

**PRIORITÉ À L'ÉGALITÉ
GENDER AT THE
CENTRE**

GENDER AT THE CENTRE INITIATIVE (GCI): ANNUAL REPORT 2022

**REPORT ON GCI ACTIVITIES AND ACHIEVEMENTS
BETWEEN JANUARY AND DECEMBER 2022**

February 2023

EXECUTIVE SUMMARY

2022 has been a productive year for the Gender at the Centre Initiative. Despite ongoing security crises and the worldwide impact of the war in Ukraine, GCI has shown commitment, leadership and resilience to continue advancing gender equality in and through education.

The Transforming Education Summit has put education high on the international agenda. GCI has seized this momentum to galvanise commitment to gender equality in and through education and rally partners around a shared vision on gender-transformative education. Through the [Freetown Manifesto](#), GCI united 14 African countries in a first-of-its-kind political commitment towards gender equality in and through education. With its innovative Gender-Transformative Leadership Programme GCI coached over 80 senior Ministry of Education officials to question their gender biases, explore institutional power dynamics and become strong gender champions.

GCI further advanced gender-responsive education sector planning through its advanced training offer, as well as through tailored technical support to partner countries. Over 400 MoE officials benefited from GCI training, in GCI countries and beyond, through the multi-country course on gender-responsive education planning in Portuguese and in French, or through country-specific training. The GCI Communities of Practice offered a useful platform for MoE planners and practitioners to deepen their learning and share experiences with fellow ministry gender champions from across Africa. In Sierra Leone, GCI supported the finalisation of the gender-responsive 2022-2026 Education Sector Plan, and in Mauritania GCI helped develop a gender-responsive education sector analysis.

In 2022, GCI provided focused support to partner countries on gender analysis, data collection and evidence building. With specific approaches and tools such as the institutional gender diagnostics and the [Gender Equality in Education Snapshot \(GES\) Tool](#), GCI helped education stakeholders to gain a better understanding of gender equality in education in specific contexts. GCI also influenced the global research agenda by launching research initiatives on specific issues such as women in education leadership and community-based social norms research.

GCI has continued its work with its Civil Society Consortium to advocate and foster social demand for gender equality in education. GCI's civil society partners, ANCEFA, Plan International and FAWE, brought together education actors, community members and young activists to stimulate dialogue on important issues such as School-related Gender-based Violence, Comprehensive Sexuality Education (CSE) and harmful gender norms. GCI has leveraged its network of young feminist activists to bring the voices of young people to the forefront and find innovative ways to promote social change.

The GCI Alliance has leveraged the power of partnership to advance gender equality in and through education at national, regional and global levels. It is starting to build a dynamic movement for gender-transformative education in sub-Saharan Africa. In 2023, GCI will continue its activities, while looking to develop a second phase of the initiative. To that end, a mid-term evaluation was launched, whose results, to be available in March 2023, and will feed this reflection on the next phase. We are hopeful that through these continued efforts GCI will make a difference in the lives of many girls and boys, so that they can learn, thrive, and reach their full potential!

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ACRONYMS

ANCEFA	Africa Network Campaign on Education for All
ASEAN	Association of Southeast Asian Nations
CPGE	Community of Practice in Gender and Education
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organisation
DDEFPG	Department for the Development of Girls' Education and Gender Promotion
ECW	Education Cannot Wait
EFA	Education For All
ESP	Education Sector Plan
FAWE	Forum for African Women Educationalists
FGM	Female Genital Mutilations
FME	Federal Ministry of Education
GCI	Gender at the Centre Initiative
GE	Gender Equality
GES	Gender Equality in Education Snapshot
GPE	Global Partnership for Education
HQ	Headquarters
IIEP	International Institute for Educational Planning (UNESCO)
LEG	Local Education Group
MBSSE	Minister of Basic and Senior Secondary Education
MINEDH	Ministry of Education and Human Development (In Mozambique)
MENAPLN	Ministry of National Education, Literacy and the Promotion of National Languages
MEPT	Movement Education For All
MoE	Ministry of Education
MoF	Ministry of Finance
OSC	Civil Society Organisation
PEA	Political Economy Analysis
PNDSE	National Education Sector Development Programme
PRODEC	Ten-year programme for the development of education and vocational training
SCGREP	Short Course on Gender Responsive Educational Planning
SWOT	Strengths Weaknesses Opportunities Threats
SRGBV	School-related Gender-based Violence
TES	Transforming Education Summit
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGEI	United Nations Girls' Education Initiative
WASH	Water, Sanitation and Hygiene
YAG	Youth Advisory Group

1. INTRODUCTION

1.1 BRIEF OVERVIEW OF THE GENDER AT THE CENTRE INITIATIVE

[The Gender at the Centre Initiative](#) (GCI) was developed by the G7 Ministers of Education and Development in collaboration with multilateral and civil society organisations committed to advancing gender equality in education. [The Declaration on Gender Equality and Women's Empowerment](#) issued at the G7 Leaders' Summit in Biarritz, France, in August 2019 gave new momentum to ensure education for all girls and boys and provided powerful support for the GCI.

GCI champions the leadership of education ministries and civil society national actors to advance gender equality in and through education. Between 2020 and 2023, GCI is promoting gender equality in education in eight countries in Africa (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone).

GCI is coordinated by the United Nations Girls' Education Initiative (UNGEI) and UNESCO International Institute for Educational Planning (IIEP-UNESCO) and implemented through a multi-stakeholder partnership of education ministries, a civil society consortium (The Africa Network Campaign on Education for All (ANCEFA), the Forum for African Women Educationalists (FAWE) and Plan International), the African Union International Center for Girls & Women's Education in Africa (AU-CIEFFA), G7 Donors (France, Germany, Italy, European Union and the United Kingdom), and multilateral agencies (UNESCO, UNICEF and GPE). Together, these partners form the GCI Alliance.

In partnership with regional and national actors, the education ministries are developing and implementing systematic approaches to achieve gender-responsive education systems through Gender-Responsive Education Sector Planning (GRESPE), fostering leadership for gender equality, and creating demand for gender-transformative education.

1.2 CONTEXT

The year 2022 started with the first in-person GCI Alliance Board meeting since the COVID 19 pandemic, after two years of remote management and online meetings. While the pandemic continued to restrict mobility and implementation capacity in some GCI countries, most GCI activities were able to be implemented as planned.

Political instability was a challenge in several of the GCI countries, especially in the Sahel region. Burkina Faso witnessed two consecutive military coups and Mali's political situation remained unstable. The Sahel crisis has deteriorated the living circumstances for millions of people and led to disturbing levels of gender discrimination and violence, with the abduction of more than 50 women in Northern Burkina Faso as the latest distressing example.

The war in Ukraine has also impacted GCI countries, with large scale grain shortages and rising food prices aggravating people's already dire living situation. These conditions, combined with the direct effects of climate change on food security and safety, have made 2022 a particularly challenging year for GCI countries. However, despite these challenges, GCI countries have shown commitment and perseverance to advancing gender equality in and through education.

1.3 PURPOSE AND STRUCTURE OF THIS REPORT

This 2022 Annual Report provides a summary of the main activities that GCI carried out both in relation to foundational tasks and programming between January and December 2022. Its purpose is accountability to the GCI Alliance. The report is divided into three chapters plus one annex. Following this introduction Chapter 1, Chapter 2 reports on GCI programme activities carried out in the eight GCI partner countries and globally. Chapter 3 provides updates on programme management issues. Annex 1 presents the GCI 2022 Workplan Progress Report.

2. GCI 2022 ACTIVITIES AND ACHIEVEMENTS

This chapter provides a brief overview of GCI programming activities implemented in 2022. After a general introduction highlighting the main achievements, more details on activity outputs will be provided in the subsections of the chapter.

Please note that the indicators in the Performance Management Framework (PMF) will be fully assessed during the final evaluation of the programme. For that reason, they are not reported on in this annual report. However, we are pleased to provide a narrative update on the progress of the programme's immediate outcome-level indicators.

Annex 1 provides a detailed overview of the status of delivery of all the activities in the GCI 2022 work plan. The next sections present an analysis of what has worked well in 2022, what has been challenging and how GCI will address those challenges in 2023 and beyond.

WHAT WORKED WELL

As per the GCI 2022 Work Progress Report (Annex 1), GCI was able to conduct the vast majority of 2022 work plan activities, thus contributing to increased gender equality in and through education in the eight GCI countries and beyond. These results were achieved in collaboration with the GCI Alliance members.

GCI managed to leverage its strong relationships with Ministries of Education to improve technical capacity on gender-responsive education sector planning, as well as increase political commitment towards gender equality in education. Through a total number of 14 workshops, GCI reached 531 MoE officials at different levels. GCI was particularly successful in building political momentum and commitment for gender equality in education through the Freetown Manifesto, engaged with the Transforming Education Summit process and other high-level moments to put gender equality in education at the top of the international agenda. Through its broad network of GCI Alliance members, GCI was able to be present at various international platforms and influence key regional and global actors with GCI messaging.

GCI used the tools it developed, such as the Gender Equality in Education Snapshot (GES) Toolkit, to foster a dialogue among education stakeholders at country level on gender equality in and through education. These tools were particularly helpful in mobilising education groups, such as the Local Education Groups, around a concrete debate on gender equality in education.

