

# Annual Report on Implementation of GPE Gender Equality Strategy

APRIL 2018



GLOBAL  
PARTNERSHIP  
*for* EDUCATION

## EXECUTIVE SUMMARY

This report documents progress on implementation of the *Gender Equality Policy and Strategy (2016-2020)*, approved by the Board in June 2016. The report builds on the presentation made to the Strategic and Impact Committee (SIC) meeting held in Washington, D.C., May 11-12, 2018, which outlined progress on the gender equality action plan for FY18 and gave an overview of the FY19 action plan and key deliverables.

It highlights key gender results from the *GPE Results Report 2017*, which show that 14 countries remain below the threshold gender parity index (GPI) rate of 0.88 for both primary and lower secondary completion. These countries are among the poorest and most conflict-affected in the world, indicating that a more intersectional approach and concentrated level of effort is needed to support these countries to accelerate progress and ensure no girl is left behind. The report also notes several countries where fewer boys than girls are completing basic education, highlighting an emerging issue that will require context-specific solutions and tailored strategies to address gender-based barriers and needs.

The report reviews the implementation progress on the *Gender Equality Strategy* and finds that, despite a lag in recruitment of a senior gender equality specialist (appointed November 2017), implementation is ongoing and largely on track for all output areas, though many activities for output area 1, *Mainstreaming gender equality into GPE operations and frameworks*, have been rephased to FY19. More specifically:

- For **output area 1**, *Mainstreaming gender equality into GPE operations and frameworks*, many activities have been rephased to FY19. Terms of reference will be drafted for contracting a supplier to undertake a consultative review of GPE's operational model and processes, and the frameworks and other documents used to implement them.
- For **output area 2**, *Strengthening capacity of Secretariat, Board and committees to lead on gender equality*, work commenced with the integration of gender responsibilities into the terms of reference for Board and committee members. A self-assessment of gender-responsive competencies and capacities of the Board and committees was conducted through a questionnaire designed and circulated in December 2017, and the results compiled and analyzed. While response rates were low, the findings highlight the need for more extensive communication about the importance of gender responsiveness across the partnership. A comparable questionnaire designed for Secretariat staff is in the pipeline; the findings will be

analyzed and cross-compared with those from the Board and committee members, and used to inform development of training and other capacity development opportunities.

- Particularly strong progress has been made under **output area 3**, *Building capacity for gender-responsive sector analysis, planning and implementation*, with all planned deliverables scheduled achieved. Three regional workshops conducted with strategic partner United Nations Girls' Education Initiative (UNGEI) have contributed to strengthened awareness of gender-responsive sector planning of developing country partners (DCPs) in the East and southern Africa, West and Central Africa, and South Asia regions.
- Under **output area 4**, *Coordinating across sectors to advance gender equality in education*, a significant publication, *Child and Adolescent Health and Development: Optimizing Education Outcomes; High-Return Investments in School Health for Increased Participation and Learning*, was produced in collaboration with the World Bank, to help shape continuing work to foster strengthened integration of strategic health investments in education sector plans (ESPs) for improved education outcomes using the school as an effective platform. In addition, a stocktake of education-related health components in 67 ESPs and 43 education sector plan implementation grants (ESPIGs) was undertaken; it shows that 52 countries have some form of health activities in their ESP, which, if more fully integrated, have the potential to further leverage education impacts. A related factsheet and infographic are under development. Two regional workshops held in collaboration with the World Bank and Sightsavers have supported DCPs in the Southeast Asia and African regions to strengthen integration of comprehensive cross-sectoral health and nutrition strategies into ESPs.
- Under **output area 5**, *Monitoring and reporting on gender equality results*, a new stocktake of gender equality in education sector analyses (ESAs), ESPs and ESPIGs across the partnership is revealing how gender equality is reflected not only at the service delivery level but also throughout the system, including in teacher preparation and pedagogy, curriculum and materials, institutions, management and leadership. The Secretariat plans to launch a short "Status of Adolescent Girls Education in the Partnership" factsheet in 2019, based on the 2017 results report findings and the stocktake.
- Under **output area 6**, *Supporting knowledge production, exchange and management on gender equality*, the gender theme of the new knowledge and innovation exchange (KIX) mechanism will provide a vehicle for further leveraging gender equality, through production of global goods where clear needs are identified, including through better data, research and peer learning. Many other high-quality analytical studies produced this year in collaboration

with the World Bank, with funding from the partnership's Global and Regional Activities (GRA) program, have provided valuable evidence on key barriers, including child marriage and legal frameworks for ending violence against women and girls to inform advocacy and planning.

