

GCI ALLIANCE EDITORIAL

We are delighted to share the progress that has been achieved through the Gender at the Centre Initiative in 2021 through our first newsletter. Despite the challenges and setbacks of the COVID-19 pandemic, GCI has shown leadership and resilience to continue advancing gender equality in and through education.

The pandemic situation continues to fluctuate across GCI partner countries, sometimes intersecting with other ongoing security and environmental challenges. However, what remains constant is our commitment to ensuring that all girls and boys have the opportunity to learn.

The last several months have been eventful! From support to national ESAs and ESPs (which now have chapters on gender analysis) to television debates and online surveys on girls going back to school after COVID-19, the different actors in the eight GCI countries have addressed gendered vulnerabilities in returning to school. The second half of the year will be even busier with transformative leadership workshops, gender-responsive education sector planning workshops and dedicated networking events for the graduates of the University for Gender-Sensitive Education planning.

UNGEI and IIEP, with your support, have also taken up opportunities to highlight this work at the global stage. At the G7 Summit, UNGEI was proud to produce [a video](#) highlighting GCI's work so far and encourage further investment into the Initiative, with the voices of young women and girls at the forefront. At the Generation Equality Forum, IIEP produced

a [video](#) showcasing the GRESP approach which is central to our Initiative. During the Global Education Summit, co-hosted by the governments of the UK and Kenya, we spotlighted new research carried out by GCI on social norms and girls' education [during a side event](#). In our rallying calls to action and information sharing throughout these global fora, our message has been clear: issues of gender equality must be embedded throughout every education system if we are to achieve SDG4 and SDG5, and the Gender at the Centre Initiative is blazing a trail to achieve just that.

We encourage you to take some time to read through this issue's contents, which focuses on GCI's results and achievements in the first half of 2021, and draws attention to our planned activities for the rest of the year. The testimonials in particular demonstrate the impact of our shared achievements, led by our CSO consortium, on the lives of learners, teachers, parents and communities. Thank you for your commitment, collaboration, and guidance.

In solidarity,



Antara Ganguli,
Head of the UN Girls' Education Initiative (UNGEI) Secretariat



Fabricia Devignes,
Program Manager, International Institute for Educational Planning (IIEP-UNESCO)

RESULTS & UPDATES

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

Led by UNGEI, GCI conducted a mapping of cross-sectoral collaboration on gender equality in education within the 8 GCI countries. In September, the results will be disseminated and a reflection process will be started with MoEs to design a cross-sectoral initiative. A Transformative Leadership Course has also been designed, which will be delivered to MoE Gender Specialists in English, French and Portuguese in the second half of 2021.

Through GCI, IIEP-UNESCO supported the Government of Sierra Leone to develop its [ESA](#), which, for the first time, included a chapter devoted specifically to gender analysis. The ESA highlighted the need to increase institutional gender capacities, which IIEP will support. A [brief](#) summarizing the findings related to gender was also published.

In Nigeria, GCI through IIEP brought three federal governments together with civil society organizations to analyse the education sector with a gender lens. A gender analysis of the education sector was also completed for the federal level, which is now fully embedded in the overall education sector analysis. In the second half of 2021, IIEP will continue to support governments from GCI countries to mainstream gender equality in their plans, policies and through innovative research on the obstacles to girls' education.

Republic of Sierra Leone

Education Sector Analysis

UNICEF for every child

IIEP-UNESCO

Ministry of Education

Among the less popular but often traditionally "gender boys' choices are even starker, with certain subjects such as clothing and textiles, being completely dominated by and engineering science are dominated by boys. The metalwork, and woodwork, have been omitted from the metalwork of students. However, all of those subjects were

Figure 8.19: Popular and less popular subject choice

Subject	Male	Female
Further Mathematics	~5000	~1000
Islamic Studies	~1000	~500
Commerce	~1000	~500
Physics	~1000	~500
Chemistry	~1000	~500
Business Management	~1000	~500
Christian Religious Studies	~1000	~500
Financial Accounting	~1000	~500
Geography	~1000	~500
Biology	~1000	~500
Government	~1000	~500
History	~1000	~500
English Literature	~1000	~500
Health Science	~1000	~500
Economics	~1000	~500
Agricultural Science	~1000	~500

Source: The WASCE subject-grade statistics of results, 2019.