GCI also provided direct technical support to Ministries of Education. In Mauritania, for example, GCI supported the government in developing the Letter of Policy for the Education and Training Sector 2022-2032. Published in November 2022, the letter commits to institutionalising gender, not only in the programmatic and strategic orientations of the National Education Sector Development Programme (PNDSE) III, but also in its steering mechanisms. This commitment marks a major step forward and success in gender mainstreaming efforts in education policies in the country. This political commitment recognises that gender equality “in and through education” and gender equality “in educational leadership and management” are closely linked.

Through its specific research initiatives, GCI has managed to influence the global research agenda and create a space for particular research topics, such as women in education leadership and community-led social norms research. Building on its strong network of young feminist activists, GCI has included the viewpoints and voices of young feminists in its research and capacity building initiatives.

GCI's Civil Society Consortium provided an important contribution to GCI's advocacy and influencing, by bringing grassroots experiences and voices from marginalised populations to the front. The consortium contributed a voice to the Global Feminist Coalition for Gender-Transformative Education and to several other advocacy and research activities. CSO partners in GCI countries engaged in effective community dialogues on important topics such as School-related Gender-based Violence and harmful gender norms. The CSO consortium also engaged in country-to-country learning and experience sharing through a GCI learning series on advancing gender equality in and through education.

In 2022, GCI's co-leads IIEP and UNGEI leveraged the power of their partnership by engaging in a series of joint activities that brought together their respective areas of expertise. In Nigeria, UNGEI and IIEP organised a joint training on Gender-Responsive Education Planning and Gender-Transformative Leadership for MoE officials. The two-part training offered a unique combination of technical capacity building on gender-responsive planning and gender leadership coaching, strengthening MoE staff with an essential set of skills to effectively advance gender equality within the education sector. Similarly, IIEP and UNGEI jointly organised a two-part training for the Ministry of Education in Mozambique, respectively focusing on gender-responsive education planning and on School-related Gender-based Violence. In both cases, the complementarity of the UNGEI and IIEP know-how, approaches and resources made for a comprehensive and successful training experience.

WHAT NEEDS STRENGTHENING

GCI has continued to experience the challenge of not having in-country coordination staff. Although progress has been made in strengthening communication and coordination with country-level partners, specifically with UNICEF country offices and donor representatives, more needs to be done to ensure effective coordination of all GCI partners at country level. The work with the LEGs on the GESToolkit has been particularly helpful to liaise with all education partners in Mali and Chad, and this model will be replicated in four more GCI countries in 2023. Moving forward, GCI would benefit from in-country coordinators who could effectively coordinate GCI partners, liaise regularly with Ministries of Education, and strengthen alignment between GCI and other local initiatives.

UNGEI encountered specific challenges in timely transferring funds to the GCI CSO partners for the implementation of GCI activities, due to limited capacity within support services at HQ level. UNGEI has recruited an additional Programme Associate to increase capacity in 2023. For GCI phase 2, UNGEI will be exploring options to transfer funds through country offices.

INTERMEDIATE OUTCOME 1

GCI supported Ministries of Education to mainstream gender equality in four key areas: systems and processes; technical capacity; organisational culture; and cross-sectoral leadership and collaboration.

To strengthen the capacity of MoEs to change internal organisational culture and build **commitment** to gender equality, UNGEI has organised a total of three workshops on Transformative Leadership for Gender Equality in Education, one high-level meeting for Ministers and Permanent Secretaries in Sierra Leone, one workshop for MoE staff in Nigeria and one regional workshop for francophone MoE staff in Senegal. The Sierra Leone meeting has been particularly successful in raising high-level commitment to gender equality in education, through the [Freetown Manifesto](#), a series of four national policy interventions to advance girls' education and gender equality in and through education.

During 2022, GCI, through IIEP, continued supporting the GCI focus countries in their **planning** exercises, specifically in Sierra Leone, in finalising its [2022-2026 Education Sector Plan](#) and Mauritania in developing a gender-responsive education sector analysis (RESEN), which will inform the development of a new education sector plan.

In Burkina Faso, IIEP and the Ministry of National Education, Literacy and Promotion of Local Languages (MENAPLN) conducted an **institutional gender diagnosis**, which aims to promote organisational learning to better integrate the gender dimension into all activities of the MoE. Data collection was initiated in Niger to conduct a similar exercise.

2022 was the year when the GCI **training** offer for gender-responsive educational planning reached its most significant number of GCI countries to date. Following the 2021 English edition, IIEP delivered two different editions of the multi-country Short Course on Gender Responsive Education Sector Planning, in French and, for the first time, in Portuguese. Close to 100 education professionals across 21 African countries, including six GCI focus countries, were trained by IIEP on identifying and measuring gender inequalities in and through education and on gender-responsive education sector analysis and planning.

In addition to the multi-country trainings, GCI delivered a series of country-specific contextualised trainings, including the following:

- Mozambique - Gender-responsive education planning
- Mozambique - School-related Gender-based Violence (SRGBV)
- Mauritania - Gender-responsive education analysis methodology
- Sierra Leone - Gender-responsive education planning and statistics

- Nigeria - Gender-responsive Education Planning and Gender-Transformative Leadership
- Nigeria - Domestication of the National Policy on Gender and Education
- Nigeria - Short course on education planning and management; gender was mainstreamed into the training programme
- Chad - Training and policy dialogue workshop on the integration of gender equality into public education planning exercises

In addition, as a follow-up to the English Edition of the Short Course on Gender Responsive Educational Planning (2021), in 2022 IIEP-UNESCO launched the second cohort of the **Community of Practice in Gender and Education** (CPGE), complementing the training with additional learning opportunities and developing a network of gender-sensitive planners and managers in anglophone African countries.

In 2022, the IIEP GCI team and the IIEP Dakar Research and Development team collected data and finalised the **research** report on gender dynamics in education in the Malian refugee camp of Mbera, Mauritania. The team also started to conceptualise two research projects on policy responses to girls' dropout in Mozambique and Sierra Leone, in partnership with the MoEs.

As part of a collaboration between GCI and the Open Society Foundations, the IIEP GCI team is currently implementing a project in five countries (including Niger and Burkina Faso) to analyse and support Gender-Responsive Budgeting processes in the context of the program-based **budgeting** reform and in the translation of education sector policy priorities into budget programming in general.

INTERMEDIATE OUTCOME 2

GCI focuses on four key elements of the enabling environment - civil society, local education groups, dialogue and knowledge sharing, and increased collaboration, particularly among development partners.

With the support of UNGEI, civil society organisations Plan International, ANCEFA and FAWE implemented various capacity building, advocacy and community engagement activities contributing to an enabling environment for gender equality in and through education. The CSO Consortium reached over 7000 community members (553 directly and an estimated 6450 indirectly) and 146 civil society actors, including girls, teachers, school counselors, parents and community leaders. For example, ANCEFA contributed to the development of a multi-sectoral mechanism for the prevention and response to violence (including gender-based violence) against children in schools in Mozambique. Plan International mobilised state and civil society actors at various levels in Niger in a dialogue on girls' education and child marriage. Plan also worked with school counselors on School-related Gender-based Violence in Sierra Leone. UNGEI organised a webinar with GCI CSO partners to share innovations and good practices from the implementation of GCI.

UNGEI successfully piloted the [Gender Equality in Education Snapshot \(GES\) Toolkit](#), a tool to support education planners and practitioners to conduct a rapid assessment of gender equality in and through education, with the Local Education Groups of Chad and Mali. The rapid assessments provided an opportunity for LEGs and MoE officials to increase their understanding of the strengths and weaknesses of their country in terms of gender equality within and beyond the education system, and to identify pathways for future action. The results of the assessment were used to advocate for the acceleration of the implementation of gender-related activities in the PRODEC II 2019-2028 program in Mali and served as a basis to support the development of the new education sector plan in Chad.

UNGEI supported Local Education Groups in the eight GCI countries to collect data for the 2022 LEG Annual Reports. Five local Education Groups successfully developed their Annual Reports, compiling their collaborative efforts to promote gender equality in and through education.

As a follow-up of the [desk study on social norms and girls' education](#) in the eight GCI countries, UNGEI launched a mixed-methods field research on social norms and girls' education in Sierra Leone. The research has an intentional community-based and girl-led approach and will identify the social determinants of girls' educational opportunities, as well as positive deviants for transforming gender norms. Research activities will be used as a first step to foster community dialogue on social norms and gender equality.

The dynamic of dialogue and knowledge sharing was strengthened through research projects, publications, the convening of events, and the facilitation of dialogue on gender equality in education between stakeholders across and beyond GCI's focus countries.

2.1 Activities under Intermediate Outcome 1

Intermediate Outcome 1: Improved gender equality mainstreaming in and through education led and implemented by Ministries of Education in conjunction with other relevant ministries.

2.1.1 Immediate Outcome 1.1

Immediate Outcome 1.1: Strengthened institutional systems and processes within MoEs to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies and programmes.

