girls’ Education Initiative (UNGEI), as launched by then Secretary-General Kofi Annan.

4.4.3.2 Child labour programme evaluation: Education as Preventive Strategy against Child Labour was a global programme designed to expand and improve UNICEF's support to education systems in 27 countries. Its specific purpose was to bolster countries' capacities to provide effective alternatives for three groups – working children, children who had never been to school and children at risk of dropping out of school to join the workforce. The primary strategies were ensuring access to high-quality, relevant and affordable education; improving family economies; and raising respect and awareness of rights and enforcement of labour laws. The strategies were expected to complement country office girls' education programmes and to address four levels of society:

- Policy, i.e., financial incentives and gender equality.
- Institutions, e.g., teacher training.
- School, e.g., flexibility in scheduling and educational quality.
- Community, including parent and child participation and girls' education.

Strategies included supporting governments in policymaking and legislation related to the Convention on the Rights of the Child and child labour; advocating for child rights and linking them to education and labour issues; building knowledge of child labour issues; nurturing partnerships from national to local levels; finding innovative and manageable ways to improve the quality of education for the three groups of children; focusing on families and community members as key partners; and developing monitoring and evaluation mechanisms.

The programme evaluation found that the strategy was relevant and contributed to a dialogue about education and child labour, protecting children's rights and building partnerships. Due to UNICEF's decentralized structure, country programme designs were diverse and unevenly linked to UNICEF goals. The evaluation found that only a few countries gave specific attention to girls' education. Efficiency could not be accurately determined, due to the absence of data on costs and benefits. Partnerships generally promoted efficiency, although the overall management of the programme did not. Key partnerships with the International Labour Organization and the World Bank were generally regarded as positive and effective. Some programmes were sustained beyond the funding period through the country office education programmes.

Both evaluations highlight the benefits and the constraints of conducting such programming through a highly decentralized organization, such as UNICEF. In both cases country offices were able to influence policy at the national level and build important partnerships. In neither case could efficiency be determined, due to the lack of cost and benefit data. Although the AGEI promoted the organization's top priority of girls' education, and lessons learned from it led to the development of UNGEI, addressing the child labour issue was a challenge at various points. The evaluation concludes this was because child labour was not integrated into one of UNICEF's main priorities and did not receive, or was perceived not to have received, significant attention at headquarters or in overall programming.

5.0 OTHER LESSONS LEARNED FROM SUCCESSFUL STRATEGIES

5.1 Partnerships

What lessons have been learned from key partnerships in girls' education? Earlier studies have observed that partnerships and cross-sector action improved the sustainability of girls' education initiatives (Bernard 2002). Given the increasing emphasis on partnerships since 2000, the documents from this review reveal that there are various kinds and levels of partnerships with different purposes and different tasks, and that models of successful partnerships come from various countries. Successful partnerships include:

- Those for programme design, implementation and evaluation, such as the national-level partnerships between UNICEF and ministries of education.
- Donor partnerships at the international level, such as the Norwegian Ministry of Foreign Affairs for the African Girls' Education Initiative, and the International Labour Organization and the World Bank for Education as a Preventive Strategy against Child Labour.
- Donor partnerships at the national level, such as the Lao Teacher Upgrading Project and Zambia's PAGE.
- Local non-governmental organization, community and local government partnerships.

There are lessons for girls' education to be learned at each level.

5.1.1 Partnerships for situation analyses: Kane's Azerbaijan study in 2002 proposes that universities make good partners for conducting situation analyses and identifying barriers and states:

“UNICEF's institutional partners in educational programme management should be encouraged to undertake qualitative and quantitative research on access and participation by gender, and to encourage such research among students pursuing higher degrees. ... Such partners might include research institutions and university departments that focus on education, gender, science and culture, including newly established bodies such as the State Institute for Education Issues and Problems, the Gender Scientific and Education Center at Baku State University and gender programmes at other universities.”

5.1.2 Partnerships for project design, implementation and evaluation: Structural lessons on project design and implementation emerge from the evaluation of second chance education for out-of-school adolescents in China. Adolescent dropouts were consulted on the design of the project proposal – a design that students, parents and participating agencies evaluated as very successful. In addition, the project implementation and monitoring strategies were successful. Project management structure was clearly delineated in the Framework of Monitoring System for the Cooperation Project between the China

Association for Science and Technology and UNICEF, and effective partnerships developed through project-leading groups from local government, the China Association and other NGOs, and UNICEF at the province, county and township level. External evaluations report that the partnerships worked well for both project implementation and monitoring.

In contrast, Benin's successful EDUCOM project encountered problems with management structure at the national and prefecture levels. As an intersectoral programme, it had to deal with the somewhat unwieldy structure of multisectoral management committees at various levels and the lack of involvement of officials at the national level. Both the national committee and committees at the sub-prefectural level included representatives of multiple ministries: education, health, rural development, communication, security and social welfare. Representatives from all ministries did not routinely show up at meetings, which led to temporary blockages of funds for activities and left representatives from one or two ministries to carry out most of the work at the national level as well as at the local level.

5.1.3 Partnerships for scaling up: Chapman (2004) observes that partners, particularly key actors in government, must be integrally related to innovations from the outset, otherwise even successful projects may not be adopted and taken to scale. Uganda's Breakthrough to Literacy project was well designed, the model had been tested successfully in other countries, and the evaluation included a cost analysis and evidence of impressive impact in student learning. All this combined, however, was not sufficient to convince a government already committed to other professional development programmes to shift its budget to scale up Breakthrough to Literacy more widely at the end of the year-long pilot project.

With regard to scaling up in Pakistan, UNICEF had established a presence in Sialkot with a joint ILO project to address child labour, and the partnerships established under that project were an important part of gaining access to the districts for scaling up to universal primary education.

5.2 Scaling up

The report of the Nairobi Consultation on Scaling Up Good Practices in Girls' Education and *A Composite Case Study and a Framework for Scaling Up UNICEF's Good Practices in Girls' Education* (UNICEF 2004) prepared for that consultation discuss in depth the extent to which UNICEF country programmes in sub-Saharan Africa have been successful in scaling up in their efforts to support access, quality and achievement. The latter describes six case studies from sub-Saharan Africa of good educational practices that have been scaled up and examines the different focuses and paths they took while going to scale. The cases include the PAGE project from Zambia, Complementary Basic Education in the United Republic of Tanzania, Benin's EDUCOM project, the CHILDSCOPE project and process from Ghana, Mothers' Clubs that are part of the girl-friendly schools in the Gambia, and the Girls' Education Movement (GEM) initiative being developed in South Africa, Uganda and elsewhere. Each case study illuminates important features of the process of scaling up a girls' education project.

The study concludes that *what* is taken to scale matters in terms of the *focus* and the *path* by which the innovation is taken to scale. For example, the Gambia's Mothers' Clubs, which offered support to girls' attendance and persistence in formal schools, spread from one community to another, often without start-up seed money. The study also proposes that different focuses or perspectives – organizational, structural, political, cultural – need to be considered simultaneously when taking a girls' education project to scale.

Other lessons on scaling up surface in the reports analysed for this desk review. One important lesson is that scaling up a supplementary programme that promotes girls' empowerment does not need to be expensive, if the structure and commitment are in place. Such a programme, which was unique to the East Asia and Pacific region, was Pakistan's Girl Guide Project. The overall objective was to improve the status of girls and women in Pakistan by increasing the awareness of guides to the problems faced by girls in their community and society. The project was designed around six proficiency badges. Four badges – Facts for Life, Child Rights, Education and Girl Child Issues – aimed to increase awareness about the status, education, health and rights of the girl child, and Interpersonal Communication Skills and Team Building enabled girls to learn about participation, interpersonal relations, and collective planning and action. The programme began with a small pilot; by the end of the project in 2001 between 20,000 and 30,000 participants had been trained as role models on girl child issues. As part of the action required to earn a badge, each of those girls was required to talk to others, so 20,000 families and 100,000 girl peers, in addition to neighbouring families, schools and communities, would have heard the message about the importance of education for girls.

Another lesson – or conundrum – posed by these studies, is how to determine when to go to scale. China's country end-of-cycle programme evaluation for 1996–2000 called for retraction and greater focus of the Second Chance project because initial project coverage was spread over a wide area, encompassing 15 project counties in five project provinces. But the summative project evaluation conducted after the country programme evaluation urged phase two expansion to be undertaken.

In two other countries evaluators recommended scaling back and focusing rather than scaling up girls' education initiatives. In Viet Nam, the basic education project evaluation report recommended that support to ethnic minority and other disadvantaged children should be “explicitly targeted at the most disadvantaged and urgent cases.” In the Lao People's Democratic Republic the evaluator recommended scaling back from eight to four provinces.

Although the process of scaling up was not described in the community schools evaluations, perhaps the programme most successful in scaling up to support access, quality and achievement in the Middle East and North Africa region is Egypt's. The country's community schools are enrolling large percentages of girls and are achieving the goals of reducing literacy and the gender gap in education. Egypt's project evaluation does not consistently provide sex-disaggregated data, but sufficient information is given to show that girls are achieving high pass rates in all subjects.

The documents also describe certain tensions that exist in scaling up activities and programmes. The first tension is between coverage and maintaining quality. The Lao People's Democratic Republic shortened its Teacher Upgrading Project course following the midterm evaluation and the perceived sense of urgency to increase the number of trained teachers. In so doing, however, it is likely that the teachers trained over a longer period of time began teaching with stronger skills – and obviously with more experience – than those who were in the programme for a shorter period.

Two dimensions of this tension involve finding the right size to begin with and knowing when to expand or when to retract and focus before expanding. Finding the right size from the outset suggests the need for a research study that examines initial decisions about size and content to find out what is optimum. Projects that scaled up too quickly or were too diffuse were urged to focus and scale back. This was true both for the Lao Teacher Upgrading Project and for China's Second Chance project.

5.3 Education and gender in post-conflict situations

Key aspects of UNICEF's support to education in emergency situations, especially with regard to a focus on gender, is somewhat difficult to address because few studies from 2000–2005 were available for review in this area. Because UNICEF studies on emergencies and conflict situations usually do not emphasize education issues, such studies do not appear readily in the database. Several studies were available, however, from countries in post-conflict settings, and findings from those studies are discussed here.

Two profiles from Timor-Leste and a curriculum evaluation from Indonesia document post-conflict school-related experiences in East Asia and the Pacific. The Timor-Leste documents profile the situation of teachers and schools, and school-parent relations. The documents are not analytical and do not offer a gender perspective of the situation, although they do offer perspectives from both female and male points of view.

Specifically addressing gender issues in a conflict situation is the peace education curriculum module Program Pendidikan Damai (Peace Education Program) implemented in the Province of Aceh, Indonesia. It was developed to help the children of Aceh who were living in a war zone learn about difference and alternative ways to deal with conflict. After trying the curriculum for one semester, teachers reported improvements in knowledge, skills and attitudes, as well as behavioural changes in their students. 'We Are Different, But the Same', one of 27 curriculum modules, dealt with gender. In focus group interviews evaluators conducted with students after the curriculum had been taught, some students reported "improved communication between sexes" and increased knowledge about equal rights and responsibilities of men and women. Some male students in other focus groups reported that the lesson "did not fit with Islamic principles" and that "women are weak." Another group reported that there was "more conflict between the sexes after the lesson," but the girls said they "gained a lot of self-confidence and ability to speak in front of a mixed-sex group."

The overall evaluation indicates that raising the issue of human rights and equality in the classroom can both increase girls' self-confidence and elicit negative reactions from boys. This suggests that a single lesson on gender is useful but not sufficient. In addition, teachers need to be prepared to deal with resistance, as well as provide information for students on the intersection of cultural and religious beliefs regarding gender roles in the family and society.

6.0 THE RELATIONSHIP OF STUDIES REVIEWED TO UNICEF'S GIRLS' EDUCATION PRIORITY

This section addresses two questions that probe the relationship between the priorities of UNICEF as an international organization and the national development of programmes and advocacy initiatives. There are two questions: To what degree have gender concerns been mainstreamed into country programmes and their education approaches? To what degree have evidence-based assessment and analysis informed the development of country programme approaches to and advocacy for girls' education? These questions are answered primarily with regard to the first set of 161 documents analysed for this desk review (*see Annex 2*).

6.1 Mainstreaming gender into UNICEF country programmes

To what degree have gender concerns been mainstreamed into country programmes and their education approaches, and which strategies have been used to achieve this? Gender concerns have been mainstreamed into the education approaches of country programmes to varying degrees in different regions and in different countries of a given region. The documents indicate that UNICEF education programmes in regions with the greatest gender gaps in enrolment and completion reach out to girls most specifically and mainstream gender most intentionally. These include Eastern and Southern Africa, West and Central Africa, and South Asia. Some countries in the Middle East and North Africa region also have large gender gaps; many do not, but country offices of this region also give evidence of mainstreaming gender and focusing on girls in line with the MTSP priority. Girls' education and gender concerns are reflected in some documents, though not most, as a priority for several countries in East Asia and the Pacific and Latin America and the Caribbean. Countries of the CEE/CIS have begun to conduct some exploratory studies related to girls' education and gender concerns, but based on the 2000–2003 documents no country in that region has yet made the #1 MTSP priority its chief goal.

As would be expected in a region with long-term participation in the African Girls' Education Initiative, UNICEF's strategic priority of girls' education is integrated throughout programmes in Eastern and Southern Africa and West and Central Africa, and this is reflected in the studies and evaluations. Only 1 of 28 documents reviewed from Eastern and Southern Africa did not include sex-disaggregated data or a gender analysis; only 3 out of 21 reviewed from West and Central Africa did not. The numerous studies of girls' education and evaluations of girls' education programmes indicate it is indeed a priority for these regions. Of the 11 documents reviewed from South Asia, 8 are related to

girls' education programming. Only 1 of the 11 documents reviewed lacked sex-disaggregated data or any type of gender analysis.

The high percentage of documents reviewed from the Middle East and North Africa region that include sex-disaggregated data or a gender analysis suggests that gender concerns have been mainstreamed into a number of the country programmes in that region. Of the 18 documents reviewed from the region, 7 focused specifically on girls. Two studies explored barriers to girls' education (Djibouti, Sudan) and four evaluated girls' education programmes that had been operating for several years – which indicates the region paid attention to girls' education issues for a number of years before it became UNICEF's chief priority.

Studies and evaluations from the Latin America and the Caribbean region do not consistently include sex-disaggregated data or a gender analysis. The Caribbean has produced studies that focus on gender (Belize, Haiti); Latin America has few. Since the region has a high percentage of girls enrolled in school and gender parity in a number of countries, country offices may not be aware of gender issues to the extent that regions with greater disparities are. However, it is noteworthy that the language used in the studies usually includes feminine and masculine forms rather than assuming that the masculine word covers both men and women – using, for example, *padres y madres* and *niños y niñas* rather than *padres* and *niños*.

The studies and evaluations from East Asia and the Pacific since 2000 suggest that attention to gender may be integrated into education programming to some extent. Most of the documents reviewed include sex-disaggregated data or some degree of gender analysis. Seven documents reviewed focus on girls and women, although most of those came from a handful of countries in this very large region. A study from the Lao People's Democratic Republic offers a comprehensive gender analysis of education for boys as well as girls; a baseline survey is available on girls' education in China; and four countries – China, Indonesia, the Lao People's Democratic Republic and the Philippines – have evaluated projects or programmes addressing women's and girls' literacy. The Lao People's Democratic Republic recently conducted a gender review and a desk study of girls' education, and the country office decided on the basis of this information to focus on educating girls in particular provinces. Girls' education recurs in China's education programming, and three out of four studies from both China and Cambodia include gender analysis. With the exceptions of Cambodia, China and the Lao People's Democratic Republic, however, it appears that girls' education and gender issues may not yet be a priority for most country offices in the East Asia and the Pacific region. The remaining 24 countries appear not to have conducted evaluations of projects or programmes focusing on girls during the four years from 2000–2003. As with CEE/CIS, this may be due in part to relative parity in enrolment rates in a number of countries. Studies including the child labour study note, however, that girls are among the excluded and most vulnerable populations of East Asia and the Pacific.

Nearly 41 per cent of the CEE/CIS studies carried out from 2000–2003 do not include sex-disaggregated data or a gender analysis. One third include some disaggregated data or some

information on girls, e.g., a paragraph or a short section in the report. It should be noted, however, that most of the CEE/CIS documents that do not provide information on girls or a gender analysis were drafted in 2000 and 2001, before girls' education became the leading international priority for UNICEF.

6.2 The relationship of evidence-based assessment to programmes and advocacy

To what degree have evidence-based assessment and analysis informed the development of country programme approaches to and advocacy for girls' education? Evidence for the response to this question is illustrative rather than comprehensive, but information is available from sub-Saharan Africa, South Asia, and East Asia and the Pacific.

Zimbabwe reports the influence of two studies (not reviewed here) on the development of its country programme. Specifically, *Impact of HIV/AIDS on the Education Sector in Zimbabwe* and *Gender, HIV/AIDS and Sexuality among Young People* have contributed to the development of the country strategy for curriculum reform and future interventions during the remainder of the current programme (UNICEF Compendium 2003).

Mozambique's gender and education project was instrumental in the development of a gender action plan and its inclusion in the national education strategy; in the establishment of gender units at different governmental levels; and in increased gender sensitization and management capacity of gender units. The number of female teachers hired increased by 17 per cent. Broadly, the evaluation recommended consolidating and moving beyond gains towards sustainability and practical applications (UNICEF Compendium 2003).

