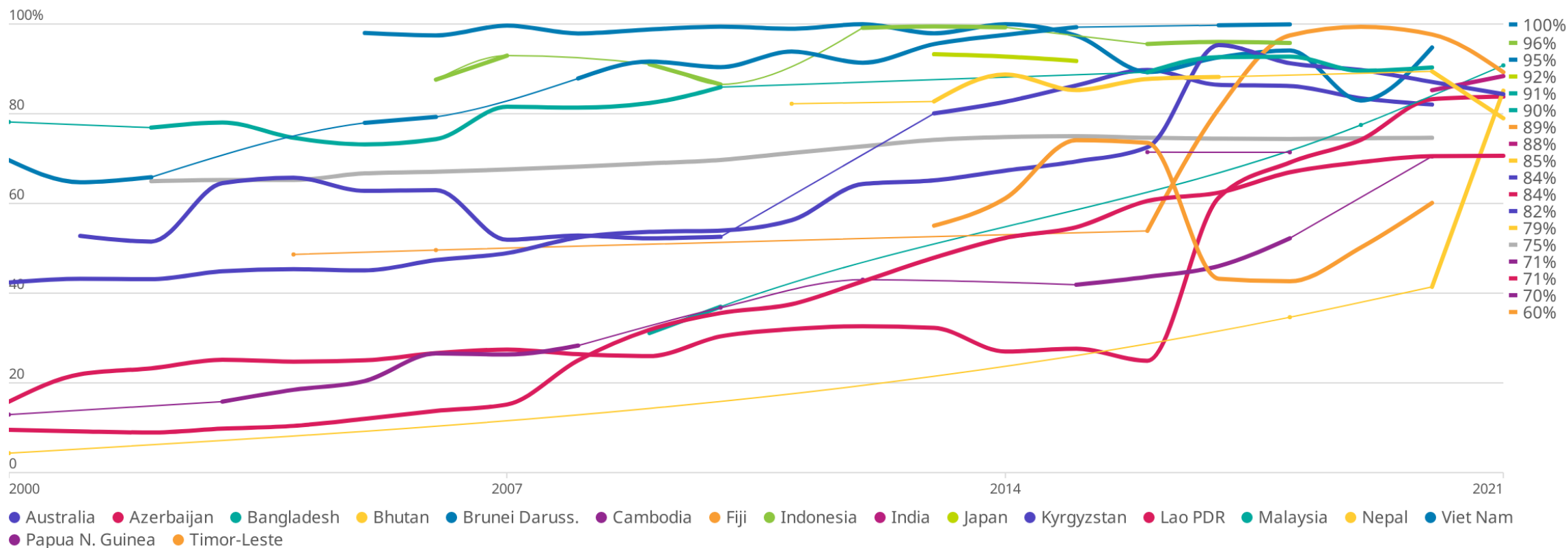# Leave No One Behind:
Gender-transformative and inclusive education

