**Selection Criteria for UNESCO Prize for Girls' and Women Education-2024**

**(Based on UNESCO)**

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| S.N. | Areas/Description  | Marks |
| 1. | Has a clear focus on advancing girls’ and women’s education, the promotion of gender equalityin and through education, and contributes to one or more of the five priority areas of the Prize: | 25 |
| a. Participation: Supporting girls to transition from primary education to lower-secondary education and to complete full basic education (5 Marks) |  |
| b. Literacy: Supporting adolescent girls and young women to acquire literacy skills (5 Marks) |
| c. Environment: Supporting the creation of a gender-responsive and safe teaching-learning environment (5 Marks) |
| d. Teachers: Engaging teachers to be change agents with gender-responsive teaching attitudes and practices (5 Marks) |
| e. Skills: Supporting girls and women to acquire knowledge/skills for life and work (5 Marks) |
| 2. | Has already been running for at least two years at the time of nomination (for example a project nominated in 2024 must have been active since May 2022) (7.5 Marks) | 15 |
| Shows evidence that it may be replicable, scalable and/or provide significant learning potential for initiatives in other contexts.(7.5 Marks) |
| 3. | 1. Impact

The project/programme’s impact should be qualitatively and/or quantitatively measureable and deliver tangible results relative to the invested resources. This can include demonstrable changes in:• attitudes, beliefs and practices in favour of girls’ and women’s education (5 Marks)• girls’ educational participation, attendance, completion and learning outcomes; and/or (5 Marks)• removing barriers to girls’ and women’s education, such as gender bias and stereotypes.(5 Marks) | 15 |
| b. InnovationThe project/programme stimulates, and/or draws on, innovative approaches advancing girls’ and women’s education. This includes new ways of working where “business as usual” has failed, and transformative “out-of-the-box” thinking and actions. The project/programme can demonstrate innovation in terms of:• the themes covered; (5 Marks)• the methodology employed; (5 Marks)• the channels used to create change for girls’ and women’s education; (5 Marks)• the specific knowledge mobilized about gender-related aspects of girls' and women's education in order to elaborate innovative solutions; and/or (5 Marks)• other aspects, such as tools and products advancing girls’ and women’s education. (5 Marks) | 25 |
| c. SustainabilityThe project/programme has taken steps, ideally from its design or implementation phases, to ensure it will have a lasting impact on girls’ and women’s education beyond the project lifecycle. This may include efforts to ensure the: (5 Marks)• continuation of local action in favour of girls’ and women’s education; (5 Marks)• institutionalization of approaches, tools and products, to advance girls’ and women’s education; (5 Marks)• sustainable ways to ensure stakeholders’ mobilization; and/or (5 Marks)• generation of further initiatives to advance girls’ and women’s education as a result of the project/programme. (5 Marks) | 20 |
| Total | 100 |