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Measuring gender equality in education: Improving cross-national data for transformative change

Expert Group Meeting

4th – 5th March 2025
University College London (United Kingdom)

Global Platform for Gender Equality in and through education

Background

UNESCO and University College London (UCL) co-organised an Expert Group Meeting to address the critical need to improve cross-country data on gender equality and education. This meeting represented a key turning point for the follow-up to the landmark Call to Action of the UN Secretary-General's Transforming Education Summit (TES) 2022, which urged partners to strengthen accountability mechanisms and evidence-based monitoring of progress in implementing gender-transformative education. In this context, the multi-stakeholder initiative, the Global Platform for Gender Equality in and through Education, co-led by UNESCO and UNICEF, is working to make progress in this area and to fill data gaps on key aspects of the educational experience.

Within this framework, the meeting brought together experts to identify and discuss ways to move forward in improving global indicators on gender equality and education, and to fill gaps identified as relevant to the TES Call to Action. In particular, the specific objectives of the expert group meeting were to:

- Share updates and discuss complementary strands of work on improving global indicators on gender and education, including:
  - Development of a globally relevant indicator on curricula and gender equality
  - AI project on curricula and policy materials on gender equality in education
  - Exploration innovative sources for new global indicators

- Explore ways of connecting this work with the Sustainable Development Goals (SDGs) and post-SDG processes.

This meeting took place with support from UCL's Knowledge Exchange and Innovation Fund and UNESCO.

Highlights

Welcome

Rosie Peppin Vaughan (UCL) and Elspeth McOmish (UNESCO) opened the meeting by welcoming all participants and providing some introductory remarks to contextualise the event.

Rosie began by giving an overview of the aims of the meeting, outlining the main objectives and expected outcomes. She also walked the participants through the agenda, highlighting the main sessions and activities planned for the two-day meeting, as well as some important considerations and logistical details.

To provide some background information, Elspeth introduced the Transforming Education Summit, an historic gathering convened by the UN Secretary-General to catalyse the international community and mobilise unprecedented political commitment for education at the highest level. In doing so, she noted that the Summit was not conceived as a stand-alone conference, but rather as a movement, including a consultative preparatory process that forged a real sense of purpose and community. UNESCO and UNICEF supported the Action Track on inclusive, equitable, safe, and healthy schools, bringing together around 200 partners from various sectors, including governments, civil society, youth groups, and the private sector. Over time, collaboration developed, with UNESCO and UNICEF engaging regularly with many partners such as (present at the meeting) UCL, Population Council, EQUAL Measures 2030 and Plan International, among others.

This collaboration led to the creation of a [Call to Action on advancing gender equality in and through education,](#) which resulted in the launch of the Global Platform for Gender Equality in and through Education. The Platform, which now has around 40 partners, has focused on data-driven initiatives such as the [Global Accountability Dashboard](#), hosted by the Population Council, and has been able to influence global discussions such as the recent 2024 Global Education Meeting in Fortaleza, Brazil. And it is through the Global Platform that the Expert Group Meeting was conceived. Elspeth added that, from the start, partners emphasised the importance of building stronger connections between academia and decision-makers, as rigorous research and evidence are essential for moving beyond general statements and finding more effective solutions. In this context, she shared her excitement about the meeting co-organised with UCL under the Global Platform, in light of the opportunity to strengthen their partnership through this first Expert Group meeting on cross-national data on education and gender equality.

Ongoing strands of work

Meredith Kozak, Programme Manager at the Population Council, introduced the **Global Accountability Dashboard**, a key product of the accountability workstream of the Global Platform for Gender Equality in and through Education, which is hosted on the [Evidence for Gender and Education Resource](#) (EGER). EGER aims to provide easily accessible data and evidence to address gendered inequalities and injustices in global education. Through evidence and partnership, EGER provides an overview of who is doing what, what is working, and what needs remain, allowing partners to monitor progress on gender equality in the field of education. EGER's free and interactive database documents organizations and activities

working in gender and education in over 130 low- and middle-income countries. The database currently includes 750 organizations and over 1,000 programmes, some of which are government-affiliated, and highlights gender-transformative education work. The Dashboard offers a 'featured work' section showcasing concrete examples of progress and links to country profiles where 11 indicators aligned with the TES Call to Action can be found, among other indicators and information displayed, connecting existing gender equality related sources.

Some highlights of the discussion:

- In terms of engagement, EGER has been visited over 25,000 times since its launch and the Dashboard itself has been visited 4,000 times.
- Organization and programme information is contributed by the gender and education community, followed by staff at Population Council who provide a quality review and assess the information. Organization and programme profiles also have the option of a verification mark.
- In terms of dissemination, conferences and global meetings have been leveraged to further promote the Dashboard.
- The Dashboard does not show progress over time through the indicators on the country profiles, but EGER's infrastructure could potentially provide this functionality. This option could be further explored, keeping in mind the goal of avoiding duplication of existing features.
- In response to a question about the inclusion of indicators on girls with disabilities, it was explained that the Dashboard does not currently include indicators that focus on disability. However, it does link to programmes and organizations that focus on the intersection of gender, education and disability.
- Regarding the usability of the Dashboard, it was noted that at the government level, UNESCO, for example, uses the Dashboard to monitor and share government initiatives. It can also be shared with and used by local organizations to help hold governments accountable. It can also promote the visibility of small organizations that experience barriers to being online.
- It was commented that it is interesting how the Dashboard can show other cross-sectoral impacts, i.e. country profiles have data on pregnancy and other more contextual data. Potential to link to those efforts – do some sort of policy analysis.
- There was a question on how much the Dashboard is tracking sensitive issues, such as the exclusion of girls in Afghanistan and the tax on reproductive rights in the US. There were thoughts about being more proactive and alert to things that are changing. To this, it was stressed that there is room for thinking about alternative sources of data while keeping in mind that EGER focuses on the intersection of gender and education, primarily in low- and middle-income countries (LMICs).
- An example of work by the United Nations Development Programme (UNDP) was shared: a new dataset aiming to hold governments accountable where they have made policy

decisions. They display a word cloud to see what the focus is, which countries prioritise education and also where in education they are investing. At the global level, it is showing a lot.

- Another issue raised in relation to data gaps was how to distinguish whether a gap is due to a lack of values in data collection or whether it is a matter of lack of political commitment.
- The possibility of linking with other organizations to capture a wider range of measures was suggested.
- There was a discussion on 'strategic dataset mining' – the possibility that official sources may no longer be operational or that there may be limitations in data collection in the future, making cross-country comparisons and data acquisition difficult. Participants specified the possibility of cross-national resources which are no longer being produced, such as the Demographic Health Survey (DHS); this may make it harder to do cross-country comparisons with only national data.