117. The WASCE subject-grade statistics of results, 2019.

1.2.1.4 International comparison of the school age population

Table 1.3 presents a regional comparison of the share of population eligible for school members of the Economic Community of West African States (ECOWAS). There is a further with a sub-group of five states³ that conduct joint assessments under the West Africa Council (WAEC). The results show that in almost all of the countries in the ECOWAS region, of the population is eligible for education, with the exception of Cabo Verde (43.5%) and the school age population pressure is similar across the five WAEC states.

3. Countries that carry out joint assessments under WAEC: Gambia, Ghana, Liberia, Nigeria and Sierra Leone.

Home Management

Engineering Science

Management in Living

Physical Education

managed by the Ministry of Basic and Senior Secondary and Higher Education (MBSSE). The MBSSE is responsible while the MTHE is responsible for tertiary level education system is currently organized into two main as four sub-sectors: offers a three-year socialization and learning cycle living towards becoming compulsory and comprise primary education is a six-year cycle for children aged its sub-sector and it is open to all children of the appropriate take the National Primary School Examination (NPSCE) Council (WAEC), which determines eligibility for entry secondary education is marked by the taking of the Basic ie final year.

Education Sector Analysis 221

secondary school (SSS) which offers a general education, and the second technical vocational (SSTV) which offers technical and vocational education end of the senior secondary level, students sit the West Africa Senior School C (WASCE) to complete the cycle.

WHAT'S COMING UP?

- From October to December 2021, IIEP will hold a virtual [Short Course on Gender Responsive Educational Planning](#) (English version) for anglophone African countries mainly targeting people in senior positions of responsibility at the central or decentralized administrative level, involved in the formulation, planning and implementation of education policies.
- Following the francophone delivery of the University for Gender-Sensitive Education Planning at the end of 2020/beginning of 2021, a cohort programme is being launched in 2021. This will facilitate networking and further learning for those participants who completed the course. The program will focus on the theme of gender mainstreaming in educational administrations and on the resistance that may arise from attempts to institutionalize gender in educational policies.
- The Nigeria Education Sector Analysis (ESA) will be published in the coming months.
- The government of Sierra Leone is preparing to launch its gender-responsive ESP.
- The government of Mauritania is currently reforming its education sector. In this context, IIEP is supporting the government in integrating gender issues in the consultation process with education stakeholders. This support will be complemented by a complete gender diagnosis of the education sector, which will be used in the elaboration of the upcoming gender-responsive education sector analysis.
- The governments of Niger, Burkina Faso and Mali will carry out gender participatory diagnoses (at the programmatic, budget and functioning levels) with the support of IIEP. The findings will be launched in the coming months.
- Research on gender norms, power dynamics and change on gender within MoEs in Burkina Faso and Chad is ongoing. A report will be made available in the coming months.
- A launch event of GCI in Nigeria will be held later on this year, with representation from the Federal government and all 36 states.

Three different studies will be conducted with IIEP's support in the second half of 2021:

- Sierra Leone: study on the norms and barriers preventing girls' access and participation in quality education.
- Mozambique: study on the reasons for girls' school drop-out.
- Mauritania: study on the gender dimensions in education of forcibly displaced populations and their integration in national education systems.

RESULTS & UPDATES

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

The CSO consortium (FAWE, ANCEFA and PLAN) implemented advocacy and community engagement pilot activities in all GCI countries but Mauritania. Six country activity reports have been completed. Some highlights include:

- The CSO consortium in Adamawa and Sokoto states of Nigeria carried out a live radio programme on ABC Yola and Vision FM Sokoto, to create awareness of the impact of COVID-19 on girls' education among government officials, teachers' unions, and School-Based Management Committees.
 - In Mozambique, the CSO consortium carried out a number of media campaigns to promote girls' right to education during the COVID-19 pandemic. This included [a television debate](#) on reopening schools in the context of COVID-19, with representatives of the consortium and the Secretary General of the National Organisation of Teachers.
 - In Chad, an awareness campaign was launched by the CSO consortium at the Ministry of National Education and Civic Promotion (MENPC) in March.
 - The CSO consortium in Mozambique carried out a gender analysis of the education sector COVID-19 Emergency Preparedness, Response and Recovery Strategy (2020-2029) and Covid-19 Response Plan. A booklet was produced on best practices for initiatives to keep girls in schools in the context of COVID-19.
- GCI project inception workshops have taken place in Sierra Leone and Niger.
- The CSO Consortium in Nigeria carried out a rapid online survey focusing on the knowledge, practice and challenges of gender-related issues for adolescent learners in the midst of the COVID-19 pandemic. Context-specific messages for stakeholder mobilization and sensitization were then produced, and the consortium supported a girl-led "back to school" campaign on radio platforms.
 - The CSO Consortium in Burkina Faso carried out a capacity-building meeting for secondary school stakeholders on the specific needs of girls during COVID-19, particularly those in a situation of pregnancy or living with a disability.



