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Evaluation of UNESCO's Programme Interventions on Girls' and Women's Education

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ABSTRACT

Since 2008, Gender Equality has been one of two global priorities for UNESCO. In May 2011, UNESCO launched the Global Partnership for Girls' and Women's Education, also known as "Better Life, Better Future", which aims to increase learning opportunities for adolescent girls and women and to find solutions to some of the biggest obstacles to their education. To further advance the global priority of Gender Equality, since 2015 a dedicated Section of Education for Inclusion and Gender Equality specifically addresses the gender dimensions in education that contribute to differential access, participation, completion, and learning outcomes by boys and girls, and men and women. The evaluation examines UNESCO's programme interventions in girls' and women's education during the period 2015 to 2017, in particular to ascertain the relevance, effectiveness, efficiency and sustainability of initiatives, and to clarify the strategic role and positioning of the Organization in supporting girls' and women's education at regional and country levels.

The evaluation found that although UNESCO's efforts for enhancing girls' and women's education are clearly aligned to SDG 4 and SDG 5 and also broadly in line with the overall principle of leaving no one behind, there is at times a trade-off between targeting the hardest to reach and other donor priorities, and UNESCO needs to more clearly position its efforts in support of girls' and women's education and its niche in the 2030 Agenda. Furthermore, continued efforts are required to scale up and/or replicate small-scale interventions, to better ensure sustainability and to consolidate mechanisms for coordination and information sharing among different interventions to seize synergies and enhance organizational learning.

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Susanne Frueh
Director, IOS

Cover photo: UNESCO

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ACRONYMS AND ABBREVIATIONS

BLBF	Better Life, Better Future
CapED	Capacity Development for Education Programme
CapEFA	Capacity Development for Education for All
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CLC	Community Learning Centre
DGE	Division for Gender Equality
GEAP	Gender Equality Action Plan
HNA	Hainan Partnership
HFIT	Hainan Funds-in-Trust
HFIT-HQ	Hainan Funds-in-Trust regional project- managed by UNESCO Headquarters
HFIT-BKK	Hainan Funds-in-Trust- regional project managed by UNESCO Bangkok Office
IBE	International Bureau of Education
IGE	Education for Inclusion and Gender Equality Section
IIEP	International Institute for Educational Planning
IICBA	International Institute for Capacity Building in Africa
IOS	UNESCO Internal Oversight Service
MDG	Millennium Development Goal
QCPR	Quadrennial Comprehensive Policy Review
RBM	Results-Based Management
SDG	Sustainable Development Goal
STEM	Science, technology, engineering and mathematics
ToC	Theory of Change
ToR	Terms of Reference
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

EXECUTIVE SUMMARY

Background and purpose

Since 2000, there has been major progress towards gender parity in primary and secondary education. Although, gender parity was reached at the global level in 2014, disparities remain in many regions and countries. At the level of primary education, 37% of countries have still to achieve gender parity and this figure increases to 54% and 77% with lower and upper secondary education respectively. The problems are greatest among poor families and in Sub-Saharan Africa where 50% of out-of-school girls will never enter a classroom.

Since 2008, Gender Equality has been one of two global priorities for UNESCO. Its strategy is set out in the Priority Gender Equality Action Plan (GEAP) 2014-21 through which UNESCO employs a two-pronged approach: (a) gender mainstreaming in all programmes and activities, and (b) gender-specific programming. In May 2011, UNESCO launched the Global Partnership for Girls' and Women's Education, also known as "Better Life, Better Future" (BLBF), which aims to increase learning opportunities for adolescent girls and women and to find solutions to some of the biggest obstacles to their education. Particular emphasis is given to secondary education and literacy. In recognition of the need for an entity within the Education Sector to advance the global priority of gender equality, a dedicated Section of Education for Inclusion and Gender Equality (IGE) was established in 2015. The Section specifically addresses the gender dimensions in education that contribute to differential access, participation, completion, and learning outcomes by boys and girls, and men and women.

The evaluation was commissioned by the UNESCO Internal Oversight Service (IOS) Evaluation Office to support the Education Sector's decision-making and provide evidence-based recommendations on how to strengthen and sustain current girls' and women's education initiatives undertaken by UNESCO. The evaluation also generated evidence on UNESCO's performance in specific interventions implemented with the aim to improve education outcomes for girls and women, and to promote gender equality in education. Within UNESCO, key users of the findings of the evaluation will be UNESCO's Section of Education for Inclusion and Gender Equality and country office teams as they continue to refine their girls' and women's education programmes and strategies.

The evaluation examines UNESCO's programme interventions in girls' and women's education during the period 2015 to 2017, in particular to ascertain the relevance, effectiveness, efficiency and sustainability of initiatives, and to clarify the strategic role and positioning of the Organization in supporting girls' and women's education at regional and country levels. The methodology includes extensive document review, focused interviews with relevant stakeholders and field-based data collection using a well-constructed case study approach.¹

¹ The evaluation focused on two sets of interventions: the UNESCO Malala Fund for Girls' Right to Education, a multi-donor fund launched in 2012 to expand girls' and women's access to quality education especially in countries affected by conflict and disaster and the UNESCO-HNA Partnership for Girls' and Women's Education, a five-year partnership formed in 2014 between UNESCO, the HNA Group and Hainan Cihang Foundation to accelerate gender equality in education in seven countries in Africa and Asia.

Findings

The evaluation findings are as follows:

UNESCO interventions for girls' and women's education are highly relevant for the achievement of global goals and aligned with UNESCO's global priority gender equality.

UNESCO's efforts for enhancing girls' and women's education are clearly aligned to Sustainable Development Goals (SDG) 4 and 5 and also broadly in line with the overall principle of leaving no one behind. The interventions support both dimensions of "gender-specific programmes" included in the UNESCO Priority Gender Action Plan 2014-2021: (a) to address specific significant instances of discrimination, and (b) to reduce inequalities through support to a particular group.

Projects examined are generally aligned with national priorities, reflecting UNESCO's strong promotion of national ownership in its work. However, they are not always aligned with the principles of the specific interventions, for example, where there is a trade-off between targeting the hardest to reach and other donor priorities.

Agreements on the UNESCO Malala Fund and the UNESCO-Hainan Partnership clearly stated the aim of targeting the "hardest to reach". When interpreted not just as "hardest to reach" in geographical distance but where the challenges are greatest, it appears that not all projects have focused on these groups. In some cases, there is recognition of a trade-off between the challenges involved in targeting the hardest to reach and other donor priorities that aim at a larger scale of results.

The narrower, thematically more focused interventions, such as those aimed at literacy and teacher education are contributing to, or likely to contribute to, the expected results. Other projects addressing multiple dimensions of supporting girls' and women's education, have mixed results although weak application of Results Based Management (RBM) principles means that this is difficult to assess.

Projects that show a clear or likely contribution to national development objectives tend to have a relatively narrow focus on a single problem dimension. Consequently, it is possible to follow the intervention logic, learn from the experience as well as identify and demonstrate results. Although the Section of Education for Inclusion and Gender Equality has been supporting projects with the development of log frames and other project management tools, some of the original project designs were weak in the application of RBM principles. In many cases, the focus is on outputs and not on higher order results.

Where interventions are small scale compared to the national challenge being addressed, plans to document and leverage results are particularly important. Some projects have led to scaling-up/replication and/or feeding into policy, while others did not.

Some projects have specific strategies to leverage the results of the initiative, such as through a synthesis of lessons learned or through expanding the scheme to more locations. Yet often, learning is not fully embedded in the mechanisms even in projects that are described as pilots. Moreover, where projects are composed of many small elements in different locations, learning can be expensive while lack of it may limit opportunities for resource mobilization.

UNESCO has supported gender-specific interventions for education in 115 countries and efforts are being made to facilitate greater coordination and information sharing.

The Section of Education for Inclusion and Gender Equality is making efforts to collect information on interventions supporting girls' and women's education across the work of the UNESCO Education Sector. Efforts to learn from the results of these interventions are also beginning.

UNESCO has taken advantage of opportunities to develop synergies between different interventions, but there have also been some missed opportunities at the country level.

Efforts have been made to build on synergies between different efforts, for example in regional programmes. There were also synergies developed when new projects were built on the lessons learned from other ongoing efforts. Missed opportunities arise from limited engagement in partnerships with other international development organizations such as other United Nations agencies and from inadequate learning from the experiences of other organisations doing similar work at country level.

There has generally been a long lead-time in setting up the mechanisms and not all projects are being implemented on schedule.

Establishing new mechanisms and partnerships takes time, especially when the partners are new or where the mechanisms involve a number of partners. While efforts were made to select countries with adequate implementation capacity, some projects have faced additional constraints, such as a change in the government.

UNESCO has successfully mobilized resources but the sustainability of the mechanisms is important if UNESCO is to continue supporting outcomes that require long-term action (for example capacity development). Strong national ownership helps achieve sustainability; however, project design did not always address it.

Although UNESCO has successfully mobilized resources for girls' and women's education, many of the efforts require long-term support, such as for promoting changes in harmful social norms and establishing long-term behaviour change. This may be sought through longer-term financing perspectives as well as strategic partnerships. The generally strong national ownership of the interventions may not be enough to ensure sustainability of the results. Strategies and actions to increase the likelihood of sustainability of results were not always included as an integral part of the project design (although greater efforts have been made since 2016).

Conclusions

Conclusion 1: UNESCO's support for girls' and women's education is wide ranging and strongly relevant to achieving the SDGs. UNESCO's comparative strengths that could support its programmes on girls' and women's education include: its humanistic mandate with a focus on inclusiveness and social justice, being part of the UN development system with wide presence on the ground and a long-term commitment to national development; UNESCO's wide mandate in education and ability to address all aspects of the sector at all levels of education; the potential for multi-sectoral approaches across UNESCO's sectors; and strong technical expertise across the education sector including non-formal education. Most importantly, its closeness to governments and strong promotion of national ownership mean that it has been able to, and has great potential to, leverage its resources by linking its programmes to all aspects of the policy process and thus make a significant and sustainable contribution in this area.

Conclusion 2: UNESCO needs to more clearly position its efforts in support of girls' and women's education and its niche in the 2030 Agenda. Specifically, more efforts are needed at implementation-level to identify how it will use the Agenda 2030 principle of focusing on the hardest to reach within UNESCO's existing policy and programme work on girls' and women's education. In clarifying its strategy, UNESCO will also need to make clear when the best approach is to mainstream gender in its activities, when gender-specific programming is more appropriate, and when a dual approach is required.

Conclusion 3: The projects examined varied significantly in terms of the quality of design and the programming strategy. Ongoing efforts by the Section of Education for Inclusion and Gender Equality have led to quality improvements through technical support, and more needs to be done to ensure effective implementation across the whole project cycle. In terms of programming strategy, a more focused approach suits situations where implementation capacities are not so strong and will in turn facilitate project monitoring and learning. It is also essential to build learning into project design as the key to ensuring leverage of UNESCO's interventions, for example through linking to policy making or from replication of successful ideas to address policy implementation, thereby increasing the likelihood of contributing to the SDGs.

Conclusion 4: Improved communications and other recent efforts to increase the visibility of UNESCO's work supporting girls' and women's education need to continue. At the corporate level, there are some communication challenges partly due to the fact that support for girls' and women's education is spread across the different sectors in the Organization. To address this challenge, UNESCO's interventions in this area, including those under the Global Partnership for Girls' and Women's Education, need to be clearly presented. At the country level, communication with relevant stakeholders is essential if the appropriate partnerships are to be developed and project results are to be leveraged. Effective communication also has implications for ensuring synergies are exploited and reducing overlap with other activities. Equally important, it has implications for maximizing the potential for sustainable resource mobilization.

Way forward

The evaluation makes a series of strategic level recommendations that are addressed to the Education Sector and the Section of Education for Inclusion and Gender Equality.

The evaluation recommends that UNESCO should develop a strategy for its programme interventions in support of girls' and women's education and adjust programming guidance in line with the Agenda 2030 and the Education 2030 Framework for Action, by explicitly embracing the principle of focusing on the hardest to reach, while taking into account the trade-offs of such work. Furthermore, the UNESCO Malala Fund or similar funding mechanisms should be expanded as the main mechanism for funding larger, longer-term more focused projects that are identified at the country-level. Good practices within UNESCO and from other United Nations agencies on ensuring leverage of small interventions should be applied in order to develop education-specific guidance. The work undertaken by the Section of Education for Inclusion and Gender Equality aimed at learning and information sharing across the UNESCO interventions promoting girls' and women's education should be strengthened and expanded.

MANAGEMENT RESPONSE

Overall Management Response:	
This evaluation has been useful in identifying the successes and challenges related to UNESCO's interventions in support of girls' and women's education. It has also presented recommendations to strengthen programming in this area. The Education Sector welcomes the present review, which will help in further fine-tuning its programmatic priorities, implementation strategies and future resource mobilisation.	
Recommendation:	Management Response:
Recommendation 1: Develop a strategy for Girls' and Women's Education Building on UNESCO's comparative strengths, prepare a strategy for programme interventions in support of girls' and women's education that addresses a range of strategic issues to develop a clear and appropriate role for UNESCO.	This is a welcome recommendation. The "Better Life, Better Future" Global Partnership and related programme interventions provide UNESCO with an overall framework for strategic programme interventions. Within this, the Sector, through the Section of Education for Inclusion and Gender Equality and in collaboration with the Gender Equality Division, will lead on the development of a strategy for girls' and women's education, with the engagement of institutes, field offices, and related units. This will also help to give UNESCO's work more clarity and visibility.
Recommendation 2: Strengthen the funding mechanism Expand the UNESCO Malala Fund or similar flexible mechanisms for funding larger, longer-term, and more focused projects that are identified at the country level within parameters set by the Organization and continue linking these to existing interventions based on evidence of specific problems to be addressed by a targeted intervention rather than through mainstreaming of gender equality.	The Sector will continue its efforts to mobilise resources aligned to strategic priorities, national concerns and with the view to assist Member States to achieve the SDGs, in particular SDG4 and 5, through the UNESCO Malala Fund and other extrabudgetary resources. Expanding the UNESCO Malala Fund as a flexible mechanism for funding larger, longer-terms and more focused projects is dependent on donor agreement to contribute to a multi-donor mechanism, which is not always desirable by funders. Moreover, a second Malala Fund based in the UK has made branding the Fund within UNESCO complex.
Recommendation 3: Strengthen corporate learning Continue, expand and strengthen the work undertaken by the Section of Education for Inclusion and Gender Equality aimed at learning and information sharing across the UNESCO interventions promoting girls' and women's education and mobilize resources to ensure the long-term sustainability of this function.	The Education Sector will further promote learning and information-sharing across the Organization in the area of girls' and women's education, building on its current initiatives. A Communication Officer has been recruited by the Section of Education for Inclusion and Gender Equality and will take up functions in October 2017. The Officer's first task will be to develop a communications strategy and to strengthen communications with Education Sector gender focal points in field, cluster and regional offices, institutes and at Headquarters. Documentation

	of learning and communications will be established as standard budget lines in further resource mobilization efforts.
Recommendation 4: Strengthen education-specific project design and management Identify and share good practices within UNESCO on ensuring effective design and management of education projects in general and those supporting girls and women's education in particular. Most importantly, identify and share good practices for ensuring leverage of small interventions in order to develop education-specific guidance with the aim of increasing UNESCO's contribution to achieving the SDGs.	The Sector is willing to identify and share such good practices within UNESCO. The Section of Education for Inclusion and Gender Equality is already working closely with UNESCO country offices to develop strong project proposals (e.g. Guatemala's proposal to the UNESCO Malala Fund). The Sector will also encourage capacity-development of staff on project design and management for girls' and women's education to ensure interventions are well-targeted and contribute to the achievement of the SDGs.

CHAPTER 1: CONTEXT AND PROGRAMME DESCRIPTION

1. According to data from the UNESCO Institute for Statistics (UIS)², about 263 million children and youth are out of school. Girls are still more likely than boys never to set foot in a classroom; 15 million girls of primary-school age will never get the chance to learn to read or write in primary school compared to about 10 million boys. Over half of these girls - 9 million - live in sub-Saharan Africa. Moreover, gender disparity in participation increases at the lower and upper secondary levels and many countries face additional challenges of ensuring relevant education and safe learning environments for girls and women. Two-thirds of non-literate adults around the world are women and this has not changed since 2000. This gender disparity remains one of the persistent challenges in adult literacy and education.³

1.1. UNESCO'S RESPONSE TO CHALLENGES FACING GIRLS' AND WOMEN'S EDUCATION

2. Since 2008 gender equality has been one of two global priorities for UNESCO. The Priority Gender Equality Action Plan is a companion document to the UNESCO Medium-Term Strategy and is the instrument through which UNESCO ensures that this priority is adhered to. Box 1 sets out what gender equality means for UNESCO.

Box 1: What is gender equality for UNESCO?

For UNESCO, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is a human rights principle, a precondition for sustainable, people-centred development, and it is a goal in and of itself.

UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action. It is also informed by the post-2015 development framework.

Source: GEAP II 2014-2021 p.11

3. The ongoing GEAP II (2014-2021) promotes gender equality through a two-pronged approach comprising gender-specific programmes and gender mainstreaming within UNESCO's five areas of competence, namely Education; Natural Sciences; Social and Human Sciences; Culture; and Communication and Information:

- *gender mainstreaming in all programmes and activities.* Gender mainstreaming is a specific methodology which is being applied to all of UNESCO's programmes and activities in an ongoing effort. The goal of mainstreaming is to fully integrate gender-equality considerations into our programme strategies and activities including policy advice, advocacy, research, normative and standard setting work, capacity development, monitoring and evaluation/assessment and any other technical assistance work.
- *gender-specific programming.* Gender-specific programmes aim to reduce specific inequalities faced by women or men, girls or boys, in a particular situation. The aim of this approach is to

² <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>

³ UNESCO Institute for Lifelong Learning. *Narrowing the Gender Gap Empowering Women through Literacy Programmes*. Hamburg, Germany (2015)

address specific and significant instances of discrimination and to reduce inequalities through support to a particular group. This includes, for example, activities aimed at women's empowerment in situations where women suffer particular forms of inequality and discrimination.

4. The GEAP II strategy for education aims to scale up actions on addressing persisting gender disparities and promoting gender equality throughout the education system in the following three ways:

- in participation in education (access, promoting safe and empowering learning environments);
- within education (contents, teaching and learning context and practices, delivery modes, and assessments) ;
- through education (learning outcomes, life and work opportunities).

5. The strategy also points to the need to work jointly with UNESCO's partners at global, regional and national levels "to increase understanding on the various barriers to advancing gender equality, to expand and strengthen our expertise and knowledge base on what works and what does not, as well as our financial resources to translate commitments into action".⁴ In addition, it promotes a more holistic and intersectoral approach to quality education, at all levels, in all forms of learning, and in methodologies for measuring the learning outcomes of students, so that broader forms of inequality that influence girls' and women's, as well as boys' and men's educational opportunities are addressed.

6. **The UNESCO Global Partnership for Girls' and Women's Education:** in May 2011, UNESCO launched the Global Partnership for Girls' and Women's Education, also known as the "Better Life, Better Future (BLBF)" partnership. The Partnership aims to increase learning opportunities for adolescent girls and women and to find solutions to some of the biggest obstacles to their education. In line with the GEAP II, particular emphasis is given to:

- *Secondary education.* Girls face a distinctive set of barriers to learning, especially when they reach post-primary levels of education. At that age, girls drop out of school for many reasons including: early marriage and pregnancy, violence in and around schools, poverty, household chores, lack of gender-sensitive learning contents and environments, among others. Targeted measures are needed to get girls to school, and keep them in school, until they complete the full course of education.
- *Literacy.* Illiteracy has a female face. It is a major obstacle to women's empowerment. Women are often the poorest and most marginalized in social, political and economic domains. It is also a reflection of gender discrimination and a factor in reproducing female poverty and keeping girls out of school. Literacy programmes that are sensitive and adapted to the specific needs of girls and women and the context can lead to transformative change.

7. The GEAP II states clearly that focusing on these two areas for gender-specific programming however does not exclude actions targeting other levels and areas of education. Moreover, gender mainstreaming is to be ensured across all education activities as relevant and concrete gender indicators and targets are to be defined in all areas of education.

8. The Division for Gender Equality (DGE) in the Office of the Director-General is responsible for coordination of the Global Partnership. It is also responsible for (a) ensuring overall coordination of UNESCO policies, strategies and actions in support of gender equality and women's empowerment, and (b) building individual and organizational capacity for "a gender transformative organizational culture

⁴ GEAP II paragraph 31

and programmes”⁵ through mandatory gender equality training for UNESCO staff and through support for a gender friendly work environment. Moreover, the Division develops and maintains a knowledge base for gender equality through the systematic collection of sex-disaggregated data and analysis, and sharing of good practices.

9. The Section of Education for Inclusion and Gender Equality (IGE) provides strategic oversight, technical assistance and monitoring of education programmes through the “Better Life, Better Future” partnership. It was established by the Education Sector in mid-2015⁶ to further advance the global priority of gender equality. The IGE Section supports gender mainstreaming across the Education Sector as the Sector Gender Focal Point, and provides technical assistance to UNESCO field offices, regional bureaus and Institutes, to integrate gender equality considerations at each stage of the programme cycle, through gender analyses and the use of sex-disaggregated data. It also undertakes research and policy advocacy on issues related to gender equality in education, including a recent focus on girls’ disparities in science, technology, engineering and mathematics (STEM) education.⁷

10. The Section hosts the UNESCO Prize for Girls’ and Women’s Education. Established in 2015 by UNESCO’s Executive Board, the Prize honours and showcases outstanding innovation and contributions made by individuals, institutions and organisations to advance girls’ and women’s education. It is the first UNESCO Prize of this nature and is supported by the Government of the People’s Republic of China. The annual Prize is conferred to two laureates and consists of an award of USD 50,000 each to further their work in the area of girls’ and women’s education. The laureates are selected by the Director-General of UNESCO on the basis of recommendations by an International Jury, composed of five experts in girls’ and women’s education.⁸

11. The BLBF partnership serves as the framework for the Section’s work to advance adolescent girls’ transition to secondary education as well as adolescents’ and women’s literacy. The Section provides strategic oversight, technical assistance and monitoring of education programmes within the BLBF. The Section currently supports programmes in 17 countries that promote gender mainstreaming (see below). It also aims to promote further coherence, relevance and evidence-based programming with stronger emphasis on outcomes and results for gender equality in education.

1.2. ONGOING EDUCATION SECTOR PROGRAMMES IN THE BLBF PARTNERSHIP

The current portfolio of the BLBF partnership consists of the following mechanisms within the Education Sector. Each mechanism consists of different projects, often small-scale in terms of the national or regional issues being addressed. The following is a summary and more detail can be found in Annex 5, including information on older projects implemented within the partnership framework. The three elements of the partnerships are also summarized in the infographic in Figure 1.