Globally, three in four students attend pre-primary one year before primary

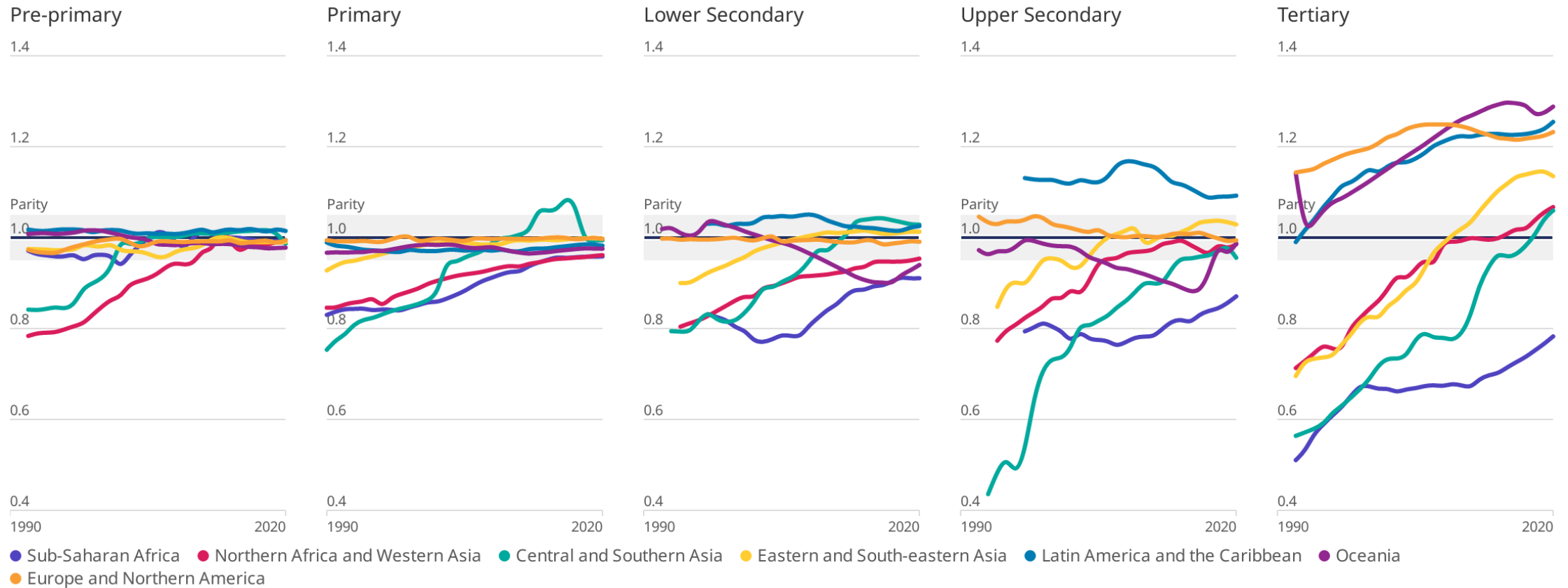Participation rate in organized learning (one year before the official primary entry age)

Legend:
● Australia ● Azerbaijan ● Bangladesh ● Bhutan ● Brunei Daruss. ● Cambodia ● Fiji ● Indonesia ● India ● Japan ● Kyrgyzstan ● Lao PDR ● Malaysia ● Nepal ● Viet Nam ● Papua N. Guinea ● Timor-Leste

Right-axis values: 100%, 96%, 95%, 92%, 91%, 90%, 89%, 88%, 85%, 84%, 84%, 82%, 79%, 75%, 71%, 71%, 70%, 60%