Photos by FAWE-led CSO Consortium, Nigeria. Project team members during the radio talk shows at ABC Yola and Vision FM Sokoto.



Photo by FAWE Burkina Faso. May 2021. Symposium to raise awareness among stakeholders of protective measures and donation of protective masks against COVID-19 to vulnerable girls (especially IDPs) in Kadiogo province.

The CSO consortium also organized capacity building workshops for CSO representatives on gender equality in education issues and/or approaches at the national level. In Mozambique, a capacity building training of the provincial network focal points on policy analysis in the education sector was held.

On the 2nd and 3rd March 2021, a workshop on gender equality in education and the impact of COVID-19 on girls' education was held for CSO consortium members in Chad.

In Mozambique, a meeting with the Director of the Polana Secondary School was held in Maputo City.

GCI, through the Global Partnership for Education and UNGEI, developed a Self-Assessment Tool for Local Education Groups (LEGs), through which LEGs can evaluate their functioning, and assess to what extent gender is mainstreamed throughout their work. An LEG Annual Report Template was developed, to support LEGs to report on their collaborative efforts to promote gender equality in and through education. The template will be piloted and adjusted in September.



Photo by GCI Chad.



Photo by GCI Mozambique.

WHAT'S COMING UP?

- A series of consultations and peer learning events with LEGs to introduce the Self-Assessment Tool and Annual Report Template, and foster conversation on gender-responsive education sector planning, will take place in the second half of 2021.
- A regional Gender-Responsive Education Sector Planning (GRESP) workshop for CSO representatives and youth activists will take place in September.
- A national GRESP workshop is planned in Maputo, Mozambique between August and October.
- The CSO consortium will be starting the second phase of their advocacy and community engagement activities in September.

TESTIMONIALS

The following quotes were gathered by the GCI CSO Consortium in Mali and Burkina Faso, following the implementation of CSO-led awareness raising and community mobilization activities.

“Before the GCI project our student association wasn’t aware of the problems linked to girls’ education. From now on, we will prioritize this issue in our activities.”

Student representative, Lycée Mixte de Gounghin, Burkina Faso



Photo by GCI CSO consortium.

“Because of COVID-19 and school closures, many parents started to force their daughters into marriage. The GCI project has sensitized parents that child marriage is a form of gender-based violence and that girls’ education is a pillar of development. Parents now understand that a girl is not only made to be married or to work in the household, but to study like the boys and prepare her future.”

Teacher (woman) at Tièguéna school, Mali

“Before the GCI project many girls were starting to drop out of school because of teacher strikes and school closures due to Covid-19. Thanks to the different awareness raising activities the project provided, such as theatre, group discussions, poems, as well as the provision of school kits, we are now seeing many girls returning to school.”

6th grade student (girl), Dara, Mali

“Before this activity, our Parents Association was not aware of the extent of our responsibilities for the functioning of the school system, especially when it comes to girls’ education. Now that we are aware, we will work hard to take our full responsibility.”

Parents Association representative, Burkina Faso



Photo by GCI CSO consortium.

NEWS

We have welcomed four new members to the GCI team!

Eline Versluys is the new Gender at the Centre Initiative Lead for the UNGEI Secretariat, based in Dakar.

Simon Ziba is the new Gender at the Centre Initiative Project Manager for the UNGEI Secretariat, based in Ouagadougou.

Sally Rosscornes is a new Gender-Sensitive Education Specialist for the Gender at the Centre Initiative at IIEP-UNESCO, based in the UK.

Margherita Boccalatte is a new Gender-Sensitive Education Associate Policy Analyst for the Gender at the Centre Initiative at IIEP-UNESCO, based in Dakar.

