



Education  
Sector

United Nations  
Educational, Scientific and  
Cultural Organization



# UNESCO Malala Fund for Girls' Right to Education

2017 Annual Report

UNESCO Dar es Salaam

## Background

**“I have the right of education. I have the right to play. I have the right to sign. I have the right to talk. I have the right to go to the market. I have the right to speak up.”**

*Malala Yousafzai, Interview with CNN, November 2011*

The UNESCO Malala Fund for Girls' Right to Education was established at UNESCO in 2012 following the brutal assassination attempt against Malala Yousafzai, a Pakistani teenager and activist for girls' education.

The Fund was launched with an initial major contribution of US\$10 million (of which US\$7 million were self-benefitting funds) from the Islamic Republic of Pakistan. Since 2014, the CJ Group is the major contributor to the Fund. In 2017, CJ Group contributed US\$350,000; this represents 97% of all investments to the Fund during this period.



The Fund recognizes the transformative power of education in creating values and practices that respect and promote human rights, social inclusion, gender equality and peace. Through targeted and strategic investments in girls' and women's education and the elimination of gender inequalities in education, the Fund is helping countries to achieve equal, inclusive and just societies and to advance the transformative development agenda outlined in the Sustainable Development Goals.

## Objectives

The UNESCO Malala Fund for Girls' Right to Education aims 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 education content and teaching practices, learning processes and environments are gender-sensitive;
- Strengthen policy and capacity to ensure safe learning environments.

## Participating countries

Since the establishment of the Fund, 10 countries and 11 projects have been supported to address gender norms, stereotypes and practices impeding girls' and women's learning and skills development, promote girls' and women's empowerment, and strengthen education systems for gender equality outcomes.

These countries include: Cambodia, Egypt, Guatemala, the Islamic Republic of Mauritania, Mozambique, Nepal, Nigeria, the Islamic Republic of Pakistan (through the Malala Funds-in-Trust project established with the initial self-benefitting funds from Pakistan), the United Republic of Tanzania, and Viet Nam. In 2017, projects were ongoing in all countries apart from Nigeria, for which the project promoting peace and safe school environments in settings affected by violent conflict and school abductions by Boko Haram had been completed in 2016, and Guatemala, for which the project was established end-2017, but initiated in 2018. See Figure 1 for a list of participating countries in 2017.

**Figure 1: List of countries funded through the UNESCO Malala Fund, through December 2017**



The criteria for selection of participating countries was updated in 2017, with a new checklist established for proposal review (see Annex 1). The checklist was used to review new project proposals in 2017 (for the Democratic Republic of Congo, Guatemala, Palestine, and Sudan), and Guatemala was selected to implement a new project for indigenous girls, adolescents and young women. This checklist is also enabling stronger understanding among UNESCO Field Offices on potential projects that can be proposed through the Fund, and improving proposal submissions.

UNESCO works closely with Field Offices proposing projects for the Fund, and has improved in 2017 the quality of new proposals through technical assistance, and a strong push for proposals with solid results-based planning, theories of change, and clear monitoring and evaluation strategies.

## Projects funded in 2017

### Cambodia

Cambodia has shown remarkable growth in equitable access to primary education in recent decades. However, low levels of literacy, particularly among women, remain a challenge. The expansion of the garment industry in Cambodia is a major driving force for migration of people from rural and remote areas to city for employment. The majority of garment factory workers are women and girls, of which 14% are illiterate and 29% have low levels of literacy. The project in Cambodia (2016-2018) aims to build literacy of young women and girls working in garment factors in two provinces, and specifically aims to:

- Build basic literacy skills
- Build functional literacy skills that enable them to cope with the challenges of urban life and support the development of their capacities for better job performance.

### Egypt

Illiteracy rates in Egypt remain a major concern. Over 14 million people are illiterate, with 14% of male and 26% of the female population unable to read or write. Combatting literacy is a key objective of the Ministry of Education, and the UNESCO project supports the government's efforts to ensure literacy and lifelong learning for all segments of society as a human right and a national duty. The project in Egypt (2016-2018) aims to empower female learners through literacy and lifelong learning in four governorates (Aswan, Giza, Ismailia and Sohag), and specifically aims to:

- Build knowledge, information and skills for women that are relevant to their lives and local realities such as women's roles and responsibilities inside and outside the household, the importance of girls' education, and domestic violence against women
- Empower women with income-generation and resource mobilization skills, and environmental knowledge, which is key for economic development and building sustainable and resilient communities
- Build capacity in community participation, and local leadership and a set of values, including citizenship, tolerance, acceptance and non-discrimination

### Islamic Republic of Mauritania

The Islamic Republic of Mauritania's humanitarian context is very fragile, as it faces a double crisis of food insecurity and a large number of refugees. The education sector has seen significant progress within the last years, particularly in terms of primary schooling access and completion. However, transition rates to secondary education are low, at only 55% for girls and 61% for boys. The project in Mauritania (2015-2019) is promoting and expanding opportunities for education and skills development for adolescent girls and young women in the region with the highest rates of illiteracy, poverty and drop-out rates for girls, and specifically aims to:

- Promote and expand opportunities for education and skills development for adolescent girls and young women by creating an enabling and safe environment for education and capacity building
- Reduce poverty and the exclusion of young girls and women through literacy and non-formal primary education.

