GENDER AT THE CENTRE INITIATIVE (GCI) ANNUAL REPORT 2021

REPORT ON GCI ACTIVITIES AND ACHIEVEMENTS BETWEEN JANUARY AND DECEMBER 2021

February 2022
EXECUTIVE SUMMARY

The year 2021 has been a fruitful one for the Gender at the Centre Initiative (GCI). Despite the continued challenges of the COVID-19 pandemic, as well as ongoing security and political issues in some partner countries, GCI has shown commitment, leadership and resilience to continue advancing gender equality in and through education.

GCI’s governance structure and operational management were further strengthened in 2021, which allowed for the implementation of GCI activities to come to full speed. Coordination between the members of the Alliance at global and national level was also strengthened.

Ministries of Education demonstrated political leadership on gender equality. They were strengthened in their technical capacity to mainstream gender equality in education sector planning and management, both through regional and national-level capacity building. With help from GCI, Sierra Leone and Nigeria mainstreamed gender in their Education Sector Analysis. Sierra Leone demonstrated both political leadership and ownership of the planning process, in particular with the preparation of its new Education Sector Plan. In Niger, the relationship with various key partners in the field was strengthened thanks to a mission that opened collaboration to support the government in gender-responsive education planning and to strengthen the sector dialogue on gender in education. Two innovative Communities of Practice (French and English) now bring together around 60 managers of Ministries of Education from the GCI countries and beyond (more than 20 countries from Francophone and Anglophone African countries). Community members apply their knowledge on gender-responsive education sector planning in their professional context and further share lessons learnt and good practices on gender mainstreaming.

GCI’s CSO Consortium increased demand for gender equality in education and advocated for gender-transformative education systems. In Burkina Faso and Mozambique, the Consortium supported the government to make Covid-19 education response plans more gender-responsive. In Nigeria, thanks to GCI advocacy, the governments of Adamawa and Sokoto states signed a declaration to ‘build back better’ and ensure girls’ return to school after Covid-19. Through radio spots, television debates, community theater and meetings with young activists, parents and teachers, the Consortium successfully raised awareness on the right for every girl and boy to complete a quality education. In the words of 13-year-old Fatoumata* from Mali: “Thanks to GCI’s sensitization activities in our community, several girls have found the way to school again after the Covid-19 school closure”.

GCI was also active at the global and regional level, through high-level advocacy and a series of new publications and tools. We convened education stakeholders at the Global Education Summit and presented research on girls’ education and social norms in the 8 GCI countries. GCI’s engagement in the African Union’s 3rd Girls Summit in Niger resulted in strong recommendations on gender-transformative education towards member states. In general, GCI’s advocacy, convening and communications have been instrumental in putting gender-transformative education on the agenda, and in strengthening ties with a broad range of stakeholders from education and other sectors.

Through the GCI Alliance, education partners have connected at global, regional and national levels in order to align their initiatives and increase their impact. In several countries GCI partners have developed plans for joint activities, under the coordination of the Local Education Groups. In 2022 GCI will maintain this momentum. We will continue most activities, and introduce new ones, as well as strengthen the collaboration between GCI partners. 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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<tr>
<td>ANCEFA</td>
<td>Africa Network Campaign on Education for All</td>
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<tr>
<td>AU-CIEFFA</td>
<td>African Union Centre for Women’s and Girls’ Education in Africa</td>
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<td>CSO</td>
<td>civil society organization</td>
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<td>ECW</td>
<td>Education Cannot Wait</td>
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<td>ESA</td>
<td>Education Sector Analysis</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>GCI</td>
<td>Gender at the Centre Initiative</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>GRESP</td>
<td>Gender-responsive education sector planning</td>
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<td>IIEP</td>
<td>International Institute for Educational Planning (UNESCO)</td>
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<td>INEE</td>
<td>Inter-agency Network for Education in Emergencies</td>
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<td>LEG</td>
<td>Local Education Group</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>PIET</td>
<td>Interim Plan for Education in Chad</td>
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<td>ToT</td>
<td>Training of trainers</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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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 organizations 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 Gender at the Centre Initiative.

GCI supports the leadership of Ministries of Education and other national actors to advance gender equality in and through education. The initiative is rooted in gender-responsive education sector planning (RESP), an approach which has the goal of embedding gender equality in the DNA of national education systems. The RESP method puts in place policies and strategies to tackle gender disparities and roadblocks in education and ensures the availability of the required resources, oversight and accountability to make this happen. Progress in this field helps countries to achieve Sustainable Development Goals (SDGs) 4 and 5 and meet the gender targets of the African Union’s Continental Education Strategy for Africa.

GCI mobilizes expertise and other resources to ensure that country-owned education sector interventions, strategies and plans are financed, implemented and monitored for sustainable results. Ideally, this means that each country’s education planning, implementation, budgeting and accountability mechanisms are oriented toward ensuring that all girls and boys are educated, healthy and safe and able to reach their full potential.

GCI strives to provide opportunities for knowledge generation and sharing around advancing gender equality in education between countries and partners to support learning and application in various settings.

Between 2020 and 2023, GCI is being implemented in eight sub-Saharan Africa countries (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone) by a multi-stakeholder partnership that brings together the Ministries of Education in the eight countries, a CSO consortium (formed by the Africa Network Campaign on Education for All (ANCEFA), the Forum for African Women Educationalists (FAWE) and Plan International), the African Union Centre for Girls and Women Education in Africa (AU-CIEFFA), G7 Donors (European Union, France, Germany, Italy and the United Kingdom) and multilateral agencies (UNGEI, IIEP-UNESCO, UNESCO, UNICEF and GPE). Together, these partners form the GCI Alliance. GCI is coordinated by UNGEI and IIEP-UNESCO.

1.2 Context

As with the Inception Phase, this year of implementation took place against the backdrop of the global COVID-19 pandemic which affected GCI and GCI Alliance members in multiple ways. The pandemic’s effects fluctuated across GCI partner countries, sometimes intersecting with other ongoing security and environmental challenges. In Chad, a nationwide strike of civil servants began in January. The presidential campaign that began in March 2021 reduced the availability of governmental and other leaders. Institutional disruption continued following the death of the country’s long-time president, Idriss Deby.

In Niger, the general election was particularly tumultuous, and necessitated the closing of governmental offices for security reasons. There was a coup d’etat in Mali in May 2021. The
security situation in both Burkina Faso and Nigeria has been particularly serious in 2021, while an estimated 745,000 people remain displaced due to ongoing conflict in northern Mozambique.