The report also sets out an indicative work plan for FY19, based on available funding and staffing.

## **1. Introduction**

GPE 2020, the partnership's strategy for the period between 2015 and 2020, adopts ambitious goals for achieving gender equality in education, with targets and milestones established in the related GPE 2020 results framework. To support achievement of these goals, the Board adopted a *Gender Equality Strategy and Action Plan* in June 2016, following a rigorous institutional analysis. The *Gender Equality Strategy* lays out six main output areas, closely aligned to the achievement of GPE 2020, for ensuring achievement of GPE 2020 gender equality goals.

This report reviews the partnership's progress toward the achievement of gender equality. To do so, it first reviews GPE 2020 results against milestones set for 2017. It also provides an update on each of the six output areas established in the *Gender Equality Strategy*. The report builds on the presentation made to the SIC, meeting in Washington, D.C., May 11-12, 2017, which outlined progress on the gender equality action plan for FY17 and gave an overview of the FY18 action plan and key deliverables.

## **2. Gender Equality Results in GPE Countries**

Full results on GPE's indicators in the results framework are detailed in the 2017 results report that will be released in June 2018. This section provides a brief interim overview of key results and discusses progress and areas of challenge.

GPE's gender parity indicators 5 and 8 suggest that despite improvements, girls continue to be disadvantaged in terms of school completion and out-of-school incidence. The proportion of DCPs within set thresholds for GPI for primary completion rate (indicator 5) is 66 percent (40 out of 61 DCPs), slightly above the milestone of 65 percent for 2017. The proportion of DCPs with a lower secondary completion rate GPI within the GPE thresholds is 51 percent (34 DCPs), considerably lower than the milestone of 56 percent. Encouragingly, for countries affected by fragility and conflict (FCACs), the milestone was met both for lower secondary and primary education.

A majority of GPE partner countries with a GPI outside of the primary and secondary level thresholds experience inequality that disadvantages girls. At the primary level, 21 countries have a GPI outside the GPE thresholds. In 14 of these countries, the gender gap is in favor of boys; in the 7 other

countries, it favors of girls.<sup>1</sup> In 7 of the 14 countries where girls are disadvantaged in terms of primary education completion, GPE active ESPIGs are supporting girls' education.

At the lower secondary level, 30 countries—about half of all GPE partner countries—have a GPI below or above the GPE recommended range. In 22 of these (about a third of GPE countries), the gender gap is in favor of boys, while in 8 of them (13 percent), it is in favor of girls.<sup>2</sup> Lesotho, Bangladesh and Rwanda have gender disparity disadvantaging boys at both the primary and secondary levels. In 12 of the 22 countries with a gender gap in favor of boys, ESPIGs are supporting girls' education, though none of the countries where boys are disadvantaged have so far prioritized this issue in their ESPIGs.

The combined GPI for both primary and lower secondary completion rates in 2015 sits below 0.88 (gender gap disadvantaging girls) in 14 out of 61 GPE partner countries,<sup>3</sup> as detailed in Figure 1. Half of these countries are in West and Central Africa, with three of them affected by fragility and conflict. The other seven countries are spread across East and southern Africa (3), Middle East and North Africa (1), South Asia (2), and East Asia–Pacific (1) regions; all are categorized as FCACs apart from Djibouti and Papua New Guinea. As Djibouti hosts a significant number of refugee children from neighboring countries affected by conflict, in a sense it might also be said to be affected by conflict, highlighting links between conflict and gender disparities. Afghanistan, Chad, the Central African Republic and South Sudan, all FCACs, have the lowest GPI for completion rates at both the primary and secondary levels. A further seven countries also fall below 0.88 at the lower secondary level.<sup>4</sup>

While the methodology and rankings are different, of the 14 GPE countries below the GPI threshold for primary completion, seven also overlap with the list of 10 toughest places for a girl to get an education compiled by ONE Campaign.<sup>5</sup> These 14 countries are also clustered among the lowest rankings of the Human Development Index and Gender Inequality Index,<sup>6</sup> indicating links between gender disparities in schooling and poverty, and gender inequality more broadly. Together with links with conflict and crisis highlighted earlier, the evidence points to the need for intersectional approaches in order to address gender disparities in primary and secondary completion, and a focused level of effort to accelerate progress in this group of countries.

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<sup>1</sup> Lesotho, Rwanda, Bangladesh, Senegal, Burundi, Bhutan and Republic of Congo.

<sup>2</sup> Lesotho, Honduras, Nicaragua, Bangladesh, Haiti, Bhutan, Rwanda and Sao Tome and Principe.