⁵ <http://www.unesco.org/new/en/unesco/themes/gender-equality/division/> (last accessed 1 August 2017)

⁶ Based on restructuring the Section of Learning and Teachers

⁷ See the UNESCO report, Cracking the Code: Girls’ and women’s education in science, technology, engineering and mathematics (STEM), accessible at <http://unesdoc.unesco.org/images/0025/002534/253479E.pdf> and information on the international symposium and policy forum, <http://en.unesco.org/unesco-international-symposium-and-policy-forum-cracking-code-girls-education-stem> (last accessed 8 September 2017)

⁸ <http://en.unesco.org/themes/women-s-and-girls-education/prize/2016laureates> (last accessed 8 September 2017)

FIGURE 1 THE THREE ELEMENTS OF THE 'BETTER LIFE, BETTER FUTURE' PARTNERSHIP IN 2015-2017

Component	UNESCO MALALA FUND	UNESCO-HAINAN (HNA) PARTNERSHIP FOR GIRLS' AND WOMEN'S EDUCATION	UNESCO-UNFPA-UN WOMEN JOINT PROGRAMME
What it is	A multi donor funding mechanism launched in December 2012 supporting projects in Pakistan and other countries.	A partnership between UNESCO and HNA since February 2014, supporting two regional projects managed by UNESCO HQ and UNESCO Bangkok.	A November 2015 agreement between UNESCO, UNFPA and UN Women to support joint programmes initially in 6 priority countries.
What it does	Projects aim to address priority issues affecting girls' access to quality education, especially in countries affected by conflict and disaster.	The 5-year projects focus on gender-responsive teacher training and professional development.	The projects aim to empower adolescent girls and young women through education using a multi-sectoral and comprehensive approach.
Countries	Pakistan (7 projects) Cambodia Mozambique Mauritania Nigeria Egypt Nepal Viet Nam United Republic of Tanzania	(HQ-HFIT) HQ managed Hainan Funds-in-Trust regional project*: Ethiopia Ghana Nepal** (BKK-HFIT) Bangkok managed Hainan Funds-in-Trust regional project : Cambodia Myanmar Nepal Sri Lanka Uzbekistan	With funding: Mali Nepal United Republic of Tanzania Pending funding: Niger Pakistan South Sudan
Funding	\$11.5 million	\$5 million	\$15 million

Notes: * The UNESCO International Institute for Capacity Building in Africa (IICBA) is facilitating flexible and timely delivery of the project overall and through support to Ethiopia and Ghana in specific technical areas. ** Nepal participated in the HFIT-Headquarter-managed regional project in 2015 and 2016.

13. **UNESCO Malala Fund for Girls' Right to Education.** The UNESCO Malala Fund was launched by UNESCO and the Government of Pakistan at a high-level event in December 2012. In February 2014, the Government of Pakistan and UNESCO signed a framework agreement on the Malala Funds-In-Trust for Girls' right to education to support the implementation of holistic programmes that aim to:⁹

- Expand access to education for girls and women, especially those hardest to reach and affected by conflict and disaster
- Improve the quality and relevance of education, ensuring that content, teaching practices, learning processes and environments are gender-sensitive
- Strengthen policy and capacity to ensure safe learning environments

14. In addition to the countries listed in Figure 1, UNESCO Guatemala is now preparing a proposal. The UNESCO Malala Fund was started with a \$10 million donation from the Government of Pakistan but additional resources of more than \$1.5 have been raised to finance projects, including from the private sector. Since 2014, CJ Group¹⁰ has been a primary contributor of the Fund through proceeds from CJ's entertainment and other activities. UNESCO is also partnering with the CJ Group on advocacy around girls' and women's education. The joint "Bright Girls, Brighter Future!" global education campaign launched in November 2014 aims to address the lack of access to quality education faced by girls in developing regions by using CJ's significant media outreach and influence.

15. **UNESCO-Hainan (HNA) Partnership for Girls' and Women's Education.** The partnership was agreed in February 2014 and in September 2015 two projects were launched at the International Seminar on Girls' and Women's Education held in Beijing, P.R. China¹¹:

- "Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning"
- "Enhancing Girls' and Women's Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia."

16. The two projects aim to support African and Asian countries to accelerate their progress in achieving gender equality in education, focusing on gender-responsive teacher training and professional development. The projects will be implemented over a period of five years, for a total budget of USD 5 million. The partnership has the following objectives:

- To improve/expand access to all levels of education through targeted policies and interventions, with a particular focus on adolescent girls who are hardest to reach;
- To improve the quality and relevance of basic and secondary education to ensure that girls, especially adolescents, stay, achieve and transition through all levels of education and into the world of work;
- To make learning environments accessible and safe for all children, and eliminate school-related gender-based violence.

17. **The UNESCO/UNFPA/UN Women Joint Programme on Empowering Adolescent Girls and Young Women through Education.** The Joint Programme, signed in November 2015, aims to leverage the expertise and experience of partner UN agencies in a multi-sectoral and comprehensive approach. This means it will support not only investments through the Education Sector, but also strengthen linkages with health, labour, social affairs and other relevant sectors, through four complementary components:

- Improving the quality and relevance of education for adolescent girls and young women;
- Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls at risk of adolescent pregnancy and school dropout;

⁹ <http://en.unesco.org/themes/women-s-and-girls-education/malala-fund> (last accessed 1 August 2017)

¹⁰ The CJ Group is a South Korean conglomerate holding company headquartered in Seoul.

¹¹ International Seminar on Girls' and Women's Education 1-5 September 2015 Beijing, P.R. China.

- Fostering enabling environments and strengthening inter-sectoral coordination and governance;
- Building the data and evidence-base needed for gender-responsive education policies and actions.

18. Six priority countries were originally identified with a focus on Sub-Saharan Africa and South West Asia as well as on post-conflict/post-disaster affected countries. The existence of a One UN programme was also a criterion considered when selecting countries. It was estimated that approximately \$35 million would be required to implement these programmes in all six countries and by mid-2017; \$15 million had been mobilized to fund projects in three of the six priority countries.

1.3. OTHER SUPPORT FOR GIRLS' AND WOMEN'S EDUCATION

19. In addition to the interventions implemented in the framework of the UNESCO Global Partnership, other UNESCO entities undertake interventions aimed at supporting girls' and women's education. For example, the International Bureau of Education (IBE) project on *Strengthening STEM Curricula for Girls in Africa and Asia and the Pacific* or the UNESCO International Institute for Capacity Building in Africa (IICBA) "*Retaining Girls in Lower Secondary Schools and increasing their Learning Outcomes*". The Capacity Development for Education Programme (CapED) (formerly CapEFA)¹² also includes projects aimed at promoting girls' and women's interventions in its portfolio as does the portfolio of projects funded by the Azerbaijan Trust Fund. UNESCO also plays a key role in promoting literacy and the UNESCO Institute for Lifelong Learning (UIL) based in Hamburg, Germany promotes lifelong learning policy and practice, with a focus on adult education literacy and non-formal education. UIL has published a second edition of a collection of case studies of promising literacy programmes that seek to empower women.¹³ The UNESCO International Institute for Education Planning (IIEP) supports education planners to integrate gender equality considerations into Education Sector plans. Details on these initiatives are available in Annex 5.

20. Other country-level efforts have also been undertaken within the framework including the David and Lucile Packard Foundation funded project *Crowd-sourcing Girls' Education: A Community-Based Approach to Lowering Drop-Out Rates in Secondary Schools in Ethiopia and Tanzania (2011–2015)* and the UNESCO-Procter & Gamble *School Meet the Learner Approach* e-learning project which was initiated in Nigeria following a successful project in Senegal.

21. Within the UN system, UNESCO is clearly not alone in the field of girls' and women's education. Additionally, a number of agencies including the United Nations Children's Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and the United Nations Population Fund (UNFPA) engage in different aspects of the thematic area. The United Nations Girls' Education Initiative (UNGEI), a multi-stakeholder partnership launched by the United Nations in 2000 at the World Education Forum in Dakar, and hosted by UNICEF, is committed to improving the quality and availability of girls' education and contributing to the empowerment of girls and women through education. UNESCO sits on the Global Steering Committee for UNGEI, and co-chairs the East Asia Pacific UNGEI with UNICEF.¹⁴

¹² Created in 2003 as the Capacity Development for Education for All (CapEFA) Programme, the Programme was modified in 2016 to better align with the SDG4-Education 2030 Agenda and rebranded as Capacity Development for Education.

¹³ *Narrowing the Gender Gap: Empowering Women through Literacy Programmes* (originally published in 2013 as *Literacy Programmes with a Focus on Women to Reduce Gender Disparities*)

¹⁴ Like the BLBF one of its strategic priorities is an increased number of girls transitioning to secondary education and accessing post-primary opportunities.

22. Girls' and women's' education has also been taken on by multilateral development banks especially the World Bank but also the Global Partnership on Education established in 2000. These are huge initiatives with hundreds of millions of dollars invested into addressing the challenges of girls' and women's education. Bilateral donors with a great interest include Norway, Sweden, the UK and the USA. Civil society organisations and think tanks are also heavily engaged in this issue. For example, the Brookings Institution's comprehensive review of *What Works in Girls' Education*¹⁵ or the Overseas Development Institute's work with UNGEI on building the evidence base on good practices and barriers to access to education for girls. Annex 5 has a more detailed overview of UNESCO's work in support of girls' and women's education and Annex 6 includes a mapping of other international organizations involved in girls' and women's education.

¹⁵ Sperling, G. and R. Winthrop. *What works in Girls' Education. Evidence for the World's best investment*. Brookings Institution Press, Washington D.C. (2015)

CHAPTER 2: EVALUATION METHODOLOGY AND APPROACH

23. As one of UNESCO's strategic priority areas an evaluation of UNESCO support to girls' education was first included in the UNESCO corporate evaluation plan for 2014-2017 and an evaluation was commissioned by the Internal Oversight Service Evaluation Office.¹⁶ Following discussions with stakeholders, Terms of reference (ToR) were developed for an evaluation to examine UNESCO's programme interventions on girls' and women's education and is included in Annex 1 of this report. An inception report was developed to refine the methodology and set out the detailed design of the evaluation including the data collection and management tools to be used. An inception meeting was held with members of the evaluation reference group¹⁷ as part of the process of developing the inception report.

2.1. PURPOSE, OBJECTIVES AND SCOPE

24. **Purpose and use.** The purpose of this evaluation is to inform the Organization's decision-making and provide evidence-based recommendations on how to strengthen and sustain current girls' and women's education programme initiatives undertaken by UNESCO. The evaluation also generates evidence on UNESCO's performance in specific interventions implemented with the aim of improving education outcomes for girls and women, and promoting gender equality in education in the future.

25. Within UNESCO, key users of the findings of the evaluation will be UNESCO's Section of Education for Inclusion and Gender Equality (IGE), the Office of the Director-General's Gender Equality Division (DGE) and country office teams working on addressing challenges to girls' and women's education. Evaluation findings that are specific to the Hainan Fund-in-Trust (HFIT) projects under the UNESCO-HNA Partnership for Girls' and Women's Education will also be shared with the donors, as per the donors' requirement. The evaluation has generated lessons learned that can also feed into learning for other key stakeholders working on gender equality and girls' and women's education at national, regional or international levels.

26. **Objectives and scope.** The principal objectives of the evaluation are to:

- Ascertain and provide evidence regarding the relevance, effectiveness, efficiency and sustainability of initiatives spearheaded by UNESCO to advance girls' and women's education.¹⁸
- Clarify the strategic role and positioning of UNESCO in supporting girls' and women's education at regional and country levels.
- Provide conclusions and actionable recommendations that can shape future programming and implementation by UNESCO of initiatives aiming at girls' and women's education.

27. These principal objectives as listed in the Terms of Reference point to two related yet distinct components of the evaluation:

- The first component would be to assess the performance of the interventions supported by UNESCO, specifically, the UNESCO Malala Fund and the UNESCO-HNA Partnership.
- The second component would be to assess the strategic positioning of the Organization. It specifically states at the regional and country level (i.e. not the global level).

¹⁶ Executive Board 196 EX/24 Item 24 of the provisional agenda. IOS Annual report 2014 Annex 2

¹⁷ Members are indicated in Annex 2(a)

¹⁸ The Terms of Reference (ToR) included "results" in this list to capture contribution to results but it was agreed with the evaluation reference group that this was close to the standard definition of effectiveness used in evaluation.

28. The scope of the first component of the evaluation is the set of programmatic interventions undertaken by the UNESCO Education Sector during the period 2015-2017. While the strategic positioning component will examine the whole set of interventions undertaken by UNESCO during this period (see a full list in Annex 5), the performance assessment component will examine selected programme interventions over the same period. Specifically, they will include the UNESCO Malala Fund and the projects that fall within the UNESCO-HNA Partnership (as illustrated in figure 1). The UNESCO/UNFPA/UN Women Joint Programme is too new to be included within the scope of this component but will be included in the broader scope of strategic positioning. The scope of the strategic positioning component will include the wider set of targeted interventions undertaken by UNESCO within the 2015-2017 timeframe.¹⁹

2.2. THE APPROACH

29. The design of the evaluation follows United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation.²⁰ It also integrates gender and human rights principles throughout the evaluation process including through participation of key stakeholders, in particular through the involvement of representatives of key stakeholders in evaluation reference group and ensuring gender balance in the selection of interviewees. Implementation of the evaluation also complied with the UNEG Ethical Guidelines²¹ and Code of Conduct.²²

30. **Theory of Change.** A draft of a broad Theory of Change (ToC) was introduced in the evaluation Terms of reference (Annex 1). Based on this draft a new ToC was developed (Annex 4) to help guide the identification of the evaluation sub-questions (Annex 7). The ToC identifies the assumptions that are in place if the interventions within the BLBF partnership are to effectively contribute to the national and global goals (including the SDGs) in an efficient and sustainable manner. A number of risks were also identified in the process.

31. The ToC focuses on the programming aspects of the process, in the belief that in such a broad, multi-dimensional, context specific and complex area, the key to making a significant development contribution is good programming that draws on high quality technical advice when appropriate. Beyond the draft broad ToC for UNESCO's overall engagement in girls' and women's education, intervention level ToCs were not found for every intervention but have been prepared for the new projects in the UNESCO/UNFPA/UN Women Joint Programme. Nor was the use of broader issue-based ToCs, for example addressing teacher training or women's literacy, referred to in project design. UNESCO's introduction of new project proposal templates which clearly require the inclusion of a TOC, will likely make broad improvements to all future projects, including those on girls' and women's education.

32. **The evaluation questions.** The set of evaluation questions reflects the two components of the evaluation. The questions are based on evaluation criteria that are used to make judgments about the broader strategic positioning of the set of programme interventions within the Education Sector aimed

¹⁹ Details of how sample countries were selected from within this scope are included in Section 2.3 on data collection.

²⁰ UNEG. *Norms and Standards for evaluation*. June 2016 <http://www.unevaluation.org/document/detail/1914>. For example, [adapting the criteria based evaluation questions found in the terms of reference](#).

²¹ UNEG. *Ethical Guidelines for Evaluation*. June 2008 <http://www.uneval.org/document/detail/102>

²² UNEG. *Code of Conduct for Evaluation in the UN System*. March 2008 <http://www.unevaluation.org/document/detail/100>

at supporting girls' and women's education as well as the performance of the programmes and individual project interventions.

33. Clearly strategic positioning affects performance and findings on performance will feed into refining the strategic positioning. Four standard evaluation criteria are being used – relevance, effectiveness, efficiency and sustainability – each leading to a set of questions in each of the two evaluation components.²³ Where relevant, the interconnectedness among the two components has been taken into consideration.

TABLE 1 EVALUATION QUESTIONS		
Criteria	Strategic positioning	Project performance
Relevance	EQ1: To what extent are the UNESCO Education Sector's programme interventions on girls' and women's education aligned with global and regional priorities, strategies and frameworks?	EQ2: To what extent are the UNESCO Education Sector's programme interventions on girls' and women's education aligned with national needs and priorities, as reflected in national strategies and frameworks?
Effectiveness	EQ3: To what extent did UNESCO's approach contribute to global and UNESCO goals regarding girls' and women's education?	EQ4: To what extent did the programme interventions contribute to the stated programme goals?
Efficiency	EQ5: Did the Education Sector strategy of programme interventions for girls' and women's education make the best use of human and financial resources?	EQ6: Did the project interventions make the best use of financial and human resources?
Sustainability	EQ7: To what extent will the programme be sustainable to ensure contribution to the 2030 SDGs?	EQ8: To what extent are the benefits of the projects likely to be sustained?

34. A full set of questions as well as associated sub-questions can be found in Annex 7 of this report and the following definitions are used to describe the different types of questions:

- Evaluation question: the overarching question that relates to a criterion for assessing strategic positioning or project performance.
- Sub-question: more detailed and specific, breaking down the evaluation question into separate parts.

²³ The evaluation questions are based on the tentative ones provided in the ToR but were adapted and agreed with the reference group during the inception phase.

- Explanatory question: these questions try to explain the performance. They are often derived from the assumptions set out in the Theory of Change (Annex 4). More were added during the data collection phase as other explanatory factors became clear.

35. **The evaluation matrix.** An evaluation matrix was developed to link the evaluation questions to the various data collection methods. The matrix revealed that a number of data collection methods were required to answer the evaluation questions and to assess the validity of the underlying assumptions. These data collection methods were also used to identify the explanatory factors. The process of analysis followed the completion of data collection. The analysis was based on data collected according to the evaluation matrix and led to the answering of the evaluation questions through evidence-based findings. The multiple methods of data collection provided an opportunity for triangulation by source of evidence/data collection methods.

36. **Limitation and Challenges.** The relative short timeframe for the evaluation exercise and limited opportunity for fieldwork made the assessment of performance a major challenge. Only two countries were visited and more limited data from other countries was collected from desk review and telephone interview. In addition, the evaluation faced a number of other specific challenges:

- The timeframe of 2015-2017. The short period of time being examined restricted the body of evidence that could be used and furthermore covered a period of institutional transition. For example, the UNESCO Malala Fund projects moved from the Executive Office to the IGE Section, along with significant staffing changes in the IGE Section. Some reform initiatives established by the IGE Section had not yet been consolidated during the period of evaluation..
- Some projects at very early stages of implementation. For example, for the HFIT-Bangkok executed project, where participating countries were only finishing the first of the five components envisaged in the project, assessing the pathway to impact through a ToC was more of a programming exercise than an evaluation.
- Expected outcomes of the intervention were not always clear. In some cases where projects were about behavioural change, long-term result pathways had yet to be developed.
- Aggregating data. Aggregating the performance of a wide range of types of projects to form a finding presented a challenge. Inevitably some interventions worked well while others did not. Similarly, some projects (e.g. Nepal HFIT-HQ) were made up of a number of components, often small, that were not closely related. This made assessment of performance challenging.
- Missing information: At the time of data collection not all relevant information was uploaded in a timely manner to the UNESCO information sharing platform, UNESTAMS, by field offices despite reminders by the IGE Section.²⁴ The IGE received no complete or comprehensive documentation when the UNESCO Malala Fund was transferred to it from the Executive Office.

2.3. DATA COLLECTION, ANALYSIS AND REPORTING

37. Data was collected using a number of different methods in line with the needs identified in designing the evaluation matrix.

²⁴ This issue is also raised in the chapter on findings.

38. **Document Review.** For the individual project performance, the evaluation reviewed both the background documentation and the existing monitoring reports:

- Project proposals, project deliverables, project progress reports (including assessments or reviews), and SISTER monitoring reports (See Annex 5 for a detailed list of projects reviewed).
- Background documents including situation analysis, relevant national strategies and policies, other internationally supported initiatives.

39. For the assessment of UNESCO's strategic positioning, the following documents related to girls' and women's education were examined:

- Global strategies, regional strategies and UNESCO strategies;
- Situation analyses;
- Partnership agreements and resource mobilization strategies;
- Partner organization initiatives and strategies.

A full list of documents used can be found in Annex 3.

40. **Key Stakeholder Interviews.** Interviews covered both performance and strategic positioning aspects of the evaluation and a list of interviewees can be found in Annex 2. Interviewees included UNESCO staff from Headquarters, the Bangkok Office and Field Offices implementing projects within the scope of the evaluation. A HFIT workshop held in Bangkok in May 2017 provided an opportunity to hear project managers and counterparts discuss their projects. Separate meetings were held with government representatives from individual countries participating in the Bangkok-managed HFIT project. In addition, separate meetings were held at the workshop with the three participants from the HQ-executed project²⁵. Follow-up interviews were held with those supporting implementation of the UNESCO Malala Fund projects.

41. **Country Visits.** Two country visits were undertaken as suggested in the ToR and as agreed with the reference group. In line with the ToR, Nepal and Viet Nam were selected because (a) the time frame of the projects fit well in within the scope of the evaluation (2015-2017) and (b) the objectives and project components fit well with the draft theory of change included in the ToR. Additional factors include Nepal because it is the only country to include projects from three separate streams within the BLBF Partnership, and Viet Nam because of its more comprehensive approach and its interventions being more advanced in implementation.

- Viet Nam (UNESCO Malala Fund project). A mid-term review (MTR) of the Viet Nam project funded by the Malala Fund was undertaken in late 2016. It included a wide set of interviews and a set of surveys of various stakeholders and valuable background information. The mission to Viet Nam was therefore intended to validate, or not, the findings of the MTR and to further build on it in a number of areas that were not fully examined by the review.
- Nepal (UNESCO Malala Fund project and UNESCO-HNA Partnership sub-projects from both HQ-executed and Bangkok-executed projects). This is the only country where all three projects are covered and therefore a longer mission was required. Unfortunately, the planned timing of the

²⁵ "Enhancing Girls' and Women's Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia" Project

mission coincided with local elections and as a result, the mission had to focus on Kathmandu with a short visit to a project site not far from the capital. Special efforts were made to look at the relationship between the three ongoing projects (including complementarities and synergies) as well as the relatively new UNESCO/UNFPA/UN Women Joint Programme which is also being implemented in Nepal. This allowed to some extent an assessment of the comparative strengths of the three approaches and examination of issues related to partnerships.

42. **Analysis.** The analysis started once the bulk of the data collection had been completed. All data collected was coded according to the evaluation questions and sub-questions. Findings were taken from the various sources and triangulated. The analysis led to a set of findings based on evidence and organized around the evaluation framework of questions and sub-questions that were in turn derived from the ToC. These initial findings were presented to the evaluation reference group and emerging conclusions and initial recommendations were also presented. A summary of the detailed steps of the implementation timetable can be found in Annex 9.

