

SUMMARY DOCUMENT: KNOWLEDGE AND INNOVATION EXCHANGE (KIX) WORK ON GENDER EQUALITY



INTRODUCTION

The GPE Knowledge and Innovation Exchange (KIX) is a joint endeavor between the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC) that connects expertise, innovation, and knowledge to help partner countries build stronger, transformational education systems.

KIX is comprised of two main components. **The KIX learning exchange** is comprised of four regional hubs that surface shared policy challenges, and support knowledge mobilization and exchange between partner countries on responses to those challenges through varied format events including workshops, presentations, podcasts, and capacity building activities. **The KIX funding mechanism** provides multi-country grants that invest in knowledge generation and innovation, and scale proven approaches, in a range of thematic areas.

This document provides a summary of learning exchange activities and investments in grants – i.e., both KIX components – in the thematic area of **Gender Equality**

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KIX LEARNING EXCHANGE

KIX AFRICA 19 REGIONAL HUB

[HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-19](https://www.gpekix.org/regional-hub/kix-africa-19)

WEBINARS AND VIRTUAL ROUND TABLES

[Preventing School-Related Gender-Based Violence \(SRGBV\) KIX Learning Event](#)

Webinar – December 7, 2021

This event brought together participants to share promising country practices and experiences, as well as to brainstorm solutions. The webinar was also aimed at reinforcing the capacities of Ministry of Education officials to expand and improve interventions related to gender-based violence in and around schools and learning institutions. Derived from this event, a [brief](#) was developed and published.

[Reaching and Teaching the Girl Child in Sub-Saharan Africa during COVID-19](#)

Virtual round table – November 25, 2021

The objective of this round table was to bring together policymakers, education experts, and researchers to exchange critical knowledge about gender-inclusive and gender-responsive strategies to reach and teach the girl learner in the COVID-19 era.

ROUND TABLES

[Building Resilience of Education Systems: Policy and Practice Responses to COVID-19 in Education in Africa](#)

Round table – April 20, 2022

This in-person roundtable – held within the context of the [2022 Comparative and International Education Society's Conference](#) – featured members from KIX Africa 19 and Africa 21 hubs together with colleagues from APHRC and AU/CIEFFA. It focused on results from a synthesis of policy and practice responses to the COVID-19 in educational systems in Africa using the gender equality, equity, and inclusion lens. During their interventions, KIX Africa 19 Hub members referenced the 'Back2School Project' (focused on scaling an accelerated learning model for out-of-school girls in rural communities in Ethiopia, Kenya, and Tanzania), and the ['Reaching and Teaching the Girl Child in the COVID-19 Era'](#) round table held virtually at the end of 2021.

PUBLICATIONS

[Gender Equity and Inclusivity Policies and Practices in Sub-Saharan African Countries](#)

Policy brief – 2022

This brief provides an overview of inclusive education policies and practices in 18 Anglophone African countries, with a focus on gender equity and disability/special needs education. It reviews these countries' positioning for policy uptake and provides evidence-based policy recommendations for further action in the KIX Africa 19 hub with a focus on two thematic areas: (i) achieving gender equality in and through education; and (ii) leaving no one behind.

[Addressing Gender Equality, Equity and Inclusion in Education in Africa during COVID-19](#)

Virtual booklet – 2022

Derived from –among other sources– the priority reports developed by the [KIX Africa 19](#) and [KIX Africa 21](#) Hubs, this booklet synthesizes the situation in Africa regarding gender equality, equity and inclusion in education; and briefly describes some positive initiatives being implemented by countries in the region (these initiatives were originally identified by the [KIX COVID-19 Observatory for Africa](#)).

[Perspectives and Interventions in Gender Equality and Inclusion across the KIX Regional Hubs](#)

Blog post – March 8, 2022

In this blog post, the four KIX regional hubs –Africa 19, Africa 21, EAP, and LAC– share how they are addressing gender equality and social inclusion across Asia, Europe, the Pacific, Africa and Latin America and the Caribbean.

DIGITAL TOOLS

[KIX Africa 19 Hub Digital Repository](#). The repository is a tool to facilitate the exchange of knowledge and resources in education in the hub's 19 member countries including stakeholders and the general public. It contains evidence-based resources on education innovations from the countries that are covered by the Africa 19 hub across East, West, and southern Africa. One of the main thematic sections in the repository is 'Gender Equality In and Through Education.'