Elaine Unterhalter, Caine Rolleston and Rosie Peppin Vaughan, from UCL presented the **[Accountability for Gender Equality in Education (AGEE)](#) Project and Framework** to further contextualise the discussion about thinking about missing data on gender equality in and through education. In a context where gender equality appears and disappears from conversations, it is essential to sustain and support these ongoing lines of work. There has been a consistent strand of consultative work with local, national and global communities of practice to develop the AGEE framework across the first phase of the project. Overall, the AGEE framework offers a link between the local, national and cross national, using the discussions about data as a way to form connections and communicate between these different levels, and ultimately to understand how the different forms of power relations and contributions shape the provision of data on gender equality in education, thereby paving the way for exploring improvements in future. An overview of the project to date was presented, with some of the latest examples of the AGEE dashboard and the methodology used to create them.

Some highlights of the discussion:

- Part of the UCL project is about highlighting data, using indicators based on the specific contexts of the countries. So far, the data collection process has involved accessing datasets and gathering the necessary data.
- There were questions about weighting data, whether indicators are treated equally, e.g. it can be argued that tertiary education is more consequential than others, and there can be issues regarding variation within each domain and across domains.
- Regarding the AGEE dashboards, currently the under-enrolment or over-enrolment of boys and girls is being treated equally. It was suggested that it would be beneficial to differentiate how this information is presented. More generally, UCL stated that equality data can be presented in different ways, emphasising that here it is shown neutrally to stimulate

discussion without assumptions. In terms of intersectionality, it was said that presenting nuances in a quantitative way tends to be extremely complicated, and that right now there is little intersectional data, but that several indicators have potential. However, far more granular data is possible through countries constructing national dashboards.

- For some AGEE framework domains, such as participation, it was noted that it mainly refers to gender parity, therefore aligning more with the traditional definition of gender equality. However, although participation and knowledge domains are more traditional (in terms of parity), other indicators are not solely parity indicators. The usefulness of the data would be enhanced by considering the context. There are other dimensions that include a range of different indicators that look at other aspects of gender equality. At least one indicator includes a women's rights component.

- Regarding the composite indicator discussed at the Paris meeting in 2023, it was stressed that this could maximise flexibility and the delivery of the dashboard, so that it is not a rigid tool. In a composite, information could be included on both levels as well as gender parity indices (GPIs). In addition, other approaches were suggested that could be considered when developing such a composite indicator, for example, it could be used to attract attention and engagement (media coverage) or conceived as a tool that allows anyone to weight as they wish. For this, a next step will be to make it interactive.

- It was discussed that when we create a profile we tend to think about issues of comparability, i.e. comparative assessments (such as PIRLS, PISA and TIMSS). In terms of learning outcomes, we would tend to emphasise comparative assessment as the basis for inequalities. In all these countries there are national assessments which are not necessarily comparable. It was suggested that it would be worth proving in a particular context that additional assessment platforms (such as regional assessments like SAQMEC or PASEC) that are being developed are important and may carry more weight, more meaning than the things that are being pushed by a donor or a ministry. National learning assessments have existed for years and there has been an increase since 2000; they often assess subject areas beyond maths and reading, unlike international assessments.

- The dashboards are seen as a tool to engage governments with and hold them to account, so there is potential to use home-grown indicators to engage and hold governments accountable.

- It was asked what the starting point was: was it by asking what would be the best indicators, or starting with what information is currently available? And were there any unintended consequences (additional costs, more working hours, etc.)? The UCL team responded that it comes from the balance of both, trying to use the accountability approach and identify needs through consultations. What they have seen is that most of the 'traditional' GPIs have ended up in the participation and knowledge domains. Resources, opportunities and outcomes are the domains where we have had to look around more for new indicators, and where potentially more need to be developed. In relation to the Values domain especially, we need to look at the picture around education: what countries have signed up to vs what people actually think.

- A point was made about engaging with ministries other than Education. In response, UCL gave the example of the workshops in Indonesia and Kenya where other ministries were involved and engaged: "It is about changing the music around education statistics. We need a more holistic picture". The need to look across the domains together was also highlighted, putting people in the same room together – for the first time in some of the countries (e.g. Malawi). It was recognised that while education management information systems (EMIS) play a significant role, they do not provide a full picture of the situation.

- Additional contributions highlighted the lack of attention given (beyond the AGEE project) to lifelong learning, non-formal education and adult education, which are crucial elements often overlooked in the current framework. While other sectors address these aspects, the education system primarily focuses on formal education, thereby failing to fully reflect the goals of SDG 4. There is therefore a need to try to capture some measure of learning opportunities after learners leave the formal system (e.g. PIAAC data – Survey of Adult Skills; UIL GRALE report – indicators around adult education).

Digging deeper into the indicators

AI and indicators on gender equality and education: AGEE-KIX work

Elaine Unterhalter, Gonzalo Guerrero Hernandez, Eliza Ngutuku and Ellen Weavers from UCL gave a presentation about **using AI as part of the *Bridging AGEE* work**. The project aim is to develop a tool that could capture how gender equality is represented in curriculum documents, as a pilot to evaluate textbooks. In addition to using Natural Language Processing (NLP) and Large Language Models (LLMs), the project would review whether a scoring or labelling system could be generated that national education ministries could use and what kinds of AI-supported analysis might support change to make curriculum documents more gender-equitable. It would also consider developing an indicator that could be useful for national dashboards.

The work is carried out within the AGEE theory of change, with the goal of evaluating processes; how curriculum is making progress or worsening gender equality. Within this context, Ellen Weavers shared some insights from the paper, currently undergoing peer-review, on using LLMs to review ideas about gender in curriculum and policy documents. This work is related to the use of AI in curriculum analysis, in policy analysis, identifying gender bias in AI, and addressing gender bias in AI.

Some key considerations regarding the limitations of the analysis were presented. These included how we represent gender in these AI models. A range of Gender Approach Terminologies (GATs) which are frequently applied to the curriculum (e.g. with terms such as gender-aware, gender-sensitive, etc.) were mentioned. These terms have been increasingly used over time. Reference was made to the paper Elaine is writing (for a forthcoming special issue of a journal) on the definitions of these terms and their representation in the literature, and also to the possibility that there might be scope for comparison between countries. It was

highlighted that there are different components that can be associated with gender sensitivity. In this context, UNGEI's work to harmonise the GAT with a mapping of these components and their definitions was mentioned.