CHAPTER 3: FINDINGS

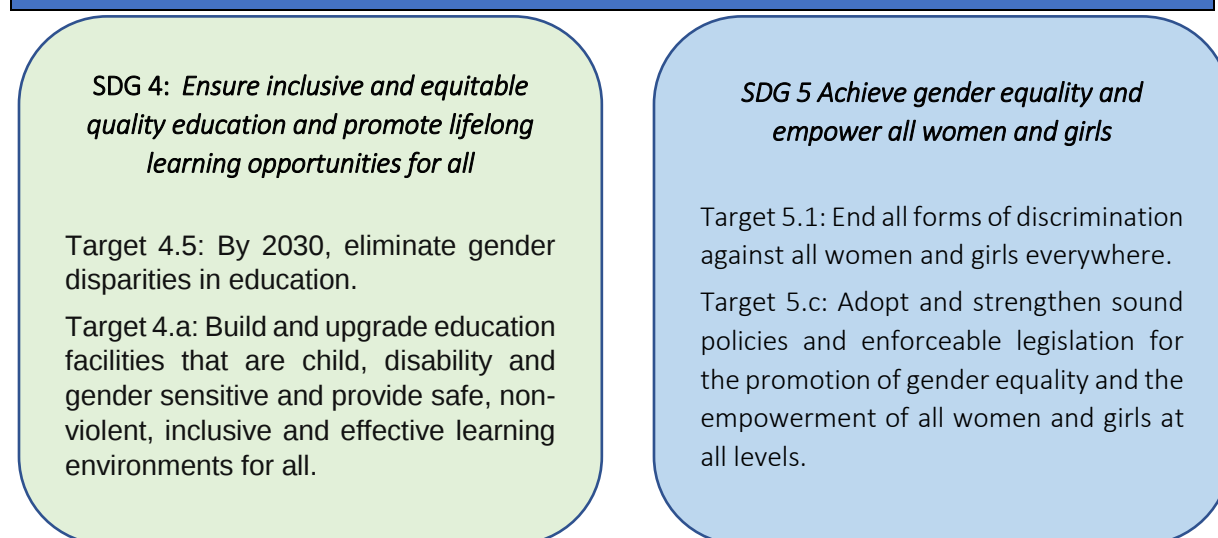
43. The evaluation findings are presented according to the evaluation criteria and the corresponding evaluation questions and sub-questions (Annex 7). It is divided into four sub-chapters based on the criteria. Each finding is related to either the strategic positioning or the project performance but both have been included within each sub-chapter. The findings related to the projects come from the experience of the two programmes being examined (UNESCO Malala Fund and UNESCO-HNA Partnership). The strategic findings draw on the broader work of UNESCO interventions in this area to the extent possible.

3.1. THE RELEVANCE OF UNESCO'S INTERVENTIONS

44. Looking at the strategic perspective, the questions related to relevance concern the alignment of the mechanisms (UNESCO Malala Fund, UNESCO-HNA Partnership, etc) to globally agreed Agenda 2030 and the SDGs as well as to SDG 4 -Education 2030 Framework for Action. It also concerns the alignment with the UNESCO corporate strategies including those that aimed at supporting greater gender equality. From the project perspective, the Chapter examines if the projects are relevant in terms of the funding mechanisms and, most importantly are relevant in terms of national ownership and supporting the achievement of national development goals.

Finding 1: UNESCO interventions for girls' and women's education are highly relevant for achievement of global goals including the Millennium Development Goals (MDGs) and SDGs. The interventions are also aligned with corporate gender priority and specifically to the Priority Gender Equality Action Plan.

FIGURE 2 THE SDGs AND GIRLS' AND WOMEN'S EDUCATION



45. SDGs 4 and 5 cover education and gender equality respectively with specific targets that are relevant for girls and women's education (see Figure 2). Importantly, Agenda 2030 specifically aims to address those most marginalized among the population who may not benefit from mainstream development. The report states:²⁶

²⁶ United Nations General Assembly. *Transforming our world: the 2030 Agenda for Sustainable Development*. Resolution adopted by the General Assembly on 25 September 2015. Paragraph 4.

As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.

46. The Education 2030 framework for action was even more explicit: “No education target should be considered met unless it is met by all”.²⁷ Even though both the UNESCO Malala Fund and the UNESCO-HNA Partnership were designed before the Agenda 2030, they included objectives to expand access to education for girls and women with a focus on those that are hardest to reach. In the case of the UNESCO-HNA Partnership it was especially adolescent girls and for UNESCO Malala Fund it included those affected by conflict and disaster. The Joint Programme does not explicitly address the hardest to reach but in country selection focus was given to post-conflict/post-disaster affected countries (see finding 2).

47. The GEAP II promotes two dimensions of “gender specific programmes”: (a) address specific significant instances of discrimination, and (b) reduce inequalities through support to a particular group. The UNESCO programmes in the BLBF partnership address both. The interventions are also largely focused on the GEAP II priorities of secondary education and literacy (although as stated in the GEAP II this does not preclude projects in other areas). There are also some components (small in the overall picture) that go beyond the BLBF focus. For example, the Viet Nam UNESCO Malala project provides support for the Women’s Museum.

48. It is not possible to say accurately how much of the UNESCO support for girls’ and women’s education is going to Africa and, in turn, if there is alignment with Priority Africa. Of the early projects within the BLBF partnership funded by the private sector (see Annex 5), the majority of resources was aimed at countries in Africa. Taking the three ongoing programmes representing the BLBF partnership, the total is just under 50% to Africa and just over 50% to Asia. Without the Joint Programme, Africa only receives 25% of the resources compared to 75% to Asia.

Recommendation: Develop a strategy for Girls’ and Women’s Education

Building on UNESCO’s comparative strengths, prepare a strategy for programme interventions in support of girls’ and women’s education that addresses a range of strategic issues to develop a clear and appropriate role for UNESCO.

Finding 2: Projects examined are generally aligned with national priorities, reflecting UNESCO’s strong promotion of national ownership in its work. They are not, however, always aligned with the principles of the specific interventions (UNESCO Malala Fund/UNESCO-HNA Partnership), where there is a trade-off between targeting the hardest to reach and other donor priorities.

49. Interviews with national government counterparts for selected projects²⁸ reveals strong government ownership of the UNESCO interventions. In some cases, especially where a project is

²⁷ *Education 2030 Agenda Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4*. Paragraph 13

²⁸ Nepal and Viet Nam plus government representatives attending the Bangkok Workshop on gender assessment in teacher education in Asia (Cambodia, Myanmar, Sri Lanka, Uzbekistan)

divided into many small interventions, government counterparts may not know the details of the projects but that may reflect the trust in UNESCO. Some project documents explicitly note how the interventions fit into national strategies and/or note that national government partners have requested the intervention or validated the proposal.

50. The 2030 Agenda principle of “leaving no one behind” and addressing the “hardest to reach” has been incorporated in some projects, going beyond geographical challenges (although this dimension may also be very important) and to consider where the challenges are great and the potential beneficiaries the most marginalized. For example, in Cambodia the literacy project goes beyond geographical remoteness to target migrant factory workers as they were not being reached by mainstream national literacy campaigns. This would be in line with the aim of leaving no one behind. In Nigeria, the whole focus of the programme was in the North East of the country where security issues had made girls vulnerable. In Nepal, efforts were made through the UNESCO Malala Fund Project to target earthquake victims.

51. In other projects, such efforts have not been made. For example, in Viet Nam, the UNESCO Malala Fund project document specifically identifies the key gender equality issue as being with minorities. The government strategy also points to this being the main challenge in the country. Yet the UNESCO efforts did not explicitly address the minorities. This was pointed out in a mid-term evaluation of the project although surprisingly no corresponding recommendation was made to address this fundamental issue. Since the review, however, UNESCO has supported national counterparts in the development and implementation of a survey on the impact of current policies for teachers (at primary and secondary schools) on children’s education in mountainous and economically disadvantaged areas.

52. In Nepal, the government has identified a number of priority districts and while much of the effort of the UNESCO HFIT-Headquarter project is focused on these areas, lack of resources means that some research activities have taken place close to Kathmandu to keep costs down. Mauritania also focused on the poorest regions, which may not be the same as addressing the hardest to reach. At the same time, if examined through the lens of country selection, aiming at the hardest to reach from the global perspective implies selecting countries where the issues are the greatest. But it also means addressing those target groups or beneficiaries with the greatest needs within the country. Where mainstreaming gender equality issues in regular work will not be enough, it is necessary not just to address pockets where the greatest needs are, but large parts of the population.

53. There are, however, clear challenges to ensuring that no one is left behind. Focusing on the hardest to reach often results in a trade-off with both results and costs. The more challenging work will likely lead to a smaller contribution compared to the scale of the problems to be addressed and one that may be more difficult to measure as well as present greater challenges to ensure sustainability. At the same time, such interventions will require even longer-term efforts and are likely to be more expensive.

3.2. THE EFFECTIVENESS OF UNESCO’S INTERVENTIONS

54. Effectiveness is interpreted as the contribution to expected results. At the project level, the expected results should be set out in the project documents. At the strategic level, they are set out in the various strategic documents but ultimately the evaluation looked at how UNESCO is helping

countries achieve the SDGs. One way of looking at the project level contribution is to describe them in terms of the type of change they will result in. The GEAP II uses a standard system of identifying if the intervention is supporting results that are gender sensitive, gender responsive or gender transformative. The definitions of each are included in figure 3 below.

FIGURE 3 DEFINITIONS FROM THE UNESCO GEAP II

Gender Sensitive – acknowledging differences and inequalities between women and men as requiring attention

Gender Responsive – the above & articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men

Gender Transformative – Policies and initiatives that challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all

55. Table 2 indicates the gender equality marker as used in the UNESCO SISTER reporting system and self-reported by project managers at the start of the project. It shows that the majority of the projects were categorized as gender sensitive with a few that are gender responsive. Only one project was categorized as gender transformative and one had indicated that the activity does not contribute to gender equality. Details of the specific projects can be found in Annex 5. Although the table may reflect a lack of ambition and point to the need to monitor the categorizations in future projects, the gender equality marker's flaws and inconsistency in applying it have resulted in a review by DGE.

TABLE 2 CONTRIBUTION ACCORDING TO THE GENDER EQUALITY MARKER	
Project	Gender equality marker (self-reported in SISTER)
UNESCO-HNA partnerships	
HFIT – BKK	Gender sensitive
HFIT – HQ	Gender responsive
UNESCO Malala Fund	
Cambodia	Gender responsive
Egypt	Gender sensitive
Mauritania	Gender sensitive
Mozambique	Gender sensitive
Nepal	Gender sensitive (both projects)
Nigeria	This activity does not contribute to gender equality
Pakistan	Gender responsive
United Republic of Tanzania	Gender sensitive
Viet Nam	Gender transformative

Finding 3: The narrower, more focused interventions, such as those aimed at literacy and teacher education are contributing to, or likely to contribute to, the expected results.

56. A number of the projects financed within the UNESCO-HNA Partnership and UNESCO Malala Fund are focused on a single issue (although maybe several dimensions of it). These include the literacy projects supported by the UNESCO Malala Fund as well as teacher training projects within the two HFIT projects.

57. The HFIT-BKK project is well focused on teacher training, initially in a set of five Asian countries. Within the countries, the project is focused on a number of teacher training institutions. There are a number of projects promoting literacy funded by the UNESCO Malala Fund. Some of these go beyond literacy and numeracy to include life skills; in some cases they include skills for entrepreneurship and income generation.

58. Relatively narrow focus on a single dimension or on a single challenge (possibly two as in the case of the HFIT-HQ project in Ghana) allows managers and stakeholders more easily to follow the logic, see results and learn. It is more likely to be able to illustrate in a theory of change that shows how the outputs of the project can link to the higher-level outcome. As a result, even though implementation of the projects is still ongoing, it is possible to make an assessment as to whether a contribution to the development goals is likely. The assessment of these focused projects is generally more positive in this respect.

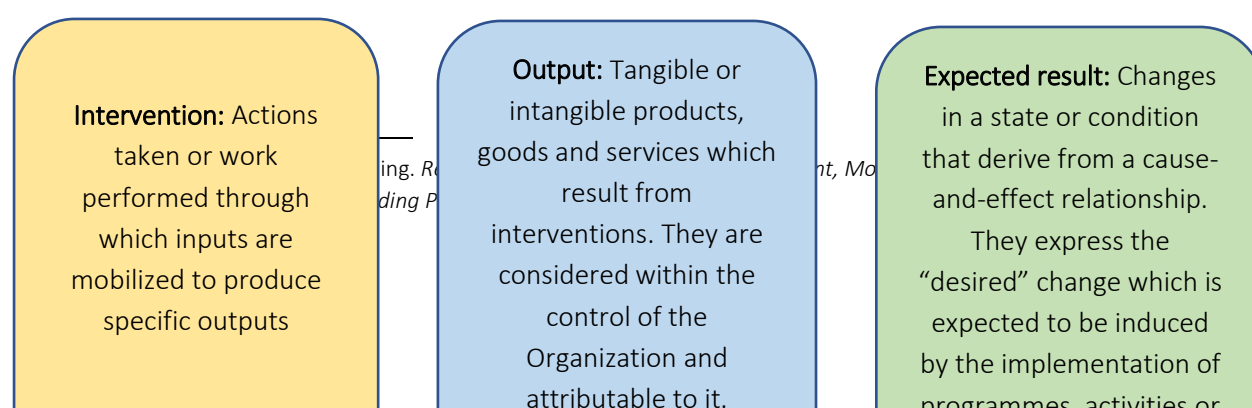
Finding 4: Other projects addressing multiple dimensions of supporting girls' and women's education have mixed results although weak application of Results Based Management principles means that this is difficult to assess.

59. Other projects address a number of issues which although related have led to further fragmentation of already small-scale projects. The fragmentation may be geographical and/or issue-related. In Nepal, the reports covering the HFIT-HQ project for period from 2015 to 2017 list more than 20 activities across a range of project sites that are not necessarily linked or following a common pathway.

60. The fragmentation is combined with a focus on outputs and less at contributing to the expected results. The 2015 UNESCO guiding principles on RBM²⁹ make the clear distinction between outputs and results, as illustrated in Figure 4. Nonetheless, much of the reporting takes place at the output level even when reported under the heading 'result', an issue that is found to be systemic as identified in a number of evaluations on other thematic areas.

61. Since 2016 the IGE has been working to establish stronger RBM foundations to the projects, including supporting ongoing projects with the development of stronger logical frameworks where needed, but there is still much work to do. The Section has also worked to ensure that the new UNESCO Malala Fund projects and the JP projects are built on stronger RBM foundations.

FIGURE 4 SOME BASIC RBM DEFINITIONS





62. Identifying the contribution to the expected results is not always easy and measuring results needs to be planned from the start. Nor is it always cheap and needs to be budgeted for in the beginning. The more fragmented the project the more difficult this is and even the results of some of the bigger efforts are difficult to assess at an aggregated level. Even for some of the more focused programmes (such as Mozambique) assessing the results of the interventions is extremely challenging, so much so that in many cases little is known about the actual results.

63. Among some project managers there seems to be a view that since UNESCO can only be attributable for outputs it cannot be fully held accountable for higher orders of results. But without a strategy to follow that identifies the pathway to results, it is difficult to provide evidence of the effects of UNESCO's interventions. The "missing middle" linking the output to some higher-level outcome is missing. These issues are not new nor are they unique to the girls' and women's education interventions or to UNESCO.

64. Pakistan's projects implemented through the UNESCO Malala Fund have the infrastructure in place in the form of a multi-level oversight and monitoring system that facilitates the identification of implementation bottlenecks as well as results. Box 2 contains the key elements of the system.

Box 2: Malala Pakistan Monitoring system

- Programme Steering Committee (PSC) with the representation of the Government of Pakistan and UNESCO
- National Programme Coordination Committee (NPCC) with all provincial/ area representation
- Project Monitoring Committees (PMCs) at the individual project level.

65. Some monitoring mechanisms have been established to support implementation (for example the important work of identifying bottlenecks) but not necessarily for monitoring results. For example, in Cambodia, the monitoring system includes monthly visits to project sites by the technical team of the Ministry of Youth Education and Sport (Department of Non-Formal Education) to "find out the difficulties, challenges and provide the support to the literacy classroom teachers".³⁰ The project also produces comprehensive progress reports and commissioned a survey of students and teachers by the implementing partner (the French NGO, Sipar³¹). Yet, although all students will take a final examination and, if they pass, receive a certificate, the number of students that passed the exams is not reported.

³⁰ UNESCO Phnom Penh. *Literacy Project for Women Garment Factory in Cambodia*. A project progress report (June 2017)

³¹ <http://www.sipar.org>

Furthermore, no system is in place to track the steps that are taken by the students in follow up to the examination and to see how their lives changed as a result of passing the exam. The Ghana HFIT-HQ project has also established a Steering Committee to monitor project implementation on a quarterly basis.

66. It is clear, however, that counting numbers by itself may not be enough. Apart from the fact that all those who engage with a project may not necessarily benefit from the intervention, there are often non-quantifiable benefits of an intervention that need to be identified. For example, the draft report of the recent evaluation of the Nepal UNESCO Malala Fund project³² notes that an intervention aimed at training 15 young women as FM Radio Technicians had resulted in fewer than half getting employment afterwards.³³ While the intervention may not have been successful in terms of its direct objectives, a number of other benefits occurred as listed in Box 3 below.

Box 3: Selected benefits of FM radio Technician Training in Nepal identified by a recent evaluation (in the words of the beneficiaries)

- Previously, the domain of technical expertise was thought to be appropriate for males. It was considered that only they could succeed and excel in this area. After we successfully completed the Radio Technician Training, there is a change in this outlook of people. Our parents now feel proud of their daughters. Other family members and relatives now believe in our ability to do unconventional jobs. Our neighbours now think of sending their daughter to participate in similar training programmes if opportunity comes. Daughters are regarded no less than sons.
- It has boosted our confidence level. We believe that we can successfully complete even technical trainings of higher level and complex nature. We can teach others what we have learned.
- Some of us got our citizenship certificate issued as per the requirement of the programme.
- We have come in contact with organizations like Samagra Janautthan Kendra that focuses on social reforms. We can use this relationship to develop and cash our talent.

Source: Singh, Ganesh Bahadur. Evaluation of the "Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning" Project. DRAFT June 2017 p20-21

67. A fragmented programme will also rely on a number of national implementing partners which can be an opportunity but also be a risk. The larger, longer-term projects can invest in the capacity of implementing partners, especially where it is not easy to find suitably experienced ones at the local level. In Pakistan, an investment was made to strengthen the capacity of implementing partners (three-day workshop) as it was found that while many had good experience with community mobilization, few had similar experience with education issues. A network was also established to allow national implementing partners to share experiences and a newsletter was developed with the same purpose. In addition, two larger NGOs have been contracted for work that includes supporting the smaller, local organizations implementing the UNESCO Malala Fund financed interventions. There is also a trade-off between the opportunity of developing local implementation capacities and the risk of the investment and not utilising them on a longer term or larger scale.

³² Singh, Ganesh Bahadur. Evaluation of the "Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning" Project. DRAFT June 2017

³³ In Siraha, 12 girls were enrolled out of which 3 dropped out. 9 girls completed the training, appeared in the skill test and successfully passed it. Out of the 9 girls, none was employed as radio technician. In Dhanusha 12 girls were enrolled, 4 of them dropped out and 8 completed the training. 5 out of 8 girls who completed the training were immediately employed by various FM radios in Janakpur. One of them is still working while others left their jobs for various reasons.

Finding 5: Where interventions are small scale compared to the national challenge being addressed, plans to document and leverage results are particularly important. Some projects have made efforts to learn and led to scaling-up/replication and/or feeding into policy, while others did not.

68. Apart from Pakistan, the average size of a UNESCO Malala Fund project is approximately \$400,000 and they range from \$300,000 to \$1,000,000 covering a two or three year period.³⁴ The five-year UNESCO-HNA Partnership projects are larger at \$2.5 million each but combined cover nine countries plus the IICBA, UNESCO HQ and the UNESCO Bangkok office (including, in Asia, resources for sub-regional workshops). The projects under the UNESCO/UNFPA/UN Women Joint Programme established to date are more substantial at \$5 million each and are planned for five years.

69. So even for a very focused project, such as those concerning literacy or teacher education, the amount is relatively small. For projects that are formed of many different components the amount for direct interventions can be considered as minor. Of course, the correlation between the amount and the contribution to expected results and impacts may not be that strong, especially if considering the level of the interventions, such as those that support policy reform.

70. At a strategic level, there is a risk that UNESCO could be supporting a number of successful projects at the micro-level while making very little difference at the meso- or macro-level (be that the national level or the SDGs). The key is to leverage these small-scale downstream contributions for a greater contribution to development results. Linking the results of the projects to policy dialogue is the most obvious opportunity to ensure that the projects make a contribution beyond the immediate goals. The UNESCO/UNFPA/UN Women Joint Programme initiative includes interventions directed at the national policy level, while the UNESCO-HNA Partnership projects are addressing institutional policy change at the level of teacher training institutions. How to scale up UNESCO Malala Fund projects, which are usually pilot in nature and addressing a specific issue, needs further consideration. Issues of scaling up have been discussed for at least 20 years and have been described as horizontal (i.e. replication and adaptation) or vertical (i.e. feeding into policy and knowledge). The challenges of adaptation in horizontal scaling-up are significant especially as the interventions move through being complicated to being complex and context specific when replication of a good initiative in one place is no guarantee of it working elsewhere.

71. Some initiatives have built specific strategies and mechanisms to leverage the results of the project. For example, the HFIT-Bangkok project will produce a regional synthesis report of lessons learned from the five participating countries so that the results can be replicated and improved elsewhere (including within the country). Like UNESCO corporately, the project is also promoting the use of Open Education Resource (OER)³⁵ so that the tools developed can be used and adapted by other countries and organisations within the pilot countries. Box 4 below lists the set of tools developed through component 1. Other tools developed through the project (for example, for conducting situation and training needs analysis for policy makers and planners) will also be shared in this way.

Box 4: Online gender assessment tools

³⁴ The UNESCO Malala Fund provided funds (\$50,000) to Nigeria for some emergency interventions aimed at promoting school safety at the request of the UNESCO Executive Director. This was exceptional and has not been included in this analysis of trends.

³⁵ UNESCO organized the 1st Global OER Forum in 2002 where the term Open Educational Resources (OER) was adopted.

