



## ACKNOWLEDGEMENTS

This publication is supported by Plan International, Transform Education, UNGEI and UNICEF.

Its publication benefitted from the expertise and guidance of Olaoluwa Abagun, Sujata Bordoloi, Shiraz Chakera, Gloria Diamond, Antara Ganguli, Natasha Harris-Harb, Takudzwa Kanyangarara and Yona Nestel.

We are grateful to the Technical Reference Group for providing invaluable insight and detailed comments which have shaped this publication. In particular, we would like to acknowledge: Helen Amdemikael Belachew, Nicole Bella, Rita Bissoonauth, Rosamund Ebdon, Erin Ganju, Tinotenda Hondo, Catherine Howgego, madeleine kennedy-macfoy, Martha Muhwezi, Jenny Parkes, Lauren Rumble, Pauline Rose, Sagri Singh, Samyukta Subramanian, Wongani Taulo and Nani Zulminarni.

We would also like to acknowledge the input of youth leaders from grassroots organizations around the world: Abel Koka, Adanna Ononiwu, Alinafe Malonje, Ashlee Burnett, Danqing Zhu, Dennis Glasgow, Elvita Trisnawati, Jona Turalde, Maryada Neupane, Maryjacob Okwuosa, Maya Onnel, Nafesha Richardson, Neelam Suwal, Pertulla Ezigha Ketcha, Pip Gardner, Riju Dakhal, and Sushmita Neupane.

The report was edited by Matthew Gibbs and designed by Roberto C. Rossi. Illustrations designed by Sonaksha Iyengar.

Published by UNICEF  
Education Section  
Programme Division  
3 United Nations Plaza  
New York, NY 10017

[www.unicef.org/education](http://www.unicef.org/education)

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December 2021

ISBN: 978-92-806-5320-5

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## GLOSSARY

**Gender equity** is the process of being fair to women, men, girls, boys and gender minorities. To ensure fairness, strategies and measures must often be available to compensate for women's, girls' and gender minorities' historical and social disadvantages that prevent women, men, girls, boys and gender minorities from otherwise operating on a level playing field. Equity leads to equality.<sup>1</sup>

**Gender equality** requires equal enjoyment by women, men, girls, boys and gender minorities of socially-valued goods, opportunities, resources and rewards.<sup>2</sup> It means that all persons, regardless of their gender, enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices.<sup>3</sup>

**Gender identity:** Gender identity refers to how an individual feels about their own gender. Individuals may identify as male, female or as something else and their gender identity may or may not be the same as the sex that they were assigned at birth. Everyone has a gender identity and expresses their gender in a unique and personal way.<sup>4</sup>

**Gender norms:** Gender norms are informal, deeply entrenched and widely held expectations or rules about how each gender should behave. Every society has distinct gender norms because gender itself is not fixed, but the concept of gender norms has at its core the notion of unequal power relations and prestige between men and boys, and women and girls, or of a gender minority.

**Gender responsive education:** Identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes. Does not explicitly seek to redress gender inequalities.

**Gender sensitive:** Shows awareness of gender differences and inequalities but does not necessarily address them.

**Intersectionality** is the understanding that a person's identity is made up of multiple, intersecting factors such as age, poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation, which combine to both benefit and disadvantage them, and which cannot be separated.<sup>5</sup>

**In all their diversity:** The term 'in all their diversity' means recognizing, accepting, celebrating and finding strength in individual differences such as gender, age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies. For stakeholders, this implies respecting this diversity and finding ways to support its positive expression.

**Stereotype:** A stereotype is a widely held, fixed idea or image of a particular type of person or thing.

**Whole school approach:** A whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members.

**imagine**

**if every child and young person had the tools, knowledge and resources to challenge the status quo and champion gender equality from a young age.**

