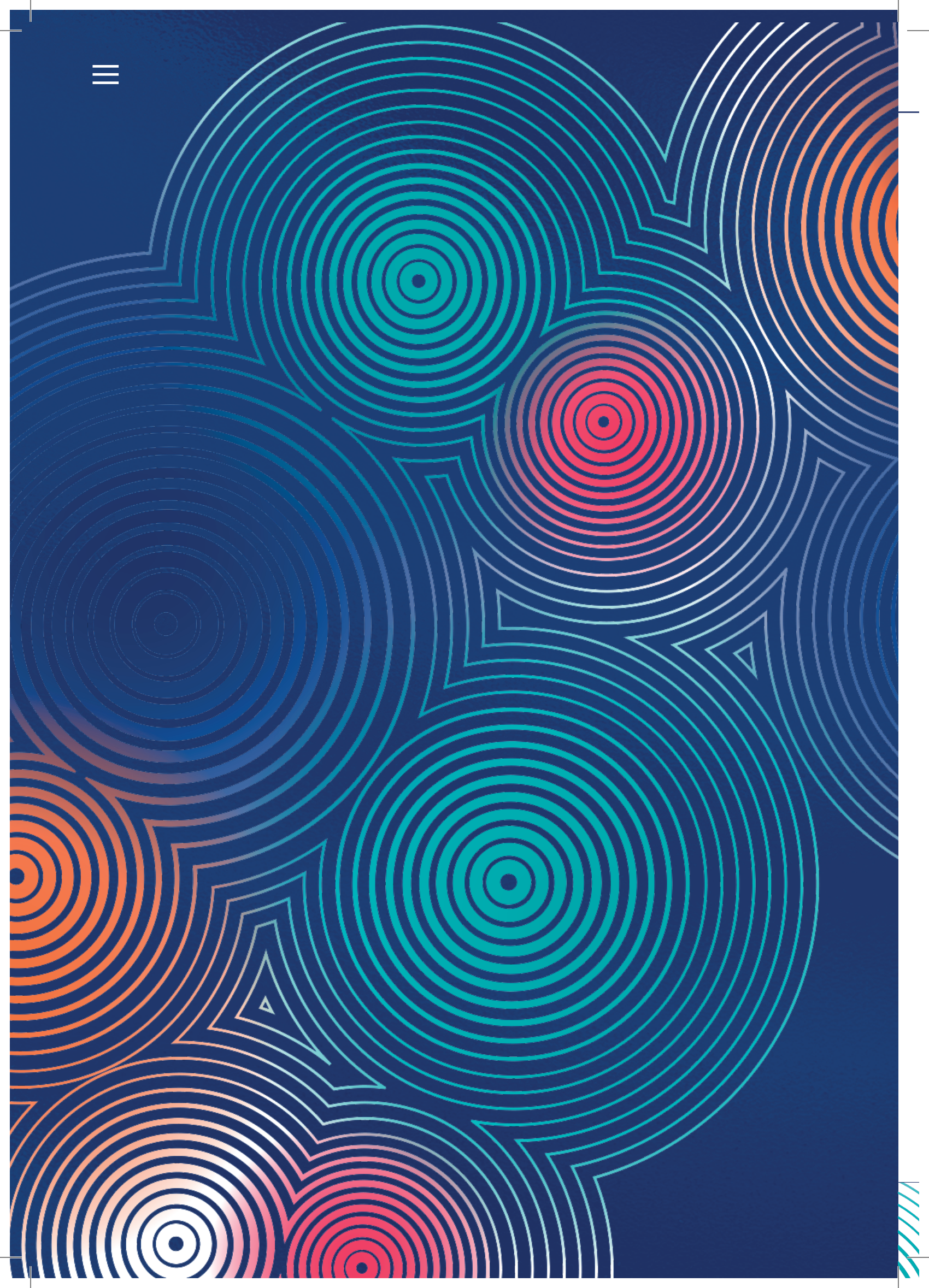


EOL POLICY GUIDANCE NOTE ON INCLUSION AND GENDER EQUALITY



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LIST OF ACRONYMS

EOL – Education Out Loud
GPE – Global Partnership for Education
GMU – EOL's Global Management Unit
NEC – National Education Coalition
RMU – EOL's Regional Management Unit