- Gender Dynamics in Classrooms within Teacher Education Institutions – Classroom Observation form
- Gender Assessment of Teaching Learning Materials
- Gender Assessment of School Textbooks
- Questionnaire for Teacher Education Institutions
- Questionnaire for Heads or Deputies of Curriculum and Textbook Development Authorities for Teacher Education or School Education
- Questionnaire for Textbooks Writers for Teacher Education or School Education

72. The UNESCO HNA project in Asia therefore has a potential outreach and impact way beyond the five countries directly included in the project. But it will require continued promotion and support for adapting the generic guidance to local needs. Plus, it will require resources for things like translation into local languages (something that was found to be important in the first component of the project). Regional bureaus will need to be able to provide this support if the impact is going to be increased.

73. The literacy projects by nature are directly addressing a relatively small proportion of the illiterate population and only some projects include plans to leverage their results. For example, the UNESCO Malala Fund Cambodia project through expanding the factory-worker literacy schemes to more factories. The UNESCO Malala Fund Egypt project document includes activities aimed at supporting scaling-up including the identification of potential partners and through the development of a deployment programme. These are both examples of focused projects where efforts can be made to leverage results. Other UNESCO Malala Fund projects that were developed on CapED projects with the intention of contributing to policy change through the larger project.

74. In other cases, especially where the projects are composed of many small elements, there is an inadequate level of learning about why something works or does not to allow the kind of leverage that is necessary. This is partly due to the extra costs of learning lessons from a number of small projects with different immediate objectives and target group. In Nepal, for example, the recent evaluation of the UNESCO Malala Fund project was only able to visit two sites while for the other very different interventions, the evaluator had to rely on the documentation provided by the UNESCO field office.

75. In the United Republic of Tanzania, the UNESCO Malala Fund project explicitly included the object of documenting good practices and achievements to develop gender-responsive and inclusive strategies and guidelines for improved learning outcomes and retention of adolescent girls in schools. Activities included: (a) producing evidence-based materials on the results of the used strategies; (b) promoting exchanges with other schools at the mid-term of the project, and; (c) disseminating results widely for mobilizing support for scaling up the approach.

76. There are good examples of interventions that could be replicated in other countries (for example, the Nepal UNESCO Malala Fund “female champions” project that provides an intensive learning platform for young women across the country³⁶). But for a study of the initiative to be useful, it would have to go beyond what worked and why to understand the contextual factors that have

³⁶ The UNESCO Female Champions project is a three-month long fellowship program with the aim of boosting confidence, enhancing leadership skills and further strengthening necessary qualities these young leaders possess.

influenced the results. Without such analysis, it may be risky and not be effective to replicate the initiatives in other contexts.

77. Learning is not fully embedded in the mechanisms and lack of documented evidence may limit resource mobilization and diminish effectiveness. The cost of learning between initiatives also needs to be taken into account. Evaluations are often mentioned in project documents as planned but this may not be enough or not even possible without adequate learning during implementation. The timing of an evaluation is essential (i.e. mid-term - before results have been fully achieved - can help with mobilising resources for the next phase or ex-post - when results have been achieved - momentum may be lost or the project management team disbanded posing challenges for learning to materialise). Without adequate preparation to ensure that relevant data will be available, evaluation will be less useful. The Section has also added a requirement for a documentation and communication budget line for future projects funded through the UNESCO Malala Fund, to ensure improved reporting and documentation of results and lessons learned. This, and more targeted communication through the Section, aims to improve this learning and its application in other settings.

78. In Nepal it was clear that implementing agencies were internalizing the lessons learned from their partnership with UNESCO. Although some may be frustrated by the lack of follow-up, the experiences are used in their other work.

79. It may be that some donors will find activities without direct beneficiaries, such as those focused on learning, not so attractive, yet other organizations have invested significantly in such work. For example, the UK-based Malala Fund's³⁷ support to the Brookings Institution's work on what works in girls' education, a comprehensive analysis of existing evidence³⁸. Such activities can help bring the lessons learned to a broader audience and feed into vertical scaling-up, i.e. into policy and knowledge.

Recommendation: Strengthen the funding mechanism

Expand the UNESCO Malala Fund or similar flexible mechanisms for funding larger, longer-term, and more focused projects that are identified at the country level within parameters set by the Organization and continue linking these to existing interventions based on evidence of specific problems to be addressed by a targeted intervention rather than through mainstreaming gender equality.

3.3. THE EFFICIENCY OF UNESCO'S INTERVENTIONS

³⁷ This is a separate organization from the UNESCO Malala Fund.

³⁸ Sperling, G. and R. Winthrop. *What works in Girls' Education. Evidence for the World's best investment*. Brookings Institution Press, Washington D.C. (2015)

80. The assessment of efficiency at the project level has focused on implementation and coordination while at the strategic level, coordination, information sharing and cross-project learning are the focus.

Finding 6: UNESCO has supported gender-specific interventions in 115 Member States and efforts are being made to facilitate greater coordination and information sharing.

81. With projects in so many countries and undertaken by different entities, offices and units within UNESCO, it is essential to ensure coordination, exploit synergies/complementarities and prevent overlap/duplication in order to make the best use of resources. The responsibilities for coordination and for organization-wide learning are for many stakeholders unclear. The DGE in ODG is responsible for overall coordination of the BLBF partnership and the IGE Section is responsible for managing the implementation of projects within the Education Sector. The IGE Section is clearly playing an important role in supporting project implementation having inherited the UNESCO Malala Fund with limited institutional memory or documentary archive. The IGE Section also supports specific mainstreaming on gender equality in education activities, raising the potential to develop synergies between the specific programming and mainstreaming activities. This work would complement the more generic gender equality training supported by the DGE.

82. The DGE is responsible for learning and this work is also undertaken by the IGE Section, other UNESCO Sections undertaking related knowledge management activities, and institutes. For example, UIL undertakes learning from literacy projects and is able to pull out lessons related to this issue in relation to girls and women. According to the DGE, this information has not, however, been systematically shared with the Division. Part of the problem may be that the IGE was established after the completion of the GEAP II which contains information on the institutional structures for its implementation which predate changes in the Education Sector, including the establishment of the IGE Section. The DGE is responsible for the gender focal point system and the IGE is the focal point in the Education Sector. IGE has put together a listserv to support communication with other gender focal points education, and shares periodically information on relevant efforts. For example, in preparation of the Report by the Director General to the General Conference on UNESCO actions promoting Women's Empowerment and Gender Equality from May 2015-April 2017, the IGE Section reached out to all field, cluster, and regional offices, as well as the institutes and colleagues within the Education Sector. Table 3 below is based on these submissions to IGE, and indicates the number of countries partnering with UNESCO in addressing different aspects of girls' and women's education.

TABLE 3 ³⁹ PERFORMANCE INDICATOR RELATED TO GIRLS' AND WOMEN'S EDUCATION	
Performance Indicator	No.
1. Number of countries supported by UNESCO where education policies have been reviewed with Gender analysis to integrate a lifelong learning perspectives	36
2. Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes, taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills	58
3. Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level	38

³⁹ Source IGE Section

4. Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective	26
5. Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others	16
6. Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality	43
7. Number of Member states reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality	4
8. Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective ⁴⁰	n/a

83. While it may be clear what the ongoing elements of the BLBF partnership are, it is not clear why other projects related to girls' and women's education are not formally part of the BLBF partnership. The BLBF partnership addresses both elements of the gender specific programming i.e. addressing specific cases of discrimination and support to a specific group. The first element addresses the structural causes of discrimination while the second addresses the manifestation of that discrimination. There are questions of the choices between mainstreaming and targeted or direct interventions with many projects addressing issues that could be addressed through mainstreaming.

84. The following Box 5 can illustrate the issue with two projects in Cambodia. While many UNESCO Malala Fund projects have been developed out of CapED interventions (an issue discussed more in the next finding) in some cases it is not clear what distinguishes a CapED project from that of the UNESCO Malala Fund.

Box 5: Two similar project in Cambodia

- **CapED 2016 Annual Progress Report:** *In Cambodia, CapED supported the development and operation of 61 literacy classes in Kampong Speu and Kampong Chhnang provinces, benefiting 1,383 female workers in garment factories. The initiative fostered close collaboration between the Ministry of Education and the Ministry of Women's Affairs and will be expanded in 2017.*
- **UNESCO Malala Fund Website:** *UNESCO is building the literacy skills of 1,760 young female garment workers in 22 factories in Phnom Penh and Siem Reap to improve their quality of life. Training materials have been developed to enable the sustainable implementation of literacy programmes in factory settings throughout Cambodia.*

85. Although efforts have been made by the IGE Section to centralize documentation from the projects it manages, this is still work in progress. Of the nine Malala countries, two have yet to post any documentation on the UNESTEAMS website. In some other cases, the platform is well utilized for information sharing, in others the documentation is sparse (as of mid-July 2017). There is no comprehensive report on BLBF partnership progress apart from internal briefings prepared periodically for the Office of the Director General (ODG).

⁴⁰ Although the percentage is not available; the Education Sector that have undertaken analysis from a gender lens or have focused explicitly on gender equality has produced nearly 100 publications.

Finding 7: UNESCO has taken advantage of opportunities to develop synergies between different interventions but there have also been some missed opportunities at the country level.

86. As a regional project, the HFIT-Bangkok managed intervention is a good example of exploiting synergies by design. Bringing together the countries participating in the project has proven to be important but there were also benefits from bringing in the countries participating in the HQ managed project. One missed opportunity was to bring in Viet Nam, which was also addressing teachers' education through its UNESCO Malala project.

87. Of the eight UNESCO Malala Fund countries selected (outside Pakistan), four were also CapEFA countries: Cambodia, Mauritania, Mozambique and Nepal. In these countries, the "(UNESCO Malala) Fund is expected to support and expand with a gender perspective, on-going CapEFA interventions in these countries and further facilitate development of more downstream activities aiming at, among other subjects, improving the literacy rate of young girls and women, retaining girls in school and facilitating gender-sensitive teaching, particularly in [non-formal education] NFE".⁴¹ Although there are clear synergies with CapED/EFA projects, these are not always made transparent. In Mauritania, the project document explains how the Malala intervention has built on a CapEFA pilot project and the lessons learned from it. The United Republic of Tanzania UNESCO Malala Fund project came directly out of the Packard Foundation supported project that was implemented within the framework of the BLBF partnership.

88. Few project documents explicitly take note of other activities supported by international partners. Closeness to government and full engagement with international development partners are clearly not mutually exclusive. While some interviewees noted that government has the overall responsibility for coordination of foreign aid, it does not preclude the need to make efforts to share knowledge with international development partners. The HFIT-HQ project in Ghana and Ethiopia undertook needs assessments at the start of the project. Ghana is one of the few examples where the needs assessment and subsequent reports have made this kind of engagement clear, whether for discussion at the time of project design or for future collaboration/scaling-up project activities. The report notes that meetings were held with key actors in the girls' education sub-sector.⁴²

89. There have been some synergies with other UNESCO entities (for example, UIL when developing new projects), but in some cases, it seems that not enough learning is taking place from existing studies. For example, a key lesson from the CapEFA project on literacy for factory workers was that women do not have time to study after they have completed a day's work. This led to the approach taken in the Malala project where women would have literacy lessons during work time. Yet this lesson from the CapED project was previously captured in UIL's work on identifying good practices in literacy training and could have been used in designing the CapED project.

90. UNESCO is supporting entrepreneurial training in a number of projects (Nepal, Mozambique, etc.) but without developing relationships with other UN entities engaged in such activities (of which there are many). A recent meta-analysis of evaluations on women's entrepreneurship conducted by the ILO⁴³ concluded that:

⁴¹ CapEFA Report 2014

⁴² World Bank, UNICEF, DFID, ActionAid and the Ghana National Educational Campaign Coalition

⁴³ ILO. *Effectiveness of Entrepreneurship Development Interventions for women entrepreneurs*. An ILO-WED Issue Brief

Business training alone has mixed effects on the start-up and survivorship of women's firms, having produced some positive change in a few cases, and negative impacts in others. This suggests that business training alone may be helpful, but is not sufficient in encouraging business creation, particularly in light of the other constraints female entrepreneurs likely face.

91. This is an example where UNESCO's strengths in education, such as the work with Community Learning Centres (CLCs), could complement other UN entity interventions in employment promotion and/or income generation, thereby increasing efficiency as well as the likelihood of sustainability.

Finding 8: There has generally been a long lead time in setting up the mechanisms and not all projects are being implemented on schedule.

92. It is inevitable that mechanisms will take time to design, negotiate and start implementation. The UNESCO Malala Fund is a good example of a multi-donor initiative that can attract different sizes of contribution and can react with new projects at a quick pace if the resources are available. The UNESCO Malala Fund was launched in 2012, an agreement was reached in Feb 2014, and the first project started soon afterwards. The UNESCO-Hainan Partnership agreement was signed in February 2014 and the projects started in June 2015. The UNESCO/UNFPA/UN Women Joint Programme reportedly took longer than expected to reach agreement among the three partners at country-level, reflecting the need to establish appropriate legal and administrative arrangements as well as the complexity of the Joint Programme modality.

93. At the level of individual projects, sometimes the delays in implementation have been the result of the need to adapt the programme as lessons are learned along the way. The UNESCO-HNA Partnership project managed by the Bangkok Office can illustrate this well. The original design for the first component was changed to expand the scope of the teacher assessment to examine gender issues in teacher education components more holistically. The development of the assessment instruments therefore took longer than planned although it is likely that the project component will make a greater contribution as a result.

94. In Pakistan, the decision of the project steering committee not to use international consultants to develop the programme but rather internal expertise from UNESCO may have led to a better set of project documents and certainly has led to stronger capacity of the Pakistan Field Office. But while the decision may have been sound, it inevitably contributed (together with changes in government personnel) to significant delays in the inception phase which went from a planned six months to 14 months.

95. The causes of other delays have been beyond the direct control of UNESCO, including political unrest and competing priorities of partner institutions (Ethiopia) and changes in counterpart staff (Mauritania). Nonetheless these countries were selected because of perceptions of their comparatively high implementation capacity. Risk assessments need to be realistic and part of all project designs, while carefully considering potential challenges with project implementation and scale-up.

Recommendation: Strengthen corporate learning

Continue, expand and strengthen the work undertaken by the Section of Education for Inclusion and Gender Equality aimed at learning and information sharing across the UNESCO interventions promoting girls' and women's education and mobilize resources to ensure the long-term sustainability of this function.

3.4. THE SUSTAINABILITY OF THE RESULTS OF UNESCO'S INTERVENTIONS

96. From a project perspective, sustainability refers to the sustainability of the results to which UNESCO contributes. This chapter will start from the strategic perspective where sustainability refers to the sustainability of the financing mechanisms to ensure contribution to the 2030 SDGs.

Finding 9: UNESCO has successfully mobilized resources and the sustainability of the mechanism is important if UNESCO is to continue supporting outcomes that require long-term action (for example, capacity development).

97. As noted in Chapter 1, UNESCO has mobilized approximately US\$ 35 million for programmes in the UNESCO BLBF partnership since it was launched in 2011. Initially, the projects were single partner agreements but two mechanisms designed for multi-partner support are now in existence (i.e. the UNESCO Malala Fund and the UNESCO/UNFPA/UN Women Joint Programme). Beyond central resource mobilisation, there has been some success at the country level. In Pakistan, resource mobilisation efforts have been rewarded with a hard pipeline of approximately \$4.7 million with potential for additional funds from the private sector as well as international NGOs. Although these funds will not pass through the UNESCO Malala Fund itself, the new interventions will be implemented within the framework of the ongoing UNESCO Malala Fund-funded projects.⁴⁴ If resource mobilization efforts are successful, such mechanisms can allow the Organization to take a more comprehensive and longer-term approach. With the development of appropriate partnerships, the approaches can also be more holistic.

98. Such long-term approaches are often essential for the sustainability of capacity development. Issues related to capacity development and changing social norms and behaviours are often being addressed with relatively short-term responses (e.g. a one-off capacity development workshop) and often with no further follow-up. The chances of such initiatives leading to lasting change are often slim. Further resources (and greater focus) are needed to ensure that longer-term approaches are

⁴⁴ Expanding within the existing districts where activities are being implemented and expanding into new districts)

implemented when appropriate and that the likelihood of the sustainability of the intervention is increased.

99. Plans are in place to develop a formal strategy to promote resource mobilization for programmes on girls' and women's education as a whole (although there is already a joint resource mobilization strategy for the UNESCO/UNFPA/UN Women Joint Programme). A long-term pipeline of resources is necessary to ensure the sustainability of the mechanism and for the UNESCO Malala Fund the partnership with the CJ group is providing such a flow of resources. Resource mobilization may also be challenging in the context of the above-mentioned difficulty of showing results beyond outputs and the fragmentation of some projects (finding 4). The large number of international organisations engaged in this area combined with the need for UNESCO to more clearly articulate its comparative strengths may also represent challenges to sustainable resource mobilization. Although communication of the BLBF partnership has been strengthened in the last year by the IGE Section (and the Section is recruiting a communications specialist to support this work) more needs to be done in terms of reporting on results and demonstrating evidence of the overall UNESCO contribution to girls' and women's education. Nonetheless, there have been resource mobilization successes and the work undertaken by the IGE Section on the CJ partnership has been recognized as good practice by UNESCO.

Finding 10: Although the likelihood of sustainability of results will be increased through strong national ownership, sustainability issues are not always addressed adequately in project design and implementation.

100. Most BLBF partnership projects reviewed in this evaluation have not addressed sustainability adequately. The midterm evaluation of the Viet Nam UNESCO Malala Fund project suggested the development of an exit strategy but the response to the evaluation recommendations was to wait until the final evaluation that is planned towards the end of the project. This is likely to be too late and may face significant challenges in terms of continuity (for example, the need to establish partnerships for follow up or to re-recruit staff if there is a gap between the project ending and the next phase). The details may wait but the principle of such a strategy (i.e. replication, scale up, partner, etc.) need to be established earlier, ideally at the outset.

101. In Mauritania, the project document addresses the sustainability issue, noting that the CLCs established under the CapEFA project no longer existed as they were only established for the pilot. The document states that "new sustainability mechanisms, such as the identification of new donors to sustain [the CLCs] will be identified with national partners in order to keep these CLCs running even after the completion of the project". At the same time, there are examples of projects introducing a wider concept of sustainability into projects such as the Nepal UNESCO Malala Fund project work with CLCs where sustainable construction methods have been introduced in project buildings and sustainable agricultural practices are encouraged. These wider dimensions of the sustainability concept will also support the sustainability of project results.

102. The lack of follow-up may also have a negative effect on sustainability (e.g. Nepal). The lack of results orientation also led to poor knowledge of the likelihood of sustainability of the interventions. In some cases, implementing partners may follow-up on projects and promote sustainability and it is possible for other partnerships to be developed.

103. More recently, efforts have been made to more explicitly address the issue of sustainability in the design of projects and it has been included in the latest Malala fund proposals (for example Guatemala). This is a good improvement but needs to be accompanied by capacity development in field offices to ensure that the strategies are strong and context-specific.

Recommendation: Strengthen education-specific project design and management

Identify and share good practices within UNESCO on ensuring effective design and management of education projects in general and those supporting girls and women's education in particular. Most importantly, identify and share good practices for ensuring leverage of small interventions in order to develop education-specific guidance with the aim of increasing UNESCO's contribution to achieving the SDGs.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

104. The following conclusions are based on the findings, and compared to the lessons set out in the following chapter, they are much more about the corporate level and strategic positioning. Similarly, the recommendations address the strategic level. A number of conclusions and recommendations are generic in nature and concern issues that affect other areas of UNESCO's work as much as they do interventions to support girls' and women's education. Considering that the evaluation has been conducted in a period of institutional transition regarding the Organization's work in support of girls' and women's education, it has to be recognised that efforts initiated to address several of the issues identified in this report are work in progress and have yet to be consolidated. It should also be noted that it is difficult to summarise performance as (a) it is often too early to see results among the projects examined, and (b) it is difficult to aggregate the performance of a wide variety of experiences even within specific categories. Some of the factors that seems to explain clearer performance are listed in the lessons learned.(see Chapter 5). The conclusions and recommendations resulting from the evaluation have been discussed and refined during a workshop with the reference group.

4.1 CONCLUSIONS

105. The strong dividends from investing in girls' and women's education mean that this is a very crowded area in terms of international support. Clearly girls' and women's education has been part of UNESCO's support for Education for All even before it became a global priority for the Organization almost ten years ago. But since it became a priority there has been more effort to mainstream gender in all of UNESCO's work as well as building capacities of staff to ensure that the mainstreaming is implemented in an appropriate and effective manner.

106. The following conclusions are related to the gender specific programming:

Conclusion 1: UNESCO's support for girls' and women's education is wide ranging and strongly relevant to achieving the SDGs. UNESCO's comparative strengths that could support its programmes on girls' and women's education include: its humanistic mandate with a focus on inclusiveness and social justice, being part of the UN development system with wide presence on the ground and a long-term commitment to national development; UNESCO's wide mandate in education and ability to address all aspects of the sector at all levels of education; the potential for multi-sectoral approaches across UNESCO's sectors; strong technical expertise across the Education Sector including non-formal education. Most importantly its closeness to governments and strong promotion of national ownership mean that it has been able to, and has great potential to, leverage its resources by linking its programmes to all aspects of the policy process and thus make a significant and sustainable contribution in this area.

107. The evaluation found that these generic strengths of UNESCO are also important for its programme interventions in support of girls' and women's education. Clearly, girls' and women's education has been part of UNESCO's support for Education for All even before it became a global priority for the Organization almost ten years ago. But since gender equality became a priority 2008 there has been more effort to mainstream gender in all of UNESCO's work as well as building capacities of staff to ensure that the mainstreaming is implemented in an appropriate and effective manner. In addition, since mid-2015 there has been a second transition concerning gender specific programming

with the establishment of the IGE Section. There have been efforts to address many of the transitional issues and adapting the interventions implemented within the partnership to be stronger in design and implementation, more visible and better communicated.

Conclusion 2: UNESCO needs to more clearly position its efforts in support of girls' and women's education and its niche in the 2030 Agenda. Specifically, more efforts are needed at implementation-level to identify how it will use the Agenda 2030 principle of focusing on the hardest to reach within UNESCO's existing policy and programme work on girls' and women's education. In clarifying its strategy, UNESCO will also need to make clear when the best approach is to mainstream gender in its activities, when gender-specific programming is more appropriate, and when a dual approach is required.

108. The strong dividends from investing in girls' and women's education mean that this is a very crowded area in terms of international support. UNESCO has chosen to focus on specific areas, literacy and post primary education, in its direct interventions and also, more recently on the areas of school related gender-based violence and girls' education in STEM (although it does not restrict itself to these areas and goes beyond them in some projects). But it has yet to find a niche in the way it works and with a large amount of UNESCO work undertaken outside the BLBF partnership framework, further efforts are needed to identify what the overall strategy and position for gender-specific interventions is. The Organization should consider the following questions:

- What is UNESCO's niche in terms of gender-specific programming beyond the areas it is focused on?
- What are the approaches that make it different from other organisations such as INGOs also directly addressing girls' and women's education with limited resources?
- Is it through small-scale learning/demonstration/pilot projects that are leveraged for greater impact?
- Is it through cross-sectoral issues, such as girls' education in STEM, where the Organization can work across sectors on joint priorities?