<sup>3</sup> Eritrea, Djibouti, Papua New Guinea, Liberia, Pakistan, Côte d'Ivoire, Niger, Guinea, Guinea-Bissau, Yemen, Afghanistan, Chad, the Central African Republic and South Sudan.

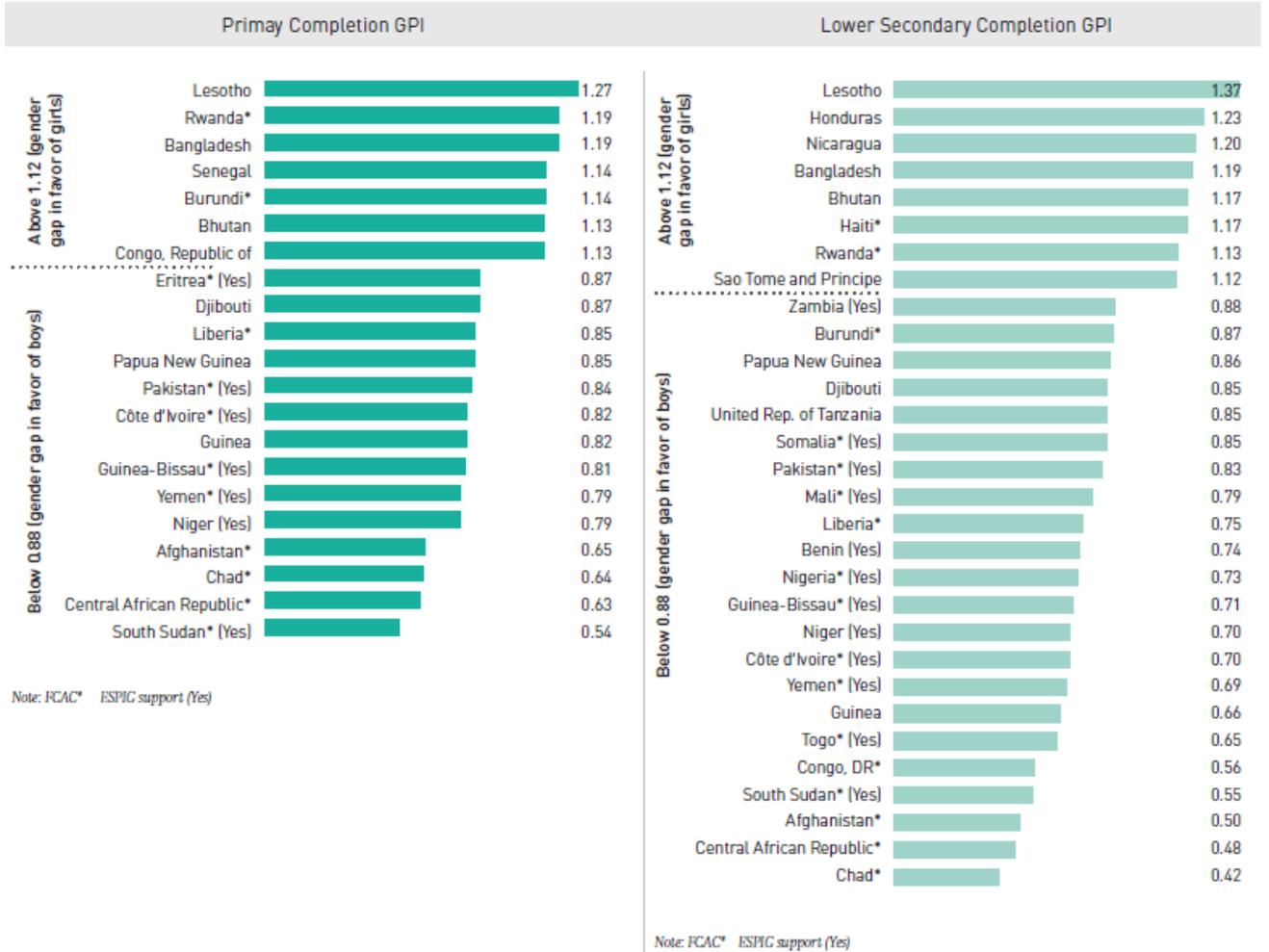
<sup>4</sup> Zambia, Burundi, Somalia, Tanzania, Mali, Nigeria and Togo.

<sup>5</sup> [https://s3.amazonaws.com/one.org/pdfs/IDG\\_2017\\_media\\_briefing\\_en\\_web.pdf](https://s3.amazonaws.com/one.org/pdfs/IDG_2017_media_briefing_en_web.pdf); the seven overlapping countries are South Sudan, the Central African Republic, Niger, Afghanistan, Chad, Guinea and Liberia. Mali, Burkina Faso and Ethiopia are on the ONE campaign list but not among the 14 GPE countries with lowest GPI for primary completion.

