



UNGEI in Action: 2000 - 2007

Countries with strong partnerships for girls' education and, where appropriate, year in which UNGEI was launched.

Country	UNGEI launched
West and Central Africa	
<i>Benin</i>	2004
Burkina Faso	2005
<i>Cameroon</i>	2005
<i>Central African Republic</i>	2004
<i>Côte d'Ivoire</i>	2006
<i>Democratic Republic of the Congo</i>	2004
<i>Equatorial Guinea</i>	2006
<i>Ghana</i>	
<i>Guinea</i>	2004
<i>Liberia</i>	2006
<i>Mali</i>	2005
Mauritania	
<i>Niger</i>	<i>planned for 2007</i>
<i>Nigeria</i>	2003
<i>Senegal</i>	2005
<i>Sierra Leone</i>	2005
Eastern and Southern Africa	
Botswana	
<i>Burundi</i>	2004
Eritrea	2005
<i>Ethiopia</i>	
<i>Kenya</i>	2004
<i>Lesotho</i>	2004
<i>Madagascar</i>	2005
<i>Malawi</i>	2004
Rwanda	2004
South Africa	2004
<i>Uganda</i>	2004
<i>United Republic of Tanzania</i>	2004
<i>Zambia</i>	2004
<i>Zimbabwe</i>	2004

Country	UNGEI launched
Central and Eastern Europe/Commonwealth of Independent States	
Turkey	2003
Middle East and North Africa	
Egypt	2000
Djibouti	2004
Occupied Palestinian Territory	
Sudan	2004
East Asia and Pacific	
Cambodia	
China	2005
Lao People's Democratic Republic	
Mongolia	
Papua New Guinea	
<i>Thailand</i>	
Viet Nam	
South Asia	
<i>Afghanistan</i>	2007
<i>Bangladesh</i>	2006
Bhutan	planned for 2007
India	planned for 2007
Maldives	2007
<i>Nepal</i>	<i>planned for 2007</i>
Pakistan	planned for 2007
<i>Sri Lanka</i>	<i>planned for 2007</i>

Note: Profiles of countries in italics have been updated and are available at: www.ungei.org/infobycountry/index.html

Examples of UNGEI in Action

Afghanistan

UNGEI was launched as the Afghanistan Girls' Education Initiative in partnership with the Ministry of Education in March 2007. Key objectives of the partnership are to strengthen national and international political commitment to improve the situation of girls' education in the country and to assist the Ministry of Education in increasing enrolment and retention of girls as outlined in the National Strategic Plan for Education. The partnership also functions as an information and network hub for girls' education. Among the first achievements of the initiative was to select young 'champions' to serve as its spokespersons.

Partners: Afghanistan Women's Educational Centre, BRAC, Human Rights Research and Advocacy Consortium, Ministry of Education, Ministry of Women's Affairs, Oxfam, Partnership for Advancing Community Education in Afghanistan (including Aga Khan Foundation Afghanistan, CARE Afghanistan, Catholic Relief Services and International Rescue Committee), Save the Children Alliance, Swedish Committee, UNESCO and UNICEF.

Bangladesh

UNGEI was formally launched in Bangladesh in 2006 to raise the profile of girls' education. Led by UNICEF, it currently has 21 member organizations, of which 6 have agreed to work in a core group. This network's main objectives are sharing experiences and information on girls' education, identifying gaps in strategies, and coordinating with other education groups. The government's Second Primary Education Programme with its proposed Gender Strategy and Action Plan will be responsible for activities related to girls' education.

Partners: CADB, Aus-AID, CIDA, DFID, EC, Education Local Consultative sub-Group, Government of the Netherlands, Grameen Shikha, IDA, ILO, JBIC, JICA, NORAD, SDC, SIDA, UNDP, UNESCO, UNFPA, UNICEF and USAID.

