

Beijing+25 UNECE Regional Review Meeting

“From commitments in Beijing to transformative results by 2030 – Gender equality in the ECE Region”

Geneva, 29–30 October 2019

Title of the session: Education for Gender Equality: a powerful tool for transformation (item 7)

Location, date and time: Room XXVII, 15:00-16:30, 29 October

General objectives

The Regional Review Meeting will be convened with the following objectives:

- To review progress in the implementation of the Beijing Platform for Action in the ECE region on the basis of national reports;
- To identify current challenges; and
- To share good practices and provide direction for effective policies and actions.

The discussions will also address how strategies and policies for the implementation of the Beijing Platform for Action will contribute to the realization of the 2030 Agenda for Sustainable Development.

Organizer and contributors of the session

Lead organizer(s) of session: UNESCO

Contact person(s) (name and e-mail): Lina Benete, l.benete@unesco.org

Contributing agencies/organizations: UNICEF, UN Women

Objective of the session

- Reviewing a gender equality process since BPfA +25 development agenda through quality inclusive education in ECE countries;
- Discussing the interconnection of the role of education (SDG 4) in achieving gender equality through developing quality data, adopting necessary legal, policy and planning frameworks and strengthening teaching and the transition from school to work;
- Evaluating opportunities for achieving gender equality and the empowerment of women and girls in the post BPfA +25 development agenda through education, both in terms of inclusive education for all as well as supporting those who promote learning at schools and within communities;
- Promoting cooperation across countries and agencies in order to develop a coherent approach on the promotion of education for gender equality; and
- Identifying further strategies on closing the gender gap and eliminating all forms of discrimination in education.

Design of the session

The session design is structured in the following way:

- Introductory address: providing a brief overview of the current knowledge and practices on the links between gender equality and education in selected countries and per UNESCO's strategy for gender equality in education and recent studies conducted in SEE and CA on the interlinkages between SDG4 and SDG5.
- Highlighting key challenges in the areas of education and gender equality: quality data, effective legal, policies and planning frameworks, better teaching and learning approaches and innovative approaches to raising awareness.
- Presenting successful country practices, programmes and projects in the field of education, which address gender stereotypes and equality issues.
- Identifying further steps through an interactive discussion.

Thematic focus:

Relevant background materials:

- [UNESCO Priority Gender Equality Action Plan: 2014-2021](#)
- [From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025](#)
- [Global education monitoring report 2019: gender report: Building bridges for gender equality](#)
- [The Intersection of gender equality and education in South-East Europe: a regional situation analysis of the Nexus between SDG4 \(Quality Education\) and SDG5 \(Gender Equality\)](#)
- [Gender equality and inclusion analysis of the technical, entrepreneurial, vocational education and training system](#)
- [Report by the Director-General on UNESCO's actions promoting women's empowerment and gender equality](#)
- [Measuring gender equality in science and engineering: the SAGA survey of gender equality in science, technology and innovation policies](#)
- [Gender equality and education in the sustainable development goals](#)
- [A Guide for gender equality in teacher education policy and practices](#)
- [A Matter of right and reason: gender equality in educational planning and management](#)
- [Gender in Education Network in Asia-Pacific \(GENIA\) toolkit: promoting gender equality in education](#)

Guiding questions:

- To what extent have countries achieved gender equality in education and what are the implications?
- What is the role of education in promoting gender equality and in addressing the gender stereotypes in the society in general and related to certain professions in particular?

- What countries are doing and need to do to improve gender related data to inform decision-making and action?
- How could countries produce better legal, policy and planning frameworks to advance rights and inclusion?
- Which are the best practices in the region? What are the effective teaching and learning practices to empower girls and women?
- How could raising awareness on gender roles in education be more innovative?
- Why do gender disparities in education still persist?

Key message(s):

- Improving education quality (including relevance) & skills development for girls and boys through an inclusive education whole-school approach is key to ensuring that all children are enrolled on time, learning and transitioning from school to work successfully.
- High quality timely data and evidence are key ingredients for education sector analysis, planning, budgeting and monitoring information systems to advance gender equality through education.
- Quality data can help countries to identify and analyze gender related patterns and trends, and better plan and target resources accordingly to address gender inequalities. It also helps to identify and inform interventions that influence participation, learning and empowerment from early childhood to tertiary education and beyond.
- Countries are called on to assess the extent to which gender equality is mainstreamed in national education policies, curricula, teacher education and student assessments, and to monitor the presence of single-sex sanitation facilities.
- Innovative approaches to learning, including e-learning, can translate into reaching those left behind, including girls, children with disabilities and those who are in socially excluded and marginalized communities.
- Ensuring a continuity of education and lifelong learning, especially for girls and women and refugees and migrants, is of key importance.
- Comprehensive constitutional, legal, policy and planning frameworks are the scaffolding to ensure the right for all to quality early childhood care and education, 12 years of quality primary and secondary education, and equal opportunities for higher, technical and vocational and adult education. They are essential to prohibit discriminatory practices and to dismantle barriers to education and lifelong learning, including child marriage, child labour and domestic work, and early and unintended pregnancy.
- In order to empower girls and women, education must challenge and change unequal power relations and address practices, norms and expectations that prevent boys and girls, women and men from realizing their full potential.
- Education must also ensure that all learners acquire competencies needed for today and tomorrow, which goes beyond literacy and numeracy. It should include a range of cognitive, socio-emotional and behavioural skills that promote innovation, critical thinking, conflict management, acceptance of diversity, creativity, leadership, cooperation, adaptability, and global citizenship. It must also provide opportunities for the transition from school to work.
- Opportunities for access to a quality day care and pre-primary education for both boys and girls, in terms of supporting school preparedness and reaching a full potential throughout life as well as women's economic empowerment, are needed.

Composition of the panel: key participants

Moderator:

Vera Labkovich, Director-General of the Department on Population, Gender and Family Policy of the Ministry of Labour and Social Protection, Belarus

Panellists/Key experts:

- 1) Elina Kalkku, Under-Secretary for Development Policy, Ministry of Foreign Affairs, Finland
- 2) Krista Pikkat - Director, Almaty Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, UNESCO
- 3) Hava Karrie, Director, MASHAV Carmel Training Center, Israel
- 4) Damel Mektepbayeva – Civil Society Representative (*Nazarbayev University, Kazakhstan*)

Rapporteur/note taker:

Lina Benete, Education Programme Specialist, UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
Wally Merotto, Coordination Officer, UNESCO Regional Bureau for Science and Culture in Europe