Webinar: Gender-responsive education sector planning

30 January 2020
UNGEI’s Approach: Leveraging the Power of Partnership

- **Commissioning Research**
- **Engaging in Policy Dialogue**
  - Amplifying Key Messages
  - Sharing Knowledge, Expertise & Resources
- **Evidence**
- **Advocacy**
  - Promoting Proven Approaches
- **Action**
  - Convening & Mobilising Partners
  - Accelerating Progress
Advancing GRESP: UNGEI’s Role

- EFA-FTI Gender Working Group
- Gender Review: EFA-FTI endorsed ESPs
- GPE Strategic Plan 2012-2015
- GPE-UNGEI initiative on GRESP
- Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal
- GPE Gender Equality Policy and Strategy 2016-2020
- G7 Gender at the Centre Initiative + GRESP Policy Brief

Guidance for Developing Gender-Responsive Education Sector Plans
National and Regional GRESP Workshops

Learning Outcomes:
• Improved understanding by each participant of gender analysis and its role in education sector planning.
• Enhanced capacity of participants to apply a gender lens to education policy and planning.
• Increased commitment of each participant to use their leadership to advance gender equality in education.
• Linkages and sharing of experiences and lessons learned between participants and between delegations

Goal: Gender issues are integrated into the education sector through gender responsive education sector planning
Africa
Central African Republic
Cameroon
Côte d'Ivoire
Guinea
Eswatini
Kenya
Lesotho
Liberia
Malawi
Mozambique
Nigeria
Sierra Leone
Somalia (Federal Government, Puntland and Somaliland)
South Sudan
Tanzania (Mainland and Zanzibar)
Togo
Uganda
Zambia
Zimbabwe

South Asia
Afghanistan
Bangladesh
Bhutan
Maldives
Nepal
Pakistan (Baluchistan, Punjab, and Sindh)
What works?

• Cross sectoral delegations representing different constituencies;
• Program is grounded in national context: education and gender issues & national ESP;
• Draws on delegates experience and expertise;
• Builds knowledge, commitment and leadership;
• Engages a range of global, regional and national experts and;
• Addresses the politics of education
What else is needed?

- Enhanced country level demand and political leadership;
- Technical and financial resources for building gender responsive education systems;
- Engagement of LEG (country partners) to support integration of gender into sector planning, budgeting, implementation and monitoring;
- Support from education leaders and standard setters;
- Follow up training in more specialized areas of gender-responsive sector analysis;
- Alliances and partnerships that support gender integration in education
- Opportunities to exchange experiences between countries
Example of a “Why-Why” Analysis

High rates of SRGBV in junior secondary schools

Why? Perpetrators rarely punished

Why? Victims don’t report incidents

Why? Victims don’t know their rights

Why? No counselors for students to talk to about SRGBV

Why? No national or state policy on SRGBV

Why?
A Tool for Analysis: Gender at Work Framework

- Individual
  - Consciousness Capabilities
  - Resources
- Systemic
  - Informal Norms & Exclusionary Practices
  - Formal Rules & Policies

Informal → Formal

Individual → Systemic