Output 1.1.1 – Ministry of Education norms, standards, regulations, codes of conduct, information systems and policy implementation tools developed and/or revised to integrate gender equality

In Niger, the research is still ongoing by IIEP to develop a data collection tool on School-related Gender-based Violence (SRGBV). Despite being a significant barrier to girls' and boys' access to and participation in education, reliable SRGBV data remains too limited in terms of both coverage and scope to adequately inform policy making and planning, and there is currently no standard measure to accurately and precisely assess the prevalence and extent of SRGBV. The first version of an option paper is currently being finalised in order to initiate a dialogue within the Ministry of Education and with its partners.

Output 1.1.2 - Education sector analysis, education sector plan, operational planning and monitoring and evaluation processes revised to include gender equality lens

Education Sector Analysis and Plans

During the first semester of 2022, GCI continued supporting the government of **Sierra Leone** to finalise its [2022-2026 Education Sector Plan](#). In addition to gender mainstreaming throughout the plan, IIEP supported the costing of the ESP with a strong gender dimension. The ESP was finalised in June, incorporating recommendations from the independent appraisal sanctioned by the Global Partnership for Education (GPE), which found it “represents an ambitious and comprehensive sectoral vision and strategic direction, informed by a strong evidence based and a thorough cost and financing”. Through this process, the gender technical capacities of the ESP national team, composed of more than 25 MBSSE and Ministry of Higher and Technical Education (MTHE) staff, were strengthened, including education officers, directors, deputy directors, from central and decentralised levels.

In **Mauritania**, IIEP continued to support the government in developing a gender-responsive education sector analysis (RESEN). The financial simulation model was finalised and the education policy letter drafted, two tools that materialise the Mauritanian government's main priorities in education while emphasising gender equality and inclusion. The Letter of Policy for the Education and Training Sector 2022-2032, published in November, indeed commits to institutionalising gender, not only in the programmatic and strategic orientations of PNDSE III (National development plan for the education sector III), but also in its operational mechanisms. The national team in place continued to be supported to write the full ESA report.

Participative Gender Diagnostics

In **Burkina Faso**, the Ministry of National Education, Alphabetisation and Promotion of National Languages (MENAPLN) conducted a Gender Participatory Diagnostic with the technical support of IIEP. This Diagnostic allowed the Ministry to measure the extent of gender integration and institutionalisation in its methods, activities and organisational culture. The method employed included questionnaires, interviews and workshops and an analytical review of documents. The final workshop was held in Ouagadougou, in June 2022. Its results should be published early 2023 (TBC) along with a Policy Brief.

In **Niger**, IIEP and the Ministry of Education collected data as part of the institutional gender diagnosis, which aims to promote organisational learning in order to better integrate the gender dimension into all activities of the MoE. More than 70 interviews were conducted with managers and agents, both at the central and decentralised levels, as well as a dozen interviews with the MEN partners. Data analysis will continue in 2023 and will be complemented by the organisation of participatory workshops in Niamey. In addition, an analysis of budgeting and planning processes within the framework of programme-based budgeting reform is being conducted in Niger. It will document the budget process and gender budgeting practices in the education and training sector, and identify ways to promote greater gender sensitivity in education budget preparation, implementation and monitoring.

Global Partnership for Education processes

In order to implement its new strategy for 2025, the Global Partnership for Education (GPE) introduced several changes to its operating model, including revised financing instruments (such as a new window for girls' education), a more flexible and expanded approach towards requirements (now referred to as "enabling factors"), a Partnership Compact approach, as well as a stronger focus on gender equality in education systems. IIEP accompanied the launch of the new operating model in Cote d'Ivoire and provided ad hoc support to Chad and Niger enabling factor analyses. Through its engagement with GPE country-level operations, GCI identified several ways and entry points for mainstreaming gender equality in what GPE calls enabling factors, including gender-responsive data systems, policy planning and monitoring, sector coordination, as well as education financing.

In addition, IIEP is well-positioned to provide technical assistance to the preparation of gender-responsive partnership compacts and make linkages between partnership compact priorities and education sector planning processes, ensuring that compact priorities are aligned to, or drive the formulation of, gender-responsive ESP priorities.

2.1.2 Immediate Outcome 1.2

Immediate Outcome 1.2: Strengthened technical capabilities within MoE and other relevant ministries working in conjunction with MoEs to mainstream gender equality in education, including in emergency contexts.

Output 1.2.1 – MoE and other relevant Ministries (e.g., Ministry of Finance (MoF)) staff, including gender specialists, trained on mainstreaming gender equality in education at national and decentralised levels

Following the French edition in 2020 and the English edition in 2021, in 2022 IIEP-UNESCO Dakar delivered the first edition in Portuguese of the **Short Course on Gender Responsive Educational Planning (SCGREP)** (May-July 2022) and the second edition in French (October-December 2022). This 12 week fully online programme is offered free of charge to a selected number of participants, based on their profile, and aims to develop their skills to integrate gender into all stages of educational planning, taking into account the multidimensional factors that perpetuate gender inequalities in and through education. 56 education managers and officers (35 women) from the five Portuguese-speaking African countries (Angola, Cabo Verde, Guinea-Bissau, Mozambique and Sao Tome and Principe) were admitted to the Portuguese edition of the SCGREP, out of which 40 (25 women) effectively took part in the course. 22 active participants (15 women) successfully completed the training and another 10 (6 women) met the requirements for obtaining the certificate of participation. The Portuguese edition was designed and delivered by IIEP-UNESCO Dakar

in collaboration with IIEP-UNESCO Office for Latin America in Buenos Aires, Argentina (IIEP BA). Based on this experience, a training programme in Portuguese and Spanish adapted to the Latin American context is being designed under the leadership of IIEP BA in 2023.

The second francophone edition of the short-course ran online from October to the end of December. More than 40 education professionals across 16 francophone African countries took part in it and were trained by IIEP on gender inequalities in and through education, gender-responsive education sector analysis and gender-responsive sector planning. The number of participants having completed the course and obtained a certificate of successful completion will be evaluated in early 2023, after the end of the retake phase.

For both editions, the demand was remarkably high, with 181 applications received from 11 countries for the Portuguese edition and 528 applications received from more than 22 countries for the French edition.

In **Mauritania**, IIEP organised a training workshop on gender responsive education sector analysis methodology for the ESA national team in Nouadhibou, from September 13 to 16, 2022.

In **Nigeria**, in October 2022, IIEP UNESCO Dakar held a short course on education planning and management for 50 education officials, including representatives from the 36 Nigerian states. This training was requested by Nigeria's Federal Ministry of Education, to strengthen the capacities of education officers working in the state administrations in gender-responsive analysis, planning, and management of the education sector. The training was implemented in a hybrid mode, including a two-week residential workshop in Dakar (3-14 October 2022). Gender was mainstreamed in the training programme, which was structured in three modules: Use of administrative and household data for education sector planning; Education sector planning; and Microplanning (with a focus on supply of schools, especially junior secondary). Through a hands-on approach, participants had the opportunity to improve the gender responsiveness of the action plans drafted in the framework of the workshop.

In **Chad**, the Ministry of National Education and Civic Promotion (MENPC)'s Department for the Development of Girls' Education and Gender Promotion (DDEFPG) organised - with the technical support of IIEP-UNESCO Dakar - a training and policy dialogue workshop on the integration of gender equality into public education planning exercises (Education Sector Plan, GPE Partnership Compact). The workshop took place from 5 to 8 September 2022, with 48 participants from different departments of the Ministry, as well as from partner organisations and civil society organisations. The workshop made it possible to assess the situation of gender inequalities in education in Chad, through the analysis of contextualised data on gender in the education system, and to identify possible actions to address them. The discussions and group work allowed many proposals to emerge and recommendations to be formulated and brought to the Transforming Education Summit that followed this training in September, and to be considered in the upcoming development of the GPE Partnership Compact.



IIEP training on gender-responsive educational planning in N'Djaména, Tchad, september 2022.

In November 2022, IIEP UNESCO Dakar held a five-day course for 35 education officials from the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE) in **Sierra Leone**. The training, requested by the MBSSE, focused on gender-responsive education planning and statistics and strengthened the capacities of education officers to understand and explain the issues of gender equality in and through education, to identify and analyse the factors that lead to gender disparities in education, including gender norms, and to identify relevant indicators (quantitative and qualitative) and data sources, and be able to use them for analysis. It will be followed by a second module on gender-responsive TVET and a third one on gender-responsive budgeting in the education sector in 2023.

IIEP and UNGEI organised a [two-part training for Mozambique's Ministry of Education and Human Development \(MINEDH\) staff](#). A total of 37 ministry staff were trained, 11 gender coordinators from the provincial level and 26 central units gender focal points. The first training, organised by IIEP, focused on Gender-Responsive Education Planning (GRESPE) and took place from 14 to 18 March in Maputo. From 6 to 10 June, UNGEI organised the second training on School-related Gender-based Violence (SRGBV) for Education Planners in Ponta de Ouro. During the training participants reviewed Mozambique's Education Sector Plan (ESP) and its gender components, analysed related policies and strategies to address gender inequalities, shared lessons learnt on SRGBV and discussed how to strengthen multi-sectoral partnerships in the fight against SRGBV. UNGEI, in partnership with UNESCO, translated the course contents into a course manual on SRGBV for education planners and practitioners. The course is available [online](#).