**imagine**

**if this removed barriers to learning for all children of any gender and sexual orientation.**

**imagine**

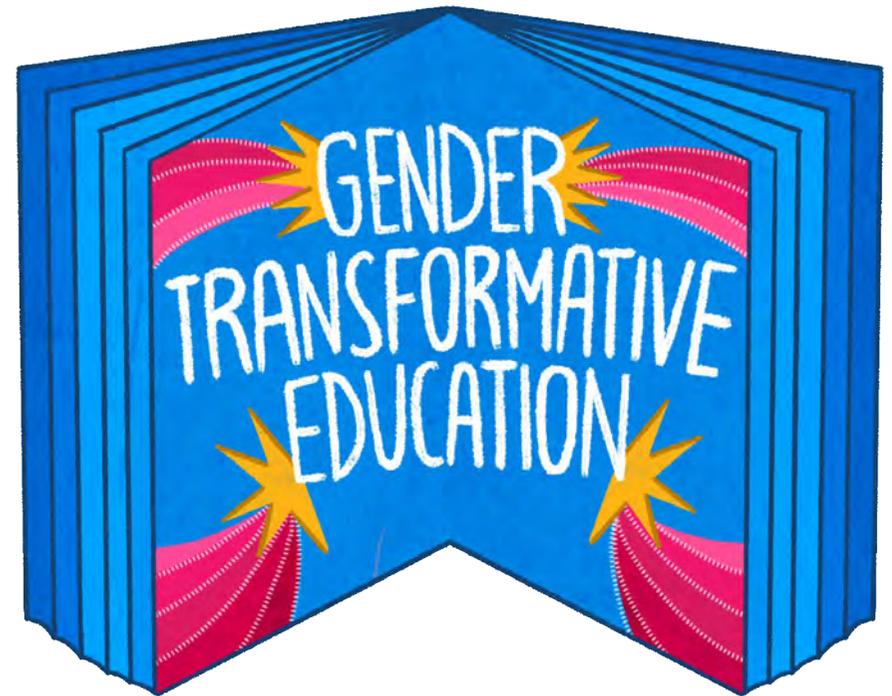
**if this helped every child and young person to explore their talents.**

**imagine**

**what a different world these children would be living in today.**

**imagine**

**the future they would be shaping for a more gender just, climate just and socially just planet.**



# INTRODUCTION

## Education has massive transformational power.

Yet, the potential of education systems to achieve gender equality and equity – and fulfil its promise to all children – has not been fully harnessed in any country.

Huge progress has been made. Over the last quarter of a century, gender parity in education around the world has skyrocketed. Between 1995 and 2018, the percentage of countries with gender parity in education rose from 56 per cent to 65 per cent in primary, from 45 per cent to 51 per cent in lower secondary, and from 13 per cent to 24 per cent in upper secondary education.<sup>6</sup> But parity is only a surface measure.



*Why enforce a barrier to a young person striving to reach their potential? Why would we risk losing out on the contribution a child may make in the future because they do not fit within predetermined gender norms?*

Everyone has the right to an inclusive and equitable quality education. For some, this right is curtailed by socially constructed gender norms and expectations that are as arbitrary as they are discriminatory. First and foremost, we are human.<sup>i</sup> A person's gender should not determine how they are treated, nor the services they can access. Their very humanity should be enough to warrant respect and equal treatment, not to mention social and economic investment.

There is still much to do to improve access to quality learning for all children in all their diversity around the world. And much more to do to address gender norms that permeate education systems and limit opportunities.

**Girls and women are excluded and discriminated against simply because they are girls and women.** They are marginalized within education systems for a number of reasons: prioritization of boys' and men's education in

**In some countries, textbooks deliberately entrench gender norms, depicting women in the kitchen or girls carrying water on their heads and men in the office or as doctors in hospitals.**

households where resources are scarce; a disproportionate burden of domestic responsibilities; early and forced marriage; adolescent pregnancy and early motherhood; and unsafe learning environments, including lack of sanitation facilities for girls<sup>7</sup> or risk of gender-based violence in and around education spaces. Conflict exacerbates vulnerabilities<sup>8</sup> – teenage pregnancy can increase by as much as 65 per cent during an emergency<sup>9</sup> and some 54 per cent of the world’s out-of-school girls are in crisis-affected countries.<sup>10</sup>

**Boys and men are affected by gender norms too, restricted by harmful norms of masculinity.** Early in adolescence, boys may start to face expectations to become income-earners or join armed groups, for example. Or they may conform to social norms that lead to disengagement from school and perpetuation of violence against girls.<sup>11</sup> Finding ways to breakdown that patriarchal grip is every bit as beneficial to boys as girls.<sup>i</sup> When it comes to teaching and learning positive gender norms, if we leave boys behind, then the problem becomes greater.<sup>i</sup>

Gender norms reinforce stereotypes of what children and young people are expected to become – and how they are expected to behave and define themselves.