<sup>6</sup> <http://hdr.undp.org/en/composite/HDI>; <http://hdr.undp.org/en/composite/GII>.

**Figure 1: In a majority of countries, gender inequality is in favor of boys**

GPE countries with the highest levels of gender inequality in primary (left) and lower secondary completion rates (right), 2015



Source: GPE compilation based on UIS data for 2015.

Note: (YES) = there is an active ESPIG that supports girls' education in the country. \* = FCAC. Some ESPIGs are not coded, either because they are sector-pooled or not active during FY17. Only the countries with a GPI below 0.88 or above 1.12 are included in this figure.

Being out of school is a particular challenge for girls living in GPE DCPs. The GPI for out-of-school rate (indicator 8) at the primary level was 1.30 in 2015, and as in 2016, GPE's milestone of 1.25 for 2017 was not met. The figure is lower for the secondary level (1.08), and met the milestone of 1.09 in 2017. This result is replicated for countries affected by fragility and conflict, with the primary level less favorable against the milestone, but the secondary level exceeding the milestone. These data

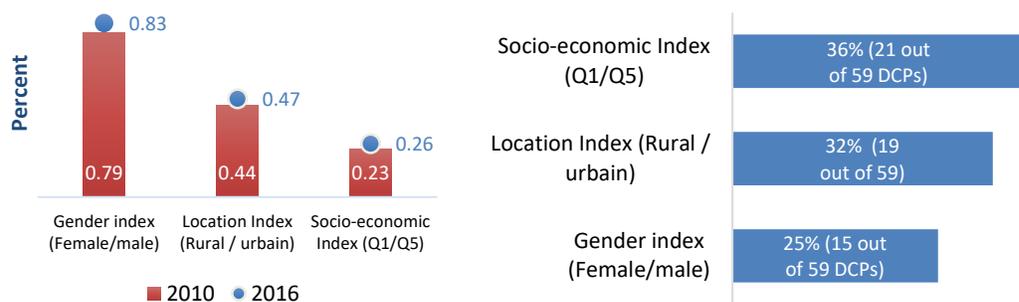
show that girls continue to face a relatively high out-of-school incidence compared to boys especially at the primary level and that little improvement was made between 2014 and 2015.<sup>7</sup>

The extent to which girls are disadvantaged in terms of out-of-school incidence varies across countries. Mongolia, the Central African Republic and Papua New Guinea are among the GPE countries with the largest gender gap in favor of boys at the primary education level. At the secondary level, girls are the most disadvantaged in Albania, Georgia and Yemen. Although girls are disadvantaged overall, in some GPE countries the GPI in out-of-school incidence is in favor of girls. Countries with the most boys out of school at the primary level compared to girls are Republic of Congo (GPI 0.56), Cambodia (GPI 0.57) and Guyana (GPI 0.61).

Regarding equity, indicator 9 captures the proportion of countries that exhibit a more than 10 percent increase in the equity index, which captures three dimensions collectively: gender, location and socioeconomic status. Improvement in the equity index between 2010 and 2016 is mostly driven by improvement in equality with respect to socioeconomic status and location. Figure 2 shows that the gender equity dimension of the equity index had the highest level of achievement but registered the slowest improvement between 2010 and 2016 (5 percent). In contrast, the socioeconomic dimension of the equity index improved by 11 percent between 2010 and 2016, although the level of achievement is the lowest. In addition, 36 percent of GPE countries made progress in equity with respect to socioeconomic status compared to 25 percent for the gender dimension of the equity.

**Figure 2: Equality related to socioeconomic status experienced the strongest improvement between 2010 and 2016**

*Improvement in gender, location and socioeconomic indices 2010-2016 (left) and proportion of countries making progress between 2010 and 2016 by dimension of the equity index (right)*



Source: GPE compilations based on UIS and UNESCO WIDE.

Note: A total of 59 DCPs (27 FCACs) are included in the calculation of the equity index.

<sup>7</sup> Girls experience a higher out-of-school incidence compared to boys especially at the primary level in developing countries in general. UIS data show that in developing countries, the gender parity in out-of-school rates improved from 1.31 to 1.27 at the primary level and from 1.18 to 1.02 at the lower secondary level between 2005 and 2015.