“With this training on SRGBV, we discussed the link between cultural issues and harmful gender norms. I learned positive strategies that can be used in my institution, in my daily life and pedagogical practices to deal with GBV.”

Edna Umbelina Langa Saúde, Gender Coordinator, Maputo Provincial Education Directorate, Ministry of Education and Human Development, Mozambique.



Participants to the training on Gender-Responsive Education Planning in Maputo, Mozambique.

UNGEI, with support from Cambridge Education, conducted an **analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) for mainstreaming gender equality in education sector analysis and planning** in the eight GCI countries. Based on a literature review and key informant interviews in each country, a Political Economy Analysis (PEA) was conducted about the systemic enablers and barriers to mainstreaming gender equality in the education sector. In parallel, a gender expertise mapping was undertaken to identify where gender expertise is located in each country. The report shows interesting findings about how gender expertise is leveraged, or not, in education sector planning, and how civil society and youth contribute their voices to the planning process. The report contains a compilation of good practices and recommendations for improving gender mainstreaming and meaningful consultation in future planning processes. Main findings will be presented through an official launching webinar during the first quarter of 2023.

Output 1.2.2 - MOE and other relevant Ministries staff equipped with knowledge resources on mainstreaming gender equality in education in emergency contexts

In 2022, IIEP conducted a study on gender dynamics in education in the Mbera refugee camp (Mauritania), with the aims of documenting the current situation of access to education for refugees, especially girls; identifying obstacles, risk and vulnerability factors specific to refugee women and girls; and suggesting recommendations for the issues and problems identified to be taken into account in educational policies and programmes of the Mauritanian state and supported by various donors. A data collection field mission was conducted with the support of the UNHCR and UNICEF offices in Bassiknou. The main findings were integrated into IIEP's work of accompanying the design of the new Mauritanian Education Sector Plan. The final report will be published and disseminated in the first half of 2023.

UNGEI produced and disseminated a factsheet that presents a summary of data and evidence from developing countries on gender gaps in learning through the COVID-19 pandemic. [Gender Gaps in Education During COVID-19: Data and Evidence](#)

Output 1.2.3 - MoE female planners supported through an innovative cohort programme

As a follow-up to the English Edition of the Short Course on Gender Responsive Educational Planning (2021) and building on the experience of facilitating a French-speaking Community of Practice in 2021, in 2022 IIEP-UNESCO launched the second cohort of the Community of Practice in Gender and Education (CPGE). The programme of the CPGE was conceived through consultation with the 40 mid and senior level education planners, from 20 English-speaking African countries, who had completed the SCGREP and had expressed an interest in further learning and exchange with peers from other countries. Activities were organised around a series of six online exchanges, carried out through monthly 90-minute live sessions on themes of interest to participants. CPGE members were able to share their experiences and useful resources in relation to each theme through IIEP's Global Campus (online learning platform). 30 members of the CPGE (out of the original 40) effectively participated in the online activities that took place between June and December 2022.

In addition to the online exchanges, active CPGE members were invited to a one-week residential workshop that took place from 10-14 October. 19 CPGE members from 14 English-speaking African countries attended the residential workshop, which covered topics such as Participatory Gender Audits, Use of data for gender-responsive planning, Gender equality in STEM, School-related Gender-based Violence and Gender equality in crisis and conflict settings.

Reflections of members at the end of the six month period demonstrate a consistent view that membership of the CPGE has been 'eye-opening' for members, in terms of seeing their own challenges around gender inequalities reflected in other contexts and having opportunity to openly discuss strategies and solutions. It has also consolidated the learning that took place on the Short Course and was a chance for members to develop their own strategy and roadmap for action. It should be noted that the cohorts of the CPGE are not homogenous, showing varying degrees of influence and power in their workplaces and having quite different roles and backgrounds. While this is certainly enriching in a perspective of peer-learning, it may also limit the cohesion and the sustainability of the group's dynamic. Future evaluation will bring new light into this.



2022 Anglophone edition of the CPGE workshop, Dakar, Senegal, October 2022.

2.1.3 Immediate Outcome 1.3

Immediate Outcome 1.3: Strengthened capacity of MoEs to change internal organisational culture to advance gender equality.

Output 1.3.1 - Action-research projects on specific barriers to implementing gender equality policies and on exploring resistance to change related to gender norms piloted in MoEs in selected countries

The IIEP GCI team and the IIEP Research and Development team started to conceptualise two research projects on girls' dropout in Mozambique and Sierra Leone in partnership with the MoEs. The studies will aim to build knowledge on the factors and potential policy solutions linked to girls' school dropout through i) the generation of evidence on the evolution of girls' school dropout after the COVID-19 pandemic, ii) the analysis of the relevance and coherence of the public policy tools available to the country to address this problem and iii) the development of some recommendations for strengthening the country's response mechanisms to the girls' dropout phenomenon.

Output 1.3.2 Course on Transformative Leadership for Gender Equality for MOEs delivered

In **Nigeria** UNGEI and IIEP partnered to organise a [two-part training on Gender-Transformative Leadership and Gender-Sensitive Education Planning](#), from 4 to 7 April in Abuja. The training supported 30 senior staff, mid-level staff, and staff of Gender Units within the Nigerian state and Federal Ministries of Education (FME) to strengthen their commitment, capacity and confidence to lead for gender equality in and through education. Participants also learned to analyse their own policies and programmes and to discuss alternatives for further mainstreaming gender into policy design. At the end of the programme, participants shared a heightened desire to build alliances with community stakeholders to promote gender equality in and through education in Nigeria, and reported an increased understanding of transformative leadership principles and practice.

“The presentations were hands-on, interactive and collaborative. The teaching raised deep, thoughtful questions about gender and power”.

Dr. Hyginus Eze, Secretary of the Enugu State Universal Education Board, Nigeria

The training in gender-sensitive education planning and transformative leadership in Nigeria has been accompanied by the official launch event of GCI in Nigeria. Chukwuemeka Nwajiuba the Federal Minister of State for Education officially inaugurated GCI in Nigeria and said the following: “I would like to thank all our Development Partners, especially UNGEI, IIEP, UNESCO and UNICEF for always standing by us and putting the education and well-being of our children in the front burner and to also assure them of the Ministry's support and unwavering commitment for this great initiative”.



Chukwuemeka Nwajiuba the Minister of State for Education of the Federal Republic of Nigeria during the launch event of the GCI in Nigeria.

From 18 to 20 May, UNGEI, the Sierra Leonean Ministry of Education and UNICEF Sierra Leone organised [a high-level meeting on Gender Transformative Leadership in Education](#) in Freetown, Sierra Leone. 33 participants, including education ministers, permanent secretaries and directors from 13 African Countries, attended the meeting. Through this meeting, with the coordinated support of UNGEI and IIEP, the Freetown Manifesto, a series of four national policy interventions to advance girls' education and gender equality in and through education, was developed. The Manifesto was presented by the Ministers of Education of Niger and Sierra Leone at the Transforming Education Pre-Summit in Paris in June, and was highlighted at the Transforming Education Summit (TES) in September in New York.

With the support of UNGEI and GPE, the Ministers of Education from Niger and Sierra Leone invited South East Asian countries to endorse the Freetown Manifesto at the Association of Southeast Asian Nations (ASEAN) Education Ministers meeting on 13 October 2022, in Hanoi, Vietnam. Several countries expressed interest to sign the Manifesto. UNGEI and GPE will follow up on signatories and explore options to disseminate it in other regions. In 2023 UNGEI will follow up with the GCI countries on implementation of the commitments.

In the spirit of intergenerational dialogue, UNGEI, Plan International, Restless Development, and Purposeful supported young feminist activists to join the meeting and to highlight the persistent challenges for girls' education and gender equality in Sierra Leone. Cited challenges included Female Genital Mutilations (FGM), period poverty, and a lack of Comprehensive Sexuality Education (CSE). During the meeting David Moinina Sengeh, Minister of Basic and Senior Secondary Education (MBSSE), with support from Plan International, officially launched the **Youth Advisory Group (YAG)**. The YAG will support “all major decisions being made about education in Sierra Leone and will serve as an important accountability mechanism within the ministry.”

“We want to work with you as co-leaders in creating a gender transformative education that creates the Africa we want, the Africa we deserve.”

Kadiatu, Young Feminist Activist, Sierra Leone



Education leaders come together during the high-level meeting on Gender Transformative Leadership in Education in Freetown, Sierra Leone.

From November 14 to 17, UNGEI, in partnership with UNICEF and Gender at Work, organised a [workshop on Transformative Leadership for Gender Equality in Education in Dakar, Senegal](#). 19 senior officials from the education and finance and planning ministries of the five French-speaking GCI countries (Mauritania, Mali, Burkina Faso, Niger, Chad) participated in the workshop. The workshop offered an opportunity for participants to reflect on their personal commitment to gender equality and grow their leadership skills to become effective gender champions. During the workshop country delegations strengthened cross-sectoral collaboration and developed action plans to champion gender equality in education. Several participants proudly declared themselves feminist education leaders at the end of the workshop.

“I now have my heart and brain tied together to take into account gender equality in national plans and policies in various sectors of governance in Niger.”

Abdou Moumouni Aboubacar, Finance and Statistics Expert, Ministry of Education, Niger.

