

## **BEST PRACTICES FOR GIRL'S ACCESSING EDUCATION**

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### **Abstract**

Education is an essential right for every individual in any part of the world. However, some critical issues may face the educational process in many countries specifically poor countries; one of the critical issues is girls in access to education. With reference to the report of the Ministry of Education and Sports in Uganda (2013) which declares that the barriers that face females in Uganda were having sexual harassment in schools, deteriorating the value and importance of girl's education, having inadequate infrastructure or lack of school facilities, lack of child friendly schools. Also, Bista (2004) highlighted some other barriers that could face females specifically in Nepal. Bista (2004) asserted that females could face social and culture barriers, economic barriers, psychological barriers, institutional barriers, barriers that is caused by having poor teaching and learning conditions in schools, family circumstances, geographical barriers and mental and physical barriers. Bista (2004) highlighted that one of the reasons of not sending girls to school is due to gender discrimination and norms that is against female gender. Also, concerning the economic barrier Bista (2004) declared that in Nepal agriculture and farming plays a vital role in family's earnings for living; that is why child labor is essential for families to earn living as well as having high costs that would hinder sending girls to schools. Also, Bista (2004) declared that families do fear sending their daughters to school because of not having girl-friendly schools. As those schools do not guarantee privacy and safety for females for example not having a latrine that is dedicated for girls only. In addition, Bista (2004) highlighted that having female teachers at schools would also share in families not allowing females to be enrolled in schools, due to their fear of sexual abuse and harassment on behalf of boys and male teachers as well. Another main reason behind not sending girls to schools is that having a low quality of education in schools, parents argue that school curriculum is too theoretical. Also, due to the fact that having low quality of education and unqualified teachers in public schools, parents tend to send their male children to private schools and sending girls to public schools to let their males children perceive high quality of education that would increase the gap among male and female children and increasing gender inequality in education. Adding to this, Bista (2004) viewed another barrier to not send females to get educated is due to the fact that Nepal is a country that is famous for having mountains which hinder the process of sending girls to school, as school a remote and no transportation available as well as not having schools that is close to girls home.

On the other hand, Girls should have their right to get educated, as their education would probably help in many aspects of life. Girls access to education would share in the enhancing the economic, social and political status of the family. This was clear in the words of Ban Ki-moon as cited in the United Nations for Girls Education report (2010) "Investing in girls' education delivers well-known returns. When girls are educated, they are more likely to earn higher wages and obtain better jobs, to have fewer and healthier children and to enjoy safer childbirth." The purpose of this paper is to highlight the best practices that promote girls accessing education in different countries. The focus of the paper is to covers the best practices that served in overcoming girls in access to schools specifically in the basic and early childhood education in the light of the theory of change.

**Keywords:** Gender disparity, barriers in educating females, Best practices in girls education

## **1. THEORITICAL FRAMEWORK THEORY OF CHANGE**

According to Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) theory of change clearly viewed that girl's education and gender equality are negatively affected inside and outside schools. Applying the theory of change would help in decreasing the inequality among girls and help women ask for their education rights and change gender inequality. Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) claimed that the theory of change mainly aimed at concerning aspects of global, national and local context. Also, the theory of change tackles the effect of political, culture, economic and social aspects on supporting girl's education. Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) declared that theory of change contribute in having a positive impact on girl's education, promoting interventions by implementing policy and translating commitments into feasible programs to serve girls education. Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) asserted that the theory of change had three different forms on interventions that help in improving girls' education and gender equality. The first intervention focuses on resources and infrastructure that may include financial support such as scholarships, stipends, cash transfers, waiving fees or even having a child support grant. Also, the infra-structure development includes roads, building new schools and enhancing the quality of the existing schools.

Moreover, the second intervention is mainly addressing the policy development and changing institutional cultures. Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) claimed that this intervention includes increasing the number of female teachers at schools, focusing on gender and learning, providing teacher training programs and finally focusing on gender and learning through having a gender-sensitive curriculum. In addition, the third intervention mainly targets changing norm concerning girls' and women's rights. Unterhalter, North, Arnot, Lloyd, Moletsane, Murphy-Graham, Parkes and Saito (2014) declared that this intervention aims at raising awareness that girl's education does not exclude family, religious and friendship issues. Finally, the theory of change started to become applicable through having different practices from programs, scholarships and policies to improve girl's access to education in many countries. Through the paper I will refer to the theory of change in relation to the practices in different countries that contributed in applying the theory of change.