109. There is some ambiguity in the concept of hardest to reach but in line with the 2030 Agenda it can be considered as those "left behind". The selection of countries to participate in the ongoing BLBF partnership programmes has not always followed this approach, nor has the approach always been followed with the selected countries. There is often a trade-off between capacity for effective implementation and addressing the issues of those hardest to reach and in a resource scarce and resource competitive environment it is understandable that preference is given to implementation capacity.

110. There is also a need to clarify the distinction between direct gender-specific programme interventions and gender mainstreaming. The main question concerns when mainstreaming is appropriate, when targeted interventions are necessary and when a combination is required. Mainstreaming and gender-specific programmes are not mutually exclusive; targeted gender-specific programmes can be added to initiatives where gender equality is already mainstreamed. For example, literacy and teacher training are two areas that UNESCO has emphasized within the ongoing BLBF partnership projects. The question is – could this be done by mainstreaming and could UNESCO Malala Fund be better used to address the structural constraints limiting girls' and women's education? Moreover, decisions on interventions to fall within the BLBF partnership need further clarity, and have

implications for coordination and organization-wide learning as well as for visibility of UNESCO's work in this area and, as a result, resource mobilization.

Conclusion 3: The projects examined varied significantly in terms of the quality of design and the programming strategy. Ongoing efforts by the IGE Section have led to improvement in quality through technical support, more needs to be done to ensure effective implementation across the whole project cycle. In terms of programming strategy, a more focused approach suits situations where implementation capacities are not so strong and will in turn facilitate project monitoring and learning. It is also essential to build learning into project design as the key to ensuring leverage of UNESCO's interventions, for example through linking to policy making or from replication of successful ideas to address policy implementation, thereby increasing the likelihood of contributing to national and global SDGs.

111. To address implementation constraints may take time and resources, which may not be conducive to a small-scale short-term project. Greater focus of the project can support overcoming such implementation constraints. Focus does not have to be a trade-off with addressing the wide range of factors that can affect girls' and women's education. The key is to focus on an issue or problem, possibly in a limited geographical area. Where implementation capacity is not so strong, resources are limited and quick results are expected, UNESCO has not always chosen narrow projects in areas where the Organization has clear strengths and are not as crowded with international actors.

112. In addition, stronger results orientation and strengthened learning processes are essential, especially if UNESCO is to leverage the results of relatively small-scale interventions. The learning process is not just at the project level but needs to take place across the Organization. UNESCO has a wealth of experience of mainstreaming as well as targeted interventions about what works and what does not. Some of this has been used in broader work of this type. UNESCO has the comparative strength to do this in an ongoing manner rather than as one-off initiatives. At a minimum, it should feed into a broader mechanism that also looks at other initiatives within and outside the UN development system. Further clarity on the entity with the clear responsibility and capacity for organization-wide learning in education will assist with mobilizing resources, learning lessons and exploiting synergies.

113. There are challenges with capacity building for project design and management, especially when that does not simply entail implementing activities to reach outputs but managing the whole project cycle towards the achievement of results as well as introduce adaptation as lessons are learned. Project design has sometimes been weak, although efforts are now being made by the IGE Section to strengthen project design to address the weaknesses of some of the earlier projects. The finding was that there are considerable lead times needed when preparing new mechanisms or even when making agreements. This leads to the conclusion that it could be more efficient to have existing frameworks and mechanisms in place that donors, including the private sector, can contribute to as an alternative option to funding projects outside the mechanism.

Conclusion 4: Improved communications and other recent efforts to increase the visibility of UNESCO's work supporting girls' and women's education need to continue. At the corporate level, there are some communication challenges partly due to the fact that support for girls' and women's education is spread across the different sectors in the Organization. To address this challenge, UNESCO's interventions in this area, including those under the Global Partnership for Girls' and Women's Education, need to be clearly

presented. At the country level, communication with partners is essential if the appropriate partnerships are to be developed and project results are to be leveraged. Effective communication also has implications for ensuring synergies are exploited and reducing overlap with other activities. Equally important, it has implications for maximizing the potential for sustainable resource mobilization.

114. The recent improvements in communication and efforts to increase visibility are a work in progress and are to be further consolidated. At the corporate level, challenges arise as a result of the cross-sectoral relevance of the support for girls' and women's education requiring an Organization-wide consideration and clearer presentation. At the project level, many efforts aimed at increasing visibility have not been adequately strategic and targeted for specific purposes, be that behavioural change, resource mobilization or partnership to promote adoption, replication and scaling up of successful activities as well as lesson learned.

115. Resource mobilization is affected by all of the above conclusions, specifically the need for better demonstration and communication of results. It is also probably no coincidence that Pakistan with a combination of well-designed projects, and a comprehensive monitoring framework in place has been the most successful at resource mobilization among the countries involved in the BLBF partnership.

4.2 RECOMMENDATIONS

116. The recommendations flow from the conclusions and are developed at a strategic level. Four recommendations have been identified that are forward looking and actionable but not over-prescriptive. This is a deliberate approach since many of the issues are political and require in depth discussion on priorities as well as resources. Under each headline recommendation, the issues are examined and options put forward for decision by UNESCO Education Sector management, in consultation with the UNESCO Division of Gender Equality and the UNESCO Governing bodies as appropriate. The management response as part of this report provided the Education Sector senior management the opportunity to set out how each recommendation will be addressed.

117. The recommendations do not repeat most of the lessons listed in the following Chapter 5 although support to the capacity-building of staff through the development of guidance for results-based project design and management is one recommendation. Although, as argued earlier in the report, such capacity development efforts by themselves will not be enough. The first recommendation is the most critical one and since it should result in a new framework for UNESCO's interventions for girls' and women's education it may influence the following recommendations two and three, as these present recommended elements of the new framework. The fourth recommendation is important provided UNESCO remains an Organization that is among others implementing projects at the country level.

118. The evaluation recommends that UNESCO should build on UNESCO's comparative strengths to address a range of strategic issues to develop a clear and appropriate role for UNESCO in supporting interventions aimed at girls' and women's education. Furthermore, the UNESCO Malala Fund should be expanded as the main mechanism for funding larger, longer term more focused projects that are identified at the country level. Good practices within UNESCO and from other UN agencies on ensuring leverage of small interventions should be applied in order to develop education-specific guidance. The work undertaken by the Section of Education for Inclusion and Gender Equality aimed at learning and

information sharing across the UNESCO interventions promoting girls' and women's education should be strengthened and expanded.

Recommendation 1: Develop a strategy for Girls' and Women's Education

Building on UNESCO's comparative strengths, prepare a strategy for programme interventions in support of girls' and women's education that addresses a range of strategic issues to develop a clear and appropriate role for UNESCO.

119. Based on the comparative strengths listed in Conclusion 1, UNESCO should establish a strategic framework that captures the work across the Organization and addressing this important issue in a strategic and coherent manner. The strategy could also become the basis for comprehensive resource mobilization efforts in this area. Specifically, the strategy should address the following:

- The focus on the 'hardest to reach' is interpreted in the widest sense to ensure that it is in line with the Agenda 2030 'no-one is left behind': nonetheless it is to be considered to what extent this is an appropriate and viable strategy and niche for UNESCO given its limited resources and role as an upstream organization that is mandated to support policy work .
- UNESCO is working with limited resources compared to the size of the issue it is seeking to address. If the Organization is to make a greater contribution to the SDGs, it may wish to consider only undertaking downstream interventions when it is able to leverage the results through upstream policy support or through scale up and/or documentation of lessons learned.
- The distinction between mainstreaming and gender specific interventions needs to be clarified. Linked to this issue, it needs to be decided when there is sufficient justification for direct targeted interventions or if the issue should be addressed through mainstreaming gender equality in a project or an appropriate combination of the two approaches.
- The Education Sector should clearly identify criteria that help determine what is in the BLBF partnership and what is not and, most importantly for which reason and ensure a clear institutional framework for coordinating, managing and learning from UNESCO interventions that provide support to girls' and women's education.

Recommendation 2: Strengthen the funding mechanism

Expand the UNESCO Malala Fund or similar flexible mechanisms for funding larger, longer-term, and more focused projects that are identified at the country level within parameters set by the Organization and continue linking these to existing interventions based on evidence of specific problems to be addressed by a targeted intervention rather than through mainstreaming of gender equality.

120. The direction of the UNESCO Malala Fund should move from addressing issues which could also be addressed by mainstreaming gender in a project, to addressing the specific causes of gender inequality that result in discrimination for girls and women. The approach of linking to existing interventions should be continued to increase the chances of effective and efficient implementation. Selection of participating countries should also reflect UNESCO's Priority Africa.

121. The lessons learned identified in Chapter 5 should be incorporated into UNESCO Malala Fund project selection guidance where appropriate, building on the work currently being undertaken by the IGE Section. Critically, project proposals will need to demonstrate analysis of the ongoing and planned

international support in the area of intervention as well as an explicit strategy for leveraging the results and/or exit.

Recommendation 3: Strengthen corporate learning

Continue, expand and strengthen the work undertaken by the Section of Education for Inclusion and Gender Equality aimed at learning and information sharing across the UNESCO interventions promoting girls' and women's education and mobilize resources to ensure the long-term sustainability of this function.

122. This should not be seen as simply a communications exercise or a coordination initiative but rather as a technical process of learning for UNESCO internally and in the form of a global public good. It was noted that other initiatives have recently been conducted to collect the evidence on why girls' and women's education is important, what the challenges are that need to be addressed and good practices. The IGE Section is well positioned to ensure this knowledge is utilized internally through its role in reviewing project documents and in supporting mainstreaming of gender issues. The collection of information across the Organization in terms of interventions for girls' and women's education will strengthen the visibility of the Organization in this field. Rather than brochures for each intervention, a report in regular intervals of UNESCO's work in this area at a regionally aggregated level would provide better visibility and clarity to attract donors and private sector Organizations to support UNESCO to fulfil its role in this area.

Recommendation 4: Strengthen education-specific project design and management

Identify and share good practices within UNESCO on ensuring effective design and management of education projects in general and those supporting girls and women's education in particular. Most importantly, identify and share good practices for ensuring leverage of small interventions in order to develop education-specific guidance with the aim of increasing UNESCO's contribution to achieving the SDGs.

123. The evaluation found that UNESCO has some good experience with different aspects of project management including leveraging the results of projects for greater development contribution and ultimately impact. Since this was from examination of a small proportion of the projects supported by UNESCO, there is clearly other UNESCO experience that can also be drawn upon. Beyond UNESCO, there is plenty of work undertaken in this area by other UN entities, especially the funds and programmes that play the major role in direct project intervention within the UN development system. Guidance by itself will not be adequate to ensure stronger capacities but it needs to be complemented with other efforts at building capacity in these areas at headquarter, regional and country levels.

CHAPTER 5: LESSONS LEARNED

124. These lessons are drawn from the findings on the set of UNESCO interventions on girls' and women's education examined but are generic in nature (in other words, can be used across a wide range of interventions). They concern practical issues to think about when designing future interventions. Some of these may seem obvious but are worth stating here as the evaluation found that they are not always adhered to in practice. In the absence of guidance for project managers (beyond the corporate guidance for RBM) this list may particularly be useful for programme managers in the Organization.

- **Long-term issues such as capacity development and changing social norms and behaviours require long-term interventions or planned follow up.** It is important to ensure follow-up to individual interventions in order to meet longer-term goals. Using implementing partners from the areas where the project is being implemented has facilitated follow-up but there may be a trade-off between the benefits of working with local implementing partners and limited own implementation capacity, which may require additional investment to address.
- **Strategies to leverage the results of the interventions need to be developed at the time of the project design and made very explicit and transparent.** Learning will be an important part of any leverage strategy and adequate resources must be made available. At the same time, replication needs adaptation. Learning needs to be integrated into project design and an appropriate budget set aside for it as is already being done in new UNESCO Malala Fund disbursements.
- **Interventions need to be focused on contributing to outcomes, not just on producing outputs.** This is a common problem across most, if not all development interventions. There is often a missing middle linkage or pathway between the output and the lofty higher level expected results. What happens in the middle is important. A theory of change or logic model may help understand the middle but developing one may be time consuming especially if done in a consultative manner and in a way that will realistically identify the relevant assumptions and the associated risks.
- **Greater focus makes it easier to demonstrate results.** For example, in the HFIT-HQ project in Nepal, the more than 20 activities conducted since 2015 are very difficult to monitor and aggregate beyond outputs. This can be compared to the UNESCO Malala Fund literacy project in Cambodia which put all its resources into addressing one issue in a comprehensive manner. Focus could also mean doing many things in one area.
- **Communication and information-sharing need to be strategic.** Press releases for events alone are not adequate. The objectives of the communication including the target audiences need to be identified and addressed in a strategic manner. This is especially true in countries with weak coordination mechanisms or limited fora for sharing information about activities.
- **Bringing together stakeholders from different countries and regions can be productive for learning.** Even though contexts vary, an important lesson from the UNESCO interventions is

that there are good opportunities for learning across countries, especially when the interventions are focused on specific issues.

- **Ensuring that project managers have adequate capacity in gender equality issues is essential.** A strong project manager will be able to implement a project but if the projects are to be adapted to a changing context then capacity not only in the field of education but on the specifics of applying a gender equality lens in education will be necessary.
- **There needs to be greater analysis of the work of other international development partners to see what is ongoing, and equally important, what is planned, in order to identify potential synergies and complementarities.** Not all organisations are able to move quickly and nimbly, so even if there is seemingly no overlap with others this may change or evolve. Government coordination may not be strong or at the same time it is often difficult to expect the government to ensure coordination and guarantee no overlap given the lead times of donors.
- **Sustainability issues need to be addressed at the time of project design.** Although a strategy for promoting sustainability of project results may change over time it needs to be well-thought through at the time of project design and considered and adapted throughout implementation.
- **Transparency as to the purpose of the project is essential.** This will not just help stakeholders and implementation partners (for example, NGOs implementing project components) but also ensure that the appropriate measures of success are used. For example, if the project is a pilot intervention that is meant to lead to lessons for feeding into policy then this should be made clear and the goals adjusted accordingly.
- **Support for policy change is cost effective but efforts need to be made to ensure implementation.** The framework of three levels of capacity development used by the CapED programme⁴⁵ may be useful in this respect, given that it is necessary to ensure that all three levels are in place. For example, supporting the development of the enabling environment (policy or strategy) without ensuring that the institutional, organisational and individual capacities are in place is likely to lead to limited implementation. Equally, supporting the development of strong individual capacities without the corresponding institutional/organisational capacities and enabling environment may not be the most effective use of resources. A capacity assessment looking at all three levels is a good place to start when designing a project.

125. These lessons are pragmatic and aimed at the design and implementation at project level. Some of the lessons are included in the RBM guidance but greater guidance is required and, like the need for long-term approach with UNESCO's initiatives, building the capacity of staff in effective project management (in the widest sense) will take time and effort. Taking from these project level pragmatic lessons, the earlier Chapter 4 makes conclusions aimed at a strategic level.

⁴⁵ see CapED programme approach of multilevel support: <http://en.unesco.org/themes/education-21st-century/caped/approach>

ANNEX 1: TERMS OF REFERENCE

Evaluation of UNESCO's programme interventions on girls' and women's education⁴⁶

Background

UNESCO has made gender equality a global priority since 2008 and has been working since to ensure that it is promoted through all its programmes and activities. UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action, and is also informed by reflections on the post-2015 development framework. The UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II) provides an operational framework to realise UNESCO's Global Priority Gender Equality.

Education is one of the core areas of UNESCO's mandate, which is vital for advancing the global gender equality agenda. As such, gender equality is central to Major Programme I on Education, in line with its efforts to promote the right to education for all. The UNESCO Education Programme aims to address persisting gender disparities and to promote gender equality throughout the education system: in participation in education (access), within education (contents, teaching and learning context and practices, delivery modes, and assessments) and through education (learning outcomes, life and work opportunities).

UNESCO's Section of Education for Inclusion and Gender Equality was established in 2015 in recognition of the need for an entity within the Education Sector (ED) to advance the global priority of gender equality. The Section contributes to UNESCO's mission by supporting Member States' development of education systems that foster high quality and inclusive lifelong learning for all, as outlined in the Medium-Term Strategy 37 C/4, the UNESCO Education Strategy 2014-2021, the Education 2030 Framework for Action and the Sustainable Development Goals. In particular, the Section's work on gender equality in education addresses the gender dimensions in education that contribute to differential access, participation, completion, and learning outcomes by boys and girls, and men and women. It supports gender mainstreaming and gender-specific programming, strategic two-fold approaches outlined in the UNESCO's GEAP II and employed by other UN agencies and bilateral partners.

The "Global Partnership for Girls' and Women's Education" was launched by UNESCO in 2011 to expand and improve the quality and relevance of education for girls and women. The Section of Education for Inclusion and Gender Equality provides strategic oversight, technical assistance and monitoring of the following three programmes under the Global Partnership:

- **The UNESCO Malala Fund for Girls' Right to Education**, a multi-donor fund launched in 2012 to expand girls' and women's access to quality education, especially in countries affected by conflict and disaster.⁴⁷

⁴⁶ In line with UNESCO's Internal Oversight Service (IOS) evaluation plan for 2016/17, an evaluation of programme interventions that UNESCO is implementing or supporting to improve education outcomes for girls and women, and to promote gender equality in education, is envisaged.

⁴⁷ The UNESCO Malala Fund for Girls' Right to Education is a multi-donor Fund which currently includes the following project countries: Cambodia, Egypt, Mauritania, Mozambique, Nepal, Nigeria, Pakistan, United Republic of Tanzania and Viet Nam. It was established in 2012 with an initial contribution of USD 10 million from the Islamic

- **The UNESCO-HNA Partnership for Girls' and Women's Education**, a five-year partnership formed in 2014 between UNESCO, the HNA Group and Hainan Cihang Foundation to accelerate gender equality in education in seven countries in Africa and Asia.⁴⁸
- **The Joint Programme on Empowering Adolescent Girls and Young Women through Education**, launched in 2015 and jointly implemented by UNESCO, UN Women and UNFPA to promote girls' education and empowerment through multi-sectoral approaches.⁴⁹

The present evaluation will examine selected UNESCO's programme interventions on girls' and women's education for the period 2015-2017 and findings will be presented during the 202nd session of the Executive Board in October 2017. Part of the evaluation will also serve to inform progress made with regards to the two projects under the UNESCO-HNA Partnership for Girls' and Women's Education, which require a mid-term external evaluation.

Purpose and objectives of the evaluation

The purpose of this evaluation is to inform decision-making and provide evidence-based recommendations on how to strengthen and sustain current girls' and women's education initiatives undertaken by UNESCO. The evaluation will also generate evidence on UNESCO's performance in specific interventions implemented with the aim to improve education outcomes for girls and women, and to promote gender equality in education.

The principal objectives of the evaluation are to:

- Ascertain the relevance, effectiveness, efficiency, results and sustainability of initiatives spearheaded by UNESCO to advance girls' and women's education.
- Clarify the strategic role and positioning of UNESCO in supporting girls' and women's education at regional and country levels.
- Provide conclusions and actionable recommendations that can shape future programming and implementation by UNESCO of initiatives aiming at girls' and women's education.

Within UNESCO, key users of the findings of the evaluation will be UNESCO's Section of Education for Inclusion and Gender Equality and country office teams as they continue to refine their girls' and women's education programmes and strategies. Evaluation findings that are specific to the Hainan Fund-in-Trust (HFIT) projects under the UNESCO-HNA Partnership for Girls' and Women's Education will also be shared with the donors, as per the donors' requirement. Other potential users include the Office of the Director-General's Gender Equality Division, which monitors and reports on the progress of the implementation of the GEAP II. The evaluation should endeavor to generate evidence and lessons learned that can improve practice for UNESCO's interventions in the area of girls' and women's education, but also that can feed into learning for other key stakeholders working on gender equality and education at national, regional or international levels.

Republic of Pakistan. Since then, several donors have been contributing to the Fund. The projects all have different timeframes, with most around two years in duration.

⁴⁸ The UNESCO-HNA Partnership for Girls' and Women's Education, through the Hainan Funds-in-Trust (HFIT), has two projects in seven countries for the period 2015-2020, with a budget of USD 5 million: Cambodia, Ghana, Ethiopia, Nepal, Myanmar, Sri Lanka and Uzbekistan.

⁴⁹ The Joint Programme on Empowering Adolescent Girls and Young Women through Education is a five-year programme launched in 2015 with UN Women and UNFPA. Currently, Mali, Nepal and the United Republic of Tanzania are receiving financial support from the Korea International Cooperation Agency (KOICA) for the Joint Programme, with each receiving USD 5 million over five years.

Key dimensions covered by the evaluation

The evaluation will be guided by the following overarching questions, which will be validated and further refined during the inception phase. A set of sub-questions will be identified for each of these key dimensions. Indicative evaluation questions for each dimension are as follows:

Relevance: The evaluation will examine the extent to which UNESCO's support on girls' and women's education is aligned with the Organization's mandate including the GEAP II and institutional priorities, global development goals, and the development needs and priorities of key stakeholders. It will also look at the relative importance of the initiatives and the comparative advantage of UNESCO in spearheading them.

- ✓ To what extent is UNESCO's work on girls' and women's education aligned with national needs and priorities, as well as national, regional, international priorities, strategies and frameworks?
- ✓ What is the added value of UNESCO in spearheading and supporting these programmes?

Effectiveness: The evaluation will examine the extent to which UNESCO-supported initiatives on girls' and women's education are carried out effectively.

- ✓ To what extent was UNESCO's approach effective considering the scope and size of the projects?

Efficiency: The evaluation will examine managerial and operational aspects of the initiatives launched by UNESCO to support girls' and women's education in different country and regional contexts.

- ✓ To what extent were the interventions implemented in accordance with plans, target groups, timeline and what were the key enabling factors and obstacles?

Results: The evaluation will examine the extent to which UNESCO's support on girls' and women's education has contributed to enhancing the performance of Member States to address barriers to girls' and women's education. Where possible, the evaluation will also seek to identify the extent to which the initiatives have contributed to positive changes in the lives of girls and women (in term of empowerment, education access, completion and/or performance).

1. To what extent has UNESCO strengthened national capacities to address barriers to girls' and women's education, and how are national authorities and other stakeholders using enhanced knowledge/skills/systems to transform the way they work on issues related to girls' and women's education?
2. To what extent did the projects contribute to improving and expanding access to quality education for girls and women?

