High-quality data on gender equality in and through education

06 February 2024 , 16:00-17:30

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

UNESCO Institute for Statistics

Opening and Introduction

Justine Sass

Chief of Section of Education for Inclusion and Gender Equality

UNESCO

High-quality data on gender equality in and through education

06 February 2024 , 16:00-17:30

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

UNESCO Institute for Statistics

The global and national challenges to collect data and set benchmarks on gender equality in and through education

Manos Antoninis
Director, Global Education Monitoring Report
UNESCO

unesco
Institute for Statistics

unesco
Global Education Monitoring Report

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

Comparable data on gender equality in SDG 4 monitoring: Challenges and opportunities

High-quality data on gender equality in and through education

Manos Antoninis, Director, Global Education Monitoring Report

Gender equality indicators in SDG 4 monitoring

All global indicators in targets 4.1-4.6 are disaggregated by sex
(with two exceptions, by mistake: 4.1.2 on completion and 4.4.1 on ICT skills)
while 4.5.1 doubles the emphasis on gender parity indices for all indicators

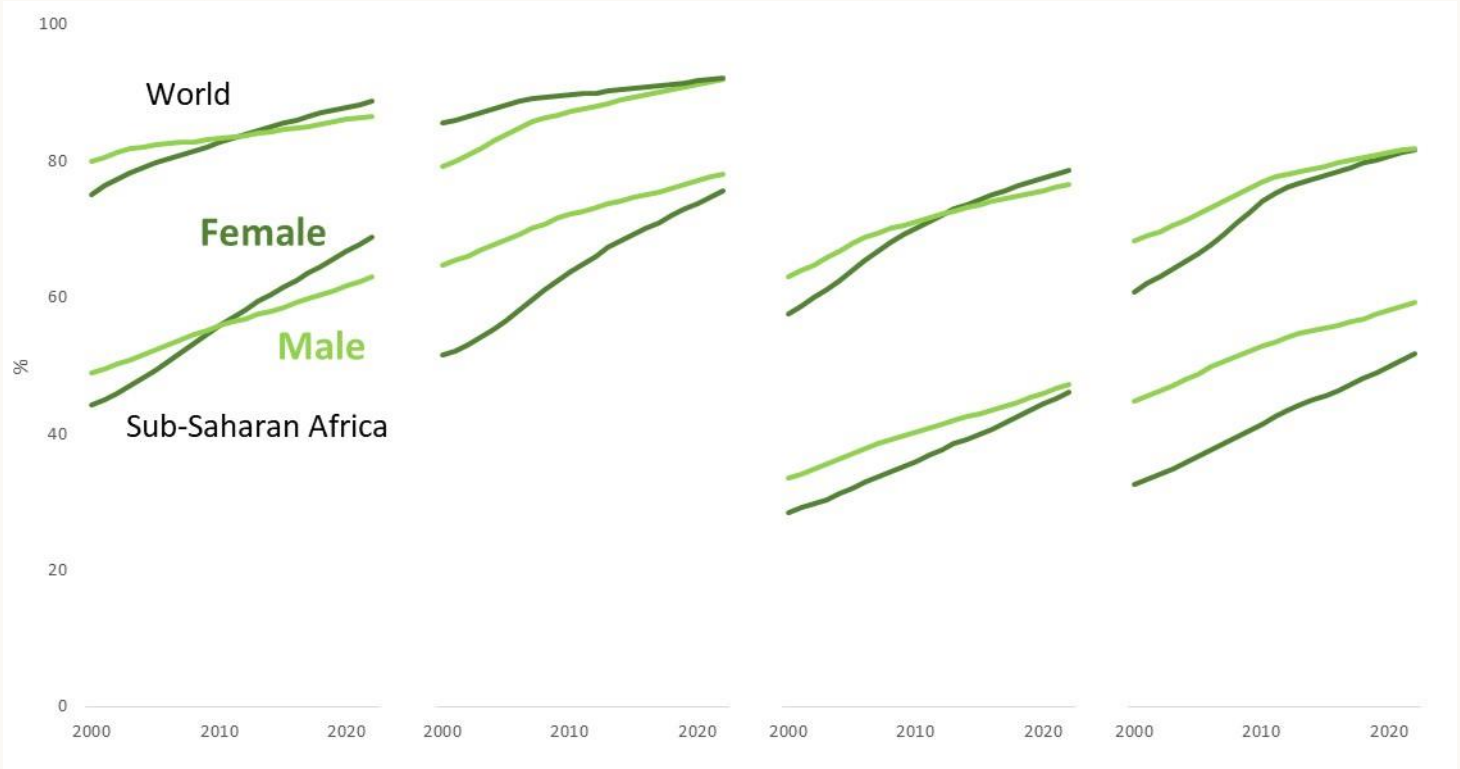
Gender dimensions in other indicators:

- 4.7.2 on schools that provide sexuality education
- 4.a.1 on schools with sex-specific sanitation facilities
- 4.a.2 on students experiencing bullying

Many more indicators could be measured but there are constraints:

- Need to be comparable
- Need to be, preferably though not necessarily, collected by countries

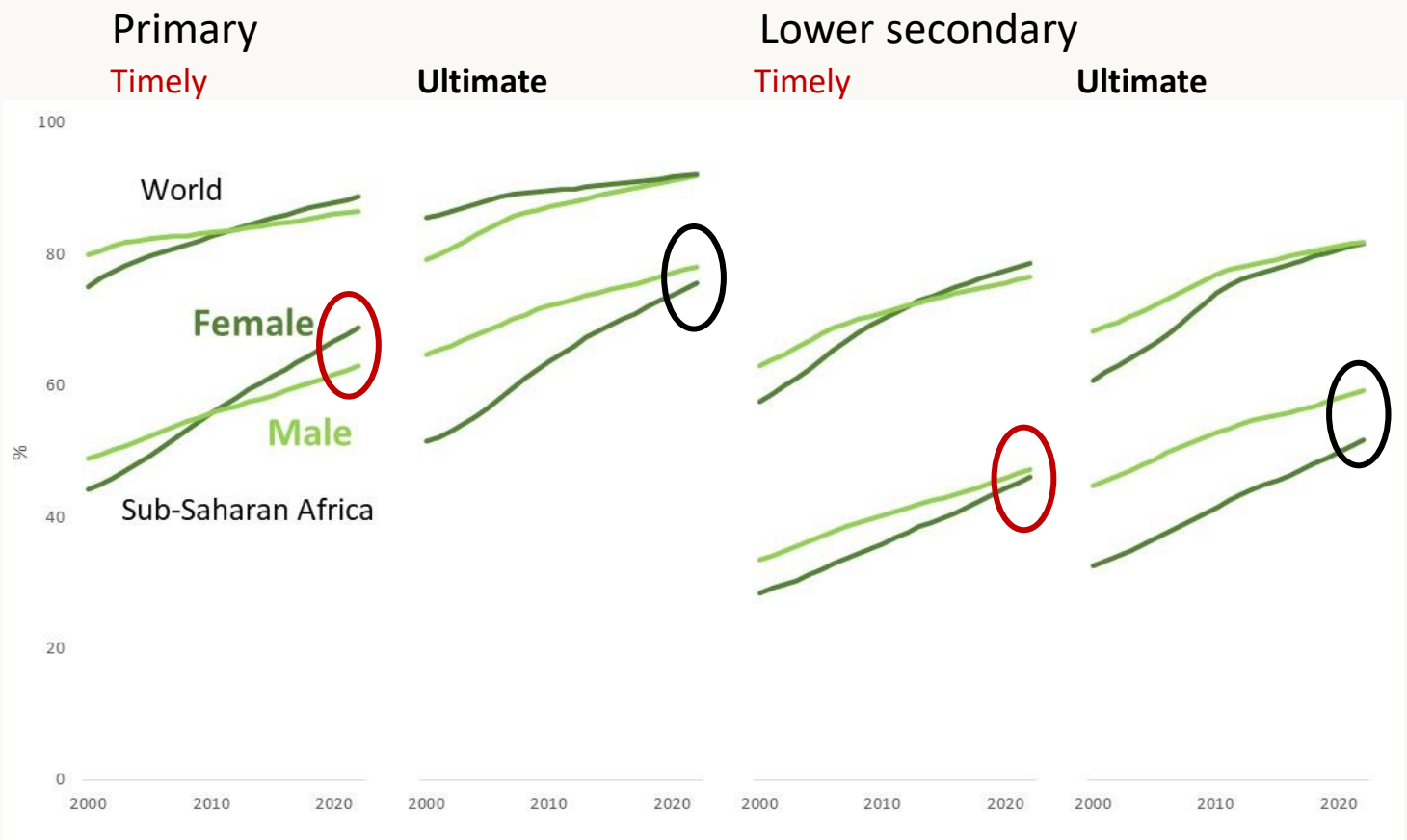
Inequality dimensions indicators miss
Timeliness of completion



Completion rate by sex and time, Africa and world, 2000–22

VIEW

Inequality dimensions indicators miss
Timeliness of completion



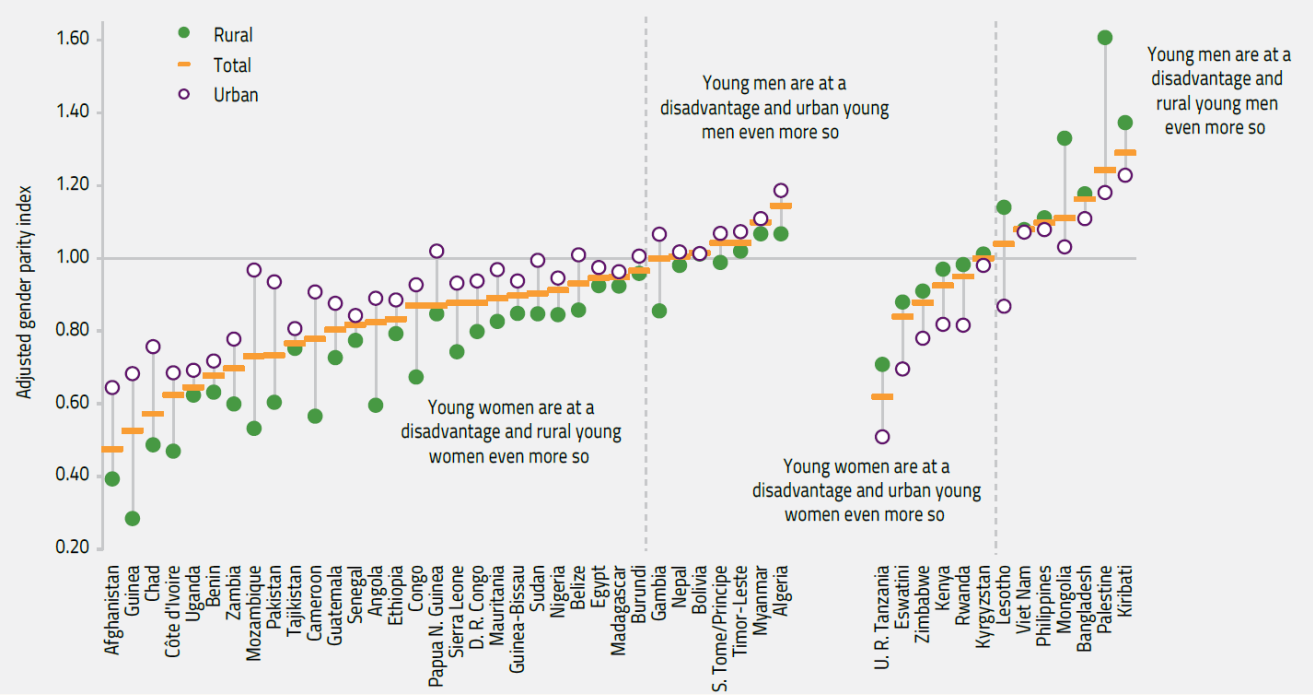
Completion rate by sex and time, Africa and world, 2000–22