## **2. UNITED NATIONS FOR GIRL'S EDUCATION INITIATIVE (UNGEI)**

According to UNGEI report (2011) United Nations for Girls Education Initiative started to take place in 2000 to support the Millennium Development Goal 3 which particularly aims at providing females with equity and equality in Education. UNGEI report (2010) declares that girl's education can have many positive impacts on females themselves and on the society as well. As stated in UNGEI report (2010) that the state of educating girls had changed since the World Education Forum in Dakar, the United Nations Millennium Summit that was held in New York in 2000. The main aim of UNGEI was to narrow down the gender gap in primary and secondary education by 2005 and to ensure that by the year of 2015 all children will complete the primary schooling and to have an equal to other educational levels for both females and males. It was stated in UNGEI (2010) report that the vision of United Nations for Girls Education Initiative was to have equality and equity through having quality education. UNGEI was launched by the UN secretary general to help the national government in ensuring that both boys and girls have an equal opportunity in getting educated.

Moreover, UNGEI worked on achieving its goal in support of Education for All goals that is related to gender issues, the second Millennium Development Goal that aims at achieving universal primary education and the third Millennium Development Goal that would guarantee gender equality and empowering women. It was also highlighted in UNGEI report (2010) that promotes strategies that would seek mainly to prioritize girls in education policies, plans and budgets. Also, UNGEI mainly focuses on removing barriers that would hinder the education of females such as school fees, other educational fees and violence towards girls, UNGEI mainly have certain strategies to reduce poverty.

## **3. BEST PRACTICES IN ZAMBIA**

According to Mumba (2002) it was stated that education should be provided to all people, as it is one of their human rights and there should not be any racial, religious or ethnic discrimination to provide people with their right to get educated. Mumba (2002) declared that the world Education for All conference was held in 1990 to have a frame work of actions and to set targets to reach the proposed goals. Mumba (2002) stated that Zambia participated and was part of this world forum. Mumba (2002) highlighted that Zambia was having a significant role in the World Declaration for Education for All which mainly targets promoting a universal primary education without excluding females from the educational system. Mumba (2002) stated that with the increase of the number of students who dropped out of schools and the majority of children who dropped out

were girls, the program of the Advancement of Girls Education started to take place in Zambia to help in overcoming gender disparity in primary education and promoting good quality of education in primary sector specially for marginalized female's.

#### **4. THE PROGRAM FOR ADVANCEMENT OF GIRLS' EDUCATION (PAGE)**

Mumba (2002) stated that the girl's education program started to take place in 1994 which focuses on developing policy, building capacity, developing material and research. According to Mumba (2002) the program of Advancement of Girls education is an initiative by the government that is supported by UNICEF, CIDA and NORAD and with the help of Zambia as well. The main purpose of PAGE is to let females and girls share in the economic and social development of the whole nation. Also, Mumba (2002) stated another aim of the program is the need of safely transferring girls to their adulthood free of any diseases such HIV/AIDS. Mumba (2002) stated that researches started to take place in 1994 to 1996 to highlight barriers that face girl's education. Consequently, after having research studies several interventions were proposed and developed. Mumba (2002) declared that research studies had been made to provide information and clear vision to originate policies and actions that supports girl's education. Also, Mumba (2002) highlighted another intervention which is advocacy and sensitization. Mumba (2002) stated that advocacy and sensitization aimed at providing policies that would provide a suitable environment for children specifically girls. Also, advocacy and sensitization focuses on strategies and activities that would help the community in changing their attitude towards girls' education that is probably applying the third intervention included in the theory of change which declares the importance of changing norms that concerns girls and females rights.