Following the Dakar Transformative Leadership workshop, participants from Burkina Faso presented their action plan to the Secretary General of the Ministry of National Education, Literacy and the Promotion of National Languages (MENAPLN). Following this meeting, the new feminist leadership group obtained a commitment from the Ministry to support their action plan; a plan for the official launch of their activities was agreed upon. They also obtained support for a project to train transformative leaders in the issues of adolescent pregnancy, child marriage, and School-related Gender-based Violence to be funded by UNESCO.



Participants from the Dakar Transformative Leadership workshop during the debriefing with the Permanent Secretary at the Ministry of Education in Burkina Faso.



Senior officials at the Transformative Leadership for Gender Equality in Education workshop in Dakar, Senegal.



Young Feminist Activists with David Moinina Sengeh, Minister of Education, Sierra Leone at the Transformative Leadership Meeting in Freetown, Sierra Leone.

2.1.4 Immediate Outcome 1.4

Output 1.4.1 - Coordination meetings, forums, mechanisms convened by MOE for inter-ministerial and cross-sectoral dialogue on gender equality in education

The high-level meeting on Gender Transformative Leadership in Education in Sierra Leone in May, organised by UNGEI and partners, brought together senior leaders from both Education Ministries and Ministries of Gender/Women Affairs. This allowed for cross-sectoral dialogue and collaboration between both ministries in the participating countries, bringing in a diversity of perspectives and good practices, and advancing a commitment to education gender strategies from the Ministries of Gender/Women Affairs.

At the Gender Transformative Leadership training in Senegal in November, UNGEI invited government officials from both Ministries of Education and Ministries of Finances/Planning from the five French speaking GCI countries. Education and finance colleagues formed country delegations and worked intensively together on cross-sectoral issues related to gender equality. The meeting allowed for the creation of effective interdepartmental alliances. Each delegation developed a country-specific action plan and committed to continuing to work together to advance gender equality in education in their countries.

Output 1.4.2: Potential bottlenecks to implement gender-responsive budgeting in education analysed and policy dialogue established between ministries of finance and education in interested countries

Over the past thirty years, many countries have embarked on performance-based budgeting processes (including the program-based budget approach) to more explicitly link the funding mobilised to the results they aim to produce. At the same time, many countries are exploring the opportunities offered by the transition from a means budget to a results-based budget to strengthen gender equality in and through education. As part of a project co-funded by GCI, IIEP and the Open Society Foundations, the IIEP GCI team is currently implementing a project in five countries (including Niger and Burkina Faso) to document the experience of countries in implementing the program-based budgeting reform and analysing the articulation and coherence between education sector policy priorities and budget programming (including gender-specific activities within ESPs). This project will create opportunities for technical dialogue between heads of ministries of education and ministries of finance (within the country and with other countries) to strengthen the capacity of ministries of education to mobilise resources and allocate them effectively and equitably, including for the promotion of gender equality in the budget cycle.

2.2 Activities under Intermediate Outcome 2

Improved education sector enabling environment in support of MoE efforts in gender equality mainstreaming in and through education.

2.2.1 Immediate Outcome 2.1

Strengthened capacity of national and local civil society organisations, including youth-led organisations, to undertake effective evidence-based policy advocacy, campaigning and programming on gender equality in education.

Output 2.1.1 – Gender Equality in education initiatives undertaken by civil society organisations (policy advocacy, public campaigns, and other programming)

GCI's CSO partners play a key role in achieving gender equality in education outcomes in general and in GCI, through their policy advocacy work, public campaigning, community engagement and other activities. GCI CSO Consortium members are the assigned CSO lead in each GCI country as follows:

FAWE: Burkina Faso, Mali, Nigeria

ANCEFA: Chad, Mauritania, Mozambique

Plan International: Niger, Sierra Leone

With coordination support from UNGEI, the CSO consortium implements programs and capacity development activities, and convenes other CSOs in the country also working on gender and education.

In **Sierra Leone** the Education For All (EFA) coalition, with the support of Plan Sierra Leone, organised a series of activities to promote gender equality in education. From 4 to 8 November 2022, a series of community meetings on gender equality in and through education were held in the Western and Port Loko areas. A total of 148 community members attended, including EFA-SL coalition members and other CSO leaders.

On 26 November 2022, EFA hosted a day-long engagement session with mothers, female caregivers, and girls in Waterloo (Western Rural Area). In all, 58 people (46 girls and 12 boys) from Waterloo and the surrounding and western areas attended the event. Following a series of talks with school officials on the efficacy of the school referral route, another training for students and pupils on sexuality education and life skills was organised on October 28, 2022, in Freetown. A total of 27 student leaders (7 male and 20 female) attended the training. The project also provided support to guidance counselors and focal point teachers in 10 schools on School-related Gender-based Violence and strengthening the reporting pathways.



Children Group work on gender norms in Sierra Leone.

“I have always thought that whatever teachers say or do to us, they have the right to do so and we should not report them to the head of the school. But with the information I have gotten from this session, I am now confident to report any teacher through the suggestion box in my school.”

A student who attended the session on life skills and SRGBV in Sierra Leone.



A presentation during the engagement with guidance counselors and focal point teachers in Sierra Leone.

“I have moved from the unknown to the known, now I know that teachers have a key role to play to prevent GBV issues in schools and help girls to feel safe and protected in school.”

Nancy Joyce Kamara, Guidance Counselor & Principal, St Raphael School, Sierra Leone.

In **Mozambique** with the support of ANCEFA, the Education For All Movement (MEPT) supported the development of a multi-sectoral mechanism for the prevention and response to violence against children in schools. The creation of a mechanism representing the different actors provides a means that can be used to prevent, refer and respond to cases of violence in schools, including gender-based violence. School Councils, government, CSOs, and UN agencies took part in the process which led to the establishment of the mechanism, contributing to a safe and healthy school environment for all children.

In **Niger** Plan International mobilised various education and women's rights actors to invest effectively in girls' education and contribute to the reduction of child marriage. Through policy dialogues with key actors on girls' education and ending child marriage (Ministry of National Education, Ministry of Women's Promotion and Child Protection, NGOs, associations, youth structures, women's groups), Plan International created a strong mobilisation of state actors at the central and regional levels in the debate on reduction of child marriage and the advancement of girls' education.



Key education and women's rights actors during a policy dialogue session in Niger.

Output 2.1.2 - Capacity development workshops (national, multi-country) delivered for civil society organisations on gender equality in education issues and/or approaches

In **Mozambique** the GCI Consortium, with the support of ANCEFA, organised a training of provincial focal points of the Education For All Movement (MEPT) on policy advocacy in the field of education with a focus on gender equality in education. The training took place on 1 and 2 December 2022, in Maputo. Its objective was to improve understanding and appreciation of gender issues in and through education, as well as to build the capacity of participants to undertake gender-responsive education sector planning and analysis. The training addressed analysis of gender disparities in education, education planning processes, and concrete strategies to advance gender equality in education. It brought together 21 participants, and was designed by a team from Eduardo Mondlane University. Participants highly appreciated the relevance of the training for their daily work.



Clementina Gemo speaking about the role of MEPT Provincial Focal Points in monitoring gender-focused education programs at the Maputo workshop.

In **Mauritania** the Coalition of Mauritanian Organisations for Education (COMEDUC), in collaboration with ANCEFA, organised a workshop in Nouakchott for civil society organisations on gender mainstreaming in public education strategies, on 26 and 27 December 2022. The workshop was followed by two days of training on 28 and 29 December on advocacy and communication techniques on girls' education. The two workshops were attended by 60 COMEDUC members, including 24 from the regional coordinations as well as institutional partners. One of the participants produced a [video summary](#) of the workshop.



Participants at the Nouakchott workshop discussing advocacy strategies to mainstream gender equality in public education strategies.

In **Chad** members of the GCI Consortium, composed by FAWE and the Coalition of Civil Society Organisations for Development in Chad (COSOCIDE-Chad), met for planning sessions on the capacity building workshops to be organised. With technical support and coordination from ANCEFA, the GCI Chad Consortium will organise three capacity building workshops for civil society in February 2023 in N'djamena, Bol and Koumra. The workshops will build capacity on political advocacy for gender equality in education among the leaders of the CSO consortium members, with a specific focus on girls' enrolment and retention in schools, universities and vocational training structures in pilot intervention zones.



A planning session at COSOCIDE-Chad.

On 11 November 2022, UNGEI organised [a webinar with GCI CSO partners](#) ANCEFA, Plan and FAWE, aimed at sharing innovations and good practices from the implementation of GCI. This activity is part of a learning series on advancing gender equality in education that UNGEI has set up with the GCI civil society consortium, in order to facilitate exchange and sharing of experiences among CSO partners. 27 persons from eight countries (Senegal, Mali, Niger, Burkina Faso, Chad, Sierra Leone, Mozambique, Nigeria), working in the field of gender and education at various levels (regional, national) attended the webinar. In addition, one representative of Girls Not Brides, an external partner of GCI also participated in the webinar.