VIEW

Inequality dimensions indicators miss
Intersecting characteristics

Young women even less likely to attend school in **rural** areas in most countries

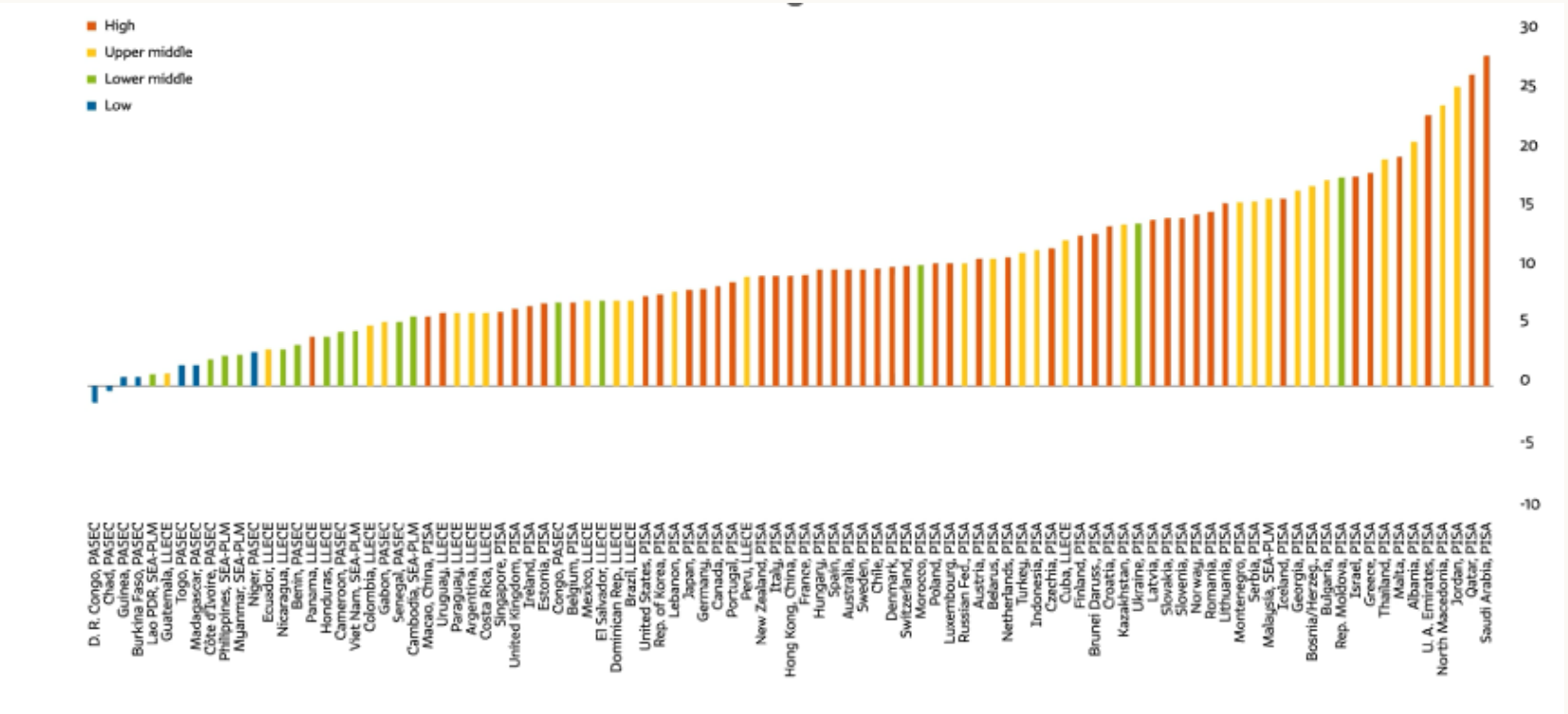
Gender parity index in upper secondary school age attendance rate



Inequality dimensions indicators miss
Interpretation of learning gap

Girls outperform boys in practically every country

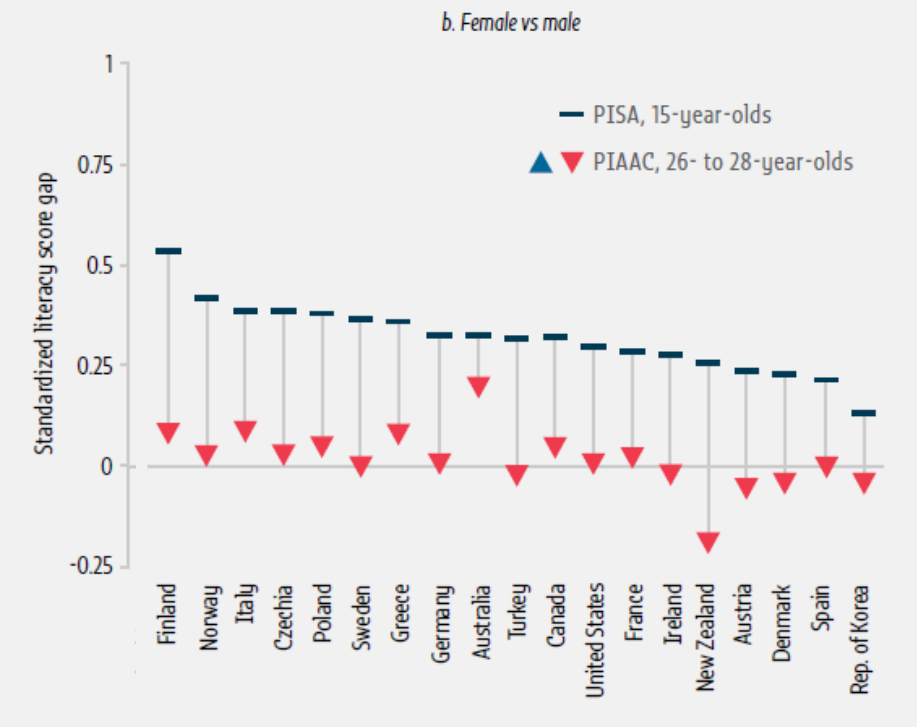
Female-male gap in students with minimum proficiency (percentage points)



Inequality dimensions indicators miss
Interpretation of learning gap

...but the meaning of this gap is debatable!

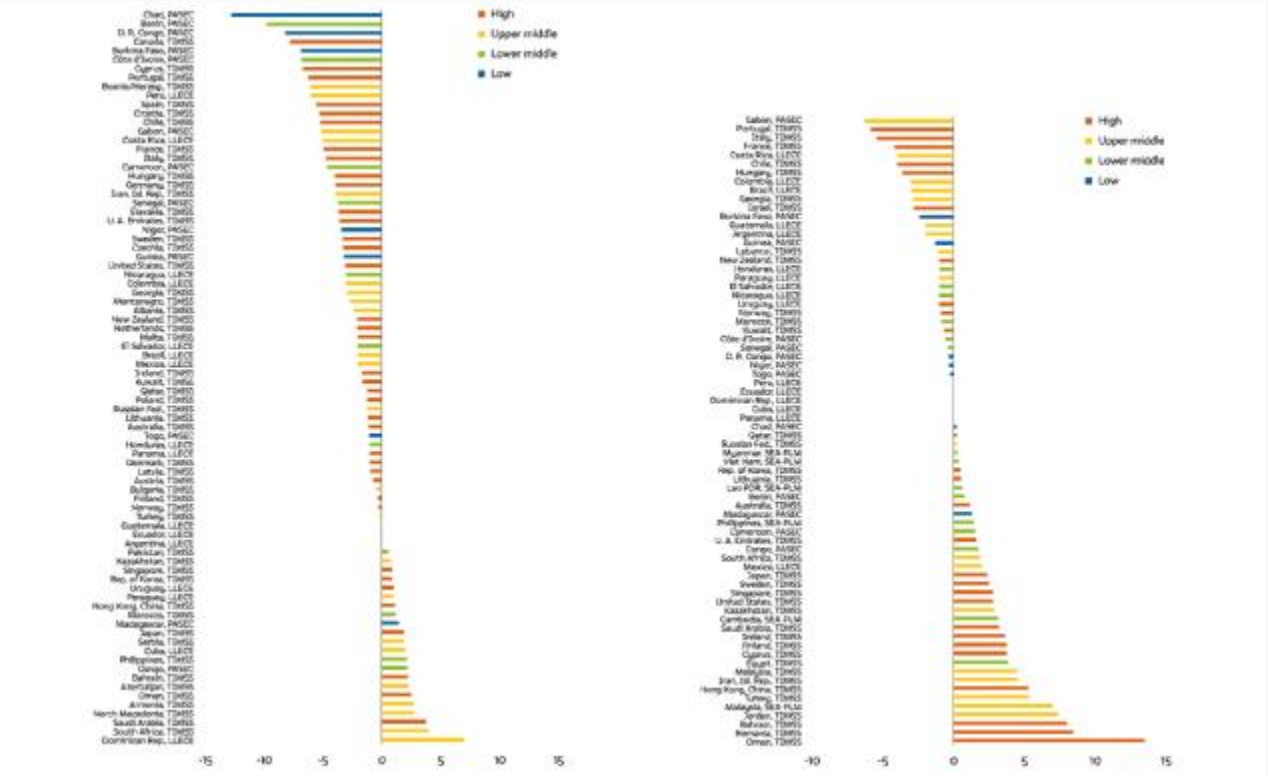
Comparison of gender gaps in reading, PISA and PIAAC