An indication of a relationship between the MTSP and country studies may be illustrated through the case of Mauritius, which was not an AGEI country. The September 2001 study, *Outside Education: Adolescence – Images, Cultural Practices, and Risk Behaviors*, is a qualitative, descriptive study of adolescents who are not in school. It was not designed to focus on girls, nor does it disaggregate conclusions about girls at risk in Mauritius although more than half the interviewees were girls and their stories are included in this report. In a second study published in April 2002, *Inquiry into Major Interests and Needs of Adolescents for Their School Subjects*, more than 2,000 students were surveyed, and girls' answers were disaggregated and analysed separately.

The degree to which evidence-based assessment is informing country programme approaches to and advocacy for girl's education is well illustrated through the cases of China and the Lao People's Democratic Republic. Based on the information from its programme evaluation, comprehensive study of girls' education and gender review, the Lao country office has decided to shift from a general programme of improving quality education for all children to an intensified focus on girls. Two of the evaluations conducted between 2000 and 2003 are cited by title in the Lao Country Programme Midterm Review, a clear indication that it is heeding the information gleaned through the evaluations.

Similarly, the China country office programme review included two different evaluations of its second chance project – a tracer study of participating students and a formative

evaluation – in addition to the evaluation mentioned above. In both cases, linking evaluations with programme review and decisions for future programming indicate that the findings of studies and evaluations are critical to the ways in which organizational decisions are made.

A third example of anecdotal evidence, from Viet Nam, similarly demonstrates this pattern of UNICEF country offices as learning organizations from the ways in which they make decisions based on evidence. The 2002 final evaluation of Viet Nam’s basic education project for disadvantaged children recommends that the project explicitly target “the most disadvantaged and urgent cases.” The Education Programme Officer stated that one of the decisions with which the country office planning meetings were wrestling was how to reach the most disadvantaged children and areas in the next programme cycle (Erik Bentzen, personal communication, 22 March 2004).

Documentation was not available from the Middle East and North Africa to assess the degree to which these particular studies informed evidence-based decision-making in country programme approaches to and advocacy for girls’ education. Also, due to the few studies available from Latin American and the Caribbean for analysis and the fewer number available on girls, it was not possible to assess the degree to which evidence-based assessment informs country programme approaches to girls’ education or the degree to which gender concerns are mainstreamed into country programmes and approaches. The degree to which evidence-based assessment is informing country programme approaches to and advocacy for girls’ education in CEE/CIS will need to be monitored in the coming years as the country offices use the information from their gender reviews to develop education programme.

7.0 RECOMMENDATIONS

7.1 Studies, reports and evaluations

What is the optimum balance of studies and evaluations for a country and a regional office? Annex 3 shows the range of types of reports submitted from 2000 to 2003 – desk studies, research studies of various kinds, profiles, and formative, summative and impact evaluations. How does an office decide what kind of study it will conduct and when? Is there an optimal balance? How is that determined? As UNICEF continues to explore what it means to be a learning organization, these are important questions to address intentionally.

Some country offices and some regions have just begun to collect sex-disaggregated statistics and baseline information on gender issues. Others conducted a situation analysis years ago and now focus on programme monitoring and evaluation, regularly updating situation analyses. Some country offices in West and Central Africa continued to conduct baseline studies on girls and gender issues in the midst of AGEI programming. Where programming in new regions of a country is being initiated, this may make good sense.

However, since office resources are limited, the timing of girls' education baseline studies versus evaluations is worth exploring and scheduling carefully.

7.2 Gender-responsive assessment and evaluation

Standardization of reporting on education programming for girls' education and gender issues in education is needed. The 213 studies reviewed deal with girls' education and gender in a range of ways. Some studies focus on girls, either examining the barriers to girls' enrolment and completion or evaluating programmes designed to empower girls and achieve gender equality. Although they focus on girls, the studies did not always include a gender analysis.

In South Asia, for example, two studies include gender issues in the background information provided at the beginning of the evaluation and state that the programmes being evaluated were designed to address issues of girls' education either through improved access or through improved instructional quality. However, both evaluations neglect to include sex-disaggregated data that would allow for an independent verification or interpretation of the impact of the projects on girls. A survey report on in-service teacher education notes the number of male and female teachers surveyed but does not disaggregate the teachers' responses by sex. Two other studies of girls' access and completion include neither sex-disaggregated data nor a gender analysis.

Although an intervention may reach out to girls, this does not ensure that an evaluation of the girls' education programme will include a gender component. Yemen's community schools were established in part to make schooling more accessible to girls. And although the evaluation of supervision at the country's community schools provides useful information – revealing such issues as weak supervision, no appraisal system in place, and the feeling of some supervisors that they are not sure what is expected of them and few have experience working in primary schools – it contains no gender analysis.

In Latin America and the Caribbean it is not possible to be conclusive about girls' education issues and regional strategies because several of the projects that clearly involve girls, such as multigrade classrooms, did not report data on girls or include a gender analysis.

In summary, a gender-sensitive approach to assessment and evaluation would include:

- Sex-disaggregated data in every area *and* an analysis of those data wherever they occur.
- Inclusive language, e.g., for those languages that have used a masculine term to include males and females, use the gender-inclusive term, as noted above with Spanish.
- Girls' and women's voices and perspectives.
- A gender and education analysis in each report, which follows a framework that standardizes the way in which issues of gender parity, equity and movement towards equality are addressed.

In all regions, the introduction of the gender review has enhanced efforts to collect disaggregated data and to analyse the needs of the system from a gender perspective. Some of the gender reviews were more grounded in evidence, others leapt more quickly to solutions. The importance of designing solutions based on evidence in UNICEF's Results-Based Management approach will continue to underscore the need for collecting data in results-based programming.

7.3 Need for conceptual clarity

Gender parity, gender equity, gender equality and girls – the largest population of children excluded from school but *not* a synonym for gender – all these terms need to be clarified for UNICEF personnel and consultants. UNICEF personnel may assume that consultants conducting studies know the difference between these terms; the studies indicate that not all who prepare the reports are aware of the difference.

7.4 Need for qualitative indicators

The value of qualitative research is demonstrated in the detailed description of the Ghanaian teachers' action research on girls' self-esteem and in the Indonesian post-conflict curriculum study in Aceh. There is a need for qualitative indicators, qualitative studies and more sensitive gender indicators that will continue to provide information about ways to implement a gender-sensitive approach to teacher development, curriculum development, pedagogy and all other aspects of a quality education.

7.5 Need for capacity building for assessment and evaluation

The Evaluation Section has conducted meta-evaluations of UNICEF's documentation and has developed guidelines for evaluation reports. The section continues to expand and refine evaluation database entries, and it has identified a set of 'coaches' who are available to conduct evaluations in country offices facing emergencies. All these actions will strengthen UNICEF's evaluation of policy, programmes and results. Greater capacity is also needed among education personnel around the world, so that evaluations, impact evaluations in particular, take a prominent place in education programme and project design.

7.6 Monitoring programme outcomes and impact

More attention needs to be given to evaluating programme outcomes and impact. This means that the costs of new interventions supported by UNICEF need to be assessed carefully to provide a credible basis for bringing projects to scale. It also means that baseline data need to be collected from the beginning of every intervention. Most evaluations continue to deal with an absence of baseline data. In China's second chance study, this lack of data precluded the option of conducting a serious, careful impact study. Effective, coherent systems for monitoring and evaluation are important mechanisms for introducing data on gender inequities in education into public policy debate. Better data and monitoring and evaluation are needed at each level (Chapman 2002).

7.7 UNICEF as a learning organization

What do the studies and evaluations say about evaluation in UNICEF as an organization? A culture of monitoring and evaluation is developing at every level, particularly in the context of Results-Based Management. Some excellent examples of evaluation are emerging, but so are acknowledgements from programme officers that planning still receives much more attention than evaluation, monitoring, the development of indicators and other aspects of the evaluation process.

The African Girls' Education Initiative helped build a culture of monitoring and evaluation around girls' education and gender issues in Eastern and Southern Africa, and West and Central Africa. How can these lessons be extended to other country offices?

In 2003 the West and Central Africa Regional Education Advisor compared AGEI and non-AGEI country offices' data reporting. She found that Phase I countries were more able to produce sex-disaggregated data than Phase II countries. However, nearly all AGEI countries in both Phase I and Phase II were able to provide gender and regional disaggregated data for the education section of UNICEF annual reports, which other countries were not able to do. Non-AGEI countries were able only to provide old data, based primarily on estimations from national surveys, such as household surveys or Multiple Indicator Cluster Surveys, in which data are not disaggregated by sex and therefore do not appraise girls' educational situation accurately (West and Central Africa Regional Office 2002). Initial resistance to the demand for evaluation in AGEI was eventually replaced by a culture of monitoring and evaluation in which lessons learned from monitoring were used not only to strengthen programming but to help stakeholders learn to collect and use data themselves.

Nigeria's AGEI, for example, spent a record 37 per cent of its final budget on monitoring and evaluation in 2002. The initiative developed its own instruments for monitoring change in the attitude of teachers, parents and the community to girls' education, and held a workshop for 20 participants to develop and pilot test the instruments in eight AGEI states. It also held a workshop to train more than 80 participants in how to use AGEI and other project-implementation monitoring instruments. This kind of training signals to those involved in project implementation that monitoring and evaluation is a serious enterprise, and that much is to be gained by collecting evidence on which one can base decisions and improve programmes.

As UNICEF builds on its gender reviews, meta-evaluations and hundreds of studies conducted at the country and regional level, it will continue to contribute to the knowledge base on girls' education and gender equality, improve staff capacity, and facilitate change in organizational behaviour, schools and society. Its processes will become even more deliberate and grounded in evidence. UNICEF will continue to evolve as a learning organization, which will enable it to achieve its goals of improving gender parity and gender equality in education – and its overarching goal of quality education for all.

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Annex 1: UNICEF Studies on Girls' Education and Gender Equality, 2000–2005

Title	Date	Type	Findings
<p>HEADQUARTERS</p> <p>1. 2002 Global: A Review of Evaluations of UNICEF's Education Activities 1994–2000</p>	2002	Desk review	<p>This review finds that UNICEF's activities to promote girls' education reflect the most consistent planning, uniform framework of action and systematic evaluation efforts of all the documents reviewed. The African Girls' Education Initiative (AGEI) provided a structure that has helped country offices clarify goals and objectives, select strategies and monitor progress. Past evaluation findings show that community participation is a key to ensuring relevance and acceptability of girls' education; national policies are also critical. The school's physical accessibility and safety, and the quality and relevance of its pedagogy are fundamental to girls' participation, as are teachers' attitudes and behaviour, and lowering the financial and personal cost of attending school. While raising community awareness of the importance of girls' education is a key component of many projects, changing attitudes and behaviour is not easy and not always successful; it is difficult to anticipate the complexity of operative social systems. Further, efforts to improve girls' education sometimes had negative cross-impacts, e.g., loss of school income when fees were eliminated. Effective interventions may have higher unit costs than less effective alternatives. Further, a need for stronger coordination among UNICEF, governments and NGOs exists.</p>
2. Lessons and Implications from Girls' Education Activities: A Synthesis from Evaluations	September 2002	Desk review	<p>National policy systems are critical to girls' school participation and success. Welcoming learning environments are necessary to the success of traditional schools, which represent the main approach to children's education. Education systems and schools must support families and communities in coming to accept girls' right to education. Interventions for girls are most successful where they facilitate capacities and create mechanisms at all levels – national, school, community – to enable participation and foster linkages. Actions are stronger when they seek to improve the quality and accessibility of education for all children as a matter of their right and society's obligation.</p>
3. Education as a Preventive Strategy against Child Labour (27 countries)	October 2003	Summative evaluation/desk review	<p>Education can only be an adequate alternative to child labour if it is accessible, of good quality, relevant, affordable, equal, safe, and valued by and serving the needs of targeted populations. Some countries' programmes attempted to be gender-sensitive or specifically address domestic labour and child trafficking for sexual exploitation that affected girls more than boys. A lack of systematic data collection made cumulative effectiveness of country-level programmes unclear. Many countries are in early stages of establishing national policy on child labour, and UNICEF support to governments was valuable. Volatile political situations, difficult economies, the short time frame and limited resources of the programme constrained institutional change. In schools, the programme reaffirmed the need for a mix of holistic, intersectoral educational approaches; compulsory education alone cannot get and keep children in school. At the community level, some countries were successful using village committees, forums and community funds, but more attention is needed for such issues as girls' education, life skills education, HIV and AIDS, health, nutrition and WES. It will be important to refine UNICEF's policy and strategy on the elimination of child labour, provide clear guidance on effective strategies at the country level, and develop an adequate framework for monitoring, reporting and evaluation.</p>

4. Changing Lives of Girls: Findings, Conclusions and Lessons from the External Evaluation of the African Girls' Education Initiative	March 2004	Summative evaluation	AGEI has played a large role in shaping UNICEF's education agenda since the late 1990s and has helped raise the prominence of girls' education as a gender equity issue in many countries. A wide variety of activities to promote girls' education were undertaken under AGEI. Some programme designs did not carefully link interventions to intended outcomes, and a lack of systematic evaluation made it difficult to determine attribution of programme success. Some successful strategies included the provision of water and sanitation, food rations for girls and early childhood programmes. Where AGEI was perceived as a female initiative, gaining full involvement of men and boys was challenging. A lack of data on outcomes or costs limited the ability to determine efficiency. Sustainability of AGEI activities beyond external support appeared to be low. Changes in girls' participation, retention and achievement over the course of the programme are the result of many factors; AGEI activities are among them.
CEE/CIS			Findings
5. Gender Review (Albania)	2003	Gender review	This report and indicators on status of females includes policy recommendations. There is a need for more sex-disaggregated data and research to reveal issues in particular regions. Strategies should be implemented in areas where the need is most crucial. The study offers the following suggestions: national policy formation, curriculum analysis, awareness raising and drafting a national strategy on girls' education, as well as community involvement to determine the most effective strategies for issues in local context. The UNICEF country programme should focus on strengthening communities and NGOs, sex-disaggregated data collection, public dialogue and awareness, and promoting specific strategies and policies to create change in gender issues.
6. Reaching the Last Few: Girls' Education in Azerbaijan	2002	Research study	This study finds a need for more sex-disaggregated data on out-of-school children to improve their participation in school and to extend girls' and women's participation in society. Economic hardship was a key factor in hindering girls' participation and retention; this may persist. A national campaign is needed to improve community awareness of gender roles and increase girls' employment opportunities; a gender analysis of textbooks and a study of classroom teachers are also needed. Partnerships with country research institutions are suggested for further studies.
7. Findings from the Survey: Monitoring Learning Achievement Quality of Primary Education (Azerbaijan)	2002	Research study	This study tracks achievement data in math, literacy and life skills among fifth graders. Data are disaggregated by sex, and analysis is provided about gender equality in learning.
8. Subregional Formative Evaluation of the Global Education Project (2002–2005) in the CARK Region (Central Asian Republics and Kazakhstan)	2005	Evaluation	Girls and boys are benefiting from improved relevance of education, although drop-out rates for girls were an issue in assessing the contribution of the Global Education Project to overall educational quality. It was decided to reorient the project to increase girls' access to education and gender sensitivity in classroom teaching. This involved a shift to more activities with parents and the local communities and a greater focus on gender-sensitive materials.
9. Assessment of Irregular School Attendance and Dropout Among Refugee Children in the former Yugoslav Republic of Macedonia	2002	Research study	Among Roma and Askali refugee pupils aged 7–14 in the former Yugoslav Republic of Macedonia, fewer than half attend school regularly. The percentage of girls who never attended school (21%) is higher than boys' (15.4%), but more boys than girls attend irregularly and drop out. Fathers have a higher educational level than mothers, but most parents (69.95%) believe children's success in the future lies in education. About 95% of all parents believe girls should attend school, but only 24% could explain why.