## Mozambique

Mozambique is one of the poorest countries in the world; 62% of the population live in absolute poverty, and the country is vulnerable to climatic hazards, including floods, droughts and cyclones. While 94% of girls enroll in primary education, more than half drop out by the fifth grade, only 11% continue on to study at the secondary level, and just 1 percent continue on to college. The project in Mozambique (2015-2017) is enhancing family literacy, empowering parents and caregivers to support child learning and skills development in three districts, and specifically aims to:

- Empower young women, their children and families in rural and peri-urban communities through integrated and intergenerational approaches to learning
- Develop entrepreneurial and vocational life-skills training for young people and women that integrates the improvement of literacy, numeracy and language skills
- Improve competencies and raise awareness of literacy managers, families and communities on gender issues, girls' and women's rights, in order to reduce gender inequalities within families and communities.

## Nepal

Nepal is one of the least developed countries in Asia, ranking 114<sup>th</sup> out of 188 countries in the United Nations Human Development Index. Political instability, violence, and a strong susceptibility to earthquakes impede the country's socioeconomic development. Although gender parity in primary enrolment has been achieved at the national-level, girls from remote districts, in the lowest income quintile, and from vulnerable population groups tend to drop out from school, especially in higher grades. Long distance from schools, early marriage, gender-based violence, and poor learning environments are implicated in low levels of participation among girls. Two projects have been funded in Nepal

(2015-2017) and (2017-2018, in the most affected districts of the 2015 earthquake). These projects are increasing the participation of adolescent girls and women in quality non-formal education programmes, and specifically aim to:

- Develop the capacity of education providers in gender-responsive budgeting, leadership, school management and teaching
- Empower adolescent girls and young women with locally-relevant income-generating skills
- Improve access to hygiene, health education and life skills to enhance quality of life.

## United Republic of Tanzania

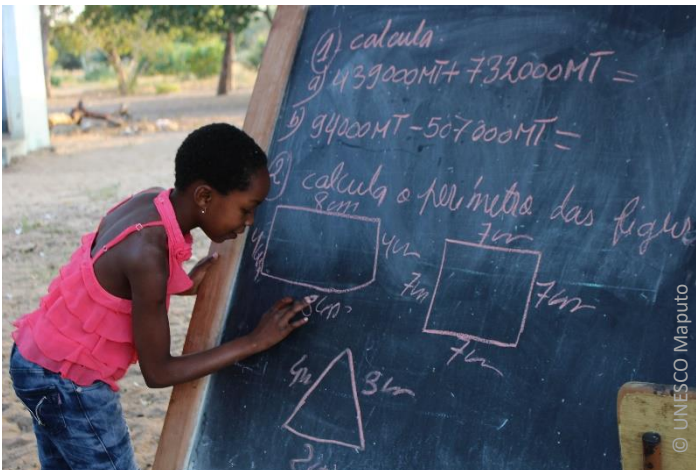
The United Republic of Tanzania has been cited for its remarkable achievements in expanding enrolment and gender parity at the primary education level. However, primary completion, transition to secondary, and learning achievement for girls in secondary education remain a challenge. The project in Tanzania (2015-2018) strives to enhance adolescent girls' performance and retention in secondary schools in seven districts in Tanzania, and specifically aims to:

- Empower girls to be agents of their own transformative process in identified 'high risk' areas
- Establish inclusive and gender-responsive learning approaches and environments in schools
- Empower parents, particularly mothers, to make the right choices in investing in girls' education
- Document proven good practices and achievements to develop gender responsive and inclusive strategies and guidelines for improved learning outcomes and retention of adolescent girls in schools.