With the normalization of Covid-19-related public health measures, 2021 saw a hybrid model for GCI activities, with many meetings and events held online, while others were able to be held face-to-face for the first time since early 2020.

1.3 Purpose and structure of this report

This 2021 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 2021. Its purpose is accountability to GCI Alliance members.

The report is divided into three chapters plus annexes. 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 Results Framework. Annex 2 shows the risk assessment updated for 2022.
This chapter provides a brief overview of GCI programming activities implemented in 2021. 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 program. 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 program's immediate outcome-level indicators.
Intermediate Outcome 1

GCI supported MoEs in four key areas: systems and processes; technical capacity; organizational culture; and cross-sectoral leadership and collaboration.

In 2021, GCI supported MoEs in a variety of ways including the support to strategic documents and processes (gender analyses, gender-responsive ESP development). IIEP-UNESCO supported the elaboration of the Sierra Leone Education Sector Plan (ESP) which for the first time included a strong gender component. The government took the lead on the ESP process. IIEP-UNESCO supported mainstreaming gender in most sections of the ESP, including the costing exercise, which allowed to develop gender capacity of the national stakeholders (around 20 managers of MoE per workshop).

There was also much progress in terms of MoE technical capacity strengthening. UNGEI disseminated knowledge resources on gender equality in education in emergency contexts to MoEs. IIEP-UNESCO launched the anglophone edition of the short course on Gender Responsive Educational Planning. The 9-week online course saw 39 participants (27 women, 1 participant from the decentralized level) from 20 countries who have participated in all three modules. IIEP-UNESCO also launched a Community of Practice in Gender and Education (CPGE). The CPGE capitalizes on IIEP’s Short course and is showing that people in positions of responsibility in education ministries are keen to change their practices and they are demonstrating increased awareness and belief that they can be part of the change that needs to happen. The opportunity for peer-to-peer learning, across countries, shows them what is possible up and down hierarchies and cross-departmentally.

Progress was achieved in terms of strengthening MoEs’ organizational culture to support gender equality in education as well with activities described below such as, inter alia, a participatory gender diagnostic of Burkina Faso’s Ministry of National Education, Literacy and Promotion of National Languages.

Ministries of Education with the support of IIEP-UNESCO also prepared short-term and contextualized trainings on gender-responsive education planning in Mozambique and Nigeria and developed tools on SRGBV to inform EMIS that will be deployed in 2022.
Intermediate Outcome 2

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

We saw evidence in 2021 of increased positive effects on gender equality in education through the work of CSO partners. This included direct effects on girls, their families and communities, whether this be through radio spots or the distribution of hygiene kits to support girls’ access to school (to name just these). Testimonials from several GCI countries report girls’ return to school after Covid-19 thanks to GCI’s sensitization interventions. CSOs were effective in their advocacy towards Ministries of Education. In Nigeria for example, the advocacy by the CSO consortium resulted in an official commitment by Adamawa and Sokoto states governments to focus on girls’ return to school after Covid-19 and to increase funding for girls’ education. As well, GCI’s CSO Consortium’s efforts had a multiplier effect, notably through extending capacity building to other CSO partners and to other countries, such as the GRESP capacity building workshop held in Dakar in September 2021.

2021 saw the finalization of a LEG assessment tool and a Gender Equality in Education Snapshot (GES) Toolkit, which will be piloted by LEGs in 2022. The GES toolkit will help LEGs assess gender equality in education in their countries and foster a dialogue among education stakeholders, an important element in strengthening their capacity to coordinate gender equality initiatives. The momentum on dialogue and knowledge sharing (Immediate Outcomes 2.3 and 2.4) was definitely maintained in 2021- despite the challenges of the ongoing pandemic - with the publication of reports, the convening of events, and UNGEI and IIEP’s 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, preliminary research and preparatory work meetings were held by IIEP to implement the development of a data collection tool on school-related gender-based violence (SRGBV). Despite being a significant barrier for girls’ and boys’ access to and participation in education, reliable SRGBV data remains limited in terms of both coverage and scope to inform education analysis and planning, and there is currently no standard measure to accurately and precisely assess the prevalence and extent of SRGBV.

The Federal Ministry of Education (FME) of Nigeria, through its National University Commission (NUC), sought the support of IIEP-UNESCO to elaborate a gender-sensitive STEM strategy for Higher Education. This represented an opportunity to integrate into GCI an education sub-sector in which gender gaps are significant, yet underdocumented compared to basic education. Sub-Saharan Africa’s tertiary education enrolment ratio is the lowest in the world. In addition, only 73 female students are enrolled in post-secondary education for every 100 males in 2018 (UNESCO, 2020). According to a 2018 World Bank report, private returns to overall education are much higher for women (12%) than men (10%). In post-secondary education, returns to education are higher
for women (17%) than men (15%). In addition to that, there are significant gender differences in subject choices, with women underrepresented in Science, Engineering, Technology, and Mathematics (STEM), despite evidence showing women’s participation in STEM can reduce gendered occupational segregation and economic inequalities. Therefore, Sub-Saharan Africa is losing huge gains by underinvesting in women in Higher Education, and in STEM in particular. In light of these facts, IIPE-UNESCO developed a technical proposal to guide the identification of key STEM interventions that would enhance the quality of STEM programs, and the participation of female students, through a participatory process and iterative consultations to ensure ownership by key stakeholders from the FME, NUC, public and private universities, and relevant Development Partners.

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

In Niger, IIPE-UNESCO participated in the joint sector review and in the framework of the sub-group on the SNAEFFFF integrated gender equality in the discussion. IIPE-UNESCO held strategic meetings with MoE's authorities, and subsequently worked with the focal points to develop Niger’s detailed work plan for the initiative. This includes an institutional gender analysis, for which preliminary research has been conducted in 2021.

In 2021, the Ministry of National Education, Technical Training and Reform of Mauritania submitted an official request to IIPE-UNESCO Dakar for technical assistance to carry out a gender diagnosis and a gender sensitive ESA. IIPE-UNESCO Dakar has been associated with, but not directly involved, in regional and national consultations leading to the production of a national report to guide the Education Reform Act.

In preparation for the technical support for the sector diagnosis, the IIPE-UNESCO conducted an in-depth literature review of gender issues in the Mauritanian education sector and has initiated in partnership with UNHCR a case study on the gender dimensions in education of displaced populations and their integration in national education systems. The ultimate goal of the study is to support the inclusion of displaced populations in national education systems using a gender-sensitive approach. The case study focuses on the Mberra camp.