Inequality dimensions indicators miss
Measure of learning proficiency

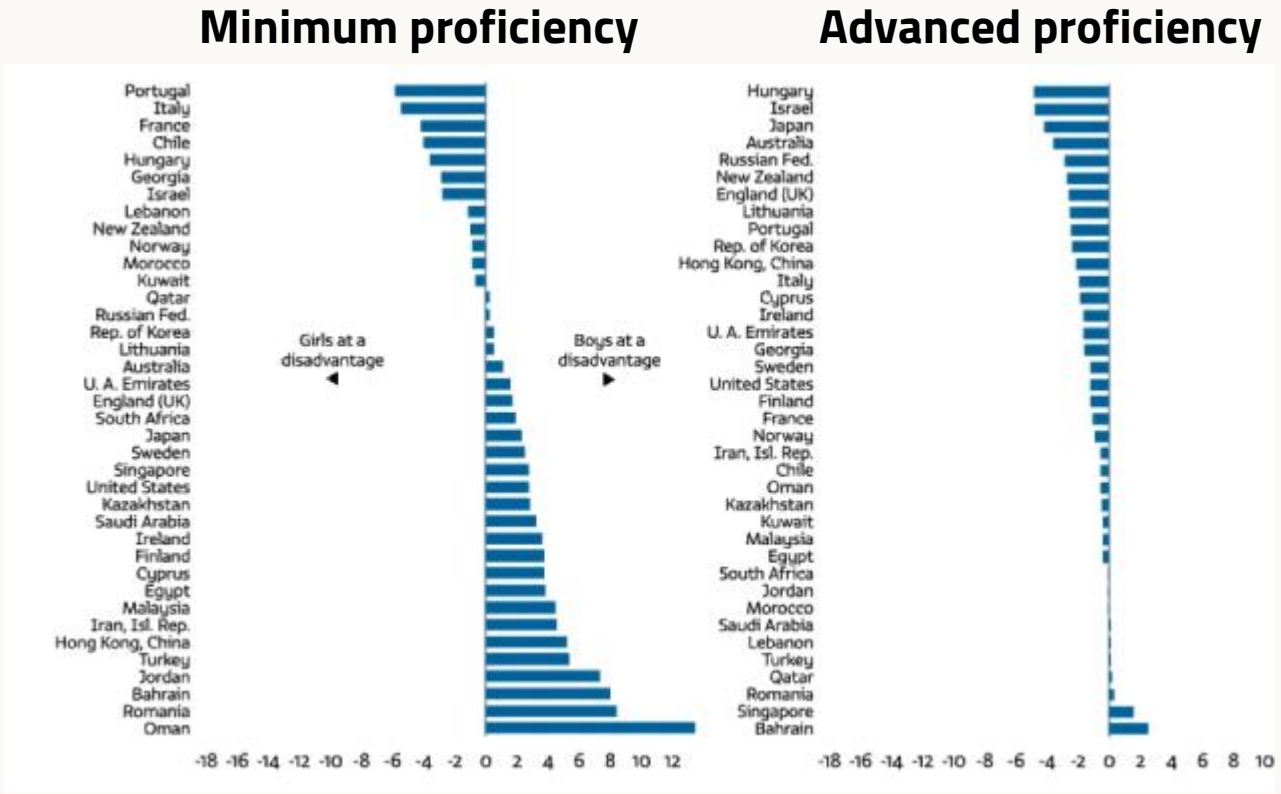
Girls lag behind boys in maths in early grades and catch up by end of primary

Up to grade 4 **Above grade 4**



Inequality dimensions indicators miss
Measure of learning proficiency

.....but are doing worse at the top end of performance



Benchmarks in the 2030 Agenda

‘embrace a culture of shared responsibility, one based on … **benchmarking** for progress’

UN Secretary General Synthesis Report (§146), 2014

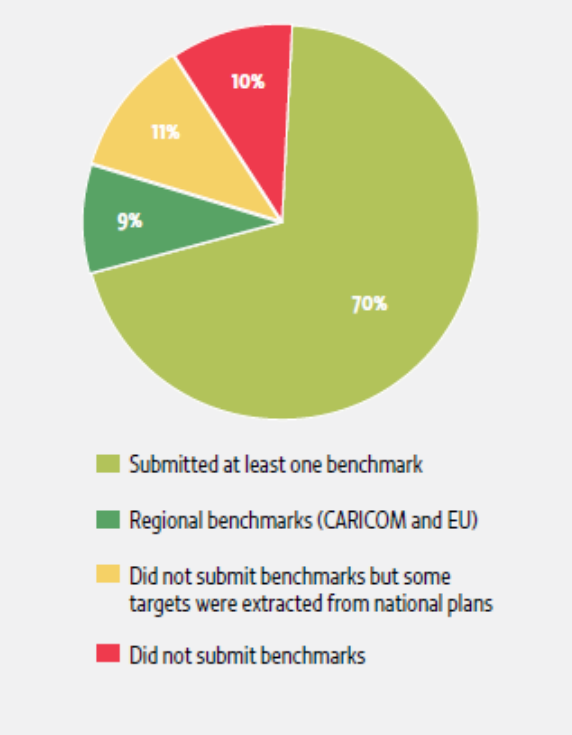
‘establish appropriate intermediate benchmarks for selected SDG indicators, that are indispensable for addressing the accountability deficit associated with longer-term targets’

Education 2030 Framework for Action (§28), 2015

We request UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to … propose relevant and realistic benchmarks of key SDG indicators for subsequent monitoring

Global Education Meeting (§10), 2021

Eight in ten countries have now set benchmarks



Eight benchmark indicators

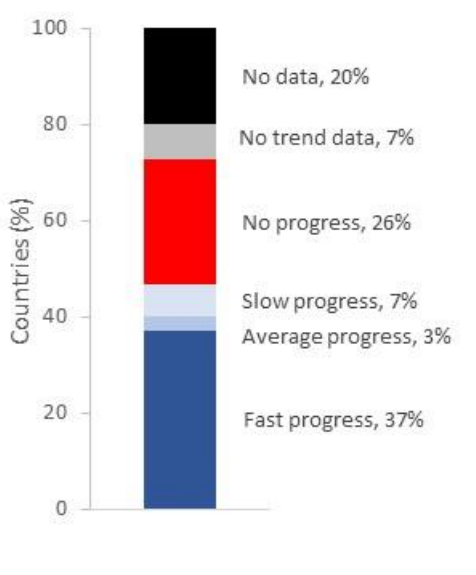
Thematic area	Indicator			Disaggregation
Early childhood	Global Indicator 4.2.2	Participation rate one year before primary	1	
Basic education	Thematic Indicator 4.1.4	Out-of-school rate	3	(b) Primary school age (c) Lower secondary school age (d) Upper secondary school age
	Global Indicator 4.1.2	Completion rate	3	(b) Primary (c) Lower secondary (d) Upper secondary
	Related to global indicator 4.5.1	Gender gap, completion rate in upper secondary	1	
	Global indicator 4.1.1	Minimum learning proficiency in (i) reading and (ii) mathematics	6	(a) Early primary grades (b) End of primary (c) End of lower secondary
Digitalization	Global Indicator 4.a.1	Schools connected to the internet	3	(a) Primary (b) Lower secondary (c) Upper secondary
Quality	Global Indicator 4.c.1	Trained teachers	4	(a) Pre-primary (b) Primary (c) Lower secondary (d) Upper secondary
Financing	Global Indicator 1.a.2 and Education 2030 benchmarks	Education expenditure	2	(a) As share of total public expenditure (b) As share of gross domestic product

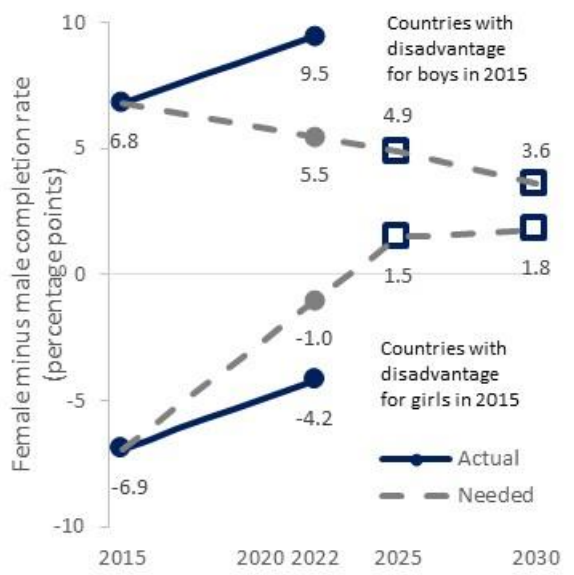
36% of countries have submitted a national SDG 4 benchmark for the gap indicator

If countries achieved their national (or feasible) benchmarks, indicator the gap would fall from **3.2** to **0.7 pp** in favour of girls

Actual progress

- About **27%** of countries do not have data
- Countries which started with a **girls'** disadvantage are moving towards parity albeit they are progressing slower than their commitment
- Countries which started with a **boys'** disadvantage are moving off track





Challenges
– but solutions and Conference recommendations?

- **Is the gender gap the right benchmark indicator for (gender) equity?**
  - Yes, it is simple to understand, relevant for policy and data rich
  - …but aspects of timely completion need to be addressed
- **Are countries using the same data sources?**
  - There is still some confusion between administrative and survey sources
- **Are actual data better than estimated data to monitor progress?**
  - There is a lot of uncertainty year-on-year as with all administrative data (i.e. population data come from a different source)

unesco
Institute for Statistics

unesco
Global Education
Monitoring Report

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

Learn more:

uis.unesco.org
ces.uis.unesco.org

@UNESCOstat

Panel Discussion

Benchmark setting

Challenges and potential of household surveys and beyond to inform SDG 4 indicators on gender equality

Alpha Bah

Head of EMIS and ICT units,
Ministry of Basic and
Secondary Education
The Gambia

Phillipa Livingston

Senior Statistician
Ministry of Education
Jamaica

Rolando Ocampo Alcántar

Director, Statistics Division,
Economic Commission for Latin America and
The Caribbean (ECLAC), United Nations