Front page: Class 10 students at Shree Krishna Ratna School in Chautara, Sindhupalchowk District, Nepal. Credit: GPE / Kelley Lynch



1 INTRODUCTION



Yirba Yanase Primary and Secondary
School in Hawassa, Ethiopia.
Credit: GPE / Translieu

Quality education particularly for the most marginalized, including girls, is essential to provide equal opportunities for all and enable people to claim their rights.

Education has the potential to drive inclusion of marginalized groups and gender equality which is key to creating a more peaceful, prosperous, healthy and sustainable world. Practically, many elements of these issues can be addressed at a national level.

Exclusion occurs when governments are unable to provide free, equal, and quality education that is publicly available to all its citizens for reasons of capacity, approaches or cultural norms and practices. This may happen when governments are not able to collect sufficient funds via taxes to cover quality education for all. Often such exclusion is manifested as inequality between genders, unequally affecting girls that face a multitude of barriers to education, such as gender-based violence, access issues and hindrances based on social and cultural norms and practices. Although progress has been made, many children remain excluded from learning in a safe, healthy and non-discriminatory environment. Children with disabilities, in particular, may be particularly affected, as well as children that are part of one or more marginalized groups in their specific learning contexts such as children from poor families, communities representing refugees and internally displaced persons, migrants, indigenous peoples, LGBTQIA+ and

ethnic minorities – and often more than one group compounding exclusion.

As duty bearers¹, governments are responsible for ensuring access to inclusive and gender-responsive education for its citizens but no single ministry of education or other government entity can alone ensure relevant, free, quality and public education for all. A continued, inclusive, participatory and gender-responsive dialogue is crucial among government entities, civil society representing marginalized groups, the international aid community, the private sector and others that play a central role in ensuring a national public education sector that is capable of providing quality education for all. Such an inclusive education sector dialogue is a prerequisite for identifying solutions to exclusion and marginalization, and continuously monitoring that education provisions at a national and local level are inclusive and gender responsive.

With its focus on social accountability and inclusive civil society engagement in education sector dialogue, the EOL programme promotes and supports inclusive and gender-responsive education at an operational national level.

¹ More on 'duty bearers' can be found, among other places, via this link: <https://www.right-to-education.org/monitoring/content/glossary-duty-bearers>.

IN SHORT: INCLUSION AND GENDER IN THE EOL PROGRAMME:

Inclusion and gender-related issues are at the heart of EOL.

As a fund, EOL is uniquely placed to nurture, guide, and stimulate national-level civil society engagement in education advocacy in relation to inclusion and gender equality in 60+ countries.

There are three primary issue-areas for EOL:

- **Inclusive education sector dialogue** (gender responsive dialogue/policies)
- **Inclusive coalition and alliances** (promoting awareness and mainstreaming gender equality institutionally – also in advocacy and strategic plans)
- **Social inclusion and gender equality as thematic advocacy strategies** (promoting and tracking evidence generation, among other issues, in relation to girls' education and gender equality)

1.1 WHY THIS POLICY GUIDANCE NOTE?

The principle of ‘leaving no one behind’ and gender equality are at the heart of GPE’s 2025 Strategic Plan. As GPE’s fund for civil society in shaping education policy to better meet the needs of vulnerable and marginalized communities, the EOL goal for the 2024–2027 period echoes this explicit focus on inclusion and gender.