The government of Sierra Leone prepared a gender-responsive Education Sector Plan covering the 2022-2026 period. The plan is the fruit of the collaboration between the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Tertiary and Higher Education (MTHE). The two Ministries were created in 2018 by dividing the then Ministry of Education, Science and Technology in an effort to strengthen the delivery of services. The plan builds upon the 2020 Education Sector Analysis, elaborated with IIPE-UNESCO's support; the ESA included a chapter devoted specifically to gender analysis for the first time. The analysis highlighted where girls and boys do not share the same experience of and exposure to, or gain the same benefits from, education. IIPE-UNESCO specifically supported the ESP costing process and the gender mainstreaming throughout the plan, as Sierra Leone built on the ESA exercise and led the ESP drafting process. During the second semester of 2021, GCI received the first draft of the ESP and proceeded to make a series of gender-responsive recommendations to ensure the centrality of gender in all sub-sectors. Between November 2021 and January 2022, the GCI team went to Freetown twice to support the Ministries in developing a quantitative driven policy scenario designed with a gender equality lens and mainstreaming gender in all the ESP’s sub-sectors. The team also started discussions on the collection of prospective resources from partners in the medium term for gender activities. Through this process, the gender technical capacities of the ESP national team, composed of more than twenty-five MBSSE and MTHE staff were strengthened: the government ESP Core Team members participated in the two workshops. The members were heterogeneous in level (Desk officers, education officers, directors, deputy directors) and represented various departments and sub-sectors of the MBSSE and MTHE,
including Pre-primary, Primary, Secondary, Adult Basic Education and Adult Education, Sports, Special needs, TVET, Higher Education, M&E and Planning.

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) staff, including gender specialists, trained on mainstreaming gender equality in education at national and decentralized levels

From October to December 2021, IIEP held the first edition in English of the Short Course on Gender Responsive Educational Planning (SCGREP). This intensive nine-week online course aims at building participants’ competences to mainstream gender into education sector planning. It targeted senior managers and public officers working in education in anglophone African countries and it is offered free of charge to participants. More than 330 applications were received and 52 participants (33 women) from 21 African states were accepted in the course, including 12 participants from GCI Anglphone countries (Nigeria and Sierra Leone). As of January 2022, 39 participants (26 women) from 20 countries had participated in all three modules and 27 (20 women) had successfully completed the training. All participants were given the opportunity to complete the training after the end of the course. Throughout the course, participants analyze with a gender lens education policies of their own countries and develop the skills to mainstream gender into education sector analysis and planning and in participants’ workplaces. The English edition of the SCGREP also mainstreamed crisis-sensitive planning throughout the three course-modules.

In 2021, IIEP GCI team held a series of meetings, first online and then face-to-face in Maputo, with the focal points in the Ministry of Education and Human Development (MINEDH) to identify Mozambique’s capacity needs and discuss GCI’s support. A series of priority subjects emerged from these discussions, and it was agreed that GCI would support specifically the Ministry’s staff capacity needs by elaborating and delivering a three-module in-person training on the following topics:

- gender-responsive education planning;
- prevention of school related gender-based violence and its links to education planning (to be developed by UNGEI with IIEP’s support);
- gender-responsive budgeting.

25 gender focal points from different MINEDH departments and 11 gender coordinators from provincial offices will benefit from these trainings. Initially, the training on gender-responsive education planning was scheduled to take place in December 2021, however, due to the spread of the COVID-19 Omicron variant, new travel restrictions were imposed, and the training had to be postponed to March 2022.

In Sierra Leone, IIEP GCI team organized online meetings and face-to-face meetings with the GCI focal points and the Ministry of Basic and Senior Secondary Education (MBSSE) senior management to operationalize the national work plan. Regarding staff capacities strengthening activities, GCI discussed the preparation of the content of three tailor-made trainings that will be delivered in Freetown in 2022 and 2023 (gender-responsive planning and data collection, gender-responsive technical and vocational education and training, gender-sensitive budgeting) and research the ministry wants to carry out on girls’ school drop-out.
In Mozambique UNGEI started a situation analysis of mechanisms to prevent and respond to School-Related Gender-Based Violence (SRGBV). The analysis will be finalized in 2022 and will feed into a tailored training on SRGBV for MoE staff at central and decentralized levels.

Photo by IIEP-UNESCO Dakar. Meeting between the IIEP GCI team, UNESCO office and Her Excellency Carmelita Rita Namashulua, Mozambique’s Minister of Education, MINEDH, 11 October 2021

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

In March 2021, UNGEI, ECW and INEE co-hosted a virtual launch event for the EiE-GenKit: a core resource package for gender-responsive education in emergencies. The event started with a short film providing an overview of the rationale behind developing the EiE-GenKit, its contents and usage, and its relevance in the current COVID-19 climate. An intergenerational panel discussion followed, featuring representatives from UNICEF, Plan Canada, Compact for Young People in Humanitarian Action, and the Generation Equality Youth Task Force. The event was screened in English, French, Portuguese and Arabic.

The EiE Genkit was piloted in South Sudan and Uganda and the findings will be used to refine parts of the kit.

The 2021 the Short Course on Gender Responsive Educational Planning (English version) of the IIEP, which was built on the first francophone edition, was revised to include content on mainstreaming crisis sensitive planning (see above). Conversely, IIEP-UNESCO mainstreamed gender in the online course on Using Data And Information for Crisis-Sensitive Educational Planning. This IIEP specialization online course provides in-depth training on the issues, tools and strategic approaches to crisis-sensitive educational planning and the role of risk prevention and reduction processes

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

In 2021, a Community of Practice in Gender and Education (CPGE) was launched. The CPGE is a follow-up to the Francophone University on Gender Responsive Planning, an IIEP-UNESCO Dakar virtual training course that ran from November 2020 to January 2021. CPGE activities aim to support participants to apply what they learned at the University in their respective professional contexts, through an interactive approach.
The first activity was an open session to which all participants who completed the University were invited. This approach proved to be very successful, with the use of quick live surveys during the session to test ideas and gather feedback on modalities and content. As a result of this participatory session, a program was developed that reflected the deepening interests of the community members.

Ten sessions were organized, including nine online and one face-to-face in Dakar. The online sessions focused on themes chosen by the participants and mainly consisted of exchanges with thematic experts on gender institutionalization, participatory gender auditing, responding to SRGBV, gender-sensitive budgeting, crisis and gender-sensitive education planning.