KIX AFRICA 21 REGIONAL HUB:

[HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-21](https://www.gpekix.org/regional-hub/kix-africa-21)

WEBINARS AND VIRTUAL ROUND TABLES

[Sharing innovations in support of girls' education in times of crisis](#)

Virtual round table – October 11, 2021

This round table, held in the context of the International Day of the Girl Child, brought together diverse education stakeholders to share innovations in support of girls' education in times of crisis. The event was organized in collaboration with experts and several organizations fighting for the cause of girls' education.

[Gender Mainstreaming in Education and Strategies for Inclusion \(GESI\)](#)

Webinar – December 18, 2020

The goal of this event was to build capacity in integrating gender in education and strategies for inclusion (GESI) in a COVID-19 context and beyond. It also provided a space for government officials and civil society organizations to share successful examples of gender equality, equity, and inclusion in education systems in the region.

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Perspectives and Interventions in Gender Equality and Inclusion across the KIX

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KIX EUROPE, ASIA, AND PACIFIC HUB:

[HTTPS://WWW.NORRAG.ORG/KIX-EAP/](https://www.norrag.org/kix-eap/)

WEBINARS

14th KIX EAP Webinar: Girls' Education, Counting the Uncounted

Webinar – June 15, 2022

This event will explore how countries have moved from the identification of the problem of gender inequality to using collaborative South-South-North research to design a solution. The webinar will showcase the Accountability for 'Gender Equality in Education' (AGEE) and the 'Gender Equality Monitoring' frameworks, designed for use at national and global levels to support local and global commitments to equality, social justice, and sustainable development.

VIRTUAL CONFERENCES

KIX EAP Education Policy Innovation Conference (EPIC) – Day 2

Virtual conference – October 14, 2021

The second day of the EPIC Conference explored the topics of gender equality and social inclusion. The keynote address was delivered by Zsuzsa Millei, Professor of Early Childhood Education at Tampere University. She examined how histories, politics, hierarchies of power, new relations of economic and social life shape children's lives and can lead to gender discrimination or denial of individual rights. The keynote address was followed by four thematic sessions: (i) access to education; (ii) gender inclusive education in the post-Soviet space; (iii) policy lessons on inclusive education; and (iv) inclusive education from policies to practice.

PODCAST EPISODES

Twelfth episode of the KIX EAP Podcast: A conversation with Rokeya Akhter

Podcast Episode – April 9, 2022

This episode, hosted by Ryan Allen (Assistant Professor, Chapman University), featured Dr. U S Rokeya Akhter (Executive

Director, South Asian Institute for Social Transformation). Dr Akhter discussed how Paulo Freire's Pedagogy of the Oppressed was used to advocate for Bangladeshi girls' education.

VIRTUAL COURSES

[Second KIX EAP Learning Cycle: Equitable Access to Education with Geospatial Data](#)

Virtual course – June 7 to July 16, 2021

This learning cycle was a professional development opportunity aimed at enabling participants to challenge the different aspects of equitable access to education by harnessing the power of geospatial data in their daily work. 51 country [representatives](#) from 10 KIX EAP countries participated, and it was facilitated by IIEP-UNESCO. The case studies of [Cambodia](#) and Sudan –derived from this virtual course– greatly focused on analyzing gender disparities in access to education in both countries.

PUBLICATIONS

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KIX LATIN AMERICA AND CARIBBEAN HUB:

[HTTPS://WWW.SUMMAEDU.ORG/EN/KIXLAC/](https://www.summaedu.org/en/kixlac/)

WEBINARS

[Launch of GEM Report 2020 in the Caribbean](#)

Webinar – January 28, 2021

This high-level launch of the [GEM Report 2020](#) in the Caribbean –organized jointly by SUMMA, the KIX LAC Hub, GEM Report, OREALC/UNESCO Santiago, and the UNESCO Cluster Office for the Caribbean– was an opportunity to present the key findings and recommendations of the report for the English and Dutch speaking Caribbean countries. The objective of the event was to engage Caribbean countries in informed policy dialogue using data on inclusion in education in the region derived from this report. A significant part of the dialogue revolved around the topic of gender disparities in education in the Caribbean.

