# Rapporteur Summary

Session title: **High-quality data on gender equality in and through education**
Time: **February 6, 2024 - 16:00 – 17:30**
Organizers (and co-organizers if relevant): **UNESCO IGE**

Name and organizations of the Rapporteur: **Matthias Eck (ED/ED2030/IGE)**
Email of the Rapporteur: m.eck@unesco.org

**Guidance**:

- Thank you for accepting to be Rapporteur during the 2024 Conference on Education Data and Statistics – Engagement Day.

- Kindly use the below template to share your **consolidated summary in <u>ENGLISH</u>.**

- This summary will be used for at least two purposes: (1) to prepare a report for the Rapporteur to report to the conference; (2) to prepare a detailed meeting report after the conference.

- The Rapporteur is requested to transmit their notes to **the Organizer**, within 4 hours after each session ends.

1. **Please provide a summary or key points for each of the following elements:**

Key topics in-focus

- Key challenges for data on gender equality in and through education

- Benchmarking for gender equality indicators in SDG4

- Use of household surveys and other sources of data

- Quantitative and qualitative data

- Accountability

- Gender-transformative education

Main issues, key messages and takeaways (problems, solutions, future directions, etc. in **400 words**)

The session on "High-quality data on gender equality in and through education" discussed global and national challenges around data on gender equality in and through education.

During the session it was highlighted as a **main issue** that the global indicators under SDG4 focus on measures of gender parity and not gender equality. All global indicators under SDG4 are disaggregated by sex except for the indicators on completion and ICT skills. Overall, these indicators have several weaknesses. They miss: (1) measuring the timeliness of completion; (2) disaggregation by intersecting characteristics; (3) adequate interpretation of the learning gap; and (4) a differentiated measure of learning proficiency. The session also revealed that in the benchmarking process only 36% of countries submitted a national benchmark for the indicator on the gender gap in the completion rate in upper

secondary education. Difficulties in setting a national benchmark included lack of data and quality of data.

The session highlighted several **solutions and innovations**. Household and economic surveys can help understand socioeconomic aspects of educational access, retention and learning outcomes, providing information on gender and other intersections. At the same time, we need to go beyond household surveys and include other data sources.

One innovation to expand high quality data is the Bridging Accountability for Gender Equality in Education initiative led by UCL. The initiative aims to address the disconnect between global, national and local data collection and analysis processes, identify missing data, and use participatory methods to collect and analyse data. New work is forthcoming in Indonesia, Kenya and Malawi with UCL and UNESCO, through a pre-approved GPE-KIX grant.

Another innovation shared was the Global Accountability Dashboard which is monitoring progress against key indicators on gender-transformative education, established through the Transforming Education Summit. Launched in 2023 by UNESCO and hosted by the Population Council, the Dashboard includes profiles for 193 countries, over 900 programme profiles, and featured work. It will continue to track progress through 2027.

The session outlined the following **future directions** for better data on gender equality in and through education:

- Expand access to sex-disaggregated and intersectional data at sub-national, national, regional and global levels;
- Expand the level of ambition to measure what matters and what works to advance gender equality in and through education;
- Expand conceptualisation of gender to move beyond women/girls and consider how gender norms, expectations and structures influence all persons' educational access, retention, and learning outcomes;
- Focus on comparability and consistency of data, while also looking for innovations and raising ambition on the quality, quantity and intersectionality of data;
- Support coordination across statistical, ministerial and other groups, including the voices of young people, CSOs, teachers and other key stakeholders;
- Build capacity to collect, understand and use data on gender equality in and through education in benchmarking, planning, programmes and policymaking.

Relevant conference session(s) identified (Please refer to the updated conference agenda via https://ces.uis.unesco.org/ )
- Session 14: Education data: challenges and solutions forward (preference for this session)
- OR: Session 8: Household survey data: challenges and solutions forward

Other notes
- N/A
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**Data-Driven Approaches to Lifelong Learning**