

Gender-Responsive Education Sector Planning (GRESP) Workshop

Facilitator's Manual

Introduction

(version: March 31, 2021)



This manual provides **in-depth guidance for facilitating a four-day workshop on Gender-Responsive Education Sector Planning**. It includes step-by-step instructions and links to power point presentations and hand-outs that facilitators can follow to replicate or build on the series of workshops that have taken place to date.

In this introduction, you will find:

- A quick review of the history and purpose of the GRESP workshop
- An explanation of the agenda, arc, and approach that underpin this workshop
- An overview of the 14 sessions, the materials needed and the preparatory actions you might take in advance of the workshop

An important note to the facilitator: as an experienced facilitator, we assume you will adapt and revise the sessions and materials as needed, taking into account the different contexts and also your own areas of expertise and comfort.

I. Purpose and history of the GRESP workshop

There is no shortage of **national, regional and global commitments to gender equality** in education. From the *Sustainable Development Goals (SDGs)* to *Education 2030* to *Agenda 2063, the Africa We Want*, most countries have pledged to ensure an end to gender inequality in education and to the availability of high-quality and safe education for all girls and boys. Yet, despite considerable expansion in providing education to girls and boys over the past 20 years – including in the poorest countries – there are still 131 million girls out of school. Both girls and boys who are marginalized due to ethnicity, location, poverty, disability or other factors continue to encounter barriers to their full participation in and benefit from education. To understand how gender intersects with other forms of discrimination, it is imperative to undertake a gender analysis that takes intersectional analysis into account.

Education Sector Plans (ESPs) are official government documents that set out what the government hopes to achieve in the education sector and the strategies and budget it will use to do so. At the country level, the Local Education Group (LEG) – comprised of Ministry of Education officials and development partners, as well as other education stakeholders such as civil society, teacher unions and others – guides the Plan's development and monitoring its implementation. If gender equality and attention to girls' education are not included in the ESP, these priorities will not receive the resources, personnel or attention needed to close existing gaps.

The GRESP workshop seizes this opportunity. In order to achieve the SDGs and other commitments, governments need to have the political will, partnerships and skills to ensure that gender equality is fully integrated into ESPs. This workshop is designed to catalyze greater interest, capacity, and action on these priorities, as described in Box 1 below.

BOX 1: This workshop began as an initiative of the UN Girls' Education Initiative (UNGEI) and the Global Partnership for Education (GPE). In 2014, UNGEI and GPE (with support from UNICEF) designed a manual to support existing and eligible GPE developing country partners in preparing gender-responsive ESPs. The [UNGEI-GPE Guidance for Developing Gender-Responsive Education Sector Plans](#) was developed through a participatory approach, which included consultative workshops for education sector stakeholders in Malawi, Guinea, and Eritrea. The guidance is designed to supplement and enhance the existing tools on education sector analysis and plan preparation and appraisal. The workshop is designed, in part, to build familiarity with the manual so that participants refer to it on an ongoing basis, resulting in more gender-responsive ESPs.

Building on this effort, in 2017 and 2018, GPE and UNGEI (with technical leadership from Plan International, UNICEF support and partnership with Gender at Work) developed and delivered this workshop in East and Southern Africa. UNGEI with GPE and UNICEF continued to offer the workshop in West and Central Africa, and South Asia.

The goal of the training is to strengthen the commitment and capacity of Ministry of Education staff and members of the Local Education Group (LEG) to develop equitable and inclusive sector plans. The workshop is intended to clarify how to more effectively integrate gender into Education Sector Analysis (ESA) and Planning (ESP).

Specific objectives that guide the design and delivery of the workshop are:

- Improved understanding by each participant of gender analysis and its role in education sector planning
- Enhanced capacity of participants to apply a gender lens to education policy and planning
- Increased commitment of each participant to use their leadership to advance gender equality in education
- Linkages and sharing of experiences and lessons learned between participants and between delegations

II. Overview of the agenda, arc, and approach of GRESP

The GRESP workshop is designed as a practical, participant-centered, interactive, creative and participatory gathering. It blends small group work, simulations, reflective practice, peer learning, lectures and readings to enable participants to broaden their knowledge and build skills and confidence to integrate gender equality in their ESPs. This may be either a national or regional workshop, depending on whether this is a workshop for one country or a number of countries. The pages that follow provide detailed instructions and materials; at the same time, it is important that all of these resources are adapted and translated to be relevant to the contexts of the participants.