A face to face workshop took place during one week in Dakar, from November 15 to 19, 2021 and gathered 21 educational planners from 13 Francophone countries, allowing them to get to know each other better, to build on the links created online with ‘shared experience’ - also enriched through informal moments and opportunities to work together. The workshop program was designed to allow participants to work collaboratively on their roadmaps and deepen their knowledge and skills on the following topics: training modalities, civil society engagement, and developing indicators for monitoring progress.

The program will be evaluated in 2022 and consultations will be conducted with its members to design the next steps for the program. A preliminary evaluation (a survey with 31 responses over the 32 participants) shows that the objectives set by the CPGE are being met. The dimensions of the community of practice that are assessed as strengths in this first phase, training and continuing education and a safe space to exchange, are also identified as corresponding to the main expectations and needs of the community members (84% consider these to be a strong point of the CPGE). Overall, the other dimensions of the community of practice are also highly rated: 70 % of the participants believe that discussions and collective reflections on methods, procedures and tools is a strength of the community of practice. 80% of the members are willing to be more involved in facilitation, coordination or as content experts, as well as in the delivery of the next Francophone edition of the Gender Responsive Education Planning training.
The evaluation of individual participant roadmaps is also underway. The first results show that the participants that were able to meet the operational goal set for February 2022 in their roadmaps were mostly those that integrated their objectives into the primary role that they already held. The roadmaps that represented additional work often fell behind, but the members surveyed took their roadmaps as commitments and remained motivated to follow them, to take them as a benchmark. Changes in positions and supervisors compromise the implementation of some roadmaps.

2.1.3 Immediate Outcome 1.3

Immediate Outcome 1.3: Strengthened capacity of MoEs to change internal organizational 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

In Burkina Faso, IIEP-UNESCO started a participatory gender diagnostic within the Ministry of National Education, Literacy and Promotion of National Languages. The diagnostic focused on (1) staff knowledge and capacity regarding gender equality, (2) gender mainstreaming in MENALPN's vision, policy and operations, (3) and MENALPN's staffing and organizational culture. The methodology was inspired by the participatory gender audit developed by the International Labor Office, a methodology that promotes learning and ownership of the process and results by stakeholders. The approach was based on a literature review, an online survey of central and decentralized staff (reaching 336 employees), semi-structured individual interviews and two data collection workshops. Analysis of the results is underway and is planned for the year 2022.

IIEP-UNESCO pursued the conceptualization of participatory institutional diagnostics that will be conducted in Mali and Niger to strengthen MoE's capacity to analyze gender issues in its activities and organization and to act on results. In Niger, the participatory gender diagnostic will take stock of gender equality issues in the education sector and within the MoE and formulate recommendations/proposal priority areas for improving MoE's gender mainstreaming capacity, effectiveness and results in preparation for the next education sector plan.

In Burkina Faso and Chad: based on the findings of the Participatory Gender Diagnosis in Burkina Faso, IIEP prepares a project of action research on power dynamics and change on gender within institutions in collaboration with educational planners and managers. This project will focus on Burkina Faso and Chad and will aim at strengthening knowledge on gender norms and resistance to change in the education field. The main objectives are the production of data and knowledge to better understand gender issues in the education system, and to develop tools to overcome them; to reinforce stakeholders’ knowledge on power dynamics and change linked to gender in education; capitalize and disseminate knowledge on gender norms and political innovations on gender in education. The consultants should be hired early 2022 to start conducting the research.

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

UNGEI organized an online training of facilitators on Transformative Leadership for Gender Equality. The Transformative Leadership course aims at enabling participants to acquire new leadership skills, build commitment and transform organizational culture for gender equality. 20 participants attended the course, among whom previous participants of the GRESP workshops. In 2022 facilitators will provide Transformative Leadership courses for the MoE in Nigeria, as well as a regional course for French speaking MoE staff.
2.1.4 Immediate Outcome 1.4

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

UNGEI conducted a mapping and analysis of inter-ministerial and cross-sectoral collaboration on gender equality in education in the 8 GCI countries. Based on the analysis, discussions have started with MoEs and technical partners on the design of initiatives to promote cross-sectoral collaboration. The results of the analysis will be communicated to MoEs and GCI partners in 2022, and initiatives will be implemented in selected GCI countries.

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

In **Niger and Burkina Faso** IIEP-UNESCO partnered with Open Society Foundation to develop a project aiming at improving the effectiveness and efficiency of education spending to improve educational outcomes, particularly for those most disadvantaged, and in particular analyzing gender inequalities in the budget process and options for addressing them. Through this project, we aim at i) documenting WAEMU PFM reforms pertaining to the education sector in 4 WAEMU countries, covering each stage of the budget process (from preparation/formulation to execution and reporting to identify the main difficulties encountered, including the gender equality dimension; ii) creating opportunities of dialogue between Ministries of Education (MoE) and Ministries of Finance (MOF) officials to reflect and address the challenges identified.

These activities will be implemented jointly by IIEP and national technical teams (composed of MoE and MoF officials involved in the budget process) with 4 case studies, among which 2 GCI countries (Niger and Burkina Faso). The case studies will be prepared to document the budget process in the education and training sector (at least Ministries of basic education when the sector is spread over several ministries). They aim at identifying difficulties/challenges encountered at each stage, potential lessons learned from the first year(s) of implementation of the reform, and give an opportunity to reflect on how to improve the process.

2.2 Activities under Intermediate Outcome 2

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

Immediate Outcome 2.1: Strengthened capacity of national and local civil society organizations, including youth-led organizations, 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 organizations (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 and other types of
programming. 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: 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 2021, the CSO consortium implemented advocacy and community engagement pilot activities in all GCI countries, except for Mauritania. Some highlights include:

In Burkina Faso, GCI produced a gender analysis of the MoE’s COVID-19 crisis response plan and met with the MoE to advocate for stronger measures to help girls remain in school. The CSO consortium participated in the ‘Assises Nationales de l’Education’ and in the national consultation meetings for the monitoring of the National Strategy on Education in Emergencies. The project’s local-level activities were focused on 13 schools in the province of Kadiogo. Over 300 women and 85 men strengthened their understanding about girls’ education issues including the effects of COVID-19, early pregnancy and violence against girls. One thousand five hundred girls were given masks in order to help them stay in school. All 13 schools received Information, Communication and Education materials on the prevention of COVID-19. The project reached over 3 million people (estimate) in the province through radio programs on COVID-19 prevention.