10. Review of Gender Equity in Education (Kazakhstan)	2003	Gender review	<p>This report indicates Kazakhstan has met the MDG for primary net enrolment, with 99.1% of girls and 99.8% of boys enrolled in primary education. Although enrolment rates indicate a high level of participation, inconsistent attendance and drop-out rates are lingering issues. Formal and informal school fees are prohibitive in maintaining school attendance. Despite the supportive legal frameworks, there are visible disparities in employment and wages. The report states that societal and cultural stereotypes of women negatively influence wages and employment fields. Outdated textbooks and lack of teacher training on gender sensitization perpetuate stereotypes. Schools, universities and government agencies view topics concerning gender to be a non-issue because there is a lack of awareness and a denial that gender inequities are a problem. The number of qualified teachers, affordability of teacher training and inadequate in-service training are concerns regarding the quality of education in Kazakhstan.</p>
11. Gender Review (Kosovo)	December 2002	Gender review	<p>This report provides indicators on the status of females, offers advice on how to improve data collection – especially in girls’ education – for future analysis and makes policy recommendations. It analyses data on gender inequities in education subsectors and examines reasons girls were excluded. Girls in female-headed households have lower rates of participation due to financial issues and the need to help at home. Economic hardship is the main reason girls aged 16–19 are not in school; others include family obstacles and insecurity. There is a lack of female teachers at all educational levels and little attention to gender equality or sensitivity in curricula and training. To increase girls’ enrolment and educational quality, the report recommends more female teachers, gender-sensitive curricula and training, and better employment options for females.</p>
12. Girls’ Enrolment and Dropout in Kosovo	2004	Causal analysis	<p>Using data disaggregated by sex and by ethnicity – Albanian, Serbian and Roma/Ashkalia/Egyptian – this study offers an analysis of why girls do not enrol, don’t attend and/or drop out of primary and secondary school. Girls are more likely to be enrolled through primary grades, but greater gender disparity occurs in secondary education. Focus groups and interview data show security issues are a major concern for girls across all three ethnic groups; school is viewed as more beneficial for boys; and school is seen as a place to develop skill sets, mainly domestic work for girls. Mothers were less supportive of their daughters attending school than their sons. The three most cited reasons for not attending school were hard financial conditions, lack of interest on the part of the student, and early employment of children and/or young people. The ethnic/cultural identification of participants had the greatest impact on their view of girls’ education.</p>

<p>13. Gender Review in Education: Republic of Georgia</p>	<p>2004</p>	<p>Gender review</p>	<p>Gender-neutral policies are in place to promote the right of every child to education, but poverty, unemployment and cultural traditions are impacting the enrolment of both girls and boys. It is difficult to verify enrolment based on gender due to limited sex-disaggregated data. International organizations and local NGOs report decreasing enrolment of female students within the ethnic minority (mainly Azeri) and refugee (Chechen) communities, as well as in poor, rural areas. Girls are more likely to be involved in non-economic labour (typically domestic) such as washing, cooking and caring for younger siblings. Curricula and textbooks reinforce gender stereotypes; there is no gender training in teacher education programmes; and the teaching profession has seen a decrease in respect and funding (teachers, predominantly female, barely make a subsistence salary). Recommendations: Redefine gender equity, provide sex-disaggregated data across all ethnic communities and partner with such organizations as the Coalition of Women's NGOs.</p>
<p>14. Romanian Gender Review in Education</p>	<p>October 2002</p>	<p>Gender review</p>	<p>In an analysis of indicators on the status of females, this study finds that girls and boys have equal access, enrolment, attendance and achievement, except among Roma minority children. Roma girls have lower attendance and higher drop-out rates than Roma boys; boys have higher drop-out rates in the general population. The long distances between home and school explain non-schooling and dropout. New curriculum is more pupil-centred. A gender analysis concluded that textbooks promote a predominantly male world controlled by men and revision is needed. Modules for gender training are needed for teachers and school managers. The National Development Plan and National Action Plan on Employment have chapters on equal opportunities for men and women; the National Action Plan on Equal Opportunities for Men and Women sets out a national strategy.</p>
<p>15. Evaluative Review of Active Learning in Serbia and Montenegro 1994–2004</p>	<p>2004</p>	<p>Evaluation</p>	<p>Nearly 16,000 teachers and others participated in the Active Learning professional development programme that focused on changing teaching-learning practices. Teachers reported using new techniques in at least partial application of active learning in 66% of classes. They were encouraged to do so by the positive student reaction to the changes in teaching-learning practice and by the improved quality of their students' knowledge, which teachers think is clearer, longer-lasting and more transferable. They report improved creativity, group work, questioning and critical thinking among their students, as well as better student-teacher relations and school atmosphere. The project has exerted an important influence on the reform process.</p>
<p>16. Gender Review of Education in Turkey</p>	<p>2003</p>	<p>Gender review</p>	<p>2002 statistics from Turkey's State Institute of Statistics indicate the net enrolment for girls and boys is 87% and 92.4%, respectively, showing a gender gap of 5.3% in primary education. 2003 statistics on secondary education show a gross enrolment of 57.2% for girls and 74.3% for boys, with a gender gap of 17.1%. The Turkish constitution requires education for girls and boys 6–14 years old. The inclusion of women in decision-making and development of women's employment are two main objectives of the Ministry of National Education. The average annual income for men is more than double that of women (Human Development Report 2000), and women are not well represented in many public professions, making up only 4% of parliament and 4% of school principals. Although the primary school curriculum was restructured between 1998 and 2000, biases in textbooks remain a problem. Gender-sensitivity training is done at the community level and within community organizations, but it is not a mandatory component of teacher training.</p>

East Asia and the Pacific			
17. Monitoring the Impact of Education Policy Reforms on the Poor (Cambodia)	November 2002	Study	All children have the right to primary and lower secondary education under article 68 of the Cambodian constitution. Elimination of enrolment fees has increased primary enrolment numbers in the poorest areas. The gender gap in primary enrolment has been reduced from 20% overall to about 7%. The lower-secondary school enrolment gap decreased from 40% to 29%. Domestic labour, distance to school and sanitation facilities are three clearly identified obstacles to girls attending school. Although gross enrolments have increased, 2001-2002 data indicate there is still a statistically significant differential between girls' and boys' enrolment. Grade repetition for girls and boys decreased between 1998 and 2001. Drop-out rates across three socio-economic groups demonstrate that Grades 1, 5 and 6 are the times when girls are most likely to drop out.
18. Student Repetition in Cambodia : Causes, Consequences, and its Relationship to Learning	April 2000	Study	This study presents a comprehensive examination of factors influencing student repetition in Cambodia. Fifteen of 23 provinces have student repetition rates that exceed the national average. Repetition rates tend to be higher for boys than for girls. Although the cause of the gender gap is unknown, hypotheses include the prevalence of discipline problems for boys, lost employment and a lower aptitude for verbal skills. Schools with two shifts or with school directors who have a secondary education lower the rate of repetition. Improved sanitation and hygiene facilities presumably reduce repetition because students attend more often and are less distracted by bodily needs. One possible solution to repetition is the recruitment of more female teachers.
19. Second Chance Education for Out-of-School Adolescents in China : Project Impact Assessment Report	September 2001	Pilot project evaluation	Adolescent dropouts were consulted on the design of the project proposal. Through training, adolescents learned skills and knowledge and became more self-confident, especially girls. Peer training was an effective strategy for extending learning: Children and girls found it easier to learn from each other in peer learning situations. Effective partnerships developed through project-leading groups from local government, the China Association for Science and Technology, other NGOs and UNICEF. The project design called for Phase Two expansion, but the country programme evaluation called for retraction and greater focus. The project is spread over a large area, making it difficult for community members to attend training. Students and parents appreciated livelihood skills training in animal husbandry; some reported having generated income as a result of skills learned. Project activities are delivered in non-formal community education centres – often a single room of the local primary school available after school hours. Although many of the facilities are inadequate, communities show strong ownership of the project.
20. UNICEF-Government of China Education Programme (1996–2000): End-Of-Cycle Evaluation (October 2000)	December 2001	Report	Female headmasters make up only 5.9% of the headmasters in the western region, which indicates a large disparity in school leadership. Gender expectations informed by culture in western China may influence a female headmaster's acceptance within the community. While headmasters report there are no conspicuous differences in how they evaluate boy and girl students, evaluators note there is a preference given to boys in schools and suggest headmasters receive gender-sensitization training on girls' needs.
21. UNICEF School Leader Development and School Development Planning: General Report on the Investigation of the School Leaders in the Project Regions in Year 2001 (China)	December 2001	Report	This study includes descriptions of partners, strategies and mechanisms among child-friendly school initiatives in Cambodia, China, Indonesia, Mongolia, Myanmar, the Philippines, Thailand, Vanuatu and Viet Nam. Commonalities were found with respect to the five components of CFS: (1) <i>Inclusive of all children</i> : Widely understood, but cultural practices still create barriers; exclusion affects mainly girls. (2) <i>Effective academically and relevant</i> : Difficult to implement for
22. Review of Child-Friendly Schools (CFS) in the EAPRO Region (Draft)	2004	Desk study	

			<p><i>all</i> children, given the highly diverse characteristics they bring as learners. Need for diagnostic tools both to assess and to enable children's learning. (3) <i>Healthy, safe and protective</i>. Reflected especially through efforts to ensure clean and accessible drinking water, sanitation facilities and hygiene education; little reference to making these girl-friendly. Need for better collaboration with others involved with children's health and well-being. (4) <i>Gender responsiveness</i>: Though widely recognized as important, in practice it is not a major feature in any CFS project. More strategic, analytic and results-based thinking on gender equality is needed. (5) <i>Involvement with families and communities</i>: Consensus that meaningful community partnership matters. Partnerships need to be mutually rewarding, have a clear purpose, truly improve the situation, can be easily understood and are jointly controlled. Overall, there is a need to address critical gaps in gender, teacher-friendliness of schools, and HIV and AIDS education; to consolidate successful strategies and move them forward; and to extend CFS to the secondary level.</p>
23. An Evaluation of the Functional Literacy Programme of South Sulawesi (Indonesia)	2001	Pilot project evaluation	<p>Random sampling of women aged 13–44 enrolled in literacy classes administered by two NGOs shows the programme was effective. Students achieved literacy and numeracy, but they did not change or improve occupations.</p>
24. Evaluation Report: Program Pendidikan Damai (Indonesia)	September 2002	Peace Education curriculum evaluation	<p>In general, teachers report improvement in knowledge, skills and attitudes, as well as behavioural changes in their students as a result of using the one-semester Peace Education curriculum for children of Aceh who are living in a war zone. One of 27 modules on gender, 'We Are Different, But the Same', received mixed reactions. In some focus group interviews, students reported "improved communication between sexes" and increased knowledge about equal rights and responsibilities of men and women. Another group reported more conflict between the sexes after the lesson, but the girls said they gained a lot of self-confidence and ability to speak in front of a mixed-gender group. Male students in some focus groups reported the gender lesson "did not fit with Islamic principles" and that "women are weak."</p>
25. A Gender Review in Education (Lao People's Democratic Republic)	August 2003	Desk review	<p>A gender gap between boys and girls exists at every level of education, including primary, lower secondary, secondary and tertiary, and in non-formal educational settings. Factors influencing girls' participation include: socio-economic status, education of parents, environment (rural areas and regions in the north and south have worse enrolment rates), minority status, domestic labour and number of siblings. Distance to school limits enrolment of both boys and girls. Drop-out rates are higher for girls because they attend regional lower-level schools and cannot move on due to distance of other schools. Inadequate sanitation facilities are also detrimental to girls' attendance. Ethnic-minority students make up more than half of the school-age population, and the ethnic-minority parents interviewed said they prefer to send their sons to school. Prevailing gender stereotypes are found in school textbooks, and gender-based intimidation remains an issue. Qualified, trained female teachers are needed to serve as positive role models for girls, especially in schools serving ethnic minorities and in Phongsaly and Vientiane Capital.</p>
26. Strategic Review: UNICEF and Government of Lao PDR Quality Education—Especially for Girls' Project (QEEG) Final Report	December 2003	Summative evaluation	<p>This study examines a project aimed to improve the effectiveness of teaching and learning in schools, with a special focus on girls and minorities, in all primary schools in eight provinces. The programme is split into three sub-projects focusing on quality, access and early childhood development; each had a different set of objectives and activities. (1) <i>Quality of basic education</i>: Instituted baseline achievement testing, a Teacher Upgrading Programme, resource centres and</p>

			<p>clusters, and multigrade training. Results were mixed; quality was affected by the skill level of the local resource person. (2) <i>Increasing access to primary education</i>. Less effectively implemented than the sub-project addressing quality. The report finds little evidence of activities specifically designed to promote the enrolment and retention of girls. (3) <i>School-based early childhood development</i>: Most activities were curtailed due to a lack of local-level planning. The study makes 40 short- and long-term recommendations, starting with the idea that QEEG would benefit from greater geographic and operational focus.</p>
27. The Situation of Girls in the Lao PDR	August 2003	Desk review	<p>This review of existing literature looks at four principal areas of girls' education: (1) <i>School readiness</i>: Early childhood care appears similar for boys and girls, though poverty and malnutrition mean the chances for healthy development of any child are slim. Few children have any experience with organized learning before Grade 1. (2) <i>Access</i>: Girls' enrolment rates are much lower than boys' and many more boys go on to secondary school. Girls who do go to school have lower drop-out rates and higher completion rates. (3) <i>Quality</i>: This issue has received little analysis. It is suggested that girls are disadvantaged in their representation in textbooks, contact with female teachers, participation in the classroom and feelings of security. (4) <i>Learning achievement</i>: No method currently exists to assess primary-level learning outcomes on a national basis. Two studies indicate there are no significant disparities between boys and girls, but girls' performance in numeracy should be further investigated. The report concludes that girls in the Lao People's Democratic Republic often suffer inequities in education, especially access, due to tradition, economic factors, child marriage, poorly located school sites and inadequate school facilities. Given the chance, girls do equally well or better than boys.</p>
28. Evaluation of Basic Education Project for Ethnic Minority and Other Disadvantaged Children in Viet Nam: Final Report	January 2002	Summative evaluation	<p>Multigrade and bilingual education is a cost-effective way to help improve access to education in remote and isolated areas and increased the number of girls going to school. Girls' school experience related to external support and advocacy, and to prevailing community and family values and income levels. Community advocates played an important role in sharing understanding of the advantages of school and the opportunities for schooling within the district. Concerns about food, water, shelter, safety, care and supervision led to a recommendation that "community boarding schools be supported as a last order option." This evaluation notes lack of support for girls above school age without access to school or literacy training. It recommends that support to ethnic minority and other disadvantaged children should be "explicitly targeted at the most disadvantaged and urgent cases."</p>
Eastern and Southern Africa			
29. Millennium Development Goals Education Needs Assessment (Ethiopia)	September 2004	Study/assessment	<p>This study reviews the state of education in Ethiopia relative to the MDGs. Ethiopia had large increases in primary education enrolment over the past decade but still faces many challenges. The gender gap is significant – about 20% difference at primary and secondary levels and 70% in higher education. The number of female teachers is low. Recommendations include improving textbooks and materials, developing school curricula that support gender equity, employing para-professional teachers, expanding Alternative Basic Education Centres, increasing community participation and support, and improving intersectoral linkages and monitoring and evaluation.</p>

30. An Assessment of Girls' Clubs in UNICEF-Assisted Elementary Schools in Ethiopia	September 2005	Study/assessment	This study assesses a girls' club programme in five administrative regions. The goal of the programme is to improve educational outcomes and build awareness of gender issues among girls. Some clubs have active memberships, many do not. The study recommends providing training in leadership, negotiation and advocacy skills, guidance on gender issues, distribution of up-to-date materials, and development of networks among clubs and local government representatives.
31. Report on the Formation of the Addis Ababa Girls' Forum (Ethiopia)	November 2005	Report	This descriptive report discusses a programme for girls aged 14–19. The programme facilitated discussions on girls' vulnerabilities to HIV and AIDS and the factors that make them vulnerable. It focused on communication strategies regarding HIV and AIDS, sexual harassment in and around schools, sex education, parent-child communication and guidance services in schools. It resulted in the empowerment of the girl participants, training for teachers on sexual harassment and drafting of sexual harassment law by city government.
32. The Report of the Gender Audit in the Education Sector, Ministry of Education, Lesotho	February 2003	Gender audit	Strategic goals and policy objectives do not explicitly address gender gaps and concerns in education, demonstrated by the lack of funding awarded to related issues. The ministry of education compartmentalizes topics regarding gender as 'women's issues'. Gender disparities are accepted as 'normal' by parents and the community at large. Women and men follow traditional gender roles in choosing vocations, and women are poorly represented in management positions. Class repetition and drop-out rates between Grades 1 and 7 are greater for girls than boys. Girls outnumber boys in secondary school, with 56% of those enrolled being female and 44% male. The school curriculum perpetuates stereotypical roles for women and men. Teacher training and preparation do not offer any courses in gender sensitization nor do they foster critical thinking or empowerment for learners to challenge gender discrimination. Most of the schools that participated in the audit lacked basic sanitation facilities, and those that had toilets were for both boys and girls and did not offer any privacy. The audit also reveals that 51% of girls and 23% of boys aged 15–24 are infected with HIV.
33. Classroom, School and Home Factors that Negatively Affect Girls' Education in Malawi	July 2000	Study/assessment	The study examines four UNICEF project districts in Malawi. The findings are organized into three domains: home, school and classroom. In <i>homes</i> , rites of transition define gender roles, and mixed-gender schools may go against traditional expectations. Child marriages remain the principal constraint to girls' education, and parents still favour boys' education because it is associated with greater financial returns. In <i>schools</i> , most classes were being held outdoors. The provision of facilities is grossly inadequate in some schools, with no/limited water and latrines. Teachers' houses are also inadequate in all schools. <i>Classrooms</i> are characterized by little pupil participation; the teacher occupied as much as 90% of all speaking time. Girls in most classes assume a subordinate status; boys often bully and sexually harass girls. In the face of continued poverty, socio-economic and cultural issues are at the root of problems with girls' enrolment and persistence in formal education.
34. Improving the Situation of Girls in Malawi : A Report on the Mnjolo Village Initiative	October 2001	Pilot project assessment	In 2001, a pilot project was started in a village of 600 people that suffers from high drop-out rates and poor health, including high levels of HIV and AIDS. These problems are partially linked to initiation rites for boys and girls. The project's goal was to create a safe and supportive environment for girls' survival and development. It incorporated a cultural approach that recognized village chiefs as major change agents. At the time of the report, traditional leaders had