**Children and young people who do not identify themselves within the confines of traditional gender and sexual**

*Research shows that verbal and physical spaces in school are gendered, such as boys tending to take charge of the playground, supported by teachers. Girls and LGBTQI children can struggle to navigate these spaces. They are often expected to be in the background, not engaging in play or sport or leadership positions.<sup>12</sup>*

**orientation norms** face the difficult and sometimes distressing task of fitting in. Gender norms and power relations limit – and try to shape – children and young people before they have had a chance to explore their unique gifts, abilities and preferences that often do not fit within traditional gender norms.

Moreover, forms of discrimination often intersect. Most people who experience one inequality experience injustice and exclusion on multiple fronts: poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation. This intersectionality intensifies injustice and amplifies vulnerabilities.<sup>13</sup> Marginalization and discrimination – and the exclusion and vulnerability

**In some countries, adolescent girls who have had children are not allowed to go to school, but adolescent boys who are fathers are allowed to continue their education.<sup>14</sup>**

they breed – will continue in an intergenerational cycle if action is not taken. Indeed, **without a deeper focus on transformative change to the way we educate, the gains mentioned above are easily reversible.** As the COVID-19 crisis has shown us, progress is fragile. And the encroaching threat of climate change threatens to exacerbate inequalities everywhere, including in education.

Gender norms are extremely challenging to address because they are entrenched in every aspect of society. Indeed, education systems themselves can often reflect and perpetuate prevailing harmful gender norms and power relations in teaching practices, curricula, and textbooks.

**But the potential of education is irrefutable.** Some of the most important influences on children and young people are in educational spaces. Outside the home, the school is at the heart of socialization and a space in which young people are exposed to role models. It is where children

learn about the world, their interests, and their capabilities. Education can reinforce existing norms or challenge and transform them, not just for children, but for their parents, communities, and nations. After all, children go home after school and talk about what they learn.<sup>i</sup>

To unlock this potential, we need education systems to become **'gender transformative'**. This needs to start right from early childhood when ideas about gender identity and expression start forming.

Gender Transformative Education is about inclusive, equitable, quality education (SDG 4, particularly target 4.7) and nurturing an environment of gender justice for children, adolescents and young people in all their diversity (SDG 5, particularly target 5.1). Gender Transformative Education would remove barriers to education and boost progress towards important social shifts, such as the reduction of gender-based violence and early marriage, increased participation of women in the labour market, the promotion of gender equality, and women's and girls' leadership in decision-making roles.

Gender Transformative Education makes sense for children and young people in all their diversity, as well as for communities and economies. **Educating girls to the same level as boys could benefit developing countries to the tune of at**

*A study of sexuality and HIV education programmes from high-, middle- and low-income countries showed that programmes that addressed gender or power were five times more likely to be effective than those that did not. Fully 80 per cent of them were associated with a significantly lower rate of STIs or unintended pregnancies.<sup>17</sup>*

least \$112 billion a year.<sup>15</sup> As well as this, advancing gender equality could contribute \$12 trillion to global growth.<sup>16</sup>

In other words, prioritizing gender equality in and through education has the potential to transform societies and bring about gender justice, climate justice, economic justice and social justice.

Current approaches to gender equality by the education community have brought us forward. **Gender-sensitive education** acknowledges existing differences between genders. **Gender-responsive education** goes a step further, actively exploring ways to address inequalities and reduce harmful gender norms and practices. Both approaches offer essential tools in education, but they work within

the existing system; they treat the symptoms. Gender norms and power relations must be dismantled to make any real difference to the opportunities for all children and young people in all their diversity. **Gender Transformative Education** completely transforms education systems by uprooting inequalities.<sup>i</sup>

**This is calling for nothing less than a fundamental reset of how we approach education.**



# WHAT IS GENDER TRANSFORMATIVE EDUCATION?

Gender Transformative Education seeks to utilize all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression.

Gender Transformative Education moves beyond simply improving access to education for girls and women towards equipping and empowering stakeholders – students, teachers, communities and policy makers – to examine, challenge, and change harmful gender norms and imbalances of power that advantage boys and men over girls, women and persons of other genders.

So, with a gender transformative approach, education systems are equitable, inclusive and do no harm. In these systems, everyone is safe<sup>1</sup> and on a level playing field;



boys are not favoured above girls, nor are girls pulled out of school to work in the home. Children and young people who do not identify with the traditional gender binary are not discriminated against. Children and young people are free to challenge norms without thinking twice. They are respected and learn how to respect difference, diversity and each other. They can aspire to the best educational outcomes, regardless of their gender. Gender Transformative Education opens up their life choices and opportunities, leading to health, social and political participation, and job opportunities and employment.