In Mali, an inception workshop was held in February, which included the participation of senior officials from the MoE, school directors, and CSO representatives. GCI helped 150 girls to remain or go back to school with support for school fees and school supplies. More than 25,000 people are estimated to have been reached by radio campaigns highlighting themes about girls’ education (e.g. effects of COVID-19, effects of violence against girls, etc.). Close to 6,000 people in 20 schools watched a theatrical performance followed by debate on the importance of girls’ education. Over the course of the year, the CSO consortium engaged in various awareness-raising and advocacy sessions with MoE officials at local and national levels. CSO consortium members participated in 4 Local Education Group meetings.

Photos by GCI CSO Consortium. COVID-19 message development activity with youth in Sierra Leone.
In Nigeria, The CSO Consortium 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. With these messages, the consortium supported a girl-led “back to school” radio campaign in Adamawa and Sokoto states, on stations 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. GCI also supported the collection of stories from adolescent girls on how COVID-19 had affected their education. Finally, GCI also produced a policy brief on the impact of COVID-19 on girls’ education and held meetings with high-level education officials in both states.

In Chad, an awareness campaign on the importance of girls’ education was conducted by the CSO consortium in 10 districts of the capital N’djamena in March. Information, Communication and Education materials were also produced and distributed in the capital. It is estimated that close to 2,000 people were reached. GCI also developed a radio campaign in three languages (French, Arabic, and Sara) which aired on several radio stations (Radio-Tchad, Radio-Fm Liberté, Radio Dja-Fm, Radio La voix de l’Espérance, Radio Arc en Ciel, and Radio Alquoran Alkarim).

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 Organization of Teachers. 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.

In Niger, GCI was launched through a workshop bringing together representatives of the Ministry of Education, UN agencies, international and national organizations. For 2021, GCI activities included continued advocacy with the MoE to ensure integration of a gender lens in the COVID response, the development of key messages on girls’ education and COVID-19 in French, Hauda and Zarma and their broadcast on national television and community radio. GCI also offered training to CSOs and education sector stakeholders on the impact of COVID on girls’ education.

In Sierra Leone, a GCI project inception workshop was held in March. Participants included representatives from the Ministry of Basic Senior Secondary School Education, FAWE, PLAN, Education for All (EFA), and other education CSOs. Over the course of 2021, the project disseminated child-friendly information, education and communication materials on COVID-19, produced child-friendly radio talk shows on the protection of girls, and distributed COVID-19 safety kits to schools.

In Mauritania, because of lack of capacity in 2021, CSOs requested to allow them organize their activities in 2022. Planned activities in 2022 will focus on a) community awareness raising on a range of girls’ education issues, b) more focused awareness raising with local leaders, and c) advocacy on girls’ education and GRESP with MoE.

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

The CSO consortium organized capacity building workshops for CSO representatives on gender equality in education issues and approaches at the national and regional levels.
Regional:

**Dakar GRESP workshop**

From 27-30 September, a face-to-face GRESP workshop was held in Dakar, Senegal. The workshop was facilitated by FAWE and ANCEFA, in collaboration with UNGEI and other partners, and brought together 34 civil society actors and young feminists from 11 French speaking countries in West and Central Africa. The aim of the regional GRESP workshop was to strengthen civil society’s capacity to support governments in building truly gender-responsive education systems. The workshop supported participants to strengthen their competencies in gender analysis, strategy development, gender-responsive budgeting and monitoring. Young feminists shared their experiences and expressed ideas on how to make education systems more equitable. All participants gained skills to advocate for gender-responsive education sector planning and to work with education partners to promote gender equality in education. A [video](#) was produced and shared on social media, as well as testimonies from the [young feminist participants](#), and a [blog](#) on the GPE website.

**GCI regional workshop organized by the CSO consortium**

Following the Francophone GRESP workshop, some strategic aspects of the training were further developed in a GCI regional workshop organized by the CSO Consortium for a subgroup of participants from 1-2 October 2021. During this workshop, and based on the new knowledge they acquired from the GRESP workshop, consortium partners shared lessons learnt from GCI pilot projects and developed action plans for GCI activities in 2022.
National:

At the national level the CSO consortium organized workshops and training of trainers (ToT) to build capacity in GRESP, as well as in other topics that were identified in a needs assessment conducted in early 2021. All workshops accommodated approximately 30 participants drawing from GCI CSOs as well as youth- and female-led organizations.

In Sierra Leone, fifteen participants (7 Female, 8 Male) attended a one-day Training of Trainers (ToT) workshop held on May 24 in Freetown. Topics covered included: understanding basic gender concepts; why gender matters in education; and gender in education sector policy planning. The trainers then conducted two-day workshops in Freetown and in Port Loko on May 25-26. The workshops were attended by thirty participants each, composed by representatives from civil society organizations, Sierra Leone Teachers union representatives, and teachers.

On 25-26 July 10 youth activists from the Youth Advocacy Panel participated in a workshop with the objective of developing child-friendly Covid-19 messages, supporting young people to identify risk communication in IEC materials and to understand basic gender mainstreaming in education. As a result of the workshop, the youth activists developed relevant messages to address COVID-19 in schools. These messages were translated into two local languages.

On 5-6 August, a two-day workshop was held with the objective of ensuring that young people are aware about the Education Sector Plan Development Process and that they participate in the process, as well as making sure gender is being mainstreamed into the 2021-2025 Education Sector Plan. 50 (30 Female, 20 Male) young people from different academic institutions participated.

CSO consultations were held in Freetown and Port Loko on the Education sector Plan Process on the 29th and 30th July. A total of 60 (34 Female, 26 Male) participated. Issues of girl’s education were discussed and participants were encouraged to actively participate in the content development process of the education sector plan.

From August 16th to 19th, 4 community consultations were held in two communities to raise awareness on good parenting. 100 persons (70 Female, 30 Male) were reached with the information.

In Niger, a Training of Trainers was organized. The trainers then facilitated workshops in Niamey and Maradi whose objectives were to: 1) improve participants’ understanding of gender analysis and gender integration in the education planning cycle; and 2) strengthen participants’ capacities to plan and implement advocacy on gender in education.

In Chad, a workshop on gender equality in education and the impact of COVID-19 on girls’ education was held for CSO consortium members in March.

In Mozambique, a capacity building training of the provincial network focal points on gender-sensitive policy analysis in the education sector was held. A meeting with the Director of the Polana Secondary School was held in Maputo City.
2.2.2 Immediate Outcome 2.2

Immediate Outcome 2.2: Improved coordination for gender equality in education through Local Education Groups, under the leadership of MoE

Output 2.2.1 - Integration of gender equality into Local Education Group Self Assessment Tool

In partnership with the Global Partnership for Education (GPE), UNGEI integrated a gender focus in the Self-Assessment Tool for Local Education Groups (LEGs). The tool allows LEGs to evaluate their functioning and assess to what extent gender is mainstreamed throughout their work.