Leave No One Behind: Gender-transformative and inclusive education

We have made significant progress towards gender parity around the world...
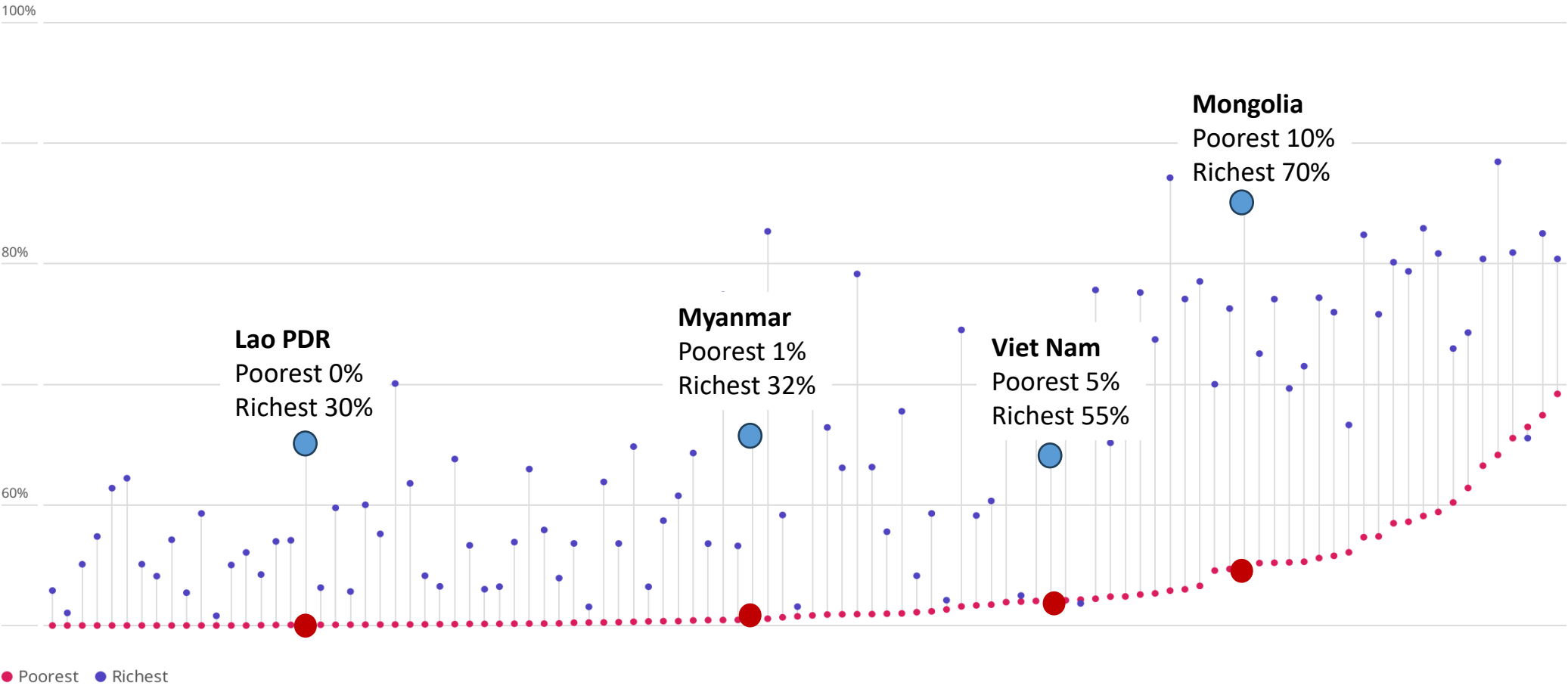
Gender parity index for gross enrolment ratios by level

Pre-primary · **Primary** · **Lower Secondary** · **Upper Secondary** · **Tertiary**

- Sub-Saharan Africa
- Northern Africa and Western Asia
- Central and Southern Asia
- Eastern and South-eastern Asia
- Latin America and the Caribbean
- Oceania
- Europe and Northern America

This graphic was designed for the GEM Report SCOPE website. www.education-progress.org
Selection: geo.
Source: UIS database, 2022. Accessed: Feb 19, 2024

The poorest have hardly any post-secondary education opportunities in low- and middle-income countries

