

Gender at the Centre Initiative (GCI) Global Baseline Study

GLOBAL LEVEL REPORT

APRIL 2021

Acronyms

APEE	Association pour la promotion de l'entreprenariat et de l'éducation
AU	African Union
AU/CIEFFA	The African Union International Centre for Girls and Women Education in Africa
ANCEFA	African Campaign Network for Education for All
ASO-EPT	Coalition Nigérienne pour une éducation de qualité pour tous
CA	Coordinating Agency
CNEPT-BF	Coalition nationale pour l'éducation pour tous – Burkina Faso
CODE	Canadian Organization for Development through Education
COSOCIDE	Coalition des organisations de la société civile pour le développement de l'éducation
COVID-19	Coronavirus Disease 2019
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
DFID	UK Department for International Development
DP	Development Partner
EFA-SL	Education for All Sierra Leone
ESA	Education Sector Analysis
ESP	Education Sector Plan
EU	European Union
FAFE	Fonds d'autonomisation des femmes et à l'épanouissement des enfants
FASE	Fundo de Apoio ao Sector de Educação
FAWE	Forum for African Women Educationalists
FCDO	UK Foreign, Commonwealth and Development Office
FENAPET	Fédération nationale des associations des parents d'élèves du Tchad
FNAPEE	Fédération nationale des associations des parents d'élèves et étudiants

FONGIM	Forum des ONG internationales au Mali
FQSE	Free Quality School Education Initiative
G7	Group of Seven
GBV	Gender-based Violence
GCA	Gender at the Centre Alliance
GCC	Grupo Conjunto de Coordenação
GCI	Gender at the Centre Initiative
GE	Gender Equality
GIMAC	Gender Is My Agenda Campaign
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GLPE	Groupe local des partenaires de l'éducation
GPE	Global Partnership for Education
GPE-CLE	Global Partnership for Education – Country-Level Evaluation
GRESP	Gender-Responsive Education Sector Planning
GT-EFP	Groupe thématique de PTF éducation et formation professionnelle
IIEP	International Institute for Educational Planning
INEE	Inter-Agency Network for Education in Emergencies
JSR	Joint Sector Review
KII	Key Informant Interview
LEG	Local Education Group
M&E	Monitoring and Evaluation
MAEPSP	Ministère des affaires économiques et de la promotion des secteurs productifs (Mauritania)
MASEF	Ministère des affaires sociales, de l'enfance et de la famille (Mauritania)
MASSN	Ministère de l'action sociale et de la solidarité nationale (Burkina Faso)
MBSSE	Ministry of Basic and Senior Secondary Education (Sierra Leone)
MEEP	Ministère de l'environnement, de l'eau et de la pêche (Chad)
MEF	Ministère de l'économie et des finances (Mali)

MENA	Ministère de l'éducation nationale (Burkina Faso)
MENPC	Ministère de l'éducation nationale et de la promotion civique (Chad)
MEPT	Movimento de Educação para Todos
MESRS	Ministère de l'enseignement supérieur et de la recherche scientifique (Mali)
MESS	Ministère des enseignements secondaire et supérieur (Burkina Faso)
MFASSN	Ministère de la femme, de l'action sociale et de la solidarité nationale (Chad)
MGCA	Ministry of Gender and Children's Affairs (Sierra Leone)
MGCAS	Ministério do Género, Criança e Acção Social (Mozambique)
MHS	Ministry of Health and Sanitation (Sierra Leone)
MINEDH	Ministério da educação e desenvolvimento humano
MISAU	Ministério da Saúde (Mozambique)
MJD	Ministério da Juventude e Desportos (Mozambique)
MLGRD	Ministry of Local Government and Rural Development (Sierra Leone)
MoE	Ministry of Education
MoWASD	Ministry of Women's Affairs and Social Development (Nigeria)
MPFEF	Ministère de la promotion de la femme, de la famille et de l'enfant (Mali)
MPFPE	Ministère de la promotion de la femme et de la protection de l'enfant (Niger)
MSP	Ministerial Strategic Plan
MSWGCA	Ministry of Social Welfare, Gender and Children's Affairs (Sierra Leone)
MYA	Ministry of Youth Affairs (Sierra Leone)
N/A	Not Applicable
NAEC	Nigeria's Annual Education Conference
NEG	Nigerian Education Group
NGO	Non-governmental Organization
OIF	Organisation internationale de la Francophonie
PdA	Programme of Activities
PMF	Performance Measurement Framework

PRODEC II	Programme décennal de développement de l'éducation et de la formation professionnelle, deuxième génération
PTF	Partenaires techniques et financiers
ROSEN	Réseau des organisations du secteur éducatif du Niger
SDEJT	Serviço Distrital de Educação, Juventude e Tecnologia
SDG	Sustainable Development Goal
SDGEA	Solemn Declaration on Gender Equality in Africa
SNDEI	Stratégie nationale de développement de l'éducation inclusive
SNEFFF	Stratégie nationale de l'éducation et de la formation des filles et des femmes
SRGBV	School-related Gender-based Violence
SRH	Sexual and Reproductive Health
SWEDD	Sahel Women's Empowerment and Demographic Dividend
UCL	University College London
UMG	Universal Management Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IICBA	UNESCO International Institute for Capacity Building in Africa
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
VVOB	Flemish Association for Development Cooperation and Technical Assistance

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1 Introduction

The Gender at the Centre Initiative (GCI) aims to mobilize the advocacy, resources, and expertise needed to support governments in eight participating countries (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone) to accelerate progress in gender equality, in and through education. Specifically, the initiative will focus primarily on ensuring that country-owned interventions, strategies, and plans are financed, implemented, and monitored for sustainable results. To this effect, the draft GCI global Performance Measurement Framework (PMF) was refined in October 2020, establishing confirmed results statements and indicators.

This PMF serves as the principal framework for the regular monitoring of progress against the **two intermediate outcomes, eight immediate outcomes, and eighteen outputs** that have been identified as GCI's expected results over the three-year implementation period. The global PMF identifies each of the indicators at the outcome-level retained by GCI, as well as baseline values against which progress will be measured. It also specifies details to inform the monitoring of the Initiative, including data collection sources, methods, frequency, and responsibility for data collection.

The baseline study was conducted from October 2020 to March 2021 by the Universal Management Group (UMG), in collaboration with the United Nations Girls' Education Initiative (UNGEI) and the International Institute for Education Planning (IIEP).

This version of the global baseline report summarizes key findings for each indicator, and highlights emerging implications for future GCI monitoring and reporting.

In addition to this global baseline report, country-level baseline reports are available for each of the eight GCI participating countries. The country-level reports provide a snapshot of gender equality in education for each country, outlines the data obtained for each of the country-level indicators included in the GCI PMF, and establishes country-level baseline values.

2 Overview of Gender Equality in Education in GCI Pilot Countries

This section provides an overview of the context for gender equality (GE) in the eight participating countries of GCI, which represent some of the countries facing the greatest challenges in terms of achieving gender equality in education in sub-Saharan Africa.

All eight countries are considered low-income or lower-middle income states, with half of the countries (i.e. Burkina Faso, Mali, Niger, and Nigeria) also considered fragile and/or conflict-affected states.¹ Many of the countries have also faced recent humanitarian crises, such as the Ebola epidemic in Sierra Leone, the natural disasters that impacted Mozambique, and the current COVID-19 pandemic. Gender inequality is considered high in all eight countries, with six of the eight (i.e. Burkina Faso, Chad, Mali, Mozambique, Niger, and Sierra Leone) ranked among the lowest levels of gender equality in the world.² Among the main challenges in the eight GCI pilot countries are the persisting high rates of child marriage and adolescent pregnancy, which are considered potent underlying causes for high drop-out rates and low educational achievements among girls. In four of the eight pilot countries, more than half of girls are married by age 18 (i.e. Burkina Faso, Chad, Mali, and Niger),³ and six of the pilot countries (i.e. Burkina Faso, Chad, Mali, Mozambique, Niger, and Sierra Leone) have the highest adolescent birth rates in the world.⁴ At least three out of eight pilot countries (i.e. Burkina Faso, Chad, and Niger) do not have any established laws, policies or provisions in place for pregnant girls or adolescent mothers in school.⁵

Furthermore, a majority of the countries also face ongoing systemic challenges within their education sector, impacting the accessibility and quality of education for both boys and girls. These include poor school infrastructure, lack of access to water and sanitation facilities within school environments, limited accessibility and quality of schools, teachers, and learning materials. Additionally, the high cost of schooling for low-income families within contexts of high levels of poverty and insecurity significantly impacts access to education. These issues disproportionately affect girls due to ingrained socio-cultural norms on gender roles and limited opportunities for the advancement of girls and women, which favours the education of boys over girls.⁶

Finally, high rates of gender-based violence (GBV), both inside and outside of school environments, pose a significant barrier to girls' safety and well-being. School-related gender-based violence (SRGBV) includes both physical and sexual violence perpetrated by teachers, school administrators and/or other students.

¹ Source: World Bank (2020). FY20 List of Fragile and Conflict-affected Situations, <http://pubdocs.worldbank.org/en/176001594407411053/FCList-FY06toFY20.pdf>

² Source: (UNDP Human Development Reports (2020). Gender Inequality Index, <http://www.hdr.undp.org/en/indicators/68606>)

³ Source: (UNDP Human Development Reports (2020). Child marriage <http://www.hdr.undp.org/en/indicators/181406>)

⁴ Source: (UNDP Human Development Reports (2020). Adolescent birth rates, <http://www.hdr.undp.org/en/indicators/36806>)

⁵ Of note are countries with a conditional re-entry policy (Mali and Mozambique), or a law that protects the right of pregnant girls to stay or re-enter school (Mauritania and Nigeria). Additionally, Sierra Leone only recently lifted its five-year ban on pregnant girls staying in school.

⁶ For example, among reasons listed by parents in Mali as to why their children abandoned school, disinterest in education, high cost and geographic distance were among key reasons for parents of girls. (Source: Mali Education Sector Analysis, 2017).

While data on SRGBV remains limited due to significant taboos that surround the topic, it is understood that negative social norms that reinforce unequal power structures between men and women in society contribute to higher levels of SRGBV. Reported rates of GBV in the eight GCI pilot countries varied from 12 to 49%.⁷

⁷ Source: A 2013 global review estimate that at least 35 percent of women worldwide have experienced physical and/or sexual violence in their lifetime (UN Women Global Database on Violence Against Women (2016), <https://evaw-global-database.unwomen.org/en>)

3 Findings by Indicator

This section presents the global-level findings of the baseline study for each indicator of the PMF. It includes global baseline values, global baseline value calculation methods, as well as information on data availability and data sources. It provides analyses on the implications for future measurement moving forward for each indicator. This section also includes suggestions on how monitoring and reporting could be adapted to facilitate measurement in situations where data does not exist at the country-level, or in instances where data collection proved challenging. Country-level findings of the baseline study for each of the eight GCI pilot countries are presented separately in their respective country baseline study report. Please see [Appendix I](#) for details on the baseline study methodology.