			<p>accepted the challenge of fighting the spread of HIV and promoting girls' education. They proposed cost-effective and sustainable solutions that took into account Malawi's cultural heritage. For example, chiefs have composed songs that relay messages on HIV and AIDS, as well as girls' education, and have substituted herbal medicines for sexual rituals in certain customary practices.</p> <p>Until 1992, girls who became pregnant were expelled from school. To encourage girls' education, a 1993 policy allows girls to withdraw and then be readmitted upon application. Boys responsible for the pregnancy are also expected to withdraw for one academic year. Most teachers and administrators were aware of the policy as it relates to girls, but fewer knew that boys were also to be held responsible. Many believed suspension of boys was not necessary. This aligns with broader societal beliefs: Cultural norms place more emphasis on marriage and childbearing for girls and work outside the home for boys. Despite this, and the misery caused by the unplanned pregnancy, information from the ministry of education suggests that most girls are returning to school (though conflicting district-level data exists).</p>
35. Readmission/Pregnancy Policy: Status Report (Malawi)	January 2002	Assessment	<p>This evaluation finds that UNICEF-assisted schools had lower drop-out rates for girls in Grades 1 and 8. Mother's Groups were effective ways to keep girls enrolled in school, but they were geographically dispersed and needed strong leadership. The World Food Programme involvement increased the number of girls enrolled, although it created a food dependency within communities where implemented. Capacity building and the assurance of fundamental rights of children were being ensured through the Community School Approach. Local communities need to feel ownership and investment in schools in order to have more buy-in to send their daughters to school. Primary schools need basic supplies and textbooks, as well as more qualified, female teachers. HIV and AIDS education is being implemented in primary grades and anti-AIDS clubs are formed to reduce the high numbers of girls becoming infected. Greater community dialogue on HIV and AIDS is recommended to combat stereotypes on the contraction of HIV – silence, stigma, and discrimination are three barriers to combating transmission. A sanitation/hygiene promotion project is getting the community involved in better sanitation facilities in schools and homes, which in turn lead to higher enrolment of girls. Greater monitoring and evaluation of programmes is needed; statistics on learning outcomes and sex-disaggregated data from schools are lacking. A Human Rights Based Approach to Programming is used in creating girl child interventions. Female teachers are seen as a way to improve girls' education; teacher training and housing in rural areas are potential incentives to recruit teachers.</p>
36. Government of Malawi/UNICEF Midterm Evaluation of Girl Child Interventions	2004	Midterm evaluation	<p>Most children who do not enrol or access school and/or drop out early are girls. Maputo, the capital, is the only area of the country where there is gender parity in primary enrolment numbers. The north and central regions, mainly rural areas, have low enrolment and high drop-out numbers for girls, who most often leave school between Grades 1 and 3. Portuguese is the language of instruction and is difficult for students, particularly in rural areas, and even for many teachers. The inadequacy of schools, especially in rural areas, strongly impacts girls' retention in and completion of primary education. Training opportunities and working conditions of teachers are poor, which has led to diminishing morale and adherence to rules. Corruption and abuse among teachers have resulted, and sexual harassment and rape of girls have occurred without punishment. The lack of female teachers and headmasters is seen as hindering girls' participation. In areas where</p>
37. The Gender and Education in Mozambique: Analysis of Results, Lessons and Recommendations	2002	'Summative' evaluation	

			<p>community organizations link with families and students, girls are encouraged to continue their educational path. Gender and Education in Mozambique has advocated for more school-community links. While NGO and government initiatives are increasing community awareness of girls' educational issues, the actual numbers of girls enrolled in education between the years of 1997 and 2000 remained around 42%. Parents view the lack of job opportunities once schooling is finished as a reason to not enrol their children in school thus linking the issues of poverty and education. The removal of school fees has enabled more children, especially girls, to enrol.</p>
<p>38. A Study on the Barriers to Girls' Education in Zambezia Province, Mozambique</p>	<p>2005</p>	<p>Situation analysis/ gender review</p>	<p>This study examines reasons behind the high drop-out rates of girls in three districts of Zambezi Province: Maganja da Costa, Morrumbala and Nicoadala. Supply-side barriers include access to schools (especially distance to secondary schools), the quality/relevance/credibility of education, physical condition of facilities, educational costs, and violence and abuse in schools. Demand-side barriers include poverty, cultural traditions, parents' perception of school, <i>curtir</i> (desire for a modern lifestyle), HIV and AIDS, and child pregnancy and marriage. The presence of female teachers is a strong motivator for girls to attend and remain in school; women teachers are less likely to inflict abuse – physical or sexual – on students and are respected by parents within the community. Many girls still have domestic responsibilities within the household that prohibit them from attending school. To engage and involve more girls in this province, sexual harassment by teachers needs to be curtailed; pregnant girls and young mothers should be allowed to continue their education; school councils should serve as liaisons between parents, communities and schools; culturally relevant skills training should be introduced in the curriculum; school feeding programmes should be limited to areas in greatest need; schools must work with community elders on altering initiation rites; and new female teachers should be partnered in rural communities.</p>
<p>39. Deepening Our Understanding: A Qualitative and Consultation-Based Study of the Situation, Causes and Capacity Gaps in the Realization of Children and Women's Health and Education Rights in Nicoadala, Zambezia and Nhamatanda, Sofala (Mozambique)</p>	<p>January 2005</p>	<p>Research study</p>	<p>This qualitative study examines barriers to women's and children's health. It focuses on chronic malnutrition, HIV and AIDS and malaria, and conducted a gendered look at HIV and AIDS knowledge in two districts. Girls' enrolment rates appear to be improving in both districts, but poverty and gender roles combine to worsen access to education and health. Coordination among actors working towards health and education rights is lacking; boosting this could significantly improve data collection and project implementation. Capacity gaps exist at local, district and regional levels.</p>
<p>40. AGEI/Namibia Midterm Evaluation: Kavango Girls' Education Project and Omaheke San Education Project</p>	<p>July 2002</p>	<p>Midterm evaluation</p>	<p>This study reports that gender parity in primary enrolment was almost achieved, although boys trailed behind girls by 4% in net enrolment percentages – which are 84% and 88%, respectively. Boys and girls from such marginalized groups as the San and Himba made up the majority of out-of-school children. The Kavango region of Namibia had a 12.2% drop-out rate of girls between primary, junior secondary and senior secondary levels. The Kavango Girls' Education Project sought to increase access and retention to quality education, reduce girls' drop-out rates, improve gender-sensitive teaching methodology, discourage romantic relationships between students and teachers, improve parental involvement and make hostels safe for girls. The project was implemented slowly to create a sense of ownership; the dedication and leadership of the Girls' Clubs was an asset. But male teachers and students made degrading remarks about the Girls' Clubs and supporting the clubs was seen as a responsibility only for female teachers. Although the Girls'</p>

			Clubs reported high enrolment, sometimes including all the female students in a school, the clubs had the greatest impact on the student management committee, which included 5–10 girls. Little had been done with the issue of safety in student hostels.
41. Girls' Education in Rundu Educational Region: A Report on a Field Assessment (Namibia)	2002	Assessment	This study assesses the reasons for girls' low retention and offers opportunities for stakeholders to recommend interventions that motivate girls to complete their education. The research highlights the varying quality of education between schools, e.g., teachers lack the skills to enhance participation of girls, who are often less active during lessons. Hostels are poorly managed and unsafe for girls. More attention needs to be paid to girls' education, but no single solution will alleviate the problem due to a range of factors that lead girls to drop out. For example, parents and communities no longer expect girls to marry early or to be less educated than boys, but parents do not know how to access free basic education and demand fee exemption. Pregnancy among teenagers is a key factor; relationships with 'sugar daddies', sponsors and teachers are a serious concern; the risk of contracting HIV, however, seems of less concern than becoming pregnant. Home factors include a severe generation gap between adolescents and their parents or guardians, rendering constructive dialogue difficult.
42. Baseline Study of Basic Education for Girls and Other Vulnerable Groups in Rwanda	October 2002	Baseline study	This study was conducted in five provinces to assess the effectiveness of girls' education interventions in Rwanda since 1998. The effect of war and genocide is felt in all spheres of society; helplessness, despair and mere survival summarize the situation of education for the vulnerable groups – including girls who are orphans and those from poor families. This study finds that although government seems to be committed to providing education for all, policies and many programmes have generally remained gender neutral or gender insensitive. Real gains have been made, but participation levels of girls in primary education remain lower than those of boys. Dropout and failure are very high among girls. Girls begin to perform poorly in primary grade 2 as well as on grade 6 national exams. In secondary education, few girls achieved comparable advancement to the boys' progress. Further, school facilities are limited and in bad condition; most schools have no desks or chairs. Sanitary facilities disadvantage girls and contribute to low participation in school. School health and hygiene are questionable. Girls lack life skills capacities, thus are exposed to sexual harassment and gender discrimination in school, at home and in the community. Data collection, storage, analysis and use for policy formulation and interventions are problematic. But there are encouraging efforts by the government, religious organizations and NGOs in trying to rehabilitate and provide educational opportunities for girls and other vulnerable children.
43. A Situational Analysis of Primary Education in Somalia : A Gender Perspective	October 2004	Research report	Education in Somalia faces many challenges due to past colonization, war, continuing insecurity and related political factors, including lack of a central government. The international and local communities have worked together to revive the education sector and have laid a foundation that can be built upon, but there are still many challenges. The Somali sociocultural and economic situation, for example, compounds problems in education. The subordinate place of girls and women and the preferential treatment given to boys and men has a great impact on education in general and girls' education in particular. A multi-pronged strategy that touches all aspects of public life is recommended. Ministry of education, local authorities, community education committees and community members must continue to work together to ensure equal opportunities

<p>44. (E)Quality: Girls' and Boys' Basic Education in Masasi and Kisarawe Districts (United Republic of Tanzania)</p>	<p>July 2001</p>	<p>Research report</p>	<p>in education for boys and girls and contribute to achieving Education for All and the MDGs. The focus in this study is girls' and boys' access to, performance and participation in primary education and complementary basic education (COBET) in Masasi and Kisarawe Districts, the United Republic of Tanzania. Qualitative methods are used to capture perceptions and views from girls, boys, teachers, parents or guardians and other community members. One common opinion holds that it is a more secure investment to educate boys than girls, especially due to the risk that a girl might get pregnant. It was clear that boys were prioritized in the selection of out-of-school children for COBET. While boys are regarded to be in need of education because they are seen hanging around without anything to do, girls are at home, occupied with household chores. Girls generally perform more poorly than boys in both primary education and in COBET, and they tend to be less confident – a disadvantage in the classroom because teachers tend to communicate most with the active pupils.</p>
<p>45. Comparative Study of Basic Education/Girls' Education in Tanzania</p>	<p>2004</p>	<p>Research report</p>	<p>Study of key indicators of basic education access, quality and poverty reduction with reference to girl's education.</p>
<p>46. Evaluation of the Education Programme in the Refugee Camps in Western Tanzania</p>	<p>N.D.</p>	<p>Evaluation</p>	<p>Educational services are functioning and children are learning despite very difficult conditions. Although there is significant variation across camps, the repetition rate for girls is higher than it is for boys, and girls' achievement rates are lower. UNICEF's support has been crucial, and the collaboration between UNICEF and the implementing NGOs has been vital to the success of the education programme.</p>
<p>47. Technical Evaluation of Breakthrough to Literacy (BTL) in Uganda</p>	<p>December 2002</p>	<p>Summative/ impact evaluation</p>	<p>This evaluation examines a pilot project to teach functional literacy skills to learners in their first language. Classrooms were organized into social and ability groups that performed tasks in a stimulating atmosphere. The goal was to ensure that 85% of girls and 85% of boys are able to read and write in a local language by end of primary Grade 3. The evaluation finds that BTL increased reading proficiency and enhanced several aspects of child-friendly learning environments. The mean of all BTL learners, including those who did not attain the required reading proficiency, is 50.7%, compared to 26% for the non-BTL group. BTL classrooms were inclusive of children with diverse backgrounds; enrolment and participation surpassed that of non-BTL schools; boys' and girls' participation was active and equitable. Parents increased their involvement and came to view the school as reinforcing the children's cultural heritage. These successes notwithstanding, most schools still don't provide the basics of a healthy and safe environment.</p>
<p>48. Evaluation of the African Girls' Education Initiative (AGEI): A Report on the Uganda Case Study</p>	<p>2003</p>	<p>Evaluation/ midterm review</p>	<p>This study reports a gender disparity of 15% in primary education, with fewer girls completing seven years than boys. HIV and AIDS, drought, and conflict with the Democratic Republic of the Congo and Lord's Resistance Army have negatively impacted continuity of education. Specific barriers include distance to school, poverty, low value of girls' education, adolescent pregnancy (31% of girls are pregnant or mothers by age 17), child marriage, and sexual harassment or exploitation of young girls. The Girls' Education Movement (GEM) and GEM Clubs, the Breakthrough to Literacy programme and improved sanitation have all been strongly effective in promoting girls' enrolment and attendance in Uganda. A key obstacle persists: External donor support does not increase overall funding for education.</p>
<p>49. Midterm Review Study of School</p>	<p>November</p>	<p>Midterm review</p>	<p>The objective of this school sanitation programme is to fulfil the right of 70% of primary school girls and boys to improved sanitation, hygiene and safe water in selected districts by 2005. The</p>

Sanitation Program (Uganda)	2003		<p>study finds there was an improvement in enrolment and a decline in girls' drop-out rates when sanitation was improved. Combined with other initiatives, school sanitation was found to be a major factor in determining whether girls remain in school.</p> <p>This study examines the support provided by the United States Agency for International Development (USAID) to four districts in southern Zambia. Parents see education for girls as more beneficial because their daughters may become more reliable and caring. After the introduction of a re-entry policy, pregnancy is not seen as a hindrance to continuing education. Initiation ceremonies are held during school holidays, which is a compromise for parents. Affirmative action is being implemented to ensure proper hiring practices for females. Teacher training includes Gender, English, Math and Science (GEMS) and Module 7, a school-based programme providing teachers with basic training on gender. Gender across the curriculum was introduced in the teacher training colleges. (See <i>additional information below</i>.)</p>
50. PAGE Evaluation Final Report for USAID (Zambia)	October 2002	Summative evaluation	<p>The number of girls progressing through the education system is less than boys, with the gender gap widening between Grades 5 and 7. Completion rates for girls remain substantially lower than those of boys. PAGE introduced 32 single-sex classes in five districts, training both male and female teachers; 13 schools have installed bathing shelters for girls in the northern province. PAGE-sponsored sensitization programmes were conducted with teachers, school administrators and parents. Gender across the curriculum has been introduced in two teacher training colleges, where trainees learn girl-friendly pedagogy; however, equitable hiring processes need to be in place when appointing heads and deputy heads of schools. Extra-curricular activities are used to enhance girls' self-esteem and confidence through anti-AIDS clubs, drama and football. School hygiene and sanitation facilities are on the agenda of school heads and the government; 5,304 girls and 7,159 boys, as well as 288 parents, have been educated on HIV and AIDS.</p>
51. Programme for the Advancement of Girls' Education (PAGE) (Zambia)	December 2003	Summative evaluation	<p>Educational development has stagnated since 1990 – the environment in schools is gender insensitive, the policy environment is insufficient to address the educational needs of girls, and the community environment is not adequately supportive. This study recommends inclusion of child abuse in the Education Act; gender sensitization of the Education Act and education policies; review of corporal punishment and girls' pregnancy policies; institutionalization of gender mainstreaming programmes; strengthening family and community structures to help orphans and vulnerable children; school-based counselling services; establishing a gender equity structure to address harmful cultural practices; and inter-ministerial and multisectoral gender mainstreaming.</p>
52. The Comprehensive Review of Gender Issues in the Education Sector (Zimbabwe)	N.D. 2004?	Gender review	
The Middle East and North Africa			
53. Elimination of Illiteracy of Women and Girls (Algeria; French language)	2002	Evaluation	<p>This evaluates centres to reduce illiteracy – including adult education, teacher training, and raising awareness of illiteracy and its impact on the Algeria. It shows that 58% of literacy centres are in good condition, and 53% of women studying at the centres are aged 35 or older, an age group that realizes the importance of literacy. The main cause of illiteracy is that parents do not allow girls to attend school. Most women surveyed – 1,141 of 1,575 – contacted the literacy centre on their own initiative. After studying, most students said they can “easily” read and write. Manuals used at the centres could be improved.</p>
54. Summary of the Study: Girls' Education in the Wilaya of Mila (Algeria)	October 2004	Study	<p>Quantitative and largely sex-disaggregated data are used to study causes of the low education rate for girls aged 6–14 in Wilaya de Mila; only 35.16% reached Grade 9 and 50.03% reached Grade 7.</p>