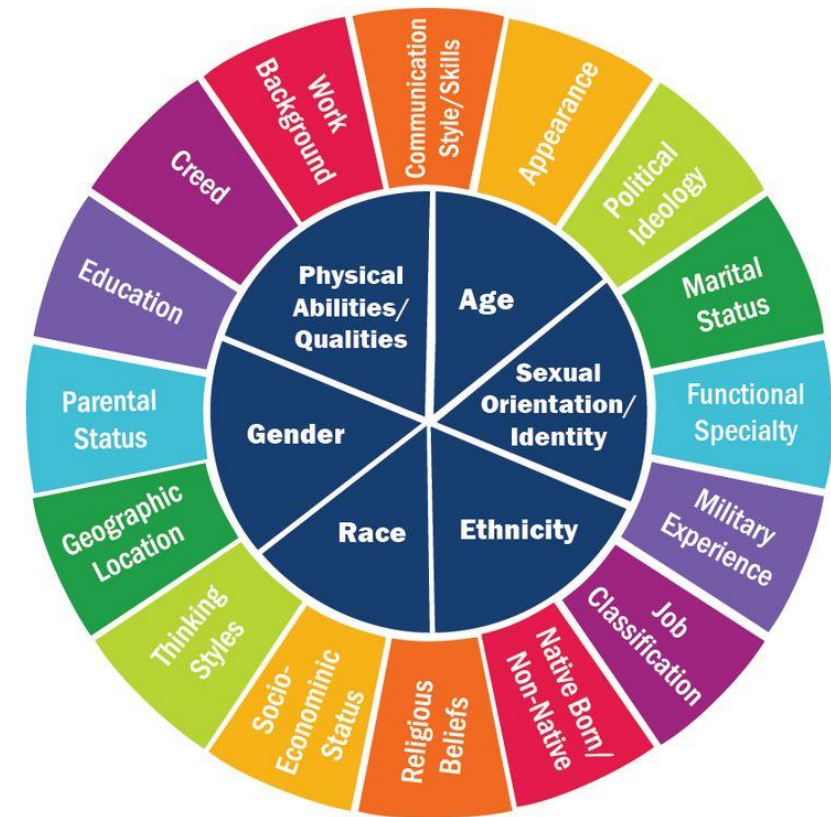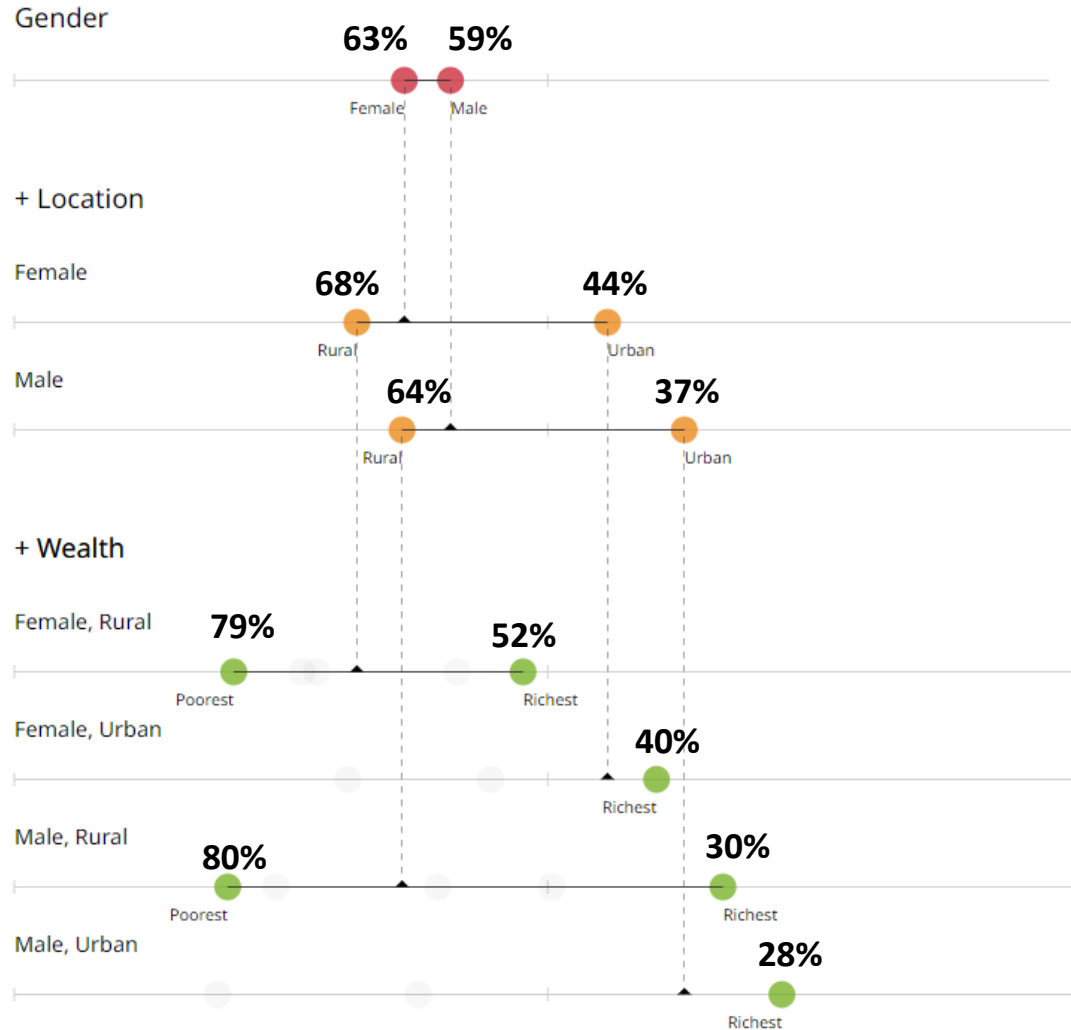Participation rate by level and wealth