With this, different possible groupings of approaches to gender were described. In this way, the aim would be to see, following the AGEE framework, how these can be represented in curriculum development.

The Bridging AGEE (2024-2027) work is funded by GPE KIX/IDRC, a partnership between UCL, UNESCO and the University of Malawi, and focuses on the development of national and neighbourhood dashboards in Indonesia, Kenya and Malawi. It was mentioned that, ideally, the three countries will have three different areas of interest – however, it would be worthwhile to carry out all tool development activities (related to the three different areas of interest) with the working groups in each country, so that any tools or word lists developed are rich in terms of capturing the different ways in which gender is discussed and represented in the three countries. The curriculum documents collected for these countries include policy documents, curriculum frameworks, primary and secondary curriculum, teacher curricula, and other relevant materials (including cross-cutting materials such as sexual and reproductive health).

The intention would be to process more collaboratively, involving the countries. What is the most accurate way to compile the documents? The limitation of the language of the documents was mentioned, as some translations can lead to possible bias. There are also limitations regarding ethical issues with textbooks, as some documents may be produced by the private sector, so there may be copyright issues.

Among the next steps were the discussion of the working document with the project countries; review of ethical and copyright issues; follow-up and compilation of proposals; and review of the results with the Advisory Groups and development of the work in the national panels.

Some highlights of the discussion:

Methodology

- Regarding the use of AI, it was agreed that we need to be very conscious of what we use and what we do not use as prompts to train the model (it was mentioned that ChatGPT is not ideal in this respect).
- Process of going from the descriptive to the metrics, how it works: the initial framework sets out how these areas can be represented in text. It was mentioned that there are various possibilities: ways in which the results can be represented along a scale, or a potential for developing a rubric, or if we will instead focus more on the levels- there is a need to explore these possibilities.
- Working with countries allows refining the understanding of the representation of gender. There is a need to be conscious of how gender is understood differently in different contexts

and to ensure that we use multiple prompts that can bring out these nuances.

- Problem with types of schools. Political diplomacy is required to try to involve other departments (such as religion, for example, in order to include/consider religious schools).
- Ensure that we have proxy indicators to capture the broader concept of gender equality.

Documents

- We must be intentional about how documents are sampled. Curriculum documents present a challenge because of the differences between them, as they are not all the same. One could choose subjects and qualifications. Need to be careful on what we sample (e.g. differences between grades 3 and 5 in history having greater focus on men/women). Sometimes the gender-sensitive material is only addressed at one grade level.
- Need to find a donor or funder who is really willing to support a repository of curriculum documents – a place where materials are stored and can then be used by different stakeholders. (*UNESCO's International Institute for Educational Planning (UNESCO-IIEP), for example, has an extensive collection of Education Sector Plans.*) The UNESCO International Bureau of Education (UNESCO-IBE) would be the natural place to take on this repository function; it also has an extensive historical archive of textbooks. An institute in Germany, the [Leibniz Institute for Educational Media | Georg Eckert Institute](), was also suggested.
- It was mentioned that it would be useful for the UNESCO Institute for Statistics (UIS) to not only send surveys to countries, but also request, compile and update select policy or curriculum documents from countries annually or biannually, which would support qualitative information on each country's education system, regional comparisons and global monitoring. In this way, the process will become more normalised, in line with the way we collect information. This would be a huge source.
- More specifically, in terms of particularities of the documents, teachers' documents tend to be more internal, less available online. We find a lot of dissociation; for example, some elements in the curriculum documents are not reflected in the high-level documents. On the other hand, obtaining textbooks is considerably more complex since many countries allow schools, districts or provinces to choose from among an approved list. It was also mentioned that for the policy documents, we need to be careful about the differences between the aspirations as contained in some of the high-level policy documents, compared to the actual reality as represented in the lower-level documents.

Languages and translations

- It was pointed out that most of the literature we use is biased towards English. Aaron Benavot shared the experience of the Monitoring and Evaluating Climate Communication and Education (MECCE) project in which experts in around 40 languages helped validate translated keywords, suggesting the level of complexity. Different languages can contain different conceptions and definitions around gender. The importance of making sure we have local support in translation was stressed. The documents closest to practice in the classroom are likely to be in languages that are harder to translate and work with.
- High-level documents are often in national and international languages. However, it was

noted that, in the context of decolonisation, more and more documents are produced at regional level. This reflects a more regionalised and localised articulation of education within decolonisation.

- As far as terminology is concerned, in the area of gender equality, words are becoming more and more contested, and it was asked what this implies in terms of our work. Therefore, the possibility of being able to constantly review terminology was proposed; for example, moving to more neutral terms but continuing with the same activities. We need to make sure that the analysis is done in a supportive way and not as a form of surveillance.

- It was also mentioned that we need to understand the context of the document and for example, the question of whether references to gender are in the form of a critique or engaging in misrepresentation, etc.

- There are some new platforms and programmes (such as LIWC) that have been developed by psychologists and linguists to analyse the contours of language and speech, including more subtle results around sentiments (see 'Sentiment Analysis with Large Language Models (LLMs)'). In some cases, you can input your documents into the programmes to gain insight on sentiments and orientations embedded in the document(s). To some extent this research is racing against progress in the field, and we risk being outdated while we are doing the research.

MECCE Project and some thoughts regarding AI and indicators on gender equality

Aaron Benavot, from the University at Albany-SUNY, introduced the **Monitoring and Evaluating Climate Communication and Education (MECCE) Project**, and its recently launched Greening Curriculum Indicator, which has been adopted as a global and thematic indicator of SDG Target 4.7. He explained that the MECCE project is a global partnership, established in 2020, with core fundings from Canada's Social Science and Humanities Research Council. The project includes more than 100 partners and collaborators, including UNFCCC, UNESCO, IPCC, and the GEM Report on its Advisory Committee. MECCE aims to increase the quality and quantity of climate communication & education (CCE), by preparing and disseminating information that supports discussion of CCE at different levels. The three research components in the MECCE Project have produced 14 global indicators, 80 county profiles and 30 case studies.

The construction of global indicators of CCE has mainly focused on the UN Framework Convention on Climate Change's Action for Climate Empowerment (ACE) initiative, which seeks to empower all members of society to engage in climate action. The global indicators were developed in relation to the 6 ACE elements: education, training, public awareness, public participation, public access to information and international cooperation. During the first years of the project, the indicator team reviewed more than 160 data sources and used explicit criteria to prioritise some sources over the others. With in-kind support from Microsoft, they also set up an interactive data platform.