Based on these results, GPE 2020 and Sustainable Development Goal (SDG) 4 targets for gender equality will be challenging to achieve in around a quarter of GPE countries, especially those affected by conflict and crisis. A key implication for the Global Partnership for Education is that moving the needle on gender equality in the subset of countries where disparities in numbers are most acute for girls at primary and secondary levels will require a more concentrated level of effort. The data collectively underscore the importance of deepening global understanding of and attention to the issues while tailoring solutions to address specific country contexts through GPE's grant instruments.

While still smaller in numeric terms, an emerging issue is the increasing number of countries where fewer boys are completing primary and secondary school than girls, and where out-of-school rates are higher for boys than girls. Context-specific solutions will be essential to tailor strategies to gender-based barriers and needs.

### **3. Gender Equality Strategy Implementation Progress**

Gender equality is a core principle of GPE 2020 and central to its work. This principle is further elaborated in GPE's *Gender Equality Policy and Strategy*, which was approved by the Board in June 2016. The policy marks a strategic shift from a narrow focus on girls' education and gender parity in numbers, to a more ambitious goal to achieve gender equality not only in but also through education. This goal not only supports SDG 4 for education but also links with SDG 5, *Achieving gender equality*. The policy focuses not only on downstream service delivery but also on upstream reforms needed to ensure that the education system as a whole responds to the different needs and capabilities of girls, boys, women and men involved in the education system, and delivers equitable outcomes for all. This means looking at all levels in the system, including curriculum and materials, teacher preparation, practice and pedagogy, institutional arrangements and management structures, as well as social and cultural factors that hold different groups back.

GPE's *Gender Equality Strategy* identifies six output areas to support the achievement of GPE 2020 gender equality goals. Despite a lag in recruitment of a senior gender equality specialist (appointed to the Secretariat in November 2017), implementation is ongoing and largely on track for all output areas, though activities for output area 1 have been rephased to FY19.

#### **Output Area 1: Mainstreaming gender equality into GPE operations and frameworks**

Status: Activities rephased to FY19

As the Secretariat is undergoing restructuring and review of Quality Assurance and Review processes, activities under this output area have been deferred until early FY19. Terms of reference will be drafted for contracting a supplier to undertake a consultative review of GPE's operational processes, and the frameworks and other documents used to implement them from a gender lens. Taking into account the World Bank's new Gender Tag system currently being rolled out and what other GPE partners are doing in this area, the work will include reviewing indicators, guidelines, standards and other guidance documents, as well as human resources processes, terms of reference and results agreements for Secretariat staff. Based on the consultations and findings of the review, the contractor will make recommendations for consideration by the SIC on how gender equality considerations can be more fully integrated into the way the partnership works, and become an integral part of the work of all of the Secretariat, Board and committees.

## **Output Area 2: Strengthening capacity of Secretariat, Board and committees to lead on gender equality**

Status: Ongoing, on track

Work under this output area commenced with responsibilities to lead on gender mainstreamed into the terms of reference for Board and committee members. As a second step, a self-assessment of gender-responsive competencies and capacities of the Board and committees was conducted through a questionnaire designed and circulated in December 2017, and the results compiled and analyzed. A comparable questionnaire designed for Secretariat staff has been circulated; the findings will be analyzed and cross-compared with those from the Board and committee members.

Board and committee response rates to the self-assessment were low (18 replies received out of 78 members, equal numbers of men and women respondents), making it difficult to draw generalizable conclusions.<sup>8</sup> Within the sample returned, the majority of respondents (13) reported a high awareness of the *Gender Equality Policy and Strategy*, with five reporting some familiarity with the document, though not in detail. More respondents have practical knowledge on gender rather than formal training, though eight respondents reported taking formal training within the last five years. Eleven respondents reported having *a working knowledge of gender equality (principles, key terms, main issues, methods of enquiry and analysis, approaches and options) and [that they] apply it in [their] day to day work*, while six selected that they had fair knowledge, with one other responder reporting that they had limited knowledge. The questionnaire respondents rated all gender-related efforts as moderately effective, apart from monitoring and evaluation efforts, which they rated highly

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<sup>8</sup> See Annex 1 for summarized item analysis. A limitation is that there may be a level of inherent bias, in that those who are interested in gender issues would be more likely to respond to the questionnaire and report positively on their level of knowledge, skills and training.

effective. There is a perception that the Board Chair and committee chairs are taking a strategic leadership role in advocacy for gender equality. Regarding capacity development needs, the demand for practical tools and face-to-face training is higher than for online training, factsheets, briefings and checklists, with only four respondents preferring technical/academic papers.

Though limited, these findings highlight the need for more extensive communication about the importance of gender responsiveness across the partnership and they will be used to inform development of training and other capacity development opportunities for Board and committee members. The Secretariat is exploring an ancillary agreement with UNESCO-IIEP to design and deliver an online modular course for Secretariat staff, Board and committee members more precisely tailored to learning needs once the results of the Secretariat staff have been collected and analyzed.