NOTE TO FACILITATORS: it is possible that participants and co-organizers might expect a traditional, lecture-oriented workshop/training where participants listen to expert presentations on the topics in this workshop. While some of the sessions in this curriculum include a lecture by a resource person, the pedagogical approach we use is focused on interactivity and participation, encouraging participants to engage, question, bring their experiences into the room, practice and learn from each other, as well as from the facilitators and resource people.

It is important to prepare participants for this approach and to explain to them that we are using a participatory approach because: a) While there are people with experience in different topics and a growing body of good practices, there are no recipes or gurus on gender equality in education. We are all learning together. Each country has a different set of opportunities, constraints, and resources that can be mobilized; b) The workshop is designed using adult education principles, with full respect for the considerable experiences and insights that participants bring with them.

The agenda - Below is a quick snapshot view of a four-day training. The manual provides detailed background and instructions for facilitating each of these sessions.

*Note to facilitator: The timing and flow of the sessions may need to be changed depending on the circumstances in which you are offering this curriculum. If, for instance, you only have 3 days for the workshop, you will have to re-organize accordingly. **Note that sessions 3, 10 and 12 are information sessions that need to be created for each workshop and are not accompanied by guidance in this manual.***

Annexes 9,10,11

	DAY 1	DAY 2	DAY 3	DAY 4
AM	<p><u>Session 1:</u> Introduction (90 minutes)</p>	<p>Day 1 Debrief (20 min)</p>	<p>Day 2 Debrief (20 min)</p>	<p>Day 3 Debrief (20 minutes)</p>
	<p><u>Session 2:</u> Workshop Overview (45 minutes) <u>Session 3:</u> National OR Regional Overview <i>(depending on whether this is a workshop for one country or a number of countries)</i> (45 minutes) (NOTE: This session needs to be customized for each workshop so we do not include guidance in this manual)</p>	<p><u>Session 7:</u> From Gender Analysis to Gender-Responsive Approaches and Strategies (40 minutes) <u>Session 8:</u> No Credible ESP Without Gender Equality (60 minutes)</p>	<p>Session 10: Skill Building (Part III) (60 minutes) (NOTE: This session needs to be customized specifically for each workshop so we do not include guidance in this manual)</p>	<p><u>Session 13:</u> Strategies, Tactics and Alliances (90 Minutes) <u>Session 14:</u> Action Plans (Final Presentations) <i>(Use this time, as needed, for groups to finalize their presentations and then to present)</i></p>
BREAK	BREAK	BREAK	BREAK	BREAK

AM	Session 4: The Language of Gender Equality (60 minutes)	Session 9: Education Sector Plan Appraisal and Strategies for Change (70 minutes)	Session 10: Debrief on Skill Building Sessions (60 minutes)	Session 14: Action Plans (Final Presentations) (Use this time, as needed, for groups to finalize their presentations and then to present)
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
PM	Session 5: Why-Why Analysis (60 minutes)	Session 10: Skill Building (Part I) (60 minutes)	Session 11: Enabling Environment (60 Minutes)	Session 14: Action Plans (Final Presentations) (Use this time, as needed, for groups to finalize their presentations and then to present)
BREAK	BREAK	BREAK	BREAK	BREAK
PM	Session 6: Gender Analysis Through the Gender at Work Analytical Framework (60 Minutes) Introduce Annex 7: ESP Appraisal, which will be used in Session 9 on Day 2 (20 minutes) Day 1 Evaluation (15 minutes) Group Work (30 minutes)	Session 10: Skill Building (Part II) (60 minutes) Day 2 Evaluation (15 minutes) Group Work (30 Minutes)	Session 12: Global Partnership for Education Processes (60 minutes) (NOTE: This session needs to be customized for each workshop, so we do not include guidance in this manual) Day 3 Evaluation (15 minutes) Group Work: Groups to prepare	Session 14: Action Plans (Final Presentations) (Use this time, as needed, for groups to finalize their presentations and then to present) Final evaluation (30 minutes)

			country presentations	
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The arc of the workshop

Looking at the schedule above and the Workshop Journey graphic below, please note that the workshop starts by building a broad and shared understanding of gender equality concepts, moves to practice on applying these to the specific contexts in which participants work, and culminates with each delegation presenting (and receiving feedback on) their plan (which they present in a pre-designed template for a power point presentation) for bringing their learning home and – hopefully – sharing lessons, commitments and gender-responsive strategies with members of the LEG and other relevant partners. The arc is intended to create commitment and confidence that will carry forward after the workshop ends.