This policy guidance note provides a framework of how inclusion and gender concepts are operationalized in EOL in support of the significant role of civil society in advancing these agendas. It provides a succinct framework of how EOL practically works with inclusion and gender-related issues specifically. It is meant as a reference document that provides clarity of central concepts and an overview of how the EOL programme engages on issues related to inclusion and gender in education sector dialogue and civil society’s participation in such dialogue. It outlines how Oxfam Denmark as the EOL grant agent operationalizes these concepts with an aim to ensure increased mainstreaming across the broad EOL grantee portfolio, in internal procedures and in EOL’s learning framework.

The policy guidance note seeks to provide technical insight into the topics, while remaining straight-forward, concrete and relevant to the specific context of the EOL programme as a multi-country funding mechanism. This means keeping in mind the diverse portfolio of grantees with varying levels of organizational, thematic and advocacy capacity and operational contexts that differ markedly.

For a broader overview of the role of civil society in advancing Sustainable Development Goal (SDG) 4 goals on access to quality education for all, please also refer to GPE’s brief [“What’s in it for civil society?”](#). This brief provides a snapshot of how civil society organizations play several important roles: key allies in local service delivery; advocates for the right to education of underserved and excluded groups and communities, representing the interests of those groups in policy discussions; and as critical counterpoint to government policy.

GPE 2025 MISSION STATEMENT*:

“To mobilize partnerships and investments that transform education systems in developing countries, **leaving no one behind**.”

GPE 2025 GOAL*:

“To accelerate access, learning outcomes and **gender equality** through equitable, inclusive and resilient education systems fit for the 21st century.”

EOL GOAL 2024–2027:

“To contribute to the promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes.”

*Source: [GPE 2025 Strategic Plan](#) [emphasis by author]

1.2 WHO IS THE POLICY GUIDANCE NOTE FOR?

This policy guidance note targets anyone with an interest in how EOL as a fund for civil society advocacy frames its work on inclusion and gender. As such, it aims to provide:

- Guidance to EOL grantees and partners, including EOL learning partners, and
- a foundation from which the EOL grant agent – Oxfam Denmark – manages the EOL programme.

A brief ‘practitioner’s guide’ targeting specifically EOL grantees complements this policy guidance note (forthcoming). This will cover three elements:

- (i) Key inclusion and gender concepts in EOL,
- (ii) A selection of good practices to illustrate key concepts, and
- (iii) An overview of key resources that may be helpful to the grantees (e.g. tools and reference guides on education advocacy, gender transformative education, and inclusive education).

As the policy guidance note is a framework for the entirety of EOL, it covers all three operational components². However, while the concepts described below may be relevant for grantees under OC2 and OC3, it is especially relevant for national education coalitions under OC1 in relation to their organizational structure and in their role in engaging with national level education advocacy vis-à-vis national governments and public institutions.

1.3 HOW TO USE THE POLICY GUIDANCE NOTE?

The approaches outlined in this document are developed specifically for the EOL programme as a funding mechanism that supports civil society actors at national and transnational levels. They align to GPE’s approaches and strategies and are inspired by the comprehensive resources from the Oxfam Confederation on the topics. The policy guidance note is a ‘living document’ that will be revised continuously by Oxfam Denmark as the EOL grant agent.

The policy guidance note is structured in the following way:

- First, the three types of inclusion in EOL are outlined followed by matrices outlining aspects on how the EOL programme relates to each.
- A chapter ensues on how gender is approached in the EOL programme, which also includes a list of definitions of central concepts.
- Building on the two first chapters, a chapter follows on how these topics are concretely operationalized in EOL and mainstreamed across processes and thematic issues (e.g. EOL’s learning framework, MEL set-up and processes around calls for proposals).
- An annex is included that provides a curated list of resources for further reading.

² An overview of EOL’s three operational components can be found here: <https://educationoutloud.org/index.php/who-we-are/grant-recipients>



Shakuntala Badi is 13 years old and studies
Adarsha Saula Yubak Higher Secondary
School, Bhainsipati, Nepal.
Credit: GPE / NayanTara Gurung Kakshapati

2

INCLUSION IN THE EOL PROGRAMME

In contexts where EOL grantees operate, children and young people face barriers to education if they are part of marginalized and excluded groups.