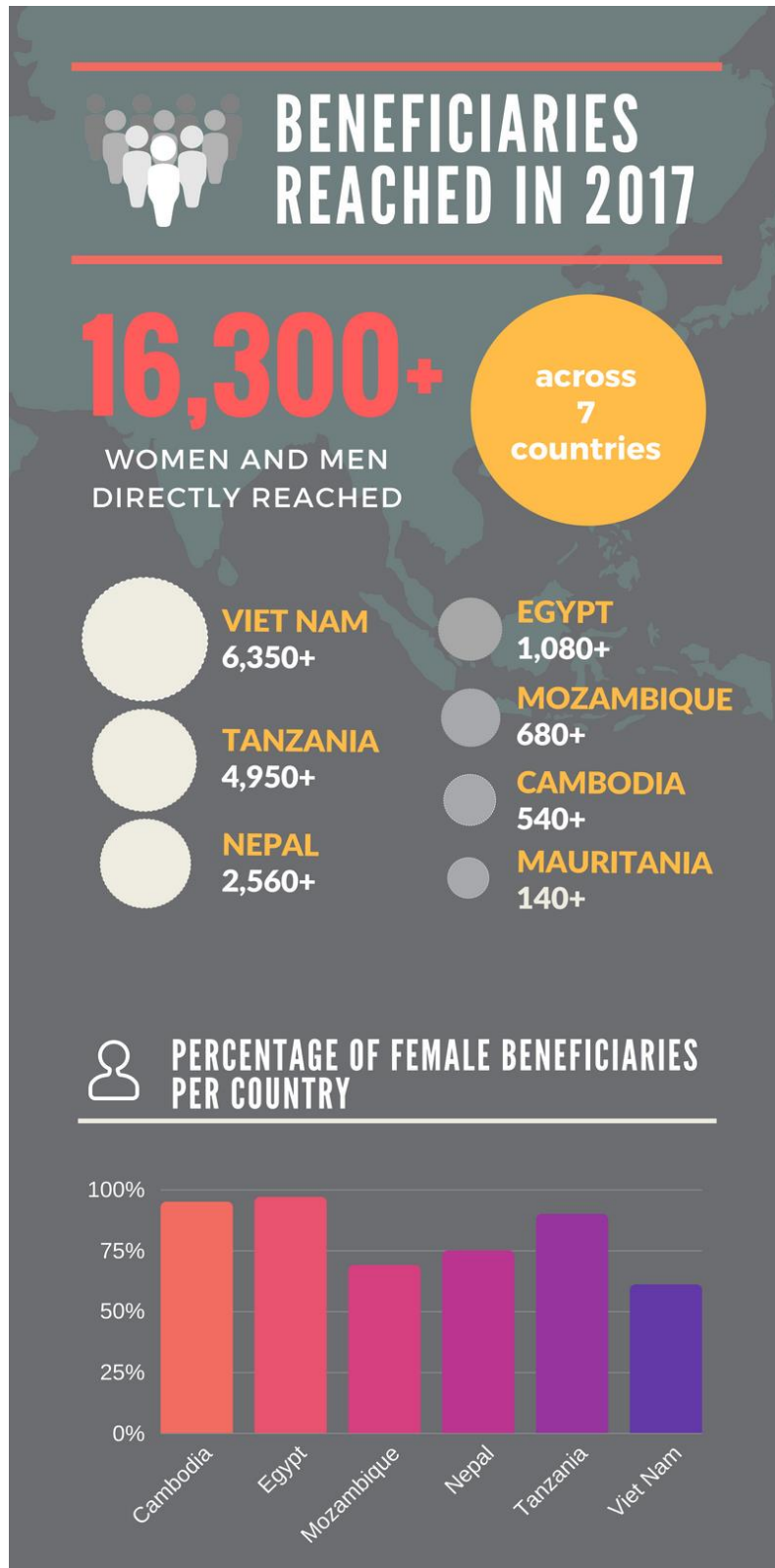
## Viet Nam

Viet Nam has implemented significant educational reforms in recent decades to modernize education and improve its quality, and review broader legal and policy reforms to promote gender equality and women's empowerment. Despite significant progress, girls and women, especially those from ethnic minorities and rural communities, continue to face inequalities in multiple domains of society. This includes male preference, early marriage, and low levels of literacy, particularly among ethnic minorities. This project (2015-2017) is a direct response to a request for assistance from the Viet Nam Ministry of Education and Training, to enhance the enabling environment for the implementation of the legal right of girls and women to education, through national and sub-national efforts, and specifically aims to:

- Enhance the capacity of the education sector to ensure gender equality in planning and management, and to increase access to quality education for girls and women, including those in disadvantaged and vulnerable situations
- Mainstream gender in curriculum, textbook development and teaching practices
- Raise awareness on gender equality and girls' education among students, parents, community members and the media.



## Project results in 2017



This section includes project results across the seven countries funded in 2017 by the UNESCO Malala Fund for Girls' Right to Education.

More than 16,300 women and men were directly reached through the Fund, including learners, teachers, education administrators and educators, parents, religious and community leaders, ministry officials and other government counterparts.

It is also expected that, through extensive advocacy and media engagement, support to systemic and institutional changes, and the development of tools and resources which reach beyond the project sites, there is a significant and exponential reach to indirect beneficiaries, numbering in the millions.

While the large majority of countries focused on direct support to women and girls, the broad community, family and upstream interventions including policy dialogue provided different rates of female engagement. For sustainability, all projects implemented through the UNESCO Malala Fund include upstream policy work as well as efforts to reach women and girls at the greatest disadvantage to education.

## Cambodia

Following the piloting of the literacy programme in 2016, the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Women's Affairs, supported by UNESCO, and in collaboration with Sipar and Cambodian Women for Peace and Development organizations, revised the core curriculum for learners (garment workers) and teachers in 2017. 438 learners (of which 416, or 95%, are women) in 11 factories across the country successfully completed the basic literacy programme, deemed equivalent to Grade 4 of primary education. 23 teachers (56% female) from five provinces received training to implement the literacy course, and received certification by the Ministry and UNESCO. 80 participants from technical departments of the MoEYS, development partners, NGOs have also been engaged in awareness-raising on the project, with the support from the Minister of Education. Advocacy efforts with the Garment Manufacturers Association in Cambodia is expanding the reach of the project; in 2017 the programme expanded to two additional provinces (totaling five: Kampong Speu, Kandal, Phnom Penh, Siem Reap, and Svay Rieng). In 2018, the number of factories that will implement the literacy project is growing to 24, and this is expected to increase further as the factories recognize the benefits for their staff.



## Egypt

Following the development in 2016 of a new literacy methodology which provides a comprehensive and well-rounded programme for illiterate girls and women, addressing not only literacy and numeracy, but also the potential for lifelong learning, UNESCO implemented the aforementioned methodology and curriculum in four governorates (Aswan, Giza, Ismailia, and Sohag) in 2017. Some 940 girls and women (aged 15-35) built their literacy and numeracy skills, along with other knowledge and skills on social issues such as early marriage and female genital mutilation, and entrepreneurial and economic empowerment skills. 45 literacy educators and supervisors (85% female) were trained across the four governorates on the curriculum and pedagogy. Each training was opened with the Director of the local Adult Education Authority from the Governate affirming local support to the initiative, and with the participation of more than 70 (73% female) participants from concerned ministries and NGOs working in the field of literacy and adult education. Giza governorate, in particular, is pioneering an experimental model among 443 learners using technology to enhance literacy through a digital literacy application that was developed specifically for this project. Classes were also equipped with the necessary hardware to improve learners' digital skills. Twenty (20) female literacy facilitators were trained on information and communication technology (ICT) use to prepare related classroom lessons.