Sustainability: The evaluation will examine the extent to which UNESCO-supported initiatives on girls' and women's education can be scaled up or taken forward by governments, civil society and other development partners independently.

- ✓ To what extent are the benefits of the project likely to be sustained or taken forward independently by government, civil society and other development partners after the completion of the project?
- ✓ To what extent have the interventions contributed to influencing national, local or institutional priorities on girls' and women's education through increased awareness, strengthened capacity and exposure to good practice?

Evaluation approach and methodology

The indicative design for the evaluation is a theory of change based approach that utilises methods such as contribution analysis, outcome mapping to assess the quality and results of UNESCO programmes, and interventions that UNESCO has inspired in achieving education outcomes for girls and women, and enhanced gender equality (see indicative draft Theory of Change in Appendix A).

Suggested key elements for the methodology include:

Desk-based review

- ✓ Literature review of topical issues and global trends in girls' and women's education
- ✓ Analysis of project documents and documents from UNESCO offices to identify girls' and women's education interventions, strategies, activities, and reported results
- ✓ Review and analysis of national policy documents, statistics and trends

Theory of Change

- ✓ Refining and further developing the Theory of Change for UNESCO's girls' and women's education initiatives

Field-based data collection using a well-constructed case study approach

- ✓ Two country case studies will be used as examples of UNESCO's work: such as **Nepal** and **Viet Nam** (2 visits per country)
- ✓ Using a combination of qualitative and quantitative methods to obtain primary data from multiple sources including interviews, focus groups, surveys as appropriate
- ✓ Semi-structured interviews with a number of key stakeholders from different internal and external stakeholder groups (identified via an initial stakeholder analysis)

Sampling strategy of key informants

- ✓ Travel to Paris for interviews and participatory workshops to steer the evaluation and to discuss findings and recommendations
- ✓ Travel to Bangkok (end of May / beginning of June) to conduct interviews with participating countries at a regional meeting organized by the UNESCO Regional Office in Bangkok as part of the UNESCO-HNA Partnership for Girls' and Women's Education
- ✓ Travel to Nepal and Viet Nam to undertake interviews with Informants from UNESCO, key implementing partners and beneficiaries (including girls and women), field-based data collection, and classroom observations including teachers and learners

Data analysis and formulation of preliminary findings as well as evaluation recommendations

Evaluation Management

The evaluation will be managed by UNESCO's Internal Oversight Service (IOS) with support from the ED Section of Education for Inclusion and Gender Equality and will be conducted by an independent external evaluator. The evaluator is expected to contribute specific expertise and knowledge of the global education development landscape as well as experience in evaluating girls' and women's education initiatives. IOS is responsible for the overall management of the evaluation and quality assurance of the deliverables. The external evaluator will be expected to further develop the Theory of Change, to develop a detailed evaluation methodology including the data collection tools, to conduct data collection and analysis, as well as to conduct fieldwork and to prepare the draft and final reports and a

PowerPoint (PPT) presentation of the process and results in English. The external evaluator will also prepare a mid-term evaluation report for the two projects under the UNESCO-HNA Partnership for Girls' and Women's Education, which can be based on the overall Evaluation report. The external evaluator will present findings and recommendations at a stakeholder workshop in Paris in July 2017.

Evaluation Reference Group

A reference group will be established to accompany the evaluation process and provide feedback on the Inception Report and Draft Evaluation Report. The reference group comprises members from the IOS Evaluation Office, the ED Executive Office, the ED Section of Education for Inclusion and Gender Equality, and the Office of the Director-General's Gender Equality Division. The Reference Group shall meet periodically during the evaluation, as necessary.

Logistics

The evaluator will commonly be responsible for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, travel, etc. Suitable office space will be provided for the consultant when s/he is working from UNESCO premises. S/he will also be responsible for administering and disseminating all methodological tools such as surveys, and logistics related to travel. ED will provide access to all relevant documentation and contact details of all relevant stakeholders and distribution lists. It will also facilitate access to UNESCO staff from Headquarters, regional and field offices and institutes engaged in project delivery.

Evaluation Team and Resources

Qualifications

The consultant should possess the following mandatory qualifications and experience:

- University degree at Masters level or equivalent in Education, Social Sciences, Political Sciences, Economics, or any related field;
- At least five years of working experience acquired at the international level or in an international setting;
- Senior experience in evaluation, project and/or programme planning and management;
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and RBM principles;
- Understanding and knowledge of the UN mandates and its programming in relation to Human Rights and Gender Equality issues;
- A professional experience relevant to the field of girls' and women's' education is desirable;
- Excellent analytical and demonstrated drafting skills in English, working knowledge of French is desirable;
- No previous involvement in the implementation of the activities under review.

Desired Qualifications:

- Work experience in the UN or experience with assignments for the UN;
- Experience with assignments focusing on multi stakeholder partnerships, and/or Education capacity building;
- Other UN language skills will be considered an advantage.

Verification of these qualifications will be based on the provided curriculum vitae. Moreover, references, web links or electronic copies of the two or three examples of recently completed evaluation reports should be provided together with the technical proposal. Candidates are also

encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the subject under review.

Deliverables and Schedule

The timeframe for the evaluation is limited. The evaluation is expected to commence in April 2017 and be concluded by July 2017. The indicative timetable of key activities and deliverables is shown below.

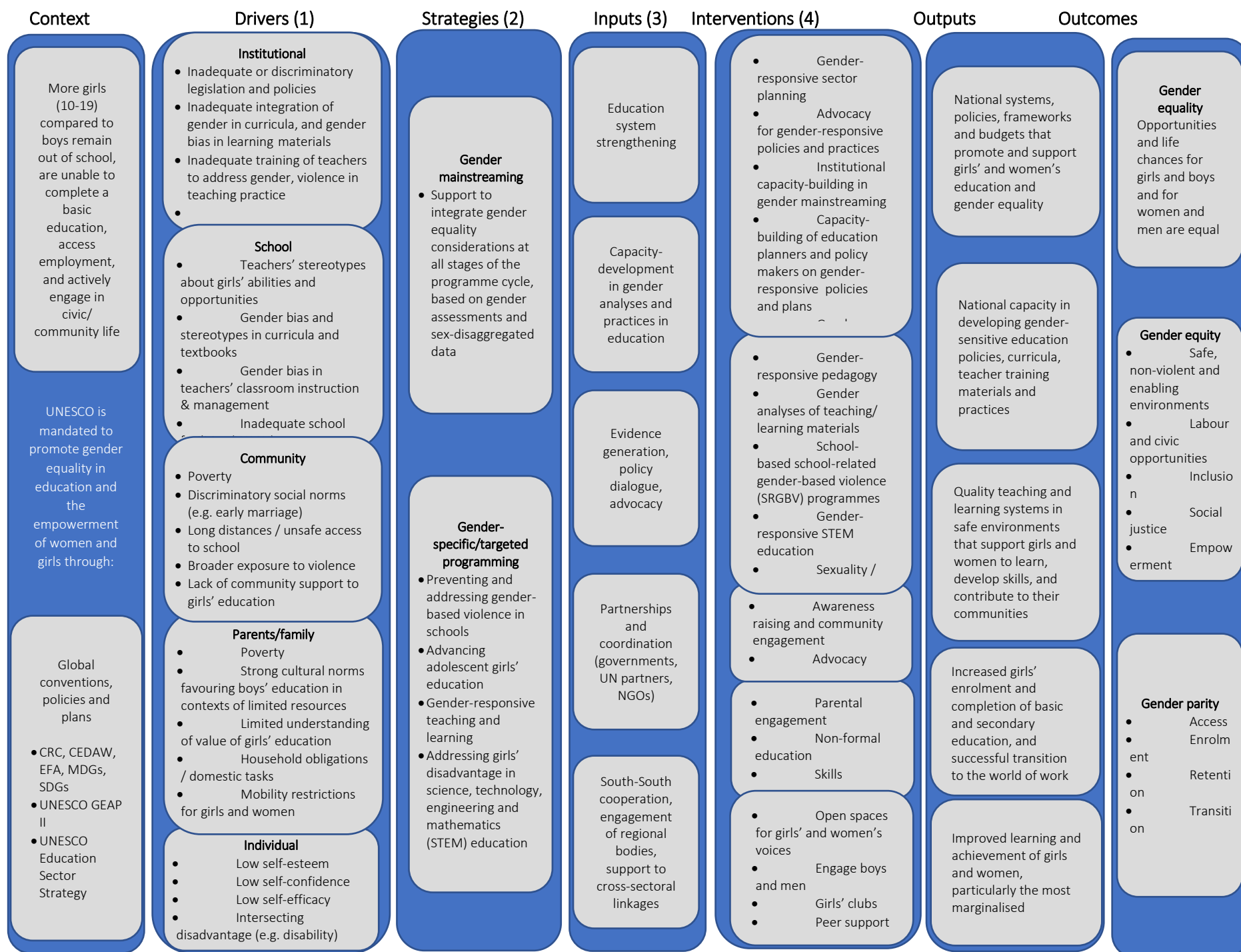
Activity / Deliverable	Indicative Timing
Procurement – Request for Proposals	Early April 2017
Selection of external evaluation team; contractual arrangements completed	Mid April 2017
Evaluation launch – entrance meeting in Paris	20 April 2017
Inception report	Early May 2017
Data collection & analysis; field missions	May, June 2017
Stakeholder workshop	Mid June 2017
Draft Evaluation report and separate draft evaluation report for the two HFIT projects under the UNESCO-HNA Partnership for Girls' and Women's Education	End June 2017
Final Evaluation report and PPT presentation Final evaluation report for the two HFIT projects	Mid July 2017

The Draft and Final Evaluation report should be written in English according to UNESCO's Education Sector Visual identity guidelines and comprise no more than 40-50 pages excluding annexes. It should be structured as follows:

- ✓ Executive summary (2-4 pages)
- ✓ Programme description and Theory of Change
- ✓ Evaluation purpose
- ✓ Evaluation methodology (including challenges and limitations)
- ✓ Main Findings
- ✓ Lessons learned
- ✓ Recommendations and conclusions
- ✓ Annexes including ToR, interview list, data collection instruments, key documents consulted.

The Draft and Final Evaluation reports for the two HFIT project case studies should be written in English according to UNESCO's Education Sector Visual identity guidelines, comprise no more than 20 pages excluding annexes, and follow the same structure as indicated above. It can also include extracts from the overall Final Evaluation report.

Appendix A: UNESCO's Girls' and Women's Education Theory of Change (draft)



Key assumptions

- (1) Root causes for gender inequalities (such as discriminatory social norms, gender stereotyping, civil unrest and conflict) are identified and inform UNESCO programming for girls' and women's education
- (2) UNESCO corporate strategies are complementary to national strategies and priorities; strategies are broad to ensure locally responsive approaches
- (3) Inputs assume adequate resourcing and capacities among UNESCO staff to deliver for girls and women
- (4) Several assumptions:
 - a. Openness among male community members in promoting gender equality
 - b. Education system is equipped with basic infrastructure inputs to achieve enrolment standards
 - c. All relevant stakeholders engage actively at country-level to implement the interventions and promote gender-responsiveness in schools and communities
 - d. There is political will and economic rationale to address girls' and women's education and gender equality

ANNEX 2: STAKEHOLDERS INTERVIEWED

(A) UNESCO HEADQUARTERS

Osttveit, Svein. Director, Executive Office, Education Sector.

Loiseau, Estelle. ** Project Officer, Section of Education for Inclusion and Gender Equality

Chavatzia, Theophania. Section of Education for Inclusion and Gender Equality

Gillet, Astrid. Chief, Unit for Capacity Development and Field Support

Sass, Justine** Chief, Section of Education for Inclusion and Gender Equality

Corat, Gülser** Director, Office of the Director General, Division for Gender Equality

***Members of evaluation reference group*

(B) UNESCO BANGKOK REGIONAL CENTRE

Hayashikawa, Maki.** Chief of Section for Inclusive Quality Education

Tan, Lay Cheng. Programme Officer, Section for Educational Innovation and Skills Development

***Member of evaluation reference group*

(C) NEPAL

Government

Deepak Sharma, Director Planning and Monitoring Division, Department of Education

Basanta Koirala, Deputy Director, Gender Equity Section, Department of Education

Shankar Thapa, Deputy Director EMIS Section, Department of Education

National partners

Bhim Prasad Pokhrel, Program Director, Educational Resource and Development Centre Nepal (ERDCN)

Amitra Shethra, Programme Officer, Educational Resource and Development Centre Nepal (ERDCN)

Nawal Kishor Yadav, Executive Director, Aasaman Nepal

Lumana Shakya, Female Champions and We Inspire Nepal (Batch I, 2016)

Aanchal Parajuli Female Champions and We Inspire Nepal (Batch II, 2017)

Akanksha Dahal Female Champions and We Inspire Nepal (Batch II, 2017)

Bibhas Parajuli, Assistant Project Coordinator, We Inspire Nepal (WIN)

Santosh Pandey, Programme Director, We Inspire Nepal (WIN)

UNESCO Nepal

Aagat Awasthi, Programme Coordinator (UNESCO Malala Fund and HFIT)

Deergha Narayan Shrestha, Coordinator (KOICA Project)

Dhuba Chhetri, Senior Project Assistant (KOICA project)

Christian Manhart, UNESCO Representative to Nepal and Head of Office

Tap Raj Pant, Programme Specialist UNESCO Ramallah (formerly National Programme Officer, Education, UNESCO Nepal)

Pramila Rajbhandari, Consultant, Gender Assessment Study, HFIT Project BKK

Ganesh B Singh, Consultant, Evaluation of Malala I project

Nabha Basnyat-Thapa, UNESCO Gender Focal Point (Alternative)

International Partners

Sami Pande, Comprehensive Sexuality Education (CSE) Technical Officer, UNFPA

Mohan Prasad Aryal, Senior Educationalist, World Bank

Smita Gyawali, Project Director, Asian Development Bank

Mio Yokota, Programme Specialist/Head, Economic Empowerment Unit, UN Women

Wendy Fisher, Education Advisor, European Union Delegation to Nepal/Education Development Partners' Focal Point

Marilyn Hoar, Chief of Education, UNICEF

(D) VIET NAM

Government and national partners

Bui Lan Anh, Reporter, Voice of Viet Nam

Vân Anh, DTEA, Ministry of Education and Training

Tự, CEFAP, Ministry of Education and Training

UNESCO Viet Nam

Toshiyuki Matsumoto, Programme Specialist (Education), UNESCO Viet Nam

Susan Vize, Officer in Charge, UNESCO Representative a.i., UNESCO Viet Nam

Tran Thi Phuong Nhung, Programme Manager, UNESCO Viet Nam

Christine Hanna, Communications Specialist, UNESCO Viet Nam

International Partners

Vu Phuong Ly, Programme Specialist, UNWOMEN Viet Nam

Anh Lan Le, Education Officer/IECD, UNICEF Viet Nam

Sakiko Tanaka, Senior Social Sector Specialist, ADB

Colman Ross, International Ethnic Minority Education Development Consultant, ADB

Hoa Binh District

Lê Văn Lương, Deputy Head of BOET.

Vũ Thị Nguyệt, Planner

University of Education 2, No 32,

Nguyen Van Linh

Phuong Xuan Hoa

Thi xa Phuc Yen

Vinh Phuc

(E) OTHER COUNTRIES

Cambodia

Lay, Vutha. UNESCO Programme Officer

Pitin, Pong. Director, Department of Education Management Information Systems, Ministry of Education Youth and Sport

Sopheha, Phan. Deputy Offcie Chief, Teacher Trainng Department, Ministry of Education, Youth and Sport

Egypt

Selim, Dina. UNESCO National Professional Officer, Education Programme

Ethiopia

Demissew Lemma, UNESCO CapEFA Coordinator

Andargie, Solomon. Project Officer, UNESCO-IICBA

Ghana

Prosper Nyavor, UNESCO National Programme Office (Education)

Mauritania

Alaoui, Mohamed. UNESCO CapEFA National Coordinator

Maalouf, Philippe. Programme Specialist, Education, UNESCO Office in Rabat

Mozambique

Mungoi, Dulce Domingos. Programme Specialist for Adult Learning and Education

Myanmar

Min, Aung Aung. Deputy Director General, Department of Higher Education

Wai, Myat Myat. Principal, Mawlamyine Education College

Shein, Thuzar. Lecturer, Department of History, Myaungmya Education College

Nigeria

Amanze, Ngozi. National Programme Officer (Education)

Pakistan

Jensen, Vibeke. UNESCO Representative

Zafar, Malik. National Programme Officer (Education)

Sri Lanka

Virajith, Kodagoda Gamage Chaminda. Senior Lecturer, National Institute of Education

Munagama, Kithsiri Prasanjith, Assistant Director, Teacher Education, Ministry of Education

United Republic of Tanzania

Alima Kotta, Jennifer. UNESCO Dar es Salaam

Uzbekistan

Suleymanova, Rumiya, Chief Legal Advisor, Ministry of Higher and Secondary Specialized Education

Mirsolieve, Muhabbathon, Deputy Director, Main Scientific-Methodological Centre for Teacher Training, Ministry of Higher and Secondary Specialized Education

Egamberdieva, Nodira. Chairperson of the Faculty, Tashkent State University of Uzbek Language and Literature

Karshiboev, Laziz, Head of Department, Republican Centre of Applied Science on Innovative Methodologies of Foreign Languages

ANNEX 3: LIST OF BACKGROUND DOCUMENTS

(A) GLOBAL UN INITIATIVES

United Nations General Assembly. *Transforming our world: the 2030 Agenda for Sustainable Development*. Resolution adopted by the General Assembly on 25 September 2015

Education 2030 agenda Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4

(B) UNESCO

Strategies and Action Plans

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Hanemann, U., J. McCaffery, K. Newell-Jones and C. Scarpino. *Learning together across generations Guidelines for Family Literacy and Learning Programmes*. UNESCO Institute for Lifelong Learning. (2017)

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Research and analysis

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Other

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INCON-INSTITUTE Consulting Gruppe. *Evaluation of UNESCO's Capacity Development for Education for All (CapEFA) Programme*.

(C) OTHER

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Ackerman, X. *Innovation and action in Funding girls' education*. Brookings Institution Press, Washington D.C. (2015)

Jenny Perlman Robinson and Rebecca Winthrop. *Millions Learning. Scaling Up Quality Education in Developing Countries*. Centre for Universal Education, Brookings Institution, Washington D.C. (2016)

Dr Rita Bissoonauth (ed.). *Case Studies on Inclusive Approaches to Learning in Africa: Girls And Women's Education. Synthesis Report*. African Union International Centre for Girls and Women's Education. (May 2016)

(D) MALALA FUND AND HAINAN PARTNERSHIP GENERAL

UNESCO Malala Fund

Framework Agreement between UNESCO and the Government of the Islamic Republic of Pakistan on the Malala Funds-in-Trust for Girls' Right to Education. Islamabad. (6 February 2014)

UNESCO-HNA Partnership for Girls and Women's Education

Framework Agreement between UNESCO HNA Group Co Ltd and Hainan Cihang Foundation. (13 February 2014)

Bangkok-managed Project

UNESCO Bangkok. *Annual progress report for UNESCO-HNA HFIT Project (UNESCO Bangkok) June 2016-June 2017 HQ- managed project*. (undated)

UNESCO IICBA. *Enhancing Quality and Relevance of Learning for Adolescent Girls (IICBA's regional support to Ghana and Ethiopia for 2016 and 2017)*. Project concept note (February 2016)

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(E) COUNTRY LEVEL DOCUMENTS

Cambodia

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Sipar. *Finding of the Survey on the 3-month Literacy Program Implementation on Garment Factories*. Phnom Penh (June 2017)

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Ethiopia

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Ghana

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Guatemala

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Mauritania

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Mozambique

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Myanmar

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Nepal

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Ministry of Education Non-Formal Education Centre. *Non-formal Education in Nepal Status Report 2015-2016*. Bhaktapur. 2016

Singh, Ganesh Bahadur. *Evaluation of the "Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning" Project*. DRAFT June 2017

Nigeria

Sani, Hajo. *Proposal on Advocacy Activities of UNESCO Advocacy programme in North Eastern States of Adamawa, Borno and Yobe including Chibok*. Community. (undated)

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United Republic of Tanzania

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Uzbekistan

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Viet Nam

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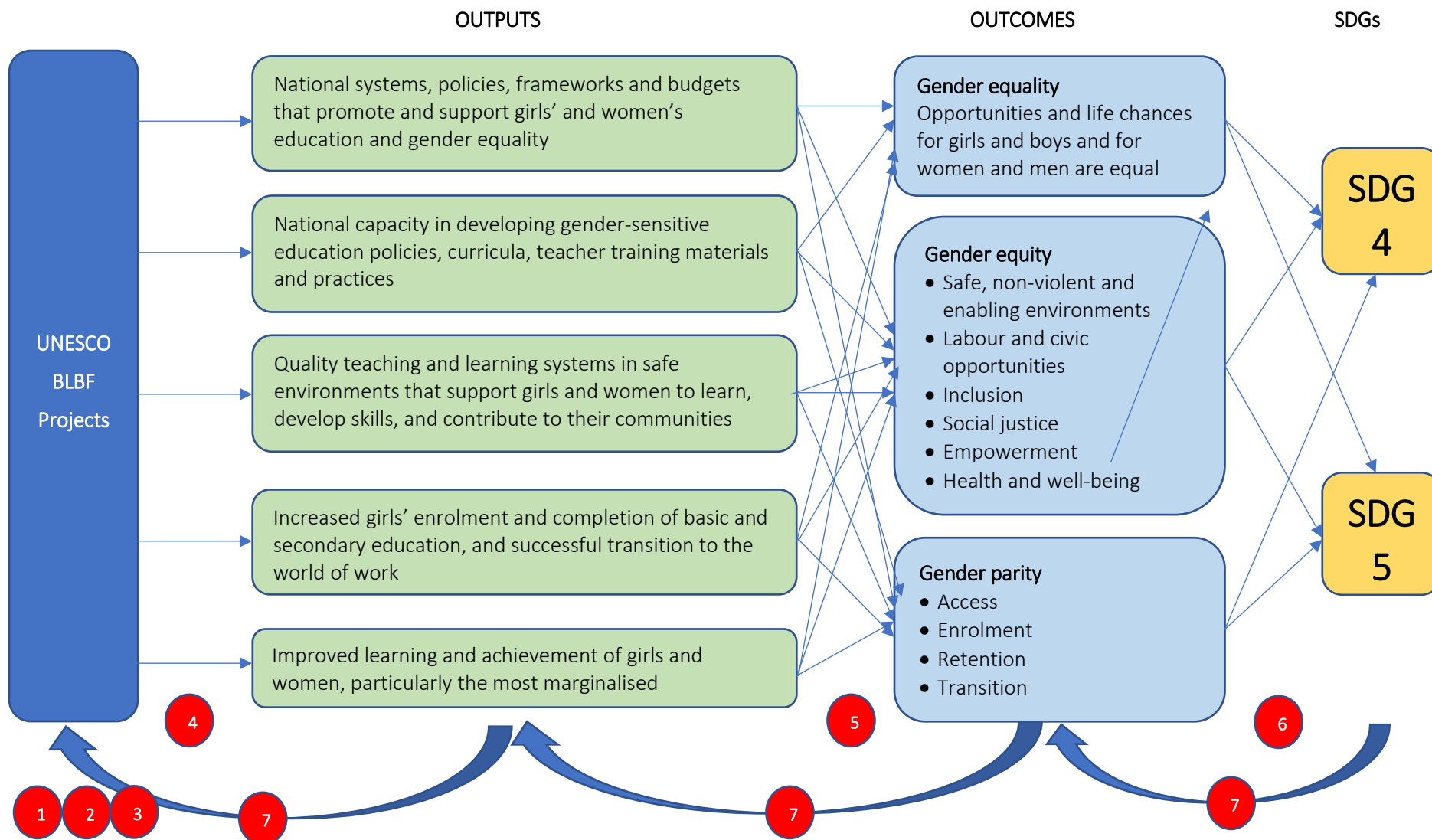
Project proposal