The time period which was considered for the baseline study was **2019 to July 2020**, i.e. information on actions, events, meetings or statements which took place prior to 2019, and post-July 2020 were not counted as baseline entries for indicators. However, some exceptions to this were made, especially in relation to most recent ESPs, ESP implementation reporting, or education sector analyses (ESAs) which were published prior to 2019.

Intermediate Outcome 1

Intermediate Outcome 1: Improved gender equality mainstreaming in and through education led and implemented by Ministry(ies) of Education in conjunction with other relevant Ministries		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
1a Implementation rate of gender equality (GE) provisions within approved ESPs	Document Review of the Following Sources: <ul style="list-style-type: none"> ▪ ESPs (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Sierra Leone, Nigeria, Niger) ▪ ESP implementation reports (Burkina Faso, Chad, Mozambique, Sierra Leone) ▪ ESP Budgeted Action Plans (Mauritania) ▪ Annual JSR aide-mémoire (Chad) ▪ GPE Country-Level Evaluations (Mali, Nigeria) 	<p>Insufficient data to provide a baseline value for <i>implementation rate</i> for any of the eight GCI pilot countries</p> <p>2 of the 8 GCI pilot countries report a <i>budget execution rate</i> (i.e. actual vs. planned budget expenditures) for GE provisions within approved ESPs:</p> <ul style="list-style-type: none"> ▪ Burkina Faso: 78.9% ▪ Mali: 44%

Baseline Data Availability: Assessment of this indicator focused on current Education Sector Plans (ESPs) and the most recent implementation data available on ESPs. All available reports on ESP implementation were reviewed, however no baseline data on the '*implementation rate*' for GE provisions (i.e., actions, resource allocations, or other measures related to ESP implementation aimed explicitly at enhancing GE in education) within approved ESPs could be identified from available sources in GCI pilot countries.

Alternatively, documents reviewed for two of the eight GCI pilot countries (i.e. Burkina Faso and Mali) did reveal information on 'the budget execution rate' (i.e. actual vs. planned budget expenditures) for GE provisions within approved ESPs. As such, the budget execution rate was used as a proxy for indicator 1a.

The state of baseline data availability for each of the eight GCI pilot countries is presented below (please see country-level reports for further details):

- **Burkina Faso:** No baseline value could be determined for the implementation rate of gender equality provisions within the current ESPs, as no information was available on budgeting for gender-focused activities. However, the 2018 ESP implementation report on the sub-sector programme for basic education reported a 78.9% execution rate of the planned budget for GE-focused component (i.e., “1.5 *Promotion de l'égalité et l'équité d'accès pour tous*”). Key activities delivered under this 2018 ESP included: Scholarships for 256,000 girls newly enrolled to primary level 1 (i.e., CP1); scholarships for 50 vulnerable girls from the Centre region; 53,000 kits for girls at lower secondary and upper secondary levels; 2,700 bicycles made available to girls; and financial support for 830 girls identified as victims, or at-risk, of child marriage. As the sub-sector programme for education appears to be the subject of JSRs and monitoring missions, the budget execution rate for this GE-focused component could be used as a proxy indicator for GCI.
- **Chad:** Available information from the 2018 ESP implementation report and the 2019 JSR aide-mémoire indicate that the following planned ESP interventions related to GE in education were delivered: The preparation of tools for the implementation of menstrual hygiene management in schools; preparatory activities to facilitate women's participation in literacy centres and empower neo-literate women. However, there was no further specific reporting to establish an “implementation rate” that compares planned and actual financial disbursements or planned and actual interventions for GE provisions within Chad's ESP. Furthermore, neither the 2018 ESP implementation report nor the 2019 JSR aide-memoire provided information on budget execution rates for GE provisions within the education sector plan. While the 2018 ESP implementation report provides data on budget execution rates disaggregated by ministries of education, it does not provide data on GE-focused provisions. As such, no baseline value could be established for this indicator, as there was insufficient relevant data available from documents reviewed.
- **Mali:** It was not possible to determine a baseline implementation rate for Mali's most recent ESP in 2019. According to stakeholder interviews, there has not been any progress on the implementation of this ESP due to the COVID-19 crisis. However, the country-level evaluation of the Global Partnership for Education (GPE) provides details on the implementation of the previous ESP. In particular, component two of this previous ESP included a sub-component on gender equality (i.e. sub-component 2.1). Activities under this component focused primarily on school construction. Execution rates were low, with only 44% of the budget executed for this component. This budget execution rate for the GE-focused component could be used as a proxy indicator for GCI.
- **Mauritania:** No annual implementation report for the current ESP was available at the time of baseline data collection. While the triennial budgeted action plan that accompanies the ESP comprises one objective on the development of girls' access to education (i.e. “Objectif B35 *Développer la scolarisation des filles*”), there was insufficient data available to assess the implementation rate of GE provisions within the ESP nor sufficient information to assess the budget execution rate of GE-focused activities within the ESP. No baseline value could be established for this indicator, as there was insufficient relevant data available from documents reviewed.
- **Mozambique:** The current ESP in Mozambique is implemented through an operational plan, which is updated annually on the basis of the previous year's achievements. The Annual Programme of Activities, which reports on progress to develop the operational plan, indicates activities to be carried out for each priority action of the operational plan on an annual basis; this includes the source of resources, the funding item, and the implementing officer. Regarding the current ESP and the corresponding Annual Programme of Activities (*PdA*, 2019), all activities specified for GE-focused provisions were implemented. However, information for each activity (e.g. budget planned

vs. disbursed, detailed reports on implementation) is not available to assess the rate of implementation. Additionally, there was no evidence of any annual JSRs on the implementation of GE-focused provisions to determine a baseline value for indicator 1a.

- **Niger:** Niger’s current ESP specifies one gender-focused intervention, entitled “*Stratégie nationale pour l’éducation et la formation des filles et des femmes*” (SNEFFF, 2019-2024). However, at the time of the development of this ESP, the SNEFFF had not yet been approved. As such, information on the current status of the SNEFFF was not available during the baseline data collection period. With regards to measuring the implementation of ESPs moving forward, the government of Niger introduced budgetary reforms in 2018-2019 that require all ministries to produce three-year programme budgets and annual programme performance reports. This new requirement led to the development of the 2020-2022 transitional ESP, replacing the previous plan. The purpose of the new budgetary process is to ensure better monitoring of government programmes and budgets, and greater alignment with indicators in the ESP. For future monitoring, these three-year programme budgets and annual programme performance reports could be potential sources for assessing the implementation and budget execution rates for education sector plans. However, as these were not made available to reviewers during the baseline data collection period, a baseline value could not be determined for indicator 1a.
- **Nigeria:** In Nigeria, GCI focuses on both the national- and state-level for the following three states targeted by the new grant-funded GPE programme: Adamawa, Katsina and Oyo. Determining a baseline value for the implementation rate therefore requires a review of both the national- and state-level ESPs. The 2018-2022 Ministerial Strategic Plan (MSP) constitutes a vision document to guide state-level ESPs, as opposed to an operational ESP. While this MSP proposes several initiatives that target GE in education, there is no implementation plan or M&E framework to track progress on the implementation of the Plan. Additionally, state-level ESPs for the three target states are currently in the process of being developed, with the previous ESP for Katsina (2011-2020) the only one available for review. However, there were no implementation progress reports nor JSR reports available at the time of baseline data collection. The GPE country-level evaluation notes that a three-year operation plan exists for state-level ESPs that includes budget allocation information, while also noting that operational plans were not always realistic nor aligned with their corresponding ESPs. As such, a baseline value could not be determined for indicator 1a.
- **Sierra Leone:** During the time the baseline study was conducted, the MoE had not produced progress reports on the current 2018-2020 ESP on the Free Quality School Education Initiative (FQSE) nor on the COVID-19 Education Emergency Response Plan. As a result, a baseline value could not be determined for indicator 1a.

Global Baseline Value Calculation: It was initially anticipated that a review of available reports on ESP implementation (e.g. annual implementation reports, mid-term reviews, joint sector review reports, with data source varying by country) could determine the rate (i.e. percentage) or proportion (i.e. ratio) of GE provisions delivered against those planned. However, given the limitations in availability of baseline data outlined above, the global GCI baseline value for indicator 1a was calculated differently than anticipated as follows: 1) The number of GCI pilot countries officially reporting ‘budget execution rates’ (i.e. actual vs. planned budget expenditures) for GE provisions within approved ESPs; and 2) changes to the budget execution rates (actual expenditures relative to budget) for GE provisions within ESPs for GCI pilot countries reporting this data.

This indicator remains relevant to GCI objectives. One option GCI could consider is to address the lack of baseline data regarding the “implementation rate” of gender equality provisions within approved ESPs by using the “budget execution rates” for GE provisions in ESPs as a proxy for the measurement of this

indicator. For the measurement of this indicator, the eight GCI pilot countries would formally report on: (1) The implementation rate of GE provisions; and/or (2) the budget execution rate for GE provisions within their approved ESPs, tracking the extent to which country budget execution rates change over time as relevant proxy measures. **It is important to note that capacity-strengthening of the eight GCI pilot countries may be required in order to report on:** Actual progress against planned GE provisions or interventions; and/or 2) actual expenditures against proposed budgets.

Intermediate Outcome 1: Improved gender equality mainstreaming in and through education led and implemented by Ministry(ies) of Education in conjunction with other relevant Ministries		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
<p>1b Degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education</p>	<p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ ESPs (Burkina Faso, Chad, Mali, Mauritania, Niger, Sierra Leone) ▪ ESP implementation reports (Burkina Faso) ▪ Annual JSR aide-mémoires (Chad, Mali, Mauritania) ▪ National Gender in Education Strategies (Burkina Faso, Niger) ▪ National Gender Strategies (Sierra Leone) ▪ COVID-19 Emergency Response Plans (Burkina Faso) ▪ National Strategy for water, sanitation and hygiene (Chad) ▪ GPE Country-level Evaluations (Burkina Faso, Mali, Mauritania, Mozambique, Nigeria, Sierra Leone) ▪ OIF 2019 Conference Report (Chad) ▪ UNESCO-UN WOMEN-UNFPA Joint Programme documents (Mali, Niger) ▪ LEG Terms of reference (Niger) <p>Review of the following education sector actors' websites:</p> <ul style="list-style-type: none"> ▪ SWEDD Project (Burkina Faso, Chad) ▪ Plan International (Burkina Faso) ▪ CODE (Sierra Leone) 	<p>1 country - rated Highly Coherent (Mozambique)</p> <p>3 countries - rated Coherent (Burkina Faso, Niger, Sierra Leone)</p> <p>2 countries - rated Somewhat Coherent (Chad and Mali)</p> <p>2 countries - rated Not Coherent (Mauritania and Nigeria)</p>

Baseline Data Availability: Sufficient data was available across all eight GCI pilot countries to assess the degree of coherence among interventions led and/or implemented by ministries of education to address barriers to GE in education. Data sources used to establish baseline values focused on the following: ESPs, ESP implementation reports, annual JSR aide-mémoires, National Gender in Education Strategies, National Gender Strategies, COVID-19 Emergency Response Plans, GPE Country-level Evaluations, LEG Terms of Reference, among other relevant sources of data listed in the table above. Of note, baseline values were established based on relevant supporting data for executed activities.

