

## Girls' education: Counting the Uncounted

Wednesday 15 June 2022, 12.30 CEST

### Short summary

This online event explores on how girls go missing in current global education data regimes, and what existing research-based frameworks might be deployed to improve the situation. The central focus will be on the development of the Accountability for Gender Equality in Education (AGEE) framework from foundational research using the capabilities approach, to application as an analytical framework in a UNESCO Global Education Monitoring Report on gender, and being developed for further application as a data collection tool.

### Confirmed speakers include:

- Ambassador Aurora Diaz-Rato Revuelta, Permanent Representative of Spain to the United Nations Office at Geneva
- Nicole Bella, Senior Education Specialist, UNESCO
- Fabricia Devignes, Senior Education Specialist, IIEP-UNESCO
- Antara Ganguli, Director, UNGEI Secretariat
- Judith Herbertson, Head of Girls' Education at the UK Foreign Commonwealth and Development Office
- Lisa Prügl, Professor and Co-Director, Gender Centre, Geneva Graduate Institute
- Elaine Unterhalter, Professor of Education & International Development and Co-Director of the Centre for Education and International Development (CEID) at University College London

### Summary

The problem of gender inequality in education was identified a long time ago; the need to solve it has only become more urgent over time. This webinar shows how we have moved from the identification of this problem to using collaborative South-South-North research to design a solution. What do we mean when we talk about gender equality in education, how can we measure progress towards it, and how will we know when we achieve it? Speakers include education researchers who developed the framework and international organisations who are using it in practice, as well as funders and gender scholars.

The webinar will showcase the [Accountability for Gender Equality in Education](#) (AGEE) and the [Gender Equality Monitoring](#) frameworks, designed for use at national and global levels to support local and global commitments to equality, social justice and sustainable development. The frameworks are designed to be both robust and flexible; this means they are responsive to changing local, national and international contexts and issues, and sensitive to pressing contemporary issues including COVID-19 and the climate crisis. The AGEE project is an equal partnership between universities in Malawi, South Africa and the UK, working with selected UN agencies, bilateral donors and a range of civil society organisations; and has been funded by the ESRC and the FCDO.

### Background

Gender equality in education is a matter of social justice, concerned with rights, opportunities and freedoms. Gender equality in education is crucial for sustainable development, for peaceful societies and for individual wellbeing. 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 this summer in the UK, have made fresh commitments to supporting gender equality and girls' education, which build on those they made in 2018 and 2019. Yet fulfilling these agendas and promises not only depends on galvanising sufficient support and resourcing but also on developing sufficient means of measuring and evaluating progress.

The urgency for gender equality in education has been compounded by the profound impacts of the Covid-19 pandemic, and climate crises, which have exposed, exacerbated and created new forms of intersecting inequalities and injustices associated with gender and education. 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 the information, resources and approaches we need. What do we mean when we talk about gender equality in education, how can we measure progress towards it, and how will we know when we achieve it?

Accountability for Gender Equality in Education (AGEE) is an innovative project to develop an indicator framework for gender equality in education through critical participatory discussion at local, national, and international levels. The AGEE project is an equal partnership between universities in Malawi, South Africa and the UK, working with selected UN agencies, bilateral donors and a range of civil society organisations; and has been funded by the ESRC and the FCDO.

The AGEE framework for measuring gender equality in education is designed for use at national and international levels to support local and global commitments to equality, social justice and sustainable development. It is designed to be both robust and flexible; this means it is responsive to changing local, national and international contexts and issues, and sensitive to pressing contemporary issues including COVID-19 and the climate crisis. The framework has been developed in dialogue with country partners to ensure it captures specific issues on the ground and can support national education departments in policy and practice. Further, the AGEE project overall is building a global community of practice that brings together a wide range of experts on gender equality and education, from civil society, women's rights movements and academia to governments and multilateral organisations. The second phase of the AGEE project is beginning in 2022, and will operationalise the framework at national and international levels, through a consultative process with technical experts, key stakeholders and statistics organisations.

A key partner in the AGEE project so far has been the UNESCO Gender Report, which is published annually as a companion to the UNESCO Global Education Monitoring Report. A key element of the Gender Report is a framework to monitor gender equality in and through education which was first introduced in the 2016 Global Education Monitoring Report and which has been developed in dialogue with the AGEE project. In addition to focusing on gender parity in education participation, attainment and learning achievement, the framework examines broad social and economic contexts (gender norms and institutions) and key education system characteristics (laws and policies, teaching and learning practices, learning environments, and resources). Beyond education, the framework also looks at the relationship between the former and selected social and economic outcomes.