Ghana

Ghana's Ministry of Education established a Girls' Education Unit within the Ghana Education Service in 1997. Girls' education is part and parcel of the operational workplan of the Ministry of Education, and every region and district has a Girls' Education Officer. The abolishment of school fees, in combination with the introduction of a capitation grant, has been one of the most effective interventions in years to increase girls' access to education. Other activities include providing scholarships and bicycles for girls; training and deployment of female teachers to rural areas; promoting girls' clubs and camps; capacity building with Girls' Education Officers in all districts and regions; and the publication of a national status report on gender parity in education.

Partners: Action Aid, DFID, FAWE, Ghana National Commission on Children of the Ministry of Women's and Children's Affairs, USAID, WFP, World University Service of Canada, members of Parliament, traditional and religious leaders.

Liberia

The Government of Liberia launched its National Girls' Education Policy in April 2006 calling on partners to work together to achieve universal primary education for every Liberian child. It aims to provide free and compulsory primary school and reduce secondary school fees by 50 per cent. The policy also outlines activities to recruit and train more female teachers, provide counselling for girls and life skills education in schools, increase the availability of scholarships for girls, strengthen health systems

in schools and end the impunity of teachers who sexually abuse and assault students. UNGEI conducted a gender review for Liberia's submission to the Fast-Track Initiative, which the country recently joined.

Partners: FAWE, Ministry of Education, Oxfam, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNIFEM, UNMIL and WFP.

Madagascar

UNGEI was launched in Madagascar in 2005 with the aim of mainstreaming gender in education, improving educational quality for girls and boys, and advocating for specific actions in regions with high gender gaps. In 2006, UNGEI commissioned a series of studies to identify factors affecting girls' education in these regions and to propose more gender-sensitive curricula. A 'girl-to-girl strategy', pairing older girls ('big sisters') with younger girls, provides a peer support network that helps keep younger girls in school. Parents and local authorities have been sensitized to the special protection needs of girls.

Partners: Mayor's offices, Ministry of Population, Orange Madagascar, CISCO, FAWE, Ministry of Education, UNDP, UNESCO, UNICEF, UNAIDS, US Peace Corps and women's associations.

Thailand

In Thailand, gender equality, in terms of both quality and access to basic education, is being promoted through the Child-Friendly Schools (CFS) initiative and gender-sensitivity training of administrators and educators. Launched in 1998, the CFS model reaches out to at-risk and excluded children and promotes inclusive education, respect for child rights, community involvement in education planning and management, life skills education, gender equality, systems for tracking and school management information, and healthy and protective school environments.

Partners: Department of Education at the Bangkok Metropolitan Administration, Department of Local Administration at the Ministry of Interior, Education Service Area Offices at provincial and sub-provincial levels, Kenan Institute Asia, Life Skills Foundation, Office of the Basic Education Commission at the Ministry of Education, Right To Play, UNESCO, UNICEF, schools, students and communities.

ACRONYMS

ADB: African Development Bank; AusAID: Australian Agency for International Development; CIDA: Canadian International Development Agency; CISCO: Circumscription scolaire; DFID: United Kingdom Department for International Development; EC: European Commission; FAWE: Forum for African Women Educationalists; IDA: International Development Association; ILO: International Labour Organization; JBIC: Japan Bank for International Cooperation; JICA: Japan International Cooperation Agency; NORAD: Norwegian Agency for Development Cooperation; SDC: Swiss Agency for Development and Cooperation; SIDA: Swedish International Development Cooperation Agency; UNAIDS: Joint United Nations Programme on HIV/AIDS; UNDP: United Nations Development Programme; UNESCO: United Nations Educational, Scientific and Cultural Organization; UNFPA: United Nations Population Fund; UNHCR: Office of the United Nations High Commissioner for Refugees; UNICEF: United Nations Children's Fund; UNIFEM: United Nations Development Fund for Women; UNMIL: United Nations Mission in Liberia; USAID: US Agency for International Development; WFP: World Food Programme