Greening curriculum indicator

In relation to SDG target 4.7 (and 13.3), the MECCE project created a greening curriculum indicator (GCI) to reflect the extent to which countries are committed to the greening of school curricula and curricular policies. The GCI is based on an analysis of the 'green' content of national curriculum frameworks and subject syllabi in the sciences and social sciences in primary and secondary education. It involved the collection of more than 1,700 curriculum documents in 40 languages (175 national curriculum framework for 161 countries & 1,625 science and social science subject syllabi for grades 3, 6 and 9 in over 100 countries, including 5 federal countries); the creation of a 'green' list of keywords organised in three thematic clusters (environment, sustainability and climate change); the translation of the green keywords into relevant languages and their validation by various language experts. The MECCE team then determined the prevalence of 13 major 'green' keywords in official documents using various software or manual searches, which were eventually standardised into four data streams and combined into a single composite index.

Aaron explained that the TES (2022) was designed to mobilise solutions to accelerate national and global efforts to achieve SDG4 through diverse initiatives launched at the Summit, including one focusing on greening education: 'Greening Education to get every learner climate-ready'. The proposed GCI was specifically created to address a new thematic indicator of SDG 4 (4.7.3), which refers to the extent to which green policy intentions are mainstreamed in curriculum documents.

He offered insights into how the process unfolded, the list of 'green' keywords used and some indicative results, including a visual on how the 2024/25 GEM Report communicates progress of specific countries in the greening of the primary and lower secondary curriculum, and where additional reforms are needed.

How could this look for gender equality?

The aim would be to devise an indicator that assesses the extent to which countries integrate key elements of gender equality in their curriculum policy documents and in social science curricula in primary and secondary education. It would be also an opportunity to explore how countries intertwine global and local dimensions in social science curricula in primary and secondary education, and to develop strategies for developing a global indicator for 'gender-transformative curricula, teaching and learning materials and pedagogies' in curriculum. This falls within the identified need of the Global Platform for Gender Equality in and through Education by improving cross-national data on gender and discussing ways to fill data gaps.

To better understand the complexity and, in some cases, the language-mediated meanings of gender-related keywords, it would be important to engage with various interested parties and experts. Such a process of building consensus around a definitive list of gender terms would be a crucial first step in the construction of a gender-social science curriculum indicator. This

process is also valuable for considering words that are found in the documents and those that are not, in order to establish a benchmark to monitor progress in the future.

In conclusion, the need to classify and cluster keywords into different topics and themes related to gender equality and empowerment, generally and before constructing a gender equality indicator, was highlighted. There are likely to be many – and sometimes conflicting – considerations when deciding on the selection, definition and reduction of the list of gender-related keywords and phrases into a useable list, especially as one moves through different languages. Finally, the value of developing methodologies for more nuanced depictions and the detailed reflection of gender equality was stressed. For all of this, Aaron suggested adopting a holistic approach that speaks to head, heart and hand – involving the cognitive, socioemotional and action/behavioural dimensions. This has to some degree enabled them to see which curricula work better than others.

Some highlights of the discussion:

- How can we differentiate whether gender equality is approached as a good or a bad thing (as compared to the area of climate, where most keywords have some degree of universal meaning)? Is it possible to conduct an exercise to identify universal and culturally-specific meanings of gender terms? We need to find a way to test these ideas. How do we train machines to be able to interpret positively or negatively gender-related terms and approaches? It was concluded that this is an interactive process implying a continued revision of the terminology. The possibility of including case studies and country profiles to be able to further include more meanings and approaches was also highlighted.
- Importance of language validators to ensure accuracy and not disregard or undermine other translations.
- As resources for the keywords' process, Elspeth McOmish mentioned the UNGEI glossary, as they have developed terminology that could be useful for this purpose.
- Some concerns were raised about this being an extractive process with regards to the collection and reporting of documents. To this, it was stressed the important need of establishing a crowdsourced, independent and open access platform of repository of documents, as an appropriate model in terms of sustainability.
- There were also questions about the impact of gender-responsive curriculum, and how this can be defined and further measured.
- Given the experience with the greening work, where students are demanding more climate education as vocal defenders and activists, it was shared that the main idea of this project would be to make this model user-friendly and available and accessible to everyone. That the idea would not be to rank countries, but to provide policy evidence and advice that could be leveraged for transformative change. Therefore, this could be thought of as an international open-source initiative, which would require articulating a new narrative centred on mutual support. This vision calls for a comprehensive and conceptual framework

that will serve as the foundation for collective efforts.

- Overall, it would be ideal to work towards a really well-done indicator for SDG 4.7 that isn't just based on country self-reports, or focused on climate, but one that is closer to the original intention of the target; ideally also including gender equality, global citizenship and lifelong/adult education dimensions.

- Opportunities for collaboration were also discussed, for instance about the possibility of combining the lessons learnt and initial findings from the University at Albany's work with the model proposed by UCL.

- There were also points raised on teacher training curricula; about seeing the two things together; and on analysing pictures and images. It was noted that teachers are held accountable through an assessment of the subject matter.

- The point was made that this rubric is interesting and valuable, regardless of whether it is applied or not, and there is much potentially exciting foundational work ahead. Other fields (such as law) use 'correspondence tables', which may be helpful here.

- There was also discussion regarding the document collection process in future, which might allow UIS to update and add information on the greening of the curriculum in their 6 monthly data releases. Such a regularised process might involve a mechanism whereby countries submit their documents to an existing repository.

Further reflections on AI and the development of indicators

Frameworks

- The idea of developing an indicator on curriculum was encouraged, building on existing projects and thinking about the relationship that can be established with other inputs. Projects should work in a complementary way – there were proposals to develop a workplan and to work towards convening a meeting to look at what an indicator of a gender-transformative set of curriculum and policy documents might look like. In line with this, it was proposed to have another meeting around this time next year with a wider range of constituencies, including UNGEI, possibly representatives of the three countries in the AGEE-KIX project, along with representatives of the MECCE project, to come to a conceptual agreement on what an indicator would be. Then test it with actual data and policy documents, get it validated in the countries we have worked in, and then finally repeat it with a larger group of countries – this could become an indicator for the Global Accountability Dashboard.

- A big concern relates to measuring learning outcomes: while curriculum is an important piece of the jigsaw, without a process indicator, it would be hard to determine what actually influences learning outcomes in this area.