Throughout the text you will see references to the Guidance on Gender Responsive Education Sector Planning. That is sometimes referred to as the GRESP Guidance or GRESP Guidance Book. It can be found here: [UNGEI-GPE Guidance for Developing Gender-Responsive Education Sector Plans](#)

Workshop Journey



The approach

The workshop is intended to be highly participatory, creative, appreciative and unifying. Facilitators create a safe and interactive environment, where every participant feels like their voices and perspectives matter. That does not mean that there will not be times when participants are uncomfortable with some of the content or other things that happen in the workshop. **Discomfort can actually be a sign that they are listening and learning.** As the facilitator, your job is to support individuals and teams to articulate and work through their discomfort and engender positive relationships between delegations. It is important to be constantly monitoring the mood and receptivity of the room and to adjust accordingly.

Facilitation note: Gender and power issues may arise within or between delegations. Keep in mind that many countries will send staff from the Ministry of Education who are in different places in the organizational hierarchy. Staff with less power or lower level positions may not feel comfortable expressing opinions that are contrary to those of their superiors; staff with more power may monopolize discussions or (even without intending to) re-enforce negative gender and power dynamics. It is important to acknowledge this during presentation of the ground rules and to observe carefully to ensure that power dynamics are not stifling participation and learning. As a facilitator, you may want to raise the issue of power right from the beginning and remind people about the importance of making space for all participants, regardless of their position within their organization.

One way of addressing traditional power dynamics and encouraging creativity is to intersperse moments of humorous interaction, team building activities, reflective practice, daily feedback, and dynamic icebreakers into the agenda. These are all equalizers that will help you to better understand and interact with delegation members. We have included some ideas for icebreakers in the session descriptions. You may have other icebreakers that you would like to use or adapt.

Below is a checklist of some actions that you could undertake prior to and during the workshop to facilitate everyone's participation:

Prior to the workshop:

- **Undertake a survey of participants** at least 2 weeks (preferably earlier) prior to the workshop to assess their familiarity with the education sector and with gender equality concepts. We have included a sample survey design in **Annex 1**. On the first day of the workshop, prepare a presentation to give them feedback on the results. Surveying beforehand serves two purposes:
 - It will help the facilitators to learn how much experience on gender equality and sector planning is in the room, and might suggest that design elements need to be changed.
 - When you summarize results on the first day, it gives participants a sense of their collective identity.

- While the number of participants in these workshops vary, in general we recommend 40 people as the maximum number of participants. If participants are coming from different states in the same country or different countries in the same region, we recommend that they meet at least once before the workshop as a **delegation**, to review some of the questions they will be answering on the first and second days. Delegations are referenced throughout the manual and refer to a group of participants from different states or different countries.
- **Put the most current ESPs from all participating countries in a file or website** that everyone can access. Encourage participants to read their own ESPs (and each other's!) so that they are familiar with them when it is time to assess their own ESPs from a gender perspective.
- **Identify facilitation team** – In general, GRESP workshops need at least 2 co-facilitators, depending on the size and complexity of the group.
- **Identify key resource people** –You will undoubtedly need a number of key resource people. Past workshops have had resource people (from UNESCO IIEP, UNICEF, FAWE, Plan International, ANCEFA, national women's rights organizations and others). **If you are inviting resource people**, be sure to schedule time to prepare them beforehand. Make sure that you walk them through the agenda at least one month ahead, have them submit the materials they are using so that you can give feedback, and incorporate participatory elements into their presentations.
- **Start a WhatsApp group** to enable participants to communicate with each other before, during and after the workshop. For instance, you might ask people to post photos of themselves ahead of time so that people begin to learn each other's' names before they arrive.
- **Circulate the GRESP Guidance Book and 'homework' to the delegations ahead of time** – In general, your welcome letter will inform the participants about the GRESP Guidance Book, provide a link to it, and ask participants to do two things ahead of time:
 - Agree on a key achievement and challenge for gender equality in education that the country or state/province wants to share
 - Review the Indicators for a Gender-Responsive ESP as a delegation and begin to get a sense of the extent to which their ESP meets these criteria (See **Annex 7: ESP Appraisal Form**).
- **Before Action Review (BAR) and After Action Review (AAR)** – a BAR is an activity that a team can undertake before they begin a project or workshop, so that they can clarify expectations and intentions, assess the knowledge they already have, identify challenges and learn from past experiences. The AAR serves as the follow up activity, after the