VIRTUAL WORKSHOPS

Embracing Inclusion, Diversity and Equity at UG – The Challenge of Social Justice and Inclusion in an Unequal Region

Virtual workshop – November 6, 2021

This virtual working session was held within the context of a series of training sessions on inclusion, diversity, and equity at the University of Guyana. KIX LAC was invited to present the work being carried out on inclusion, equity, and equality in education in LAC and the results of the '[GEM Report 2020 LAC – Inclusion and Education: All means All](#)' (developed by UNESCO in partnership with SUMMA). Although the session discussed inclusion and diversity in education more generally, a significant part of it was focused on the topics of gender, gender identity, and sexual orientation.

PODCAST EPISODES

“KIX LAC Conversations”: A conversation with Yeny Rivas

Video podcast episode – March 8, 2022

This episode, hosted by Maciel Morales Aceitón (Researcher, KIX LAC), featured Yeny Rivas Medrano (Gender Manager, Ministry of Education of El Salvador). The topic discussed was “Non-sexist education and gender mainstreaming program: Teacher training experience in El Salvador”. The objective of the conversation was to examine this program aimed at training teachers to develop the necessary pedagogical strategies to educate on issues of gender equity and equality and to de-construct inequalities in the education system of El Salvador.

“KIX LAC Conversations”: A conversation with Manos Antoninis

Video podcast episode – December 16, 2020

This episode, hosted by Javier González (Director, SUMMA), featured Manos Antoninis (Director, GEM Report, UNESCO). The topic discussed was the "[GEM Report 2020 LAC – Inclusion and Education: All means All](#)". The objective of the conversation was to discuss the challenges and lessons for inclusive education –identified by this report– in the countries of Central America and the Caribbean; a special focus was placed on issues regarding gender equality, gender identity, and sexual orientation.

PUBLICATIONS

Teaching under construction: Challenges in teacher professional development in Central America and the Caribbean

Policy brief – August 2021

In this policy brief, the author addresses the challenges of teacher professional development (TPD) in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Saint Lucia, and Saint Vincent and the Grenadines (such as the low requirements to become a teacher, the need of further training and shortage of teachers in certain areas, unequal distribution of trained teachers, limited opportunities for in-service development, among others), and proposes policy recommendations to surpass them. The brief includes a section on 'Gender inequality'. Author: Ivana Zacarias.

Expanding the right to education in Central America and the Caribbean

Synthesis report – 2021

This document summarizes the results of the first stage of a study on the main educational challenges in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, and St. Vincent & the Grenadines. A qualitative inductive-based methodology was used, through which 51 institutional documents and databases were analyzed, and 16 interviews were conducted with representatives from the 8 countries. The report includes a section on 'Gender disparities and threats to sexual and gender identity diversity'. Authors: Javier González, Raúl Chacón, Ivana Zacañas, Manuel Sepúlveda, Carlene Radix, Sonia Rees, Sisera Simon, Rafer Gordon.

Country reviews – KIX LAC

Reports – 2021-2022

These documents try to identify the main challenges and opportunities in the education system of the reviewed country. So far, country reviews for Dominica, Haiti, Honduras, Grenada, Guyana, Saint Lucia, and Saint Vincent and the Grenadines have been developed and published. All of these reviews include a section on 'gender gaps, trends and policies'.

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MISC.

Infographics. Two infographics that briefly touch upon the subject of gender equality have been developed: '[What educational challenges does the Caribbean face?](#)' and '[7 urgent educational challenges for Central America and the Caribbean](#)'.

KIX GRANTS:

[HTTPS://WWW.GPEKIX.ORG/PROJECTS](https://www.gpekix.org/projects)

REGIONAL GRANTS

Scaling a Youth-led Social Support and Mentorship Program to Improve Quality of Education for Marginalized Girls in Tanzania, Zambia, and Zimbabwe

Problem. Education systems in **Tanzania, Zambia, and Zimbabwe** are not effectively translating the substantial gains in equitable school access into improved retention and learning and life outcomes for marginalized children, especially girls. To develop equitable, quality secondary education, there is a need to design and scale more holistic and tailored innovations that address the needs of marginalized girls to stay in school and learn.

What is KIX doing? Through an assessment of the Learner Guide, an evidence-based and youth-led social support and mentorship program, KIX seeks to provide the three participating countries with knowledge on how to adopt and sustainably scale the core elements of said program into their school systems.

