Helpdesk Report

K4D | Knowledge, evidence and learning for development

Girls' education programmes in the ASEAN region

Kate Sims and Sarah Thuo
Education Development Trust
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Overview and area of study

This non-standard research exercise identified and mapped girls' education programmes and interventions across Asia and the Pacific. The study primarily focused on interventions that benefit girls, including those that support the transition to secondary school and school completion. The following areas of technical and thematic focus were of particular interest:

- *Accelerated learning*
- *Girls' education post-Covid-19*
- *Non-formal education*
- *Supplementary education*
- *Female empowerment (i.e. girls' clubs, life skills programmes, economic empowerment)*
- *Climate change*
- *Education Technology (EdTech)*
- *Inclusion of the most marginalised*

Contents

1. Methodology

This mapping study follows a K4D report outlining key barriers to girls' education in the ASEAN and Pacific region (Price, 2020). It included active programmes and those that finished between 2015 and 2020, with a particular focus on programmes in Cambodia, Laos, Viet Nam, Myanmar, Indonesia, the Philippines, East Timor (Timor-Leste) and Papua New Guinea.

Three days of researcher time was allocated to this study, so the exercise was therefore limited in identifying and mapping a large number of applicable programmes. The study relied on publicly available information, so may not have captured all relevant current and previous programming.

This mapping study searched a variety of publicly available evidence repositories, donor and NGO websites using the terms "girls" or "gender" to highlight relevant studies or programmes. These included, but were not limited to:

Evidence repositories	Donor agencies	Non-government organisations
EGER, the Population Council's resource on gender and education 3ie Poverty Action Lab Cambell Collaboration	UN Agencies (including UNICEF, UNESCO, UNGEI, UN Women) US Aid The World Bank The Asian Development Bank The Australian Department of Foreign Affairs and Trade (DFAT) Norad Agence Française de Développement (AFD) Federal Ministry of Economic Cooperation and Development (Germany) and GIZ Japan International Cooperation Agency (JICA)	Save the Children Plan International CARE International ActionAid BRAC

Source: Author's own

This report accompanies an excel document that details the programmes identified in this mapping study. The excel sheet outlines, where available, the programme's: name, country and region, target population, education sub-sector, whether it clearly covers areas of interest noted above, primary area of intervention, secondary area of intervention, other details, whether the programme targets system-level change, indication of impact, cost and scale, and the links to the documents that were used. In general, available programme-level information online had a

tendency to be high-level and generic. Therefore, some important programme-level information, including for example on scale and impact, were omitted. A total of 49 programmes were identified.

2. Summary and observations

This study found few large-scale targeted programmes for primary and secondary-aged girls in the ASEAN region. However, this does not mean that other identified programmes were gender-blind. Most of the large scale education programmes have a clear gender lens with gender-responsive activities, and monitoring evaluation and learning indicators focused on gender and other causes of vulnerability. The majority of programmes did not seem to acknowledge different identities within gender, including for example LGBT+ beneficiaries.

The biggest funders of gender-responsive education programmes in the region seemed to be the World Bank, ADB and DFAT. 15 programmes that were identified that were funded by these organisations. These programmes targeted all countries in focus for this study.

More programmes in Cambodia were identified compared to other countries included in this study. A total of 12 programmes were identified in Cambodia. The majority of these programmes focussed on improving access to education services (primary, secondary and TVET).

Programmes seeking to address the impact of the Covid-19 pandemic on girls' education were identified in the Philippines, Indonesia, Viet Nam and Laos, the majority of which are implemented by UNICEF. In the Philippines and Viet Nam, numerous programmes are being implemented that target the return to school and girls' and boys at risk of violence and abuse (including online). In general, these programmes focussed on access to education services (including continuity of learning), rather than improving the quality of education services in the context of the pandemic.

Save the Children and CARE International are prominent organisations that support migrants and ethnic minorities in the region, which included refugees from Myanmar. In Cambodia, CARE International developed culturally-sensitive learning materials for ethnic minority languages and a multilingual curriculum, which was supported by scholarships for children from low-income families and teacher training. This programme had a specific focus on supporting girls, including through teacher training on gender-responsive and gender-transformative teaching. The programme saw a significant increase in girls' primary and secondary enrolment, and improved enrolment rates amongst indigenous students in lower secondary education.

Only four programmes were identified in East Timor/Timor-Leste and Papua New Guinea. In Papua New Guinea, the identified programmes focused on improving teaching quality across elementary schools to prevent drop-out of vulnerable populations, especially girls. In East Timor/Timor-Leste, a World Bank-funded project targeted out-of-school youth (with gender-disaggregated data) through a national equivalency programme.

For adolescent girls in both countries, Water Aid works to keep girls in school through improving menstrual and reproductive health, including through water, sanitation and hygiene (WASH).

There was a strong focus on technical, vocational education and training (TVET) programmes in Cambodia, Laos, the Philippines, and East Timor/Timor-Leste. These programmes mostly targeted out-of-school adolescents, with a particular focus on adolescent girls. In Cambodia and Timor-Leste, TVET programmes also included some form of accelerated learning or catch up programmes, for example national equivalency or adult literacy classes.

The INOVASI Gender Equality and Social Inclusion (GESI) Strategy pilot programme in Indonesia, funded by DFAT, included a strand that focused particularly on **children who work and are enrolled in formal education** (Australian Government Department for Foreign Affairs and Trade, n.d.). This included providing continuity of access to literacy learning during seasonal breaks in schooling, supplying simple take-home activities, and working with parents, guardians and wider communities to encourage increased attendance at school.

Two programmes identified in the mapping study explicitly mentioned activities that targeted children with disabilities (Save the Children in Pursat, Cambodia; INOVASI Gender Equality and Social Inclusion (GESI) Strategy pilot programme, Indonesia).[1] Other programmes noted that target beneficiaries were marginalised and vulnerable children and young people, which included children with disabilities. For these latter programmes, the information available was generic and did not highlight how activities would support children with disabilities nor provide data disaggregated by disability.

The limited number of programmes identified in this study that target children and young people with disabilities may be a result of the focus on gender in the search, rather than disability.

EdTech approaches, specifically blended and remote learning, were a prominent feature in programmes that sought to improve access to education for marginalised groups (gender, geographical location, and out of school children and young people). In some cases, EdTech was complemented by low- and no-tech solutions, including the broadcasted lessons and the provision of televisions and radios. This involves five programmes that were active *before* the Covid-19 pandemic.

In the Philippines, the alternative learning programme team noted the use of partnerships with local information technology (IT) providers to support the delivery of resources to target beneficiaries (UNICEF, 2020). In Indonesia, the Girls Innovation Camps programme fostered partnerships with IT companies to better match workforce supply and demand as well as expose students to the latest technology, real work environments, and personal skills required by the 21st century world of work (eSkills4Girls, n.d.; Deutsche Gesellschaft für Internationale Zusammenarbeit, n.d.).

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[1] Note: no impact data was identified for these programmes.

Of the areas of technical and thematic interest, the number of programmes were identified:

Area of interest	Programmes identified
Accelerated learning	9
Girls' education post-Covid-19	7
Non-formal education	3
Supplementary education	9
Female empowerment	Girls' clubs: 1 Life skills: 13 Economic empowerment: 12
Climate change	3
Education Technology (EdTech)	8
Inclusion of the most marginalised	All programmes' *end* beneficiaries were marginalised groups. Most programmes' *direct* beneficiaries were marginalised groups.