Note the emphasis on systems, not just schools: policy, administration, data collection and communities. Moreover, this approach tackles all levels of education and all ways in which children and young people learn:



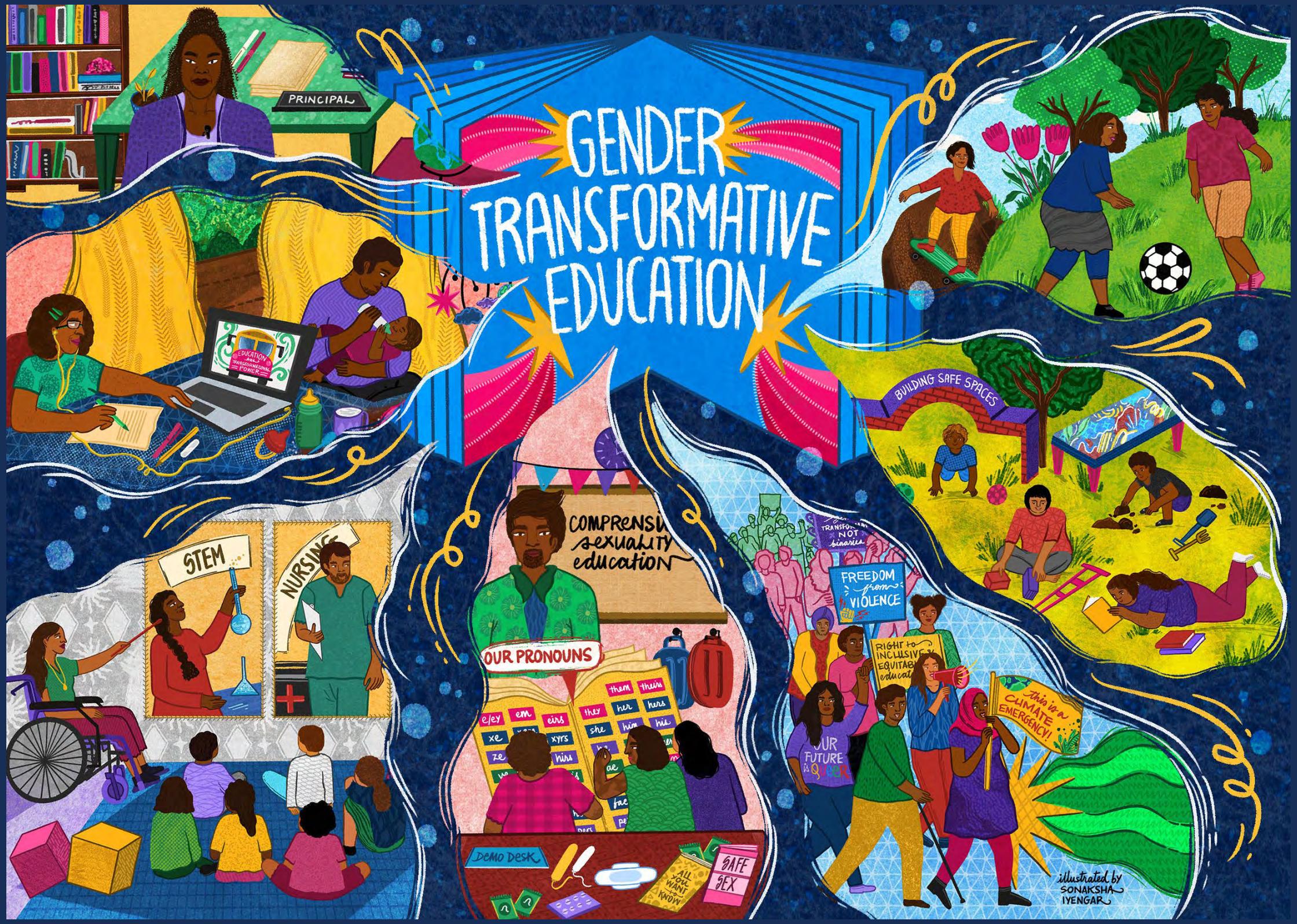
early learning centres, schools, universities and college, online classrooms, and vocational education centres. It also includes multiple and flexible pathways for marginalized children and young people with limited options, such as adolescent girls who have left school due to pregnancy, but still want to learn. The specific arena is not important; education is. **Gender Transformative Education applies in all contexts by unlocking the true potential of children in all their diversity.**

And while educational settings are critical sites for Gender Transformative Education, they cannot shift gender norms and power relations independently.