Also in partnership with GPE, UNGEI developed the Gender Equality in Education Snapshot (GES) Toolkit. The toolkit will allow Local Education Groups and other education stakeholders to conduct a rapid assessment of gender equality in and through education. The toolkit was presented to LEGs in the GCI countries. The GES Toolkit will be piloted by LEGs in 4 GCI countries in 2022. Based on the results of the rapid assessment, Gender Country Dialogues will be organized by the LEGs.

UNGEI conducted a series of consultations with LEGs to foster conversation on gender-responsive education sector planning, introduce the different tools and discuss collaboration within GCI.

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

Funding will be made available to LEGs in 2022 and 2023 to implement workshops and events to promote gender equality in and through education.

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

UNGEI developed a LEG Annual Report Template, to support LEGs to report on their collaborative efforts to promote gender equality in and through education. The LEG Annual Reports allow to identify potential synergies, detect gaps, and create opportunities for exchange on gender equality initiatives. LEGs in 6 GCI countries have developed 2021 Annual Reports. A summary 1-pager with common findings across the GCI countries was developed.

2.2.3 Immediate Outcome 2.3

Immediate Outcome 2.3: Improved policy and practice dialogue for gender equality and education at national, continental and global levels.

Output 2.3.1 - Policy and practice events

In our rallying calls to action and information sharing throughout national, regional and global fora, GCI’s 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.


In May and June 2021, UNGEI partnered with UNICEF, Sightsavers, Humanity & Inclusion, and IIEP-UNESCO to host a two-part learning series on inclusive education for girls with disabilities. A regional-level webinar focused on West and Central Africa was held May 25. Building on studies conducted by UNICEF, Humanity & Inclusion and Sightsavers in West Africa, the webinar shed light on the importance of intersectionality in education, with a focus on gender and disability.
The event stimulated discussions around the local, national and regional responses that are needed to effectively address barriers and ensure inclusive education for girls with disabilities. This was followed on June 9 by a global-level webinar, a platform for advocacy, learning and exchange to make the case for inclusive education for girls with disabilities, in the lead up to the G7 and GPE Global Education Summit. In addition to representatives of the organizations named above, speakers also included representatives from the Interamerican Institute of Disability and Inclusive Development, the Norwegian Agency for Development Cooperation, the Foreign, Commonwealth and Development Office, and the International Parliamentary Network for Education. ASL was provided for both events which were also available in English, French, Portuguese and American Sign Language; CART captions and closed captions were also provided.

On June 1, IIEP’s Strategic Debate series focused on girls’ education during Covid. The Strategic Debate presented an overview of the impact of COVID-19 on girls’ education and included a discussion on the pivotal role of gender norms in education and how these are impacted by crisis.

At the G7 Summit in June, 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 (June 30 to July 2), IIEP produced a video showcasing the GRESP approach which is central to our initiative.

On 20 July 2021, during a side event of the Global Education Summit co-hosted by the governments of the UK and Kenya, UNGEI spotlighted new GCI research on social norms and girls’ education, Transforming Social Norms to End Child Marriage and Advance Girls’ Education. The event was jointly organized by UNGEI and Girls Not Brides. During the event, a research report on social norms and girls’ education in the GCI countries was presented. The event had a regional focus on West and Central Africa and presented the GCI work. Speakers included Helen Grant MP, UK Special Envoy for Girls’ Education, Girls Not Brides national coalition representatives, and young feminist activists from the GCI countries. The event was targeted towards the GCI community and was delivered in English, French and Portuguese.

In October 2021, UNGEI led an internal presentation to all UNICEF HQ staff to present GCI’s new research report on social norms and girls’ education. The event was attended widely by UNICEF Education, Child Protection, and Gender colleagues, and it sparked an important discussion on how social norms, and in particular gender norms, can be fully integrated across cross-sectoral workstreams in UNICEF and beyond.

On International Day of the Girl Child, 11 October, UNGEI presented GCI achievements at the African Union’s CIEFFA event on girls’ education and urged education stakeholders to work together to advance gender equality in education.

UNGEI participated in the African Union’s 3rd Girls Summit in Niger (16-18 November). During the high-level panel ‘Harnessing Girls’ Education for the Africa We Want’, UNGEI delivered key messages from GCI and requested that governments invest in gender-transformative education. The panel resulted in strong recommendations on gender-responsive education planning to African Union member states.

At the UNFPA-UNICEF Global Youth Roundtable on Accelerating Progress to Eliminate FGM, UNGEI emphasized GCI’s commitment to strengthen cross-sectoral collaboration in order to tackle the interrelated issues of girls’ education and harmful practices. UNGEI also contributed to setting up a global youth coalition to end FGM.
In November 2021, IIEP took part in the Inaugural Missing Data on Education Summit organized by the NORRAG (Network for international policies and cooperation in education and training) during a thematic session on Gender data. IIEP presented GCI activities by highlighting the highest priority data gaps on education and gender, and exposing possible answers to these gaps in data.

**Output 2.3.2 - Policy and practice reports**

A significant number of resources were published by GCI in 2021. These include:

**The EiE-GenKit: A core resource package on gender in education in emergencies**: A joint initiative from the Inter-agency Network for Education in Emergencies (INEE), Education Cannot Wait (ECW) and the UN Girls’ Education Initiative (UNGEI), the EiE-GenKit is a core resource package for gender in education in emergencies. Based on extensive research and consultation, the EiE-GenKit is the first resource of its kind, providing education practitioners with practical tools to promote gender-responsive programming from crisis to peace and sustainable development.


GCI launched the **GCI Briefing Note**. This document provides readers with an overview of the GCI programme background, activities, and achievements to date. The note is available in French, Portuguese and English.

UNGEI launched the research report on **What we know (and do not know) about social norms which serve as persistent barriers to education**. The study reviews existing literature on gendered social norms in the 8 GCI countries, the underlying values that keep them in place and the ways in which they affect access, participation and achievement in education for girls. The paper also identifies gaps in understanding the multi-level factors that keep social norms in place and proposes a research agenda to address these gaps.

**Republic of Sierra Leone: Education sector analysis: assessing the enabling environment for gender equality: in brief, UNESCO-IIEP.** Available in English.


**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.


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.