Moreover, Mumba (2002) viewed another intervention in The Program for Advancement of Girls' Education (PAGE) which is familypac. Familypac provides collaboration and partnership between teachers, students and pupils in order to formulate a positive classroom learning experiences, and parents are encouraged to support girl's education through supporting in their assignments and other school activities that would enhance girl's performance and raising their self-esteem. Another main intervention is having single sex classes that would probably help in providing an encouraging learning environment for girls and increase their self-confidence and self-esteem through decreasing the risk of female's harassment. This could be through increasing their level of performance specifically in mathematics and science. In addition, Mumba (2002) declared that affirmative action is one of the interventions developed by PAGE that would help in increasing the number of women in the management of education at schools and in decision making to promote equality among girls and boys in education. Also, Mumba (2002) stated that Participatory Planning and Management is another intervention in girl's education, where it is applied to improve school planning for girl's education through having strategic planning workshops. According to Mumba (2002) Girls Friendly Module/Gender Sensitive Pedagogy is part of the intervention developed by PAGE which focuses on strengthening the idea of having girl friendly schools that includes girls friendly climate inside schools and fostering the girls independency to stand up for oneself. It was also stated by Mumba (2002) that having school clubs is part of the developed interventions of PAGE which mainly aims at providing girls with an equal opportunity to compete with boys and to help in building their leadership qualities. Another main intervention mentioned by Mumba (2002) is having a community action which mainly seeks to let the community support girl's education and to promote the important role of parents and community in the education of girls.

Finally, Mumba (2002) stated that providing school with grants is another important intervention. Providing schools with grants would probably help schools in prioritizing their decisions with reference to improving girl's education. Providing schools with grants reflects that the theory of change started to be applicable and taken into consideration as it meets with the first intervention in the theory of change which mainly highlights the importance of focusing on resources and infrastructure including financial support such as providing grants. Finally, Nkosha, Lichember and Chakufyali (2013) declared that PAGE had been implemented in Lusaka and Chipata districts and the Ministry of education expanded the program by adopting ten schools in different province. This decision was made by the government after evaluating the PAGE contribution in promoting and enhancing the rate of girls accessing education. PAGE expanded also to take place in other parts of Zambia.

#### **5. THE ROLE OF THE GOVERNMENT AND NON-GOVERNMENTAL ORGANIZATIONS IN RAISING EQUITY AND EQUALITY IN EDUCATING GIRLS IN ZAMBIA**

The government in Zambia did not only provide the Program for Advancement of Girl's Education (PAGE) many other reforms started to get into practice to support equity and equality for girl's education in Zambia. As it was stated above by Mumba (2012) that the government participated in Education for All conference

that was held in 1990 to have a frame work of actions and to set targets to reach the proposed goals; the government had a certain vision and mission to ensure equality and equity among males in females in the educational sector. Nkosha, Lichember and Chakufyali (2013) declared that the government and the Non-governmental organizations had to follow certain strategies to tackle the gender disparity in education. For example, the Re-entry policy that was introduced in the year of 1997 ,and the construction of classrooms as part of the Basic Education Sub-Sector Investment Program that aims at increasing access to the basic education starting from grade one to seven for both males and females Zambian children. In addition, the National Gender Policy was formulated by the Government of Zambia to ensure and provide equity and equality in participating and benefiting from the development process for both genders. Accordingly, the government included “gender equality and equity in the vision of the fifth National Development Plan. . Nkosha, Lichember and Chakufyali (2013) stated that one of the strategies provided by the government was to increase provision of textbooks, and the declaration that the government would offer a free education for students in grade one to seven and also that students could be able to participate in schools with or without wearing uniforms. Also, another strategy was to provide student with free exercise books and pencils. Furthermore, Herbet and Nance (2002) stated that Zambia made some achievements that mainly targeted policy changes with a specific focus on girl’s education and marginalized children, increasing the number of students participating in the educational sector, professional development and improvement for teachers and having a partnership between the Ministry of Education and the Co-operating partners.

The first achievement and strategy that took place was Educational Policy Developments which started to take place in 1991 right after the change of the government in Zambia. This Policy was entitled Focus on Learning that was approved by the Cabinet during the year of 1992. Focus on Learning policy was originated by the Education for All Task Force. Herbet and Nance (2002) stated that the main aim of this policy was to improve access, equity, efficiency and quality of education by re-establishing the infrastructure of schools, building new schools and training managers and providing required education materials for schools. According to Herbet and Nance (2002) a major progress of Focus on Learning Policy was the establishment of Zambia Education Rehabilitation Project (ZERP) which was established in the year of 1993 and ended in 1998. The aim of the ZERP was to assist the Ministry of Education in the reconstruction of old schools, enhancing the quality of education, increasing access and providing equity in education and finally providing an improvement in the management of human, financial and the availability of materials and resources in primary schools.