Source: Author's own

Lastly, although no programme-level information was found, UNESCO's activity in the region had a strong focus on girls' science, technology, engineering and mathematics (STEM) education (UNESCO, 2017)**.**

3. References

Australian Government Department of Foreign Affairs and Trade. (n.d.). *INOVASI Gender Equality and Social Inclusion (GESI) Strategy.* Retrieved from: https://www.dfat.gov.au/about-us/publications/Pages/inovasi-gender-equality-and-social-inclusion-strategy

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). (n.d.). *Sustainable economic development through technical and vocational education and training (SED-TVET).* Retrieved from: https://www.giz.de/en/worldwide/16755.html

eSkills4Girls. (n.d.). *G20 Flagship Projects: Girls Innovation Camps - Sustainable Economic Development through Technical and Vocational Education and Training*. Retrieved from: https://www.eskills4girls.org/girls-innovation-camps-sustainable-economic-development-through-technical-and-vocational-education-and-training/

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UNICEF. (2020). *UNICEF Education Covid-19 Case Study: Philippines – Providing youth a second change to complete their education*. Retrieved from: https://aa9276f9-f487-45a2-a3e7-8f4a61a0745d.usrfiles.com/ugd/aa9276_715b9fc68f39416199df37d4d6a9fe77.pdf