Lao PDR
Poorest 0%
Richest 30%

Myanmar
Poorest 1%
Richest 32%

Viet Nam
Poorest 5%
Richest 55%

Mongolia
Poorest 10%
Richest 70%

● Poorest ● Richest

Leave No One Behind: Gender-transformative and inclusive education

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To understand the intersection of inequities we need more intersectional data

Transforming Education Summit

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Leave No One Behind: Gender-transformative and inclusive education

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UN Transforming Education Summit

Action Track 1 on Inclusive, equitable, safe and healthy schools

Discussion Paper (Final draft – 15 July)

Context

Education is at a crossroads. While much progress has been made globally in recent decades in education, high rates of poverty, exclusion, insecurity and gender inequality continue to hold millions back from learning. COVID-19, violence, armed conflict, refugee and internal displacement, natural hazards including climate-induced disasters and associated economic migration, and a growing backlash against gender equality and women's rights are reversing progress and widening inequalities in many contexts. The health and well-being of learners are a critical point: increasing numbers of them are vulnerable to poverty, malnutrition, infectious diseases, early and unintended pregnancy and poor psychosocial and mental health. Marginalized groups are suffering most.

We need a new vision for education: schools and their surrounding education communities must be transformed to become more responsive to the needs of learners and to ensure that their rights are met. Bold action is needed if the international community is to meet its commitments and make education inclusive for all. In 2020, some 259 million children, adolescents and youth were out-of-school, including at least half of all refugee children and youth.[1] Although the evidence shows that pre-primary education has a positive impact on learning and development, only 45% of young children in low-income countries, compared to 91% of children in high-income countries, have access to this level of education.[2]

We know what holds learners back from educational participation and success. Identity, background and ability dictate educational opportunity, with gender, location, poverty, disability, ethnicity, religion, language, displacement, sexual orientation, gender identity and expression[3] and legal status intersecting and compounding disadvantage. The most marginalized learners face several layers of discrimination. Outside of the high-income countries in Europe and North America, only 18 of the poorest youth compared to 100 of the richest youth complete secondary school. In at least 20 countries, largely in Sub-Saharan Africa, few poor rural young girls complete secondary school,[4] and only 11% of the poorest girls in crisis-affected countries do so.[5]

Girls' average primary completion rates have increased by almost 20 percentage points over the past 25 years to 87%, while completion rates for boys have risen from 85% to 90%.[6] Girls are more likely than boys to never attend school, but boys in many countries are at higher risk of failing to advance and complete their education.[7] Girls with disabilities are more likely to be out of school than their female peers without

1

Call to Action

Advancing Gender Equality and Girls' and Women's Empowerment in and through Education