project or workshop is completed, so that the team can assess what happened, and how intended results compare with actual outcomes.

- Running a GRESP workshop requires many people from different contexts. As much as possible, try to include the resources persons (see above) as part of the GRESP workshop team. Usually, in addition to the co-facilitators, the workshop team will include UNGEI and GPE staff, along with colleagues from UNESCO IIEP, UNICEF and relevant regional CSOs. We suggest that you engage the whole team in undertaking a BAR and AAR to continually add to the learning about how to make these workshops relevant and effective. A template for the BAR and AAR is provided in **Annex 9**.
- **Re-design the agenda** based on feedback from participants and the amount of time, participants and space available.
- **Develop a participant packet** including key materials to hand out on first day of workshop. The minimum package would include the agenda, a participant list, the relevant annexes, a copy of their latest ESP. *(Note to the facilitator: The GRESP Guidance is available online and it is preferable to use this version. If you want hard copies of the GRESP Guidance, contact the UNGEI Secretariat.)*
- **Bring supplies for participants** – Sticker dots, post-it's, prizes. A full list of necessary supplies can be found in the chart below.

During the workshop:

- Each day, **ask for two volunteers to be 'eyes and ears'** – which means they will converse with their colleagues during and after the day ends and report back, on the following day, about how the participants are feeling about the workshop.
- At the end of each day, **ask each participant to quickly take out scrap paper and write (anonymously) their very quick answers to two questions:** *What did you like about today AND what do you hope will be improved for tomorrow?*
 - Summarize the feedback you receive in response to these questions. Present both your summary and have the eyes and ears present theirs in the morning of each day. Check out how the feedback given to the 'eyes and ears' aligns (or differs from) the feedback from the anonymous notes.
- Especially during the first morning, **provide ample time for participants to learn about each other**, to talk and laugh together, and to generate interest in each other's work.
- **For each session, refer to the pages in the GRESP Guidance Book that the session covers.** This will help to get the participants familiar with consulting the guidance book on a regular basis.

- Incorporate icebreakers into the agenda. You might want to ask participant to volunteer to lead them. And you could have some prepared ahead of time. If you are searching for interactive icebreakers and team-building activities or more information about using a participant-centered, interactive approach, you might consult the following resources: [Liberating Structures](#); [Gamestorming](#).
- If you feel comfortable, **incorporate movement into the workshop**. If you, or someone in the workshop, can lead participants in doing some exercise, tai chi, yoga or other collective movement – especially after lunch – it often helps people listen and learn more effectively.
- **Undertake an open transparent and visual evaluation process** and invite critique and analysis from multiple perspectives.
- At the outset of the workshop, invite people to be **guardian angels**. To do this, write down each participants' name on a scrap of paper and put it in a hat or bowl. Ask people to come one by one and pick a name, but not share it. At the end of each day, each participant is invited to write an affirmative note or share a small gift with the person they picked (anonymously!), to let them know what they appreciated about their participation that day. Collect the guardian angel notes at the end of each day and distribute them the following morning. At the close of the workshop, you can invite participants to reveal themselves as guardian angels.

III. Overview of the session preparation and materials

The chart below is intended to provide facilitators with an overview of the materials and preparation needed for each session. Prior to the workshop, you will create a participant packet featuring the following documents. Create one for each participant and be prepared to have it ready for the morning of Day 1.