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About this report

4. Annex

Programme Name	Region/Country	Funder	Implemented by	Timeframe	Target population	Education sub-sector	Accelerated learning	Girls' education post-Covid 19	Non-formal education	Supplementary education	Girls' clubs	Life skills programmes	Economic empowerment	Climate change	EdTech	Most marginalised	Primary area of intervention / Short description	Secondary area(s) of intervention / Short description	Other	System-level change	Impact	Indication of cost	Indication of scale	References/links	Date accessed
Inclusive Access and Quality Education Project	Myanmar	World Bank, GPE, and EU	Myanmar MOE	2020-2023	All learners, with specific outcome to increase access to marginalised populations (inc. migrant and displaced learners) - all data gender disaggregated	Basic education (primary and secondary)	Y									Y	Complete system reform to improve access and quality, through: teacher CPD, supporting school improvement support programs, introducing quality and inclusion standards, expanding and improving coordination and quality of alternative education/accelerated learning programmes, accreditation of alternative education partners, cash transfers to schools serving marginalised and IDP children, establishing new schools, coordination of education providers, MOE capacity building including in financial management.	Schools will receive school improvement funding once they have demonstrated that they have undertaken consultations to identify vulnerable children, prepare a school quality improvement plan that includes reviewing school-level data to identify at-risk students (inc. girls). Teachers trained in gender-sensitive pedagogies.	Currently transitioning to a K-12 education structure	Yes	Has an M&E framework but no impact data yet due to timescales. Indicators include: services adapted to needs of children at risk of exclusion, quality of teaching and learning, quality of public management processes).	USD 180 million	Nationwide	https://projects.worldbank.org/en/projects-operations/project-detail/P163389 http://documents1.worldbank.org/curated/en/242701583550119111/pdf/Myanmar-Inclusive-Access-and-Quality-Education-Project.pdf	21/10/2020
SPRING	Myanmar (and other countries in Africa and Asia)	FCDO, USAID, DFAT and Nike Foundation	Palladium	2013-2022	End beneficiaries are: vulnerable adolescent girls (10-19 years old)	N/A			Y							Y	A business accelerator programme focused on empowerment of adolescent girls in East Africa and South Asia, working with businesses with a social purpose to benefit the lives of adolescent girls. This includes supporting businesses that: provide vocational training and employment to trafficked girls and provide knowledge and resources on sexual and reproductive health and rights.		ODA funds enhanced by investments made by target businesses.		No impact data in Myanmar available, however measures changes in business indicators for selected businesses and the impact on adolescent girls, including girls' incomes and assets, participation in secondary education, and other empowerment indicators.	GBP 16 million (across 9 different countries)	200,000 girls across nine LMICs	https://www.springaccelerator.org/who-we-are/partners/?wpv_view_count=1436-TCP/D398&wpv-sector=0&wpv-team_country=&wpv-country=myanmar&wpv_post_search=&wpv_filter_submit=Submit http://iati.dfid.gov.uk/iati_documents/527242 18.odt https://pdf.usaid.gov/pdf_docs/PA00TDR1.pdf https://www.360ed.org/	21/10/2020
A project to support vocational training	Cambodia	AFD and ADB	Ministry of Labour and Vocational Training	2016-2021		TVET							Y			Y	Promoting access to vocational training through a scholarship system, gateways, skills certification and an efficient social marketing strategy. The goal is to promote training programmes, especially for women; Improving the quality of vocational training and involvement of the private sector; Strengthening the governance and management of the vocational training system.	Focus on women's access for training and employment	Funding to Ministry through Sovereign Loan		N/A	EUR 13,200,000	N/A	https://www.afd.fr/en/carte-des-projets/project-support-vocational-training?origin=https://www.afd.fr/en/page-thematique-axe/education-and-training	22/10/2020
Second Strengthening Technical and Vocational Education and Training Project	Laos	ADB	MoE	2017 - 2022	Current and prospective TVET students with a specific focus on female students (all data disaggregated by gender)	TVET							Y			Y	Teaching and learning environments at eight TVET colleges upgraded Quality and relevance of demand-driven programs improved Access to TVET institutions for disadvantaged students increased (focus on female students from low income families)				No impact data available. Expected impact - Sufficient skilled labor available to maintain inclusive and sustainable development in the Lao PDR	USD 25 million		https://www.adb.org/projects/42278-024/main#project-overview	22-Oct
Lower Secondary Education for the Most Disadvantaged Regions	Viet Nam	ADB	Min. of Education and Training	2008 - 2015	all learners aged 11-14, specific focus on 17 poorest provinces, and girls	Secondary school	Y									Y	Improving access to lower secondary education; Enhancing quality and relevance of LSE; Introducing pilot innovations to improve access and equity for minorities and girls; and Improving planning and managing capacity for LSE in most disadvantaged regions				national NER reached 90.9% in Y1 (exceeding 90% target); The project increased the capacity of lower secondary schools to absorb an additional 99,075 LSE students. About 47% of these additional LSE students were girls who now have better accommodation that is gender segregated and well secured. Significant impact of the new curricular material and teacher training. The training of about 220,466 LSE teachers has increased the capacity and number of teachers in the disadvantaged regions,	USD 50 million	700,000 children in 17 poorest provinces	https://www.adb.org/sites/default/files/publication/193501/cb-vie-lower-secondary.pdf https://www.adb.org/sites/default/files/evaluation-document/219421/files/pvr-484.pdf	22-Oct
Young LGBTIQ people's family acceptance programmes in ASEAN	ASEAN region		Save the Children	2017 - ongoing	LGBTIQ young people across ASEAN, including those at risk of school drop out due to bullying and other abuse											Y	A two-day conference hosted in the Philippines on LGBTIQ familial acceptance. Allies from the academe, the child rights movement, community organizations, and Vietnam's Parents and Friends of Lesbians and Gays (PFLAG) gathered to discuss key issues regarding families and their relationships with LGBTIQ people, good practices in promoting family acceptance, and potential strategies to move the advocacy forward in Southeast Asia.	Programmes in the region include: - ChildFund: school-based child protection programs, training sessions with peer educators, and Parent Effectiveness Sessions all now integrate LGBTIQ issues.						https://resourcecentre.savethechildren.net/node/13625/pdf/documentation_-_re_promoting_family_acceptance_in_asean.pdf	23/10/2020
Child Protection in Emergencies Professional Development Programme	Asia Pacific Region		Save the Children	2016-ongoing	Mid-level child protection professionals from national and international NGOs, government representatives	N/A										Y	The CPD programme includes: pyschosocial wellbeing of children, young people, and their carers; sexual and gender-based violence; safeguarding; child labour; LGBTIQ children; inclusive programming; emergency preparedness; and cross cutting themes includes gender.	The CPD programme encourages participants to then train others on the content of the CPD. Save the Children estimate that 363 people benefited from training 19 professionals.	Also includes elements of experiential learning	Supporting child protection professionals to support vulnerable children in response to crisis.	No impact data on the long-term outcomes of the training, however some data provided on participant experience, for example.			https://resourcecentre.savethechildren.net/node/17774/pdf/cpie_pdp_asia_pacific_4th_cycle_end_of_cycle_report_final.pdf https://resourcecentre.savethechildren.net/node/17096/pdf/cpie_pdp_asia_pacific_3rd_cycle_9_month_follow_up_report_final.pdf https://resourcecentre.savethechildren.net/library/child-protection-emergencies-professional-development-programme-asia-pacific-3rd-cycle	23/10/2020