Global Baseline Value Calculation: The global GCI baseline value for indicator 1b was calculated as the number of GCI pilot countries rated “highly coherent”, “coherent”, “somewhat coherent”, and “not coherent” according to whether criteria were met, using a **four-point rating scale** (defined below). The degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education was assessed based on the following **five criteria**:

- **Five Criteria for Indicator 1b:** **(1)** There is a pooled fund or SWAP which includes specific provisions to address gender barriers to education; **(2)** there is a dedicated and functional coordination mechanism in the education sector addressing gender barriers in education (e.g. Gender Working Group of LEG); **(3)** there is evidence of alignment between ESP gender objectives and the interventions of key education sector actors; **(4)** there is evidence of complementarity, synergy, collaboration among education sector actors to implement joint and/or coordinated initiatives with regard to addressing gender barriers to education; **(5)** there is evidence of joint monitoring and evaluation of ESP objectives, strategies, action plans and initiatives related to addressing gender barriers to education.
- **Four-Point Rating Scale for Indicator 1b:** “Highly coherent” applies when all 5 criteria are met; “Coherent” applies when 3-4 criteria are met; “Somewhat coherent” applies when 1-2 criteria are met; “Not coherent” applies when none of the criteria are met.

According to this rating scale, Mozambique was rated as highly coherent; Burkina Faso, Sierra Leone and Niger were rated as coherent; Chad and Mali were rated as somewhat coherent; and Mauritania and Nigeria were rated as not coherent. Additional details on the degree of coherence are provided in the eight respective country-level baseline study reports.

Additional Information Regarding the Measurement of Coherence

Initially, the Universalia team assessed the degree of both internal and external coherence based on an alternative rating scale that did not include the five criteria outlined above.

Within this previous model, “highly coherent” applied when all interventions seemed complementary with evidence of strong synergies among stakeholders across the interventions; “Coherent” applied when interventions were mostly complementary with evidence of synergies among stakeholders across the interventions; “Somewhat coherent” applied when there was only some complementary interventions with limited evidence of synergies among stakeholders across the interventions; and “not coherent” applied when there was a lack of complementarity among interventions with no evidence of synergies among stakeholders across the interventions.

However, it was determined that further clarity on operationalizing “coherence” was needed. As such, a set of five specifically defined criteria was added to the baseline values calculation method in order to guarantee consistency and depth of analyses across all eight GCI pilot countries.

These added criteria also ensure that established baseline values reflected the following key elements of internal and external coherence in interventions aimed at addressing gender barriers to education: (1) Harmonization (i.e. through a pooled fund or SWAP with provisions for GE-focused interventions); (2) coordination and dialogue (i.e. through a functioning LEG or thematic working group on GE in education); (3) alignment between country

objectives and those of other actors (i.e. degree of alignment of ESP with interventions of other donors/ministries); (4) complementarity, synergy, collaboration among education sector actors to implement joint programmes or initiatives; (5) the extent to which there is joint M&E of GE-focused interventions in ESPs by MoEs and other education sector actors.

Given the limitations of baseline data collection, it is possible that not all relevant data was accessed or available for review. If additional data is discovered, country-level ratings at baseline for this indicator could be adjusted by GCI accordingly.

The measurement and tracking of this indicator at the country-level requires both document review and Key Informant Interviews (KIIs) with MoE and other relevant Ministries representatives at national and decentralized levels when possible, in order to examine the extent to which synergies and interlinkages exist and/or are being strengthened among MoE interventions (i.e. internal coherence) and with other actors (i.e. external coherence). This is particularly so with regard to collecting evidence on efforts to coordinate, collaborate, create synergies, or undertake joint monitoring and evaluation.

Alternative indicators for consideration to measure progress in achieving intermediate outcome 1 include:

- Types of joint actions taken by inter-ministerial bodies, coordination mechanisms or initiatives set up to address barriers to GE in education;
- Number and type of inter-ministerial strategies, policies and instruments developed that are dedicated to addressing barriers to GE in education;
- Number and type of inter-ministerial strategies, policies and instruments adopted to institutionalize commitment to GE in operations and programming.

Immediate Outcome 1.1

Immediate Outcome 1.1: Strengthened institutional systems and processes within MoE to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies, and programs		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
1.1a Gender responsiveness of education strategic sector planning documents and tools at the national and subnational levels	<p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ ESAs (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Sierra Leone) ▪ ESPs (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, Sierra Leone) ▪ ESPs implementation reports (Burkina Faso, Chad) ▪ Triennial Education Sector Budgeted Action Plan (Mauritania) ▪ COVID-19 Response Plans (Chad, Mali, Mozambique, Sierra Leone) ▪ National Gender Strategies (Mozambique, Sierra Leone) 	<p>0 countries - rated Highly gender-responsive</p> <p>1 country - rated Gender responsive (Sierra Leone)</p> <p>5 countries - rated Somewhat gender responsive (Burkina Faso, Chad, Mali, Mauritania, Mozambique)</p> <p>2 countries - rated Not gender responsive (Niger, Nigeria)</p>

Baseline Data Availability: There is adequate documentary evidence at the country level in all eight GCI pilot countries to measure the degree of gender responsiveness of ESP documents and tools. Data sources used to establish baseline values focused on the most recent sector planning documents.

Global Baseline Value Calculation: The global GCI baseline value for indicator 1.1a was calculated as the number of GCI pilot countries' ESP documents and tools rated as "highly gender-responsive", "gender-responsive", "somewhat gender-responsive", or "not-gender-responsive" according to the number of criteria met, using a **four-point scale** defined below. The degree of gender responsiveness in education strategic sector planning documents and tools was assessed based on the number and extent to which the following **six gender-responsive criteria** were met:

- **Six Gender-Responsive Criteria for Indicator 1.1a:** **(1)** Analysis of the gender situation in the education sector; **(2)** participation of key stakeholders with expertise on gender in ESP development. These could include CSO representatives, gender focal points in MoEs and other relevant ministries; **(3)** coherence of the ESP with national gender goals and priorities on issues affecting girls' and boys' education, such as sexual and gender-based violence, child marriage, child labour, etc.; **(4)** a budget specifically dedicated to addressing gender issues in education; **(5)** a gender unit or focal point for gender equality in MoEs equipped with resources at national and sub-national levels (the assumption is that they have the influence, capacity, budgets, and time to do their work); **(6)** an M&E plan that takes gender into consideration by providing for sex-disaggregated data collection and analysis (e.g. baseline and targets). These six criteria are drawn from UNGEI's *Appraisal Form: Is the Education Sector Plan gender-responsive?* Please refer to UNGEI's *Education Sector Plan Gender Review: A guide to support gender responsive education planning (2013)* for a further breakdown of the various elements that were considered in assessing each of these six criteria.
- **Four-Point Rating Scale for Indicator 1.1a:** "Highly gender-responsive" applies when all 6 gender-responsive criteria are reflected; "gender-responsive" applies when 4-5 gender-responsive criteria are reflected; "somewhat gender-responsive" applies when 2-3 gender-responsive criteria are reflected; and "not gender-responsive" applies when fewer than 2 gender-responsive criteria are reflected. The four-point rating scale used to assess the gender responsiveness of education sector planning documents and tools is based on an assessment framework developed by UNGEI.

According to this rating scale, Sierra Leone's ESP-related documents and tools are rated as "gender-responsive" at baseline. In Burkina Faso, Chad, Mali, Mauritania and Mozambique, ESP-related documents and tools are rated as "somewhat gender-responsive," while in Niger and Nigeria they are rated as "not gender-responsive". Additional details on the degree of gender responsiveness are provided in the eight respective country-level baseline study reports.

This remains a crucial indicator for GCI in terms of its key objectives.

Measuring progress against this indicator is challenged by the fact that ESPs are generally renewed only once every four to five years, as compared to GCI which will be reporting progress annually. The GCI assessment process for this indicator will thus need to include an analysis of other ESP-associated documents and tools as they are developed/approved at the country-level; for example, these could include ESP annual or multi-year action plans, budgets, monitoring frameworks, or annual sector performance reports to gauge whether gender responsiveness at the country-level is changing from year to year, relative to the baseline. ESP-associated documents and tools may vary by country. The specific ESP-related documents and tools to be measured over time need to be defined at the country-level at the start of GCI implementation.

Immediate Outcome 1.2

Immediate Outcome 1.2: Strengthened technical capabilities within MoE and other relevant ministries working in conjunction with MoEs to mainstream GE in education, including in emergency contexts		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
1.2a Number and position of staff at MoE and other relevant Ministries who report using new knowledge and skills acquired through training on mainstreaming gender equality in education in their daily work, including in emergency contexts	Document Review of the Following Sources: <ul style="list-style-type: none"> Sierra Leone draft Education Sector Analysis (May 2020) 	1 staff member in Sierra Leone (Assistant Director of the Gender Unit at the Ministry of Basic and Senior Secondary Education) No baseline value established for the seven remaining countries, as no supporting data available

Baseline Data Availability: It was not possible to collect exhaustive data in any of the eight GCI pilot countries at baseline for indicator 1.2a. This indicator relies on there being a list available that documents personnel trained in gender mainstreaming at each ministry, and that individuals trained have been surveyed on the extent to which they are actively using new skills and knowledge acquired in their daily work. While some data was available on the number of trained personnel, it remains unclear whether the data available is complete for each country. Additionally, limited to no data at all is available on the number of personnel who report actively using new skills and knowledge acquired in their daily work.

Global Baseline Value Calculation: The global GCI baseline value calculation for indicator 1.2a was set as “one staff member”, identified as the Assistant Director of the Gender Unit at the Ministry of Basic and Senior Secondary Education of Sierra Leone (MBSSE). Sierra Leone’s draft ESA from May 2020 states that “as of March 2020, the Assistant Director of the Gender Unit is the lone gender-focused officer sitting in the MBSSE headquarters for the whole country. This, combined with no trained personnel (gender focal points) at regional and district levels makes effective policy coordination and implementation of any gender-related strategies in education very challenging. At the district levels, there is a lack of gender focal persons, who have been given sufficient up-to date staff development training, and whose remit it is to coordinate gender-focused activities.”