Addressing the social structures that cause

discrimination and inequality means going beyond the classroom, into communities in which children live.<sup>i</sup> We need to broaden perceptions.<sup>i</sup> Gender is a social construct that individuals and institutions can reimagine. If they do, they have the potential to be transformative.

# GENDER TRANSFORMATIVE EDUCATION



illustrated by  
SONAKSHA  
IVENGAR

# HOW CAN WE MAKE PROGRESS TOWARDS GENDER TRANSFORMATIVE EDUCATION?

## BY ACTING INTENTIONALLY.

There are no approximations, there is no lip service, there is no tokenism. Gender Transformative Education requires strategies and programmes that intentionally challenge inequalities in gender roles and power dynamics both in the education system and in communities. Given the complex causes of gender inequality, multi-sectoral approaches that work at all levels with all stakeholders will have the greatest impact. We need to ask: what are the things that affect children and young people because of gender? How can we address them? What intersectionalities are at play?

Gender Transformative Education can be achieved through an array of actions at all levels. Even small-scale efforts right now can open spaces for dialogue and participation and provide opportunities to address power relations. The important thing is that our intention is sustained. The following points offer robust ideas and strategies for stakeholders to pursue:



# 1. TRANSFORM POLICIES AND POLITICAL ENGAGEMENT

Power structures need leadership from the top in order to transform. **Political leaders** – ministers, parliamentarians, civil servants and heads of government – must make commitments to Gender Transformative Education – and be held accountable for progress. This starts with increasing **investment in evidence-based approaches and solutions** that have gender equality and inclusive education as a primary objective in formal and non-formal education. Leaders need to **put gender equality at the heart of education sector plans, budgets and policies**. This could start with the Gender-responsive education sector planning (GRESP) approach, which includes allocating public education budgets to benefit the most marginalized children and prioritizing the areas in the country with the largest gender gaps from pre-primary to secondary, with low numbers of female teachers and high prevalence of gender-based violence in communities. Finally, leaders themselves must champion leadership roles across education systems for people who are marginalized because of gender norms.



## GRESP: MAKING A COUNTRY'S EDUCATION BLUEPRINT TRANSFORMATIVE<sup>18</sup>

Gender-responsive education sector planning (GRESP) is the tool for embedding gender equality into a country's education sector plan. GRESP guides Ministries of Education and partners to identify gender barriers within education systems and put strategies and policies in place to address them – in the classroom, teacher education and practice, curriculum and materials development, and leadership and administration. To date, UNGEI and partners including ANCEFA, AU/CIEFFA, FAWE, the Global Partnership for Education (GPE), IIEP-UNESCO, Plan International and UNICEF have led national and regional GRESP workshops for education stakeholders in 28 countries across Africa and Asia. Participants learn how GRESP is applied, to transform national systems at all stages of planning.

## 2. TRANSFORM PEDAGOGY

Teachers are the cornerstone of an education system. Their very role as educators marks them out as change agents and role models for children. For them to make the most of these roles, schools need:

- Teacher training on how to actively **promote gender equality in their teaching practices**. Teachers need to be able to examine their own gender biases, and identify and **challenge inequalities in the classroom**. Rather than accepting a learning environment that reflects discrimination in the wider society, they can foster an environment that challenges it.
- **Reformed curricula**, including gender transformative modules and teaching and learning materials.
- **Teacher-to-teacher peer learning** and exchange mechanisms, through which teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.

### FORUM FOR AFRICAN WOMEN EDUCATIONALISTS, UNICEF, UNESCO AND UN GIRLS' EDUCATION INITIATIVE: GENDER RESPONSIVE PEDAGOGY (GRP)<sup>19</sup>

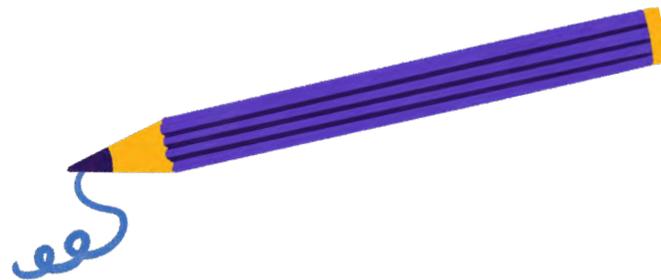
This toolkit targets teachers and all other practitioners who engage with students. The GRP model trains teachers to be more gender aware and equips them with the skills to understand and address the specific learning needs of all genders. It develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community. A practical guide, it can be adapted to any context and is also a useful resource for researchers, school-parent committees and governing bodies, civil society organizations, community leaders and education policy makers.