Moreover, with the establishment of Zambia Education Rehabilitation Project (ZERP) twenty primary schools were established in the urban areas of Lusaka, Kitwe and Ndola. Also, around four thousands of education managers had received training in education management. Also, the Examinations Council of Zambia was provided with computers and trained people on how to use those computers to facilitate the examination process. In addition, gender issues were included in the school curriculum and huge efforts were made to provide schools with the required materials to ease the learning process of both genders. With reference to the Theory of Change, the government of Zambia and the Non-governmental Organizations shared in applying the theory of change by providing a curriculum that includes gender issues which is part of the interventions in the theory that aims at providing gender sensitive curriculum.

## **6. BEST PRACTICES IN NEPAL**

According to the report of United Nations for Girls Initiative (2012) which stated that Education in Nepal was considered as a high priority since 1951. Also, UNGEI (2012) report declares that Federal Republic of Nepal highlights that it is essential to have free education for all stages till the secondary level, as education would be one of the key factor to reduce poverty. Accordingly, United Nations for Girls Education in Nepal was established to help in eliminating the gap among males and females in education and to spread equity and equality in the educational sector.

### **6.1. Establishment of UNGEI in Nepal**

According to UNGEI report (2012) the origins of establishing UNGEI Nepal refers back to an informal network that was established in 2002. Also, efforts done by Non-governmental organizations and the United Nations agencies had a great impact in formulating this network. It was stated in UNGEI report (2012) that one of the highest priorities of UNGEI are close to those that have been mainstreamed into the educational system of Nepal. Accordingly, UNGEI is not a separate program; however, a framework the goes along with the government in implementing strategies in a focused way.

## **7. THE ROLE OF UNGEI IN FORMULATING BEST PRACTICES IN NEPAL**

As it was mentioned above that the government recognized that school education is of high importance and considered to be one of the government's responsibilities; however, there was still a huge level of gender disparity in education. On the other hand, after the contribution of UNGEI in supporting good practices in girls education and gender equality such as the welcome to school campaign, mobilization of young champions, mobilization of women parliamentarians in education and partnership between World Food Program (WFP) and UNICEF on cooking oil support and quality education.

### **7.1. The Welcome to School (WTS) Campaign**

According to UNGEI report (2012) the WTS was launched in Nepal in 2004. It aimed at increasing the number of girls and vulnerable children at school. The campaign includes had some strategies to motivate girls to be enrolled in schools by developing policies, monitoring the civil society and establishing family clubs to detect out of school children. This campaign helps in mobilizing stakeholders that would include local government, children's clubs, Non-governmental organizations and the media all together specifically in the community level. The campaign lasts for one month devoting the first two weeks to admission, and the other two weeks are dedicated to identifying and motivating to parents that have not already enrolled their children at school during the admission period. Also, UNGEI report (2012) states that schools send invitation cards to children and include items that would help in encouraging those children to register in school by sending them notebook and pencil. Moreover, other incentives are used in different areas that include a high number of out of school children and a high percentage of gender disparity. This campaign has proved to be effective as the number of out of school females dropped out to be 160,000 instead of 590,000. Also, this campaign was highly effective and successful with the support of partners.

### **7.2. The Young Champions Program (YC)**

According to UNGEI report (2012) the Young Champions program includes volunteers from communities who are devoted in promoting the education of girls. Also, the YC program aims at changing and providing equality and quality of education to both genders. Consequently, YC program mainly facilitate stakeholders to identify children who are out-of-schools, reasons behind being out-of-schools, investigating and finding ways to engage them to be part of schools. This program is a model of UNGEI south Asia model that seeks involving young children in education. Also, it was stated in UNGEI report (2012) that the YC program encompasses training of trainers and formulating an action plan in general and during the training. Also, YCs and youth group members do share with activists in the community in convincing parents to send their children to schools to support the WTS campaign. In addition, they do keep records including the number of children who do not regularly attend at schools. Consequently, they investigate the reasons behind not sending children regularly to schools and try to find ways and solutions to overcome it. YCs do monitor the records of students and teacher attendance and school opening and closing days. Finally, with reference to the UNGEI report (2012) it was declared that there are 477 YCs in six *terai* districts, that includes one-third are women. Also, there are 1420 members of youth groups and 29 percent of them are women.

### **7.3. Providing Economic Support to the Families of Girls in Education**

According to UNGEI report (2012) part of the role of United Nations in the enrollment of females in schools was to provide each girl in grades 2 to 5 with two liters of cooking oil per month with at least 80 percent of attendance during school days. As result of the economic support the highest percentage of female's participating and being enrolled in schools were those who received support with oil. According to UNGEI report (2012) in Nepal Rastriya Primary school in Bara that does not receive any economic support have a 100 percent of out-side-of school females and having even high percentage of females. However, it was reported in UNGEI report (2012) that in Shree Primary School in Rautahat the number of out-of-school children was 20, as their families were provided with two liters of cooking oil for each girl per month.