Given the emphasis in GCI on training and capacity-strengthening for gender mainstreaming in MoEs, measurement of this indicator remains important in terms of understanding not only who has been trained (how many people and in what functions), but also whether new knowledge and skills acquired have had an institutional impact (i.e. new knowledge/skills are being used effectively by those who received training), and whether changes in ways of working are being embedded over time.

Given the limitations presented above in data collection at baseline, it is suggested that the measurement of this indicator be modified to specify a focus on individuals trained only under GCI. Measurement for this indicator would thus only begin at the start of GCI implementation, and would exclusively include individuals trained on gender mainstreaming under GCI. It would involve counting the number and detailing the positions of all staff trained on gender mainstreaming in MoE and other relevant ministries by GCI across all eight GCI pilot countries. In addition to recording the number and position of trainees, GCI would need to conduct surveys with all trainees to determine whether, and the degree to which, they are applying newly acquired knowledge and skills in their daily work.

Immediate Outcome 1.3

Immediate Outcome 1.3: Strengthened capacity of MoE to change internal organizational culture to advance gender equality		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
<p>1.3a Number and type of (new) actions taken by senior MoE decision- and policy-makers reflecting a commitment to strengthen or institutionalize mainstreaming GE</p>	<p>Key Informant Interviews (Mali, Mozambique, Sierra Leone)</p> <p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ ESPs (Mali) ▪ National Gender in Education Strategy (Niger, Nigeria) ▪ COVID-19 (and other) Emergency Response Plans (Burkina Faso, Mauritania, Mozambique) ▪ National Gender Strategy (Sierra Leone) ▪ Strategy for the reduction of adolescent pregnancies and child marriage (2018-2022) ▪ National Strategy for water, sanitation and hygiene (Chad) ▪ Report on Implementation of National Gender Strategy (Mozambique) ▪ Report on the law against early unions/early marriage (Mozambique) ▪ Document on the Multi-Sectoral Mechanism for Prevention, Reporting, Referral and Response to Violence against Children at Schools, including Assistance to Victims (Mozambique) ▪ Meeting Report on Gender Responsive Education Sector Planning (GRESPE) and Gender at the Centre Alliance (GCA) Strategy, Definition and Rollout (Nigeria) ▪ OIF 2019 Conference Report (Chad) <p>Review of MoE websites (Burkina Faso, Mali, Sierra Leone)</p>	<p>27 Initiatives</p> <p><i>Types of actions:</i></p> <ul style="list-style-type: none"> ▪ GE and education-specific strategies/policies ▪ Other sector strategies/plans that integrate gender in education ▪ Efforts to increase female recruitment in education ▪ Conferences/exchanges on gender in education ▪ Legal/regulatory actions regarding gender barriers to education ▪ Taskforce/national research on GE in education ▪ Emergency response plans that address gender in education

Baseline Data Availability: Baseline data for indicator 1.3 is available in all eight GCI pilot countries, based on a document review of secondary data and a limited number of interviews. Data sources used to establish baseline values focused on the following: ESPs, national gender in education strategies and other gender-related strategies, COVID-19 Emergency Response Plans, as well as other relevant sources listed in the table above. It is important to note that given the limited number of stakeholders available for interview at baseline, it is possible that the data collected at baseline is not exhaustive.

Global Baseline Value Calculation: The global GCI baseline value for indicator 1.3 was calculated as the aggregate or sum of all initiatives identified across all eight GCI pilot countries, including the types of initiatives undertaken.

The global GCI baseline value is currently rated as **27 initiatives**, identified as new actions taken by senior MoE decision- and policy- makers between 2019 and July 2020 that reflect a commitment to strengthen or institutionalize mainstreaming GE. This includes the following breakdown of initiatives in all eight GCI pilot countries:

- **Burkina Faso:** Based on the document review, **three** initiatives were identified: The *Plan d'urgence pour l'éducation au Burkina Faso 2020-2021*; and two regional workshops on increased recruitment of female staff, including in leadership positions.
- **Chad:** Based on the document review, **two** initiatives were identified: The 2019 conference held by the Organisation internationale de la Francophonie on "Girls' Education and Women's Training in the French-speaking world: challenges, good practices and courses of action!"; the *Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire 2018-2030*, which aims for inclusive water, sanitation and hygiene programmes in schools, including the creation of separate sanitation facilities for girls and boys, the supply of feminine hygiene products, and other gender-responsive components.
- **Mali:** Based on the document review, **six** initiatives were identified: The new ESP (i.e. PRODEC II) adopted in June 2019; the policy on gender-sensitive budgeting adopted by the Ministry of Higher Education (MESRS) in 2019; the creation of a new Masters programme on Gender and Development by MESRS; an exchange mission to Côte d'Ivoire conducted by a delegation of the MoE in November 2019 to discuss the issue of pregnancy among girls in school; a new guide currently being disseminated on SRGBV developed in 2020; and health and hygiene kits delivered to girls under the SWEDD education sub-programme to ensure COVID-19 safety precautions for girls in school.
- **Mauritania:** Based on the document review, **one** initiative was identified: The COVID-19 education response plan issued in May 2020 entitled "*Plan de riposte de l'éducation en réponse à la pandémie du COVID-19*".
- **Mozambique:** Based on the document review, **six** initiatives were identified: The Gender Annual meeting held in early 2019 which involved all provincial gender focal points; steps taken to better integrate the gender-strategy into the 2020-2029 ESP; the law against early unions/early marriage adopted in July 2019; the implementation of activities in 2019 to disseminate the Despacho 435/GM/MINEDH/2018 (i.e. a document that revokes barriers to the education of pregnant girls) to Serviço Distrital de Educação, Juventude e Tecnologia (SDEJT), school directions, teachers and students; the development of the Multi-sectoral Mechanism for Prevention, Reporting, Referral and Response to Violence against Children at Schools, including Assistance to Victims in 2019; and emergency responses following cyclones Idai and Kenneth, as well as in response to the COVID-19 crisis.
- **Niger:** Based on the document review, **one** initiative was identified: The adoption of the strategy for girls' education entitled "*Stratégie nationale de l'éducation et de la formation des filles et des femmes – SNEFFF*", which was in the process of validation in 2019.
- **Nigeria:** Based on the document review, **two** initiatives were identified: A five-year strategic plan document developed in 2019 by Gender Education Branch staff; and the current review of the 2006 National Policy on Gender Education, conducted in 2019 by the Federal MoE in collaboration with UNICEF.
- **Sierra Leone:** Based on the document review, **six** initiatives were identified: A project targeting increased recruitment of female staff, including in leadership positions; the lifting of the ban on

pregnant girls attending school and sitting exams in March 2020; the launch of a Taskforce on SRGBV in December 2019 by the Ministry of Basic and Senior Secondary Education; the development of the 2018-2022 Strategy for the reduction of adolescent pregnancies and child marriage; the June 2020 incentive policy to improve girls' retention in school; and the drafting of a new policy to guarantee full access to girls' education and schooling rights by a specified Taskforce.

Additional details on each of the initiatives identified above are provided in the eight respective country-level baseline study reports.

This indicator remains relevant as it intends to measure awareness and commitment to gender mainstreaming at senior levels of MoE through newly observed actions undertaken. It should be measured annually, documenting "new" actions undertaken including those within the last reporting year. It is possible that baseline data collected for this indicator was not exhaustive for each country. If further data is uncovered once GCI implementation begins and access to country-level stakeholders is facilitated, GCI could retroactively revise the global baseline value for this indicator.

A qualitative indicator for consideration to measure progress in achieving immediate outcome 1.3 could be:

- Extent to which trained staff at MoE (f/m) provide recommendations and inputs that successfully influence GE mainstreaming in MoE policies, plans, systems, practices, and tools

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		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
<p>1.4a Evidence of MoE collaboration and coordination with other ministries/units/agencies in support of initiatives that are critical to gender equality in education</p>	<p>Key Informant Interviews: (Mali, Nigeria and Sierra Leone)</p> <p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ National Education and/or Gender and/or sector-specific Strategies (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger) ▪ ESPs (Chad, Mali, Niger, Nigeria) ▪ ESPs implementation reports (Chad, Mozambique) ▪ GPE Country-Level Evaluations (Mali, Mauritania) ▪ UNESCO-UN WOMEN-UNFPA Joint Programme documents (Mali) ▪ Spotlight Initiative Country Programme Document (Niger) 	<p>25 instances of collaboration and coordination between MoE and other ministries/units/agencies on issues critical to GE in education</p> <p><i>Types:</i></p> <ul style="list-style-type: none"> ▪ Ending child marriage ▪ GBV in education/SRGBV ▪ Inclusion in education ▪ Water and sanitation, as it relates to GE in education ▪ Gender-budgeting ▪ Girls' education ▪ Gender action plans (including gender in education)

Baseline Data Availability: At baseline, evidence of collaboration between MoEs and other ministries/units/agencies exists for all eight GCI pilot countries. While the baseline study attempted to find the most updated evidence of MoE collaboration and coordination with other ministries/units/agencies in

support of initiatives that are critical to GE in education, it also relied on information provided in documentation published prior to 2019. Data sources used to determine the baseline included: National education, gender and/or sector-specific strategies, ESPs, ESP implementation reports, GPE Country-Level Evaluations, UNESCO-UN WOMEN-UNFPA Joint Programme documents for Mali, as well as the Spotlight Initiative Country Programme Document for Niger. However, the extent to which baseline data is complete or exhaustive for each country remains unclear.

Global Baseline Value Calculation: The global GCI baseline value for indicator 1.4a was calculated as the aggregate or sum of the instances of coordination and collaboration between MoEs and other ministries/units/agencies across the eight GCI pilot countries. The types of initiatives undertaken are also listed.

