UNESCO Prize for Girls' and Women's Education 2020

Selection Criteria

The two Prize laureates will be selected by UNESCO's Director-General on the basis of recommendations made by the independent International Jury of the UNESCO Prize for Girls' and Women's Education, consisting of five experts from all geographical regions.

Type of candidate   Organization

Individual

Type of organization   Government

International organization

Civil society organization

Private sector or business

Media

Academic or research institution

Education institution

Other

The nominations will only be considered if the project/programme:

● has a **clear focus** on advancing girls' and women's education, and the promotion of gender equality in and through education, and contributes to **one or more of the five priority areas of the Prize:**

1. Participation: Supporting girls to transition from primary education to lower-secondary education and to complete full basic education

2. Literacy: Supporting adolescent girls and young women to acquire literacy skills

3. Environment: Supporting the creation of a gender-responsive and safe teaching-learning environment

4. Teachers: Engaging teachers to be change agents with gender-responsive teaching attitudes and practices

5. Skills: Supporting girls and women to acquire knowledge/skills for life and work

● has already been running for **at least two years; and**

● **shows evidence** that it may be replicable, scalable and/or provide significant learning potential for initiatives in other contexts

Once it has passed the **basic eligibility requirements**, the project/ programme of the candidate will be assessed by the Jury based on the following **three criteria:**

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;
- girls' educational participation, attendance, completion and learning outcomes; and/or
- removing barriers to girls' and women's education, such as gender bias and stereotypes.

Innovation

The 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;
- the methodology employed;
- the channels used to create change for girls' and women's education;
- the specific knowledge mobilized about gender-related aspects of girls' and women's education in order to elaborate innovative solutions; and/or
- other aspects, such as tools and products advancing girls' and women's education.

Sustainability

The 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:

- continuation of local action in favour of girls' and women's education;
- institutionalization of approaches, tools and products, to advance girls' and women's education;
- sustainable ways to ensure stakeholders' mobilization; and/or
- generation of further initiatives to advance girls' and women's education as a result of the project/programme.