High-quality data on gender equality in and through education

06 February 2024, 16:00-17:30
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
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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
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
Inequality dimensions indicators miss
Timeliness of completion

Completion rate by sex and time,
Africa and world, 2000–22
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
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
Inequality dimensions indicators miss Measure of learning proficiency

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

Minimum proficiency

Advanced proficiency
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

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.

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

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
High-quality data on gender equality in and through education
High-quality data on gender equality in and through education

06 February 2024, 16:00-17:30
GENDER GAP IN UPPER SECONDARY COMPLETION RATES

PREPARED BY
PHILLIPA LIVINGSTON
SENIOR STATISTICIAN
JAMAICA
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

### Enrolment 2022 & 2023

<table>
<thead>
<tr>
<th>Gender</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17704</td>
<td>16518</td>
</tr>
<tr>
<td>Female</td>
<td>17785</td>
<td>17278</td>
</tr>
</tbody>
</table>
STUDENT REPEATERS IN JAMAICA

STUDENT REPEATERS BY GENDER
2022/2023

<table>
<thead>
<tr>
<th>Year</th>
<th>Repeaters Male</th>
<th>Repeaters Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>718</td>
<td>449</td>
</tr>
<tr>
<td>2023</td>
<td>700</td>
<td>400</td>
</tr>
</tbody>
</table>
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
High-quality data on gender equality in and through education

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


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.
Discourses formulating gender equality

Institutional processes and resource allocation

Social relationships

Individual freedoms

Deepens inequality

Maintains existing gender relations

Gender transformative

Gender equality through education

Gender equality in education

Resources
Values
Opportunities
Participation in Education
Knowledge, Understanding and Skills

Accountability and mitigation

Enhancing intersectionality
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
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

Kenya: building a national dashboard

Malawi: building a national dashboard

Indonesia: building a national dashboard

Deepening work on cross national dashboard

Participatory work on dashboards in 4 selected locales
Some examples

from work on AGEE cross national dashboard
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
## Program Profiles: School-related GBV

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

#### Program Type & Geographic Scope

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Program Type</th>
<th>Lead Organization/Government</th>
<th>Countries</th>
<th>Geographic Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>“#Playing for Gender Equality” Toolkit</td>
<td>Advocacy Campaign/Project</td>
<td>ADMAA—Resource Center for Gender Equality</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>#16Days of Activism Against School-Related Gender-Based Violence (SRGBV) Campaign</td>
<td>Advocacy Campaign/Project</td>
<td>United Nations Girls’ Education Initiative (UNGEI)</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>#GIRLSEURO</td>
<td>Advocacy Campaign/Project</td>
<td>Brookings Institution</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>#NotMySchool Campaign</td>
<td>Advocacy Campaign/Project</td>
<td>United Nations Girls’ Education Initiative (UNGEI)</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>#SheIsEqual Campaign</td>
<td>Advocacy Campaign/Project</td>
<td>Global Citizen</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>Accelerating Equitable Access to School, Raising, Student Retention and Accountability (ACCELERE)</td>
<td>Advocacy Campaign/Project</td>
<td>FHBP0</td>
<td>Democratic Republic of the Congo</td>
<td>National</td>
</tr>
<tr>
<td>Addressing the Impact of the COVID-19 pandemic on girls and women’s education in Africa</td>
<td>Advocacy Campaign/Project</td>
<td>African Union (AU)</td>
<td></td>
<td>Global / Regional</td>
</tr>
<tr>
<td>Adolescent Empowerment Programme</td>
<td>Advocacy Campaign/Project</td>
<td>Breakthrough</td>
<td>India</td>
<td>National</td>
</tr>
<tr>
<td>Adolescent Girls’ Education in Crisis Initiative (AGENCY)</td>
<td>Advocacy Campaign/Project</td>
<td>Aga Khan Foundation World University Service of Canada, South Sudan, Syrian Arab Republic</td>
<td></td>
<td>Global / Regional</td>
</tr>
</tbody>
</table>
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.

**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.

**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.
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](http://www.unesco.org/GenED)

E-mail: gender.ed@unesco.org

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