In October 2022, UNGEI, in partnership with Dalberg Design, UNICEF and Plan Sierra Leone, launched a mixed-methods **field research on social norms and girls' education in Sierra Leone**. The research is a follow-up of [the desk study on girls' education and social norms in the eight GCI countries](#). The research is aimed at gaining a contextualised understanding of the social determinants of girls' chances to access, complete and thrive in school. The research adopts an intentional community-based and girl-led approach, and uses evidence collection as a stimulus to foster community dialogue on transforming harmful gender norms. The results of the research will be published in April 2023. GCI will seek to replicate this participatory research model in other GCI countries.

2.2.2 Immediate Outcome 2.2: Improved coordination for GE in education through LEGs under the leadership of MoE

Output 2.2.2 - Policy and practice events and workshops delivered (LEG level)

UNGEI partnered with the Local Education Groups in Chad and Mali to pilot the [Gender Equality in Education Snapshot \(GES\) Toolkit](#) to conduct a rapid assessment of gender equality in and through education. The toolkit was developed by UNGEI and GPE to help education planners and practitioners assess the situation of gender equality in and through education, taking into account the wide set of areas that impact gender equality (education system, gender norms, laws and policies, etc.). UNGEI supported the Ministries of Education in [Chad](#) and [Mali](#) to use the tool and collect and validate relevant gender equality data. [Ministries and UNGEI co-facilitated workshops with the LEG](#) in Chad on 21 July and in Mali on 1 November to discuss the results of the assessments and identify pathways for further analysis and planning. In Chad, the assessment results served as a basis to support the committee in charge of developing the new education sector plan. In Mali, LEG members used the assessment results to advocate for the acceleration of the implementation of gender-related activities in the PRODECII 2019-2028 five-year education program. The lessons learnt from the toolkit pilots were shared with 40 GPE staff, including GCI country leads, at a learning webinar on 1 February 2023. GPE and UNGEI will explore options to roll out the toolkit in more GPE partner countries.

“The GES rapid assessment tool will help our country evolve towards an inclusive education system for all.”

Mahamat Seid Farah, Permanent Secretary, Ministry of Education, Chad.



Discussion session on data at the GES workshop in Chad.

“In Mali, the disparities between girls and boys increase as the education level progresses, which demonstrates the need to break down the barriers to gender equality in education.”

N'deye Batio Sène, Gender Technical Advisor, Ministry of Education Mali.



Discussion session on data at the GES workshop in Mali.

Output 2.2.3 Annual report update on national GCI partner interventions (LEG Annual Report)

UNGEI supported the LEGs in the eight GCI countries to report on their collaborative efforts to promote gender equality in and through education. UNGEI liaised with LEG coordinating agencies, compiled data and developed the LEG Annual Reports. The LEG Annual Reports allow to identify potential synergies, detect gaps, and create opportunities for exchange on gender equality initiatives. LEGs in five GCI countries have developed 2022 Annual Reports (Mali, Niger, Burkina Faso, Chad, Mozambique). The 2022 LEG reports indicate that there are 33 initiatives with a gender mainstreaming component, or a significant girls' education component, and 16 initiatives devoted primarily and solely to girls' education. A total of 24 partners are investing in girl's education or gender equality in education across the target countries. Approximately USD 429.8 million in funds were reported to have been raised for education projects and programmes, which included USD 85 million for girls' education programmes.

Some of the findings from the 2022 LEG reports:

	Mali	Mozambique	Niger	Burkina Faso	Chad	Total
# LEG members	28	22	30	50	15	145
LEG Chair	UNESCO	GIZ	EU	Grand Duchy of Luxembourg	AFD	
# LEG meetings	6	6	5	6	4	27
# meetings spent on Gender Equality in Education	1	2	0	0	1	4
# member initiatives primarily/solely on girls' education	3	1	5	3	4	16
# member initiatives with gender integrated, or with significant girls' education component	5	3	10	6	9	33

Common themes on gender equality in education programs implemented across GCI countries:

- Addressing barriers to girls' education such as menstrual hygiene, Water, Sanitation and Hygiene (WASH) facilities, school related gender-based violence (SRGBV), child marriage, food insecurity, effects of COVID-19,
- Sexual and reproductive health and rights (SRHR), Comprehensive Sexuality Education (CSE) and gender norms ;
- Raising awareness about gender equality in education ;
- Quality education, safe and healthy learning environment ;
- Gender-Responsive Education Sector Planning (GRESPP) ;
- Capacity building of data systems ;
- Capacity building (in-service teacher training) and Leadership and empowerment of girls through education.

Common challenges identified:

The five GCI countries that developed LEG Annual Reports face security threats either from the presence of non-state armed groups, such as those in the central Sahel region (Mali, Burkina Faso, Niger), or from regular incursions by armed groups in the Lake Chad area. Northern Mozambique is also facing a security crisis. Unfortunately, this common situation has led to the closure of thousands of schools, increasing the vulnerability of girls and women, hence the importance of strengthening synergies between partners at country level to address current concerns. Partners identified ensuring educational continuity in crisis situations as a priority, as well as increasing cross-sectoral collaboration to better respond to the needs of crisis-affected girls (education, health, protection, nutrition).

2.2.3 Immediate Outcome 2.3

Output 2.3.1 - Policy and practice events

On 21 April 2022, UNGEI co-organised a session on Research Methods in Gender and Student Studies at CIES in Minneapolis, USA. GCI Lead, Eline Versluys, and Researcher, Kelly Yotebieng, presented the results from the [GCI desk study on social norms and girls' education](#) and discussed how GCI will continue to gather evidence on the link between social norms and girls' education opportunities.

On June 15, 2022, UNGEI and IIEP took part in a panel on "[Girls' Education: Counting the Uncounted](#)" organised by NORRAG in cooperation with the [KIX Europe | Asia | Pacific Hub](#) and the [Gender Centre at the Geneva Graduate Institute](#). Antara Ganguli, UNGEI Secretariat Director, underlined the inability of data regimes to count the most marginalised children, the "invisible girls" and highlighted the need for a discussion on what global data can and cannot tell us about the most vulnerable at the national level. Fabricia Devignes spoke about IIEP-UNESCO's and GCI's strategy to help countries plan and manage their education systems to make them gender-responsive.

From June 21 to 23, UNGEI took part along with 50 education experts from Ministries of Education from Africa Union Member States, in the meeting on "Assessing Learning Losses to Embrace Learning Recovery for African Girls" in Dakar, Senegal. Organised by AU- CIEFFA, this meeting provided an opportunity to GCI Project Manager, Simon A. D. Y. Ziba, to share on GCI and how collaborative partnership can help prevent further loss and recover girls' education.

On June 22, 2022, UNGEI organised a session on [the Impact of Gender Stereotypes in Schools](#), during the European Development Day held in Brussels, Belgium. UNGEI's GCI Lead Eline Versluys presented GCI's strategy to address harmful gender norms in schools and talked with a young feminist from Benin, Chiaratou Olayindé Moutairou, on her experiences of gender discrimination in school.

In September 2022, at the Transforming Education Summit in New York, UNGEI co-hosted the side event 'Gender Transformative Education: From Rhetoric to Action' in partnership with the governments of Niger, El Salvador, the Global Partnership for Education (GPE), Plan International and Transform Education. Niger Minister of Education, Ibrahim Natatou, and GCI Lead Eline Versluys shared good practices from GCI and called for action on gender equality in and through education, including through mechanisms like the Freetown Manifesto.

On the sidelines of the Transforming Education Summit, UNGEI hosted the inaugural **Global Feminist Coalition for Gender Transformative Education** on 20 and 21 September 2022, in person in New York and online. The Coalition was a first-of-its-kind coming together of feminist civil society organisations (CSOs) and young activists from 31 countries. These experts deliberated regionally and thematically to develop a set of top shared priorities and recommendations to Ministers of Education, UN agencies and donors. Outcomes of this convening included stories and key recommendations. Three GCI countries (Niger, Nigeria, Sierra Leone) and 10 other sub-Saharan African countries are present in the coalition and will continue to interact with coalition members to share experiences and accelerate action for gender-transformative education.

UNGEI represented GCI at the Global Campaign for Education 7th World Assembly, from 22 to 24 November 2022, in Johannesburg, South Africa. GCI Lead, Eline Versluys, co-facilitated a session on Gender, Inclusion and Intersectionality and shared good practices from GCI to strengthen social movements for gender-transformative education.



[Output 2.3.2 - Policy and practices briefs, studies and reports](#)

Panel Members at the TES side event on Gender-Transformative Education.

As part of the workstream on female leadership in education, IIEP-UNESCO Dakar together with UNICEF Office of Research-Innocenti launched an Evidence Brief that compiles emerging evidence on female representation in school leadership and its impact on education outcomes. A research brief on multi-country data analysis based on PASEC 2019 data for 14 francophone countries in sub-Saharan Africa (among which three GCI focus countries, Chad, Burkina Faso and Niger) will be published, seeking to document the association between attending a female-led school and better student learning outcomes, and to identify school management practices associated with these improved results. Four country level pieces of work in Niger, Chad, Benin and Madagascar will follow with an analysis of national policy and institutional frameworks and of existing data sources (such as EMIS, students' exam results, and other administrative data) and four country papers will be published in 2023.