In short, the Learner Guide focuses on improving girls' access to and retention in secondary education and equipping them with a broad set of life skills necessary to transition to productive, fulfilling livelihoods.

Over a period of 27 months, CAMFED Tanzania, CERPD (University of Dar es Salam), and the REAL Centre (University of Cambridge), will examine the effectiveness of the program under government co-implementation in Tanzania, and its impact on marginalized girls. Drawing on the experience in Tanzania, the project will consider how this program could be adapted and implemented in Zambia and Zimbabwe.

What do we hope to see? Evidence on the effectiveness of the Learner Guide to improve retention, and to increase access to quality education, for marginalized girls in underserved communities in participating countries; increased knowledge and capacity of governments to scale quality education initiatives, such as the Learner Guide, using evidence.

The Back2School Project: Scaling an Accelerated Learning Model for Out-of-School Girls in Rural Communities in Ethiopia, Kenya, and Tanzania

Problem. There is a disproportionately large number of out-of-school children in sub-Saharan Africa; this crisis has been further compounded by the COVID-19 pandemic. The issue is particularly prominent among rural girls who –facing cultural, systemic, and structural barriers– either never enroll or drop out before completing their education.

What is KIX doing? By reviewing and refining COBET (Complementary Basic Education in Tanzania), an existing accelerated learning model for out-of-school children, KIX aspires to facilitate the re-integration of out-of-school rural girls into the mainstream education systems in **Ethiopia, Kenya, and Tanzania**.

For 31 months, the Graca Machel Trust and the African Child Policy Forum will assess and improve COBET to further enhance it in Tanzania and to generate evidence in support of adapting and scaling its key elements in Ethiopia and Kenya.

What do we hope to see? An enhanced –adaptable and scalable– COBET model; evidence on the effectiveness of COBET in re-integrating rural girls into mainstream education; improved capacity of education stakeholders to adapt and scale the

model in the three participant countries.

A comparative study of accelerated education programs and girls' focused education models in Ghana, Nigeria, and Sierra Leone

Problem. There are 258.4 million out-of-school children, with one-third of them living in sub-Saharan Africa. The COVID-19 pandemic has exacerbated the situation with more children dropping out of school. In this already difficult context, girls continue to face the greatest barriers that hinder their access to school, especially in rural and conflict-prone environments.

What is KIX doing? Over the course of 31 months, a consortium comprised of Associates for Change, the Centre for the Study of the Economies of Africa, and Dalan Development Consultants, will conduct a study to assess four 'accelerated education programs' (AEP) being implemented in rural and fragile contexts in **Ghana, Nigeria, and Sierra Leone**. AEPs have emerged as one of the key innovations for providing alternative education because they are designed to be inclusive (since they pay special attention to girls and children with disabilities), flexible, and age-appropriate. This exercise aspires to generate evidence and lessons to improve EAPs and enhance their scalability in the target countries.

Each EAP will be assessed for its effectiveness in (i) reaching large populations of out-of-school children, particularly in rural and conflict-prone environments; (ii) increasing access to education for girls and children with disabilities; and (iii) enabling the transition and retention of these children into formal schooling.

What do we hope to see? Evidence on the effectiveness of AEPs and girls' focused education programming across extremely poor rural areas and emergency contexts; enhanced capacity of governments to adopt and scale up effective AEPs.

Improving knowledge on gender norms to promote gender equality in schools in Africa

Problem. Even though substantial financial resources have been spent to support the formulation of policies and interventions aimed at the retention and the success of girls in schools in Africa, the results obtained have been often disappointing. Exclusions based on cultural norms, and systemic and structural barriers, continue to constitute major obstacles for girls in the region.

What is KIX doing? Over a period of 33 months, FAWE in partnership with UNESCO and IIEP-UNESCO will examine key innovations on gender equality and analyze contextual factors that influence the integration of gender equality into education systems.

Data on innovations and gender norms will inform knowledge mobilization and capacity strengthening strategies -aimed at driving effective change that allows girls to go to school, remain there, and succeed- in **Burkina Faso, Chad, Democratic Republic of the Congo, and Sao Tome and Principe**.

What do we hope to see? Evidence of how gender norms undermine -or promote- the girls' experience and success in formal education; enhanced capacity of education stakeholders using tools and innovations, and designing and implementing strategies, to promote gender equality in target countries.