Participant packets include:

- GRESP Guidance Book
- The workshop agenda
- Annexes 1-9
- Participant list
- Relevant regional or national documents on gender equality and education.

Before the workshop begins, conduct a Before Action Review (**Annex 9**).

Session title + brief	Session Preparation	Materials Needed
Session 1: Introducing Participants	<ul style="list-style-type: none"> • Before the session, ask the delegations to meet and pick 3 achievements and 3 challenges related to gender equality in education in their context. If this cannot happen before the session, include an extra 15 minutes during the session so that delegations can meet and discuss. • Update/adapt Session 1 PowerPoint 	<ul style="list-style-type: none"> • Session 1 PowerPoint • Flip chart sheets • Colorful markers for each table • Participant packets for each participant
Session 2: Workshop Overview	<ul style="list-style-type: none"> • Create a short survey on Survey Monkey or Google Forms. Sample survey questions can be found in Annex 1: Pre-Workshop Survey. An example of survey results can be found on the Session 2 PowerPoint, Slides 5-15. • Distribute the survey to participants before the session via email or Whatsapp. • Adapt the sample PowerPoint for Session 2 for your workshop. • Draw the Rapid Assessment on a large flipchart paper (see Session 2 PowerPoint Slide 24) • Write the Workshop Agreements on a flipchart paper. Put this up on a wall for the duration of the workshop. 	<ul style="list-style-type: none"> • Session 2 PowerPoint • A projector. You may want to have technical support from the workshop venue nearby to help with setting up the PowerPoint. • Four dots or stickers per participants, placed on tables (for use in the Rapid Assessment) • Expectations Handout for their ESP reflections on the following day • Pen and paper for each participant to take notes. • A flipchart paper on the wall titled "Parking Lot." Use the "Parking Lot" to write down questions or issues that come up during the session that require more meaningful discussion at a later point in the workshop (so as not to derail the sessions).

	<ul style="list-style-type: none"> • Draw the ESP cycle (See Session 2 PowerPoint: Slide 20) on a flipchart paper. 	
<p>Session 3: Regional or National Overview</p>	<ul style="list-style-type: none"> • In this session, an overview of gender equality in education in the country or region participants represent will be presented. In past workshops, organizations like UNICEF or UNESCO or other country or regional staff have presented this overview. Because this session is specific to the country or region, the session is not accompanied by guidance in this manual. 	<ul style="list-style-type: none"> • Session 3 Power Point to be prepared by resource person • Any hand-outs
<p>Session 4: The Language of Gender Equality</p>	<ul style="list-style-type: none"> • In Annex 2: Gender Terms and Statements, you will find a list of gender equality terms and statements. Prepare (1) one set of pre-cut pieces of paper that have the gender terms, and (2) another set of pre-cut pieces of paper with the matching statement. The two sets should be on two different colors of paper. • Adapt Session 4 PowerPoint 	<ul style="list-style-type: none"> • Session 4 PowerPoint • Two sets of pre-cut slips of paper with (1) gender equality terms and (2) gender equality statements (this can be found at Annex 2: Gender Terms and Statements) • Annex 3: Gender Terminology.
<p>Session 5: Gender Analysis through “Why-Why”</p>	<ul style="list-style-type: none"> • Adapt Session 5 PowerPoint 	<ul style="list-style-type: none"> • Session 5 PowerPoint and projector (alternately, you can draw an example of a Why-Why Analysis on a flipchart and pin it to

		<p>the wall. See Session 5 PowerPoint Slides 5-6)</p> <ul style="list-style-type: none"> • Large and small post-it notes (at least 15 at each table) • One large flipchart paper at each table
<p>Session 6: Gender Analysis through the Gender at Work Analytical Framework</p>	<ul style="list-style-type: none"> • Adapt Session 6 PowerPoint as necessary 	<ul style="list-style-type: none"> • Session 6 PowerPoint • Five blank copies of the Gender at Work Analytical Framework for each participant (Annex 4) • A short article on the Gender at Work Analytical Framework (Annex 5) • The Why-Why Analysis post-its created in Session 5.
<p>Session 7: From Gender Analysis to Gender-Responsive Approaches and Strategies</p>	<ul style="list-style-type: none"> • Adapt PowerPoint Session 7 as needed 	<ul style="list-style-type: none"> • PowerPoint Session 7 • A copy of Annex 6: Handout for Session 7 for each participant
<p>Session 8: No Credible ESP Without Gender Equality</p>	<ul style="list-style-type: none"> • Adapt Session 8 PowerPoint as needed • Prepare a flipchart with the seven characteristics of a credible ESP (see session guidance for details) • Flipchart with Strengths and Challenges written on it (see session guidance for details) 	<ul style="list-style-type: none"> • Session 8 PowerPoint • GRESP Guidance Book for each participant