As well, in 2021, two dedicated spaces for GCI and GRESP were created on UNGEI’s website:

**Gender-responsive education systems by design**, UNGEI.

**Knowledge Hub Feature Collection - Gender at the Centre**, UNGEI.
2.2.4 Immediate Outcome 2.4

Immediate Outcome 2.4: Improved coordination and collaboration among global GCI Alliance development partners to advance gender equality in and through education.

Output 2.4.1 - Annual meetings of the GCI Alliance convened

The third GCI Alliance meeting was held online on February 16 and 28. This was the first meeting held under the new governance structure approved in December 2020. Under this new structure, the members of the GCI Alliance constitute the GCI Board, whose purpose is to ensure coordination, learning and mutual accountability in the implementation of GCI, as represented by the GCI Results Framework.

The new governance framework has put in place four constituency groups of the GCI Alliance: (i) ministries of education; (ii) technical partners (GPE, UNESCO and UNICEF); (iii) the GCI donor group comprised of one representative from each donor (the European Union, France, Germany, Italy and the United Kingdom); and (iv) CSOs with representatives from ANCEFA, FAWE and Plan International. As per the new governance structure, these four groups met prior to the Board meeting, in early February 2021.

Following the Board meeting, the first meeting of the Executive Committee was held February 22. The Executive Committee is composed of one representative each of the CSO Consortium (rotating), Ministries of Education (rotating), G7 Donors (rotating), AU-CIEFFA and either GPE, UNESCO or UNICEF (rotating). The Executive Committee facilitates the GCI Board’s role in monitoring the implementation of GCI activities and is convened up to three times a year. UNGEI and IIEP-UNESCO serve as the Secretary for the Executive Committee. A second Executive Committee was held October 4. Committee members discussed progress on the 2021 work plan, priorities for 2022, preparations for the 2022 GCI Alliance Board Meeting and conducted a GCI governance check-in. The chair of the GCI Board, as well as the Executive Committee, was ensured by Mali in 2021. In 2022 Niger will take on this role.

Output 2.4.2 - Semi-Annual GCI newsletter produced and disseminated

On 31 July 2021, the first issue of the GCI newsletter was launched in English, French and Portuguese. The newsletter communicated the main achievements and results of the GCI programme in the first half of 2021, including updates from CSOs, new publications and events launched, and planned activities coming up. The second issue of the newsletter was prepared during the months of November and December, gathering the latest results and achievements of the Initiative, and was published in January 2022.
To provide the foundation for subsequent monitoring of change, GCI, with assistance from Universalia, embarked on a baseline study process to establish initial values for GCI outcome level indicators. The study was carried out during the period October to December 2020 to collect data against intermediate and immediate outcome level indicators. The global baseline report, along with eight country reports, were shared with the Board in 2021.

A Performance Management Framework was developed and shared with the GCI Alliance members. The Framework will support the monitoring and evaluation of GCI.

To improve GCI program management and delivery on GCI results, the GCI team has grown considerably in 2021. UNGEI recruited a GCI Lead and a Project Manager. In 2021 IIEP recruited two Associate Gender-sensitive Education Policy Analysts (Italian JPO and UN Volunteer), along with long-term consultants.
**ANNEX 1 - GENDER AT THE CENTER INITIATIVE (GCI) – RESULTS FRAMEWORK**

<table>
<thead>
<tr>
<th>Impact: Improved gender equality in and through education in eight selected countries in Sub-Saharan Africa (Burkina Faso, Chad, Mali, Mauritania, Niger, Nigeria, Sierra Leone and Mozambique)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Outcome 1:</strong> Improved gender equality mainstreaming in and through education led and implemented by Ministry(ies) of Education in conjunction with other relevant Ministries</td>
</tr>
<tr>
<td><strong>Immediate Outcome 1.1:</strong> Strengthened institutional systems and processes within MoE to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies, and programs</td>
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<tr>
<td><strong>Output 1.1.1:</strong> MoE norms, standards, regulations, codes of conduct, information systems and policy implementation tools developed and/or revised to integrate GE</td>
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<td><strong>Output 1.1.2:</strong> ESA, ESP, operational planning and monitoring and evaluation processes revised to include GE lens</td>
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<tr>
<td><strong>Immediate Outcome 1.2:</strong> Strengthened technical capabilities within MoE and other relevant ministries working in conjunction with MoEs to mainstream gender equality in education, including in emergency contexts.</td>
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<tr>
<td><strong>Output 1.2.1:</strong> MoE and other relevant Ministries (including Ministries of Finance) staff, including gender specialists, trained on mainstreaming GE in education at national and decentralized levels</td>
</tr>
<tr>
<td><strong>Output 1.2.2:</strong> MoE and other relevant Ministries staff equipped with knowledge resources on mainstreaming gender equality in education in emergency contexts.</td>
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<td><strong>Output 1.2.3:</strong> MoE female planners supported through an innovative cohort program</td>
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<tr>
<td><strong>Immediate Outcome 1.3:</strong> Strengthened capacity of MoE to change internal organizational culture to advance gender equality</td>
</tr>
<tr>
<td><strong>Output 1.3.1:</strong> 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</td>
</tr>
<tr>
<td><strong>Output 1.3.2:</strong> Course on Transformative Leadership for Gender Equality for MoEs delivered</td>
</tr>
<tr>
<td><strong>Immediate Outcome 1.4:</strong> 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</td>
</tr>
<tr>
<td><strong>Output 1.4.1:</strong> Coordination meetings, forums, mechanisms convened by MoE for inter-ministerial and cross-sectoral dialogue on GE in education</td>
</tr>
</tbody>
</table>
Intermediate Outcome 2.1: Strengthened capacity of national- and local-level civil society organizations, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education

Output 2.1.1: GE in education initiatives undertaken by CSOs (policy advocacy, public campaigns, and other programming)

Output 2.1.2: Capacity building workshops (national, multi-country) delivered for CSOs on GE in education issues and/or approaches

Immediate Outcome 2.2: Improved coordination for GE in education through LEGs, under the leadership of MoEs.

Output 2.2.1: Integration of GE into “LEG Self-Assessment and Performance Feedback” Tool designed and piloted (collaboration with GPE)

Output 2.2.2: Policy and practice events and workshops (national and multi-country) delivered

Output 2.2.3: Annual report update on national GCI partner (CSOs and DPs) interventions in 8 countries designed and piloted

Immediate Outcome 2.3: Improved policy and practice dialogue for GE and education at national, continental, and global levels

Output 2.3.1: Policy and practice dialogue on GE in education catalyzed and facilitated at national, continental and global events

Output 2.3.2: Policy and practice notes and reports on GE in education produced

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 Alliance (including annual meetings of DPs) convened

Output 2.4.2: Semi-annual GCI newsletter produced and disseminated
The table below outlines key anticipated risks that could negatively affect GCI implementation in 2022, the likelihood of each risk based on current insights, the likely degree of impact of each risk should it come to pass and suggested mitigation strategies (i.e., options and actions to enhance opportunities and reduce threats to project objectives deriving from the noted risks). The Risk Register is the same as in 2021.