This call to action builds on the Action Track 1 paper on inclusive, equitable, safe and healthy schools,[i] the Freetown Manifesto for Gender-Transformative Leadership in Education,[ii] related G7 and G20 declarations and communiqués,[iii] the Generation Equality Forum,[iv] and other normative frameworks and commitments made by governments and partners to girls' and women's education and gender equality.[v]

Like all Transforming Education flagships, it will be promoted and championed in the coming months and followed up on and monitored under the SDG4 High-Level Steering Committee, existing advisory bodies on girls' education and gender equality in and through education and a new Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education.[vi]

We call on all to advance gender equality and girls' and women's empowerment in and through education by taking action in the following areas:

Governments at national and sub-national levels shall:

- Put gender equality at the heart of education sector plans, budgets and policies, identifying gender disparities and their underlying factors from the early years and beyond, and including and increasing budgets, strategies and commitments that transform harmful gender norms in pedagogy, build the institutional and human capacity of education sector staff, and advance other context-specific priorities.

- Ensure gender parity and non-discrimination at all levels and in all subjects of education, and in teaching, education and ministerial leadership positions. This includes supporting women teachers with fair and equal compensation, safe housing, transport and other resources needed to work in remote areas, and other efforts to break the glass ceiling in educational leadership and administration.

- Remove gender bias and stereotypes from curricula, teaching and learning materials and ensure all teachers and learners acquire the knowledge and skills needed to examine, challenge and change harmful gender norms, attitudes and practices, unequal power relations, gender discrimination and wider intersecting inequalities. This includes early learning materials, as evidence shows that gender stereotypes and norms are understood and embedded in children as young as two years of age.

https://transformingeducationsummit.sdg4education2030.org/CTAGirls

Areas of action

Gender-transformative education sector plans, budgets, policies and data systems

Gender parity and non-discrimination

Gender-transformative curricula, teaching and learning materials, and pedagogies

Gender-transformative and inclusive learning spaces

Cross-sectoral collaboration and meaningful integration of young people in decision-making

Investments that target the most marginalized learners

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Ensuring gender parity and non-discrimination at all levels and in all subjects of education

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Investments that target the most marginalized learners

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Leave No One Behind: Gender-transformative and inclusive education

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Driving follow-up to the Transforming Education Summit

GLOBAL ACCOUNTABILITY DASHBOARD

For gender equality and empowerment through education

The **Transforming Education Summit** (September 2022) was convened by the United Nations Secretary-General in response to a global crisis in education – one of equity and inclusion, quality and relevance. As one of the key outcomes of the Summit, leaders and education advocates launched the **Global Platform for Gender Equality and Girls' and Women's Empowerment in and through Education** through a landmark **Call to Action**.

Check out the Dashboard today!

SEE COUNTRY PROFILES

What are countries doing?

The link below brings you to country profiles that contain up-to-date statistics on gender and education in 133 low- and middle-income countries and 60 high-income countries.

🌐 View country profiles

Featured Work

GENDER TRANSFORMATIVE EDUCATION COURSE

In this new online course designed by Plan International, UNICEF, UNGEI and Transform Education participants will learn how to design, implement, advocate for and assess Gender Transformative Education initiatives. You can find the course on UNICEF's e-learning platform.

Check it out!

UN WOMEN: WOMEN COUNT

Since 2016, UN Women has implemented Women Count, a multi-stakeholder global strategy for a radical shift in how gender statistics are produced, used, and promoted to inform policy and advocacy on gender equality. The following videos provide insight into our regional program and the achievements of our country programs in Ethiopia, Tanzania, Uganda and Kenya.

Check it out!

HERATLAS

UNESCO's interactive HerAtlas tool maps girls' and women's right to education. By enhancing public knowledge and monitoring the status of national constitutions, legislation and regulations related to education rights for girls and women, it encourages countries to strengthen their laws and policies for long-term change.

Check it out!

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Thank you

Learn more: www.unesco.org/GenED

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