High-quality data on gender equality in and through education

06 February 2024 , 16:00-17:30

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

UNESCO Institute for Statistics

MINISTRY OF
EDUCATION & YOUTH

GENDER GAP IN UPPER SECONDARY COMPLETION RATES

PREPARED BY
PHILLIPA LIVINGSTON
SENIOR STATISTICIAN
JAMAICA

EDUCATE Jamaica 2.0

Background

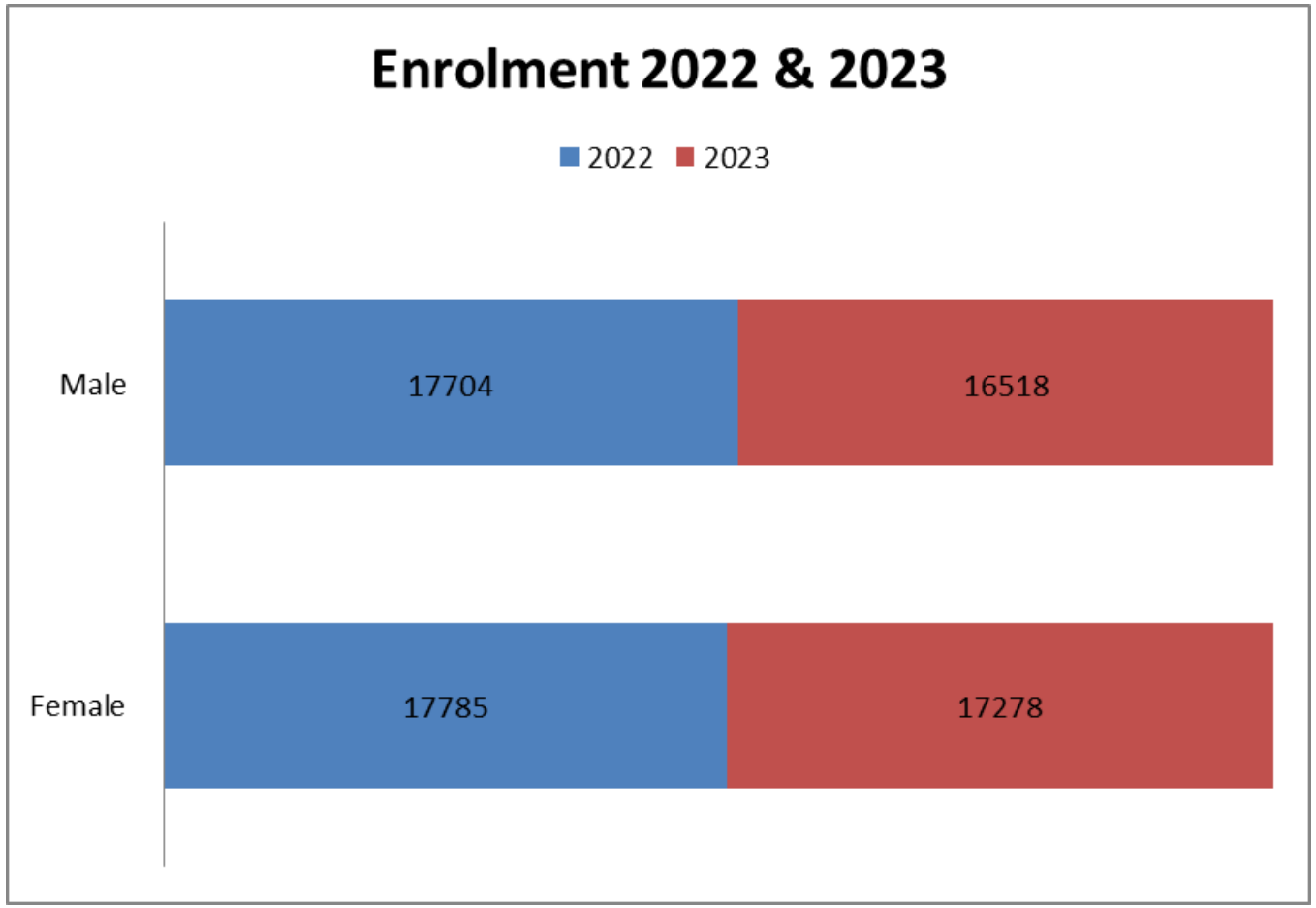
Secondary Level

01
- Primary and Junior (grades 1-9)

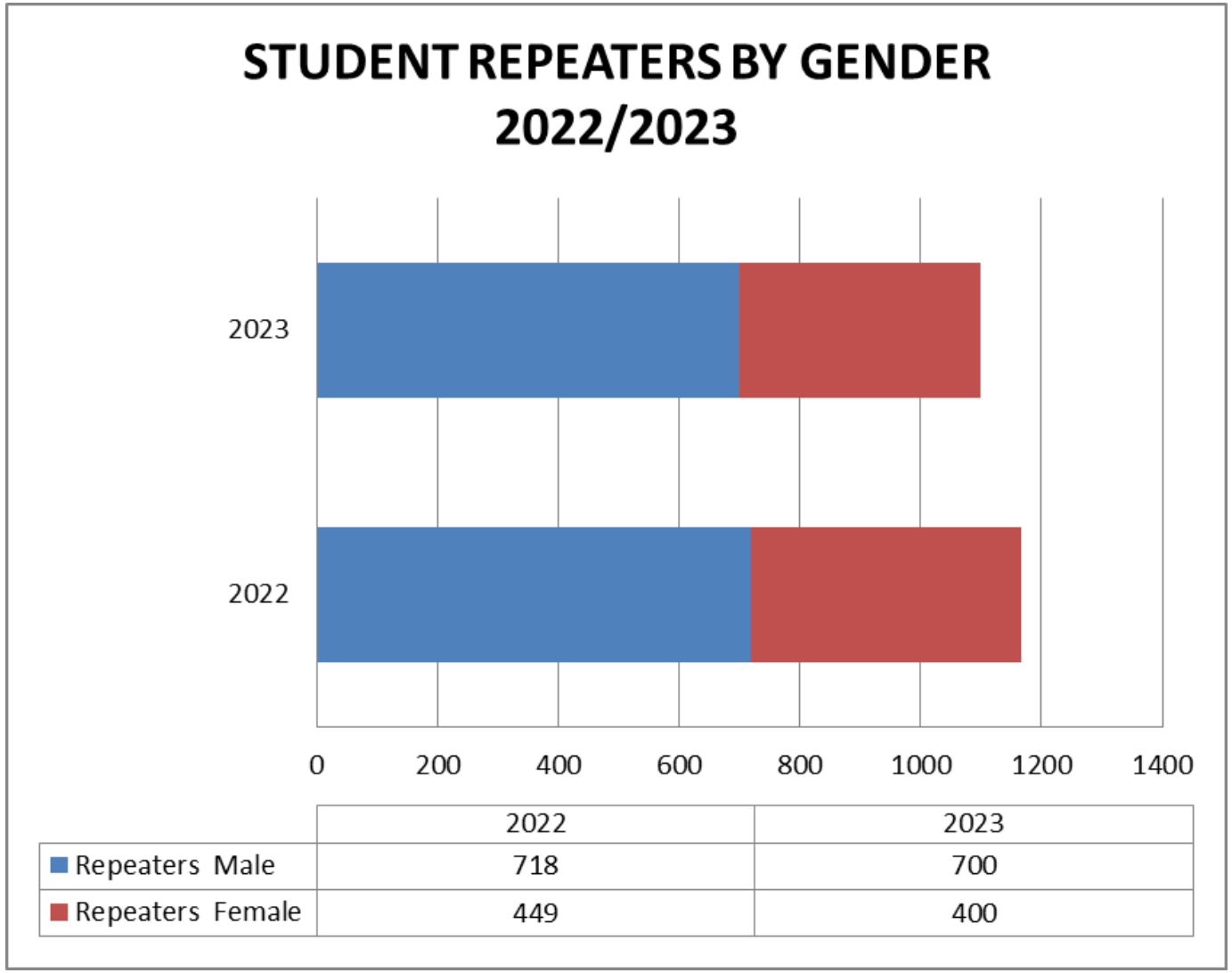
02
- Secondary High (grades 7-13)

03
- Technical High School (grades 7-13)

STUDENT ENROLMENT IN JAMAICA

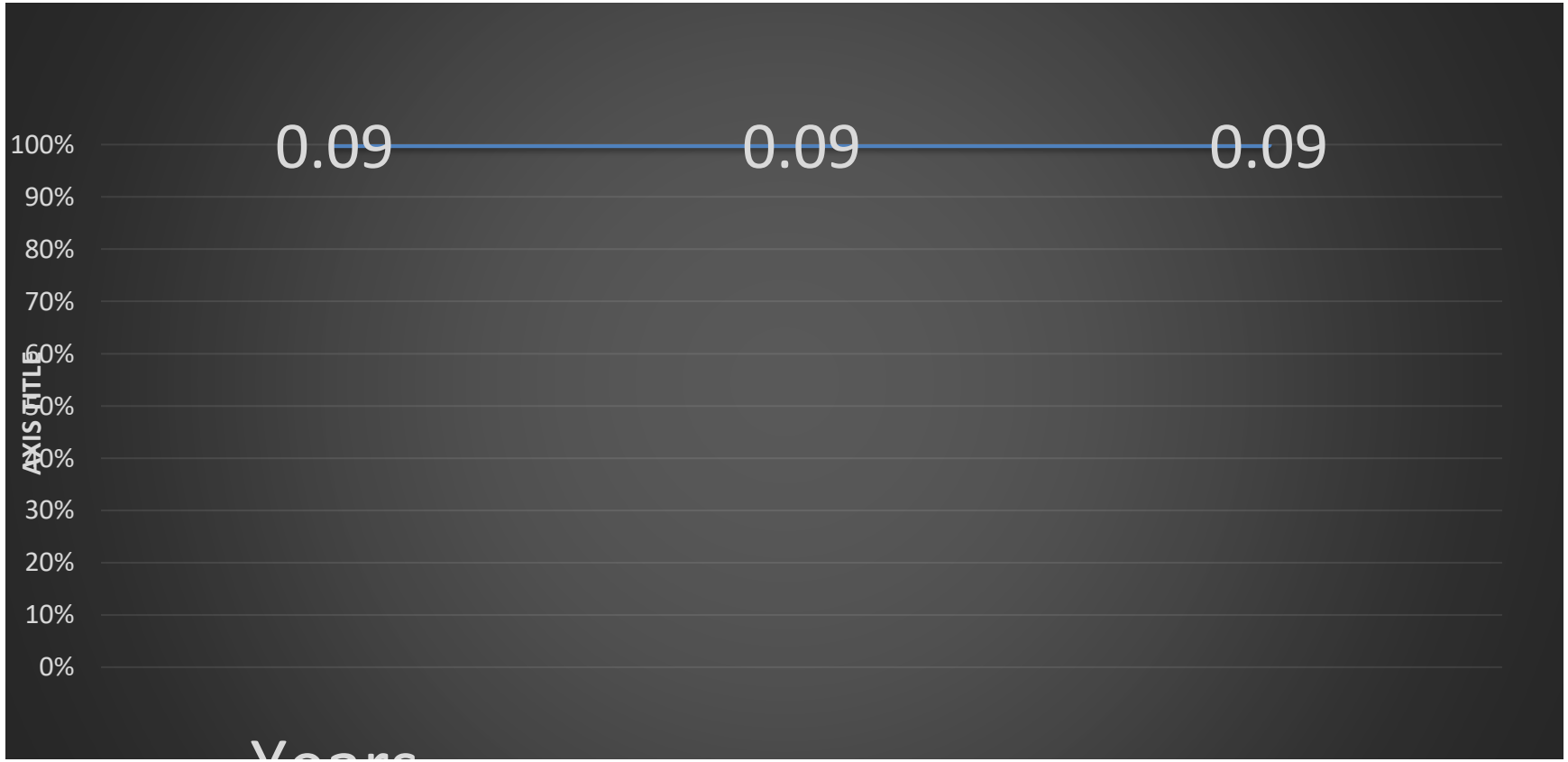


STUDENT REPEATERS IN JAMAICA



	2022	2023
Repeaters Male	718	700
Repeaters Female	449	400

THREE YEAR TREND OF JAMAICA'S GENDER GAP AT THE UPPER SECONDARY LEVEL



Challenges

1. Dropout of students at the secondary level
2. More males are repeating terminal grades
3. Fewer males are transitioning to tertiary level
4. Girls are outperforming boys in external exams
5. Migration of our teachers