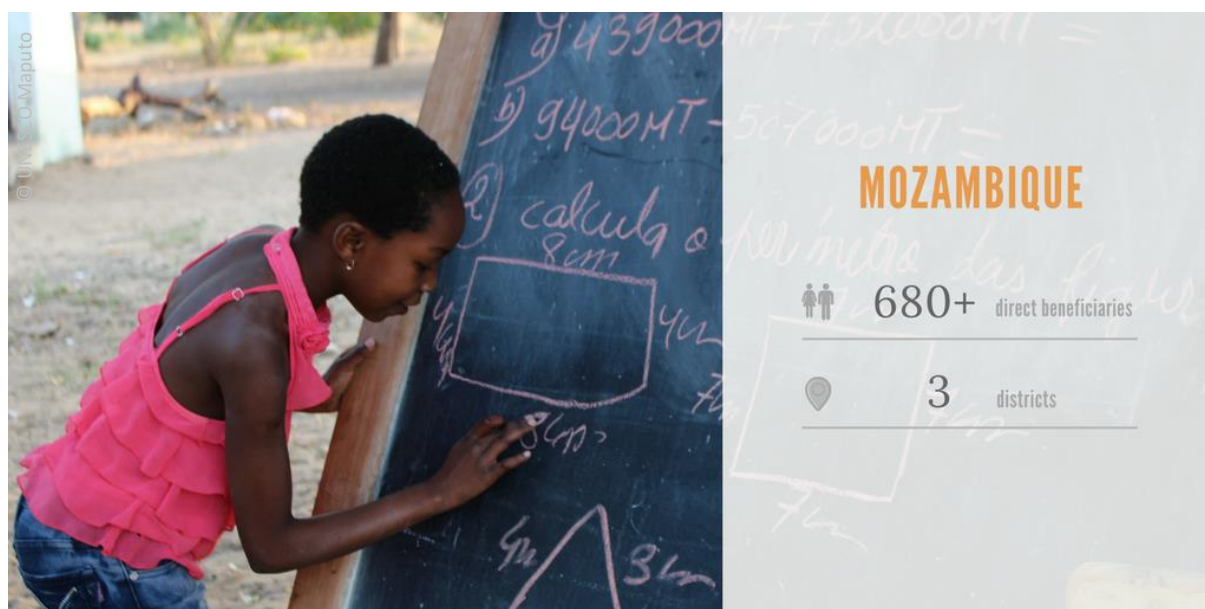
### Islamic Republic of Mauritania

In 2017, a feasibility study was undertaken to understand the educational level and needs of the project beneficiaries (young girls and women aged 10-25 years), the project context including barriers to learning and economic and business opportunities. The study considered the legal and regulatory frameworks, initiatives underway and included participatory methodologies (focus group discussions) and the administration of questionnaires in the four communes (Dar Naim, Elmina, Maal and Riyad) of the project. Forty (40) students aged between 15-23 in the four project sites completed the questionnaire, while focus groups and interviews were undertaken with different Ministerial departments, NGOs and civil society partners, reaching roughly 100 additional persons.



## Mozambique

The project, leveraging the impact of family learning approaches, and specifically targeting young women, has enhanced literacy skills and improved the income generation potential of participants in two districts in Nampula Province (Eráti and Memba) and one district in Maputo Province (Boane) in 2017. During 2017, the pedagogical materials were revised and, in cooperation with the National Directorate of Literacy and Adult Education of the Ministry of Education and Human Development, with technical assistance from the UNESCO Institute for Lifelong Learning (UIL), 439 participants (72% female), including young women, mothers, caregivers, and parents, developed their literacy, language and numeracy skills. Moreover, 219 participants (65% female) were trained in business skills and management through vocational and entrepreneurial skills training programmes. Twenty-three (48% women) technicians, facilitators, and literacy teachers from three districts developed skills to implement the family literacy manual and family learning approaches. The training included the use of the family learning methodology, and the development of management structures, coordination mechanisms, and monitoring and evaluation systems. An evaluation of the project is underway, and the final results will be available in mid-2018.



## Nepal

The two projects in Nepal have made impressive results in developing capacity, building leadership, empowering girls and women, and promoting sustainable change through policy, institutional and educational advancement. In 2017, more than 1,500 teachers from schools in flood-affected areas were supported with the redistribution of the activity book, “Post-disaster Teaching Aid Material” to help them restart schooling after flooding that occurred in Southern plains (Terai) of Nepal in mid-August 2017. More than 200 community members (45% female) in Gorkha were supported to rebuild a resilient community post-disaster, through leadership and income generating skills, health awareness and promotion, and psychosocial support activities. More than 500 school stakeholders (including 83 head teachers (43% female), 133 teachers (93% female), 45 gender focal points (100% female) and 249 other stakeholders (33% female) including school supervisors, School Management Committee members and parents) developed capacities for ensuring quality education and gender-responsive teaching at schools. Community learning centres (CLCs) also had their capacity built and institutional resources improved, including through the development, orientation and dispatch to over 50 CLC facilitators, with a view to strengthening CLCs in providing life-skills based education and livelihood support. Fifty (50) women from Bajhang district received training on vegetable farming

and the marketing of their produce. UNESCO also initiated a study to analyse and assess job market and business opportunities, specifically for young women, in the eight project districts.

