



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

AGEE (Accountability for Gender Equality in Education)

2. Country or countries where the practice is implemented *

Malawi, South Africa (planned Nigeria and Sierra Leone)

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

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5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

AGEE has developed a framework for analyzing, monitoring and evaluating gender equality in education through critical participatory discussion at local, national, and international levels. An innovative framework has been developed for analysing gender transformative practice in education at cross national national, and local levels with consultations planned working with displaced populations, and phase 2 work planned on selecting indicators and developing a composite indicator to compare across countries

6. What makes it a best practice? *

Participatory and consultative work on gender equality in education using available data sources, and cutting edge collaborations between researchers, policy makers and practitioners at cross national, national, project and local community level

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

At local, national and global levels, gender equality in education remains a priority area for governments, civil society and multilateral organisations. The United Nation's Sustainable Development Goals and 2020-2030 Decade of Action commit the global community to achieving quality education (Goal 4) and gender equality (Goal 5) by 2030. The G7 Foreign and Development Ministers, meeting in 2020 made commitments to supporting gender equality and girls' education, building on promises made in 2018 and 2019. Fulfilling these agendas depends partly on galvanising sufficient support, resourcing and action to deliver, but also on developing adequate means for diagnosing problems, monitoring and evaluating progress. The range and complexity of the issues entailed have been exposed by the gendered impacts of the Covid-19 pandemic, and climate crises, which have exacerbated and created new forms of intersecting inequalities and injustices associated with gender and education. Existing metrics of gender parity in education are insufficient to analyze and monitor this. It is vital to ensure we have robust and reliable ways of identifying and evaluating these inequalities and their underlying causes in order to build more just and resilient societies. How we do this, however, is not straightforward and presents many conceptual and practical challenges around understanding, accessing and utilising information.

The approach taken by the AGEE project was a participatory process linking academics with a community of practice of policy makers and practitioners to develop an innovative Framework. The AGEE Framework has been used by UNESCO in developing its Gender Framework and is being reviewed to identify indicators for all the six domains of the AGEE Framework.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

The main activities were:

- i) consultative discussions in South Africa, Malawi, and with a selection of international experts 2018-2020 on the focus of the Framework. A longlist of indicators and the main organising ideas for the Framework were generated
- ii) A website was launched (www.gendereddata.org) in 2021
- iii) consultative meetings are taking place in 2022 on indicators for the domains of the Framework to be used cross nationally; further work using the Framework for evaluations at project level, in neighbourhoods, linked to national planning, and with displaced groups are also planned for 2022
- iv) key implementors - academics at UCL, UKZN, University of Malawi and UEA, UN organisations, civil society organisations, gender and development networks, women's rights advocates
- v) Funded chiefly by ESRC/FCDO Raining Learning Outcome research project (Expenditure £371,000 2018-2021; projected 2022-2023: £20,000)

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The project has shifted the dial on how analysis, monitoring and evaluation takes place from a previous focus on gender parity to concern to monitor and develop analysis of a more complex range of gender and intersecting inequalities in and through education.

Concrete results:

Development of AGEE Framework

Adoption by UNESCO of Gender snapshot

Work on evidence review for UNESCO on gendered effects of COVID and humanitarian disasters.

Key reports published:

UNESCO GEM Review, Evidence review on pandemics, AGEE Framework

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

- i) Inadequacy of gender parity measures to describe the complex relationships associated with gender inequality in and through education
- ii) Good, open discussion across a range of stakeholders; adequate resources to run meetings, and engage in follow up work
- iii) organisations defending turf and not engaging in open discussion

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Best practice because of open and collaborative work to build a community of practice; very open dialogue between academics, practitioners and policy makers; focus on high quality research and excellent research sharing resources (web sites etc).

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://www.gendereddata.org/>
https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/14250/RLO_A5_Final_Online.pdf?sequence=1&isAllowed=y
<https://www.ucl.ac.uk/impact/case-studies/2022/apr/supporting-safer-more-gender-equitable-schools-across-eight-countries-africa>