Cambodia Education Sector Plan (mid-term review from 2016)	Cambodia		Ministry of Education, Youth and Sport	2014-2018	Access to basic education for all girls	Primary, secondary, higher education										Y	Increasing access to education for girls includes: strengthening infrastructure, including by increasing the number of secondary schools; supporting the transition from elementary to secondary schools, and secondary education to higher education; support for girls to study STEM subjects, including through career counselling; sexual and reproductive health and rights education; enhancing quality of teaching and learning through teacher training.	Support for gender mainstreaming at a teacher-level includes: Introduction of guideline on new teacher deployment which include motivation to female teachers to be able to teach and have safe living conditions; Expansion and promotion of CFS program in the basic education; development of Child and Youth Council and female councilors; organization of management structuring of female education staff from national to sub-national levels; introduction of a three-month maternity leave and allowance; focus on the development of female teachers' accommodations, especially in rural and disadvantaged areas; offer opportunities to attend various workshops and training courses both in the country and overseas; prioritize women in promotion to higher position when having equal evaluation score with men; and support the allowances to improve the teachers' living condition in rural and disadvantaged areas.		Results-based framework being developed. However challenges include: shortage of teachers in disadvantaged areas, resulting in employment of contract teachers that tend to have lower qualifications and less training. School retention and completion requires improvement in disadvantaged areas and for marginalised children. A large proportion of children are not meeting expected proficiency for reading, writing and mathematics.	In 2015 the Ministry proposed to allocate 8% of the total program budget for the implementation of gender mainstreaming. This does not include program budgeting by sub sector, which contributes to the promotion of gender equality in education sector.			https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/cambodia_2016_mid-term-review_esp_2014-2018.pdf	23/10/2020
Cambodia Education Response to Covid-19	Cambodia		Ministry of Education, Youth and Sport	2020 - ongoing	Marginalised and vulnerable children, including those at risk of violence, children with disabilities, multilingual learners, and girls. Adolescent girls	All education sub-sectors		Y								Y	Short-term response to Covid-19 included: the production of information, education and communication (IEC) materials and associated risk communication activities; the provision of hygiene supplies to schools; the ID Poor cash transfer programme, including links with the MoEYS scholarship programme; technical assistance for the MoEYS national scholarship programme; the provision of school meals to children from poor households; and preparedness for safe school re-opening.	Focus on preventing abuse and exploitation of adolescent girls, addressing the high rates of drop out, retaining children in learning activities during school closures, and ensuring existing schools have minimum WASH facilities prior to the safe return of children to school.			Has M&E framework with key output indicators, however has a stronger focus on vulnerable children (see under target population) then girls.			https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/cambodia_education_response_plan_to_covid19_panademic_july_2020.pdf	23/10/2020
Pursat Project: Quality Learning Environments	Cambodia		Save the Children	Not provided	Pursat Province (rural area) Children aged 6-14 Children with disabilities (mostly physical and sensory disabilities) Vulnerable girls Children of migrants	Primary Lower secondary										Y	The project provides technical support in 8 primary schools that function as models for other schools in the same district and supports more than 3,000 disadvantaged children (6-14 years) to get access to and benefit from inclusive education also by providing scholarships, school materials and means of transport (e.g. bicycles) when required. Awareness raising among local authorities, parents and teachers improved overall understanding of disability, and resulted in increased enrolment and retention of children with disabilities.	Teacher training on inclusive pedagogy (inc. teaching manual); established demonstration classrooms; school mapping to monitor enrollment and attendance (with children with disabilities and children at risk highlighted); training to other education stakeholders on child rights and non-discrimination.			Impact data not available			https://cambodia.savethechildren.net/sites/cambodia.savethechildren.net/files/library/SC_Fact%20Sheets_Education_LR_0.pdf https://resourcecentre.savethechildren.net/node/15216/pdf/inclusive_education_report_2019_0.pdf	23/10/2020
I'm Learning! Pilot	Cambodia	Norad	Save the Children	2013-2018	Schools from Kampong, Cham, Kampong Chhnang and Kratie provinces (with children from both disadvantaged and advantaged backgrounds) Gender disaggregated data	Primary										Y	Objectives of the programme are to enhance: primary school learning environments and thereby improve school enrollment, retention, and children's literacy, numeracy, and life skills.	Included teacher training (inc. train the trainer approaches) Supported community-led accountability of schools through parental engagement	I'm Learning in Cambodia fosters community engagement and creates community structures that help the school achieve the MoEYS policy for Child-Friendly Schools. The programme empowers community members, parents, students, and teachers to routinely assess their environment using the QLE assessment and to plan interventions that enhance the safety, WASH, child participation, child rights, learning aids, and teaching methodologies within the schools. Partnership with local and national governments throughout the life of the pilot, coupled with strong evidence of programme effectiveness, has ensured nationwide governmental uptake and support of the programme, the first step for sustained commitment to I'm Learning's approach for children's learning and development	Quality Learning Environment framework used as M&E tools, which covers: emotional and psychological protection, physical protection, active learning process, improved learning outcomes, close collaboration between school, parents and community. Outcomes: - Small improvement in enrollment for girls and boys, especially in disadvantaged schools - Enrollment in areas associated with high migration dropped by 18% - Drop out significantly decreased, however repetition rate stayed high (especially in grade 1) - In 2013/4, retention rates for girls at two of the schools was below 70%. By end of the project, retention rate across the three schools averaged above 90%, with two of the school's achieving 100% retention. This is a significant achievement for low resourced schools. A likely contributing factor is the significant improvement in the quality learning environment, including changes in the teaching quality, reduction in	USD 2,072,083	15 schools 197 teachers 9,353 (4,493 F) students	https://resourcecentre.savethechildren.net/node/13431/pdf/im_learning_summative_report_24_june_2018_final.pdf https://resourcecentre.savethechildren.net/node/13416/pdf/implementation_guide_final.pdf https://resourcecentre.savethechildren.net/node/13438/pdf/laos_fo_boi_impact_country_report_cambodia_final_pdf.pdf	23/10/2020
Room to Read	Cambodia			2003-ongoing	Adolescent girls at risk of school-drop out Grades 6-12	Secondary school						Y				Y	Keeps girls in secondary school through life skills, mentorship, material support (i.e. costs to cover uniforms and learning materials), and family and community engagement.			Technical assistance to prepare life skills teacher's guide	No quantitative impact data shared Have integrated life skills into the standard curriculum	Around 15,000 beneficiaries		https://www.roomtoread.org/countries/cambodia/	23/10/2020
Room to Read	Laos				Adolescent girls at risk of school-drop out Grades 6-12	Secondary school						Y				Y	Many of the girls in the Laotian program come from low-income families in rural villages where only a few professions exist. To prevent girls from feeling limited to just the options they see at home, Room to Read's social mobilizers in Laos help inform girls about further educational or career paths that exist outside of their communities. They reach this goal, in part, by visiting universities and businesses where girls can meet female professionals and ask questions of those who have taken this path.				No quantitative impact data shared	Around 2,500 beneficiaries		https://www.roomtoread.org/countries/laos/program-highlights/	23/10/2020
Literacy Boost	Laos, Bolikhamzai Dist	Save the Children	Save the Children		20 schools in Viengthong district, targeting all children in grades 1-3. However, specific focus on: Disadvantaged ethnic groups Girls in poorer provinces	Primary										Y	Improving children's emergent literacy skills through teacher training and coaching-mentoring visits, community reading activities to promote reading outside of the classroom, and age-appropriate local language material creation/learning material provision.				Impact on reading outcomes: - All students benefited from the intervention - Girls improved by one percentage point, and outperformed boys in four of the six measured outcomes - Mixed results for ethnic minority groups - However, too many children are still unable to achieve reading skills at the level anticipated by the curriculum			https://resourcecentre.savethechildren.net/node/13438/pdf/laos_fo_boi_impact_evaluation_report_2018_final.pdf	23/10/2020
QUEST project	Myanmar (southeast)		Save the Children	2018-2021	Over 7,000 conflict-affected children across 300 community schools											Y	Project works to ensure conflict-affected children in Karen areas of Southeast Myanmar have access to quality basic education and non-formal education and communities support children's learning, through mobile-teacher training				Baseline data found that girls typically perform better than boys on almost all literacy tests			https://resourcecentre.savethechildren.net/node/14284/pdf/stc_thequest_report_highres-spreads_oct31-compressed.pdf	23/10/2020