IIEP, through GCI, published the paper [Education and Skills for Women's Integration into the Labour Market: A Comparative Analysis of Eight sub-Saharan African Countries](#) focusing on the current challenges in achieving the integration of women into the labour market through education and training in the eight GCI focus countries. The paper presents a diagnosis of women's situations in terms of their integration into the labour market and focuses on the role played by education and training in attaining gender parity and identifying practices that will potentially address the marginalisation of women in the labour market.

UNGEI and IIEP developed a new [Gender at the Centre Initiative Briefing Note](#), specifically outlining the menu of services that GCI can offer to partner countries.

Based on the research report on social norms and girls' education in the eight GCI countries, UNGEI developed a [Policy Paper](#) with clear recommendations for Ministries of Education, civil society and technical partners on how to address harmful gender norms that create barriers to girls' education.

Based on the GCI training on SRGBV for MoE staff in Mozambique in June 2022, UNGEI, in partnership with UNESCO, developed a [training package on Preventing School-related Gender-based Violence \(SRGBV\)](#). The package is available online and will be further developed into a comprehensive e-course.

[Ending Gender Stereotypes in Classrooms | UNGEI](#) - A briefing note introducing the challenge of harmful gender stereotypes in schools, with background to the Ending Gender Stereotypes programme in Niger, India and Bangladesh and the Ending Gender Stereotypes partner coalition.

[Education in Africa: 5 Priorities](#) (IIEP-UNESCO Africa office)

[Gender Gaps in Education During COVID-19: Data and Evidence | UNGEI](#) - A factsheet that presents a quick summary of data and evidence from developing countries on gender gaps in learning through the COVID-19 pandemic.

[Gender Equality in Education Snapshot \(GES\) Report Chad | UNGEI](#) - A review of data on gender equality in and through education in Chad, with recommendations from the Local Education Group.

[Gender Equality in Education Snapshot \(GES\) Report Mali | UNGEI](#) - A review of data on gender equality in and through education in Mali, with recommendations from the Local Education Group.

On 16 June 2022, Day of the African Child, UNICEF featured an interview with feminist activist Ely Aminetou, founding member of the Coalition of Mauritanian Organisations for Education (COMEDUC), who is part of the GCI civil society consortium, and Chair of the Mauritanian Association of Women Heads of Household (AFCH): [Girls' Rights Don't Come on a Golden Platter, We Need to Keep on Fighting for it!](#)

On 11 October 2022, International Day of the Girl Child, UNICEF supported members of the Global Feminist Coalition for Gender-Transformative Education, including from GCI countries, to highlight what Gender-Transformative Education means to them: [Feminists are Leading the Way for Girls' Education](#).

2.2.4 Immediate Outcome 2.4

Output 2.4.1 - Annual meetings of the GCI Alliance convened

The 2022 GCI Alliance Annual Board Meeting was held in Dakar from 29 to 31 March 2022. 80 GCI Alliance members, partners and Ministry of Education officials from the eight GCI partner countries attended the meeting. Strategic partners were invited to participate in the GCI Partners' Day on 31 March. GCI Alliance Members and Partners discussed the results achieved by GCI in 2021, identified and shared priorities for 2022 and 2023, and reflected on how to strengthen the GCI partnership. Stakeholders also discussed strategic directions for the future of GCI beyond 2023, in addition to visibility and support for GCI at the national, regional and global levels.

Output 2.4.2 - Semi-Annual GCI newsletter produced and disseminated

The [third issue of the GCI newsletter launched](#) on 22 July 2022, and the [fourth issue of the GCI newsletter](#) published on 6 February 2023 have been widely shared with GCI Alliance members and beyond. These two publications showed how GCI supported MoEs in terms of strengthening gender-responsive systems and processes, provision of technical capacity, contribution to organisational culture building, and promotion of cross-sectoral leadership and collaboration. Through these newsletters readers have also seen how GCI contributed in improving the education sector enabling environment in the eight GCI countries with the support of Civil Society Organisations, Local Education Groups, promoting dialogue and knowledge sharing, and increasing collaboration, particularly amongst development partners.



Participants in the GCI Alliance Board meeting discuss new ways to advance gender equality in education.

3. GCI PROGRAMME MANAGEMENT

In order to capture intermediate lessons learned from the first half of implementation of GCI phase 1, GCI has commissioned an independent mid-term review, led by consultancy group Cayambe, which started in December 2022. The review will capture lessons learned with regard to the activities and governance structure of GCI, and formulate recommendations for the future of GCI. The results will be shared in March 2023.

To increase GCI's capacity to deliver results, UNGEI recruited two new GCI team members, a Programme Associate and a Communications Officer, who will be joining the UNGEI GCI team in February 2023. 2 new team members, a senior gender and education specialist and a communication and partnerships specialist will be joining the IIEP GCI team in January and March 2023.

ANNEX: OVERVIEW OF THE STATUS OF DELIVERY OF ALL THE ACTIVITIES IN THE GCI 2022 WORK PLAN

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Immediate Outcome 1.1: Strengthened institutional systems and processes within MoE to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies and programs						
Output 1.1.1 MoE documents, systems and tools integrating GE						
Burkina Faso: Restitution and dissemination of results of the participatory gender diagnosis						
Niger: mapping of existing tools, development of a tool to collect statistical data on SRGBV to improve information system						
Niger: participatory gender analysis to understand the obstacles of the implementation of the National Strategy on Girls' education (SNAEFFE)						
Output 1.1.2 ESA, ESP, operational planning and M&E processes include GE						
Chad: Gender technical support to MoE (allocation of GPE grant on girls' education)						Change of country request (support provided by other partner)
Mali: support to a participatory gender diagnosis and support to mainstreaming gender in the next multi-year operational plan of MoE						
Mauritania: Support to MoE planners to integrate gender into sectoral planning						
Mozambique: Monitoring gender activities in schools (TBD)						Change of MoE priorities
Sierra Leone: Gender technical support for the ESP (all the chapters)						
Sierra Leone: Gender technical support to the ESP Costing						
Mozambique: support the planning process for the operational plan (central and decentralised)						Support provided by UNESCO CO
Immediate Outcome 1.2: Strengthened technical capabilities within MoE to mainstream gender equality in education						
Output 1.2.1 MoE and other relevant Ministries staff trained on mainstreaming GE in education						
Burkina Faso: Design and delivery of gender trainings for managers						

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Mauritania: Design and implementation of trainings on gender-responsive educational planning for the 2022 ESA team						
Mozambique: Design and implementation of trainings on gender-responsive educational planning (36 technicians)						
Mozambique: Design and implementation of trainings on GRB (36 technicians)						
Niger: Design and implementation of trainings on gender-responsive educational planning						
Nigeria: Design and implementation of trainings on gender-responsive educational planning for FME mid and senior level leaders					May 22 and Nov 22	
Nigeria: training for gender desk officers and civil society representatives from all states						GDOs from 3 states trained so far
Nigeria: Development of a training manual on gender						To be discussed as part of 2023 planning
Sierra Leone: design and implementation of trainings on data collection and planning						
Sierra Leone: design of trainings on GRB						
Sierra Leone: design and implementation of trainings on TVET						
Chad: Design and implementation of trainings for MoE staff						
Multi-country: Delivery of a short course on Gender-responsive educational planning (bilingual: Portuguese/ Spanish)						The training was delivered in Portuguese only. A Spanish version will be delivered in 2023 by IIEP Buenos Aires.
Multi-country: Delivery of a short course on Gender-responsive educational planning (French)						
Mozambique: mapping of SRGBV mechanisms						The mapping was used as the basis to design the training course.
Mozambique: development and delivery of course on SRGBV for MoE gender desk officers						
pilot on ending gender stereotypes in classrooms implemented in 1 GCI country						UNGEI is in the process of starting the project in Niger with Plan International. Results are expected by September 2023.
learning session based on gender stereotypes pilot results organised with MoE						Results will be shared in Q4 2023.

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Output 1.2.2 EiE Knowledge resources made available to MoEs						
GE in EiE resources disseminated					May 22	UNGEI procuded and disseminated a factsheet on Gender Gaps in Education During COVID-19
Output 1.2.3 Cohort program on gender mainstreaming in MoEs						
Community of Praticce - French: online learning, capacity-building and networking activities, on-site workshop						2nd French cohort in 2023
Community of Praticce - English: online participatory workshop to design the community; online learning, capacity-building and networking activities; on-site workshop					June-Dec 22	
Community of Praticce - Portuguese: online participatory workshop to design the community; online learning, capacity-building and networking activities						
Immediate Outcome 1.3: Strengthened capacity of MoE to change internal organisational culture to better reflect commitment to gender equality						
Output 1.3.1 Action-research projects on barriers to implementing GE						
Burkina Faso: Conduct action research on power dynamics and change on gender within institutions in collaboration with educational planners and managers						Cancelled due to contractual legal issues with partners and donor.
Mauritania: study on gender dynamics in education and educational planning for displaced persons						
Chad: study on gender dynamics in education and educational planning for displaced persons						Research scope reviewed
Sierra Leone: study to identify norms and barriers preventing girls' access and participation in quality education						
Mozambique: Conduct a study on the reasons for school dropouts, early pregnancies and premature unions in schools in the North, Centre and South						
Multi-country: conduct a study on the "Challenges and opportunities of women in leadership roles in education: the case of female school principals						
Multi-country: conduct a study on ECE, political economy and gender equality						Funded on IIEP own funding
Multi-country: conduct a study on Skills for work and gender equality						
SWOT-analysis on barriers to including gender-responsive strategies in education grant processes (including GPE and ECW) conducted					Sep 2022	