			<p>This study finds several major factors that explain these low rates: conditions in rural areas, rugged geography, inability to pay school fees, and limited transportation, school canteens and health services. Of the respondents, 17.2% attribute the low rate of girls' education to poverty; 40% of these respondents are parents. The second most frequently cited cause is the rise of school fees, which impels parents with many children to give priority to boys. As for 12 proposed solutions, number one according to the survey is to increase revenue and improve transportation.</p> <p>This national study examines factors behind sex-based inequality in education and reports that access to education in Algeria is relatively good. It also notes, however, a disparity between rural and urban areas; for girls aged 6–14 the percentages of access in 2002–2003 range from 87.41% in urban areas to 57.88% in rural areas. The study attributes girls' low participation rates to the distance of schools, absence or insufficiency of school canteens and boarding facilities, and insecurity due to terrorism and its impact – especially on isolated and deprived areas. The study considers ways in which national policies improve girls' access and achievement. In this regard, the study notes a "school revolution" whereby the transformation to a modern society has resulted in inequality that affects more boys than girls, especially in high schools. The study also notes that such factors as the quality and the results of education may be biased towards boys. However, girls repeat fewer classes than boys in elementary and middle school except for Grade 9, when boys repeat less; 14.34% of boys repeat in elementary and middle schools, compared to 8.86% of girls. The study calls for a curriculum that is more reflective of the increasingly important role girls and women are playing in Algerian school and society.</p>
55. Study of the Equality Between the Sexes in Education (Algeria)	November 2004	Study	
56. Qualitative Study on the Constraints in Educating Girls (Djibouti, French language)	July 2001	Study	<p>This study finds that girls' enrolment has stabilized at 40% over the past 12 years; the region with the highest percentage of girls enrolled has 48%. From group discussions, ongoing barriers to girls' education identified include traditional gender roles; mothers consider girls' labour indispensable; parents won't send girls to schools far away from home and parents' authority; families consider educating boys an investment; girls' parents give priority to Islamic education; and school fees are an enormous burden on poor families.</p>
57. Community Schools Evaluation Project (Egypt)	2001	Evaluation	<p>Community schools set up to increase literacy in remote regions and narrow the gender gap in education are achieving their goals, according to this evaluation. Percentages of student success on tests developed for this study for Grades 2 and 4 are high and conform with results of official examinations administered by the ministry of education to Grades 3 and 5.</p>
58. Mainstreaming and Sustaining the Community School Model in Egypt: A Formative Evaluation (Egypt)	2004	Formative evaluation	<p>In 1992, UNICEF partnered with the ministry of education to initiate the innovative Community School Model. The project was designed to expand primary school education access for deprived communities, or governorates, in Upper Egypt. Although it provided opportunities for boys and girls who had no access to education, it gave preference to girls. Focusing on an effective classroom, the Community School Project used such practices as active, student-centred learning, with an emphasis on independent, peer and cooperative learning; a multigrade class management system; sustainable professional development for personnel; and mobilization of community participation and mastery learning. In 2003 there were 227 community schools in the three governorates; the total number of students enrolled was 5,566, of which 66% were girls. For the 2003–2004 school year the total number of students graduating from these schools was 1,188; 72% of graduates were female. The number of graduates who went on to mainstream preparatory and</p>

			secondary education during this same school year totalled 1,115; of these, 755 (68%) were girls. There are many opportunities to mainstream lessons from the Community School Model into policies and practices across the educational sector.
59. Evaluation of the Education of Rural Working Girls Project (Islamic Republic of Iran)	2000	Pilot project evaluation	Participatory, interactive methods and well prepared, experienced female teachers were favourably received by teachers and students who were part of this project. Parent and community attitudes towards the project have become positive because girls can continue working, families receive girls' labour and income, and skills learned help generate income. Provision of free, warm food was effective with literacy students aged 15 and younger. Literacy students have high pass rates, and the project appears to be cost-effective compared to typical literacy classes. Classes operating next to non-project literacy classes have upset teachers, students and the community, and the focus on girls may upset boys; the study recommends opening project classes to all for one year.
60. The Educational Conditions of the Marginals Children (Yemen)	2000	Study	This study examines the educational situation of the Marginals children in Mahawi Aser District. Domestic violence and corporal punishment are accepted practices among Al-khadam families, reinforcing a negative self-view among Al-khadam women. Of the 339 families who participated in the study, 175 family heads (mainly men) said they saw education as a means to change their children's social condition and status. Contrary to the societal stereotype that they are uninterested in educating their children, economic constraints are the main reason Marginals are unable to enrol their children in school. Girls are kept home, drop out and forced to leave school due to economic constraints at a higher rate than boys. Statistics from this study show that 9.48% of boys do not enrol in primary education, compared to 26.2% of girls. Once in school, Marginals have a high drop-out rate due to discrimination by teachers and principals.
South Asia			
61. Situational Analysis of Children Engaged in 26 Hazardous Occupations in the Six Divisional Cities in Bangladesh	2000	Situation analysis	Of more than 5,000 working children aged 8–14 who were interviewed, only 10% were girls. Among all working children, more than 20% suffered injuries (86% boys, 14% girls). Only 8% of working children attended school; of these, 25% were girls. Special programmes are needed for poor children, including vocational training combined with literacy. Opportunities for making an income in a non-hazardous trade are also needed.
62. Learning Achievement of Primary Children in Selected Districts (Bangladesh)	November 2001	Study	This study presents an analysis of the Intensive District Approach to Education for All (IDEAL) and learning achievements by using achievement tests and a questionnaire on school-related data. The programme saw mixed results due to the slow process of educational change, not unsuccessful effort in implementation.
63. Hard-to-Reach Project 3: Midterm Evaluation Report (Bangladesh)	September 2002	Formative (midterm) evaluation	This evaluation addresses a non-formal education programme administered from 1997–2003 that attempted to reach children aged 5–14 who were not enrolled in formal education due to employment. Girls constituted a little more than half of the urban working poor in Bangladesh. The study team identifies gender and age composition of children enrolled in non-formal education as one of their measures. The Basic Education for Hard-to-Reach Urban Children enrolled 2,069 boys and 2,653 girls, for a total of 4,722 learners. Occupations held by children were divided along gender lines; for example, one fifth of the boys were shopkeepers and two fifths of girls were maids. These occupations tended to be maintained into adulthood, as illustrated by the occupations of children's parents. Half of all teachers did not have adequate qualifications and 91% of teachers were female. Of 46 programme supervisors, 78% were men and 22% were women. The evaluation

64. A Gender Review in Education (Bangladesh)	2003	Gender review	<p>found participants preferred male supervisors. Mainstreaming women and gender issues into the 'Five Years Plan' has been an ongoing government initiative. Although sociocultural factors based on conservative perceptions of Islam have long justified the segregation of women in Bangladesh, enrolment rates are slightly higher for girls through secondary education. This may be due to tuition fees boys must pay for secondary and higher-secondary education. Primary education is free for both boys and girls, and girls do not have to pay any tuition fees. Qualified, trained female teachers are more numerous in primary schools. Secondary data are not available on qualified, trained male teachers. Textbooks have been revised and reprinted to reflect gender sensitivity, and School Management Committees monitor and supervise gender issues in school. Two toilets, one for boys and the other for girls, has been a goal for all schools, although drinking water is available in only 50% of primary schools. Though girls' enrolment and retention rates exceed those of boys, the main barriers for girls' access to quality education include child marriage, financial burdens, lack of parental understanding and poor school environments. Girls and boys suffer from adverse economic circumstances; physical abuse of child domestic workers and hospital reports of sexual abuse are noted. Additionally, 65% of all prostitutes are girls aged 11–13; 33% are girls aged 13–15.</p>
65. A Study on the Status of Access to Primary Education of the Girl Child in Bhutan	2001	Research study	<p>This study details barriers to girls' enrolment and participation in education in Bhutan – including attitudes, costs, barriers to non-enrolment and reasons for girls' dropout. There are significant differences in primary school enrolment rates between boys and girls; gender differences in dropout rates are marginal. Primary reasons for non-enrolment or dropout are the need for girls' labour at home and difficulty paying school costs. Traditional attitudes play an important role: It is expected that girls will be taken care of by husbands or through inheriting family property, while boys must be educated to be a future provider. Parents believe there are far fewer job opportunities for girls, so it is better to invest in boys' education. Remote school sites create an obstacle to girls' access; more boarding facilities would benefit all children, especially girls. The school feeding programme encourages children's continued school participation.</p>
66. UNICEF and Decentralization in Nepal	July 2004	Study	<p>Decentralization is crucial to sustained pluralistic, democratic political processes and economic development. Partnerships among UNICEF, NGOs and line agencies are of utmost importance to the success of programmes. UNICEF's Decentralized Action for Children and Women (DACAW) programme has helped create a more girl- and child-friendly environment in schools as well as other areas. But it is unclear whether District Development Committees will be able to maintain programmes once DACAW support ends. This study recommends that development partners consolidate a common vision of decentralization as expressed in the national framework policy.</p>
67. The Girl Child Project Assessment Report (Pakistan)	2001	Summative evaluation	<p>The Family Planning Association of Pakistan (implementer) and the Swiss Development and Cooperation Programme (donor) were strong partners in this innovative, cost-effective project that met practical and strategic objectives. The Girl Child Project extends girls' knowledge of health education, children's rights and girls' issues; improves communication and teamwork skills, equips girls to be role models and change agents in families, schools and communities; and contributes to positive attitudes towards girls. It was scaled up from 10 to 500 locations in 10 years; a comprehensive monitoring and evaluation system is in place. However, few formal mechanisms foster follow-up initiatives; alliances with education and health departments are recommended, as</p>

68. The Girl Child Shield Project (Pakistan)	May 2002	Summative evaluation	well as follow-up visits from project staff. An innovative, cost-effective project for Pakistani Girl Guides, the overall objective is to improve the status of girls and women through increased awareness of problems faced by girls in their schools, families and communities. Through project participation, Girl Guides learn about their rights, and about their responsibilities to help educate family and community members.
69. Evaluation and Documentation of Universal Primary Education Project Sialkot (Pakistan)	January 2002	Evaluation	The universal primary education project for Sialkot was designed to achieve 100% enrolment for children aged 5–7, help these children stay in school for at least five years, and bring about attitudinal changes among the communities in support of the project. The project included: community-based planning; partnership building among government departments and organizations, communities and civil society; district-level mobilization to support micro-planning; and capacity building for improved education and sustainability. The study finds the project has been able to achieve a primary school enrolment rate of 97% and a drop-out rate of only 0.7% – but the community is not fully at a stage where it can self-propel to achieve universal primary education objectives. Gender and urban-rural differences in enrolment are not significant. Partnership building, social mobilization, monitoring systems and capacity building were key successful interventions; broadly based community meetings and outreach were instrumental.
Latin America and the Caribbean			
70. Examination of Discriminatory Behaviours and Practices in the Education System (Belize)	2001	Research study	The study identifies school pregnancy policies and practices, e.g., expulsion, that discriminate against female teachers and students. Though data are insufficient to determine the number of females affected, written and unwritten policies perpetuate expulsion of girls due to pregnancies, and no national policy exists to protect girls or teachers from being expelled. Some schools have policies allowing pregnant teenage girls to continue education and return after delivery; this seems most effective in not interrupting learning. The study recommends working with the Women's Department to lobby for legislative change, as well as with teachers' unions, NGOs and women's organizations to promote awareness and develop advocacy programmes on pregnancy as a labour and education issue. It also recommends scaling up a model programme on life skills and counselling in high schools.
71. Los Gobiernos Escolares y Estudiantiles en Honduras	2005	Research study	The study examines parental perceptions on the extent to which schools should be involved in teaching values such as honesty, responsibility, decision-making and the democratic process. Composition of school administrations and governing boards is broken down regionally by gender.
72. A Statistical Perspective on the Situation of Girls in Formal and Non-formal Education (Haiti)	May 2002	Study	Lack of sex-disaggregated data leads to an absence of gender in education policy discussion. The study finds, however, that fewer girls in primary school repeat grades than boys; in secondary school slightly more girls repeat. Girls access primary education in numbers slightly less than their representation in the population of school-age children as a whole. Secondary education access by girls is similar to that in elementary levels. Girls seem to access official exams even less, based on fairly weak data the researchers were able to obtain. Drop-out rates in primary levels do not show significant differences between boys and girls. Among Haiti's state university students, only 25% are girls; the overwhelming majority of students in professional schools are girls. Gender parity exists among teachers at the primary level, but there are fewer women teaching at the secondary and professional levels. Men make up the majority of directors and supervisors at the secondary and professional levels.

73. Survey Report on Gender Socialization in Two Selected Communities: Palissadeweg and Munderbuiten (Surinam)	December 2000	Survey report	The study provided background for the “Better Parenting” project. It sought to determine parents’ values, norms, perceptions and relationships with children in terms of gender socialization. Completing school the most common value for all groups; this did not vary for boys or girls. Mothers reported having main contact with school issues and activities, but fathers also reported being involved. This study provides mostly descriptive background data on communities and families on roles, values, etc. It draws little connection to issues in education for girls.
West and Central Africa			
74. Mid-course Evaluation of Education (EDUCOM) Project (Benin)		Evaluation	The study finds that the gap between boys and girls in EDUCOM schools was reduced; 60%–75% of students in EDUCOM schools stayed past Primary 2 compared to 63% in the sub-prefectures. The project provided additional school furniture and increased teachers’ capacities in gender equity and child rights. It also offered new apprenticeships for young girls and found that micro-enterprise resulted in more women community leaders. There was increased parental involvement in schools, but more development was needed in this area. Teacher recruitment, salaries and training also needed attention, as well as support for early childhood programmes; report cards also should be mandated.
75. Diagnostic Study of the Discriminatory Behaviours Relative to the Schooling of Girls in the Great North (Cameroon ; French language)	April 2000	Situation analysis/study	The study explores factors that generate discrimination towards girls’ education and finds that culture, often confounded by religion, is the greatest barrier to girls’ education and common to all ethnic groups in this study; economic factors reinforce cultural barriers. Girls’ success is related to her family’s honour, while boys’ is related to social position and authority; the preservation of a girl’s virginity until marriage is a practical, essential family goal. Households favour boys’ schooling; fathers give greater importance to buying school supplies and paying school fees for boys. Mothers increasingly assume the burden of children’s schooling costs, especially girls’. Boys usually go to school at an earlier age than girls, especially in rural areas. Boys are able to spend their time on homework; girls have domestic chores to do before studying. Academic environments are still not hospitable to girls; when girls are put in better conditions, their results are generally equal to or better than those of boys. Often, parents and entire communities fail to see the need for girls to achieve an education. The study recommends improving information, helping communities understand and respect regulations, e.g., age of school entrance, and improving universal participation.
76. Analysis of Sexist Stereotypes and the Representations of Females and Males in the Primary School Manuals of the SIL in Cameroon	October 2001	Document review	The only textbook with equitable numbers of males and females represented is English. Women and men are shown in traditional gender roles; females are nearly absent in science textbooks. Women’s work of carrying heavy loads is less valued than men carrying heavy objects. Positions of power, authority and paid jobs, whether traditional or modern, are held by men. Boys’ and girls’ games are depicted traditionally, possessions such as motorcycles are considered to be masculine, and girls are shown as concerned with beauty. This study recommends deep revisions of all textbooks except English; textbook developers should be trained in gender issues, and manuals should be systematically analysed for gender balance before publication.
77. Study of Community Weaknesses and Opportunities to Accelerate Girls’ School	2004	Research study	Family structure, poverty, traditional ideas and practices have a significant influence on girls’ school participation. Lack of adequate infrastructure, such as nearby and well furnished buildings,

<p>Participation (Central African Republic; French language)</p>			<p>and quantity and professionalism of teachers contribute to disillusionment with formal schooling. Needed to improve girls' education: Advocacy at all levels, support for communities in the fight against poverty, improvement of conditions that lead to school dysfunction, and changing traditional practices such as initiation rites.</p>
<p>78. Evaluation of the Project Promoting Girls' Education in Chad (French language)</p>		<p>Evaluation</p>	<p>The study analyses the behaviours, attitudes and practices of families, schools and communities that affect girls' retention in school and identifies interventions. Culture and religion are the most important determinants of girls' schooling, common among all ethnic groups and all the areas studied; economic factors reinforce cultural factors. Culturally, boys need to attain social position; girls' success depends on their family's honour, especially through daughters' virginity. Discriminatory behaviour at home includes fathers' decisions for boys to start school at an earlier age; fathers buy supplies and pay for boys' schooling; and boys do homework while girls do household chores. The school environment is not hospitable to girls and continues to be a vehicle of prejudice and stereotypes. Girls' school performance would improve if conditions were better. Recommendations include adapting the school to the local environment; establishing synergies between different development sectors; improving the process by securing the participation of all parties; helping communities develop greater understanding and respect for rules such as the legal age of starting school; and making access to resources more equitable</p>
<p>79. Study on the Equality of the Sexes on the Subject of Education (Chad)</p>	<p>2003</p>	<p>Study</p>	<p>The study finds many barriers to girls' educational access and quality. At the school level, these include sexist attitudes of teachers and teaching materials, few women teachers (only 10%), overloaded classes, and an absence of dining halls, drinking water and latrines. At the sociocultural level, barriers include weak parental demand for girls' education, girls' sociocultural role (dowry, marriage, domestic chores), economic activities required of girls (working in the fields, raising animals, small commerce), and parents' illiteracy and poverty. Recommendations include increasing the demand for girls schooling by raising awareness; improving supply of schools; improving teaching quality (training teachers and furnishing manuals), improving the capacity of training and supervisory personnel; and reducing costs of education.</p>
<p>80. Community Participation and Girls' Education (Chad, Mauritania, Burkina Faso, Guinea; French language)</p>	<p>April 2001</p>	<p>Research study, includes case studies</p>	<p>Community participation is increasingly seen not only as a means but an end in itself. The most common form of community participation are associations for parents of students. These contribute to information and initiatives, building and supplying schools, paying teachers and monitoring quality. Community participation is limited by the weakness of local economies and the persistence of traditional values. Community schools sometimes function as private schools.</p>
<p>81. Action Research on the Schooling of Girls: Report on the Study of Unschooling Girls (Chad; French language)</p>	<p>November 2001</p>	<p>Action research report</p>	<p>This research report seeks to find out whether parents are convinced enough of the importance of girls' education that they support it even if other factors interfere. It finds that girls and parents have positive perceptions of school, but many think it should impart practical life skills; most girls find their training inadequate in teaching them skills for the future. The majority of girls and parents believe school education is more important than that provided by parents. Girls in rural areas do not like the school timetable because it interferes with assisting their mothers and working in the fields. Most girls like mixed-sex schools because they benefit from collaborating with boys. Girls who drop out of school would return, if asked. Study recommendations: Respondents want schools to teach girls household and income-generating skills; partnerships to promote girls' education would be beneficial; dropouts should be encouraged to return.</p>