The global GCI baseline value is currently rated as **25 instances** of collaboration and coordination between MoE and other ministries/units/agencies on issues critical to GE in education between 2019 and July 2020. This includes the following initiatives in all eight GCI pilot countries:

- **Burkina Faso:** Based on the document review, **three** instances of collaboration and coordination were identified: The Ministry of National Education (MENA) and Ministry of Secondary and Higher Education (MESS) planned involvement in the National Strategy for the Prevention and Elimination of Child Marriage (2016-2025); collaboration between MENA, MESS), and the Ministry of Social Action and National Solidarity (MASSN) for the *Stratégie nationale d'accélération de l'éducation des filles 2011-2020*; and MENA and several other ministries' involvement in the *Stratégie nationale de développement de l'éducation inclusive (SNDEI) 2018-2022*.
- **Chad:** Based on the document review, **three** instances of collaboration and coordination were identified: The inter-ministerial supervisory committee for the ESP (i.e. PIET 2018-2020), composed of the MoEs and other ministries; co-management of pre-primary education by local structures of the Ministry of National Education and Civics Promotion (MENPC) and the Ministry of Women and the Protection of Early Childhood and National Solidarity (MFASSN); collaboration between MENPC, MFASSN, and the Ministry of Environment, Water and Fisheries (MEEP) for initiatives stated within the *Stratégie nationale de l'eau, de l'assainissement et de l'hygiène en milieu scolaire 2018-2030*.
- **Mali:** Based on the document review, **four** instances of collaboration and coordination were identified: Collaboration between MoEs and the Ministry of Gender (MPFEF) on the *Fonds d'autonomisation des femmes et l'épanouissement des enfants* (FAFE); collaboration between MoEs and the Ministry of Finance (MEF) on gender-sensitive budgeting; collaboration between MoEs and several sector ministries, including health, youth, employment and women, as part of the UNESCO-UN WOMEN-UNFPA Joint Programme on the empowerment of young women; and MoEs' participation in the technical committee for the Spotlight Initiative, along with other ministries.
- **Mauritania:** Based on the document review, **two** instances of collaboration and coordination were identified: Collaboration between MoEs and the Ministry of Economic Affairs (MAEPSP), which is responsible for budget allocations to the education sector and the role played by its Secretary General chairing the LEG; collaboration between MoEs and the Ministry of Social Affairs, Childhood and Family (MASEF), which is in charge of providing technical support to other ministries in developing gender-responsive approaches to policy programming.
- **Mozambique:** Based on the document review, **two** instances of collaboration and coordination were identified: Contributions to drafting and the adoption of law to prevent early marriage by the MoE, the Ministry of Gender, Children and Social Action (MGCAS), the Ministry of Health (MISAU) and the Ministry of Youth and Sports (MJD); and capacity-building activities of the national Gender Strategy, implemented with the support of development partners through the Education Sector Support Fund (FASE) mechanism.

- **Niger:** Based on the document review, **two** instances of collaboration and coordination were identified: Collaboration among the six MoEs and supporting development partners on a new strategy for girls' education; collaboration between MoEs and the Ministry of Women and Child Protection (MPFPE) on the National Strategic Plan for Ending Child Marriage, and the National GBV Strategy (2017-2021), as well as part of the multisectoral technical committee of the Spotlight Initiative.
- **Nigeria:** Based on the document review, **two** instances of collaboration and coordination were identified: Collaboration between the Federal MoE and the Ministry of Women's Affairs and Social Development (MoWASD) for the provision of training under the Spotlight Initiative, the distribution of educational and menstrual hygiene kits for 2020 International Day of the Girl, and in the technical review committee for MoWASD's gender policy; the Katsina State 2011-2020 ESP also proposes the creation of a high-level committee for ESP monitoring, which would include MoWASD and the Special Advisor on Girl Child Education and Child Development.
- **Sierra Leone:** Based on the document review, **seven** instances of collaboration and coordination were identified: The National Gender Strategic Plan (2019-2023) developed by the Ministry of Gender and Children's Affairs (MGCA), which addresses gender in education and includes actions involving partnerships with MoEs to improve opportunities for women; the National Action Plan's (2019-2021) milestones for the Free Quality School Education (FQSE) initiative, which includes the involvement of the Ministry of Basic and Senior Education (MBSSE) and other ministries and agencies (i.e. Ministry of Information and Communication, Ministry of Lands, Teaching Service Commission, Attorney General and Ministry of Justice Office, Parliamentary Committee on Primary Education and the Cabinet Secretariat); collaboration of five different ministries, including the Ministry of Basic and Senior Education (MBSSE), the Ministry of Social Welfare, Gender and Children's Affairs (MSWGCA), the Ministry of Youth Affairs (MYA), the Ministry of Local Government and Rural Development (MLGRD), and the Ministry of Health and Sanitation (MHS) for the National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage (2018-2022); the MBSSE Taskforce on sexual and reproductive health in collaboration with other ministries; collaboration between MSWGCA and MBSSE for the 2019 International Women's Day event; the 2019 meeting of the National Women's Conference, attended by MBSSE, MSWGCA, a representative from Parliament, among other organizations and agencies; collaboration between MBSSE, the Gender and Family Support Units of the Sierra Leone Police at both regional and district levels, and media agencies (i.e. Sierra Leone Broadcasting Corporation, Premier Media).

Additional details on MoE collaboration and coordination are provided in the eight respective country-level baseline study reports.

Evidence for this indicator is available in key education sector documents at the country-level. However, baseline data would likely have been more exhaustive if it was informed by greater access to key education stakeholders for KIIs at the country-level during baseline data collection. If further relevant data is uncovered once implementation begins and access to country-level stakeholders is facilitated, baseline values could be retroactively validated and adjusted by GCI if deemed necessary.

The measurement and tracking of this indicator at the country-level would require both document review and KIIs with MoE and other relevant Ministries' representatives at national and decentralized levels when possible, in order to assess the scope of the different instances of collaboration identified in each of the eight GCI pilot countries. This is particularly so with regard to collecting evidence on similarities and differences between countries before calculating the global GCI baseline by aggregating country-level values.

A qualitative indicator for consideration to measure progress in achieving immediate outcome 1.4 could be:

- Extent to which stakeholders perceive the relevance/utility of MoE-led forums, coordination mechanisms, and events in addressing demand- and supply-side barriers to gender equality in education.

Intermediate Outcome 2

Intermediate Outcome 2: Improved education sector enabling environment in support of MoE's efforts in gender equality mainstreaming in and through education		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2a Degree to which Annual Joint Sector Review aide-mémoires include references to GE in education	<p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ JSR aide-mémoires (Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Sierra Leone) ▪ Nigeria's Annual Education Conference (NAEC) reports (Nigeria) 	<p>1 country - rated Significant (Mozambique)</p> <p>4 countries - rated Satisfactory (Mauritania, Niger, Nigeria, Sierra Leone)</p> <p>1 country - rated Limited (Burkina Faso)</p> <p>2 countries - rated Unsatisfactory (Chad, Mali)</p>

Baseline Data Availability: Baseline data was available in all eight GCI pilot countries to measure indicator 2a. Most recent annual JSRs aide-mémoires were available for seven of the eight GCI pilot countries: Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Sierra Leone. Of note is the lack of a JSR conducted for the Federal State in Nigeria. For Nigeria, the Universalia team therefore relied on an analysis of the degree to which Nigeria's Annual Education Conference (NAEC) reports include references to GE in education as a proxy indicator.

Global Baseline Value Calculation: The degree to which most recent annual JSR aide-mémoires include references to GE in education was assessed based on a **four-point rating scale**, defined as follows: "Significant" applies when there were numerous references/cross-cutting integration of GE in annual JSR aide-mémoires; "satisfactory" applies when there is evidence of integration of GE, but not as a cross-cutting topic; "limited" applies when there are some references to GE; "unsatisfactory" applies when there are no or very few references to GE.

According to this rating scale, Chad and Mali are rated as "unsatisfactory"; Burkina Faso is rated as "limited"; Mauritania, Niger, Nigeria and Sierra Leone are rated as "satisfactory"; and Mozambique is rated as "significant", at baseline in terms of the degree to which their annual JSR (or NAEC) reporting includes references to GE in education. The global GCI baseline value for indicator 2a is calculated as the number of GCI pilot countries rated at each level of this four-point scale.

In all GCI pilot countries, there is a joint sector review (JSR) process or equivalent that is held more-or-less annually. However, it is important to note that annual JSR reporting can vary by country in the types of reports produced, the timing/frequency, and content. In the majority of GCI pilot countries, there is the equivalent of an annual education sector progress or performance report prepared prior to the annual review meeting, and an aide-mémoire prepared after the meeting which provides a summary of the proceedings and a list of recommended or follow-up actions. In the measurement of this indicator, both

types of documents should be consulted for reference to GE in education. Of note, Nigeria differs from the seven other pilot countries, as no JSR was conducted for the Federal State. Measurement of this indicator at the Nigerian country-level therefore relies on a proxy, with an analysis of the degree to which Nigeria's Annual Education Conference (NAEC) reports include references to GE in education.

While there may be some variance in JSR practices by country, the objective of this indicator is to identify annual reporting mechanisms for mutual accountability in the implementation of the ESP, and to determine the extent to which gender equality is reflected in annual reporting, measured against the four-point rating scale.

Nigeria's Annual Education Conferences (NAECs)

NAECs were first held annually in 2015, and stand as government-led, multi-stakeholder (e.g. Federal and State level MoE actors, development partners, civil society, researchers) events which aim to provide an opportunity for stakeholders to share research evidence to inform and strengthen policies and practices in basic education for Federal and State-level governments. While the NAECs can serve as a proxy indicator in the absence of JSRs, a significant difference between the two is that NAECs are not oriented towards monitoring sector performance for progress in implementation, financing, expenditures, as is explicitly set out in ESPs. Nevertheless, much like JSRs, NAECs provide an annual update on successes and challenges in Nigeria's education sector and propose forward-looking recommendations for policy and practice for the government in the coming year. As such, Universalis considered the extent to which GE is referenced in NAECs as a proxy for indicator 2a.

Immediate Outcome 2.1

Immediate Outcome 2.1: Strengthened capacity of national- and local-level CSOs, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education

Performance indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
2.1a Number of references to CSO policy positions/actions, campaigning and programming on GE in education, in LEG Annual GCI Update	No baseline value established - this indicator relates to the Annual GCI updates, with the first one to be submitted in Year 1 of implementation	Baseline will be collected in late 2021, when each country completes its GCI LEG Annual Report

Baseline Data Availability: This indicator relates to information that will be found in annual LEG reports that the GCI will introduce in 2021.

Global Baseline Value Calculation: The baseline value for this indicator will be determined in 2021.

This indicator assumes an operational LEG (or equivalent) at the country-level, with measurement depending on access to LEG meeting minutes where GCI presents an annual update on its progress. Therefore, the measurement of this indicator can only begin after GCI implementation has begun.

Provided LEG meetings are held at least once annually in each of the eight GCI pilot countries, this indicator should be a straightforward count and aggregate of the number of references to CSO positions, actions, campaigns, and/or programming on GE in education referenced in GCI annual updates to the LEGs.