KEY ACTIVITIES THE GOVERNMENT IMPLEMENTED TO ACHIEVE A MORE EQUAL AND ACCESSIBLE EDUCATION

- Reclassification of the All Age and Primary and Junior High Schools
- Elimination of the shift system and the expansion of classrooms to address issues with overcrowding in schools.
- Sixth Form Pathway Programme (2 years at secondary schools to allow students to be better prepared to move to next level
- Efforts to introduce ICT in the teaching and learning environment
- Provision of nutritional support (meals and nutrition snacks) to improve school attendance and enhancing the learning capacity of students
- The new National Standards Curriculum (NSC) to improve the general academic performance, attitude and behaviour of students but is also focused on the integration of STEM/STEAM at all levels through project-based and problem-solving learning

THANK YOU

EDUCATE Jamaica 2.0

High-quality data on gender equality in and through education

06 February 2024 , 16:00-17:30

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

UNESCO Institute for Statistics

Way forward to advance high-quality data on gender equality in and through education

Elaine Unterhalter

Professor of Education and International Development, University College London's Institute of Education

Nicole Haberland

Senior Associate and Director, Gender, Education, Justice, and Equity (Innovation Hub Population Council

Matthias Eck

Programme Specialist Section of Education for Inclusion and Gender Equality UNESCO

Bridging accountability for Gender Equality in Education (AGEE): An innovative initiative

Presentation to engagement day: *Data driven approaches to lifelong learning*

Tuesday 6 February 2024

UNESCO, Paris

The AGEE Project: Making gender equality in and through education count

The problem with gender parity as a measure of education access, quality and concerns with intersecting inequalities

- Necessary, but not sufficient
- The many and contested meanings of gender and education
- Do we measure what works, what matters, or some connection?
- Why do we measure?
- How do we listen to subaltern voices?

Unterhalter, E. (2017) (Ed) Measuring the Unmeasurable in Education. Abingdon: Taylor and Francis

Unterhalter, E. (2023) 'The answer to everything? Four framings of girls' schooling and gender equality in education' Comparative Education 59, 2 , 145-168.

Unterhalter, E., Longlands, H. and Peppin Vaughan, R. (2022) 'Gender and intersecting inequalities in education: Reflections on a framework for measurement' Journal of Human Development and Capabilities , 23(4), 509-538.

Longlands, H., Peppin Vaughan, R. and Unterhalter, E. (2024) 'Gender, missing data and SDG 4' in Delprato, M and Shepherd, D. (Eds.) Missing education data and the SDG data regime. Cheltenham: Edward Elgar, 138-156.

AGEE project phases, 2015-2027

- **Phase 1:** Preliminary conceptual & technical work, literature reviews, discussions with UNESCO; participatory discussions in Malawi, South Africa, and internationally; development of draft AGEE Framework and dashboard
- **Phase 2:** Critical discussions, refinement of AGEE Framework with practitioners, policymakers and researchers, launch AGEE website, developing approach to selecting indicators for AGEE dashboards
- **Phase 3 (in progress):** Cross-national dashboard, development of composite index, work on criteria, shortlist for indicators in each domain of the AGEE dashboard, exploratory work on indicators for dashboards in different settings (national, local, project, institutional)
- **Phase 4 (due to begin):** Work in Malawi and with UNESCO offices in Kenya and Indonesia aims to address some of the disconnections between global, national and local data collection and analysis processes, auditing existing data, identifying missing data, using participatory processes to consult on and trial collection of and analysis of new data

AGEE Framework

Resources

Values

Opportunities

Participation in Education

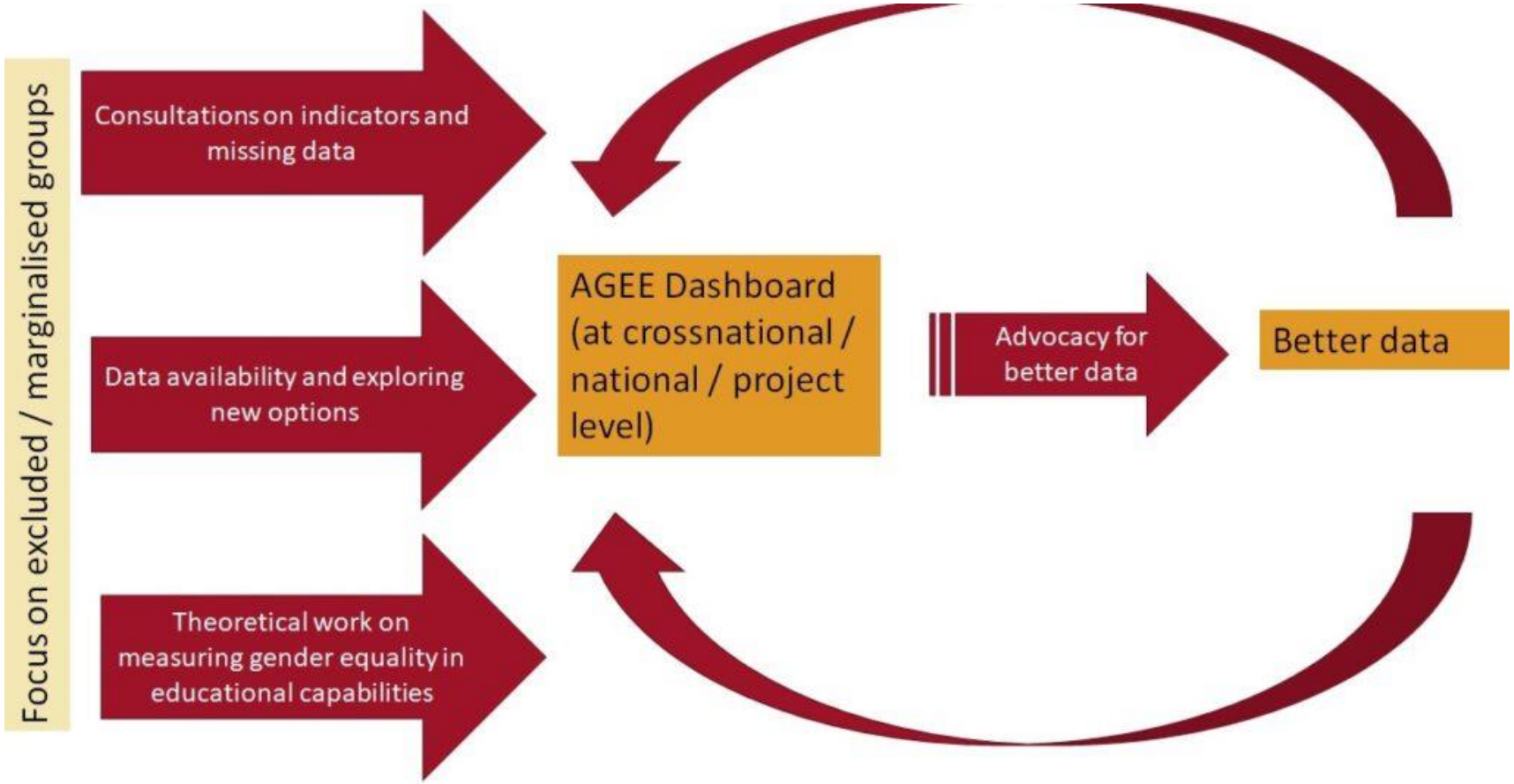
Knowledge, Understanding and Skills

Outcomes

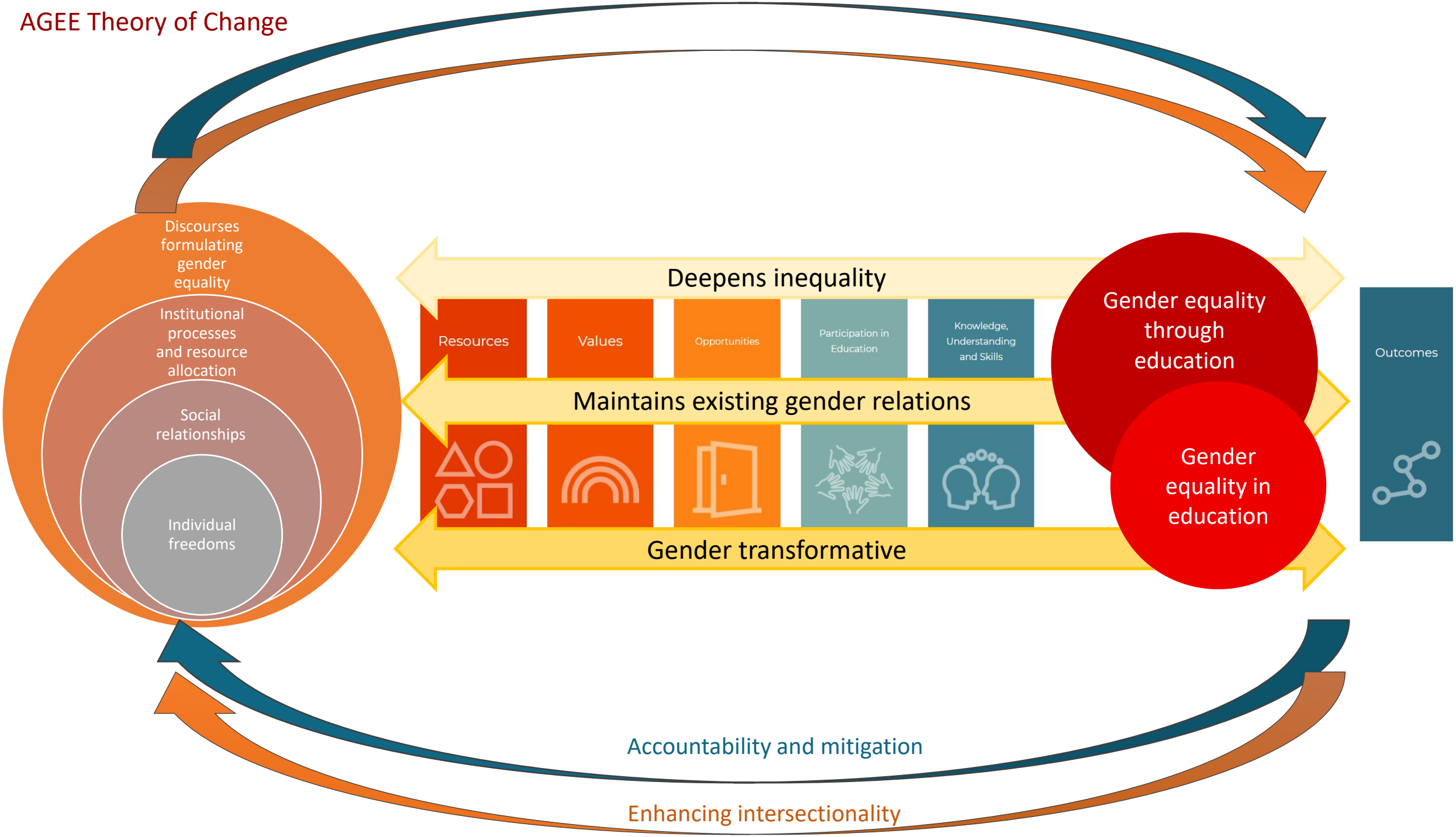
The AGEE dashboard: theory and practice

- Conceptual process:
  - Capability Approach: definition of gender equality of capabilities in and through education
  - Identifying 6 domains of gender inequalities in education (theoretical work, and deep insights from consultations at national and local levels)
- Developing criteria for selecting indicators for cross-national dashboard (literature review and consultations)
- Selection of indicators: mapping and auditing cross-national data sources (including SDG indicators, education data, household and other international surveys); further consultations