Launch of the new UNGEI website, with two dedicated spaces for GCI and GRESP.

[Gender-responsive education systems by design](#). UNGEI.

[Knowledge Hub Feature Collection - Gender at the Centre](#). UNGEI.

A GCI Executive Committee Meeting is planned for August.

Photo by GCI CSO consortium.



EVENTS

Register for upcoming events

Upcoming events hosted by UNGEI will be posted on this webpage: www.ungei.org/news-views/events

Watch back on past events

[EiE-GenKit Virtual Launch](#). UNGEI, INEE, ECW. Event screened in English, French, Portuguese and Arabic.

[Two-part learning series: Inclusive education for girls with disabilities](#). UNGEI, Sightsavers, Humanity & Inclusion, IIEP-UNESCO, UNICEF. Event screened in English, French and Portuguese with sign language interpretation.

[Transforming Social Norms to End Child Marriage and Advance Girls' Education](#). UNGEI, Girls Not Brides. Event screened in English, French and Portuguese.

[IIEP strategic debate on girls' education during covid](#). IIEP, Event screened in English and French.

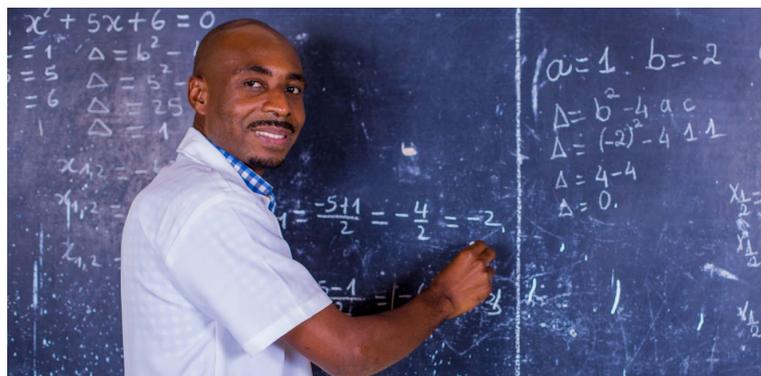


Photo by GCI Mozambique.

RESOURCES & PUBLICATIONS

Guidance, briefs and tools

[GCI Briefing Note 2021](#). Available in English, French and Portuguese.

[EiE-GenKit: A core resource package on gender in education in emergencies](#). UNGEI, ECW and INEE. Available in English. French and Portuguese translations forthcoming.

Gender-Responsive Education Sector Planning in Situations Affected by Crisis. GPE and UNGEI. Available in English. French and Portuguese translations forthcoming.

[Republic of Sierra Leone: Education sector analysis: assessing the enabling environment for gender equality: in brief](#). UNESCO-IIEP. Available in English.

Reports and studies

[What we know \(and do not know\) about social norms which serve as persistent barriers to education](#). UNGEI. Available in English. French and Portuguese translations forthcoming.

[Republic of Sierra Leone: Education sector analysis: assessing the enabling environment for gender equality](#). UNESCO-IIEP. Available in English.

[Analysis of the gender responsiveness of the education sector Covid 19 response in Mozambique](#), CSO consortium. Available in Portuguese. French and English translations forthcoming.

[Gender analysis of the Burkina Faso education Covid-19 response, CSO consortium](#). Available in French. Portuguese and English translations forthcoming.

Blogs, videos and news

[EiE-GenKit launched by ECW, INEE and UNGEI](#). UNGEI. Available in English, French and Portuguese.

[L'éducation inclusive pour les filles handicapées: participez au nouveau programme d'apprentissage en deux parties sur l'intersectionnalité dans l'éducation](#). UNGEI. Available in English, French and Portuguese.

[We call on G7 leaders to leave no girl behind!](#) UNGEI. Available in English.

[The right mix of ingredients for fighting structural inequality in education. By Feyi Rodway](#). UNGEI. Available in English.

[Initiative priorité à l'égalité - GCI / mettre l'égalité de genre au centre des systèmes éducatifs](#). GCI. Available in French and English. Video shown at the ministerial session of the Generation Equality Forum.

Video interview: [3 questions on gender equality in education](#). IIEP. Available in French and English.

[Gender equality in education: Digging beyond the obvious](#). IIEP. Available in French and English.



Photo by GCI Mozambique.

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CENTRE [REDACTED]

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