In addition, almost 200 (over 50% female) newly-elected local representatives (including mayors and deputy mayors) and policy makers were sensitized on Sustainable Development Goal 4 and engaged towards ensuring inclusive and equitable quality education at local levels. Awareness was also raised and skills built through the [Female Champions programme](#), a three-month long fellowship programme to boost confidence, enhance leadership skills and strengthen qualities. In 2017, the second batch of the programme was launched, receiving 400 applications from interested candidates. Fifty (50) champions were selected, who – with support from the Fund – are implementing 17 intervention advocacy projects. UNESCO also initiated analytical work to assess the status of education in schools in earthquake-hit districts, and initiated the evaluation of its Phase I project (results to be available mid-2018).

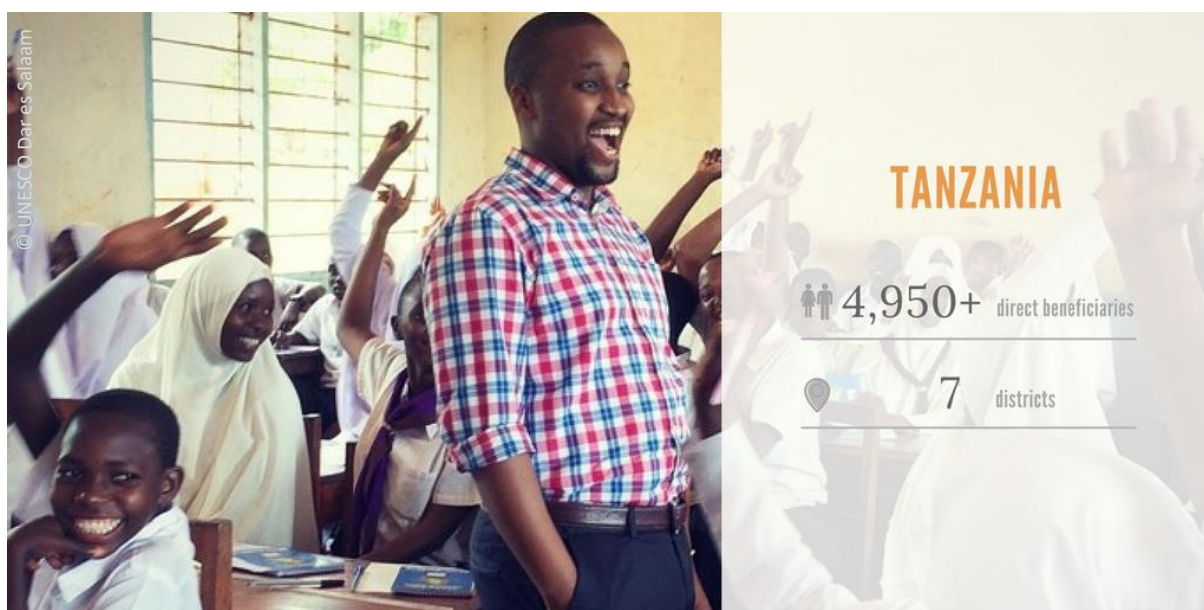


## United Republic of Tanzania

In 2017, UNESCO strengthened its previous interventions to retain and improve the performance of adolescent girls at secondary schools in three districts of Tanzania, namely Kahama and Shinyanga on the mainland and Micheweni in Pemba Zanzibar, and expanded support to four additional districts: Korogwe, Lushoto, Muheza and Ngorongoro. At district and community levels, about 350 key community and education officers as well as influential opinion leaders were engaged to support girls' education through the development and implementation of community-based work plans in support of girls' education. At school-level, about 2,500 girls were engaged in safe spaces/youth clubs in 40 secondary schools. In these sites, there has been increased retention observed through reductions in teenage pregnancies and students have established small school-based projects on horticulture and gardening as a way of strengthening team building, mutual collaboration and cohesion among students. Some 120 teachers and 620 students were trained on how to manage Safe Spaces using tools developed by UNESCO (*Guidelines for Creating Safe Spaces*, *Safe Spaces: Guideline for facilitators*, and *Handbook and Resource Kit for Safe Space Members and Facilitators*). To ensure ownership, for subsequent trainings, teachers were trained as trainers to impart to students and other teachers knowledge and skills. Eighty-two (82) teachers from the 20 project schools were also trained on gender responsive pedagogy, human rights education and anti-bullying, as well as sexual and reproductive health education. Two hundred (200) teachers from those schools were trained in those concepts by their fellow teachers and 1,050 students were reached. This activity has resulted in the adoption of systems by districts and teachers to create a bullying and discrimination free

environment in their schools and improving teaching by taking into consideration the gender dimension.

Several innovations were also observed in Tanzania. This includes the installation of a digital on- and offline learning management platform for secondary school curriculum at the Ngorongoro digital school. Twenty four (24) students and 24 teachers from four secondary schools were trained on the use of the content, which is accessible beyond the digital schools through ICT devices in the additional project schools. The learning materials installed are helping students to access digitized curricula and syllabus at lower level secondary school for grades 8 to 10, enhance their ICT competencies, as well as provide students learning materials required to help them perform better in their exams. Finally, youth media production clubs linked to UNESCO-supported community radios were established in 10 secondary schools, focusing on girls' education and sexual reproductive health education. This activity resulted in increased outreach on girls' education and health.