The Forum of African Women Educationalists' gender-sensitive school model as an innovative response to the challenge of gender equality

Problem. In sub-Saharan Africa, girls are more likely to be out of school when compared to boys, and they face more obstacles to their progress, participation, and learning. The COVID-19 pandemic has exacerbated these difficulties by keeping girls away from school for a prolonged period, exposing them to early marriages, sexual assaults, and teen pregnancies.

What is KIX doing? Over a period of 33 months, FAWE, LARTES-IFAN, and Fondation Paul Gérin-Lajoie, will assess how FAWE's

gender-sensitive school model can be adapted and implemented in **Burundi, Democratic Republic of the Congo, Madagascar, and Mali.**

In a nutshell, this proven model is designed to equip teachers with knowledge, skills, and attitudes that enable them to respond adequately to the learning needs of girls and boys through the implementation of gender-aware classroom processes and practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community.

What do we hope to see? Evidence of the model's effectiveness, adaptability, and scalability for the four target countries; improved capacity of education policymakers –and other key stakeholders– to adopt and scale this model.

The Impact of Gender and Inclusive Pedagogies on Students' Participation and Learning Achievement at Secondary School During the Pandemic and Beyond

Problem. Bangladesh, Bhutan, Nepal, Vietnam, and Timor-Leste face several common equity-related challenges linked to gender equality and inclusion that negatively affect student participation and performance (most acutely at the secondary-school level). The COVID-19 pandemic further exacerbated these challenges and inequalities and, if they are not addressed urgently, student participation and achievement –especially from a gender-equity and inclusion perspective– may further deteriorate.

What is KIX doing? By introducing an evidence-based, gender- and inclusion-focused teacher professional development package, KIX seeks to enhance teacher competency to address equity concerns and improve students' participation and learning achievement in the five participating countries. The project includes an experimental research design to test the effects of this GIP (Gender and Inclusive Pedagogies) intervention on students' participation and learning achievement, and on teachers' attitudes, sense of self-efficacy, and classroom practices.

The project will be implemented by Dhaka University, Tribhuvan University, Vietnam Institute of Education Sciences, Royal University of Bhutan, and Universidade Nacional Timor Lorosa'e and will promote the scale-up of GIP by developing advocacy frameworks for each participating country, and by establishing a regional collaboration platform.

What do we hope to see? An improved and more equal student participation and learning achievement derived from teachers' practices that better address differences in students' gender, ability, ethnicity, and other factors; evidence on the impact of GIP interventions on teachers' attitudes and classroom practices, and on students' participation and learning achievement.

Strategies to prevent sexual and gender-based violence and foster equity in rural schools

Problem. Discrimination and violence related to sexual orientation and gender is one of the most significant problems in school systems in Latin America. This type of discrimination/violence hurts students and distorts their perception of school, which becomes an unsafe and threatening place for one's identity; it also negatively affects learning and leads to various disorders.

What is KIX doing? Over a period of 33 months, CLADE –in partnership with Alternatives– will generate diagnoses, design and adapt existing tools and instruments, and build local knowledge and capacity, aimed at contributing to policy development and to the strengthening of strategies for the promotion of gender equality and prevention of gender-based violence in rural schools in **Haiti, Honduras, and Nicaragua.**

What do we hope to see? Diverse materials that can guide the treatment and prevention of violence in schools and contribute to the development of public policies that address this issue; enhanced capacity of education policymakers

PUBLICATIONS

[Lessons on the impact of COVID-19 on girls' education in Africa](#)

Blog post - March 8, 2022

This blog post summarizes key findings on the impact of the pandemic on girls in Africa and describes interventions being implemented by countries of the region on the topics of (i) financing girls' education; (ii) girl-focused school reopening campaigns; and (iii) a look at the well-being of girls. These girl-focused findings and interventions were originally identified by the Observatory when developing five more general reports on (i) [financing education in Africa during the COVID-19 pandemic](#); (ii) [school reopening in Africa during the COVID-19 pandemic](#); (iii) [the well-being of school children in Africa during the COVID-19 pandemic](#); (iv) [teacher training and support in Africa during the COVID-19 pandemic](#); and (v) [learning assessment during the COVID-19 pandemic in Africa](#).

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Cover photo: 6th grade student
Gévauline Elegbede in class at the
Tchaourou school in Benin.
GPE/Chantal Rigaud