Immediate Outcome 2.1

Immediate Outcome 2.1: Strengthened capacity of national- and local-level CSOs, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education

Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2.1b Number of coordination meetings held by education-oriented CSOs focusing on GE in education	Key Informant Interview (Mozambique) Review of CSOs documents such as summary of conference proceedings, minutes for coordination meetings and governance board meetings, reports, and e-mail correspondences (Burkina Faso, Mozambique and Sierra Leone)	14 meetings held: 7 meetings: Burkina Faso 5 meetings: Mozambique 2 meetings: Sierra Leone

Baseline Data Availability: The main CSO Coordinating Body in each country are as follows:

- **Burkina Faso:** Coalition nationale pour l'Education pour tous du Burkina Faso (CNEPT-BF)
- **Chad:** Coalition des organisations de la société civile pour le développement de l'éducation (COSOCIDE) and the Fédération nationale des associations des parents d'élèves du Tchad (FENAPET)
- **Mali:** Forum des ONG Internationales au Mali (FONGIM)
- **Mauritania:** Fédération nationale des associations des parents d'élèves et étudiants (FNAPEE)
- **Mozambique:** Movimento de Educação para Todos (MEPT)
- **Niger:** Association pour la Promotion de l'Entreprenariat et de l'Education (APEE), Réseau des Organisations du Secteur Educatif du Niger (ROSEN), and Coalition Nigérienne pour une éducation de qualité pour tous (ASO-EPT)
- **Nigeria:** Civil Society Action Coalition on Education For All (CSACEFA)
- **Sierra Leone:** Education for All Sierra Leone Coalition (EFA-SL)

Relevant supporting data (i.e. CSO coordination body meeting minutes) was only available for three of the eight GCI pilot countries (Burkina Faso, Mozambique, Sierra Leone).

Global Baseline Value Calculation: The global GCI baseline value for indicator 2.1b was calculated as an aggregation or sum per annum of all CSO coordination meetings related to GE in education held across GCI pilot countries. The global GCI baseline value for this indicator was determined as **14 meetings** held between 2019 and July 2020 in the following three countries:

- **Burkina Faso:** Based on a review of minutes and reports on various meetings held by the CNEPT-BF, **seven** meetings were found to have included a focus on GE in education;
- **Mozambique:** Based on a review of conference proceedings as well as minutes of coordination meetings and governance board meetings of the Education for All Movement (MEPT) in Mozambique, **seven** meetings were found to have included a focus on GE in education;
- **Sierra Leone:** Based on a review of meeting minutes and email correspondences among in-country stakeholders, **two** meetings were found to have included a focus on GE in education.

Data on the number of CSO coordination meetings that focus on GE in education more than likely exists at the country-level of each of the eight pilot countries. However, accessing this data would require interviewing relevant CSO representatives and gaining access to relevant CSO reports. Once

implementation begins at the country-level and access to national CSO counterparts with additional data sources is facilitated, GCI could update the baseline value for this indicator retroactively.

Immediate Outcome 2.1

Immediate Outcome 2.1: Strengthened capacity of national- and local-level CSOs, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning and programming on GE in education		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2.1c Number of LEG meetings attended by CSO representatives	<p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ Chad: GLPE meeting minutes from 23 October 2019, and 18 June 2020 ▪ Mali: Meeting minutes from the Thematic Working Group (<i>Groupe Thématique de PTF “Éducation et formation professionnelle”</i>), 3 September 2019 and 12 December 2019 ▪ Mozambique: Grupo Conjunto de Coordenação meeting minutes, 19 March 2020. ▪ Sierra Leone: Education Development Partners (EDP) meeting minutes, 6 June 2019 ▪ Nigeria: GPE Country-Level Evaluation (CLE) Year 2 (2020) 	<p>At least 7 meetings in 5 of the pilot countries:</p> <p>2 meetings: Chad</p> <p>2 meetings: Mali</p> <p>1 meeting: Mozambique</p> <p>1 meeting: Sierra Leone</p> <p>1 meeting: Nigeria (assumed value as meetings were reported as “regular,” but frequency was not defined)</p> <p>No baseline values established for Burkina Faso, Mauritania, and Niger, as no supporting data was available</p>

Baseline Data Availability: The Universalia team received minutes for LEG (or LEG equivalent) meetings from in-country stakeholders for Chad, Mali, Mozambique and Sierra Leone, which included information that evidenced CSO attendance during the 2019 to July 2020 baseline review period. While minutes were not received for any Nigerian Education Group (NEG) meetings that took place before July 2020, the Nigeria GPE Country-Level Evaluation report noted that CSOs participated regularly in NEG meetings in 2019; as the exact number of meetings was not specified, we have recorded it as one meeting attended by CSO representatives for the purpose of this baseline study.

Global Baseline Value Calculation: The global GCI baseline value for indicator 2.1c was calculated as an aggregate or sum of the number of LEG meetings held across four of the eight GCI pilot countries where CSOs were in attendance, within the baseline timeframe of 2019 to July 2020. Specifically, this included:

- **Chad:** Based on a review of meeting minutes, CSOs attended **two meetings** held by the *Groupe local des partenaires de l’éducation* (GLPE): One involving representatives of *Fédération nationale des associations des parents d’élèves du Tchad* (FENAPET), and the other involving representatives of *Enfants du Monde*;
- **Mali:** Based on a review of meeting minutes, representatives of the *Forum des organisations non-gouvernementales internationales au Mali* (FONGIM) attended **two meetings** held by the *Groupe Thématique de PTF “Éducation et formation professionnelle”* (GT-EFP);
- **Mozambique:** Based on a review of meeting minutes, representatives of the Education for All Movement (MEPT) and Save the Children attended **one meeting** held by the *Grupo Conjunto de Coordenação* (GCC);

- **Sierra Leone:** Based on a review of meeting minutes, representatives of Education for All-Sierra Leone, Save the Children, Plan International, World Vision and Handicap International attended **one meeting** held by the Education Development Partners (EDP).

This indicator makes the following assumptions: 1) LEG meetings (or their equivalent) are held at least once per annum in GCI pilot countries; 2) the presence of LEG participants (including CSO participants) is recorded at meetings; and 3) that all LEG meeting minutes are consistently available to GCI. It is anticipated that collecting a complete set of LEG meeting minutes for the baseline period may be easier once implementation begins and access to stakeholders and documents at the country is facilitated. If additional LEG meeting minutes are provided, GCI could update the baseline value for this indicator retroactively. It is possible that CSOs participated in LEG meetings to a greater degree than could be definitively demonstrated within the documentation reviewed. GPE-CLE highlight evidence of CSP participation in LEG meetings in Burkina Faso between 2012-2017 and in Mauritania between 2012-2018. However, as these occur outside of the baseline reporting period, these were not included in the baseline value calculation.⁸

Immediate Outcome 2.2

Immediate Outcome 2.2: Improved coordination for GE in education through LEGs, under the leadership of MoE		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
2.2a LEG scores on the revised (with gender integrated) " LEG Self-Assessment and Performance Feedback " tool (developed by GPE)	No baseline value can be established as the "LEG Self-Assessment Performance Feedback" tool will be available and in use once GCI is underway	Data will be collected in late 2021/early 2022, when the GCI facilitates Baseline gender-integrated LEG Self-Assessments in the 8 countries

Baseline Data Availability: The "LEG Self-Assessment and Performance Feedback" tool was not yet ready to be used in all eight of the pilot countries at the time of the baseline data collection. Data will be collected in late 2021/early 2022, once the GCI facilitates the Baseline gender-integrated LEG Self-Assessments in the eight pilot countries.

Global Baseline Value Calculation: As above.

This indicator assumes that the "LEG Self-Assessment" tool will be used at least twice during GCI implementation by all GCI pilot countries to enable some basis of comparison between the two assessment points. Several components of the draft "LEG Self-Assessment" tool reviewed relate to gender equality (e.g. assessment criteria under "Supporting Policy development, implementation and monitoring"), which would be particularly relevant to GCI objectives. Currently, it remains up to individual countries to decide if and how they apply this Self-Assessment tool. The voluntary nature of the tool and the need for at least two assessment points could present future data collection challenges for GCI in the measurement of this indicator. There may be other sources of data which could be used as proxies to assess the performance of LEGs (e.g. GPE evaluations, quality assurance mechanisms, ESP reviews); however, these data sources may not be available for all eight GCI pilot countries, and their contents may not be easily comparable or aggregated.

⁸ Source: Universalis, Results4Development, ITAD and Mokoro, *Summative Evaluation of GPE's Country-Level Support to Education, GPE Country-level Evaluation of Burkina Faso, 2018*; and Universalis, Results for Development, ITAD, *GPE Country-level Evaluation of Mauritania, 2018*. however

Alternatively, GCI could conduct a short survey on LEG performance annually using the “LEG Self-Assessment” tool criteria, with a small but representative number of LEG members at the country-level (e.g. GPE coordinating agent, lead donor, government focal point, CSO representative). Country-level scores collected through this ‘mini-survey’ could then be aggregated and used as a proxy for the measurement of this indicator in countries where the GPE tool is not yet formally applied. The method and frequency of LEG self-assessment will need to be determined with each of the eight GCI pilot countries at the start of GCI implementation.

Immediate Outcome 2.2

Immediate Outcome 2.2: Improved coordination for GE in education through LEGs, under the leadership of MoE		
Performance indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
2.2b Number of GE-focused LEG meetings or sessions	Document review of the Following Sources: <ul style="list-style-type: none"> ▪ Mozambique: CP meeting PowerPoint Presentation entitled “ESPIG – Project Concept Note,” March 2020 	0 meetings

Baseline Data Availability: LEG meeting minutes were made available to the team for Chad, Mali and Sierra Leone. No data was made available for the other five countries, despite multiple requests for documentation.

Global Baseline Value Calculation: No evidence was found of GE in education-focused LEG meetings in Chad, Mali or Sierra Leone based on available meeting minutes for the baseline review period (i.e. 2019 to July 2020). In the remaining five countries, multiple requests for information did not result in the receipt of documentation. As such, the value is recorded as zero for the purposes of the GCI Baseline.⁹

This indicator remains valid to demonstrate the level of collective engagement by LEG members on issues related to gender equality in education. It should be possible for GCI to obtain copies of LEG meeting agendas/minutes once GCI implementation begins, and access to stakeholders and documents at the country level is facilitated. As such, the global baseline value for this indicator could be updated retroactively by GCI once implementation begins if deemed necessary.

Immediate Outcome 2.3

Immediate Outcome 2.3: Improved policy and practice dialogue for GE in education at national, continental, and global levels		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2.3a Number and focus of joint policy and practice statements on GE in education by	Review of Websites and Social Media Platforms of Education Sector Actors: <ul style="list-style-type: none"> ▪ Global Level: UNESCO, Malala Fund, Plan International 	30 joint policy and practice statements <i>Foci included:</i>

⁹ One meeting of the DP coordination group in Mozambique (i.e. *Parceiros de Cooperação*) was found to have focused substantially on discussing GE in education. In particular, this included the country’s GPE grant-funded project, which itself focused substantially on girls’ education. However, as it does not involve the government or CSOs, it could not be considered as equivalent to the LEG for indicator 2.2b.