- It is difficult to measure outcomes with respect to curriculum. In addition, there is no consistent way of naming things. Thus, identifying and establishing a framework can create a strong sense and provide a good way of how to approach this. The process of doing this work of clarifying concepts, and engaging with bias, is valuable as an activity itself, in

addition to the final outcome of the work. We need to work to ensure that the framework is consistent, since without it we have difficulties in comparing those analyses and in being able to frame and compare actions.

- The question of how we position all this was raised, and it was suggested that the main purpose of the research is to support and reinforce movement towards gender equality, followed by questions of how we do this considering the particularities of each context.

Considerations

During the discussion, different contributions were made in order to consider possible synergies and elements that should be taken into account when creating an indicator on curriculum:

- Consultative meetings with stakeholders in non-formal education. Complementary education, such as community-based accelerated education programmes.
- Adopt and promote an inclusive perspective and approach.
- Address intersectionality in terms of climate and gender.
- Make it relevant to learning outcomes.
- It was shared that in climate-related areas there are many people interested in extracurricular activities, thus incorporating the whole school approach. Therefore, go beyond the formal education system – for example, looks for associations between greening curricula and adults' attitudes.
- Cross-national research on crisis situations: there could be a synergy (they will have access to curriculum documents): refugee camps in Bangladesh, Egypt, Jordan, and South Sudan. Different participants showed interest on this.
- If a qualification could be produced, details on how they are represented in text formats would be reflected in policy feedback.
- The World Education Reform Database (Patricia Bromley, Stanford University) includes every substantial education reform in many countries over the last 30 years or more. It shows that many reforms happen during regime changes, either before leaving office or on arrival. Question raised: To what extent is reform possible in stable contexts? The process of decentralisation of the curriculum process allows for more changes. We could explore the possibility of thinking about gender-specific reform indicators. In addition, we could consider also looking at indirect reforms, e.g. decentralisation.
- AI generates examples that meet all expectations and then produces sample materials. Identify case examples of good practice in these areas.

Limitations

- Difficult to predict technology directions, as this is a fast-moving field.
- Curriculum-specific equivalency documents are being developed as an alternative to formal education, e.g. Invite Scouts, Girl Guides, NGOs' alternative models, community education, more inclusive approaches to learning (ATL).
- 'Gender attitudes' is something that could be measured. However, that takes time to change.
- Elaine Unterhalter explained with regard to her research for a forthcoming journal article:

gender was not even a category in articles until the 1980s, in the 1990s they started to include it in articles; but then it tailed off after 2010. Gender research goes in and out of being a priority.

- How the word 'gender' is presented. Be careful because the term is evolving in very politicised and controversial ways. In a few years' time the word might mean something else. It was asked whether we could review the words periodically, as we know that the paradigm may be very different in the years to come. Writing from a position of barriers (particular religious position, early marriage, etc.) on an individual rather than a group level.
- In addition, the complexity of, for example, translating or finding equivalents in Arabic was highlighted, which brought the difficulty of translations back to the table.

Thinking outside the box: Alternative sources of data

The session provided an opportunity to share and propose alternative data sources, a space to exchange ideas on other datasets and how these might fit into the development of indicators relevant to the work of the Global Platform for Gender Equality in and through Education. The presentation looked at gaps on the Global Accountability Dashboard, and on the AGEE cross-national dashboard; examples of potential new data sources included the Global School-based Health Survey; the GPE KIX (Knowledge and Innovation Exchange), MICS (Multiple Indicator Cluster Surveys)-EMIS (Educational Management Information System) linking project; and the World Values Survey.

Three questions were posed to participants to frame the discussion:

1) Which data is already being collected but not being made use of in relation to gender and education?

2) Are there opportunities for linking education data with other datasets?

3) What are possible ways of collecting new data with minimum effort or additional resource?

The discussion highlighted the importance of understanding what the data situation is in the field of gender and education. It was commented that there are data that already exist, that have been collected, but are not being used in relation to gender and education. To this idea was added the question of whether there are options for linking education data with other datasets, for example through linking projects with GPE KIX, MICS or EMIS.

Another factor outlined was the idea of optimising resources, thinking about collecting new data with minimal effort or additional resources, e.g. through mobile or internet data, global values survey, etc.

In terms of challenges, the existing gaps in information on attitudes towards gender and

education were emphasised. In addition, the data gaps currently in the Global Platform's Accountability Dashboard, the three missing indicators related to the process to support coordinated action; curriculum and learning resources were retrieved and brought to the table. It was indicated that some indicators may be there, but not in the form we would like, so a process of identifying and conceptualising the frameworks is needed.

Other challenges identified involved funding and responsibilities. On the one hand, it was emphasised that we are in a scenario with many cutbacks, so finding funding to start new projects can be difficult, as well as ensuring their sustainability. Context plays into people being more committed than ever to contribute – opportunity to galvanize civil society, which speaks also to funding question in terms of moving away from traditional donors. On the other hand, in terms of responsibilities, the challenge of establishing a mandate for who collects the data and conducts the reporting was pointed out.

The following points and resources were shared throughout the session:

Pedagogies & Teachers
- Education International has huge datasets on teachers; could that be a source of data? They have a data statistician (works directly with teachers' unions, not with the government). It was shared that could be useful.
- The World Bank has some work with a gender component.
- Neurocognitive approaches to education. Helen Abadzi's work was suggested: an archive of video clips from 40-50 countries in classrooms. Nature of pedagogy. Most of it is very teacher-centred.
- Harmonisation of lesson plans and gender tool observations. Look at teacher training curriculum documents.
- Platforms where teacher lesson plans are provided.
- Targeted interventions regarding gender transformation of the workforce. There is an intentional, intersectional teacher programme (funded by Dubai Cares) which is well-documented because it is sovereign donor-funded.
- The Gender Observation Tools, while still quite basic, represent a significant step forward.
- Regarding teacher training, in countries that are reasonably engaged in a national continuous professional development approach, it would be relevant to see their online modules and establishing a repository of teacher training materials. Conduct a country-by-country web search to assess where each country stands in terms of digitalising their materials and resources.
- It was noted that there is an upcoming global meeting on teachers. There is a possibility to explore this opportunity further to see how we can leverage big moments.

Financing

- Possibility to explore information on gender, education and finance (it was said that UN Women has information on gender and finance, but it does not include education).

Health

- WHO global school-based health survey.

Values and attitudes

- Values and attitudes towards gender education.
- Learning assessment dataset: household surveys on how parents are involved in terms of learning and reading. There is much more we can do in that respect and understand the picture (e.g. IEA TIMSS, PIRLS, LANA).
- PISA on teacher attitudes – even though it largely covers high and upper-middle income countries, it could show us what is possible.
- We could also explore motivation and confidence.