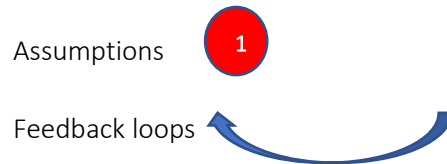
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Munro, Jean and Dao Ngoc Nga. *Gender Equality and Girls' Education Initiative in Viet Nam: Empowering girls and women for a more equal society. Mid-term Review Report*. (January 2017)

ANNEX 4: THEORY OF CHANGE (ToC)

ToC FOR UNESCO'S INTERVENTIONS SUPPORTING GIRLS' AND WOMEN'S EDUCATION



KEY:**ASSUMPTIONS:**

1. Analysis of context, strategies and planned ongoing activities of partners
2. Projects built on lessons learned and good practices adapted to context
3. National ownership of interventions and alignment to national priorities and strategies
4. Adequate implementation capacity in UNESCO field offices and implementation partners
5. Partnerships developed to address all dimensions of the outcomes
6. Leverage of project contribution to outcomes/results to contribute to national goals including national SDGs
7. Leverage of project contribution to outcomes/results to contribute to global SDGs
8. Learning and feedback undertaken at all stages of implementation

RISKS:

1. Inadequate resources to ensure a long-term approach to capacity development and behavioural change
2. Change in resources or field office staff that affects implementation capacity
3. Change in national strategies, priorities or policies or reduction in the political will to address the issues

ANNEX 5: UNESCO PROGRAMME INTERVENTIONS IN SUPPORT OF GIRLS' AND WOMEN'S EDUCATION

1. SUMMARY BY COUNTRY AND REGION

In preparation of the Report by the Director General to the General Conference on UNESCO actions promoting Women's Empowerment and Gender Equality from May 2015-April 2017, the IGE section reached out to all field, cluster, and regional offices, as well as the institutes and colleagues within the Education Sector. Based on submissions, a composite report was prepared providing a comprehensive description of UNESCO's work in support of girls' and women's education by country. The table below summarises the countries engaged in activities within the areas covered by each of the key corporate performance indicators.

PERFORMANCE INDICATORS	No.	Countries
1. Number of countries supported by UNESCO where education policies have been reviewed with Gender analysis to integrate a lifelong learning perspectives (adaptation of ER1-PI1)	36	Albania, Bahamas, Benin, Brazil, Cambodia, Cameroun, PR China, Congo, El Salvador, Ethiopia, Grenada, Guatemala, Haiti, Indonesia, Jamaica, Jordan, Lao PDR, Mauritius, Mozambique, Nepal, Pakistan, Panama, Paraguay, Peru, Philippines, St. Kitts and Nevis, Saudi Arabia, Senegal, Sudan, Suriname, Thailand, Togo, Uganda, Uzbekistan, Viet Nam, and Zambia.
2. Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes, taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills (original PGE ER-PI1, elaboration of ER2-PI1)	58	Afghanistan, Bangladesh, Benin, Brazil, Burkina Faso, Cambodia, Cameroon, Central African Republic, Federal Democratic Republic of Chad, Democratic Republic of the Congo, Côte d'Ivoire, Egypt, Equatorial Guinea, Ethiopia, Gabon, Germany, Guatemala, Guinea, Haiti, India, Indonesia, Iran, Iraq, Jordan, Kenya, Korea, Lao PDR, Lebanon, Malaysia, Mali, Mauritania, Mexico, Mongolia, Morocco, Mozambique, Myanmar, Nepal, Niger, Nigeria, Pakistan, Papua New Guinea, Philippines, Saudi Arabia, Senegal, Somalia, South Sudan, Sudan, Syria, United Republic of Tanzania, Thailand, Timor-Leste, Togo, Tunisia, Uganda, Vanuatu, Viet Nam, Yemen and Zambia.
3. Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level /original PGE ER-PI2, adaptation of PI of ER3)	38	Afghanistan, Benin, Botswana, Belize, Brazil, Cambodia, Chile, China, Costa Rica, Democratic Republic of the Congo, Dominican Republic, Ecuador, El Salvador; Ethiopia, Gabon, Ghana, Guatemala, Jordan, Honduras, Kenya, Liberia, Madagascar, Mauritania, Namibia, Nepal, Nicaragua, Nigeria, Oman, Panama, Qatar, Republic of the Congo, South Africa, St Lucia, Senegal, Sudan, Syria, United Republic of Tanzania, Viet Nam, and Zambia.
4. Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are	26	Belize, Cambodia, Chile, Republic of the Congo. Costa Rica, Dominican Republic, Ecuador, El Salvador, Ethiopia, Gabon, Ghana, Guatemala, Honduras, Kenya, Mali, Mozambique, Myanmar, Nepal, Nicaragua, Niger,

systematically reviewed from a gender-equality perspective (combination of ER5-PI 1&2)		Panama, Senegal, South Africa, Sri Lanka, United Republic of Tanzania, and Uzbekistan.
5. Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others (combined and adapted PIs in ER7,8 &9)	16	Brazil, Cameroun, Chile, China, Cuba, Ethiopia, Guatemala, Korea, Honduras, Kuwait, Nepal, Niger, Nigeria, United Republic of Tanzania, Thailand, and Viet Nam.
6. Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality (adaptation of MPI ER10).	43	Angola, Benin, Botswana, Brazil, Burundi, Chile, China, Côte d'Ivoire, Democratic Republic of the Congo, Republic of the Congo, Ecuador, El Salvador, Ethiopia, Ghana, Guatemala, Haiti, Kenya, Lesotho, Mali, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nauru, Nepal, Niue, Palau, Panama, Russian Federation, Rwanda, Samoa, Senegal, Seychelles, South Africa, South Sudan, Swaziland, United Republic of Tanzania, Thailand, Togo, Uganda, Zambia and Zimbabwe
7. Number of Member states reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality (adaptation of ER12-PI1)	4	Brazil, Guatemala, Haiti, Nepal
8. Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective (based on MPI ER 11).		% not available; however nearly 100 publications have been produced by the Education Sector that have undertaken analysis from a gender lens or have focused explicitly on gender.

2. GLOBAL PARTNERSHIP FOR GIRLS' AND WOMEN'S EDUCATION – ONGOING PROJECTS

The following table indicates the countries involved in each of the three ongoing elements of the BLBF partnership.

	UNESCO Malala Fund	UNESCO-HNA Partnership	UNESCO/UNFPA/UN Women Joint Programme
Africa			
Ethiopia		X (Headquarters)	
Ghana		X (Headquarters)	

Mali			X
Mauritania	X		
Mozambique	X		
Niger			(X)
Nigeria	X		
South Sudan			(X)
United Republic of Tanzania	X		X
Arab States			
Egypt	X		
Asia and the Pacific			
Cambodia	X	X (BKK)	
Myanmar		X (BKK)	
Nepal	X	X (BKK)*	X
Pakistan	X		(X)
Sri Lanka		X (BKK)	
Uzbekistan		X (BKK)	
Viet Nam	X		

1. UNESCO Malala Fund for Girls' Right to Education.

On 10 December 2012, UNESCO and the Government of Pakistan launched the Malala Fund for Girls' Right to Education at a high-level event held as part of the celebrations for Human Rights Day. (signed an MoU) At the event – Stand Up for Malala, Girls' Education is a Right – the President of Pakistan Asif Ali Zardari announced that his country would donate the first \$10 million. Opened by UNESCO Director-General Irina Bokova and President Zardari, the occasion was dedicated to 15-year-old Pakistani school girl Malala Yousafzai, who was the target of an assassination attempt by the Taliban last October because of her defence of the right of girls to go to school. The aim was to give new momentum to the quest to provide access to school for all girls by 2015.

Other keynote speakers included French Prime Minister Jean-Marc Ayrault, Executive Director of UN Women Michelle Bachelet, UN Special Envoy for Global Education Gordon Brown, and former president of Finland Tarja Halonen. They adopted a Statement of Commitment to Girls' Rights to Education, promising "to actively strive to make every effort to end all forms of violence against girls and to eliminate the obstacles that prevent them from attending school."

The Statement, also endorsed by ministers and high-level representatives from Afghanistan, Egypt, Indonesia, Saudi Arabia, Sweden and the United Arab Emirates, the Special representative of the UN Secretary general for Children and Armed Conflict and the Director General of ISESCO, further pledged "to defend girls' education as a basic human right and precondition for sustainable development and lasting peace".

The event reinforced the momentum provided by the "Education First" initiative launched earlier in the year by UN Secretary-General Ban Ki-moon, which calls on governments, international organizations, civil society, the private sector and religious leaders to make girls' education a priority.

The implementation of holistic programmes that aim to:

- Expand access to education for girls and women, especially those hardest to reach and affected by conflict and disaster;
- Improve the quality and relevance of education, ensuring that content, teaching practices, learning processes and environments are gender-sensitive;
- Strengthen policy and capacity to ensure safe learning environments.

UNESCO Malala Fund Projects		
Africa	Arab States	Asia and the Pacific
Mauritania	Egypt	Cambodia
Mozambique		Nepal (2 projects)
Nigeria		Pakistan
United Republic of Tanzania		Viet Nam

Of the eight countries selected (outside Pakistan), four were CapEFA countries: Cambodia, Mauritania, Mozambique and Nepal. In these countries, the “Fund is expected to support and expand with gender perspective, on-going CapEFA interventions in these countries and further development of more downstream activities aiming at, among other subjects, improving the literacy rate of young girls and women, retaining girls in school and facilitating gender-sensitive teaching, particularly in NFE”⁵⁰

- **Cambodia:** UNESCO is building the literacy skills of 1,760 young female garment workers in 22 factories in Phnom Penh and Siem Reap to improve their quality of life. Training materials have been developed to enable the sustainable implementation of literacy programmes in factory settings throughout Cambodia.
- **Mauritania:** UNESCO is expanding education and skills development opportunities for 300 girls and women through CLCs, while promoting the reintegration of out-of-school learners in formal education to improve their earning power and socio-economic status.
- **Mozambique:** UNESCO is enhancing family literacy and empowering parents and caregivers to support child learning and skills development. More than 50 technicians (42 per cent female) have been trained in family literacy and over 580 beneficiaries (95 per cent female) and 18 literacy teachers were selected. Thirteen classes implement regular literacy programmes, benefiting around 475 learners (71 per cent female).
- **Egypt:** UNESCO is enhancing the literacy skills of 600 women and girls and building their life skills for health, livelihoods and citizenship engagement through 12 Community Learning Centres. A Training of Trainers programme has been piloted and finalized with 124 literacy facilitators from six governorates.
- **Nigeria:** UNESCO is promoting safe school environments and peace in settings affected by violent conflict and school abductions. More than 100 primary, lower, and upper secondary schools benefited from workshops on safety measures and received educational materials including 2,000 Safe School Kits.
- **Nepal (Project I):** UNESCO is developing the capacities of more than 160 head teachers in gender-responsive budgeting, leadership and school management and empowering nearly 100

⁵⁰ CapEFA Report 2014

girls and women through locally-relevant income-generating skills and links to job placement programmes.

- **Nepal (Project II):** UNESCO is enhancing the quality and relevance of education for girls in the six districts most affected by the earthquake in Nepal by training 600 education providers in gender-responsive teaching, strengthening the capacity of 100 schools and CLCs in counselling for girls, and training over 1,000 adolescent girls and women in income-generating skills.
- **United Republic of Tanzania:** UNESCO is increasing safe spaces for learning, promoting girls' empowerment, and addressing community resistance to girls' education. Over 5,000 girls were reached through the creation of 60 safe spaces, and more than 400 community, religious and traditional leaders identified key issues impacting on girls' education through consultations. Twenty leaders (including Imams) have been identified as champions to address issues such as child marriage and early pregnancy. Forty headmasters, teachers and education district officials undertook gender-responsive pedagogy training to promote girls participation.
- **Viet Nam:** UNESCO is mainstreaming gender in education planning, management and delivery, and supporting gender norms changes through media interventions. An Action Plan for Gender Equality in the Education Sector for the period 2016-2020 has been developed and approved by the Ministry of Education and Training. Fifty media professionals (8 male and 42 female) from 18 media agencies gained skills to better communicate on gender equality issues and 49 secondary students (29 girls and 20 boys) increased their capacity as young journalists to report on gender-related issues. Curriculum and textbook developers (34 male and 70 female) built their capacity to mainstream gender in textbook and curriculum development.

2. UNESCO-HAINAN (HNA) Partnership for Girls' and Women's Education.

The international seminar on Girls' and Women's Education was the first activity implemented under the framework of the UNESCO-HNA Group Partnership and also marked the official launch of the two complementary projects established under the UNESCO-HNA Funds-in-Trust (HFIT), namely:

- "Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning"
- "Enhancing Girls' and Women's Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia."

The two projects aim to support African and Asian countries to accelerate their progress in achieving gender equality in education, with particular focus on gender-responsive teacher training and professional development. The projects will be implemented over a period of five years, for a total budget of USD 5 million. Together, they will directly benefit seven countries in total, in Africa (Ethiopia and Ghana) and in Asia (Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan). Principal institutional partners and beneficiaries of the project will be national ministries of education, teacher training institutes, secondary schools, and relevant education centres in the target countries. The ultimate beneficiaries of the project are the adolescent girls in the critical transition period (aged 10-18 years old) transitioning from primary to lower secondary and progressing through secondary education, as well as their parents, families, and community members.

The following objectives:

- To improve/expand access to all levels of education through targeted policies and interventions, with a particular focus on adolescent girls who are hardest to reach

- To improve the quality and relevance of basic and secondary education to ensure that girls, especially adolescents, stay, achieve and transition through all levels of education and into the world of work
- To make learning environments accessible and safe for all children, and eliminate school-related gender-based violence.

The partnership consists of two projects:

- “Enhancing Girls’ and Women’s Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia” Project
- “Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning” Project

HFIT regional projects:	
BKK executed project	HQ-executed project*
Cambodia	Ghana
Myanmar	Ethiopia
Nepal	Nepal
Sri Lanka	
Uzbekistan	

* The UNESCO International Institute for Capacity Building in Africa (IICBA) is facilitating flexible and timely delivery of the project overall, through support to Ethiopia and Ghana for specific technical areas

HFIT-BKK: The project aims at developing national capacity for gender-sensitive teacher policy formulation and building the capacities of teacher trainers and trainees, school leaders and teachers to promote gender-sensitive teaching and learning environments and practices, in Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan. It is coordinated by the UNESCO Regional Bureau in Bangkok.

HFIT-HQ. The HQ-executed UNESCO-HNA Partnership project that is aimed at strengthening global and regional advocacy, networking and communication to ensure girls’ right to education, and develop national capacities for gender-responsive education in Ethiopia, Ghana and Nepal.

- **Ghana:** the project aims to ensure effective coordination of interventions by the Girls Education Unit of the Ghana Education Service and increase girls’ participation in science-related subjects
- **Ethiopia:** the project aims to build human and institutional capacities at 3 Higher Learning Institutions and 12 upper and secondary schools in Gender Responsive Pedagogy; improve the knowledge and skills of adolescent girls on gender responsiveness and life skills; and create a gender responsive and safe learning environment at schools through community engagement
- **Nepal:** the project aims to strengthen the capacity of key education stakeholders to ensure successful implementation of gender responsive policies and practices; increase high-level political support for adolescent girls’ education; and raise awareness and improve documentation of good practices for adolescent girls’ education

3. UNESCO/UNFPA/UN Women Joint Programme on Empowering Adolescent Girls and Young Women through Education.

Leveraging the expertise and experience of partner UN agencies in a multi-sectoral and comprehensive approach, the Joint Programme aims to support not only investments through the Education Sector, but also to strengthen linkages with health, labour, social affairs and other relevant sectors, through four complementary components:

- Improving the quality and relevance of education for adolescent girls and young women
- Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls at risk of adolescent pregnancy and school dropout
- Fostering enabling environments and strengthening inter-sectoral coordination and governance
- Building the data and evidence-base needed for gender-responsive education policies and actions

Projects within the UNESCO/UNFPA/UN Women joint Programme	
Sub-Saharan Africa	South Asia
Mali	Nepal
Niger	Pakistan
South Sudan	
United Republic of Tanzania	

4. GLOBAL PARTNERSHIP FOR GIRLS' AND WOMEN'S EDUCATION – COMPLETED PROJECTS

In addition to the three ongoing mechanisms that are noted in the report and described in the chapter above, a number of other partnerships and mechanisms were established by UNESCO within the framework of the BLBF partnership. These include the following:

1. UNESCO-Procter & Gamble (Always) \$3.15 million *Girls and Women's Education using ICTs*

- Senegal (2012-2014): This project, part of Senegal's National Programme for the Support to Literacy, improved women's (aged 15-55) functional and basic literacy. It applied a comprehensive approach encompassing teacher training, tutoring, life skills and income generating activities (cooking, hairdressing, dressmaking, etc.) as well as the development of e-learning materials and educational TV programmes. 10,000 women and girls followed the literacy programmes in Community Learning Centres, while another 30,000 women followed a literacy training programme broadcast on national radio and TV. Nearly 200 traditional classes were opened in 7 regions, with computer and mobile-based literacy training and 160 teachers were trained in use of ICTs in teaching; 1,000 CDs were developed and distributed for literacy classes in 10 community multimedia centres; 84% of learners surveys said they use the skills they acquired in business activities.
- Nigeria (2014-2018): Building on the success in Senegal, the programme was extended in Nigeria where it aimed to build the literacy skills of 60,000 girls and women using traditional and e-learning courses. More than 800 facilitators, teachers, radio and TV producers and script writers were trained to produce content, and deliver training classes. Phase 2 of the programme aims to reach another 50,000 girls and women in another state, including 40,000 young girls and women who have dropped out of schools early or who have never attended school, and 10,000 under-performing girls in junior secondary education.

- Syria: Additionally, UNESCO is extending this partnership with P&G to empower over 1,000 young Syrian and Jordanian girls and women living in Jordan through education, life skills and work-readiness training. The initiative aims to refer these girls back to formal and non-formal education, either in local schools or home-school efforts.

UNESCO received a recognition award from Procter & Gamble to mark the success of the girls' and women's education and literacy partnership in Africa in the margins of the Clinton Global Initiative in New York, 2013

2. **David and Lucile Packard Foundation *Crowd-sourcing Girls' Education: A Community-Based Approach to Lowering Drop-Out Rates in Secondary Schools in Ethiopia and Tanzania (2011 – 2015)***

Launched in cooperation with the Governments of Ethiopia and the United Republic of Tanzania to equip girls in rural areas of both countries with the life skills they need to successfully finish school. The community-based project promoted crowdsourcing, or collective problem-solving, a new approach that encourages girls and their communities to propose solutions to the many obstacles that put them at risk of not completing secondary school.

- In the United Republic of Tanzania, more than 30 safe spaces within schools and communities were created, 21 school-based groups established, and 60% of girls followed mentoring programmes. Sensitization campaigns were carried out in 3 regions to raise awareness on the importance of investing in girls' education. Community radio was established in different localities, with broadcasts to sensitize community members on their crucial role in supporting girls' education. 150 teachers were trained on gender-responsive pedagogical methods and approaches. 25 education managers, school inspectors and district education officials were trained to promote gender-sensitive policies
 - In Ethiopia, the project focused on empowering girls and on Comprehensive Sexuality Education. The project provided training to girls in such areas as entrepreneurship, life skills, basic ICT skills and comprehensive sexuality education. School clubs, student councils and income generating activities were set up, and sanitation was improved. Education personnel was trained on creating inclusive and learner-friendly environments. Community members and village leaders were sensitized on their crucial role in supporting girls' education.
3. **GEMS Education.** Gender-sensitive teacher training programmes are to be carried out in Lesotho and the People's Democratic Republic of Laos in the context of a project to improve the teaching of mathematics, science and technology. The project aims to reinforce the role of school leadership in promoting the participation of girls and women in these subjects. Funding amounts to US\$1 million over four years.
4. **Nokia.** This partnership, amounting to some US\$6 million over three years, promotes the use of mobile phones in post-literacy programmes, including the design and production of appropriate learning materials, in-service teacher training, and support to local school management. Policy research on mobile learning and pilot tests on the use of mobiles are envisaged in 2011, targeting teachers in underserved areas.
5. **Microsoft.** A new agreement will be signed covering the integration of ICT in teacher training and the use of mobile technologies for education, including through community access, with a focus on girls and women.

5. BY HQ UNITS - SECRETARIAT

Capacity Development for Education Programme. Includes programmes aimed at girls' and women's education.

An example of a Cap-Ed project following a "gender-sensitive approach"

With one of the highest poverty, early marriage and pregnancy rates in the world, Niger faces severe challenges with regard to girls' participation in education. In order to reduce the gender gap and improve girls' performance, CapED trained 130 secondary teachers and school principals in gender-responsive teaching in scientific disciplines. They represent 15 secondary schools selected as pilot institutions where some 20,700 girls (40 per cent of 54,500 students) will be more stimulated to participate in classroom activities and receive a less gender-biased education in STEM.

Source: <http://en.unesco.org/themes/education-21st-century/caped/country-examples>. Last accessed 27/06/2017

Azerbaijan Trust Fund. The partnership with UNESCO includes programmes aimed at supporting girls and women's education:

- "Health Literacy and Behavior Change Practices among Adolescent Girls in Kibera Informal Settlements in Nairobi, Kenya" (USD 300,000);
- "Promoting Gender Equity and Equality in Education in Uganda through Gender-Sensitive Primary Teacher Education and Training" (USD 300,000);
- "Empowering Girls from Pastoralists' Communities in Ngorongoro, United Republic of Tanzania (USD 300,000).