### **Output Area 3: Building capacity for gender-responsive sector analysis, planning and implementation**

Status: Ongoing, on track

Following on from the initial workshop held in Tanzania in March 2017, rollout of the GPE-UNGEI “Guidance for developing gender-responsive education sector plans”<sup>9</sup> is continuing, with the guidelines now available in French, Portuguese and Spanish as well as English. GPE and UNGEI, with extensive support from the UNICEF regional office for South Asia, conducted a second workshop in Kathmandu, Nepal, in October 2017 for five South Asian countries—namely, Nepal, Afghanistan, Bhutan, Bangladesh, the Maldives and Pakistan (Balochistan, Punjab and Sindh provinces). The workshop built on lessons learned from the initial pilot, and focused more specifically on the region and countries, including an opening regional overview on gender and education and the preparation of country profiles for each of the participating countries; integration of more gender analysis tools and resources; inclusion of participating countries’ ESPs; and new sessions on ESP appraisal and reflection, institutional capacity and influencing tactics.

As planned, a third regional workshop will be conducted in Lomé, Togo, in May 2018 by GPE and UNGEI, with support of GPE partners UNICEF West and Central Africa regional and country offices, UNESCO-IIEP (Paris, Pôle de Dakar), Plan International, African Union International Centre for Girls’ and Women’s Education in Africa (AU/CIEFFA) and Forum for African Women Educationalists (FAWE). Seven West and Central African countries will participate: Togo, Cameroon, the Central African Republic, Guinea and Mali (which all have education sector plan

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<sup>9</sup> <https://www.globalpartnership.org/content/guidance-developing-gender-responsive-education-sector-plans>.

development grants in the application pipeline for next quarter), as well as Sierra Leone and Liberia. Specifically, the workshop will contribute to the following:

1. Improved understanding of gender analysis and its role in effective sector planning
2. Increased capacity to apply a gender lens to education policy and planning
3. Increased commitment to use leadership opportunities to advance gender equality in education

Participating country delegations will designate mixed teams representing different constituencies in the education sector planning process, including Ministry of Education staff responsible for education sector planning and gender equality in education, representatives from another relevant ministry that works closely with the education ministry on education sector planning (for example, a ministry of gender, or of finance), and representatives from the coordinating agency of the local education group (LEG) and a civil society organization active in the LEG. Gender profiles of participating countries are being prepared as an additional resource, which can be replicated for future workshops and purposes.

Discussions are under way with UNESCO-IIEP, AU/CIEFFA and FAWE on how to build a sustainable approach to gender-responsive education sector planning, through supporting the development of a cadre of regional trainers with sector planning and gender expertise and facilitation skills for delivering the training. Options for strengthening in-country follow-up after the workshop by GPE partners are also being explored. GPE is deeply grateful to strategic partner UNGEI for their technical leadership on this activity, and all other partners who have engaged in this activity for their valuable contributions and support.

#### **Output Area 4: Coordinating across sectors to advance gender equality in education**

Status: Ongoing, on track

This output area is intended to reinforce GPE's efforts to ensure that synergies between education and other sectors are utilized to reinforce strong gender equality outcomes across the partnership. In particular, school health activities help to realize education policy goals in gender equality, equity, quality, relevance and efficiency in education, especially for adolescent girls, though GPE's cross-sectoral work with other sectors besides health, including ministries of social welfare, women's affairs, and gender, which deal with issues such as gender-based violence.

Among the outputs achieved is a collaboration between GPE and the World Bank for the publication of *Optimizing Education Outcomes; High-Return Investments in School Health for Increased*

*Participation and Learning*<sup>10</sup>— which draws on the most relevant evidence and analysis for education sector planners and other stakeholders from Volume 8 (*Child and Adolescent Health and Development*) of the third edition of *Disease Control Priorities (DCP3)*. With a foreword by GPE Board Chair Julia Gillard, the volume sets out packages of strategic investments for school-age children and adolescents, especially girls, based on evidence and costings analyses, using the school as an effective platform. GPE CEO Alice Albright is also collaborating with volume lead author Don Bundy, professor at the London School of Hygiene and Tropical Medicine and health adviser for the Children’s Investment Fund Foundation, on a comment in the *Lancet* to further raise awareness of the strategic value of leveraging education outcomes through targeted health interventions, and vice versa.