82. Evaluation of AGEI in Chad (1996–2002) Final Report	April 2003	Evaluation	<p>The African Girls' Education Initiative was almost fully implemented and has achieved most of its objectives, despite some weaknesses on the part of UNICEF and the Government of Chad. The rate of girls' enrolment progressed in all prefectures where AGEI intervened. Quality and retention remained low, however. Girls' education is slowly becoming a national concern but is not well integrated in educational sector development plans. Focusing too much on quantity, which is mistaken for equity in access, at the expense of quality may exacerbate the deficit of human resources for socio-economic development. Study recommendations: Improve data collection about participating schools; provide computer equipment and data analysis training to education stakeholders at the central, regional and local levels; focus UNICEF equipment distribution on targeted schools and areas using criteria for selection; raise awareness about absenteeism and delegate administrative decisions at least to the regional level; reduce dropouts and repetitions that largely affect girls by re-enacting automatic promotion at least within the levels; delay the distribution of food rations; and provide technical support to communities, where women's groups have proved to be notably entrepreneurial.</p>
83. Evaluation of the Experience of Non-Formal Basic Education Centres (Chad ; French language)	April 2003	Evaluation	<p>The programme met its goal of ensuring that 50% of students were girls, but little real vocational or practical education was offered in many centres, due to a lack of appropriate materials or training for educators. Non-formal education centres replicated or replaced traditional primary schools, rather than creating a complementary alternative to traditional instruction.</p>
84. Improving Girls' Self Esteem: The Role of the Teacher (Ghana)	October 2000	An action research project (pilot study)	<p>This study reports on a training workshop for 10 men and 10 women who were junior secondary teachers to conduct gender analysis of school curriculum and action research on their own teaching practices. The focus of the action research was on changing classroom divisions of labour and school curricula (teachers created stories, students did role playing). Cooperative group learning and disallowing sexual harassment increased girls' self-esteem and confidence and improved boys' and girls' attitudes about working together; girls who had been arriving late due to carrying water (and many other morning chores) were no longer late. Teachers discovered that girls' resistance was associated with a lack of confidence and their discomfort with changing tradition; boys showed fear of losing control or power.</p>
85. Rights and Equity in the Classroom: A Case Study of Classroom Interactions in Basic Schools in Ghana	November 2001	Research report	<p>This study sought to assess the extent to which gender equity and human rights education is taught and practised in Ghanaian basic schools. The research reveals that although gender equity and child rights are the object of some interventions, no clear policy documents exist. A national policy on children's rights and equity education is yet to be operationalized. School environments are not neutral; boys and girls do not experience the same type of rights violations. Children have no avenues within the school system to seek redress for rights violations. Teachers' have minimal exposure to rights and equity issues; their ability to handle equity and rights education is hindered by lack of knowledge and reference materials. Teachers were more aware of the impact of rights abuse and of gender discrimination, but they did not know the effects of violations and discrimination on the growth and development of their pupils. Caning, counselling, suspension and dismissal were the main modes of discipline; caning was most pervasive. The study recommends development of instructional materials and teacher training to improve rights and equity education in Ghana.</p>

<p>86. Early Childhood Upbringing in Koranic Schools in Six Districts of the Northern and Upper East Regions (Ghana)</p>	<p>January 2001</p>	<p>Study</p>	<p>Koranic schools are independent of each other and the Ghanaian Ministry of Education. Girls constitute less than 40% of total enrolment in Koranic schools. The financial situation of a girl's family affects ability to attend school – poverty negatively impacts girls' enrolment. The lack of sanitation facilities, including potable water and toilets, is also detrimental to girls' attending Koranic schools. At Koranic schools, girls are expected to master recitation of the five daily prayers and understanding of domestic duties. Culturally, girls are expected to perform household chores and prepare for marriage and motherhood. This study includes the following recommendations: Incorporate secular subjects such as literacy, mathematics, life skills, health and science into the curriculum; install wells, boreholes or taps to enable the community access to water; and start nurseries alongside schools to better enable girls to stay enrolled.</p>
<p>87. Impact Assessment Study of the Girls' Education Programme in Ghana</p>	<p>November 2001</p>	<p>Impact assessment</p>	<p>The rate of improvements in girls' education is very slow. The enrolment rate of girls at the primary level has decreased by 0.5% over the four-year period since 1998. There is improved performance in a few schools and communities where interventions have been effected at the basic level. Interventions by development partners cover research and advocacy, as well as capacity building and training for community-based personnel. They include scholarships, teacher incentives, school infrastructure, logistics, libraries, school supplies, vocational skills training and microcredit programmes. A national vision for girls' education has been created and there are specific national targets for girls' education, though no comprehensive programme in girls' education has been developed. Synergy between communities and agencies should be sustained to ensure there are structures at the local level to create ownership and maximize impact.</p>
<p>88. Education Sector Review: Ministry of Education, Government of Ghana</p>	<p>2002</p>	<p>Sector review</p>	<p>This study finds that although 75% of female Ghanaians attend primary education, less than 50% of Northern Ghanaian girls attend school. About 50% of adults in Ghana are illiterate; 75% of those are women. In deprived areas, interviews indicate the major problems impacting girls' education at the secondary level include distance to schools, lack of trained teaching staff, limited number of female teachers to serve as role models, sexual harassment and abuse of teachers, lack of equipment, inability of parents to provide basic needs, and poor on-site living conditions in hostels for the girls. Girls proportionally have more responsibilities within the household. There is a lack of guidance for female pupils from families, counsellors and teachers. Parents' inability to meet basic needs may lead to transactional sex, putting young women at high risk for HIV and AIDS. There are fewer boarding facilities for girls, so vocational training is not always an option due to living arrangements, and unsupervised living facilities can lead to pregnancy. Inadequate toilet and washing facilities, and access to water in general, affect a girl's ability to attend school. Fetching water becomes a daily chore that eats into classroom time. Boys outperform girls in math and science; there is parity in English achievement. In rural areas, girls are opting for subjects that do not provide a sustainable livelihood. At the university level, 2000/2001 statistics show only 26.83% of enrollees are female despite a 50/50 gender policy. Recommendations include incentives for female teachers to serve in rural areas; term break courses in rural areas to promote girls' learning and provide additional literacy, self-esteem and life skills training; and scholarships for females to attend school. Girls should be reinstated if they must leave due to pregnancy.</p>

<p>89. UNICEF Supported Vocational Skills Training: Ghana</p>	<p>2002</p>	<p>Evaluation</p>	<p>The Rights Promotion and Protection Programme sponsors vocational training for youth aged 15–18, with an emphasis on girls from the northern region of Ghana who are living in the metropolitan region of Accra with limited skills and means to support themselves. The programme offers training in skills including batik, tie dye, dressmaking catering and hairdressing. A cost-benefit analysis found that hairdressing and catering were the most cost-efficient vocational skills offered to young women. Vocational training is a source of independence and self-esteem for 90% of the participants, though the cost of training and repayment for training is an obstacle. A programme goal is for the young women to return to their family homes in northern Ghana, but the young women completing the programme typically remain in Accra. This evaluation recommends increasing life skills and job training (bookkeeping, scheduling, etc.); creating differentiated levels based on previous education; revising the selection process; improving monitoring and evaluation; and involving micro-lending institutions to facilitate payment and repayment options.</p>
<p>90. Securing Private Sector Participation in Basic Education at the District and Community Levels in Ghana</p>	<p>2002</p>	<p>Study</p>	<p>The Child-School-Community Process in Education (CHILDSCOPE) project looks to partner with private sector companies on educational initiatives. A few of the CHILDSCOPE objectives discussed in the study that focus on girls' education are: to ensure that no less than 70% of schools are child friendly, to increase attendance and continuation rates, and to increase girls' interest in school and learning. Many of the micro-projects identified for funding impact girls – such as scholarships, access to potable water, sanitary facilities, teachers' accommodations, classroom furniture and school buildings. The Community Schools Alliance identifies the assessment of gender and sensitivity of school management committees and parent-teacher associations as key to strengthening school management structures.</p>
<p>91. Costs and Financing of Basic Education in Ghana: Case Study, Afram Plains, Yendi and Savelugu-Nanton Districts</p>	<p>2003</p>	<p>Case study</p>	<p>This study examines growth rates, enrolment levels and costs per pupil in three Ghanaian districts: Afram Plains, Yendi and Savelugu-Nanton. Gender parity in primary education improved between 1990 (0.82) and 1999 (0.91), but the gap is still significant. Boys outnumber girls in the districts. Afram Plains test scores indicate both boys and girls are scoring below mastery level; Yendi district mean test scores show improvement of girls' scores between 1998 and 2000, although boys' improvement was greater; and the Savelugu-Nanton district had low enrolment rates of girls in both primary and junior secondary schools.</p>
<p>92. Report: Access and Trends in Financial/Budgetary Allocation to Girls' Education in Ghana</p>	<p>2004</p>	<p>Report</p>	<p>Ghana has proved its commitment to girls' education through programming and funding, but there is concern girls' education will not be as productive without continuation of external funds. Out of 196 scholarships reviewed, the most significant programme is for girls in northern Ghana that pays boarding fees to attend senior secondary school. The Science, Technology and Mathematics Education programme has grown, and 6,645 girls in junior secondary and senior secondary school participated in 2000, increased from 1,129 in 1997. CHILDSCOPE positively impacted girls' education through a number of initiatives. Considerably more money is allocated to girls' education; much of the designated funds are benefiting both boys and girls. "Equal opportunities for girls to access the full cycle of education" is one of 10 policy goals for the Ministry of Education and Youth's Education Sector Programme, 2003–2015. The report gives an overview of the NGO's investment and involvement in girls' education in Ghana. Better record keeping on sex-disaggregated data, fund allocations and the number of scholarship recipients is necessary.</p>

93. A Study on the Problem of the Urban Poor: Public Basic Schools in Ghana	2004	Research study	Poverty affects all children and youth in schools. This study cites gender parity among the urban poor. Financial constraints impact a child's ability to buy the school supplies, uniforms and sandals required to attend school. Poverty also contributes to poor physical school environment and the inability to supply desks, cabinets, tables, toilets and access to clean water. The average gender parity index across 11 municipalities and the metropolitan area in education was 0.94.
94. Impact of Bicycles on Girls' Education in UNICEF Ghana Focus Districts	December 2004	Study	Bicycles were given to girls commuting long distances to school (5 km or more) and were to be used only for schooling. Parents had some trouble maintaining the bikes and acquiring parts, and there was some rivalry between boys and girls over possession of the bicycles. The programme had a very important impact on girls' school variables, however and enrolment increased (varying by district), daily attendance improved significantly, 70% of girls had higher academic performance, and it appears that dropout among girls was reduced after the introduction of the bicycles.
95. Study of Existing Administrative, Judicial and Legislative Texts on the Education of Girls and the Elaboration of a Policy Document Specifically for Girls' Education (Guinea ; French language)	October 2001	Desk review	This study examines the content and salient points of Guinea's political decisions over the decade – from 1990 to 2001 – to promote girls' education. Key lessons: Overall school participation in schooling rose from 13.8% to 60%. The capital city has schooling rates of 80%. Enrolment rates in rural areas are 48%; the percentage of rural girls in school rose from 30% to 40%. The national budget for education rose from 14% to 18%, and the national illiteracy rate was reduced from 74% to 65%. Policy recommendations include increasing the education budget, re-creating the national scholarship system and having a national day for the education of the Guinean girl.
96. African Girls' Education Initiative: Evaluation of AGEI in Guinea (French language)	January 2003	Evaluation – synthesis of prior project reports and evaluations	AGEI contributed to improved school infrastructure and increased girls' school participation. Internal effectiveness indicated by grade repetition was better in AGEI zones, indicating an improvement in quality compared with non-AGEI zones. Support for local planning and training was effective in involving communities in problem solving. Presence of on-site food services improved retention of girls. Non-formal education was attended mostly by girls. Poverty remains one of the principal obstacles to girls' education in Guinea.
97. Education of Girls in Africa: Attitudes of School Actors Regarding Girls' Education (Mali, Cameroon, Niger and Senegal ; French language)	April 2000	Research study	Qualitative and quantitative data were gathered from educators, parents and children in four countries with a disparity in girls' access to education – ranging from 2.5% in Senegal to 20.6% in Niger. In situations of poverty, parents send boys to school before girls. Parents view school as a road to financial autonomy for boys; success for girls is seen as marrying well, caring for the household and raising children. Concerns about girls becoming too independent and fears of unwanted pregnancy also keep girls from school. AGEI has an impact on enrolment and attitudes, but long-term change in attitudes and behaviour is slow and requires sustained interventions.
98. Statistical Analysis of Integrated Basic Services Zones and Non-IBS zones (Niger)	2003	Evaluation	UNICEF support through the IBS programme has had a positive impact, but results vary by region and by the skill of the educators involved. In general, school participation and success on final exams has improved, but disparity between boys and girls still exists. Outside the IBS zones, the difference between boys' and girls' school participation rates is very great.
99. Conditions and Needs of the Schools Supported by UNICEF in Niger (French language)	April 2005	Study	This study examines the impact of the UNICEF intervention in 409 primary schools in areas of integrated basic services. The rate of admission in the schools supported by the UNICEF reached 55.5%, 0.3% higher than the national level. This improvement is due to the enrolment of girls that reached 47.5%, 1.6% higher than the national level. However, the proportion of girls in these schools is still below the national average. The study finds the following factors to correlate with a rise in girls' education: use of long-lasting materials for classroom construction; toilets and points

			<p>of water; participation of the community in school management; and access to and admission in the initial course, since once parents are encouraged to register their daughters in school they succeed as well as boys. The study recommends more investment in improving the infrastructure capacities of the supported schools, further research to measure the impact of the types of classrooms built, water and toilets, and association activities on schooling in general and the schooling of girls in particular.</p>
<p>100. Review of the Studies and Evaluations Done from 2000 to 2004 with the Support of UNICEF (Niger; French language)</p>	<p>July 2005</p>	<p>Review</p>	<p>With regard to education, this review comprises eight studies conducted in Niger. Six of these either directly focus on issues related to girls' education or include it as a part of broader research. Policy objectives remain unmet, mostly because there is an inadequate supply of infrastructure, teachers, and materials. Sociocultural problems continue to hinder girls' education; the difference between girls' and boys' participation rates remains great. UNICEF-supported schools have improved girls' access and are more attractive to students, especially girls. UNICEF communication and advocacy projects have succeeded in raising awareness among parents about the importance of girls' school attendance.</p>
<p>101. Project of Academic Reinforcement in Casamance: Study to Determine Baseline Data (Senegal)</p>	<p>May 2002</p>	<p>Research study to establish baseline data</p>	<p>The goal of this research study is to establish baseline data on the functioning of the formal educational system in schools and training centres, and to elaborate a follow-up plan of programme indicators to allow for evaluation. The report uses Education for Development and Democracy (EDDI)/USAID evaluation guidelines, which aim to increase girls' enrolment and retention and improve non-formal and professional training for girls. The main problem is not access but dropping out of school.</p>
<p>102. Enlarge and Reinforce the Base of Support for African Girls Education Initiative in Senegal (French language)</p>	<p>2003</p>	<p>Evaluation for learning</p>	<p>The AGEI has contributed to many aspects of improved education for girls in Senegal, including access (school participation rates are up and the difference between rates for boys and girls is diminishing), quality (more materials, better teacher-student ratios) and other products (research, monitoring systems, curriculum, partnerships, policy). Popular support remains somewhat limited, and "Knowledge - Attitudes - Practices" still create obstacles to girls' education. There is a need to strengthen support for the initiative through improved partnerships and networks.</p>
<p>103. AGEI Evaluation, Complementary Study. Girls' Education in the Second Phase of the 10-Year Plan for Education and Training: Going Toward the Pockets of Resistance by Mobilizing Latent Local Resources (Senegal; French language)</p>	<p>September 2004</p>	<p>Research study</p>	<p>A top-down mentality persists in educational planning and management and obstructs local participation. Though authorities seem convinced of the importance of girls' school participation, it has been difficult to put supportive practices in place. Schools remain insular; there is insufficient interaction with other concerned actors and not enough transparency. When local women are engaged, results for girls improve. Sociocultural factors and poverty continue to limit girls' access to education.</p>
<p>104. Socio-Economic Analysis of Inequalities in Access to Well-Being of Children in Senegal (French language)</p>	<p>November 2004</p>	<p>Analysis</p>	<p>This study examines gender disparities in access to education as part of a broader analysis of socio-economic inequalities in access to well-being. In poor families, participation in organized preschool education is rare and more common for boys than girls. The gender disparity grows at the primary level; nationwide enrolment for boys is 53.9% compared to girls' enrolment of 44.6%. The difference is greatest among the very poor and smallest among the very rich. Sociocultural constraints are cited as key factors explaining lower enrolment rates for girls.</p>