<p>education sector actors at national, continental and global levels</p>	<ul style="list-style-type: none"> ▪ Continental Level: UNESCO-IICBA, ANCEFA Facebook page ▪ National Level: MoEs, CSO coalitions, multilateral and bilateral donors <p>Document Review of the Following Sources:</p> <ul style="list-style-type: none"> ▪ Global-level: Documents containing joint policy and practice statements by actors including UNGEI, Global Working Group to End School-Related Gender-Based Violence, UNESCO, UNICEF, Plan International, Malala Fund, SDG-Education 2030 Steering Committee, G7 Biarritz Partnership for Gender Equality ▪ Continental Level: Documents containing joint policy and practice statements by actors including FAWE, Kenya, African Union, Canada, AU/CIEFFA, Girls Not Brides, Plan International and GPE 	<ul style="list-style-type: none"> ▪ Emphasis on GE in COVID-19 responses ▪ GE in education in conflict and crisis settings ▪ Prevention of SRGBV ▪ Importance of menstrual hygiene facilities in schools ▪ Gender-responsive education sector planning
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Baseline Data Availability: Baseline data collection for this indicator was primarily informed by searches conducted on the websites and social media platforms of education sector actors (MoEs, CSOs, DPs, as well as continental and global agencies and organizations) for joint policy/practice statements made on GE in education. Overall, these sources provided relevant supporting data which informed the establishment of baseline values for indicator 2.3a at the national, continental and global levels.

Global Baseline Value Calculation: The GCI global baseline value for this indicator was calculated by aggregating the number of all policy and practice statements related to GE in education made nationally, continentally, and globally during the baseline review period (i.e. 2019 to July 2020). The global baseline value for this indicator was determined as “**30 joint policy and practice statements**”. The foci of these statements included: Emphasis on GE in COVID-19 education responses; GE in education in conflict and crisis settings; the prevention of SRGBV; the importance of menstrual hygiene facilities in schools; and gender-responsive education sector planning. Specifically, these statements consisted of the following:

At the national levels: Eighteen joint policy/practice statements, including five in Burkina Faso, four in Mozambique, four in Nigeria, two in Chad, two in Sierra Leone, and one in Mauritania. Additional details on each of these joint policy/practice statements are provided in the eight respective country-level baseline study reports.

At the global level: Six joint policy/practice statements:

- Recommendations and a call to action made by the G7 Gender Equality Advisory Council to the Biarritz Partnership for Gender Equality in August 2019. The recommendations and call to action were aimed at advancing gender equality and women and girls’ empowerment at large, focusing on several themes such as ending GBV, promoting women’s economic empowerment and ensuring gender equality in policies and public life. A key focus of both the recommendations and the call to action was on ensuring the provision of inclusive, equitable and quality education for all.
- Recommendations made by the SDG-Education Steering Committee to emphasize inclusion and equity as guiding principles for education’s response to COVID-19 globally. Recommendations were forwarded following a virtual meeting held on 2 April 2020, which included discussions led by representatives of UNESCO, the World Bank, MoE Colombia, MoE Kenya, UNICEF, Education International (EI) and GPE, among many others.

- The publication of a common messaging framework in May 2020 aimed at ensuring gender is at the forefront of responses to COVID-19, in relation to education. This was published by UNGEI, with contributions from several other organizations.¹⁰
- The publication of a toolkit on programming for adolescent girls' empowerment in crisis settings by Plan International in June 2020, with funding from SIDA. While the toolkit covers a range of thematic areas, it contains a substantial focus on education.
- The publication of the "Education Under Attack" report by the Global Coalition to Protect Education from Attack in July 2020. While the report focuses on education in conflict-affected situations at large, it also contained sections throughout which provided analysis on the relevant gender dynamics for each country the report focuses on.
- A policy brief published in July 2020 by the Global Working Group to End School-Related GBV, which aims at providing recommendations for preventing and responding to SRGBV in the context of COVID-19. The policy brief is entitled "Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen" and was developed with input from several organizations.¹¹

At the continental level: Six joint policy/practice statements:

- A joint communiqué and call to action issued in May 2019 following a conference entitled "Education of girls and women in conflict and post-conflict situations in Africa". The communiqué and call to action were made by several African governments, the AU, FAWE, the Gender is My Agenda Campaign (GIMAC) network, as well as representatives from UN organizations (no specific organizations mentioned).
- A panel discussion on girls' education in emergency contexts organized by UNGEI and the Inter-agency Network for Education in Emergencies (INEE) in July 2019. The panel focused on discussing the importance of ensuring the retention of girls in education in systems during and after conflicts. Panellists also included representatives from ANCEFA, as well as Education Cannot Wait and Norad, among others.
- The 4th High-Level Dialogue on Gender Equality and Education in Africa in February 2020, organized by AU/CIEFFA, the permanent mission of Norway to the AU and Save the Children, which focused on safe schools and girls' learning outcomes in Africa. The meeting was attended by more than 80 ministers of education, gender, defense and humanitarian affairs in AU member states, as well as civil society, the private sector and NGO representatives.
- The publication of a joint solidarity letter to the AU by Girls not Brides, GPE, Plan International, FAWE in light of COVID-19 in April 2020. The letter emphasizes ten practices in mitigating the impact of COVID-19 on girls' education, including the use of gender-sensitive approaches to COVID-19 responses, ensuring continued access to age-appropriate sexuality education, the need for continued prevention of violence, and the need for policies to encourage girls to re-enroll in schools, among others.

¹⁰ ActionAid, the Swedish International Development Cooperation Agency (SIDA), UNICEF, Education International (EI), FAWE, UNESCO, UNESCO IIEP, the UNESCO Global Education Monitoring Report, Teach for All, the Inter-agency Network for Education in Emergencies (INEE), Plan International, the 100 Million Campaign, the World Food Programme (WFP), VVOB Education for Development, CAMFED – Campaign for Female Education, the Global Partnership to End Violence Against Children, and Impact[Ed].

¹¹ Commonwealth Institute, Global Partnership to End Violence Against Children, Human Rights Watch, Plan International, Raising Voices, Save the Children UK, UNESCO, UNGEI, UNICEF, VVOB and World Education.

- The publication of a compendium of Regional and International Legal Instruments on Girls & Women’s Education in May 2020 by AU/CIEFFA, aimed at providing a reference for future practice and research on international and regional law in relation to girls’ education.
- The publication of a research study entitled “Adolescent Girls in Crisis: Voices from the Sahel” by Plan International, UCL Centre for Gender and Disaster, and UNFPA in June 2020. The study includes several research-based findings on the effects of conflict, food insecurity and displacement on the lives of adolescent girls in relation to several issue areas, including a focus on their access to education. Based on this research, Plan International calls on governments and the international community to end conflict and prioritize engagement in peacebuilding.

Data for this indicator at baseline could be supplemented with additional input from GCI Alliance members and/or qualitative interviews with key education stakeholders at the country-level (e.g., MoE representatives, GPE coordinating agents, CSO networks).

Overall, the review of social media profiles and websites of education sectors undertaken as part of the baseline review has yielded relevant information for baseline values, and as such has been added as a data collection method in the GCI PMF for future monitoring measuring progress against these indicators. However, it should be noted that posts made by social media profiles should continue to be seen as one data source among a wider set of possible data sources, with a cautionary note that information gleaned from social media profiles should be triangulated with information from documents or key informant interviews (KIIs). This is especially important as posts on social media profiles may be deleted over the course of time, which in turn subtracts from their viability as a sole source of data or information.

If the GCI wishes to continue measuring progress for this indicator through the review of social media profiles of education sector actors, it should consider either: (1) Involving existing communications departments/units at UNGEI that have existing capacities to engage in social media monitoring; or (2) invest in the use of a specialized tool/software in social media monitoring or in contracting an external firm that is specialized in monitoring social media content. Through the baseline review, the Universalia team found that conducting a rigorous scan of social media content without the use of specialized tools was time-consuming, and likely not to be fully comprehensive, especially in cases where a given Facebook profile published a large number of posts (e.g. 300-500 posts in a given 12-month period). It is likely that all relevant information published during the baseline review period may not have been captured.

Immediate Outcome 2.3

Immediate Outcome 2.3: Improved policy and practice dialogue for GE in education at national, continental, and global levels		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2.3b Number and type of alliances, partnerships, and networks for policy and practice on GE in education created/strengthened at national, continental, and global levels	Review of Websites and Social Media Platforms of Education Sector Actors: <ul style="list-style-type: none"> ▪ Global Level: UNESCO, Malala Fund, G7, Biarritz Partnership for Gender Equality ▪ Continental Level: GIMAC Network ▪ National Level: Websites and social media profiles of MoEs, CSO coalitions, multilateral and bilateral donors 	23 alliances, partnerships, and networks <i>Types:</i> <ul style="list-style-type: none"> ▪ Partnerships aimed at addressing barriers to GE in education ▪ Network of girls’ education champions (e.g. local advocates, educators, and CSOs)

		<ul style="list-style-type: none"> ▪ Joint initiatives/programmes focused on GE in education (with involvement of DPs, country governments, and CSOs) ▪ Multisector platform for prevention of, and response to, SRGBV ▪ SRH taskforce involving MoE and UNFPA in Sierra Leone ▪ Girls' education network comprised of MoE, DPs and CSOs (in Sierra Leone)
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Baseline Data Availability: Similarly with indicator 2.3a, data collection for indicator 2.3b at baseline was also primarily informed by searches conducted on websites and social media platforms of education sector actors at the national, continental and global levels. Key education sector actors considered included MoEs, CSOs, DPs, and continental and global agencies and organizations. These searches aimed to locate any information on alliances, partnerships and networks for policy and practice on GE in education that were active during the baseline review timeframe period (i.e. 2019 to July 2020). Overall, these sources provided relevant supporting data at the national, continental, and global levels, which informed the establishment of baseline values for indicator 2.3b.

Global Baseline Value Calculation: The global GCI baseline value for indicator 2.3b was calculated along the following two lines: (1) An aggregation of the number of alliances, partnerships and networks on policy and practice in GE in education that were active during the baseline review period (i.e. 2019 to July 2020) at national, continental, global levels; and (2) a listing of the different types of GE and education issues which these alliances, partnerships and networks addressed.

The global baseline value for indicator 2.3b was determined as “**23 alliances, partnerships, and networks**”. The types of alliances, partnerships and networks include: Partnerships aimed at addressing barriers to GE in education; a network of girls' education champions comprised of local advocates, educators, and CSOs; joint initiatives/programmes focused on GE in education with involvement of DPs, country governments, and CSOs; a multisector platform for the prevention of, and response to, SRGBV; a SRH taskforce involving MoE and UNFPA; and a girls' education network comprised of MoE, DPs and CSOs.