In addition, a stocktake of education-related health components in 67 ESPs and 43 ESPIGs was undertaken. The stocktake shows that 52 countries have some form of health activities in their ESP, which, if more fully integrated, have the potential to further leverage education impacts. This report will be published in FY19, and a related factsheet and infographic are under development.

Two regional workshops supporting developing country partners to strengthen integration of comprehensive cross-sectoral health and nutrition strategies into ESPs were held in collaboration with the World Bank and Sightsavers, one in Bangkok in February 2018 for ministries of education and health in the East Asia–Pacific region, and a second in Addis Ababa in April 2018 for 11 African countries.<sup>11</sup> Drawing on lessons learned from the Bangkok workshop and the *DCP3* volume, the emphasis going forward is on dissemination of the *DCP3* volume, and linking the packages outlined in *DCP3* into education sector plans with an emphasis on adolescent girls. The Addis Ababa workshop provided a space for sharing learning and experiences of how education ministries are already collaborating with the health sector to strengthen education results, and exploring pathways for more holistic, cost-effective approaches that have impact and particularly address barriers faced by girls.

## **Output Area 5: Monitoring and reporting on gender equality results**

Status: Ongoing, on track

A new stocktake of gender equality in ESAs, ESPs and ESPIGs across the partnership has been initiated. It builds on the earlier stocktake of girls’ education launched in 2017, and looks more broadly at how gender equality is reflected not only at the service delivery level but also throughout the system, including in teacher preparation and pedagogy, curriculum and materials, institutions, management and leadership. It will also consider how the legal, social, cultural, economic,

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<sup>10</sup> <http://dcp-3.org/resources/child-and-adolescent-health-and-development-optimizing-education-outcomes>.

<sup>11</sup> Ethiopia, Tanzania (with Zanzibar), Zambia, Malawi, Uganda, Kenya, Gambia, Ghana, Liberia and Senegal.

institutional and political factors that hold girls back are being reflected in education sector analysis and planning, in line with the broader remit of the *Gender Equality Policy*.

An updated policy brief on gender equality will capture the key findings of the stocktake and showcase examples of good practices identified.

Analytical inputs into the relevant gender-related sections of the annual results report have been provided, key elements of which are also captured in this annual report on the *Gender Equality Strategy*.

The Secretariat also plans to launch a short “Status of Adolescent Girls Education in the Partnership” factsheet in 2019 based on the results report findings and the stocktake.

### **Output Area 6: Supporting knowledge production, exchange and management on gender equality**

Status: Ongoing, on track

In addition to the *Child and Adolescent Health and Development: Optimizing Education Outcomes; High-Return Investments in School Health for Increased Participation and Learning* volume detailed above, many other high-quality analytical studies have been produced this year in collaboration with the World Bank, with funding from GPE’s GRA program. They include *Ending Violence against Women and Girls: Global and Regional Trends in Women’s Legal Protection against Domestic Violence and Sexual Harassment* (revised March 2018), authored by Paula Tavares and Quentin Wodon,<sup>12</sup> which documents global trends in legal protection for women against domestic violence and sexual harassment, which can act as a key barrier to girls’ participation in education and safety in and on the way to and from school. The document provides valuable evidence on key barriers to inform the upcoming workshops on gender-responsive education sector planning, and for advocacy and planning more broadly.

In addition, GPE has worked with the World Bank on a study on child marriage in West and Central Africa<sup>13</sup> designed to inform evidence-based advocacy ahead of the 2017 high-level meeting on ending child marriage in those regions, where child marriage rates reach as high as 68 percent in the Central African Republic,<sup>14</sup> and are a strong contributing factor to girls missing out on school.<sup>15</sup>

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<sup>12</sup> <http://pubdocs.worldbank.org/en/679221517425064052/EndingViolenceAgainstWomenandGirls-GBVLaws-Feb2018.pdf>

<sup>13</sup> Quentin T. Wodon, Chata Male, Adenike Opeoluwa Onagoruwa, and Ali Yedan (2017), *Girls’ Education and Child Marriage in West and Central Africa: Key Findings Ahead of the October 2017 High-Level Meeting on Ending Child Marriage in West and Central Africa* (French) (Washington, DC: World Bank Group). <http://documents.worldbank.org/curated/en/452031513334486331/Girls-education-and-child-marriage-in-West-and-Central-Africa-key-findings-ahead-of-the-October-2017-high-level-meeting-on-ending-child-marriage-in-West-and-Central-Africa>.

<sup>14</sup> <https://data.unicef.org/topic/child-protection/child-marriage/>.