## NEPAL: CHALLENGING GENDERED MATERIAL IN TEXTBOOKS<sup>20</sup>

Following a review of gender representation in textbooks in 1999, the Government of Nepal initiated a change process. As a starting point, a house style was introduced for the drafting of gender responsive teaching and learning materials, requiring that textbooks represent men and women in a similar way to each other. Gender-biased words such as headmaster, chairman, salesman would be replaced with words such as principal, chairperson and salesperson. To help monitor implementation, a 2007 policy set up a process to review materials every five years and reform them every ten years.

## UGANDA: TEACHERS' ACTION FOR GIRLS (TAG), UGANDA NATIONAL UNION OF TEACHERS<sup>21</sup>

The intensive in-service TAG workshops provide teachers with the knowledge, understanding, skills, and resources to improve girls' experiences at school, and their own efficacy in the classroom, whereby teachers can challenge stereotypes and their own biases. Through the TAG approach, girls' safety and equal opportunity at school is treated as a teacher's professional responsibility. Community awareness is raised at the end of workshops with marches and rallies, led by participants. Some districts have reported that girls are enjoying increased safety and a more positive experience of schooling, with schools reporting increased girls' enrolment.



### 3. TRANSFORM THE SCHOOL ENVIRONMENT

Ultimately, children and young people of all genders need to feel secure in their learning environment – in school and online. This necessitates:

- Adopting a **whole school approach** so that **schools are safe spaces** for all students, whatever their gender identity, gender expression and/or sexual orientation. School regulations and teachers' professional codes of conduct need to include actions to prevent school-related gender-based violence. They should also include identifying and amending gendered rules and practices such as school uniforms (allowing children in all their diversity to wear the uniform that they feel matches their identity) or gendered assignment of school roles and forms of discipline.
- Linking education with **gender-responsive health and protection services**. Tackling complex gender barriers to education requires coordinated investment and interventions across sectors – including water, sanitation and hygiene, child and social protection, gender-based violence, comprehensive sexuality education, and sexual and reproductive health and rights.

- Exposing children and young people to a broad representation of teachers, including **teachers from minority groups** – women, disabled, LGBTQI, minority ethnic or racialized groups – as educators and role models who have a breadth of world views.



#### ZIMBABWE: SRGBV PREVENTION PILOT – A WHOLE SCHOOL APPROACH<sup>22</sup>

(Forum for African Women Educationalists, Miske Witt and Associates International and UNGEI). The pilot focused on identifying and addressing gendered beliefs, attitudes and practices around violence. The findings on integrating the minimum standards were shared in the Education Sector Analysis of Zimbabwe, informing the education sector plan response to school-related gender-based violence in Zimbabwe schools.

### **ARGENTINA: CLASSROOMS FOR PREGNANT/ PARENTING ADOLESCENTS<sup>23</sup>**

Becoming parents or caring for younger siblings is one of the reasons why 1 in 2 adolescents cannot complete secondary school in Argentina. So that they can finish their studies, provincial governments in Argentina are opening 'Maternity Rooms' in secondary schools. Working with trained teachers, they follow the curriculum and have access to resources and space to discuss issues related to early childhood, sexuality and gender norms. Their children – aged between 45 days and two years of age – participate in early childhood development sessions in the Maternity Rooms. This tackles a barrier for girls, while also kick-starting their children's development, helping to break the cycle of inequality.

### **SIERRA LEONE: GLOBAL PROGRAMME TO END CHILD MARRIAGE (UNFPA AND UNICEF)<sup>24</sup>**

This multisectoral programme has taken on board a number of strategies and interventions to prevent child marriage and empower girls and young women. In addition to the essential community engagement communication, the programme empowers adolescents with sexual and reproductive health, life-skills, financial literacy and livelihood skills. In 2019, Sierra Leone developed a road map for implementation of comprehensive sexuality education, which includes integrating CSE into the national curriculum.