### **7.4. Involving Parliamentarian's Women and Member of the Constituent Assembly**

According to UNGEI report (2012) in Nepal involving parliamentarian's women and members of the constituent assembly helped in improving and delivering deep understanding of parliamentarians about the issues concerning girls education and gender equality in education. Accordingly, since the Constituent Assembly of 2008, women included in the parliament in Nepal were one-third of the parliament. Also, UNGEI report (2012) declared that a network had been made on behalf of Educational Pages (one of the active members in the Girls Education Network) with female leaders of political parties concerning issues that are relevant to girl's education. The Educational Pages added the agenda in the Girls Education Network

meeting; the meeting also accepted the idea and asked the political parties to send their representatives to discuss issues concerning girl's education. Also, the representatives participated in meetings and formulated Girl's Education Networking Group of Women CA members. Another method of facilitating the process of educating females was by forming Women Parliamentarians Advisory Group for Girl's Education. This group also shared in identifying barriers that face female's to get educated.

Consequently, according to the identified barriers the group made a 15 point commitment concerning girl's education and providing equality in education among both genders. Also, they launched the commitment through including signatures of the 197 women parliamentarians. All of this was held under the banner of United Nations for Girls Education Initiative. In addition, the group also went deep to understand issues concerning girl's education and had discussions about these issues at a center-level workshop, and provided a 12 point list of suggestions to be included in the Education Act.

## **8. BEST PRACTICES IN EGYPT**

### **8.1. Community Schools in Egypt**

According to Zaalouk (1995) the educational systems in many countries need to be changed and to include fresh and new ideas where a broader and wide vision of knowing how to meet all of the needs to have basic education and how to make this vision come into practice. It was stated by Zaalouk (1995) that education is valuable need for the poor Egyptian people, and the government played a vital role in the sixties to universalize basic education by making it free and obligatory. Zaalouk (1995) declared that there were huge disparities in different regions including a large number of out-of-school children in urban areas such as in remote rural areas like "ezbhas". Zaalouk (1995) stated that Egypt was considered as one of the nine countries that is targeted by United Nations Development Program (UNDP), the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the United Nations Population Fund (UNFPA), and UNICEF aiming at providing Education for All. Accordingly, one of the best practice that took place in Egypt was the establishment of Community schools which mainly target those children who are far reached in remote and urban areas such as the governorate of Assiut Zaalouk (1995) declared that the project of community schools began in the governorate of Assiut by having four schools and two facilitator per each school and one substitution or rotating facilitator. With reference to the theory of change and with the establishment of the "community schools" which shows the high contribution in applying the theory of change; as the first intervention in the theory of change declares the importance of formulating infra-structure by building new schools such as the community schools in Egypt. Zaalouk (1995) stated that the aim of community schools is to stress girls' access to schools and education. As stated by Zaalouk (1995) that in 1992 UNICEF signed an agreement with the Ministry of Education which mainly specified the role of UNICEF education section that would design, develop and co-ordinate a sample and a model of community school in hamlets of rural areas in Upper Egypt.

Moreover, as per the agreement of the UNICEF with the Ministry of Education, community school project should ensure that all children have an access to school specifically females. Also, another policy was that the project should encourage non-governmental sources to provide and facilitators should be selected from the local and surrounding community for the sake of supporting self-learning, student-centered learning and to guarantee student's commitment and attendance. In addition, Zaalouk (1995) stated that another point in the agreement was the importance of providing good, strong and supportive models that would support facilitator in class management capacity, pedagogic practice and strengthening teacher's knowledge. Also, Zaalouk declared that the agreement highlights the importance of working on the development of children's critical thinking and problem solving skills instead of memorizing. Finally, the agreement focuses on the importance of adapting the school curriculum to meet with children's leaning needs, personal preferences and dispositions. Also, Zaalouk (1995) declared that the roles and responsibilities of MOE were being responsible for paying salaries to facilitators. Zaalouk (1995) stated that the role of the local communities in the hamlets were to provide suitable place for the school and checking on the attendance of children in classes. Education committee from local communities was selected to bring together generations and genders having different socio-economic status. The committee takes the responsibility of forming school curriculum that would be related and relevant to the local environment. At the end of this process the committees would nominate facilitators to get training. Zaalouk(1995) highlighted that the role of UNICEF was to train the team of the project, facilitators and implementing the project through local non-governmental organizations in the surrounded governorate. UNICEF was responsible for providing the school with furniture, equipment, and required materials to facilitate the learning process at school. Also, Zaalouk (1995) stated that children and their families do not pay fees and do not even spend money on buying uniforms or even pay any other hidden expenses.