## Viet Nam

The project in Viet Nam made significant strides in enhancing the capacity of the education sector to ensure gender equality in planning and management, and to increase access to quality education for girls and women, including those in disadvantaged and vulnerable situations. As the largest project (in terms of financial support), and with strong government buy-in and UNESCO capacity, the results are extensive. Following support to the Ministry of Education and Training (MOET) in 2016 to develop an Action Plan on Gender Equality of the Education Sector for 2016-2020 (GAP), UNESCO built provincial-level capacity for GAP implementation. The capacity of 130 members (65% female) of 61 Departments of Education and Training and MOET's educational institutes was built in results-based management and local action planning through three training workshops in northern, central and southern regions. This was followed by more in-depth training of 230 education planners and managers (35% female) at the provincial and district levels in the northern, central and southern regions. A survey on the impact of teacher policies on primary and lower secondary education in mountainous and disadvantaged areas was conducted as part of the GAP with the participation of 191 individuals (79% female) including primary and lower secondary school teachers, students, school administrators and local authorities. It was approved by MOET and its findings were used for policy advocacy on teachers' salaries during the National Assembly in 2017. Strong policy advocacy led to, for the first time in Viet Nam, an official request by parliamentarians to pay a strong attention to mainstreaming gender equality in curricula and textbooks.

Gender mainstreaming in teaching practice was also strengthened, with the e-learning course on gender-responsive teaching developed in 2016 officially approved by MOET and uploaded on the MOET website. The capacity of 180 secondary school teachers and lecturers of universities and colleges (67% female) was enhanced on gender mainstreaming in their teaching practices and as the resource trainers through three intensive trainings, using the approved materials of the e-learning course on gender responsive teaching method in both hard copy and electric formats. Approximately 1,100 people (64% female), including teachers and education policy makers and administrators at national and sub-national levels, were trained by the aforementioned resource trainers through follow-up capacity building activities, using the e-learning course. A set of recommendations for teachers and school administrators to more effectively manage school-related gender-based violence (SRGBV) has been developed, drawing on UNESCO materials, and has been approved by MOET. These recommendations have been disseminated to secondary school teachers and education administrators at sub-national level.

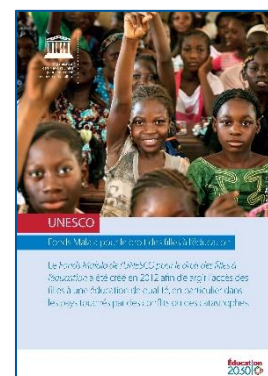
Finally, awareness was raised on gender equality and girls' education through extensive media and communication activities, drawing on UNESCO's multisectoral strengths. Millions of people were reached through media interviews, broadcasts, social media and advocacy efforts. In addition, following the launch of a national contest on promoting gender equality in school and community activities, an activity booklet (a compilation of 40 winning proposals) was produced, and approved by MOET, to support schools in promoting gender equality and girls' education with the participation of parents and the community. One thousand (1,000) copies of the booklet were printed and disseminated to selected secondary schools and CLCs in disadvantaged areas nationwide. About 120 teachers, students and members of the CLCs (67% female) in three selected provinces (Nghe An, Ha Giang and Phu Yen) enhanced their capacities in promoting gender equality in school and communication activities, drawing on the booklet. Following the training, a communication campaign prepared by participants in Nghe An and Ha Giang provinces reached 1,400 participants (57% female), including students, teachers, parents, local authorities, members of the CLCs and media practitioners. A promotional video clip of the Young Journalists Programme, was also developed and officially approved by MOET. Finally, a Discovery Room on gender-related topics was designed, established and officially launched at the Vietnamese Women's Museum in November 2017. Approximately 3,000 people (60% female) visited the discovery room from the date of the opening ceremony (November 2017) through April 2018, and a wider reach is further expected.



## Communications and visibility

The website page for the UNESCO Malala Fund for Girls' Right to Education was enhanced in 2017, and is now available in [English](#), [French](#) and [Spanish](#). The website makes reference to the funding support provided by CJ Group to the Fund, provides descriptions of each of the projects under the Fund, and includes a News section with articles from country projects and beneficiaries. In 2017, over 30 articles were produced across six countries. These articles were also cross-posted on the UNESCO Field Offices' and Regional Offices' websites, enabling local and regional reach of information to relevant audiences and stakeholders. Two newsletters were produced across two countries (Mozambique and Tanzania), providing stakeholders with the latest news and information on the UNESCO Malala Fund projects and increasing visibility of the work carried out at country level. Two videos were also produced for the [Cambodia](#) and [Nepal](#) projects and made available on YouTube, and shared through other channels. See Annex 2 for links to communication materials produced in 2017.

UNESCO also created, in 2017, a dedicated page on its website for the partnership with CJ Group on girls' education, available in [English](#), [French](#) and [Spanish](#). The website recognises CJ group as a major contributor to the UNESCO Malala Fund, and shares more about the partnership with UNESCO on girls' education, including highlights from the "Bright Girls, Brighter Future!" campaign.



A brochure for the UNESCO Malala Fund for Girls' Right to Education was also produced in 2017, and is available in [English](#) and [French](#). The brochure was distributed at several strategic events in 2017, including the 202<sup>nd</sup> and 203<sup>rd</sup> Sessions of the Executive Board (April and October), 2017 KCON in LA (August) the [UNESCO International Symposium and Policy Forum, Cracking the Code: Girls' Education in STEM](#) (August), the UN Day at the UNESCO Headquarters (October), and the [39<sup>th</sup> UNESCO General Conference](#) (November).

UNESCO's social media at both Headquarters and Field Office levels help disseminate and promote information, articles, videos and newsletters on the UNESCO Malala Fund projects to raise awareness on the critical importance of girls' education and to encourage discussion on the importance of continuous action in favour of gender equality in education. Further efforts are being made in 2018 to expand the use and reach of UNESCO Malala Fund projects through online platforms.