AGEE as a process working to identify and plan for richer sources of data, thinking about consultation, scale and transformation



AGEE Theory of Change



Bridging AGEE (2024-2027)

- Funded through KIX: A partnership between UCL, UNESCO and University of Malawi
- Project aims: to address some of the disconnections and lack of communication between different ways of thinking about gender, the groups who promote these approaches, and the practices associated with global, national and local processes for data generation and use in the area of gender, education and inclusion

UCL
IOE – FACULTY OF EDUCATION AND SOCIETY

UNIVERSITY OF MALAWI

unesco

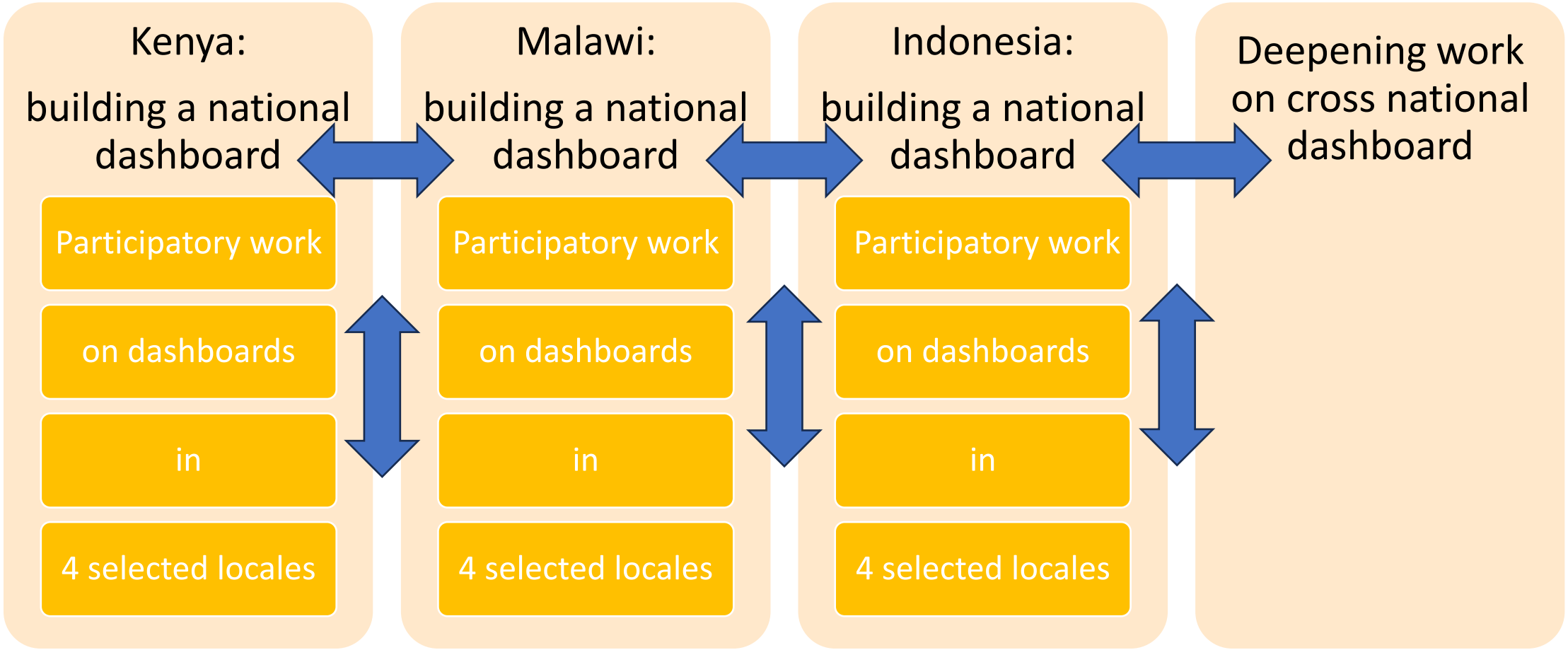
GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

AGEE

Objectives

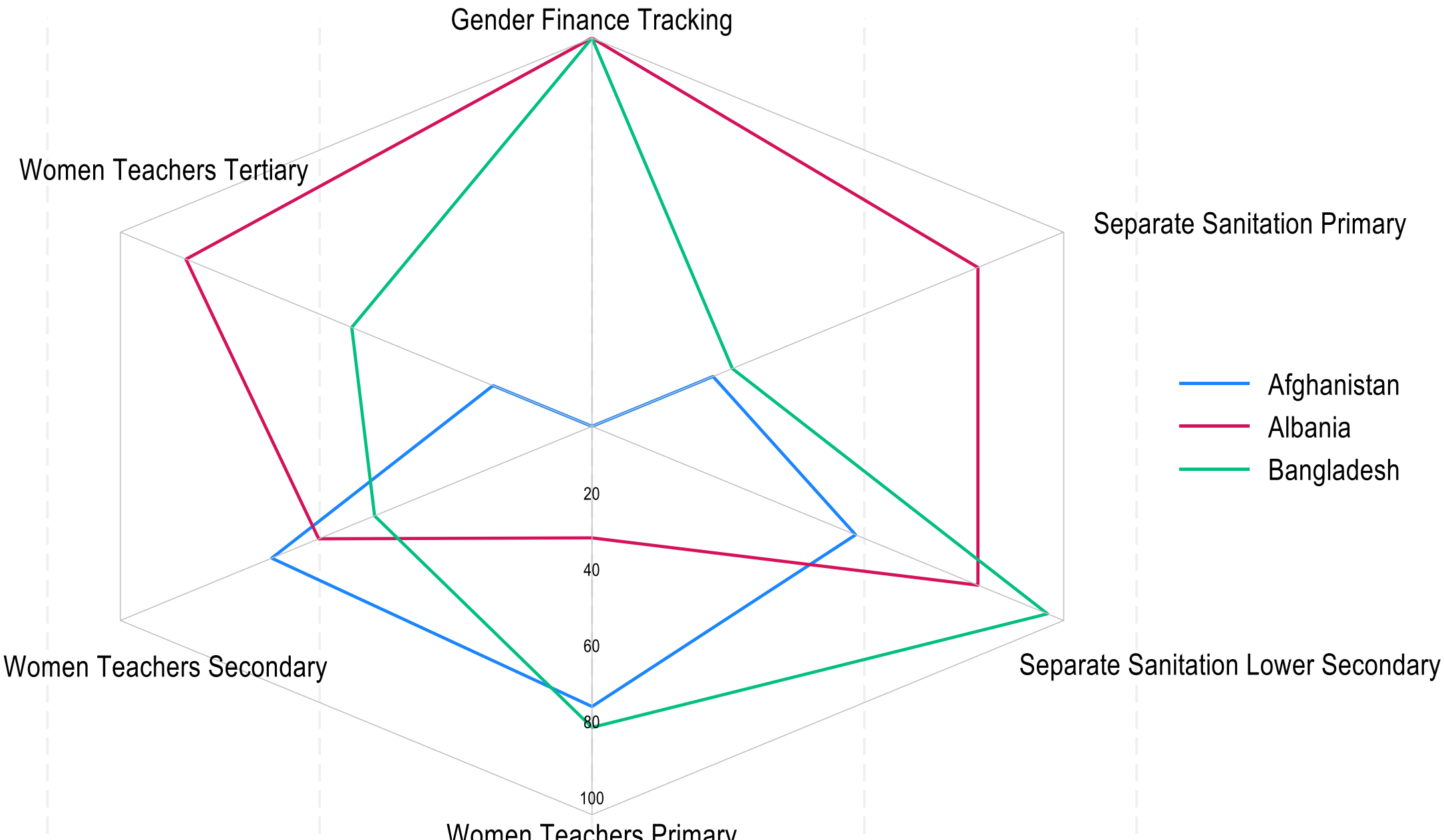
- Build knowledge concerning gender equality in and through education at local, national and global levels looking at **what data exists, what is missing and what is needed** to support insights on contextually specific and relevant processes
- Use new measurement tools and platforms (local, national and global) to build knowledge on **how to expand data systems and improve processes for data collection, uptake and critical reflection** regarding gender equality in and through education
- Through bridging local, national and global perspectives, **mobilise and share knowledge on equitable and inclusive processes** relating to the expansion of data systems and collection of new data on gender equality in and through education
- **Strengthen capacities** of those working in and with Education, Health and Social Development Ministries, and civil society organisations concerned with education, gender and women's rights **to identify strengths and weaknesses of existing data on gender issues in and through education and address the data gaps and systemic issues** that need to be changed to allow for data to support an enhancement of women's rights and gender justice.