<p>Session 9: Education Sector Plan Appraisal & Strategies for Change</p>	<ul style="list-style-type: none"> • Send copies of Annex 7: ESP Appraisal Form to participants prior to the workshop. • Assign the task of assessing the ESP as collective 'homework' for the delegations after completing Day 1. See instructions in the guidance for Session 9. • Prepare a flipchart before the session to capture scores from their self-assessments (see guidance for Session 9 for details). 	<ul style="list-style-type: none"> • The facilitator may wish to familiarize themselves with the ESPs from participating countries beforehand, or request that a resource person identify examples from the ESPs which the facilitator could use in this session. • Make sure each participant has a copy of Annex 7: ESP Appraisal Form • Flipchart paper
<p>Session 10: Skill Building</p>	<ul style="list-style-type: none"> • The session should be prepared in advance by relevant staff. Past workshops have featured concurrent skills building sessions on topics like financing, monitoring and evaluation and sex disaggregated data. Because this session is specific to the country or region, the session is not accompanied by guidance in this manual. 	
<p>Session 11: Enabling Environment</p>	<ul style="list-style-type: none"> • Review the GRESP Guidance Book for a definition of "enabling environment" 	<ul style="list-style-type: none"> • Flip chart paper and markers • GRESP Guidance Book • Sticker dots
<p>Session 12: Global Partnership for</p>	<ul style="list-style-type: none"> • The session should be prepared in advance by relevant GPE staff. Because this session is specific 	

Education Processes	to current and relevant GPE policies and approaches, the session is not accompanied by guidance in this manual.	
Session 13: Strategies, Tactics and Alliances	<ul style="list-style-type: none"> Prepare two or three situations or examples that participants can use to organize their skits (you can adapt these from Annex 8: Session 13 Handout) 	<ul style="list-style-type: none"> Session 13 PowerPoint Flipchart paper and markers Annex 8: Session 13 Handout for each participant
Session 14: Action Plans (Final Presentations)	<ul style="list-style-type: none"> On a flipchart, write the title: 'Guidance on Feedback'. Write the following prompts: <ol style="list-style-type: none"> Say something you appreciate about the presentation Ask a question of clarification about the presentation Offer something that you can share or provide to the delegation, based on your own experience 	<ul style="list-style-type: none"> You may need USBs to allow delegations to save their presentations on if they want to present a PowerPoint A 'boilerplate' presentation format to project and show participants what is expected of them in their final presentations (see Session 14 PowerPoint Presentation Template) Make sure to have extra materials on hand (flip chart paper, stickers, markers, etc) in case groups want to use them in their presentations.
Closing		<ul style="list-style-type: none"> Final Evaluation After Action Review (Annex 9)

Acknowledgement

This manual was developed by Gender at Work with the UNGEI Secretariat. We would like to acknowledge the important contribution of many partners to the workshops, to the manual and to the GRESP movement. Thanks go to Plan International for early investment in the design and delivery of the

GRESP workshops and for advocating for GRESP over the years, to UNICEF, GPE and UNESCO IIEP for financial and technical support, to ANCEFA and FAWE for ensuring that GRESP was grounded in the reality of the African context, and to all the facilitators and participants who contributed ideas to enrich the process. We have always believed that GRESP can only be achieved in partnership.

Annex: Acronyms:

ANCEFA	African Network Campaign on Education For All
ESP	Education Sector Plans
FAWE	Forum for African Women Educationalists
GPE	Global Partnership for Education
GRESP	Gender Responsive Education Sector Plans
IIEP-UNESCO	Institute for Education Planning-UNESCO
LEG	Local Education Group
UNGEI	UN Girls' Education Initiative