An internal page for the UNESCO Malala Fund through the UNESTEAMS platform was also established in 2017, enabling UNESCO Field Offices to upload project documentation (photos, reports, videos, documents and other information) by country. All files are also accessible to all participating countries, enabling cross-country sharing of information, lessons learned, and tools and resources.

The Section of Education for Inclusion and Gender Equality established guidelines and other tools to strengthen the quality of results-based reporting, as well as improve communication and visibility. All new projects will have an established communication budget line, and will be expected to produce a wide range of communication materials, including quarterly articles. A Communication Officer, recruited end-2017, is also making a significant influence on the UNESCO Malala Fund visibility and materials.

CJ Group has also been a major partner in raising visibility of the UNESCO Malala Fund in 2017, with a significant reach through [KCON](#) and MAMA, CJ Group's TV programmes and its Olive Young Girls' Education campaign.

## Conclusions, achievements and lessons learned

The UNESCO Malala Fund for Girls' Right to Education is a [multi-donor account](#), which is seen within the United Nations system to be an effective funding mechanism to pool and disburse development aid under one administrative structure and to offer funding sources that are predictable and stable. The Fund was also identified, in a 2017 UNESCO Internal Oversight Service [evaluation](#), as a funding mechanism that should be strengthened for funding larger, longer-term, and focused projects that are identified at the country level to advance gender equality in and through education.

### Fund resources

In 2017, CJ Group was the primary contributor to the Fund, representing 97% of all contributions. CJ Group's ability to raise awareness and mobilise action and resources through its cultural platforms and partnerships has been a big boost for UNESCO's work on gender equality in education, and the UNESCO Malala Fund in particular. UNESCO is in the process of developing a new strategy on gender equality in education which will assist in identifying further strategic investments, and hopefully mobilise further resources for the Fund. It is generally accepted that multi-donor funds are a key component of increased aid effectiveness, while also enabling donors to benefit from pooled investments toward common priorities and issues.

### Fund management

In 2017, UNESCO undertook significant central management initiatives to strengthen results-based reporting, project proposal development and selection, and communications and visibility about the UNESCO Malala Fund for Girls' Right to Education projects. The Section for Inclusion and Gender Equality, which acts as the Secretariat for the Fund, was also strengthened with the recruitment of a Communication Officer who contributes to the knowledge and communication products developed through the Fund, and a Project Officer providing central support and technical advice to participating countries. Improved documentation, reporting on results, and communication about the benefits of UNESCO Malala Fund investments are anticipated as a result.

### Fund reach

In 2017, UNESCO implemented projects in 7 countries (Cambodia, Egypt, the Islamic Republic of Mauritania, Mozambique, Nepal, the United Republic of Tanzania, and Viet Nam). More than 16,300 women and men were directly reached through the Fund, including learners, teachers, education administrators and educators, parents, religious and community leaders, ministry officials and other government counterparts. It is also expected that, through extensive advocacy and media engagement, support to systemic and institutional changes, and the development of tools and resources reaching beyond the project sites, there is a significant and exponential reach to indirect beneficiaries numbering in the millions.

### Fund impact

The strong efforts undertaken by UNESCO Field Offices to ensure government ownership of all initiatives, and alignment with national priorities and the Sustainable Development Goals, means that the benefits of investments in 2017 are likely to have a strong long-term result beyond individual project lifecycles. This includes, for example, the availability of quality teaching and learning materials developed in Nepal, ICT-enhanced classrooms in Tanzania, and a strong action plan promoting gender equality through education in Viet Nam. End-evaluations of projects in Mozambique, Nepal and Viet Nam, currently underway, will also provide a strong basis for understanding the impact of the Fund.

### **Fund visibility**

The partnership with CJ Group has significantly expanded awareness of the importance of continuous action in favour of gender equality in education and girls' education. The visibility CJ Group provides through its cultural platforms is unparalleled, and an important boost to the UNESCO Malala Fund for Girls' Right to Education. In 2017, UNESCO improved communications and visibility of the Fund through online and print materials. In 2018, further efforts will prioritize online dissemination and expansion of online reach.

### **Fund future**

UNESCO reviewed four proposals for funding in 2017, and established an agreement with Guatemala for a strategic project aiming to reach more than 500 indigenous girls, adolescents and young women in the western highlands of Guatemala. The project will also have broader long-term benefits, reaching 40,000 schools, over 1 million female students, and 650,000 indigenous adolescent girls and young women across Guatemala. Other project proposals are also being considered, and with strong selection criteria and support from the UNESCO Secretariat, UNESCO believes that the Fund has the potential for a fruitful future. The Fund will continue to champion girls' and women's right to a quality education, and a better life and better future.