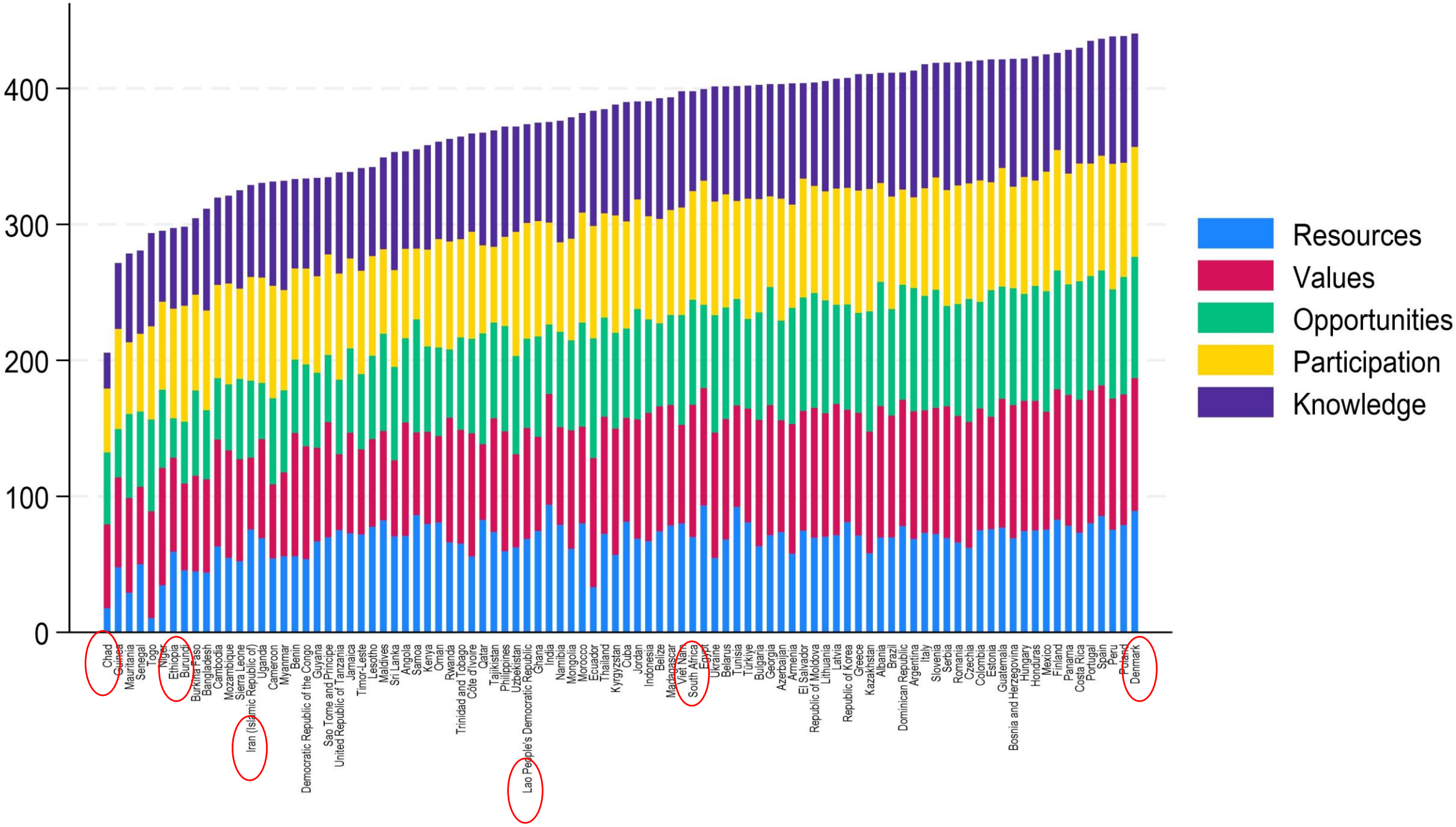
Bridging AGEE

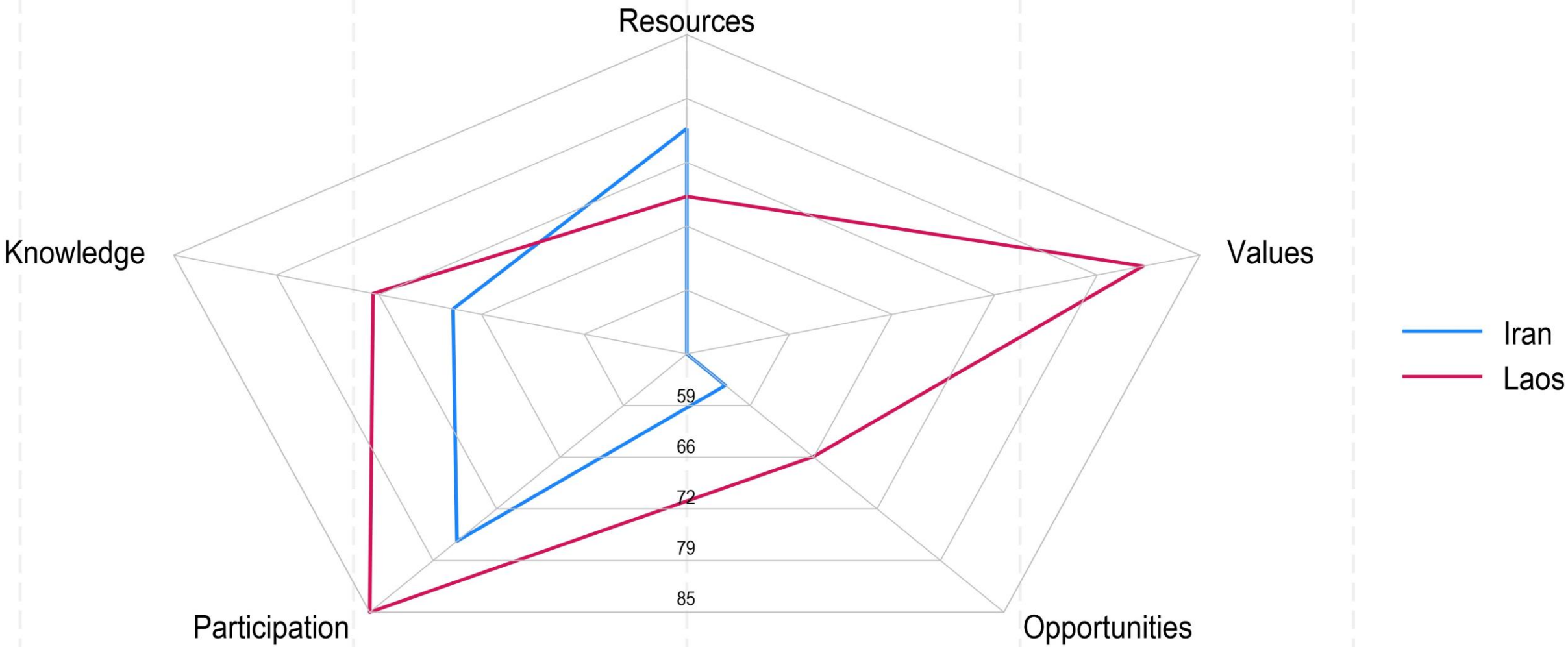


Some examples

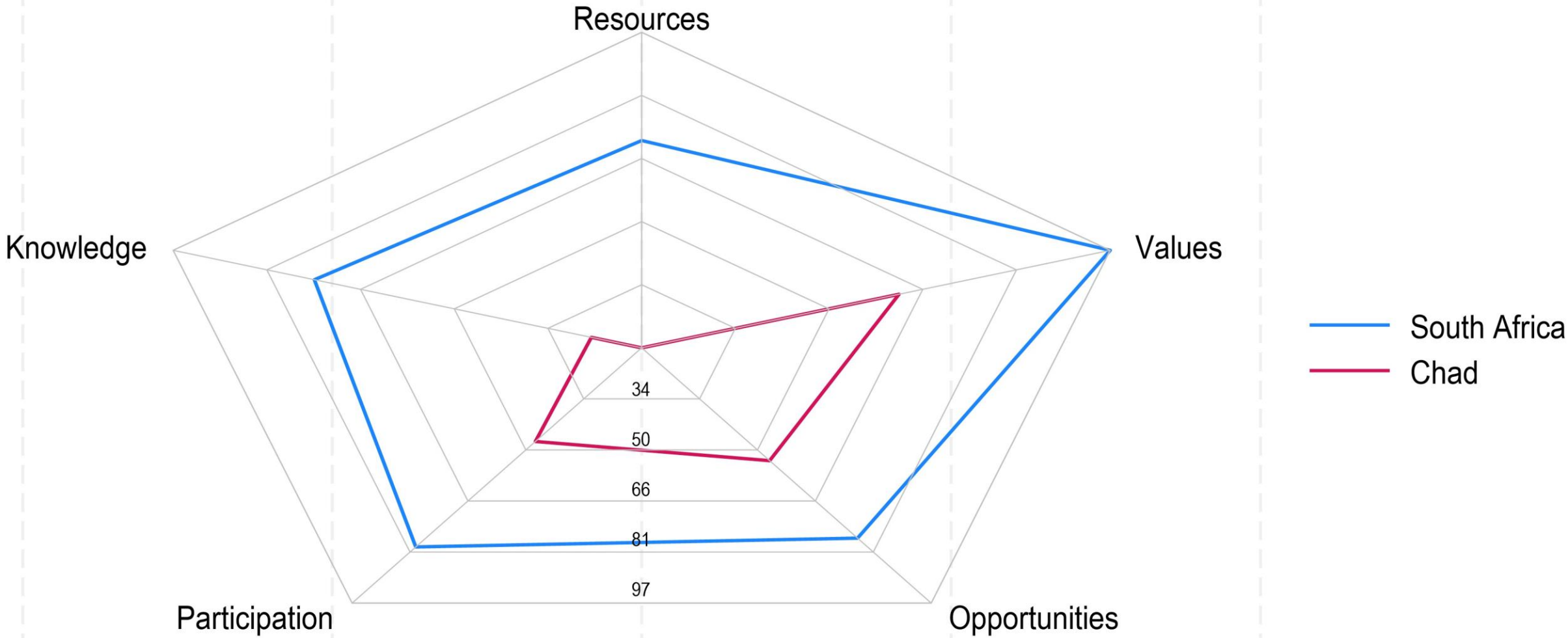
from work on AGEE cross national dashboard


Gender Finance Tracking
Separate Sanitation Primary
Separate Sanitation Lower Secondary
Women Teachers Primary
Women Teachers Secondary
Women Teachers Tertiary
20
40
60
80
100
Afghanistan
Albania
Bangladesh


400
300
200
100
0
Resources
Values
Opportunities
Participation
Knowledge
Chad
Guinea
Mauritania
Senegal
Togo
Niger
Ethiopia
Burundi
Burkina Faso
Bangladesh
Cambodia
Mozambique
Sierra Leone
Iran (Islamic Republic of)
Uganda
Cameroon
Myanmar
Benin
Democratic Republic of the Congo
Guyana
Sao Tome and Principe
United Republic of Tanzania
Jamaica
Timor-Leste
Lesotho
Maldives
Sri Lanka
Angola
Samoa
Kenya
Oman
Rwanda
Trinidad and Tobago
Côte d'Ivoire
Qatar
Tajikistan
Philippines
Uzbekistan
Lao People's Democratic Republic
Ghana
India
Namibia
Mongolia
Morocco
Ecuador
Thailand
Kyrgyzstan
Cuba
Jordan
Indonesia
Belize
Madagascar
Viet Nam
South Africa
Egypt
Ukraine
Belarus
Tunisia
Türkiye
Bulgaria
Georgia
Azerbaijan
Armenia
El Salvador
Republic of Moldova
Lithuania
Latvia
Republic of Korea
Greece
Kazakhstan
Albania
Brazil
Dominican Republic
Argentina
Italy
Slovenia
Serbia
Romania
Czechia
Colombia
Estonia
Guatemala
Bosnia and Herzegovina
Hungary
Honduras
Mexico
Finland
Panama
Costa Rica
Portugal
Spain
Peru
Poland
Denmark



Center is at 52.78476333618164



Center is at 17.79776763916016

AGEE
Thank you
www.gendereddata.org | @gendereddata

February 6, 2024

Global Accountability Dashboard

on

EGER

EVIDENCE FOR GENDER AND EDUCATION RESOURCE

UNITED NATIONS TRANSFORMING EDUCATION SUMMIT 2022

POPULATION COUNCIL

Ideas. Evidence. Impact.