Non-formal education

- Importance of lifelong learning and non-formal education. There are data that can give us information about that. The majority of the population at the age of 20 will be out of school. There could be many impacts that we do not know much about, which is very problematic. Whether it is in the workplace, in museums, in libraries or any kind of place where there are non-formal educational opportunities, how do they address gender issues?
- The next step is to be intentional in how we ask questions. The need to bring adults into the equation was raised to be able to have a greater impact and more accurately assess educational outcomes. The learning and training of adults was therefore emphasised.
- Incorporate a gender-lens in non-formal national reach. For instance, through knowledge, attitudes and practices surveys. Example of survey data as Plan International's way of monitoring data. It was pointed out that good data sets standardised ways to look at the gender transformation and embedded social norms.
- Integrated service provision at country level through checklists, as a way to link to non-formal education. Plan International mentioned they could come up with a list.

Education reforms

- The International Social Survey Programme (ISSP), initiated in 1984, focuses on educational reforms and involves 57 countries. Each nation provides a representative sample of adults, adjusted to its demographic characteristics. The programme includes four surveys around family-related topics and gender roles. It is a good source of information, with free downloadable data. The collection of this data has resulted in the creation of an extensive database, although it is now outdated. There may be plans for further surveys in the future. The programme is based in Switzerland, and most of the participating countries are in Europe. It is particularly useful for analysing trends over time. It could be considered to hire someone to collect information and put together a comprehensive database.

Policy level

- In this area, it was highlighted that at the policy level indicators are often indicators of commitment, of frameworks that are related to policies. Joint data collection between data collectors rather than monitoring implementation frameworks.
- Policy data sets and policy frameworks: this has been done on non-discrimination or social protection. It is a bit easier to collect.
- UNESCO's HerAtlas resource, a platform that reports through a set of key indicators on legal progress towards gender equality in education, so for example it monitors regular responses to the CEDAW Convention. How could we turn that into a variable? UNESCO provides regular reports to CEDAW, and it considers whether there is contradiction between the laws. CEDAW reports are produced every six months, but the list of countries changes every time.
- CEDAW shadow reports produced by CSOs in the countries. Compare what such CEDAW reports could contribute as they might get non-formal education notions.

Coordinated action

- Need to define what we mean by coordinated action, e.g. one way would be through coding by bringing together multiple data sources. Think about what coordinated action looks like and then identify what is missing. A rubric to score this would help us clearly identify both what it is and what it is not.

Other issues

- Gallup (World Polls) allows organizations to create their own concepts (e.g. financial inclusion, food insecurity) to make a proposal for the measure and propose 3-4 questions. They pay for you. They recently did one on violence against women. They fund organisations that want to present their data in a global survey.
- On social networks, there is a small unit within Meta (although doubts arose as to whether they were sufficiently representative).
- Female/male head teachers/principals.
- UK authorities involving children in selecting indicators and thinking re children's rights – how much of this could be internationalised?
- Importance of capacity building and training. Identify and align schools.
- Using GPS coordinates of schools. This was done in the field of climate, for instance. At the school level, how many schools are experiencing heat? Predicting learning loss. There was a question whether GPS data could be used to work on gender issues (such as absenteeism or the intersection of gender and climate change). It is an innovative way of collecting info outside of ministry, outside of EMIS. How much learning loss has been lost due to heat? They can predict future learning.
- Projects related to school catchment areas – e.g. Sierra Leone.
- Household survey navigator at the World Bank.
- National sampling assessments are very rich, secure and respected (the example of Kenya was shared). They offer lots of interesting ways of reflecting on how people are feeling in educational space – alongside national standard sampling test.

- Gender-transformative education learning brief – Plan International/Education Cannot Wait – connect back to broader EMIS on refugee children in schools.
- Other levels of unit of analysis were also introduced: municipalities, cities, communities - a lot of interesting things happen and often not much attention is paid to them. The dynamics between cities and the national level are very different, e.g. they collaborate more with each other (between departments, for example) and are more enthusiastic to participate in data collection. Large projects underway in urban programmes. UNESCO's Learning Cities Programme is another way of reflecting what was happening. There was interest in this suggestion, as it was also added that they are usually more responsive and progressive, and could include surveys of marginalised groups.

It is important to look at changes over time and to be able to find data that allows us to take a longitudinal perspective. In terms of how information is collected, it was discussed whether comparability should be the main use in determining how we collect information that might be relevant. Along these lines, it was added that perhaps it is better to think of comparability as an emerging construct rather than something that defines at the outset, especially in areas where we are trying to fill gaps and be innovative.

A theme that was highlighted several times during the two-day meeting concerned the creation of a platform to facilitate access to different resources. This proposal was grounded in a comment that the foundations of effective and innovative work require a timeless, collaborative platform that facilitates input from multiple stakeholders at various levels, and operates independently of organizations that can be subject to external pressures. Everyone should be involved in the collection, exploration and use of data, arguing that it should not be left to 'experts' alone to decide what is being collected. This would need sustainable funding. Think about the unit of analysis: data collected at individual level, data collected in household surveys, data collected in schools and universities, and data collected at national/sub-national level.

This was followed by the idea of establishing a citizen data forum, similar to that done by [the UN Statistics Division and the London School of Economics and Political Science (LSE)](). It is not just about education, but about people working.

Therefore, with these inputs from some participants, there was a desire to reaffirm the idea that approaching this as a dynamic, low-cost to high-cost process. For example, there was a suggestion that there could be a template of the kind of information we want to collect and have a training for graduate faculty students from different countries and get them involved and they are doing country profiles, contributing to further mobilisation of students. Think of it as small steps that can initially help start something and use it to reach out to governments, countries and organisations.

Inclusivity and intersectionality were emphasised as important points to keep in mind. For example, it was highlighted that when we talk about broad cross-national social surveys, we need to consider the sampling frames that are used in order to be representative, which sometimes do not pay attention to the most marginalised. It is then necessary to develop concrete strategies to ensure that information is collected on these groups. Along these lines, the same reasoning was applied in terms of the marginalisation of some data sets. Thus, it was said that we have to make sure that, within, we are connecting to the 'mother ship' in terms of data, so that it is not just about collecting individual data from EMIS systems.