## 4. TRANSFORM PARTICIPATION OF CHILDREN AND YOUNG PEOPLE

Listen to the voices of children and young people by including them in decision-making with local government and in communities and securing their participation at the policy-making level. For example, on issues like trafficking, or female genital mutilation. **Children and young people need opportunities to build their skills and confidence** to challenge gender inequality and acts of violence and exploitation when they occur. For girls and young women, this can be extended to create opportunities for vocational training that could lead to active participation in the economy and prevent economic exploitation. For boys and young men, this includes learning that expressions of masculinity do not need to rely on repressing girls and women, and how they can take an equal part in promoting and benefiting from gender equality. Also, with very limited opportunities for children and young people who are marginalized because of gender norms to have their voices heard, dedicated outreach and participation options must be created. All these shifts demand support systems at home and in the community.

### RUPANTARAN IN NEPAL

Rupantaran means ‘transformation’ in Nepali. This programme helps girls to find their voice and to exercise their agency. The core of the training is social and financial skills for adolescent girls. Participants report feeling more confident, well-informed and excited about education at the end of the nine-month course. Crucially, the programme is supported by an adult version, helping to change parents’ and caregivers’ mindsets about girls’ education and facilitate creation of a safe, protective and enabling environment for their adolescent girls. A web-based reporting system is being developed to help adjust the programme as it progresses.

### CHAMPIONS OF CHANGE<sup>25</sup>

Champions of Change for Girls’ Rights and Gender Equality promotes gender equality and social norm change through youth engagement and peer-to-peer mobilization. The programme, developed by Plan International, includes adaptable and adolescent-friendly activities that encourage girls and boys to build their knowledge, attitudes and skills, through separate but interrelated curricula. The journey of change for girls focuses on empowerment, self-esteem, and rights awareness. The boys’ journey focuses on unpacking dominant, harmful and restrictive masculinities, and how boys can support girls’ rights and gender justice for all. The programme is currently active in 41 countries.

## 5. TRANSFORM COMMUNITY LEADERSHIP

Schools are critical arenas for change, but children still have to go home after school. They also learn from people in the home and the village.<sup>1</sup> For any real transformation to occur, communities must take ownership of the process of challenging and transforming harmful and discriminatory gender norms and stereotypes. Grassroots organizations, especially women's and girls' rights organizations, often have the knowledge and understanding of prevailing restrictive norms and practices. They need to be supported with social and behavioural change communication tools and resources to engage parents and community-based structures, including traditional and religious leaders, committees for school management and parent-teacher committees. All of these community institutions have an important role in socializing children to have a critical stance towards harmful and discriminatory gender norms. This is part of lifelong Gender Transformative Education.

### INDIA: SWEEKAR – THE RAINBOW PARENTS

In 2017, some parents of LGBTQI children formed a support group to embrace their children's diverse identities. Over time, the group initiated informal workshops to support other parents in India and the diaspora who were struggling with family acceptance of their children's identities. Sweekar has expanded, now using media engagements, film festivals, acceptance meets and other community events to dispel prejudice against LGBTQI children within their families and other spaces – including schools. As a first and critical step to true inclusion across communities, Sweekar facilitates parents to share their stories of embracing their children's diverse identities in their communities.



## 6. TRANSFORM STAKEHOLDER ENGAGEMENT

Strengthen institutional partnerships between government, civil society, grassroots youth and women's movements and the private sector, and within government, across ministries. **Structural change**, especially at the institutional level, requires bold partnerships to review and reform processes that lead to gender-based exclusion. Action needs to be taken to link **education to labour market** entry points to address gender discrimination, including mentor and role modelling programmes for children and young people. Apart from helping the transition process from school to the workplace, it would expose children and young people to job choices that are not constrained by gender stereotypes.



### NIGERIA: KINDLE AFRICA EMPOWERMENT INITIATIVE

In Makoko, an urban slum community located on the Lagos Lagoon, boys make money by driving boats. But girls are often limited to helping their families with petty trading on the Lagoon. Girls fall pregnant or are married off early, perpetuating the cycle of poverty and disempowerment. In 2016, Kindle Africa recruited traditional leaders, religious leaders and community volunteers, training them in behaviour change techniques so that they could talk to families about the need for girls' education and encourage girls to pursue vocational skills training. This opens up opportunities for girls, exposing them to a wide range of skills, from textile designing to shoe making and hairdressing.