Programme	Country	Funder	Implementer	Dates	Target group / description	Education level	Details	Outcomes / impact	Budget	Reach	Source	Date accessed
Education Programme: Alternative Delivery Model (ADM) Called ACCESS from 2019 onwards	Philippines	DFAT	BRAC and Ministry of Basic, Higher, and Technical Education	2012-2019; 2019-present	Learners in remote provinces of the Phillipines (Autonomous Region in Muslim Mindanao). This region has the lowest education performance in both elementary and secondary levels. Students perform poorly in Basic Education Indicators such as low participation rates, low preparedness for school, high drop-out rates and high illiteracy rates. Gender disaggregated data.	Basic education (primary and secondary)	Access to education through constructing new schools, developing localised instructional materials (in five major languages of the region). Supports NGOs to support these schools, especially in areas with no government education facilities.	Before the intervention, boys had lower elementary completion rates than girls. However, an evaluation in 2017 found that elementary completion had not significantly improved.	USD 30 million	100,000 children in the region	https://www.bracinternational.nl/en/wp-content/uploads/2018/12/philippines-11.18.pdf ; https://www.brac.net/sites/default/files/ar/2012/BRAC%20Philippines.pdf ; https://www.bracinternational.nl/en/where-we-work/philippines/education/ ; https://www.dfat.gov.au/sites/default/files/philippines-beam-arrmm- en4-program-review-annex-2.pdf	23/10/2020
WASH in Schools: Three Start	Philippines	ANCP and DFAT	Philippines Department of Education	2016-Ongoing	Adolescent girls in school	Lower secondary, upper secondary	The Water, Sanitation, and Hygiene in School (WinS) Booklets were developed by the Philippines Department of Education (DepEd) with support from the members of the WinS Technical Working Group, in which Save the Children Philippines is part of. These resources on deworming, hygiene, sanitation and water form part of a series of learning resources to support the implementation of DepEd Order No. 10 series of 2016 also known as the "Policy and Guidelines on the Comprehensive WinS Program". These booklets contain information about the WinS policy and practical solutions, and on how to implement and improve situation of WinS in public schools in the Philippines, adapting the "Three Star Approach". It includes guidance on how to avoid girls from missing school by providing effective menstrual hygiene management.	The migrant education program is focused on strengthening the provision of pre-primary education via the network of twenty Migrant Learning Centers (MLC) in Tak province to boost school readiness and emergent literacy outcomes in Burmese and Sgaw Karen.	Included technical assistance to the DfE to create these guides	No impact data available.	https://resourcecentre.savethechildren.net/library/wash-schools-three-start-approach-hygiene	23/10/2020
Mindanao Youth for Development (MYDEV)	Philippines	US Aid	EDC	2013-2019	Out of school young people aged 15-24 (41% F)	TVET	Implemented livelihood skills trainings for youth through the Department of Education's Technical Education and skills Development Authority and local service agencies in selected conflict-affected areas in Mindanao. Supported equitable access to basic Education and high school equivalency courses through the Department of Education's Alternative Learning Systems. Delivered EDC's Work Ready Now!curriculum to enable young people to think critically and act creatively while demonstrating effective Work habits, communication skills and interaction, and disciplined personal conduct in the workplace	A training-of-trainers program was developed to build educators' skills in trauma-informed, evidenceinformed mental health interventions including positive coping skill activities and resilience-building approaches. The curriculum is based on a combination of principles from cognitivebehavioral theory and incorporates an acceptance and commitment therapy orientation.	USAID also established out-of-school youth development alliances in eight communities, convening local governments, academia, the private sector and national government agencies to address issues important to out-of-school youth and link them to employment.	Impact evaluation data suggest that participation in the resiliency module for youth beneficiaries led to improved decision making, changed views on the acceptability of violence, promoted greater consideration of consequences of actions prior to reacting, and improved ability to manage anger. Enrolled 10,620 F, 15,099 M Completed 9,408 F, 12,755 M Certified 6,501 F, 8,479 M	16,000 young people	https://usaidpubs.exposure.co/welding-hopes-and-dreams ; https://www.edc.org/sites/default/files/uploads/MYDev-Final-Report.pdf ; https://www.edc.org/mindanao-youth-development-mydev	23/10/2020
REACT project and Expanding Improving Migrant Protection and Assistance for Children in Thailand: migrant education program	Thailand	Save the Children and Save the Children	2017-2021	Migrant girls and boys (aged 3-5) in the Tak and Ranong provide of Thailand	ECEC	The REACT project aims to ensure migrant children are able to access a quality basic education and that communities support children's learning; the Expanding IMPACT project aims to strengthen local child protection mechanisms through capacity building and facilitate access to quality education for migrant boys and girls to ensure they learn.	Home characteristics between Thai and migrant ECEC centres had significant gaps, although child development did not vary much. Migrant children tend to experience higher levels of harsh discipline at home (corporal punishment, shouting). Girls generally performed slightly better than boys, especially on tasks requiring motor skills. Numeracy skills correlated with higher levels of caregiver knowledge about positive discipline, and motor skills correlated with caregiver's health status.	20 ECEC centres	https://resourcecentre.savethechildren.net/node/14946/pdf/idela_equity_feb2018.pdf	23/10/2020
Room to Read	Viet Nam				Adolescent girls at risk of school-drop out Grades 6-12	Secondary school		Supporting education authorities by providing training on how to build strong mentoring models for girls	No quantitative impact data shared	Nationwide	https://www.roomtoread.org/countries/vietnam/country-summary/	23/10/2020
Encouraging communities to support girls' return to school	Philippines		UNICEF		Out of school girls and boys	Distance learning	UNICEF supports the Department of Education in developing a communication for development (C4D) initiative to encourage the large number of girls out-of-school to continue learning activities through the Alternative Learning System (ALS). The campaign will also address local communities for their support in encouraging girls to continue their learning activities.	Technical assistance to Department of Education		Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Encouraging communities to support girls' return to school	Indonesia		UNICEF		Out of school girls		UNICEF conducts nation-wide monitoring of out-of-school children covering 415 districts in order to identify girls and boys who have dropped out of school or who are at risk of dropping out due to the pandemic. The mapping is conducted in close collaboration with school communities and findings are utilized to encourage support from local governments and communities to provide support for the identified girls and boys to remain in or return to school. Special attention is given to out-of-school girls to ensure appropriate responses and solutions to their barriers in accessing or continuing their education.			Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Gender-sensitive educational content within alternative education methods	Indonesia		UNICEF		Adolescent girls		UNICEF is implementing a Life Skills Education (LSE) programme using creative methodology to reach more adolescents, especially adolescent girls with sessions on hygiene, nutrition, critical thinking, problem-solving and other topics.			Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Gender-sensitive educational content within alternative education methods	Viet Nam		UNICEF		Marginalised girls Girls in rural locations/hard to reach areas		UNICEF facilitates children's access to STEM education through increased digital connectivity especially for girls in hard-to-reach areas with no qualified STEM teachers. UNICEF is introducing Augmented and Virtual Reality (AVR) education solutions in Viet Nam's remote mountainous provinces where teachers have difficult access to STEM training. The AVR will empower marginalized girls to learn-by-doing by directly engaging with their STEM subject matter through gamification and immersive interactive experiences.	Distance learning STEM education EdTech (delivered through partnerships with government and private sector organisations)		Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Information and channels for girls to access services for violence or abuse	Philippines		UNICEF		Girls at risk of violence and abuse		UNICEF is supporting the enhancement of a nationwide network of child protection units (One Stop Centers) to facilitate better access to multi-disciplinary telemedicine services for children survivors of abuse in the context of the COVID19 pandemic. UNICEF also lead a multi-agency campaign to increase public awareness on the link of the pandemic to the increased vulnerabilities of girls and boys to online sexual exploitation.	UNICEF is collaborating with the largest helpline in the country, Bantay Bata 163, for online chat-based and phone-based helplines nationwide, and with regional chapters to ensure services are delivered in local languages. This includes MHPSS counselling for children and adolescents, and facilitation of case management services for girls and women survivors of sexual exploitation		Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Information and channels for girls to access services for violence or abuse	Viet Nam		UNICEF		Teachers School managers School staff		UNICEF collaborates with UNFPA and UNWOMEN to support the development and delivery of training programmes for teachers, school managers and other school staff on prevention of gender-based violence in schools and on psycho-social support and mental health needs of girls.	UNICEF supports the development and roll-out of the "Opening Up Better Schools" initiative. A major component of this initiative focuses on the prevention of School Related Gender Based Violence (SR-GBV) when children return to their classrooms. A teacher's manual and online training have been developed, addressing stigma and SR-GBV.	MOET has committed to accredit the training programme as part of the national in-service and pre-service training programmes on child protection and social work		Nationwide	https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/eap/education_response_update_2020_08_26.pdf ; https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Opening Up Better Schools	Viet Nam		UNICEF		Schools across Viet Nam	EdTech solutions for distance learning (inc. no/low-tech options)	UNICEF supports the development and roll-out of the "Opening Up Better Schools" initiative. A major component of this initiative focuses on the prevention of School Related Gender Based Violence (SR-GBV) when children return to their classrooms. A teacher's manual and online training have been developed, addressing stigma and SR-GBV.			Nationwide	https://www.unicef.org/eap/press-releases/reopen-schools-secure-learning-and-potential-entire-generation ; https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/201016_eapro_girls_education_covid_final.pdf	26/10/2020
Providing youth a second chance to complete their education	Philippines		UNICEF		Vulnerable and marginalised students enrolled in alternative learning systems to support completion of studies (some focus on gender)	Alternative education	EdTech solutions for distance learning (inc. no/low-tech options). The Alternative Learning System (ALS), which is the Government programme to respond to the needs of those who are unable to continue in formal education through alternative, flexible learning pathways. This programme typically combines self-paced study with in-person instruction by teachers in Community Learning Centres (CLCs). - Blended learning; programme relied on blended learning before Covid-19. Uses individual learning agreements, self-directed learning modules (with pre- and post-tests), additional resources on radio, TV and the internet. - Flexible learning - Individual support - Safe operations in CLCs: To ensure their safe operations, UNICEF is providing supplies, called Community Learning Centers in a Box, modelled on UNICEF's School in a Box, which contain learning materials as well as soap, cleaning supplies, menstrual hygiene items, and COVID-19 awareness materials, such as handwashing posters. Teachers in the Centers also manage risk by using a staggered schedule and by wearing face masks and by regular disinfecting classrooms and offices - Working with other partners to support delivery (i.e. ICT platforms) - Using low-tech solutions			Around 800,000 learners annually	https://aad27f8f9-f487-45a2-a3e7-8f4eb1a0745d.usrfiles.com/ugd/aa9276_715b8fd6f394161f9d2f7d4d6a9fe77.pdf	26/10/2020
Covid-19 response	Laos	GPE	MOE and UNICEF	2020-ongoing	All learners. Girls' and adolescent girls, as well as other marginalised and vulnerable children and young people, are cross cutting and prioritise throughout the Covid-19 response plans	All areas	Providing a TV and satellite receiver and dish set for selected rural schools, including connecting schools to the power grid. Provision of hygiene and cleaning kits for schools via the school block grant mechanism. Provision of handwashing facilities, clean water, and promoting hygiene practices in schools Developing and disseminating learning materials for ECE and basic education students, including for children with disabilities through various platforms Printing and disseminating textbooks and learning materials to students in remote areas Developing an online & offline teaching and learning platform where education resources and materials are compiled for students, teachers, school principals and pedagogical advisors. Developing training materials for teachers to effectively support remote learning Developing a catch-up/remedial program for children lagging behind including for those who could not access online media, radio or TV and children with disabilities Providing psychosocial support to students, teachers and education staff in partnership with relevant government bodies and partners			USD 7 million	Nationwide	https://www.globalpartnership.org/where-we-work/lao-pdr ; http://www.moes.edu.la/moes/images/Argreement/Lao_PDR_Education_COVID-19_Response_Plan.pdf ; https://www.globalpartnership.org/content/application-and-program-document-covid-19-accelerated-funding-lao-pdr-may-2020 ; https://www.globalpartnership.org/news/lao-pdr-gets-additional-funding-mitigate-impact-covid-19-education	26/10/2020
Girls Innovation Camps - Sustainable Economic Development through Technical and Vocational Education and Training	Indonesia	BMZ	GIZ	2014-2017	Female students and teachers	Girls' participation in ICT in formal education; Career counselling; Mentoring programmes	Promotion of women in ICT sector	The Girls Innovation Camp (GIC) initiated by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ), in cooperation with the Indonesian Ministry of Education and Culture as well as Intel Indonesia, addresses the need for improving gender equality in the workplace by raising the digital skill levels of women. Organised for the first time in 2016, the Girls Innovation Camp offers hands-on training in design thinking for innovation, career guidance, and provided an introduction to the basics of teamwork, leadership, and gender mainstreaming to female students and teachers. The initiative aims to foster innovation among students and teachers using technology in order to prepare them for jobs in the digital economy. Aside from Intel, GIZ is currently cooperating with other IT companies such as IBM, Axioo or the local developer hub, Dicoding. This type of collaboration is needed to better match workforce supply and demand as well as expose students to the latest technology, real work environments, and personal skills required by the 21st century world of work. In addition to the realisation of the innovation camp, two films on gender were produced in cooperation with the Indonesian Ministry of Education and Culture as well as the private sector to promote and encourage women to study and work in the field of STEM and to address the importance of gender equality in companies.			EUR 5.3 million	Nationwide	https://www.skills4girls.org/girls-innovation-camps-sustainable-economic-development-through-technical-and-vocational-education-and-training ; https://www.giz.de/en/worldwide/16755.html	26/10/2020