At the UNESCO level, there is reflection on intersectoral impact and intersectionality also internally, e.g. the Management of Social Transformation (MOST) programme, an International Coalition of Inclusive and Sustainable Cities, a global forum against Racism and Discrimination. We can explore certain surveys and data they are collecting, as would be interesting to bring this cross-sectoral dimension within UNESCO.

There are, for example, two ways of collecting information. The first is through lesson plans and institutionalised documents, which can be analysed to identify issues related to gender equality. The second is through more informal means, such as school notebooks, which make it possible to approach the space in classrooms and observe how different activities are developed within the expected curriculum. This would be one way of assessing whether pedagogies are gender-sensitive. Anecdotally, it was mentioned that it was through the radio that the school notebooks were requested to be sent out, highlighting that there are different ways of collecting data that can be useful even if they are less conventional. The increase in children's books gives us a chance to assess and compare how different educational methods are working. There are programmes aimed at changing the way we teach, and this is a good opportunity to look at these changes from a broader, system-wide perspective.

Moving forward: Strategies for progress and sources of funding

- Recognising the current uncertainties and the challenge of backsliding on gender equality, this could be an opportunity for other governments to show greater commitment to gender equality and education. Identify like-minded donors. Potential considerations were shared: European Union funding has specific windows for research and data; German institutes linked to political parties; Global Schools Forum network.

- Idea that this work could be achieved with a relatively low budget. Important to make the case within members' organisations, be smart of what we have and push for it.

- Looking ahead to the SDG and post-SDG processes, the need to prepare to see what can be included on gender equality was highlighted. Thinking about what is feasible, what requires more investment and how to look at it over time. Although it is difficult to know

at this stage what the discussions will look like, we need to look at the timeframe and make sure that all the work we are doing can contribute. In this context, the importance of defining objectives was stressed: to test and innovate and show examples of what is possible? To show what is available that can be used? What would success look like? Be as strategic as possible.

- To this end, it was suggested that it would be useful to take a look at the advisory board reports which are exercises to assess progress on SDG 4 (GEM 1st report on access and completion, 2nd report on equity issues, 3rd report on 4.7 (among other issues). It would be useful to take note of the concept notes of the forthcoming reports and preliminary drafts/things to be commissioned, to see how we can contribute. At the same time, it was suggested to find out about the civil society process, as it might be more sympathetic to some measurement issues.

- Some other aspects outlined that might be of interest were UN Women (in terms of what will happen with SDG 5) and IEA (in the development of concepts around intended curricula and how they relate to gendered behaviours). It was also commented that the IEA is expanding; it might be interesting to understand where there might be some coherence between the questions. In addition, the IEA produces a dictionary, a country-by-country contextual profile, an encyclopaedia – interesting source of information.

- The concern and risk of getting lost in the international architecture, and the importance of maintaining the niche of the group and objective of going beyond sex-disaggregated data, as well as the accountability piece, was also highlighted. It was shared that the GPE 2030 Strategy is coming soon, so there will be discussions on a new gender flagship programme. The need to better focus on a broader understanding of gender has been noted; but there are also some limitations. Possibility of the group thinking about this through a pragmatic basis: building on what exists.

- Internally at UNESCO, there is a need to understand what space there is within the SDG process and it was said that there will soon be follow-up surveys on the TES to see how we can better align. At the same time, there will be an evaluation process of the leadership process on SDG 4, the results of which could be relevant.

- Need to think about multiple objectives and approaches, some predictable and some not. It was suggested that it is important to adopt a broad strategy, considering various measures related to the Dashboard and other areas. It also underlines the relevance of anticipating and contributing to the quantitative expert group. Based on experience, it is valuable to identify criticisms of the current structure of the SDGs, especially in terms of gender, and to consider how to improve it. This should emerge from a critical process that evaluates successes and failures, and proposes changes in the formulations. Finally,

the possibility of integrating these debates into the GEM Report was raised, as it is an important framework for some of these debates to be further developed.

- During the meeting, the topic of merging the two projects (AGEE & Global Accountability Dashboard) was discussed in order to generate complementarity and synergies, which contributes to being better prepared to address the SDGs. The importance of accountability was highlighted, especially in a context of rights rollbacks and governments leaning towards right-wing policies. It was noted that without case studies to back up our analysis, it is not possible to verify the consistency of the data or effectively advocate for gender equality.

- The need to incorporate additional indicators to complement both EGER and the Global Accountability Dashboard, and to encourage a broader dialogue with various stakeholders, was also discussed. The lack of three key indicators was recovered and it was agreed that framing them is a good first step. This reinforced the idea of continuing to work on how to fill these gaps and strengthen our measurement in future meetings.

Outcomes

Advancing on global indicators and facilitating opportunities for collaboration between partners
- Focus on developing **consistent indicator frameworks**. The meeting set a precedent for sharing updates about ongoing strands of work, allowing them to learn from each other and mutually contribute to strengthening their methodologies and objectives.

- In preparation for the SDG conversations, consider **qualitative cases** in the framework of the indicators for which we lack data. We could begin by leveraging country-specific examples to demonstrate progress. The goal is to advance these indicators, allowing for data input, with margins and flexibility, then to make adjustments as needed.

- Need to come up with an **estimated budget** for the work around the global indicators that could facilitate resource mobilisation and identify potential donors.

Identifying priorities and opportunities around the SDGs and post-SDGs processes
- Acknowledge the evolving global landscape and the upcoming changes that may impact the SDG and post-SDG processes, explore the possibility of **conducting an assessment** of the current infrastructure, barriers and data setups around the structure of the SDGs, identifying how gender has been addressed. This is something

that the expert group could do without going through the measurement process, given their expertise and experience.

- As a first step, consider **undertaking a process of mapping** of the current landscape regarding data on gender equality and education, potentially both data sources and groups/individuals working in this area, in order to position the expert group as the key resource for those interested in data and related concepts. This mapping should include constituencies that might have a stake in the post-SDG process. Entry points shared included the GEM Report, SDG5 monitoring, and IEA.

Establishing an expert group and core next steps

- There was agreement to establish an **expert group** to focus on the conceptualisation and development of the global indicators for which data are currently missing. The group will be formed by those attending the meeting but will be open to Global Platform members and other partners who wish to join. Keep the group alive, dynamic, a space where people feel comfortable sharing learning and resources. Create some **channels** through which this exchange could be facilitated.

- Develop **terms of reference** to frame the objectives, composition and working methods of the expert group. It was decided to keep them broad to allow for adjustments in the coming years. It is important to define timelines and priorities to avoid the risk of getting lost in the international architecture.