The identified alliances, partnerships and networks include:

At the national levels: Nineteen alliances, partnerships and networks, including **nine** in Sierra Leone, **three** in Burkina Faso, **two** in Chad, **two** in Mali, **one** in Mauritania, **one** in Mozambique, and **one** in Nigeria. Of note, no country-level baseline value was established for indicator 2.3b for Niger, as no relevant supporting data was found through the data collection process. Additional details on each of these alliances, partnerships and networks at the national levels are provided in the eight respective country-level baseline study reports.

At the continental level: One network:

- The Gender is My Agenda Campaign (GIMAC) network which was active throughout 2019-2020, and is holding an annual meeting for the 36th time in 2021. The GIMAC Network comprises of 55 national and international organizations. The GIMAC aims to create a space for civil society to monitor the implementation of the Solemn Declaration on Gender Equality in Africa (SDGEA), mainly by holding bi-annual Pre-Summit Consultative Meetings to the AU Assembly of Heads of State and

Government. Of note, the GIMAC network is focused on several thematic areas, one of which is education.

At the global level: Three alliances and partnerships:

- The Global partnership for Girls’ and Women’s Education, Better Life, Better Future, which has been active since 2012, and currently has a joint programme active in 2016-2021. The partnership consists of UNESCO, UN Women, and UNFPA. The joint programme undertaken by the partnership is aimed at breaking cycles of exclusion from education among girls and women in Mali, Nepal and Tanzania, with funding from KOICA.
- The Education Champions Network led by the Malala Fund (active since 2019). This network comprises of local advocates and educators for girls’ education in Afghanistan, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan and Turkey.
- G7 Biarritz Partnership for Gender Equality which was established in 2019 under the French Presidency of the G7. The Biarritz partnership stands as an international coalition aimed at fighting gender inequality, whose focus covers several issue areas, which includes increased access to inclusive, equitable and quality education for all. The partnership consists of the G7 countries, as well as Australia, Chile, India, Senegal, Spain and Ukraine.

Data for this indicator at baseline could be supplemented with additional input from GCI Alliance members and/or qualitative interviews with key education stakeholders at the country-level (e.g. MoE representatives, GPE coordinating agents, CSO networks). Social media posts on education sector actors’ profiles offer one source of relevant data for this indicator and should be triangulated with information from documents or key informant interviews (KIIs). If the GCI wishes to continue measuring progress for this indicator through the review of social media profiles of education sector actors, it should consider either: (1) involving existing communications departments/units at UNGEI that have existing capacities to engage in social media monitoring; or (2) invest in the use of a specialized tool/software in social media monitoring or in contracting of an external firm that is specialized in monitoring of social media content.

Immediate Outcome 2.4

Immediate Outcome 2.4: Improved coordination and collaboration among global GCI Alliance DPs to advance GE in and through education		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Values
2.4a Number and focus of joint statements on GE in education by GCI Alliance DPs	<p>Key Informant Interview (Sierra Leone) Review of the following Sources:</p> <ul style="list-style-type: none"> ▪ Publications produced by GCI Alliance DPs ▪ Websites of GCI Alliance DPs 	<p>2 joint statements (Nigeria and Sierra Leone)</p> <p><i>Foci included:</i></p> <ul style="list-style-type: none"> ▪ Ban on pregnant girls attending schools and taking examinations in Sierra Leone ▪ Roll-out of GCI/GRESP in Nigeria

Baseline Data Collection: This indicator relates to joint statements made by GCI Alliance DPs (i.e. G7) on gender equality in education. Representatives of the following GCI DP responded to email requests for information: French Ministry of Foreign Affairs, FCDO, GIZ and European Union. Additionally, the websites and social media platforms of GCI Alliance development partners were also consulted.

Global Baseline Value Calculation The global GCI baseline value for indicator 2.4a was calculated along two lines: (1) The total number of statements made jointly by GCI Alliance and development partners on GE in education; and (2) the focus of these joint statements as they relate to GE in education. The global GCI baseline value for this indicator was established as “**two joint statements**”, as relevant data was identified in two of the eight GCI pilot countries:

- **Sierra Leone:** A joint donor position of EU, DFID, Irish Aid and World Bank focusing on the ban of pregnant girls attending schools and taking examinations (August 2019);
- **Nigeria:** A draft Strategy for the National Roll-out of GRESP and GCI, developed following a meeting on the rollout of the GCI/GRESP (February 2020).

For this indicator, data sources consulted included the websites and social media platforms of GCI Alliance development partners. At baseline, no relevant supporting data was available for the measurement of this indicator, apart from joint GCI Alliance announcements made about the rolling out of GCI. Given the lack of baseline data identified, it is suggested to begin the measurement of this indicator once GCI implementation has begun.

Immediate Outcome 2.4: Improved coordination and collaboration among global GCI Alliance DPs to advance GE in and through education		
Performance Indicators	Data collection methods and sources that provided information to establish the baseline values	GCI Global Baseline Value
2.4b Number and focus of joint publications on GE in education produced by GCI Alliance DPs	Review of the Following Sources: <ul style="list-style-type: none"> ▪ Publications produced by GCI Alliance DPs ▪ Websites of GCI Alliance DPs No relevant supporting data available	0 joint publications (Research did not uncover any DP joint publications. The global baseline value is recorded as 0)

Baseline Data Availability: This indicator relates to joint publications made by GCI Alliance development partners (i.e. G7) on gender equality in education. All GCI DP representatives acknowledged email requests for information, with the EU, France and the UK supplying documentation directly. Additionally, DP websites and publications were also consulted.

Global Baseline Value Calculation: The global GCI baseline value for this indicator is currently established as “0”. When measuring progress against this indicator, the global value should be calculated along the following two lines: (1) The total number of joint publications made by GCI Alliance DPs; and (2) the focus of these joint publications as they relate to GE and education.

This indicator relates to joint publications released by the GCI Alliance development partners (i.e. G7) on gender equality in education. Data sources consulted included the websites, social media platforms and publications of GCI Alliance development partners. At baseline, no relevant supporting data was available for the measurement of this indicator. Given the lack of baseline data identified, it is suggested to begin the measurement of this indicator once GCI implementation has begun.

Appendix I Methodology

The GCI baseline study process involved the collection of data against the indicators of the GCI performance measurement framework (PMF), using two main approaches: 1) Document review, and 2) stakeholder consultations. Due to the COVID-19 pandemic, country field missions could not be conducted as originally planned. Consequentially, all baseline data was collected by the Universalialia team remotely, with support from UNGEI for the second round of data collection for Outcome 2.

Document Review

Relevant country-level documents and websites were reviewed to elicit baseline values or proxy information for the various indicators outlined in the GCI PMF. A list of country-specific documents was established at the outset of the baseline data collection process, with a majority of documents sourced online. Missing documents were requested from GCI stakeholders by the Universalialia team between October 2020 and February 2021, as well as by UNGEI between February and March 2021. Documents were requested from respective Ministries of Education (MoE) and the Local Education Group (LEG) focal points of each country, as well as from CAs, DPs, and CSOs. Key documents reviewed included Education Sector Plans (ESPs), Education Sector Analyses (ESAs), Joint Sector Review (JSR) aide-mémoires, MoE gender policies, MoE emergency response plans, LEG meeting minutes, and documents from the Global Partnership for Education (GPE).

The websites and social media platforms of each country's MoE, of the DPs, and of CSOs were also reviewed, as were websites and social media platforms of education sector actors at the global- and continental-levels.

Stakeholder Consultations

It was initially anticipated that interviews would be conducted in each of the eight GCI pilot countries with one to four key education stakeholders (e.g., MoE representatives, development partners, civil society, GPE coordinating agents), in order to corroborate and/or supplement the data collected through the document review on GE in education issues at the country-level. However, given stakeholder availability, only five interviews were conducted by the Universalialia team: Three with MoE officials in Nigeria and Mali, one with a GPE coordinating agent in Sierra Leone, and one with a CSO representative in Mozambique. No interviews were possible in Burkina Faso, Chad, Mauritania and Niger.

In some instances, written feedback from relevant stakeholders was received by email, including representatives of CSO coalitions (Burkina Faso, Chad, Sierra Leone), CAs (Mozambique, Mauritania, Mali and Sierra Leone), representatives of other DPs (France, FCDO, GIZ and the EU), and one GPE country lead.

Limitations

The main limitation of the baseline study was the availability and/or existence of relevant data to establish baseline values for each indicator of the PMF, and limited availability of stakeholders during the baseline data collection phase to corroborate and/or supplement the data collected.

Appendix II List of Documents Consulted

This bibliography contains all documents consulted for the baseline review conducted by Universalia for the Gender at the Centre Initiative (GCI). This includes additional documents from GCI stakeholders which have been forwarded to us by UNGEI up until 12 March 2021. The list of documents is separated into sections for global and continental level documents, as well as for each of the eight GCI pilot countries. The bibliography includes all documents that were reviewed for the purpose of informing baseline values for all indicators within Intermediate Outcomes 1 and 2, as well as documents which were reviewed to inform the draft global and country baseline reports (notably the country context sections). These reports were submitted to the GCI in January 2021.

All hyperlinks to web pages listed in this document were last retrieved on 26 March 2021.

Global-level

- A new generation: 25 years of efforts for gender equality in education, Gender Report. UNESCO Global Education Monitoring Report, 2020
- Achieving gender equality in and through education. A knowledge and innovation (KIX) discussion paper, Global Partnership for Education, July 2019
- Accountability Matrix, GPE, February 2020
- Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use, OECD/DAC Network on Development Evaluation, 2019
- Building back equal. Girls back to school guide, UNESCO, UNICEF, Plan International, UNGEI & Malala Fund, n.d.
- Cadre des organes de direction de l'Alliance GCI (PowerPoint), n.d.
- COVID-19 Global Education Coalition. Flagship on gender: Action areas and partners, UNESCO, May 2020
- COVID-19: Policy brief and recommendations. Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen, Global Working Group to End School-Related Gender-Based Violence, July 2020
- Education Sector Plan Gender Review: A guide to support gender responsive education planning, March 2013
- European Week of Action for Girls website, http://europeanweekofactionforgirls.org/?fbclid=IwAR3tITNH-VAZMmH5NG-v6MRSJImuZ-blxLe_Vu4WuID1qRzkzWwuv6S-bws, last retrieved: March 2021.
- G7, Biarritz Partnership for Gender Equality: Recommendations of the Gender Equality Advisory Council for advancing gender equality and the empowerment of girls and women and Call to Action, 2019.
- GCI Alliance: Governance Arrangements and Partnership Principles, November 2020
- GCI Proposal Final, March 2020
- Gender at the Centre Initiative, 2019-2023, G7 France (PowerPoint), 2019

- Gender at the Centre Initiative, UNGEI & UNESCO-IIEP, October 2019
- Gender at the Centre Initiative Draft UNGEI Action Plan, April 2020
- Gender at the Centre Initiative, Project Overview, UNGEI, April 2020
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