Platform Partners

The Global Accountability Dashboard monitors progress against key indicators on gender-transformative education to propel transformative action on gender equality in and through education.

Data on country progress

Compiles data on over **10 indicators** drawn from the TES to Action on advancing gender equality and girls' and women's empowerment in and through education

Maps GTE programs

Documents over **700 organizations** and **950 programs** working in gender and education globally, nationally, and locally

Highlights GTE work

Highlights gender-transformative education initiatives implemented by governments worldwide

Global Accountability Dashboard

Resources Page

- Learn more about the Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education
- Connect to the Dashboard of Country Commitments and Action to Transform Education - monitors countries' actions against the national statements of commitment they made at the Summit.
- Access resources from Global Partner members and explore highlights from promising GTE programs and government initiatives

Country Profiles

- Explore national gender and education commitments in 133 low- and middle-income countries and 60 high-income countries.
- Provides general overview of the gender and education context and provides data on education outcomes, structural barriers to education, and legal frameworks
- Highlights gender and education programs implemented in every country by governments, NGOs and civil society organizations

Program Profiles: School-related GBV

EGER
EVIDENCE FOR GENDER AND EDUCATION RESOURCE

Program Profiles: School-related GBV

Your program results filtered by:
Areas of Work: School-related gender-based violence

NEW TABLE

R Research Project/Report/Study A Advocacy Campaign/Project F Funding Initiative/Portfolio N Network/Convening/Conference P Project/Program

Export Show 25 records Showing 1 to 25 of 153 entries Search:

Program	Program Type	Lead Organization/Government	Countries	Geographic scope
"Playing for Gender Equality" Toolkit	P	ABAAD-- Resource Center for Gender Equality		Global / regional
#16Days of Activism Against (School-Related) Gender-Based Violence (SRGBV) Campaign	A	United Nations Girls' Education Initiative (UNGEI)		Global / regional
#GIRLSEDU	A	Brookings Institution		Global / regional
#NotMySchool Campaign	A	United Nations Girls' Education Initiative (UNGEI)		Global / regional
#SheIsEqual Campaign	A	Global Citizen		Global / regional
Accelerating Equitable Access to School, Reading, Student Retention and Accountability (ACCELERE!)	P	FHI360	Democratic Republic of the Congo	National
Addressing the impact of the COVID-19 pandemic on girls and women's education in Africa	N	African Union (AU)		Global / regional
Adolescent Empowerment Programme	P	Breakthrough	India	National
Adolescent Girls' Education in Crisis Initiative (AGENCI)	P	Aga Khan Foundation World University Service of Canada	South Sudan Syrian Arab Republic	Global / regional

ADJUST RESULTS

Filter Your Results:

Program Type
School-related gender-based violence ×
Cross-cutting Topics
Choose Approach
Populations (primary)
Population characteristics
COVID-19 response
Government Affiliation
Region
Country
Geographic scope
Activity Status

Activity Years
1938 — 2030

Add or Remove Columns:

- Program
- Program Type
- Lead Organization/Government
- Education Areas of Work
- Cross-cutting Areas of Work
- Outcomes / Goals
- Program Approaches
- Populations (primary)
- Population characteristics
- Age Range
- School Level
- In School vs. Out of School
- Regions
- Countries
- Partner Organizations
- Funders
- COVID-19 response
- Government Affiliation
- Geographic scope
- Activity Years
- Activity Status

APPLY

EGER EVIDENCE FOR GENDER AND EDUCATION RESOURCE

Featured Work

→ Profiles and links to gender transformative work of partners, NGOs, and governments

GENDER TRANSFORMATIVE EDUCATION COURSE

In this new online course designed by Plan International, UNICEF, UNGEI and Transform Education participants will learn how to design, implement, advocate for and assess Gender Transformative Education initiatives. You can find the course on UNICEF's e-learning platform.

Check it out!

UN WOMEN: WOMEN COUNT

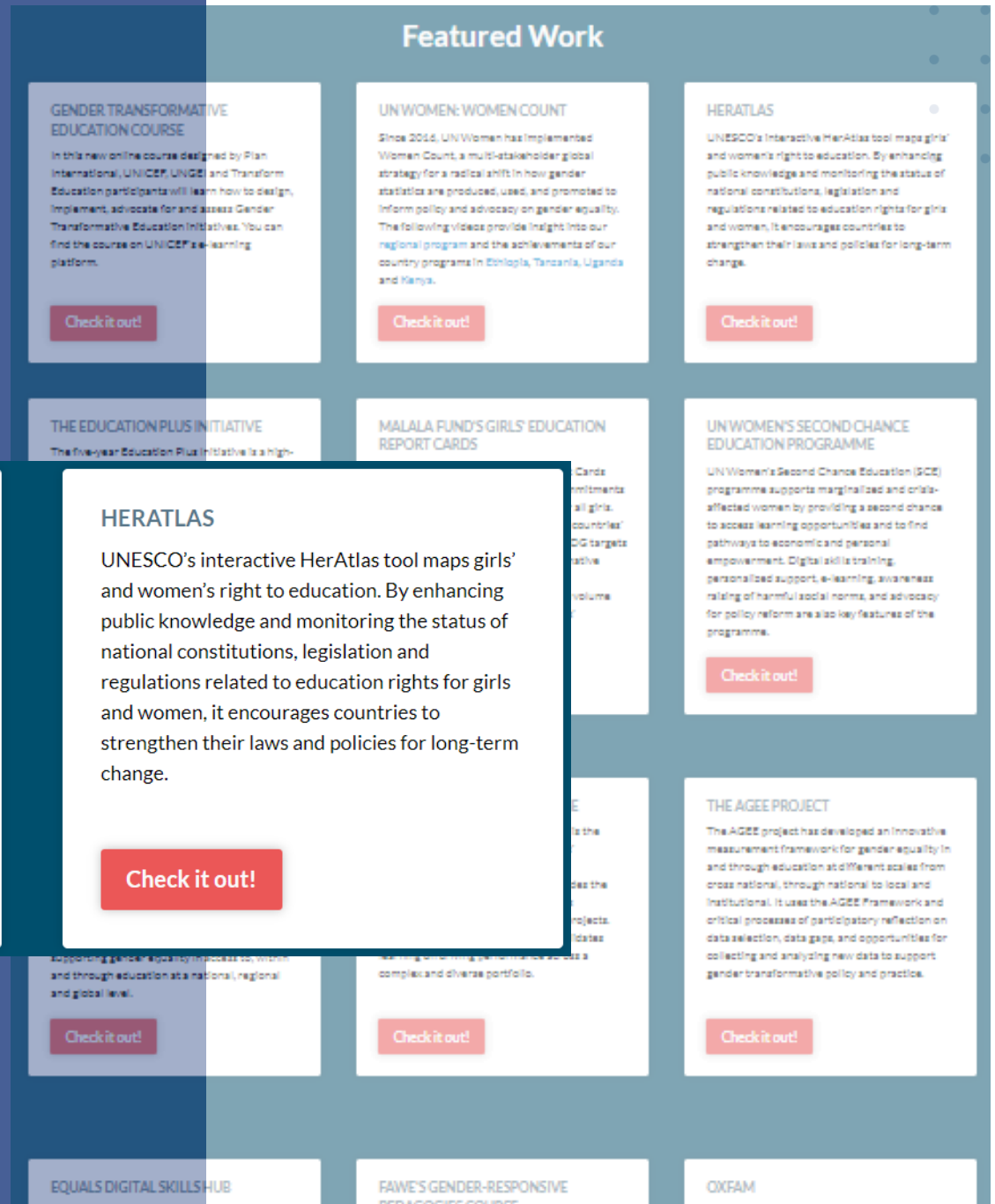
Since 2016, UN Women has implemented Women Count, a multi-stakeholder global strategy for a radical shift in how gender statistics are produced, used, and promoted to inform policy and advocacy on gender equality. The following videos provide insight into our regional program and the achievements of our country programs in Ethiopia, Tanzania, Uganda and Kenya.

Check it out!

HERATLAS

UNESCO's interactive HerAtlas tool maps girls' and women's right to education. By enhancing public knowledge and monitoring the status of national constitutions, legislation and regulations related to education rights for girls and women, it encourages countries to strengthen their laws and policies for long-term change.

Check it out!



How to
Get Involved

Add your gender-transformative work by joining the EGER Database.

Already in EGER? Update your profile today!

Highlight your gender-transformative education resources

Contact us:

EGER - eger@popcouncil.org

UNESCO - gender.ed@unesco.org

Check out the Dashboard today!

Key recommendations to support countries to get high-quality data on gender equality in and through education

Meeting on Advancing gender equality in and through education through high-quality data

- As a follow up to the 2022 Transforming Education Summit, UNESCO and the Centre for Education and International Development at the University College London held a meeting on at UNESCO on October 23, 2023
- It brought together key initiatives and actors to discuss **how to best support governments** to make **informed decisions** based on high-quality data on gender equality in and through education
- Participants submitted **key recommendations** to support countries to get high-quality data on gender equality in and through education through a **pre-meeting survey** and **meeting discussion**

The discussion resulted in the following recommendations

1. **How to measure what matters:** Include the voice of all stakeholders, including girls, boys, non-binary children, teachers, CSOs particularly women's rights, gender justice and youth organizations, and researchers on what is important to measure on gender equality in and through education.
2. **How to understand the problem:** Develop indicators beyond parity to consider the historical and contemporary gendered structures, relationships and norms that cause and perpetuate gender bias and inequalities in education policies, institutions, systems, curriculum, practices and experiences.
3. **How to enable and collaborate:** Strengthen the capacities of education administrations, statistical offices, and civil society actors, together with education institutions, including in crisis contexts to share and evaluate knowledge, and collect, analyze and use quantitative and qualitative data on gender equality in and through education.
4. **How to prepare the ground and sustain initiatives:** Understand the roots of backlash against gender equality in and through education and exchange good practice on how to best address it sustainably.
5. **How to impact policy:** Strengthen the data-policy interface to ensure that policy makers undertake informed use of data on gender equality in and through education in their policies and programmes.
6. **How to prepare for the future:** Apply gender-transformative approaches to the collection and use of education data, including intersectionality and an appraisal of current injustices, using principles of feminist data and evidence to provide a holistic picture of today and an assessment for future decades to contribute to post-2030 global agendas.

Thank you

Learn more: www.unesco.org/GenED

E-mail: gender.ed@unesco.org

Matthias Eck, Programme Specialist
Section of Education for Inclusion and Gender Equality

unesco
United Nations
Educational, Scientific
and Cultural Organization

Education 2030

High-quality data on gender equality in and through education

06 February 2024 , 16:00-17:30

2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

UNESCO Institute for Statistics

Thank you

Learn more: www.unesco.org/GenED

E-mail: gender.ed@unesco.org

Section of Education for Inclusion and Gender Equality, UNESCO

unesco

United Nations
Educational, Scientific
and Cultural Organization

Education 2030