<table>
<thead>
<tr>
<th>Risk</th>
<th>Likelihood</th>
<th>Impact</th>
<th>Mitigation strategies</th>
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<tbody>
<tr>
<td><strong>Overall context</strong></td>
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<tr>
<td>COVID-19 pandemic causes delays in GCI programme implementation and</td>
<td>Very likely</td>
<td>Some to high impact</td>
<td>Continue to explore opportunities for remotely provided support, such as through e-meetings and publications and tools.</td>
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<td>competes for education actor attention and resources.</td>
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<td>Economic, political, health and other crises (e.g., fundamentalism,</td>
<td>Somewhat likely to</td>
<td>Some to high impact</td>
<td>Beyond GCI’s influence. GCI Alliance members continue to monitor evolving contexts and share information among each other on the effects on their individual and joint work.</td>
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<tr>
<td>conflict) at global, regional, continental and national levels</td>
<td>likely to likely</td>
<td>(varying by country)</td>
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<tr>
<td>compete for education actors’ attention and resources and delay or</td>
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<td>sideline gender-related efforts.</td>
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<td><strong>Leadership for and commitment to gender equality in education</strong></td>
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<tr>
<td>Weak political commitment to implement gender-responsive policies,</td>
<td>Somewhat likely</td>
<td>Some to high impact</td>
<td>Conduct ongoing dialogue through national and international GCI Alliance members with government partners. Share evidence illustrating benefits of gender equality in education.</td>
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<tr>
<td>plans and strategies.</td>
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<tr>
<td>Limited awareness about, or buy-in for, gender equality in</td>
<td>Somewhat likely</td>
<td>Some impact</td>
<td>Conduct ongoing dialogue and advocacy at community level, especially through CSO Alliance members.</td>
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<tr>
<td>education among community-level actors, such as traditional and</td>
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<tr>
<td>religious actors; serves as a barrier to efforts aimed at improving</td>
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<td>gender parity in education access.</td>
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<tr>
<td>Risk</td>
<td>Likelihood</td>
<td>Impact</td>
<td>Mitigation strategies</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Existing political and societal space and resources prevent non-state actors from actively and meaningfully engaging in and influencing policy dialogue.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Conduct policy dialogue and advocacy though international GCI Alliance members at national and international levels.</td>
</tr>
<tr>
<td>Financial resources and other incentives</td>
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<tr>
<td>Lack of or delayed funding (external, domestic) hinders implementation of gender-responsive policies, plans and strategies.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Some to high impact</td>
<td>Conduct ongoing advocacy with national governments (finance ministries) and external funders to continue and/or increase investments in gender equality measures in the education sector.</td>
</tr>
<tr>
<td>Weak and unpredictable funding hinders timely and adequate mobilization of CSO actors and engagement in country-led processes.</td>
<td>Likely</td>
<td>Some impact</td>
<td>Support CSO actors to strengthen their fundraising capacity. Closely monitor funding situations and adjust plans and objectives to remain realistic.</td>
</tr>
<tr>
<td>Lack of incentives for MoE staff at all levels hinders implementation and accountability for implementation of gender-responsive policies, plans, strategies, programmes, etc.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Conduct capacity strengthening work and peer-to-peer advocacy, including through female planner cohorts and in the context of regional and international exchanges where actors can showcase successes.</td>
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<tr>
<td>Stakeholder coordination</td>
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<tr>
<td>Education actors, including non-state actors, at country, regional and global levels working in silos, resulting in lack of coordination and coherence among initiatives on gender equality.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Conduct advocacy through GCI Alliance members at international, regional and national levels promoting collaboration. Share good practice examples illustrating benefits of collaboration.</td>
</tr>
<tr>
<td>Risk</td>
<td>Likelihood</td>
<td>Impact</td>
<td>Mitigation strategies</td>
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<tr>
<td>Lack of coordination between and coherence within the support provided by MoE, other ministries, EDPs and non-state actors (through LEG or other mechanisms) to implement gender-responsive education sector policies and plans.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Conduct advocacy through GCI Alliance members. Support the MoE and other actors to create and/or effectively use existing collaborative spaces.</td>
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<tr>
<td><strong>Organizational capacity</strong></td>
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<tr>
<td>Turnover of staff in MoE and civil society organizations limits the sustainability of changes in staff knowledge, skills and attitudes.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Support the MoE and CSO partners to institutionalize capacity, such as through tools, mechanisms, guidance documents and established processes.</td>
</tr>
<tr>
<td>Limited technical and financial capacity to monitor project and programme implementation at MoE, hindering implementation and accountability of gender-responsive policies and plans.</td>
<td>Somewhat likely to very likely (varying by country)</td>
<td>Limited to high impact</td>
<td>Conduct capacity strengthening for relevant MoE actors to support monitoring efforts. Support exploration of proxy indicators if needed. GCI Alliance members at country level provide input (e.g., through their own data collection).</td>
</tr>
<tr>
<td><strong>GCI timeframe, GCI Alliance functioning</strong></td>
<td></td>
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</tr>
<tr>
<td>Targeted MoE and non-state actors overstretched or unavailable to (fully) engage in GCI-supported activities and/or in tasks related to monitoring and reporting on GCI activities and results.</td>
<td>Somewhat likely to likely (varying by country)</td>
<td>Limited to some impact</td>
<td>Ensure that GCI activities planned in dialogue with MoE and non-state actor partners are realistic. Explore alternative modalities for delivering support.</td>
</tr>
<tr>
<td>GCI’s timeframe is short for effecting change in social norms, with delays experienced due to COVID-19 further limiting this timeframe.</td>
<td>Very likely</td>
<td>Some impact</td>
<td>The GCI results framework is already based on the assumption that GCI will be accountable for outputs and immediate outcomes only and for (likely) contributions to intermediate outcomes. It acknowledges that impact (social norms change) will not likely be completed.</td>
</tr>
</tbody>
</table>
For more information, please do not hesitate to reach out to
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Gender at the Centre Initiative (UNGEI)

Gender at the Centre Initiative (IIEP-UNESCO Dakar)