Programme	Country	Donor	Implementer	Timeframe	Target group	Education level			Via tablets		Via tablets			Y/N	Y/N	Description	Additional notes	Support to government	Outcomes	Budget/Reach	Links	Date
Connect to Learn UNESCO ICT for Education Programme	Myanmar	FCDO, Ericsson	UNESCO (and others)	2015-	Grade 8-11 students in rural and semi-urban areas; Marginalised girls	Secondary school			Via tablets		Via tablets			Y		Supporting girls' ICT skills through teacher CPD. The Connect To Learn program connects 31 schools to mobile broadband networks to improve the learning outcomes of nearly 30,000 students in Myanmar, including 15,000 underprivileged girls.	Apart from the teacher professional development component, UNESCO is implementing the two other main components that make up the initiative, which focus on utilizing mobile broadband technology to provide students with an English language programme and a life skills programme, including the development and delivery of context-specific applications and learning content in English and life skills.			No indication of outcomes of programme. The program has reached 31 schools and 310 teachers. It has directly benefited 34,000 students and provided 600 scholarships for girls.	31 schools, reaching 30,000 learners	https://www.ericsson.com/en/about-us/sustainability-and-corporate-responsibility/digital-inclusion/access-to-education/improving-education-in-myanmar / https://bangkok.unesco.org/content/rural-myanmar-teachers-turn-mobile-ict / https://www.qualcomm.com/media/documents/files/myanmar-connect-to-learn.pdf	26/10/2020
ACCESS	Eastern Myanmar, Thailand		Educate a Child and Save the Children (programme completed)	2014-	Children in Eastern Myanmar, refugee camps in Thailand, migrant communities in Bangkok and Mae Sot (Thailand)	Basic education (primary and secondary)									Y	Specific project activities include: helping communities understand the nature and type of education that is offered; actively identifying out of school children (OOSC) and supporting their enrolment in formal education; and engaging parents and communities in the development and delivery of educational services. The project is also increasing the supply of, and access to, education by providing financial support to families to offset direct and opportunity costs in accessing education; conducting pre- and in-service teacher training on quality instruction and classroom management; supporting teacher employment through salary subsidies; providing learning materials and school supplies; and supporting school system managers and leaders. STC is also working to integrate children into the public education system in Thailand when possible.				No indication of programme outcomes	Approximately 377,000 migrant, 30,000 refugee, and more than 400,000 ethnic Karen children	https://educateachild.org/our-partners-projects/projects/access / https://thailand.savethechildren.net/news/save-children-educates-children	26/10/2020
Education for All: An Integrated Approach	Cambodia		Educate a Child and Aide et Action International	Completed, no dates shared	Out of school children in 10 provinces in Cambodia with the highest number of out of school children; Out of school girls	Basic education (primary)	Y								Y	Although enrolling and retaining children in primary education is the core of this project, it also involves enabling physical and financial access to education, research, a sharing network, policy advocacy, and capacity-building of the school support committee (SSC) and the commune council for women and children (CCWC) to lead effective enrolment campaigns and map where the most vulnerable children live. Additional strategies include: addressing parents' and communities' stigma toward OOSC; providing remedial education to enable students to catch up and reintegrate into the public system; and addressing structural factors in the education system that impede access such as teacher shortages and incomplete schools.				No indication of programme outcomes. Programme objectives were to: Ensuring the enrolment of at least 45,000 out of school children (OOSC) in formal or non-formal education system of which 50% are girls. Retaining 45,569 children i school throughout a full cycle. Running focus groups and dialogue with social workers for 13,390 parents. Implementing tutoring services for students with learning difficulties and those repeating their grades, as well as implementing a re-entry program. Providing the required support for children with disabilities, girls, under-underprivileged students, and children of ethnic minorities to access school (transport, infrastructure, etc.). Providing safe and friendly school environments for children and community. Setting up bilingual classrooms (with classes both in Khmer and the community's local language). Improving school service provisions and developed the capacities of the Department of Education at all levels.		https://educateachild.org/our-partners-projects/projects/education-all-integrated-approach-0 / https://eoic.aide-et-action.org/project/education-for-all-reaching-the-marginalized/	26/10/2020
Norad Framework Agreement with Plan International Vietnam (reducing the effects of environmental shock on schools and reducing occurrence of child marriage)	Viet Nam	Norad	Plan International Vietnam	2016-2019	School leaders and teachers; Parents; Youth and marriage couples; Out of school girls; In school girls	ECEC; Secondary; High school				Girls' rights clubs; Girls' empowerment clubs; Youth clubs	Livelihood support for families affected by climate events (focus on families with daughters)		Y		Y	Safe school infrastructure - supporting access; DRR		Technical support to MOET	This mid-term review found that Norad investment would have supported stronger investment if the various projects and programmes were aligned, including selection of beneficiaries	NOK ~10.5 million	https://norad.no/globalassets/publikasjoner/publikasjoner-2018/ngo-evalueringer/mid-term-review-projects-under-the-norad-agreement-2016-2019.pdf	26/10/2020
ActionAid Cambodia's Disaster Risk Reduction /Management; and Climate Change Adaptation: "Disaster Resilience and Water Management (DRAW)" "Enhancing Gender Equality in DRR in Cambodia (EGED)" "Gender Responsive Alternatives to Climate Change (GRACC I&II)"	Cambodia	European Commission Humanitarian Aid Operations Department (ECHO), Swiss Agency for Development and Collaboration (SDC), DFAT, UNDP	Action Aid	Active (no clear timeframe)			Y						Y		Y	DRR, Disaster management and resilience building. A special focus in our DRR work in Cambodia is put on increasing women's engagement and leadership in DRR/DM, and Climate Change Adaptation (CCA), through targeted capacity building, awareness raising and training, with the aim of moving women to the front row when it comes to DRR and CCA debate and decision making. Secondly, we are supporting Integrated Water Resources Management (IWRM) an drought monitoring in Cambodia to be prepared for the predicted effects of Climate Change that are already felt in Cambodia.	Also developing a Cambodia Women's Resilience Index		No programme level outcomes shared		https://cambodia.actionaid.org/publications/2019/actionaid-cambodias-disaster-risk-reduction-management-and-climate-change	26/10/2020
Response to 2018 earthquake on Sulawesi Island	Indonesia	Education Cannot Wait	Save the Children, UI	2018-2020	Crisis-affected children (gender)	Basic education Primary; Secondary; ECEC								Y		Y	Education continuity: increasing access to inclusive education through temporary learning spaces, providing education supplies along with recreational and learning materials and kits for children with disabilities were distributed to enhance access. Child-friendly spaces were created to provide an additional avenue for the provision of psychosocial support to students, teachers, parents and community members. Enhanced quality of education. Trainings were held for teachers, school supervisors, headmasters and other stakeholders on child protection and gender-based violence, psychosocial support, Education Childhood and Care Development, and education in emergencies. The aim was to increase the capacity of delivering education in a context characterised by a high prevalence of trauma among students	Distribution of learning and recreational materials for students and teachers. Learning environments were improved through distribution of education, recreational, and early childhood development kits for children.	Technical assistance to the government on school rehabilitation	Has reached: 213 teachers and 2,181 children with psychosocial support. Supported 2,996 (49% F) with temporary learning spaces. 49,033 children provided with educational supplies	USD 2.6 million; 63,302 children (51%)	https://www.educationcannotwait.org/annual-report/	26/10/2020