Annex 2: UNICEF Documents, 2000-2005, Reviewed for Focus on Girls' Education and Gender Equality

Title	Type	Sex-disaggregated data and/or gender analysis?	Date
HEADQUARTERS			
1. 2002 Global: A Review of Evaluations of UNICEF's Education Activities 1994–2000	Desk review	Yes; includes major section on girls' education.	2002
2. Lessons and implications from Girls' Education Activities: A Synthesis from Evaluations	Desk review	Yes; report examines 23 evaluations of UNICEF-funded projects related to girls' education from Asia, Africa and Latin America.	September 2002
3. Education as a Preventive Strategy against Child Labor (27 Countries)	Summative evaluation/ desk review	Yes; study includes information about strategies involving girls' education.	October 2003
4. Changing Lives of Girls: Findings, conclusions and lessons from the external evaluation of the African Girls' Education Initiative	Summative evaluation	Yes; assessment of the effectiveness of AGEI activities on increasing girls' access, persistence, achievement, and the influence of AGEI on national and organizational policies related to girls' education.	March 2004
CEE/CIS			
5. Albanian Gender Review (2 documents)	Gender review	Yes.	2003
6. Albanian Drop-out Causes and Recommendations	Research study w/ policy recommendations	Some gender data/focus.	2001
7. Albania Global Education Project	Evaluation of 2nd project phase	No gender focus or data.	November 2000
8. Reaching the Last Few: Girls' Education in Azerbaijan	Research study on causes of dropout	Statistics, addressing stereotypes, gender analysis of texts, strategies for equity.	2001
9. Education for Development and Active Learning (Azerbaijan)	Analysis (not an evaluation) with description of project contents, achievements	Active learning – curriculum design, implementation; monitoring and evaluation design component; no gender focus or data.	2000
10. Formative Evaluation of Active Learning Project (Azerbaijan)	Formative evaluation	Evaluation of implementation of active learning in 5 schools – data collected from girls but no gender analysis.	May 2002

11. Children, Almost Hidden: What We Know and Do Not Know about Wastage in Azerbaijan's Schools	Research study on education and participation of vulnerable groups	One small section on rural girls; recommendations to track data on girls.	2000
12. Findings from Monitoring Learning Achievement in Azerbaijan – Quality of Primary Education	Research study	Tracks achievement data in math, literacy and life skills among 5th graders. Data disaggregated by sex, and analysis about gender equality in learning.	2002
13. Monitoring Learning Achievements – Studying the Quality of Primary Education, 2002–2006 (Azerbaijan)	Research study	Same as above (internal report). Includes a bit more data about perceptions of teachers/principals. Less gender analysis – but includes some recommendations related to curriculum (not gender specific). Some disaggregated data.	2002
14. Access of Roma to Education and Health Care Services in Tuzla Canton, Federation of Bosnia/Herzegovina	Assessment report and recommendations	Some gender analysis and sex-disaggregated data.	2002
15. Bosnia/Herzegovina Creating Active Schools Progress Report	Midterm assessment	Active Learning in basic education (part. for refugees); no gender focus.	2000
16. Media coverage of violence and drug use in schools Bosnia/Herzegovina	Research study	Analyzes media text related to violence and drug use in schools; no gender focus.	2003
17. External Evaluation of the Project Special Classrooms for Children with Disabilities 1997-2000 (Bosnia/Herzegovina)	Summative evaluation	Some.	2001
18. In-service Teacher Training Using Active Learning Methodologies in Two Schools (Bosnia/Herzegovina)	Progress report	No gender focus.	2000
19. Internal and External Evaluation of the Project Active/Efficient Schools (Croatia)	Evaluation	Determine achievement effects of active learning (experiment/control design). Data collected from girls but no analysis or recommendations related to girls/gender.	2000
20. Qualitative and Quantitative Analysis of Project: School-Based Peaceful Problem solving, Trauma Alleviation and Youth Peer Mediation	Evaluation	Assessed change in behaviour and attitudes of teachers/students toward bias, conflict, etc.; not gender specific; no sex-	2000

(Croatia)			disaggregated data.		
21. Assessment of Irregular School Attendance and Dropout Among Refugee Children in the former Yugoslav Republic of Macedonia .	Research Study		Sex-disaggregated data on educational status (attendance and dropout), parents' educational level, and parents' attitudes toward girls' education.		2002
22. Same, Alike, Different: Bilingual Programme for Ethnically Mixed Groups of Primary School Pupils (former Yugoslav Republic of Macedonia).	Evaluation		Review of project to improve inter-ethnic relations in elementary schools for 10- to 11-year-old children through extra-curricular activities. No gender analysis.		2003
23. Evaluation of Interactive Learning Project (former Yugoslav Republic of Macedonia).	Evaluation		Evaluation of teachers and classrooms in Interactive Learning Project. No gender analysis.		2003
24. Review of Gender Equality in Education in Kazakhstan	Gender review		Examination of gender-related issues in education, employment, and government.		2003
25. Subregional Formative Evaluation of the Global Education Project (2002–2005) in the CARK Region (Central Asian Republics and Kazakhstan)	Evaluation		Yes; disaggregated data.		2005
26. Kosovo Gender Review	Research study		Yes.		2002
27. Kosovo Education of Minority Children	Literature review		Analysis of attendance, dropout of different ethnic groups; no gender focus.		2002
28. Situation Analysis of Education in Kosovo (3 documents – general, pre-school, and Roma)	Situation analysis		Status of education in various subsector; A brief piece on gender.		2003
29. Girls' Enrolment and Drop-Out in Kosovo	Causal analysis		Sex disaggregated data on enrolment, attendance, and drop-out rates among three ethnic communities.		November 2004
30. Gender Review in Education: Republic of Georgia	Gender review		Yes.		July 2004
31. A Gender Review in Education (Romania)	Gender review		Yes; analysis of and indicators on the status of females.		2002
32. The Participation to Education of Roma Children (Romania)	Research study		Identifies factors influencing enrolment and dropout; not specific to gender.		2002

33. Midterm Short Assessment on the Action Research and School Development Project “Developing inclusive school environments in the community” (Romania)	Evaluation/assessment	Identifies barriers to mainstreaming special need children; not gender specific.	2001
34. Rural Education in Romania with Annexes of Rural/Urban Data	Survey research	Not specific to gender (mentions rural girls and boys as risk group; boys a higher risk group).	2000
35. Mobile Teams Assessment Serbia and Montenegro	Assessment of crisis-affected areas	Section on assessment of education; no gender focus.	2000
36. Comprehensive Analysis of Primary Education in the Federal Republic of Yugoslavia: Analysis and Recommendations (Serbia and Montenegro)	Assessment of status of primary education	Not specific to girls’ education; second document has some references (data) to girls.	2001
37. Civic Education in Primary and Secondary Schools in (Serbia and Montenegro)	Evaluation	No gender focus. Data on gender of participants (majority of participants are female; female teachers).	2002
38. Evaluative Review of Active Learning in Serbia and Montenegro 1994-2004	Evaluation	Some sex-disaggregated data.	2004
39. Turkey – Gender Review in Education	Gender review	Gender focus at all levels including education; women in employment and social/cultural areas of life.	2003
EAST ASIA AND THE PACIFIC			
40. Monitoring the Impact of Education Policy Reforms on the Poor (Cambodia)	Study	Poverty and education (includes girls and gender-disaggregated data).	November 2002
41. Student Repetition in Cambodia: Causes, Consequences, and Its Relationship to Learning	Study	Student repetition (includes data on gender - boys are more likely to repeat).	April 2000
42. Cambodia’s study of decentralization and school clusters	Study	No gender analysis.	
43. UNICEF-Government of China Education Programme (1996–2000) End of Cycle Evaluation	Summative evaluation	Country programme (includes girls programme).	October 2000
44. China UNICEF School Leader Development	Report	School leaders (gender topics addressed but	December 2001

and School Development Planning: General Report on the Investigation of the School Leaders in the Project Regions in Year 2001			does not include specific issues facing women leaders).	
45. China's NGO Development, Existing Problems and Policy Solutions: (A Combined Case Study on the Education and Rights Protection of Floating Women and Children)	Study of NGO development in China		No gender analysis.	November 2002
46. Second Chance Education for Out-of-School Adolescents in China : Project Impact Assessment Report	Project impact assessment report		Discusses non-formal education for girls.	September 2001
47. Review of Child Friendly School Initiatives in the EAPRO Region (Draft)	Desk study		Gender analysis included.	2004
48. An Evaluation of Functional Literacy Programme of South Sulawesi (Indonesia)	Evaluation		Women's literacy.	2001
49. Improving Education Finance in Indonesia	Study		No.	2001
50. Education Communication Initiative Final Report to AusAID (Indonesia)	Evaluation		Communication/social mobilization; no.	July 2003
51. Education Communication Initiative Final Report to AusAID (Indonesia)	Evaluation		Communication/social mobilization; no.	July 2003
52. Whole Child Education Project: Final Evaluation Report (Indonesia)	Final evaluation		No attention to gender.	December 2002
53. Evaluation Report: Program Pendidikan Damai (Indonesia)	Evaluation		Peace education (27 peace lessons; one on gender).	September 2002
54. A Gender Review in Education (Lao PDR)	Gender review		Thorough examination of gender issues in education.	August 2003
55. The Situation of Girls' Education in the Lao PDR	Desk study		Reports on the status of girls in schooling and proposed ways to address gender inequities.	August 2003
56. Evaluation Report for the Teacher Upgrading Programme (Lao PDR)	Summative evaluation		Teacher training; no.	October 2000
57. MLA Full Time Resource Person: Pilot Evaluation (Lao PDR)	Pilot evaluation		Monitoring Learning Achievement, includes sex-disaggregated data.	July 2002

58. Midterm Review Report: The Government of Lao PDR and UNICEF Country Programme of Cooperation 2002 – 2006	Programme midterm evaluation	Country programme; girls to be a focus.	March 2004
59. Strategic Review: UNICEF and Government of Lao PDR Quality Education – Especially for Girls’ Project Final Report	Summative evaluation	Programme partly for girls.	December 2003
60. Child Friendly Schools: A Midterm Review Report (Myanmar)	Study	No attention to gender.	
61. Voice of the Teachers: Profile of 11 East Timorese Teachers and Their Schools (Timor-Leste)	Profile	No girls; post-conflict focus.	2001
62. Road of Learning: Snapshots from East Timor (Timor-Leste)	Profile	No girls; post-conflict focus.	2002
63. The Assessment of Thailand Child-Friendly School Program	Assessment	No gender analysis.	2000
64. The Economic Crisis and the Educational Status of Thai Children (Thailand)	Assessment	No gender analysis.	2000
65. Report of a Review of the Statistical Data Collection and Reporting System of the Office of the National Primary Education Commission (Thailand)	Study	Includes reference to sex-disaggregated data.	2000
66. Child-Friendly Schools Pilot Project (Vanuatu)	Evaluation	No gender analysis.	November 2003
67. Evaluation of Basic Education Project for Ethnic Minority and Other Disadvantaged Children in Viet Nam : Final Report	Summative evaluation	Includes girls in analysis.	January 2002
68. Women’s and Children’s Rights: How Rights and Gender Sensitive is the UNICEF Area Focused Approach? (Viet Nam)	Situation analysis	Gender analysis.	2000
69. Baseline Study on Knowledge, Attitudes, and Practices of Caregivers on Early Childhood Development in Three Provinces (Viet Nam)	Study	Some gender analysis.	October 2002

EASTERN AND SOUTHERN AFRICA			
70. Report on the Analysis of the Provision and the Impact of Five Non-formal Education Programs in Botswana	Study	Non-formal education review; no gender analysis.	August 2001
71. Qualitative Study on the Constraints in Educating Girls (Djibouti) (French language)	Study	Barriers and constraints for girls.	July 2001
72. Millennium Development Goals Education Needs Assessment (Ethiopia)	Study/assessment	Includes gender analysis and sex-disaggregated data in one chapter out of 12.	September 2004
73. An Assessment of Girls' Clubs in UNICEF Assisted Elementary Schools in Ethiopia	Study/assessment	Includes gender analysis and extensive data relative to girls' education.	September 2005
74. Report on the Formation of Addis Ababa Girls Forum (Ethiopia)	Report	Descriptive report on a programme for girls.	November 2005
75. Report of Gender Audit (Lesotho)	Audit	In-depth gender analysis.	February 2003
76. Evaluation of Learning Opportunities Program (Lesotho)	Evaluation	Includes gender analysis.	
77. Classroom, School and Home Factors that Negatively Affect Girls' Education in Malawi	Study/assessment	Factors affecting girls' education in UNICEF project districts.	December 2000
78. Improving the Situation of Girls in Malawi : A Report on Mnjolo Village Initiative	Assessment report following pilot project	Some information on education related to girls' initiation rites.	July 2002
79. Readmission/Pregnancy Policy: Status Report (Malawi)	Assessment of policy awareness & implementation	Girls' pregnancy policy.	July 2000
80. Review of the Functions and Purposes of Reformatory Schools in Malawi	Assessment	Conditions in boys' reformatory schools.	
81. Government of Malawi /UNICEF Midterm Evaluation of Girl Child Interventions	Mid-term evaluation	Gender analysis of programmes and issues impacting girls' education.	2004
82. Outside Education: Adolescence – Images, Cultural Practices, and Risk Behaviours (Mauritius) (French language)	Study	Adolescents' behaviour; no gender analysis.	September 2001
83. Inquiry into major interests and needs of adolescents for their school subjects (Mauritius ; French language)	Study	Adolescents' needs and interests related to school subjects; sex-disaggregated data.	April 2002
84. The Gender and Education in Mozambique : Analysis of Results, Lessons and	Evaluation	Addresses gender-related issues impacting students, teachers, administrators, parents	October 2001

Recommendations	Situation analysis/gender review	and communities.	2005
85. A Study on the Barriers to Girls' Education in Zambezia Province, Mozambique	Situation analysis/gender review	Gender analysis of supply- and demand-side barriers to girls in the Zambezia Province, and the linkages and interaction between the barriers.	2005
86. Deepening Our Understanding: A qualitative and consultation-based study of the situation, causes and capacity gaps in the realization of children and women's health and education rights in Nicoadala, Zambezia and Nhamatanda, Sofala	Research study	Yes; qualitative study of barriers to women's and children's health.	January 2005
87. Attitudes and Work Ethics of Teachers: Report on a field assessment in Ondangwa West Educational Region (Namibia)	Assessment	Teachers; minimal gender analysis.	December 2001
88. Educationally Marginalized Children in Namibia : An Inventory of Programmes, Interventions and Data	Desk study	Programmes for marginalized children. Includes sex-disaggregated data, discussion of programmes for girls, some gender analysis.	Oct/Nov. 2002
89. AGEI/ Namibia Midterm Evaluation: Kavango Girls' Education Project and Omaheke San Education Project	Mid-term evaluation	Girls' education (AGEI) particularly focusing on the Kavango Region and the Girls' Clubs operating in that region.	January 2002
90. Girls' Education in Rundu Educational Region: A Report on a Field Assessment (Namibia)	Assessment	Girls' education.	2002
91. Monitoring Learning Achievement Pilot Study Project (Rwanda)	Research	MLA; all data are disaggregated by sex; includes some gender analysis.	July 2002
92. Baseline Study of Basic Education for Girls and Other Vulnerable Groups in Rwanda	Baseline study	Yes; barriers and constraints (AGEI).	July 2002
93. Learning Centres Assessment Survey (Somalia)	Study	Includes sex-disaggregated data; some gender analysis.	2000/2001
94. A situational analysis of primary education in Somalia : A Gender Perspective	Research report	Yes; examines gender issues throughout the education sector.	October 2004
95. The Evaluation of Nomadic Education Project in Kordufan States (Sudan)	Summative evaluation	Nomadic Education Project; yes.	April 2003

96. Evaluation of COBET Materials and Learners' Achievement in Masasi and Kisarawe COBET Centres (United Republic of Tanzania)	Evaluation	Yes.		June 2000
97. Report on Facilitation of Accessing the Status and Usage of Computers Provided to the CSPD Supported Districts (United Republic of Tanzania)	Report	Technology Provision; no.		July 2000
98. Halfway through the First COBET Cycle: The Progress of COBET in Masasi and Kisarawe Districts (United Republic of Tanzania)	Formative evaluation	Yes.		July 2001
99. Education for Nomadic Communities in Tanzania (UNESCO/UNICEF study)	Study	Nomadic Education; yes.		December 2001
100. Complementary Basic Education in Tanzania (COBET): Some Revelations from a Strategy for Access and Quality Improvement at Primary School Level	Study	Yes.		January 2003
101. Complementary Basic Education in Tanzania (COBET): Evaluation of a Pilot Project	Evaluation	Includes gender.		January 2003
102. (E)Quality: Girls' and Boys' Basic Education in Masasi and Kisarawe Districts (United Republic of Tanzania)	Research report	Yes.		July 2001
103. Evaluation of the Education Programme in the Refugee Camps in Western Tanzania	Evaluation	Some analysis; data on repetition rates and achievement rates for boys and girls.		N.D.
104. Comparative Study of Basic Education/Girls' Education in Tanzania	Research report	Gender focus.		2004
105. An Economic Analysis of the COPE Program of Uganda: Current Costs and Recommendations for Meeting the Educational Needs of Disadvantaged Children (Uganda)	Study	Includes some sex-disaggregated data.		November 2000
106. Findings Report: The Status of Education for Disadvantaged Children in Uganda	Study	Gender analysis included.		April 2002
107. Strategic Directions for COPE in Uganda	Study	Some gender analysis.		August