- Hold **another expert group meeting** further down the line to monitor progress and follow up on the March meeting. It was agreed that, where possible, these should be face-to-face (at least once per year) to facilitate meaningful discussion and achieve more effective results.

Annex A: Participants (in alphabetical order)

Benavot, Aaron	University at Albany-SUNY
Bronwin, Rona	UK Foreign, Commonwealth & Development Office (FCDO)
Cotton, Kate	UNICEF UK
Deluca, Marcella	Humanity & Inclusion UK
Gear, Sally	Global Partnership for Education
Guerrero Hernández, Gonzalo	UCL
Kozak, Meredith	EGER – Population Council
Longlands, Helen	UCL
Malloy, Meaghan	UCL
McOmish, Elspeth	UNESCO (Section of Education for Inclusion and Gender Equality)
Motivans, Albert	Equal Measures 2030
Mullen, Katie	UK Foreign, Commonwealth & Development Office (FCDO)
Ngutuku, Eliza	UCL
Peppin Vaughan, Rosie	UCL
Renom, Maria	UNESCO (Section of Education for Inclusion and Gender Equality)
Rolleston, Caine	UCL
Sass, Justine	UNESCO (Section of Education for Inclusion and Gender Equality)
Taftali, Aylin	UNESCO (Division for Gender Equality)
Unterhalter, Elaine	UCL
Weavers, Ellen	Independent consultant / UCL
Worwood, Kelly	Plan International UK

Annex B: Agenda

Tuesday 4th March 2025	
9:30 – 10:25	**Welcome** Introductions and outline of the meeting's objectives and key milestones.
10:25 - 11:00	**Setting the scene** Framing the context through the Transforming Education Summit (TES) and AGEE frameworks; overview of transnational indicators and missing data, and introduction of opportunities for new collaborations.
11:00 – 11:30	*Coffee break*
11:30 – 13:00	**Session 1:** **AI and indicators on gender equality and education: AGEE-KIX work** This session will be dedicated to the presentation of the project on curriculum and policy materials on gender equality in education using the AGEE Framework. It will include an overview of the project's objectives, the methodology employed, recent updates and lessons learned to date.
13:00 – 14:00	*Lunch*
14:00 – 15:30	**Session 2:** **AI and indicators on gender equality in curricula** This session will introduce the Monitoring and Evaluating Climate Communication and Education (MECCE) Project and its possible relevance for work on gender equality. In particular, it will provide an opportunity to share and discuss possible approaches to developing an indicator on gender-transformative curricula within the framework of the Global Accountability Dashboard.
15:30 – 16:00	*Tea break*
16:00 – 17:00	**Reflections & Discussion on AI – steps for the future?** In view of the importance of AI in the projects presented, the group will share reflections on the implications of this tool and what impact it might have on future work.
17:00	**Close**

Wednesday 5th March 2025	
9:30 – 11:00	**Session 3: Exploring alternative sources of data for new indicators** Building on the previous day's discussions, this session will delve into alternative data sources, identify opportunities and address possible limitations in the production of new cross-national indicators on gender equality in education. The group will seek to explore innovation in this area, while making progress in developing countries' capacity. Additionally, it will explore potential links between the two projects presented and how they might inform or complement each other for this purpose.
11:00 – 11:30	*Coffee break*
11:30 – 12:30	**Session 4: Looking forward** Discuss next steps, formation of an expert group, ongoing communications, and strategies for securing additional funding. Particular attention will be paid to exploring ways of linking the work to SDG and post-SDG processes.
12:30 – 13:30	*Lunch*
15:00 – 17:00	**Parallel AGEE-KIX event: Panel discussion on gender equality in and through education** Within the framework of the KIX-AGEE project, a panel discussion will be held to launch the project and share international and national perspectives on gender equality in and through education. Participants attending the Expert Group Meeting are welcome to join. ***The panel will be in a hybrid format. Please note that registration is mandatory. You can register to attend in person/online [here].***

Annex C: List of resources

Projects presented:

- **Accountability for Gender Equality in Education (AGEE)**
  Link to website
- **Global Accountability Dashboard**
  Link to website
- **The Monitoring and Evaluating Climate Communication and Education (MECCE) Project**
  Link to website

Datasets

- **Collaborative on Citizen Data** – UN Statistics Division (UNSD) and the London School of Economics and Political Science (LSE)
  Link to website
- **GSHS** (Global school-based student health survey) – World Health Organization
  Link to website
- **HerAtlas** – UNESCO
  Link to website
- **International social survey programme** (ISSP)
  Link to website
- **PASEC** (Programme d'analyse des systèmes éducatifs de la Confemen) – Confemen
  Link to website
- **PIAAC** (Programme for the International Assessment of Adult Competencies) – OECD
  Link to website
- **PIRLS** (Progress in International Reading Literacy Study) - International Association for the Evaluation of Educational Achievement (IEA)
  Link to website
- **PISA** (Programme for International Student Assessment) – OECD
  Link to website
- **SAQMEC** (The Southern and Eastern Africa Consortium for Monitoring Educational Quality)
  Link to website
- **TIMSS** (Trends in International Mathematics and Science Study) – International Association for the Evaluation of Educational Achievement (IEA)m
  Link to website
- **WVS Database** (World Values Survey)
  Link to website

Tools

- **Gallup World Poll**
  Link to website

Studies

- **LaNA** (Literacy and Numeracy Assessment) – International Association for the Evaluation of Educational Achievement (IEA)
  Link to website
- **Sentiment Analysis with Large Language Models (LLMs)** – WhyLabs
  Link to website

Reports

- **Global Report on Adult Learning and Education (GRALE)** – UNESCO Institute for Lifelong Learning (UIS-UIL)
  Link to website

Institutes

- **The Leibniz Institute for Educational Media | Georg Eckert Institute (GEI)**
  Link to website

Global Platform for Gender Equality in and through Education

At the United Nations Secretary-General's Transforming Education Summit (TES) in September 2022, leaders and education advocates launched the Global Platform through the landmark Call to Action to accelerate progress on gender equality and girls' and women's empowerment in and through education. Led by UNESCO and UNICEF, the Global Platform convenes governments, donors, partners, and civil society to monitor progress, highlight gaps and propel transformative action on gender equality in and through education.

To join the Global Platform

✉ **gender.ed@unesco.org**

Learn more

🌐 **Global Platform for Gender Equality in and through Education**
https://knowledgehub.sdg4education2030.org/gender-equality-initiative

🌐 **Accountability for Gender Equality in Education (AGEE) project**
https://www.gendereddata.org/