Investing in Adolescent Girls Education in Cambodia: Pathways to a Brighter Future	Cambodia		The Asia Foundation	2017	Girls in school at risk of drop out; Adolescent girls	Secondary school									Y	IAGEC has two main objectives: (1) to lower drop-out rates in secondary schools and keep young people in school, eliminating one of the root causes of labor migration; and (2) to empower at-risk, adolescent girls to take leadership roles in school and imagine other education and career pathways that match Cambodia's changing economic landscape.	Working with local partner the Khmer Youth Association (KYA), IAGEC has supported 410 students, 80 percent of them girls, at six remote schools in Siem Reap, Kampong Cham, and Prey Veng provinces known for their high drop-out rates and pervasive labor migration. The program uses a two-pronged strategy. First, students and their families receive material support for students' basic, practical needs—bicycles for getting to school, pens and paper for schoolwork, uniforms, school bags, and rice. Second, IAGEC provides a mentoring and enrichment experience to help students grow personally, academically, and eventually professionally.		IAGEC has reduced the drop-out rate among participating students to 11 percent, compared to a national average of 19 percent. Through mentoring and "exposure visits" to their university-level peers, students gain confidence and the ambition to increase their academic performance. Last year, 67 percent of IAGEC students passed their baccalaureate exams, a rate 10 points higher than the average for the six participating schools, and a point higher than the national rate of 66 percent, a slim but symbolic margin for a group of disadvantaged young people who might never have been enrolled.	Small scale (410 students)	https://asiafoundation.org/2019/03/13/investing-in-cambodias-adolescent-girls/ / https://english.cambodiadaily.com/education/investing-in-cambodias-adolescent-girls-146645/	26/10/2020
INOVASI Gender Equality and Social Inclusion (GESI) Strategy	Indonesia	DFAT		2018-ongoing	"Children potentially excluded from learning"; Children with disabilities; Primary children (focus on girls); Children from minority ethnic groups; Children at risk of violence and abuse; Children who work	Primary education (enrolment)									Y	Four pilot programmes that: - Focus on disability: Through this pilot we are developing a toolkit that will include: a student learning profile tool; a handbook on disability-inclusive education strategies for teachers; specific sessions on inclusion within the literacy short course that covers differentiated instruction; and a short course on disability-inclusive education. - Focus on levelling the linguistic playing field: build teachers' capacity to lay the foundations of literacy for students using their mother tongue and to facilitate the transfer of their literacy and cognitive skills to Bahasa Indonesian. The pilot includes sessions on the basic principles of bridging between the students' home language and school language (Bahasa Indonesian) emphasising language bridging, oral language, phonics as well as social and emotional connections. These sessions will be delivered within the framework of the literacy short course. - Focus on children who work: To address the specific needs of these children, the pilot seeks to ensure continued access to literacy learning during the seasonal break in schooling. It will do this by working with schools to create simple, take-home literacy activities they can complete at home with the assistance of parents or other adults. The pilot also aims to improve attendance at school by working with parents and guardians who decide on children's usage of time. Working with village authorities, we will organise short sessions for parents and community members to raise awareness of child rights and wellbeing. The sessions will also improve parents' skills, so they can ensure their children's wellbeing and support their literacy learning at home and in the community. - Focus on remote schools: INOVASI in North Kalimantan is currently developing a pilot to establish a mechanism for school supervisors to easily supervise and monitor teachers based in remote and hard-to-reach areas. The idea of the pilot is for teachers to use social media platforms (email, WhatsApp) to communicate with their supervisors about the teaching and					https://www.dfat.gov.au/about-us/publications/Pages/inovasi-gender-equality-and-social-inclusion-strategy	26/10/2020
Easy2Learn Project	Cambodia	ChildFund Australia, DFAT	ChildFund Australia, Kampuchean Action for Primary Education (KAPE)	2014 - date	Early Grades (focus on girls)	Primary school									Y	Pilot program. Child-to-child reading method aimed at improving literacy in rural communities in Cambodia. ChildFund uses mobile technology to help children, particularly girls, learn literacy skills more effectively.			Scores of Grade 1 students tested doubling from a baseline of 7% to 14%, and Grade 2 scores almost tripling from 9% to 25%.	8 primary schools	https://www.dfat.gov.au/about-us/who-we-work-with/ngos/ancp/news/Pages/improving-childrens-literacy-skills-cambodia	26/10/2020
BEQUAL	Laos	DFAT, EU	Ministry of Education and Sports, Coffey, Tetratech	2015 - 2020 (Phase 1)	All children grades 1-5 with a focus on children who traditionally experience poorer education outcomes — girls, students with disabilities and children from the more remote communities	Primary school									Y	Development and implementation of the national new curriculum for grades 1–5, the improvement of teacher education and the strengthening of support systems such as planning, management and monitoring of teaching.		Building capacity of the Ministry to develop and implement new curriculum	MEL framework established but too early for impact measurement	AUD 65 million for phase 1; 740,000 children in 32 educationally disadvantaged districts.	http://www.bequal-laos.org/about-bequal/overview/	26/10/2020
Decentralising Funding to Schools Project	Myanmar	World Bank, DFAT	Ministry of Education	2014 - 2021	All primary schools with a focus on disadvantaged populations	Primary school									Y	Expansion and improvement of the school grants program. Expansion and improvement of the student stipends program. Capacity improvement to strengthen monitoring and implementation of programs	In-service teacher-mentoring program, which sees experienced teachers providing guidance and support during visits to schools.		Has enabled nearly 193,000 disadvantaged students (53.6 per cent girls) to continue their schooling.	USD 84 million	https://projects.worldbank.org/en/projects-operations/project-detail/P146332?lang=en	26/10/2020
Keeping Girls in School through Menstrual and Reproductive Health	East Timor, Papua New Guinea	DFAT	Marie Stopes, Water Aid Australia		Adolescent girls aged 15-19										Y	An integrated health and WASH project that aims to contribute towards increased school retention in girls through reducing unintended pregnancies and improving menstrual health, in Timor-Leste and PNG while strengthening women-led business for the manufacture of accessible hygiene products in Timor-Leste.					https://www.dfat.gov.au/about-us/who-we-work-with/ngos/Pages/keeping-girls-in-school-through-menstrual-and-reproductive-health	26/10/2020
Hospitality Skills Development	Laos	Swiss Development Cooperation		2014-2025	Disadvantaged youth (70% F) from poor families	TVET							Y	Y	Y	The main support provided by the project will be capacity development for meso-level organizations to improve the scale and quality of the skills development training offer, both on the regulatory side (National Qualification Framework, curriculum development, competency assessment, training of trainers and teachers => VEDI and LANITH as main target organizations), and on the skills development provider side (20 new private training organizations, 50 hotels/restaurant with apprenticeship schemes as main target organizations; sub-contract to specialized company for managing the affirmative action scheme). Dual Cooperative Training (apprenticeships) will provide for work place orientation of skills and facilitate an easy transition of trainees into full employment. Financial incentives will ensure that youth from poor families and SME hotels and restaurants profit from the project. Affirmative action mechanisms are applied so that at least 70% of trainees supported are women, mostly from ethnic minorities.	On macro-level, the project will engage in policy dialogue, capacity development and coordination support to the 3 involved ministries (Education, Labour, Tourism), the National Training Council (NTC), tourism employer associations, and projects funded by other DPs, enabling them to improve the framework conditions for hospitality skills development.		The project builds on the results of a successful project funded by the Government of Luxembourg over the past seven years. The project supported the creation and building up of LANITH (Lao National Institute of Tourism and Hospitality) as an autonomous, para-statal center of excellence in hospitality skills training. An independent evaluation confirmed the relevance of LANITH and the quality of products developed. The evaluation also highlighted two key weaknesses: support provided has pilot project character and did not allow yet reaching the scale needed to have an impact on the entire hospitality sector and only very few trainees come from poor families => those are the challenges tackled with the new project. The project approach is built on SDC's good practice example, the Employment Fund in Nepal.	CHF 19,250,000; 20,000 young people	https://www.eda.admin.ch/deza/en/home/countries/mekong.html/content/dezaprojects/SDC/en/2014/7F09176/phase99?oldPagePath=/content/deza/en/home/laender/mekong.html / https://www.eda.admin.ch/deza/en/home/countries/mekong.html/content/dezaprojects/SDC/en/2014/7F09176/phase1.html?oldPagePath=/content/deza/en/home/laender/mekong.html	27/10/2020