<sup>15</sup> Related GPE-WB collaborative publications include:

<http://documents.worldbank.org/curated/en/840361498512863167/Child-health-and-nutrition-brief>

The new KIX mechanism has been initiated, and, for the gender equality thematic area, the University College London Institute of Education is being contracted to develop the discussion paper for broad consultation among leading technical experts, Board and committee members and GPE partners. The focus will be on identifying the gaps in global goods where GPE has a comparative advantage and should strategically invest.

#### **4. Implementation Challenges and Opportunities**

The broad scope of the *Gender Equality Policy and Strategy* commitments continues to place significant demands on the Secretariat. A senior gender equality specialist joined the Secretariat in November 2017 and has recruited additional short-term consultant (STC) support to accelerate progress on the strategy. The launch of the KIX funding mechanism and learning exchange also promises to anchor stronger outputs and outcomes.

However, as this report has shown, it has proven difficult to assess Board and committee capacities in the areas of gender equality. There may also be an opportunity to engage the expertise of the wider partnership. As one possible option, the Secretariat is presently exploring the establishment of a GPE Gender Reference Network and seeks input from the Strategy and Impact Committee on this idea.

#### **5. Indicative Work Plan FY19**

During FY19, several activities are planned, taking into account anticipated financial and human resource capacity, and pending approval of the Secretariat's budget and work plan by the Board in June 2018. Delivery of the outputs is envisaged through a combination of staff, STCs and agreements/contracts with multilateral agencies and private contractors, funded through variable budget, foundations' contributions and the KIX fund.

- *Output Area 1: Mainstreaming gender equality into GPE operations and frameworks*
  - Consultative review of GPE's operational model and processes, and the frameworks and other documents used to implement them, and recommendations for consideration by the SIC on how gender equality considerations can be more fully integrated into the way the partnership works

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<http://documents.worldbank.org/curated/en/312761498512784050/Work-earnings-and-household-welfare-brief>  
<http://documents.worldbank.org/curated/en/794581498512672050/Womens-health-brief>  
<http://documents.worldbank.org/curated/en/232721498512588551/Womens-decision-making-and-selected-other-impacts-brief>  
<http://documents.worldbank.org/curated/en/454581498512494655/Global-synthesis-brief>  
<http://documents.worldbank.org/curated/en/295491498512413125/Educational-attainment-brief>  
<http://documents.worldbank.org/curated/en/957871498512174172/Fertility-and-population-growth-brief>  
<http://documents.worldbank.org/curated/en/530891498511398503/Economic-impacts-of-child-marriage-global-synthesis-report>

- Design and piloting of gender checklist for appraising gender-responsiveness of ESPs
- Establishment of GPE Gender Reference Network (see above)
- *Output Area 2: Strengthening capacity of Secretariat, Board and committees to lead on gender equality*
  - Design and delivery of a set of online modules for developing capacity of Secretariat, Board and committees in the areas of basic gender equality concepts relevant for education; gender-responsive education sector planning; monitoring and measuring gender results; advocacy for gender equality
  - Design of orientation package for newly engaged staff and consultants; inclusion of session on gender equality in the orientation program
  - Exploration of ways of incorporating gender equality responsibilities, professional development and metrics into staff results agreements
- *Output Area 3: Building South-South capacity in gender-responsive sector analysis, planning and implementation*
  - Delivery of second round of three regional workshops on gender-responsive education sector planning (GRESP) for West and Central Africa, East and southern Africa, and Asia-Pacific/rest of the world
  - Development of KIX call for proposals to extend GRESP and related capacity development activities
- *Output Area 4: Coordinating across sectors to advance gender equality in education*
  - Mapping of potential new strategic partnerships with health, protection and women's empowerment actors for strengthening education and gender equality results for adolescent girls, such as ministries of gender, social affairs/child protection, UN Women, United Nations Population Fund, and Water and Sanitation/Hygiene (WASH) and Menstrual Hygiene Management (MHM) subsector actors
  - Design of KIX call for proposals to further extend GPE's investments that build evidence and capacity for cross-sectoral programming
- *Output Area 5: Monitoring and reporting on gender equality results*
  - Short report on the status of education of adolescent girls in GPE developing country partners

- Production of brief on the annual stocktake of gender equality in GPE programs and policy, and the *Annual Report on Implementation on GPE Gender Equality Strategy*
- Early scoping of gender equality objectives and indicators for post GPE 2020 strategy
- *Output Area 6: Supporting knowledge production, exchange and management on gender equality*
  - Six child marriage country studies; two analytical studies on the costs of gender inequalities, and of not educating girls (completed with support of targeted financing)
  - Call for proposals for KIX thematic area on gender equality; selection of high-impact, strategically targeted grantee proposals; efficient and effective management of KIX gender equality program