### ZAMBIA GIRLS 2030<sup>26</sup>

Named for the country's Vision 2030, Zambia Girls 2030 helps vulnerable girls transition from primary to secondary, and from secondary to further study or the workplace. It includes: school career and skills clubs (grades 5 to 12), covering sexual and reproductive health, financial literacy and career guidance; district career and skills camps (grades 8 and 9) for girls to work with role models; and an internship programme (grades 10 to 12) for girls to work in a two-week work placement during school holidays. In early 2021, the programme worked in 150 schools with 5,560 girls in school clubs, 256 girls attending career camps and 50 internship placements. The programme is run by the Ministry of General Education with UNICEF and Restless Development.

## 7. TRANSFORM EVIDENCE-GENERATION

Gender Transformative Education strategies and intervention packages must be informed by a nuanced understanding of the gender roles and norms, and underlying power relations specific to the local context. This process requires:

- An **audit of existing interventions for Gender Transformative Education**, to help understand what works, what does not work and how to scale-up workable strategies and intervention packages. This evidence can then be used to advocate for sustained investment.
- A shift in **how we view and measure progress**. This will require moving beyond assessment of learning outcomes and current measures of gender equality to measuring changes in gender norms and attitudes in schools and the community. For example, monitoring changes in girls' individual agency or tracking community perceptions around the acceptability of gender-based violence, not just reporting on literacy rates.
- **Leaders within education systems to be equipped to apply gender analysis**, and to understand and unpack gender inequality and how it manifests in the education system.

### DEMOCRATIC REPUBLIC OF THE CONGO: MOBILIZING POLICY MAKERS WITH EVIDENCE

A 2020 UNICEF study found that 7 out of 10 students aged 12-18 years suffered verbal or psychological violence at school or online. Four out of 10 students were subject to physical violence and 3 out of 10 were victims of sexual violence. The Government used this study to inform a roadmap to address violence, including gender-based violence, in schools. Furthermore, the Government, with support from UNICEF and UNFPA, established a multi-sectoral technical committee with key ministries to coordinate and monitor implementation. As a starting point, government departments organized prevention campaigns in schools during a designated 16 days of activism.

### CHANGING MEASUREMENTS OF GENDER EQUALITY<sup>27</sup>

Accountability for Gender Equality in Education (AGEE) is working to develop indicator frameworks that look beyond parity in numbers and try to measure gender equality more broadly, both in and through education, for use at the national and international levels.

# ACTION STARTS NOW

Harnessing the transformative power of education to achieve gender equality and increase social justice is more urgent now than ever. Building back better from the global pandemic demands us to optimize the gifts and talents of all children and young people – and to ensure none are left behind. Building back better means building back equal.

Implementation of Gender Transformative Education is a gradual and complex journey – and it needs to start now. **Everyone is a changemaker** and all stakeholders need to commit to using this paper and other resources to start a Gender Transformative Education journey. Governments, communities, schools, donors and other partners must start by committing to change; committing to positively transform the lives of all children and young people.

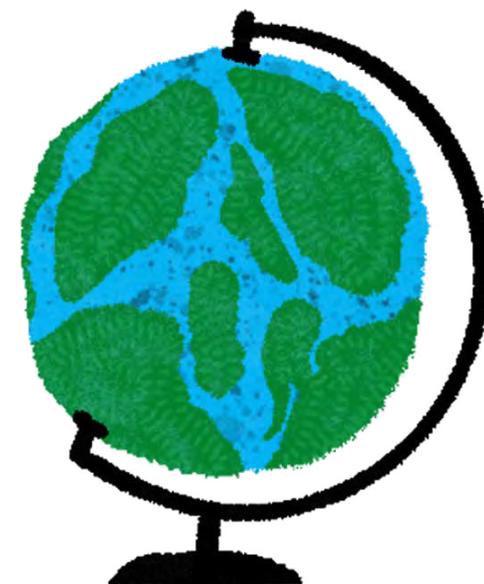
Together, we must **break down barriers**, dismantle harmful norms, challenge power relations and systems of oppression and **build up norms** that are based on equality, respect and inclusion – so that children and young people find steps to climb, not hurdles to jump.

**Declare your intention to make transformative change; to reimagine education for a more just and inclusive world.**



## Endnotes

- i* Youth consultations on Gender Transformative Education, 23 and 24 August 2021
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ISBN: 978-92-806-5320-5

December 2021