UNESCO Prize for Girls' and Women's Education. Established in 2015 by UNESCO's Executive Board, the prize honours and showcases outstanding innovation and contributions made by individuals, institutions and organizations to advance girls' and women's education. It is the first UNESCO Prize of this nature and is supported by the Government of the People's Republic of China. The annual Prize is conferred to two laureates and consists of an award of USD 50,000 each to further their work in the area of girls' and women's education. The two laureates of the first edition of the Prize were selected by the Director-general of UNESCO on the basis of recommendations by the International Jury, composed of five experts in girls' and women's education.⁵¹

Division of Education for Sustainable Development (now Division for Agenda 2030). The publication "Making Textbook content inclusive: A focus on Religion, Gender, and Culture" was developed by a team of experts in inclusive education. The draft was tested in two workshops on textbook writing organized by the former Division of Education for Sustainable Development at UNESCO Headquarters.

UNESCO and Pearson are partnering together to look for new ways to reach the SDG targets on literacy and adult education and learning. This partnership includes implementing a new project to harness innovative ICT resources and solutions for improving literacy in the context of the SDGs. The project will investigate, document, and share a number of innovative cases and develop specific guidelines and scenarios to inform the work of governments, industry and non-profit organizations that strive for literacy development as part of the global sustainable development agenda. This partnership is a key programme of the global Project Literacy campaign, convened by Pearson, to make significant and sustainable advances in the fight against illiteracy so that all people - regardless of geography, language,

⁵¹ <http://en.unesco.org/themes/women-s-and-girls-education/prize/>

class, or gender - have the opportunity to fulfil their potential through the power of words. (from Brochure)

6. BY UNESCO INSTITUTES

Six Institutes and two Centres work as part of UNESCO's Education Sector to assist countries in tackling their particular education challenges. Of these, a number are implementing direct programme interventions in support of girls' and women's education. Examples are given from each below.

1. The international Bureau of Education (IBE)

The IBE (Geneva Switzerland) works to enhance curriculum development and education content. Relevant projects include *the Strengthening STEM Curricula for Girls in Africa and Asia and the Pacific – Phase 1* project

<http://www.ibe.unesco.org/en/topics/women-and-girls-education>

<http://www.ibe.unesco.org/en/activity/strengthening-stem-curricula-girls-africa-asia-and-pacific>

2. The International Institute for Education Planning (IIEP)

The International Institute for Education Planning (Paris, France, Buenos Aires, Argentina and Dakar, Senegal) helps countries design, plan and manage their education systems. They have integrated gender into all of their training and have had a particular focus on integrating gender into education sector planning training.

- IIEP Policy Forum Gender equality in education: looking beyond Parity IIEP, Paris, 3 October 2011
- <https://genderpolicyforum.wordpress.com/>

3. The UNESCO Institute for Lifelong Learning (UIL)

The UNESCO Institute for Lifelong Learning (Hamburg, Germany): promotes lifelong learning policy and practice, with a focus on adult education literacy and non-formal education.

UIL has published a second edition of a collection of case studies of promising literacy programmes that seek to empower women. *Narrowing the Gender Gap: Empowering Women through Literacy Programmes* (originally published in 2013 as *Literacy Programmes with a Focus on Women to Reduce Gender Disparities*) responds to the continued interest of stakeholders in Member States in borrowing from examples of literacy practices that enhance gender equality.

The examples of effective literacy and numeracy practices featured in this compilation showcase how gender mainstreaming in adult learning has been successfully applied in different contexts and countries across all world regions. The case studies included in this publication share unique experiences and lessons on how to reduce gender disparities in and through adult literacy and basic education.

4. The International Institute for Capacity Building in Africa (IICBA)

The International Institute for Capacity Building in Africa (Addis Ababa, Ethiopia): helps strengthen Africa's educational institutions with a focus on teachers. In addition to supporting the HFIT-HQ project, the IICBA has been supporting teacher training for girls' education in STEM (through TeachHer) and other efforts. It is also implementing girls education project entitled, "*Retaining Girls in Lower Secondary Schools and Increasing their Learning Outcomes*". The project is being implemented in four regions of Ethiopia, two supported by each of the governments of Italy and Japan.

ANNEX 6: PARTIAL MAPPING OF INTERNATIONAL ORGANIZATIONS AND NETWORKS SUPPORTING GIRLS' AND WOMEN'S EDUCATION

Organization	Initiative	Description	Period	Finance (USD million)
United Nations				
United Nations	UN Girls Education Initiative (UNGEI)	UNGEI is committed to accelerating action on girls' education to realize "A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality." By 2030, the UNGEI partnership aims to support: • Countries to achieve measurable change in girls' education and gender equality; and • Global and national development agendas to reflect emerging concerns on girls' education and gender equality, especially for the most marginalized. UNGEI believes in strengthening linkages and complementarity with other partners, networks and coalitions to maximize resources and results for girls' education and gender equality.		
UNICEF	Girls Education and Gender Equality	UNICEF supports governments in the reduction of gender disparities through interventions at national, local and community levels aimed at empowering girls. Through the United Nations Girls' Education Initiative (UNGEI), UNICEF champions the rights of girls and help countries achieve gender equality in education. UNICEF serves as lead agency and hosts the Secretariat of the UNGEI partnership. In addition, UNICEF empowers girls by supporting life skills-based education and female role models in education. Child-Friendly Schools promote gender equality in the classroom by providing an overall gender-sensitive environment that is conducive to learning at all levels.		
Others UN entities include: UNWOMEN, UNFPA, ILO, WFP				
Other Multilaterals				

Global Partnership for Education (GPE)	Girls Education and Gender Equality	Girls' education and gender equality are central to GPE's vision of improved learning and equity for all, through stronger education systems by 2020. Since 2000, GPE's developing country partners have made commendable progress in boosting girls' enrolment in school but girls from the poorest households, those living in remote or rural areas, those with a disability or from minority ethnic or linguistic backgrounds, remain disproportionately disadvantaged in getting into primary school and in completing secondary.	2011-2018 and beyond	\$4,000 million
World Bank	Girls Education	By 2020 the Bank Group expects to invest at least \$2.5 billion in education projects targeting adolescent girls (ages 12-17). About 75 percent of these investments are expected to be from IDA, the Bank Group's fund for the poorest countries, and largely in Sub-Saharan Africa and South Asia, which have the highest number of out-of-school girls. Programs to be supported will include a range of efforts to provide adolescent girls with access to quality education at the secondary level, ensure they are enrolled in and stay in school, and provision of scholarships, conditional cash transfers, and schools with basic facilities like clean drinking water and toilets that promote enrolment.		\$2,500 million
African Union	International Centre for the Education of Girls and Women in Africa	Since 2004, the African Union/International Centre for Girls and Women's Education in Africa (AU/CIEFFA) has been a specialized agency of the African Union based in Burkina Faso and is mandated to work on women and girls' education. The AU/CIEFFA aims to develop the necessary policies, lines of actions, strategies and guidance to all relevant stakeholders in addressing gender equality, equity, leadership and advocacy in the learning environment in order to develop gender-responsive schools that will increase girls' access and their retention within the educational systems in Africa in view of a broader analysis of the situation of girls and women's education and training across the continent.		
Other multilateral organizations include: AsDB				
Bilateral Donors				

DFID	Girls education challenge	The Girls' Education Challenge will help up to a million of the world's poorest girls to have an opportunity to improve their lives through education. The initiative calls on NGOs, charities and the private sector to find better ways of getting girls in school and ensuring they receive a quality of education to transform their future.	2011-2019	\$450 million
USAID (and others)	Let Girls Learn	This interagency initiative builds on decades of USAID efforts to lift girls out of poverty, and empower them to reach their full potential. Through our ongoing education, global health and economic empowerment programs, USAID is reaching girls in every corner of the world. We champion a "whole-of-girl" approach, strengthening our focus on the adolescent girl and taking into account the myriad of challenges girls face in seeking an education.		\$600 million
Others bilateral agencies include: NORAD, SIDA, Canada				
International NGOS				
CAMFED		Camfed is an international non-profit organization tackling poverty and inequality by supporting girls to go to school and succeed, and empowering young women to step up as leaders of change. Since 1993, Camfed's innovative education programs in Zimbabwe, Zambia, Ghana, United Republic of Tanzania and Malawi have directly supported 1,876,214 students to attend primary and secondary school, and more than four million children have benefited from an improved learning environment.		
Save the Children Fund	Every Last Child Campaign	Save the Children's Every Last Child campaign aims to reach the most vulnerable children, those left behind by the world's progress in child health, education and protection — including girls. Too many girls, because of who they are or where they're born, face unique challenges. Girls are too often prevented from learning, forced into child marriage and early pregnancy or even coerced and enslaved by human traffickers - their very lives and futures at risk. Together, we will reach every last girl, empowering her to grow up healthy, educated and safe. Free to lead her own life, speak her mind and determine her future.		

Other international NGOs include: Action Aid, CARE, INEE (International network for education in emergencies), Global Campaign for Education, Advancing Girls Education in Africa (AGE Africa)				
Think Tanks				
Brookings Institution		Brookings has published an important book on the importance of girls' education, <i>What Works in Girls' Education based on</i> evidence from over 1,000 studies. The hard-headed evidence shows that the returns from investing in girls are so high that no nation or family can afford not to educate their girls.		
Overseas Development Institute	Building good practice advancing gender equality and girls education	The United Nations Girls' Education Initiative (UNGEI)-ODI 'Good Practice' collaboration aims to advance the global-level policy agenda on girls' education and gender equality, by building the evidence base on good practices and barriers to access. In identifying key barriers and boosters to girls' education access and gender equality in schools across the globe, the project findings will be crucial as an advocacy tool in informing emerging policy priorities and country level programming practices in 2016 and beyond.		
Other think tanks and networks include: Gender and development network				

ANNEX 7: THE EVALUATION QUESTIONS

Criteria	Strategic positioning	Project performance
Relevance	Evaluation question: To what extent are the UNESCO Education Section's programme interventions on girls' and women's education aligned with global priorities, strategies and frameworks?	Evaluation question: To what extent are the UNESCO Education Section's programme interventions on girls' and women's education aligned with national needs and priorities, as reflected in national strategies and frameworks?
	Sub-questions • Were the interventions aligned to the approaches adopted in Agenda 2030 (e.g. LNOB, last first, universality) and Education 2030? • Were the interventions aligned to UNESCO approaches and priorities (e.g. UNESCO Education Strategy, GEAP II)?	Sub-questions • Were the interventions aligned with national development strategies? • Were the interventions aligned with national education strategies? • Were the interventions aligned with national gender equality strategies? • Were the interventions aligned with the principles and aims of the overall programme (i.e. UNESCO Malala Fund or HNA-partnership)?
	Explanatory questions	Explanatory questions • Did national stakeholders play an adequate role in design and implementation to ensure national ownership of the interventions?

Effectiveness	Evaluation question: To what extent did UNESCO's approach contribute to global and UNESCO goals regarding girls' and women's education?	Evaluation question: To what extent did the programme interventions contribute to the stated programme goals?
	Sub-questions: • What is the added value of UNESCO in spearheading and supporting these programmes? • Given the scope and size of the projects, what contribution will the collective results of the programmes make towards to SDGs?	Sub-questions: • To what extent are the projects likely to contribute to improving and expanding access to quality education for girls and women? • Are the projects likely to improve the quality and relevance of education, ensuring that content, teaching practices, learning processes and environments are gender-sensitive, gender - responsive and/or gender-transformative? • Are the projects likely to lead to safer learning environments? • Are the target groups envisaged in the programmes likely to be reached by the projects?
	Explanatory questions: • Did programme strategies facilitate scaling up and replication for greater development contribution? • Was learning sufficiently emphasized? • Were the programmes designed and implemented in line with UNESCO's comparative strength at global, regional and national levels?	Explanatory questions: • To what extent has UNESCO strengthened national capacities to address barriers to girls' and women's education? • Did national authorities and other stakeholders using enhanced knowledge/skills/systems to transform the way they work on issues related to girls' and women's education? • To what extent have the interventions contributed to influencing national, local or institutional priorities on girls' and women's education through increased awareness, strengthened capacity and exposure to good practice? • Was there adequate learning including the collection of gender sensitive data?
Efficiency	Evaluation question: Did the Education Sector strategy of programme interventions for girls' and women's education make the best use of human and financial resources?	Evaluation question: Did the project interventions make the best use of financial and human resources?

	Sub-questions: • Is there coordination between the different Education Sector efforts? • Is there coordination with the wider set of UNESCO programmes aimed at supporting girls' and women's education? • Is there duplication in the different efforts? • Are there separate monitoring, evaluation and reporting mechanism in place?	Sub-questions: • To what extent were the interventions implemented in accordance with plans, target groups, timeline • Were the costs of targeted interventions better than the alternative of mainstreaming?
	Explanatory questions: • Do donor organizations (including the private sector) require separate mechanisms?	Explanatory questions: • Were capacities of implementing partners adequately assessed • Did project design take into account other activities? • Were projects developed based on learning from other interventions? • Did the project documents effectively assess the risks to timely implementation? • What were the other key enabling factors and obstacles?

Sustainability	Evaluation question: To what extent will the programme be sustained to ensure contribution to the 2030 SDGs?	Evaluation question: To what extent are the benefits of the projects likely to be sustained?
	Sub-questions: • Are the mechanisms in place to ensure a stream of interventions in the long term? • Is a long-term partnership and resource mobilization strategy in place?	Sub-questions: • Were the projects taken forward independently by government, civil society and other development partners after the completion of the project/component? • Were appropriate capacities in place at three levels: individual, institutional and enabling environment?
	Explanatory questions: • Has UNESCO developed appropriate long-term partnerships with the private sector? • Is reporting and learning adequate to ensure replenishment? • Was adequate disaggregated data provided to allow advocacy?	Explanatory questions: • Were the interventions adequately owned by national stakeholders? • Were sustainability concerns adequately addressed in project design?

ANNEX 8: EVALUATION MATRIX

Evaluation question 1 (strategic positioning): To what extent are the UNESCO Education Sector's programme interventions on girls' and women's education aligned with global priorities, strategies and frameworks?		
Question/sub-question	Sources of information	Methods and tools for the data collection
Were the interventions aligned to the approaches adopted in Agenda 2030 (e.g. LNOB, last first, universality) and Education 2030?	Agenda 2030	Desk review
	Education 2030	
Were the interventions aligned to UNESCO approaches and priorities (e.g. UNESCO Education Strategy, GEAP II)?	UNESCO GEAP II	Desk review
	UNESCO Education Strategy	

Evaluation question 2 (project performance): To what extent are the UNESCO Education Sector's programme interventions on girls' and women's education aligned with national needs and priorities, as reflected in national strategies and frameworks?		
Sub-question	Sources of information	Methods and tools for the data collection
Were the interventions aligned to national development strategies?	National development strategy	Desk review
Were the interventions aligned to national education strategies?	National education strategy	Desk review
Were the interventions aligned to national gender equality strategies?	National gender equality strategy	Desk review
Were the interventions aligned with the principles and aims of the overall programme (i.e. UNESCO Malala Fund or HNA-partnership)?	Principles and aims of the programmes	Desk review
Did national stakeholders play an adequate role in design and implementation to ensure national ownership of the interventions?	Interviews with national stakeholders	Interview
	Project documents	Desk review

Evaluation question 3 (strategic positioning): To what extent did UNESCO's approach contribute to global and UNESCO goals regarding girls' and women's education?		
Question/sub-question	Sources of information	Methods and tools for the data collection
What is the added value of UNESCO in spearheading and supporting these programmes?	National stakeholder	Interview
	Documents of other supporters of girls' and women's education	Desk review
Given the scope and size of the projects, what contribution will the collective results of the programmes make towards to SDGs?	Programme and project documents	Desk review
Did programme strategies facilitate scaling up and replication for greater development contribution?	Programme and project documents	Desk review
Was learning sufficiently emphasized?	Programme and project documents	Desk review
Were the programmes designed and implemented in line with UNESCO's comparative strength at global, regional and national levels?	Programme and project documents	Desk review

Evaluation question 4 (project performance): To what extent did the programme interventions contribute to the stated programme goals?		
Sub-question	Sources of information	Methods and tools for the data collection
To what extent are the projects likely to contribute to improving and expanding access to quality education for girls and women?	Project progress reports	Desk review
Are the projects likely to improve the quality and relevance of education, ensuring that content, teaching practices, learning processes and environments are gender-sensitive, gender -responsive and/or gender-transformative?	Project progress reports	Desk review
Are the projects likely to lead to safer learning environments?	Project progress reports	Desk review
Are the target groups envisaged in the programmes likely to be reached by the projects?	Project progress reports	Desk review
To what extent has UNESCO strengthened national capacities to address barriers to girls' and women's education,	Project progress reports	Desk review
Did national authorities and other stakeholders using enhanced knowledge/skills/systems to transform the way they work on issues related to girls' and women's education?	Project progress reports	Desk review
To what extent have the interventions contributed to influencing national, local or institutional priorities on girls' and women's education through increased awareness, strengthened capacity and exposure to good practice?	Project progress reports	Desk review
Was there adequate learning including the collection of gender sensitive data?	Project progress reports	Desk review

Evaluation question 5 (strategic positioning): Did the Education Sector strategy of programme interventions for girls' and women's education make the best use of human and financial resources?		
Sub-question	Sources of information	Methods and tools for the data collection
Is there coordination between the different Education Sector efforts?	GEI/DGE	Interview
Is there coordination with the wider set of UNESCO programmes aimed at supporting girls' and women's education?	Project agreements, project documents, project progress reports	Desk review
Is there duplication in the different efforts?	Project reports	Desk review
Are there separate monitoring, evaluation and reporting mechanism in place?	Project reports	Desk review
Do donor organizations (including the private sector) require separate mechanisms?	Project agreements	Desk review

Evaluation question 6 (project performance): Did the project interventions make the best use of financial and human resources?		
Sub-question	Sources of information	Methods and tools for the data collection
To what extent were the interventions implemented in accordance with plans, target groups, timeline	Project progress reports	Desk review
Were the costs of targeted interventions better than the alternative of mainstreaming?	Nepal/Viet Nam	Country studies
Were capacities of implementing partners adequately assessed	Project managers	Interview
Did they take into account other activities?	Project document	Desk review
Were they developed based on learning from other interventions?	Project document	Desk review
Did the project documents effectively assess the risks to timely implementation?	Project document	Desk review
What were the other key enabling factors and obstacles?	Nepal/Viet Nam	Country study

Evaluation question 7 (strategic positioning): To what extent will the programme be sustained to ensure contribution to the 2030 SDGs?		
Sub-question	Sources of information	Methods and tools for the data collection
Are the mechanisms in place to ensure a stream of interventions in the long term?	UNESCO staff	Interview
	Partner agreements	Desk review
Is a long-term partnership and resource mobilization strategy in place?	UNESCO staff	Interview
Has UNESCO developed appropriate long-term partnerships with the private sector?	UNESCO staff	Interview
Is reporting and learning adequate to ensure replenishment?	Project reports	Desk review
Was adequate disaggregated data provided to allow advocacy?	Project reports	Desk review

Evaluation question 8: To what extent are the benefits of the projects likely to be sustained?		
Sub-question	Sources of information	Methods and tools for the data collection
Were the projects taken forward independently by government, civil society and other development partners after the completion of the project/component?	Project reports	Desk review
	Implementation partners and other national stakeholders	Interviews
Were appropriate capacities in place at three levels: individual, institutional and enabling environment?	Project document	Desk review
Were the interventions adequately owned by national stakeholders?	National stakeholders	Interview
Were sustainability concerns adequately addressed in project design?	Project document	Desk review

ANNEX 9: IMPLEMENTATION TIMEFRAME

Week starting	Activity
May 8	Preparation
May 15	First reference group meeting (19 May)
May 22	Preparation of inception report
May 29	Mission to Thailand (HFIT-Bangkok workshop)
June 05	Mission to Viet Nam
June 12	Continue data collection
June 19	Continue data collection and start analysis
June 26	Undertake analysis; presentation of initial findings (29 June)
July 03	Mission to Nepal
July 10	Presentation of draft findings, conclusions and recommendations to the reference group (13 July)
July 31	Submit draft final reports to the reference group (4 & 23 August)
Aug 31	Reference group provides consolidated comments on draft reports
Sept 08	Final report submitted to the IOS Evaluation Office

ANNEX 10: EVALUATOR'S PROFILE

MICHAEL REYNOLDS

EDUCATION

2012	PhD Development Studies School of Oriental and African Studies (SOAS), University of London, UK
1989	MA Development Economics, University of Kent at Canterbury, UK
1988	BSc (Hons.) Economics, University of Buckingham, UK

EMPLOYMENT

August 2015- Present	Independent Evaluation Consultant Paris, France
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Working for international development organizations, specializing in evaluations. Recent work includes:

- United Nations Population Fund (UNFPA): Co-team Leader for the Evaluation of the architecture supporting operationalization of the UNFPA Strategic Plan 2014-2017.
- United Nations Joint Inspection Unit: Team leader of the Evaluation of the contribution of the United Nations development system to strengthening national capacities for statistical analysis and data collection to support the achievement of the millennium development goals (MDGs) and other internationally-agreed development goals.

Nov. 2007- July 2015	Evaluation Advisor United Nations Development Programme, Independent Evaluation Office, NY
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Supporting effective management of the evaluation office through membership of the management team. From 2008 coordination of different evaluation clusters (mainly as coordinator of all programmatic evaluations including the Assessments of Development Results - ADRs), including monitoring the conduct of relevant evaluations, ensuring compliance with policy and guidance, and providing regular support to relieving bottlenecks in the evaluation process. Managing individual evaluations within the UNEG Norms and Standards for applying a gender equality perspective. Involved in the conduct of many thematic evaluations, including support to evaluation methodology at the design stage and then detailed reviews. Managed programmatic evaluations in all five regions where UNDP works.

2004/05	Chief Technical Advisor (non-resident), MDG Enabling Environment Cluster UNDP Country Office, Tirana, Albania
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2003/04	Research Coordinator Centre for Development Policy and Research, SOAS, University of London, UK
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1996-2007	Independent Development Consultant
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Consulting for a range of international development agencies including, Asian Development Bank, European Commission, Save the Children Fund, UNDP and the World Bank. Areas covered include: (i) poverty reduction strategy design and implementation; (ii) project/programme design and management; (iii) project, programme and thematic evaluation, and; (iv) aid management and effectiveness.