Zaalouk (1995) declared that in order to send children to school many parent have to sacrifice time spent in the field that would affect the family income. Consequently, community schools were flexible in their timings so that children could continue both agriculture and house chores. Also, community were involved in forming in planning and managing the school to motivate their sense of responsibility and ownership. Zaalouk (1995) declared that students were allowed to join primary education once they accomplished the learning objectives of the curriculum.

According to DeStefano (2006) it was stated that the project of community schools in Egypt done by Malak Zaalouk proved to be successful and had changed different aspects of life in Upper Egypt. Zaalouk as cited in DeStefano (2006) children in community schools had the sense of the self and active learners. Females started to value the importance of children's education. Finally, the pilot phase of the community schools project took place from 1992 till 1995 and ended with establishing 38 schools that mainly served 1037 students having 63 percent of them were girls. Community schools expanded to include 202 school sites that serve 4656 students and 70 percent of those students were girls.

## **9. CONCLUSION**

### **9.1. Lessons Learned**

To conclude, Education is essential in the advancement and progress of any society that is why many initiatives take the lead to provide equal opportunities for males and females to contribute in the advancement of their societies through accessing education. One of the most significant initiatives that shared in enhancing and abolishing the inequality in education and decreasing gender disparity in education was United Nations for Girl's Initiative. UNGEI had from the start a clear focus and vision to achieve equity and equality through abiding by the EFA goals targeting female's equality and equity in education. UNGEI had an achievement in different countries like Nepal, Uganda and Egypt. As it was mentioned above that part of the contribution of UNGEI in Nepal was through providing a Welcome to School Campaign, Young Champions program, providing economic support to the families of girls in education and involving Parliamentarian's Women and Members of the Constituent Assembly. All of these contributions contribute in applying some interventions in the theory of change and the impact of the contributions of UNGEI were positive and shared in decreasing the gap between males and females education.

Moreover, the successful contribution of Zaalouk and United Nations in Egypt that was clear in the establishment of Community schools in Egypt that mainly helped in promoting girls access to education in remote and poor areas. Community schools in Egypt shared in overcoming the problem of parent's fear of sending females to school because of remote schools, sexual abuse and the need for girls to share in harvesting the crops or in sharing in the households by having flexible plan for girls to go to school to avoid the conflict that would happen between their family needs and their basic right in getting educated. Also, Community schools did not only provide education for children but also provided an essential learning skill in our daily lives. As Community schools teach children and females to acquire problem solving skills and observation skills as well.

In Zambia, the situation was not different from Egypt and Nepal. United Nations also had contribution in equity and equality of girls accessing education in Zambia by establishing the Program for Advancement of Girl's Education. Also, in Zambia the government contributed in spreading equity and equality in girls accessing education through providing policies that would guarantee the free and compulsory access of females. In addition, the government started to adopt policies that would help in having girl friendly schools, expanding the re-construction of old schools and including gender issues in the curriculum that would help in supporting girl's education.

Finally, Egypt could implement some of the positive practices that took place in Nepal, Zambia. Egypt need to start implementing the methodology followed in community schools on different types of schools public and private by providing students with the required skills in everyday life such as observation skills and problem solving skills. As these type of skills would probably help students later on in sharing in the advancement of their society by using their minds instead of just memorizing at schools and consequently do not have the talent of using their minds to think critically. Also, the government in Egypt needs to focus more on implementing policies like Zambia that guarantee delivering the required materials to boost the learning process specifically 1for females to motivate parents to send their female children to school to receive free and high quality education provided by the facilities and materials need to ease the process of learning. In addition, one the best practices in Zambia is having a policy that would guarantee implementing new schools, re-constructing old schools and providing trainings for managers. If this policy was not only implemented but also came into practice in schools in Egypt; families would feel also that females would not

feel afraid of sending their children to schools in Egypt as the managers will be better trained to manage and fulfill the requirements and needs of female children at school.

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