# Annex 1: Selection criteria for UNESCO Malala Fund for Girls' Education projects

Please tick the boxes that are relevant to your project proposal:

|  |
|--|
| <b>Thematic Focus</b>  |
| <input type="checkbox"/> Girls' and women's primary education (formal/non-formal)<br><input type="checkbox"/> Girls' and women's secondary education (formal/non-formal)<br><input type="checkbox"/> Literacy and skills development (including technical and vocational education)  |
| <b>Geographical scope</b>  |
| <input type="checkbox"/> Countries with low Gender Inequality Index (GII, UNDP)<br><input type="checkbox"/> Medium to very high levels of discrimination against women (SIGI, OECD)<br><input type="checkbox"/> Least Developed Countries<br><input type="checkbox"/> Conflict/disaster affected<br><input type="checkbox"/> Africa (especially Sub-Saharan Africa)<br><input type="checkbox"/> Asia (especially South Asia)<br><input type="checkbox"/> Latin American and the Caribbean<br><input type="checkbox"/> Remote rural areas<br><input type="checkbox"/> Urban slums |
| <b>Beneficiaries</b>   |
| <input type="checkbox"/> Low socio-economic background<br><input type="checkbox"/> Vulnerable groups (e.g. ethnic minorities...)<br><input type="checkbox"/> In mobility (e.g. refugees, immigrants...)  |
| <b>Programmatic Focus</b>  |
| <input type="checkbox"/> Access<br><input type="checkbox"/> Performance<br><input type="checkbox"/> Transition<br><input type="checkbox"/> Drop-out/reintegration<br><input type="checkbox"/> Gender-sensitive/responsive teacher training<br><input type="checkbox"/> Curricula/textbooks<br><input type="checkbox"/> Learning environment<br><input type="checkbox"/> M&E integrated, aligned with national education monitoring and information system<br><input type="checkbox"/> Focus on national capacity development for sustainability and country ownership            |
| <b>Innovation</b>  |
| <input type="checkbox"/> Methodology<br><input type="checkbox"/> Use of ICT  |
| <b>Implementation</b>  |
| <input type="checkbox"/> UNESCO country office or capacity of cluster office to deliver<br><input type="checkbox"/> National preparedness and political will<br><input type="checkbox"/> Activities aligned with National Priorities   |
| <b>Additional comments:</b>  |
| <br><br><br>   |

## Annex 2: 2017 communication materials

### Online articles/newsletters

**In numbers:**

31 articles across 6 countries  
2 newsletters across 2 countries  
2 videos across 2 countries  
5 posts across 2 countries

**Cambodia (2 articles, 1 video):**

- [Press Release: National Dissemination Workshop on Literacy Project for Girls and Young Women working in Factories in Cambodia](#)
- [National Dissemination Workshop on Literacy Project for Factory Workers](#)
- [Video: Knowledge for a Brighter Future in Cambodia](#)

**Guatemala (2 articles):**

- [New project to improve the education of indigenous girls and women in Guatemala](#)
- [National media coverage: UNESCO abrirá dos centros de educación en Totonicapán](#)

**Mozambique (3 articles, 1 newsletter):**

- [Empowering women through literacy and numeracy skills in Mozambique](#)
- [Family learning approach boosts literacy, numeracy and language skills in Mozambique](#)
- [Family Learning Manual tested in Boane District within the implementation of Malala Project in Mozambique](#)
- [2017 newsletter](#)

**Nepal (8 articles, 1 video):**

- [UNESCO and women teachers join hands for quality education](#)
- [Celebrating International Women's Day: UNESCO calls for application for Female Champions](#)
- [Better schools? Empower women first.](#)
- [UNESCO and Women Teachers Join Hands for Quality Education.](#)
- [Education and Federalism: Ensuring effective coordination for education service delivery at local level](#)
- [Federal Nepal: Promoting the Role of Teachers in Effective Educational Management](#)
- [ICT for Universal, Equitable and Quality education](#)
- [Video: Be Bold for Change: International Women's Day](#)

**United Republic of Tanzania (4 articles, 1 newsletter):**

- [Adolescent girls in Tanzania become agents of transformational change through education](#)
- [Key community members in Micheweni vow to enhance their support to girls' education](#)
- [An official page of UNESCO/Malala Fund for girls' right to education](#)
- [Muslim community leaders in Tanzania vow to enhance support to girls' education](#)
- [Newsletter](#)

**Viet Nam (11 articles):**

- [The Discovery Room at the Vietnamese Women Museum](#)
- [Over 1000 students, teachers and education officials join hands to promote gender equality in schools and communities](#)
- [Education, museum and media officers promote gender equality in Viet Nam.](#)
- [Training teachers to integrate gender equality and gender responsiveness in school and educational activities](#)
- [Teachers and education administrators garner new skills for the implementation of the Education Sector's Gender Equality Action Plan 2016-2020 using Results-Based Management](#)
- [Education, Museum and Media Officers lead planning of action plans and communication campaigns promoting Gender Equality](#)
- [Partners of the Gender Equality and Girls Education Initiative in Viet Nam discuss improved project advancements](#)
- [Education planners and managers of the National Institute of Education Management work towards gender integration in educational planning](#)
- [Impact of teacher policies assessed in Viet Nam's most disadvantaged provinces](#)
- [Preliminary findings on teacher policies in mountainous and disadvantaged areas in Viet Nam](#)
- [The MOET and UNESCO Gender Equality and Girls' Education Initiative in Viet Nam: Empowering girls and women for a more equal society](#)

**Social media**

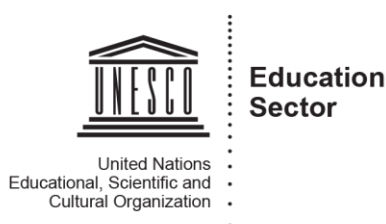
**Tanzania (2 Twitter posts; 2 Facebook posts):**

- <https://twitter.com/unescodar/status/937657596508504064>
- <https://twitter.com/unescodar/status/870265985844039680>
- <https://www.facebook.com/unescodar/posts/790002581124524>
- <https://www.facebook.com/unescodar/posts/680650942059689>

**Nepal (1 Facebook post):** <https://www.facebook.com/unescokathmandu/posts/1562655333808282>

### UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



ED/ESC/IGE/2018/02

## Stay in touch



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