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Findings from SWOT-analysis documented, translated and disseminated						The research findings will be presented through an official launching webinar in March 2023
Landscape analysis of gender actors conducted					Sep 2022	
Findings from landscape analysis documented, translated and disseminated						The research findings will be presented through an official launching webinar in March 2023
Output 1.3.2 Course on Transformative Leadership for Gender Equality for MoE Gender Specialists and other staff delivered						
Nigeria: Transformative Leadership Course delivered to MoE staff					Apr 2022	
English Course learning report compiled					Apr 2022	
Transformative Leadership Course delivered in French with Portuguese interpreters					Nov 2022	It was decided to run a focused French speaking workshop, to increase interaction and synergies between participants.
French/Portuguese course learning report compiled						A blog with lessons learnt and personal testimonies has been published. The workshop report will be published in March.
2-day course on Transformative Leadership for Ministers of Education and senior MoE leadership delivered					May 2022	
report/communications on 2-day course compiled and disseminated					June 2022	2 blogs, one by UNGEI and one by a young feminist, as well as the Freetown Manifesto were widely disseminated through various communication channels and at several international meetings.
Immediate Outcome 1.4: Strengthened leadership by MoE for inter-ministerial and cross-sectoral dialogue and coordination to address demand- and supply-side barriers to gender equality in education						
Output 1.4.1 Coordination meeting forums mechanisms convened by MoE for inter-ministerial and cross-sectoral dialogue on GE in education						
Learning from cross-sectoral mapping disseminated						UNGEI decided to first compile more good practices on cross-sectoral collaboration before organising the webinar.
Reflection process with MoEs in selected countries undertaken					Throughout 2022	UNGEI led on ongoing conversations with MoEs on how to advance cross-sectoral collaboration.
Cross-sectoral dialogue convened by MoEs in selected countries					April/Nov 2022	UNGEI convened participants from Ministries of Education, Planning, Finance and Gender at the Transformative Leadership workshops in Sierra Leone and Senegal. The workshops allowed to increase cross-sectoral collaboration between officials from different ministries and departments.
Linkages and collaborations with UNICEF Regional and Country Offices, UNFPA and UNESCO strengthened					Throughout 2022	Strong relationships and collaboration established with UNICEF regional and country offices, MoU with UNFPA underway, coordination with UNESCO on WCA ministerial commitment and other initiatives.

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Output 1.4.2 GRB in education analysed and policy dialogue established between MoF and MoE						
Niger: Participatory gender analysis in educational planning (budgetary aspects)						
Burkina Faso: Analysis and recommendations on gender-responsive budgeting						
Immediate Outcome 2.1 Strengthened capacity of national- and local-level civil society organisations, including youth-led organisations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education						
Output 2.1.1 CSO gender in education initiatives undertaken						
Gender Equality in education projects undertaken by CSO						Funds to CSOs have been partly transferred in 2022. The remaining funds are currently being processed to allow CSOs undertake all their planned activities in 2023.
Semi-annual reports submitted and reviewed						Reports of projects that have been implemented have been received. Reports of remaining activities will be compiled in 2023.
project visits conducted						Programmatic visits were postponed to 2023
quarterly learning meetings organised					Nov 2022	CSO learning series launched
Disseminate the mechanism for reporting, referral, response and assistance to victims of violence (TBD)					Oct and Nov 2022	Done in Sierra Leone and Mozambique
Sensitising and mobilising male and female students for distance education (TBD)						
Build capacity of school council members on GBV (TBD)					Oct 2022	Done in Sierra Leone
Output 2.1.2 CSO Capacity building workshops delivered for CSOs on GE in education issues and/or approaches						
National workshops delivered						The remaining workshops will be delivered during the first semester of 2023
Workshop reports compiled and shared					Jan 2023	
Immediate Outcome 2.2: Improved coordination for GE in education through LEGs under the leadership of MoE						
Output 2.2.1 GE integrated into LEG Self Assessment and Performance Feedback						
webinar to launch GES Toolkit organised					2022	Virtual presentations were made in the 4 target countries either during LEG meetings or with LEG group leads
LEGs in 4 GCI countries supported to apply GES Toolkit					July/Nov2022	Toolkit piloted in 2 countries (Mali and Chad). Pilot in Niger planned for Feb 2023. Discussions underway with LEGs in Nigeria, Sierra Leone and Burkina Faso to pilot in 2023.
GES Country Dialogues convened in 4 GCI countries					July/Nov 2022	Country dialogues with LEGs organised in Mali and Chad. Country dialogue planned in Niger in Feb 2023. Discussions underway with LEGs in Nigeria, Sierra Leone and Burkina Faso to organise dialogues in 2023.

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
GES Toolkit presented to LEGs in 8 GCI countries					Throughout 2022	GES Toolkit presented to LEGs in 4 countries, as well as to 40 GPE staff, including GCI country leads, during a webinar.
Output 2.2.2 Policy and Practice events and workshops (national and multi country) delivered						
National-level workshops and events for LEGs undertaken					July/Nov 2022	GES workshops organised in Mali and Chad. Niger workshop planned for Feb 2023.
Output 2.2.3 Annual report update on GCI partner (CSO and DPs) interventions in 8 countries designed and piloted						
LEG Annual Report Template disseminated to LEGs in 8 GCI countries					Dec22	8 countries were supported to produce LEG reports, 5 countries produced reports. A compilation of data is integrated in the GCI 2022 Annual Report.
LEGs supported to produce Annual Reports					Dec22	
Country LEG reports and 8-country regional report developed					Feb23	
LEG annual reports translated					Feb23	
8-country regional report translated					Feb23	
Country and regional reports disseminated to GCI Board					Feb23	
Immediate Outcome 2.3: Improved policy and practice for GE and education at national, continental and global levels						
Output 2.3.1 Policy and practice dialogue on GE in education catalysed and facilitated at national, continental and global events						
UNGEI event organised					Sep 2022	UNGEI convened the launch meeting of the Global Feminist Coalition for Gender Transformative Education, and organised a side-event on Gender Transformative Education at TES.
GCI key messages conveyed through UNGEI Secretariat participation in global, regional and national events					Throughout 2022	
GCI key messages conveyed through GCI staff participation in global, regional and national events					Throughout 2022	
GCI key messages conveyed through GCI Alliance members participation in global, regional and national events					Throughout 2022	
Output 2.3.2 Policy and Practice notes and reports on GE in education produced						
Gender norms research phase 1 policy brief produced					April 2022	
Gender norms research phase 1 policy brief translated and disseminated					April 2022	
Online learning and exchanges based on research report and policy brief organised					April 2022	UNGEI presented findings at CIES.
Gender norms research phase 2 implemented						Field research launched in Sierra Leone
Gender norms research phase 2 report developed						Report will be available in April 2023

	Achieved	Partially Achieved	Postponed	Cancelled	Date realised	Comments
Gender norms research phase 2 report translated and disseminated						Planned for Q2 2023
Immediate Outcome 2.4: Improved coordination and collaboration among global GCI Alliance Development Partners (DPs) to advance GE in and through education						
Output 2.4.1 Annual meetings of GCI (including DP only) convened						
Annual GCI Alliance Board Meeting held					March 2022	
Executive Committee meetings held					Throughout 2022	quarterly meetings organised
Annual GCI Alliance Constituency group meetings held					March 2022	
Annual GCI Alliance CSO Consortium meeting held					March 2022	
Conclusions from board meeting and Executive Committee meetings documented, shared and implemented					April 2022	
Output 2.4.2 GCI programme managed and implemented (Secretariat activities)						
Overall vision and strategic direction provided, including in convening global events and meetings in support of GCI					Throughout 2022	
Staff and consultants hired, supported and overseen					Throughout 2022	
Operational support for workshops, contract and vendor management					Throughout 2022	
Guidance and oversight provided to CSOs					Throughout 2022	
Operational support provided to CSOs including fund disbursement and reporting requirements					Throughout 2022	
Output 2.4.3 The value and achievements of GCI communicated and disseminated (Secretariat activities)						
GCI website developed and launched					March 2022	dedicated GCI web space launched
Semi-annual newsletter produced, translated and launched					July 2022/Jan 2023	
GCI actors supported with communication assets including videos and event-related materials					Throughout 2022	
Links of GCI with global moments and processes established with opportunities created for Phase 2					Throughout 2022	
Output 2.4.4 Global partnerships built, regional and local partnerships supported (Secretariat activities)						
Relationships built with gender equality and child rights protection actors to enable their advocacy in education systems in WCA					Throughout 2022	Connections made with gender experts and human rights organisations in selected GCI countries. This workstream will be continued in 2023.
Relationships built with UNICEF and UNESCO country offices and donor representatives in country					Throughout 2022	

**PRIORITÉ À L'ÉGALITÉ
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For more information, please do not hesitate to reach out to sziba@ungei.org and c.giraud@iiep.unesco.org.

[Gender at the Centre Initiative \(UNGEI\)](#)

[Gender at the Centre Initiative \(IIEP-UNESCO Dakar\)](#)