Project	Country	Donor	Implementer	Timeframe	Target group	Education type	Details	Description / Activities	Coordination	Technical	Results / Impact	Budget	Reach	Links	Date
Vocational training and employment support services (VTESS)	Laos	Swiss Development C	Swisscontact	2019-2023	Early school-leavers: young people (15-35 years) who have completed primary, but not lower secondary education. Teachers from IVET schools, staff from job centres or similar institutions (career counsellors, job coaches, community or youth workers, village facilitators, social workers, etc.). Gender disaggregated data (targetting girls and boys)	TVET		Outcome 1: The IVET system brings young men and women from disadvantaged groups on a path to become employable or re-enter the education system. Outcome 2: The employment support system (ESS) brings young men and women from disadvantaged groups who have graduated from IVET courses into employment or self-employment. Outcome 3: The framework conditions for IVET Training and ESS are strengthened organizationally, institutionally and at system level with a specific focus on quality and access.		The Vocational Training and Employment Support Services (VTESS) Project supports the government of Laos in institutionalizing a national inclusive system for the integration of early school leavers into technical training courses and further education.	Results from Tracer study in 2018: 8506 students (49% of them women and 35% from ethnic minorities) have taken C1 and C2 courses. Approximately 58% of the graduates were working 12 months after the training (self-employed or employed) or were in an advanced training measure[1]. A total of 17 vocational schools have been supported in the introduction, organization and implementation of three to six months (C1&C2) short courses. In 6 schools, Dual Cooperative Training collaboration mechanisms (DCT) with a total of 50 companies have been facilitated. A total of 721 students (259 of them women) participated in the DCT courses.	CHF 8,800,000	3000 early school leavers	https://www.eda.admin.ch/deza/en/home/countries/mekong.html/content/dezaprojects/SDC/en/2013/7F09592/phase2?oldPagePath=/content/dezaen/home/laender/mekong.html	27/10/2020
United For Youth Employment in Cambodia	Cambodia	Swiss Development Cooperation, UN and ILO	Ministry of Labour and Vocational Training, Ministry of Education, Youth and Sports, Ministry of Tourism, National Employment Agency, CAMFEBA, NGOs and Trade unions	2017-2020	Vulnerable young women and men (gender disaggregated data) Unemployed young people Cambodian policy makers	TVET	In factory literacy programmes for working young women and men	Coordination and delivery of certified basic education and TVET programmes Quality market and industry-driven skills programmes for priority sectors developed and available to youth including volunteering programmes Entrepreneurship education modules expanded to more secondary education institutions and TVET programmes and available for out of school youth Unemployed and vulnerably employed youth are better informed about their rights and employment prospects In-factory literacy programmes for working young women and men delivered	Coordinating with other similar initiatives: SDC Skills Development Programme Cambodia, ADB TVET Sector Development Program, SDC Regional PROMISE project, JICA and KOICA projects on TVET	Technical assistance and capacity building resulting in strengthened system for certification of TVET institutions, based on industry and ASEAN standards;	United For Youth Employment builds on existing initiatives from 5 specialized UN agencies (ILO, UNDP, UNESCO, UNICEF, UNV) for promoting youth employment. Their experiences show that youth employment programmes have positive impacts for youth on labour market outcomes, skills training and entrepreneurship and that they raise awareness for the promotion of the rights of workers resulting in discrimination reduction.	CHF 2,050,000		https://www.eda.admin.ch/deza/en/home/countries/mekong.par2_projectfilter_page2.html/content/dezaprojects/SDC/en/2017/7F09691/phase1?oldPagePath=/content/dezaen/home/laender/mekong.html	27/10/2020
Education for Ethnic Minorities Program/Multilingual education model	Cambodia	DFAT, CARE Australia	CARE International	2002-2018	Girls and boys from ethnic minorities (focus on girls) Girls from rural areas Girls that have migrated to urban areas	ECEC Primary education and completion Transition to secondary school		Development and production of text books, and gender and culturally-sensitive learning materials in ethnic minority languages; development of a multi-lingual curriculum; training of teachers; establishment and ongoing training of school support committees; and provision of scholarships for students to attend lower secondary school.		CARE's approach has been adopted	Significant increase in girls' enrolments in primary school and secondary school, from 356 in 2008-2009 to 2,683 in 2016-2017. Improved enrolment rates amongst indigenous students at lower secondary schools, which has increased by 38%. Trained schools to provide specific support to girls. More girls are progressing from primary to secondary schools now. In 2015/16, 83% of girls in grade six continued into year seven, compared with 71% the year before. 156 scholarships are being provided to children from disadvantaged families. These will help them stay in school and get the lifelong benefit of a full education. Established peer counselling in schools, including youth leadership and sports activities to improve students' self-esteem and leadership skills. Developed social issue books to form the basis for an improved life-skills curriculum. To date, two cutting-edge social issue books have been approved by the Cambodian Government. CARE's focus on gender equality has had a positive impact in regard to transformative change across the three	AUD 17.5 million	6,500 ethnic minority children in 350 schools	https://www.care.org.au/cambodia-education-ethnic-minority/ https://www.care.org.au/wp-content/uploads/2019/11/Cambodia-EEM-strategic-evaluation-report-FINAL-20191114.pdf https://www.careinternational.org.uk/sites/default/files/CARE-Cambodia_country-programme-summary.pdf	27/10/2020
Better Schools in PNG	Papua New Guinea	DFAT	CARE International	2017-ongoing	Learners in Obura Wonenara District Girls at risk of drop out	Elementary		Focus on improving quality of elementary education through teacher training, providing schools with learning materials, strengthen accountability procedures			CARE provided 502 teachers with essential training and professional support to improve their knowledge and understanding in topics such as teaching phonics, benchmarking and the Standards-Based Curriculum (SBC). Reached 3,423 students with school start-up kits by equipping local government to distribute these learning materials to schools in their district. The kits contain books, pens and textbooks that enhance children's learning by giving them quality resources they can enjoy at school and at home. Community events celebrating support for girls' education were held in all three target communities, drawing over 800 attendees. Events were used to disseminate key messages in health, education and equality, and increase the confidence of girls to attend school		500 teachers, ~3,500 students	https://www.care.org.au/better-schools-in-png	27/10/2020
Pikinini Kisim Save (PKS) project	Papua New Guinea	DFAT	CARE International	Active (no clear timeframe)	Elementary teachers (preparatory grade to grade 2) Community leaders Education service providers Western Highlands, Simbu, Jiwaka and West New Britain Provinces.	Elementary		Every teacher involved in the PKS project will receive annual week-long in-service training on Standards-Based Curriculum (SBC), phonics, numeracy, gender, disability-inclusion and child protection. Support the upgrading of teacher qualifications by providing access to diploma qualifications in Early Childhood Development. Objective to establish 295 classroom libraries and distribute reading materials. 30 female volunteer or assistant teachers from remote locations will be supported to enroll for grade 10 or 12 through Flexible Open and Distance Education and/or a Certificate of Elementary Teaching (CET). CARE will train 150 government and church education employees on gender diversity, disability inclusion and child protection. Strengthening governance and coordination. School Learning and Improvement Planning (SLIP) training for Teachers In Charge (TICs) and school Boards of Management (BOMs). Supporting Government to deliver school inspections to improve quality. Support communities to improve girls' education by working with community leaders to better understand and address damaging social and cultural gender norms that act as barriers to girls' participation and retention in schools.			No impact data shared		The project will reach 160,000 students, train 1,400 teachers on a yearly basis and upgrade qualifications for 380 of those teachers, within 1,000 schools.	https://www.care.org.au/education-papua-new-guinea/	27/10/2020
A Second Chance	Timor-Leste	World Bank	MOE	2010-2016	Out of school youth (gender disaggregated data)	Primary Junior secondary TVET	Distance learning	Create national equivalency program. It also aimed to increase community participation in education, improve adult literacy programs, and help train staff and develop school curriculum. The project set up nine community learning centers and prepared a curriculum, learning materials, and a teacher training process appropriate for mature students. Recognizing the special needs of mature students, the program offered a flexible delivery method, with a combination of face-to-face learning and distance learning. This enabled youth and adults to continue learning while attending to work, family, or other responsibilities. Though the program is designed for adult learners, they could also gain essential skills in Linguistics (Tetum literacy, Portuguese literacy) Science (Mathematics, Natural Science, Social Science) and Personal Development (Arts & Culture, Health, Physical Education, Religion). They also benefit from some vocational skills organized by the Community Learning Centers. Successful graduates from the program are awarded a certificate which is equivalent to—and has the same legal status as—a standard Junior secondary education certificate, allowing them to pursue further education or employment.			The World Bank project ended in January 2017, and by that time 1670 students had participated in the adult education course, gaining essential skills in linguistics (Tetum literacy and Portuguese literacy), science (mathematics, natural science, social science) and personal development (arts and culture, health, physical education, and religion). Nine community learning centers, with trained staff and library facilities, continue to support community literacy and education programs. 197 students had graduated by 2017, with another 113 expected to graduate in 2018. 55% of beneficiaries are women. 10% of students are people living with a disability.	WB contribution was USD 4.5 million	1670 students, 9 c	https://projects.worldbank.org/en/projects-operations/project-detail/P116520?lang=en https://www.worldbank.org/en/results/2018/05/23/a-second-chance-at-education-in-timor-leste	27/10/2020