108. Technical Evaluation of BTL in Uganda	Summative/impact evaluation	Mother tongue literacy instruction; includes sex-disaggregated data.	2000 December 2002
109. Evaluation of the African Girls' Education Initiative (AGEI): A Report on the Ugandan Case Study	Evaluation/midterm review	Yes; programmatic evaluation of the AGEI and overall impact.	June 2003
110. Mid Term Review Study School Sanitation Program (Uganda)	Mid-term review	Includes gender perspective and data on girls' enrolment and drop-out rates.	November 2003
111. Educating Children Out of the System: The Community Schools Movement in Zambia	Study	Community schools; yes.	(N.D.) January 2004
112. Baseline Survey and Needs Assessment for a Model Community School in the Kabwata Community (Zambia)	Baseline survey and needs assessment	Community schools; no.	June 2000
113. Programme for the Advancement of Girls' Education (PAGE)	Summative evaluation	Programme evaluation on gender initiative.	December 2003
114. PAGE Evaluation Final Report for USAID (Zambia)	Evaluation final report	Programme evaluation on gender initiative.	October 2002
115. Final Report: Education for All Programme: Learning Achievement Project (Zambia)	Study	Gender analysis.	December 2003
116. The Comprehensive Review of Gender Issues in the Education Sector (Zimbabwe)	Gender review	Yes; gender review.	N.D. 2004?
THE MIDDLE EAST AND NORTH AFRICA			
117. Elimination of Illiteracy of Women and Girls (Algeria ; French language)	Evaluation of impact of literacy centres and programme	Girls' and women's literacy programme.	N.D.
118. Summary of the study on: Girls Education in the Wilaya of Mila (Algeria ; French language)	Research study	Yes.	October 2004
119. Study of the equality between the sexes in Education (Algeria ; French language)	Research study	Yes.	November 2004
120. Qualitative Study on the Constraints in Educating Girls (Djibouti ; French language)	Study	Barriers and constraints for girls.	July 2001
121. Community Schools Evaluation Project (Egypt)	Evaluation	Sex-disaggregated data.	August 2003

	Formative evaluation	Some gender focus.	2004
122. Mainstreaming and Sustaining the Community School Model in Egypt: A Formative Evaluation (Egypt)	Evaluation	Yes; working girls project.	Summer 2000
123. Evaluation of the Education of Working Girls Project Iran	Rapid assessment	No gender analysis.	December 2000
124. Rapid Assessment of School Rehabilitation Programme in Iraq During 1997-2000	Assessment	Some gender analysis.	July 2003
125. Iraq Watching Briefs Education	Plan	EMIS Development, no gender analysis.	September 2001
126. A Plan for Developing a Comprehensive, Decentralized National Education Management Information System (EMIS) in the Ministry of Education, Iraq	Study	No sex-disaggregated data; girls mentioned two times.	2000
127. Elaboration of Non-formal Curricula for Non-schooled Children or Children Who Have Dropped Out of School and are Active in the Cottage Industry (Morocco) (French language)	Study	Yes.	
128. Analysis of Country Programme 1997-2001 (Morocco ; French language)	Study	Some gender analysis.	
129. Study of Corporal Punishment (Morocco ; French language)	Study proposal	Drop-out.	August 2000
130. (Designing a Framework for) A Study of School Drop-out in the Sultanate of Oman	Survey	Sex-disaggregated data.	N.D.
131. A Survey on the Students' Social, Family, and Economic Status (Occupied Palestinian Territory) through Student, A Parent and Teacher Report	Evaluation	Yes.	2003
132. The Evaluation of Nomadic Education Project in Kordufan States (Sudan)	Study	No.	2000
133. Core Competencies: Ensuring Quality Education in Tunisia	Evaluation	Project developed to encourage girls to attend community schools; no gender analysis.	April 2001
134. Community Schools Project in Hodeidah, Ibb and Abyan: Supervision Evaluation (Yemen)			

135. Comprehensive Report: In-service Training Option for Yemen	Study		Some gender analysis related to in-service training.	January 2000
136. Textbook Distribution and Storage in the Republic of Yemen	Study		Document on textbook distribution and storage mentions girls.	2001
137. The Educational Conditions of the Marginals Children (Yemen)	Study		Study of Marginals in Mahawi Aser district; focus on gender and class status.	2000
SOUTH ASIA				
138. Models, Policy Options, and Strategies: A Discussion Paper in Support of Afghan Education (Afghanistan)	Discussion paper		Yes.	November 2001
139. A Gender Review in Education (Bangladesh)	Gender review		Comprehensive gender review.	2003
140. Hard to Reach Project-3: Midterm Evaluation Report (Bangladesh)	Formative (mid-term) evaluation		Some sex-disaggregated data.	September 2002
141. Basic Education for Hard to Reach Children (BEHRUC-II): Final Report on Assessment of NGO Management (Bangladesh)	Summative Evaluation		No gender analysis.	2002/06
142. Situational Analysis of Children Engaged in Hazardous Occupations in the six Divisional Cities in Bangladesh	Situation analysis		Some data on working girls and boys.	2000
143. The Ideal Project: A Report of the Summary of Formative Evaluations (Bangladesh)	Summary of formative evaluations		No gender analysis.	January 2000
144. Learning Achievement of Primary Children in Selected Districts (Bangladesh)	Study		Some data on girls' enrolment and attendance; and on female teachers.	November 2001
145. UNESCO-UNICEF Joint Study to Develop a Framework for Deciding Equivalence of Formal Primary Education Competencies and Non-formal Primary Education Competencies in Bangladesh	Study		No gender analysis.	2002
146. Location of Living and Situation of Primary Education of Different Ethnic Groups of Indigenous People in Rajshahi Division (Bangladesh)	Study		No significant gender analysis.	N.D.

147. A Study on the Status of Access to Primary Education of the Girl Child in Bhutan	Research study	Barriers to girls' enrolment and participation in education.	October 2003
148. UNICEF and Decentralization in Nepal	Study	Some gender focus.	July 2004
149. Third Party Validation of Enrolment Figures in UNICEF UPE Project Areas of Bahawalpur and Rawalpindi Districts (Pakistan)	Evaluation	Includes sex-disaggregated data.	2003
150. Evaluation and Documentation of Universal Primary Education Project Sialkot (Pakistan)	Evaluation	Includes sex-disaggregated data.	January 2002
151. The Girl Child Shield Project Pakistan	Summative evaluation	Girl Guide project to learn/teach about gender discrimination.	June 2001
152. The Girl Child Project (Pakistan) Assessment Report	Summative evaluation	Strong gender analysis.	June 2001
LATIN AMERICA AND THE CARIBBEAN			
153. Examination of Discriminatory Behaviors and Practices in the Education System (Belize)	Study	Research study on female teachers and girls. Gender focus.	
154. International Experience of Organized Participation of Parents in Education: Lessons for (Chile)	Study	Study to assess implement of parent involvement; not particular to girls' education.	2001
155. The Teaching and Revitalization of the Nasa Yuwe Language (Colombia)	Study	No gender analysis.	2002
156. Assessment Report on Access to Education (Dominica)	Research study	Access issues and barriers to education; not specific to girls; some disaggregated data.	2002
157. Innovative Multigrade Schools Project: An option for rural children (Spanish language) (four documents) (Dominican Republic)	Formative evaluation, summative evaluation, evaluation process and data, context description/analysis	External context of project; internal functioning in classrooms; not gender specific. Multigrade project in the schools/classrooms.	2001
158. Change the School? Educative Practices in the Schools of the Dominican Republic		Document uses inclusive language; study of education system and educational reform.	2000
159. Systematizing the Process of Communication and Mobilization (Spanish language) (Ecuador)	Descriptive analysis	Description of the process of implementing this initiative in different cantons. Not gender specific.	2002
160. School Inquiry of "Early Alert" 1999–2000 (Ecuador)	Study	Study to check enrolment drop; no sex-disaggregated data or gender analysis.	2001

161. Educational Expenditures of the Central Government and its Cost-Effectiveness: A Provincial Reference (Ecuador)	Study	No gender analysis.	2000
162. Together in School: The Education System (Juntos en la Escuela El Sistema Educativo a la Carga) (Ecuador)	Study	Mentions rights of child; no sex-disaggregated data, only rural/urban, by level, and year.	
163. Effecting a Smooth Transition from Nursery to Primary (Guyana)	Evaluation	Not gender specific; evaluation of an ECCE project.	2000
164. Results of Escuelas Nuevas Baseline Survey (3 documents – report, data and questionnaires) (Guyana)	Evaluation	Baseline data on several indicators from 12 schools in pilot project. Data on girls' participation but little analysis related to gender.	2002
165. A Statistical Perspective on the Situation of Girls in Formal and Non-formal Education (Haiti)		Yes.	May 2002
166. Teaching Programme Adapted for the Education of Girls (Haiti)		Programme; no gender analysis.	August 2002
167. Los Gobiernos Escolares y Estudiantiles en Honduras	Research study	Sex-disaggregated data on school administration.	
168. Success in Primary School (Exito en la Primaria) Peru	Evaluation	Programme to address primary school children's social development and use of adolescents in such programming. Not gender specific.	2002
169. Study of the use of time in single teacher and multigrade schools (Spanish) (Peru)	Ethnographic research study	Part of a project on multigrade/rural schools. Not gender specific (some data on enrolled girls); no gender analysis (culture and language but not gender).	2001
170. Survey report on gender socialization in two communities (Surinam)	Research study	UNICEF-funded study on parenting education related to gender socialization.	
WEST AND CENTRAL AFRICA			
171. Mid-course Evaluation of Education Project (Benin ; French language)	Evaluation	Yes; information on AGEI project.	2003

172. Study Concerning the Problem of 9- to 11-year-olds in Non-Formal Education (Burkina Faso ; French language)	Research study	No gender focus or data.	December 2002
173. Inquiry Into the Increase of School Dropouts (Cameroon ; French language)		Student drop-out (no sex-disaggregated data or gender analysis on dropout).	2000
174. Diagnostic Study of the Discriminate Behaviors Relative to the Schooling of Girls in the Great North (Cameroon ; French language)	Situation analysis/study	Sex discrimination toward girls in school.	April 2003
175. Analysis of Sexist Stereotypes and the Representations of Females and Males in the Primary School Manuals of the SIL in Cameroon	Evaluation	Textbook evaluation for gender bias.	
176. Report on the Evaluation of the Impact of Community Schools in Nana Grebizi (Central African Republic ; French language)	Evaluation	Community schools; no.	July 2002
177. Study of Community Weaknesses and Opportunities to Accelerate Girls' School Participation (Central African Republic ; French language)	Research study	Yes; disaggregated data on school participation rates and achievement indicators for girls and boys.	N.D.
178. Evaluation of the Project: Promoting Girls' Education in Chad (French language)	Evaluation	Yes.	N.D.
179. Community Participation and Girls' Education (Chad, Mauritania, Burkina Faso, Guinea ; French language)	Research study; includes case studies	Yes, some gender analysis.	April 2001
180. Action Research on the Schooling of Girls: Report on the Study of Unschooling Girls (Chad ; French language)	Action research study	Barriers and constraints to girls' education.	November 2001
181. Evaluation of the Experience of Non-Formal Basic Education Centres (Chad ; French language)	Evaluation	Some; sex-disaggregated data on number of students.	April 2003
182. Evaluation of AGEI in Chad (1996-2002) Final report (Chad ; French language)	Evaluation	Yes.	April 2003
183. Study on the equality of the sexes on the	Study	Gender analysis.	2003

subject of education (Chad)					
184. Preliminary Report of Educational Experiences and Conditions (Comoros ; French language)	Situation analysis		No gender analysis.		May 2001
185. Quality of Basic Education (Project MLA – Monitoring Learning Achievement) (Comoros ; French language)	Evaluation		MLA (No sex-disaggregated data.)		N.D.
186. Elaboration and Utilization of Educational Material for Children Aged 6-11 Attending Koranic Schools in the North of the Ivory Coast : Situation Analysis and Determination of Educational Themes	Situation analysis		Educational materials for Koranic schools; includes some data on gender.		June 2001
187. Analysis of Parents' Levels of Schooling in the Ivory Coast (French language)	Situation analysis		Parenting education with some gender analysis.		November 2000
188. Koranic Schools in Northern Ghana	Study		Sex-disaggregated data on girls' enrolment in Koranic schools.		N.D.
189. Early Childhood Upbringing in Koranic Schools in Six Districts of the Northern and Upper East Regions (Ghana)	Study		Sex-disaggregated data and gender analysis.		January 2001
190. CHILDSCOPE in Ghana : A Community-based Intervention in Primary Education	Evaluation		Yes; information on girls and gender.		2001
191. Improving Girls' Self Esteem: The Role of the Teacher (Ghana)	Action research pilot study		All about girls, discrimination, gender bias; little analysis.		October 2000
192. Rights and Equity in the Classroom: A Case Study of Classroom Interactions in Basic Schools in Ghana	Research study		Gender analysis – Yes.		November 2001
193. Education Sector Review: Ministry of Education, Government of Ghana	Education sector review		Sex-disaggregated data on learning outcomes, enrolment and vocational training; and barriers to girls' education.		2002
194. Securing Private Sector Participation in Basic Education at the District and Community Levels in Ghana : Study on Some of the Districts Supported by the CHILDSCOPE Project	Study		Sex-disaggregated data; information on girls and gender.		March 2002

195. Impact Assessment Study of the Girls' Education Programme in Ghana	Impact assessment	Girls' education programme.	May 2002
196. Evaluation of UNICEF Supported Vocational Skills Training in Ghana	Evaluation	Discusses issues facing young women and evaluates training used by females but does not provide sex-disaggregated data.	December 2002
197. Constitutional and Legal Framework for the Right to Pre-Tertiary Education in Ghana	Study	Yes.	March 2001
198. Costs and Financing of Basic Education in Ghana : Case Study, Afram Plains, Yendi and Savelugu-Nanton Districts	Case study	Focuses on educational costs in three districts; sex-disaggregated data on enrolment and mean test scores.	September 2003
199. Report: Access and Trends in Financial/Budgetary Allocation to Girls' Education in Ghana	Report	Sex-disaggregated data; especially in regards to financial / budgetary trends.	August 2004
200. A Study on the Problem of the Urban Poor: Public Basic Schools in Ghana	Research study	Limited sex-disaggregated data; study mainly focuses on issues of poverty.	November 2004
201. Impact of Bicycles on Girls' Education in UNICEF Ghana Focus Districts	Evaluation	Yes; programme for girls.	December 2004
202. Study of Existing Administrative, Judicial and Legislative Texts on the Education of Girls and the Elaboration of a Policy Document Specifically for Girls' Education (Guinea) (French language)	Study	Information on girls' education successes.	October 2001
203. African Girls' Education Initiative: Evaluation of AGEI in Guinea (Guinea ; French language)	Evaluation – synthesis of prior project reports and evaluations	Yes; sex-disaggregated data on access and quality indicators.	January 2003
204. Evaluation of the Program of Construction of Educational Infrastructure in the Kayes and Mopti regions (Mali ; French language)	Evaluation	School construction; no.	N.D.
205. Education of Girls in Africa: Attitudes of School Actors Regarding Girls' Education (Mali, Cameroon, Niger, and Senegal) (French language)	Research study; provides baseline data on attitudes	Yes; explores traditional, cultural and socio-economic influences on girls' education.	April 2000
206. Statistical Analysis of Integrated Basic	Evaluation based on	Yes; school participation rates and	N.D.

Services Zones and Non-IBS Zones (Niger ; French language)	statistical indicators	achievement indicators for girls and boys.	
207. Conditions of the schools supported by UNICEF in Niger and Identification of the needs hereof (Niger ; French language)	Research study	No.	April 2005
208. Review of Studies and Evaluations completed between 2000 and 2004 with the financial support of UNICEF (Niger ; French language)	Desk review	Yes.	July 2005
209. Review of the studies and evaluations done from 2000 to 2004 with the support of the UNICEF (Niger ; French language)	Desk review	Yes.	July 2005
210. Project of Academic Reinforcement in Casamance: Study to Determine Baseline Data (Senegal)	Study	Yes.	April 2000
211. Enlarge and Reinforce the Base of Support for African Girls Education Initiative in Senegal (French language)	Evaluation for learning	Yes; includes data on access and quality indicators for girls.	2003
212. AGEI Evaluation, Complementary Study. Girls' Education in the Second Phase of the 10-Year Plan for Education and Training: Going toward the pockets of resistance by mobilizing latent local resources (Senegal ; French language)	Research study with recommendations	Yes.	September 2004
213. Socio-economic analysis of inequalities in access to well-being of children in Senegal (French language)	Research study	Yes.	November 2004

For more information, please contact:

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