Who these groups are and what has led to their exclusion are highly dependent on the specific context. However, common dimensions of exclusion include, among others, the following:

- Gender – a particularly pervasive driver of exclusion that is explored further in the following chapter
- Children living with disabilities (both physical and learning disabilities)
- Children living in rural, remote or other areas that may lack access to education infrastructure
- Children who are migrants, refugees, or internally displaced
- Being from families living in poverty (both in rural and urban settings)

Other excluded groups are, among others, ethnic, religious or linguistic minorities, certain groups in caste and caste-like systems, LGBTQIA+, pastoralists, pregnant adolescents and adolescent parents, orphans, children in incarceration or jail, children impacted by substance abuse, and indigenous peoples³. Many learners belong to more than one marginalized group and this intersectionality may make them even more vulnerable.

Common to the issues above is that they are context-specific and that their solutions lie at a national or sub-national level.

³ More information on these groups and regional snapshot can be found in a GPE KIX scoping study working paper entitled “Gender equality and social inclusion”. It is available here: <https://www.gpekix.org/news/scoping-study-gender-equality-and-social-inclusion>.

2.1 TYPES OF INCLUSION IN EOL

Inclusion is central to EOL's overall goal: *"to contribute to the promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes"*. As such, inclusion covers a multitude of aspects in the EOL programme. Some are issues that can be addressed via the way EOL is structured, some relate to the sphere of influence of grantees

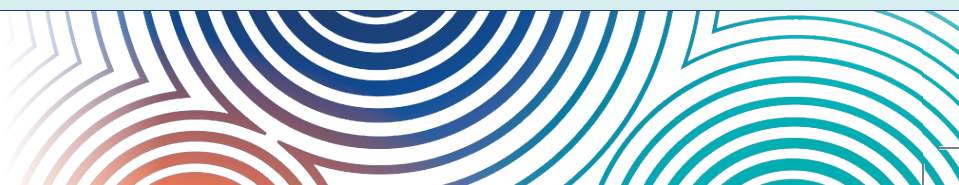
and some are issues related to contexts and cultures where little impact can be reasonably expected from EOL-supported interventions.

Overall, inclusion in the EOL programme can be grouped into three types outlined below followed by three matrices highlighting key aspects for EOL according to each type.



KEY MESSAGES ON INCLUSION IN EOL:

- Inclusion is at the core of EOL and, as such, is related to all parts of the programme.
- In relation to inclusion, as in all things, EOL promotes approaches that are locally led and locally focused. This means that approaches should be context-specific and based on grantees capacities, ambitions and motivations.
- Gender issues are inclusion issues. EOL has a special focus on gender equality and girls' education as they are crucial topics in addressing exclusion.
- Learning is a prominent feature in EOL, and inclusion and gender are thus intrinsically related to EOL's approach to learning.



EOL grantees participating in workshop on education advocacy in challenging contexts facilitated by Institute of Development Studies, University of Sussex, Nairobi 2023.
Photo: JIN Motion



2.1.1 INCLUSION TYPE 1: INCLUSIVE EDUCATION SECTOR DIALOGUE

Sector dialogue relates to the space to discuss and influence education issues with the government or authorities in their role as duty bearers for guaranteeing the right to education for all (i.e. the government as duty bearer should provide free, public education services of quality for all). As such, this includes education planning, implementation and monitoring.

Key national-level coordination bodies and mechanisms include local education groups⁴ and processes and networks around SDG 4, which cover spotlight reporting and inputs to Voluntary National Reviews⁵, among others. It is important, however, to note that education advocacy at a national level takes many forms and includes various informal and formal channels where inclusive approaches can be promoted but may be difficult to influence.

Some considerations on specific enabling and hindering issues relating to inclusive sector dialogue are the following:

- Is the civic space in the national context open or closed and are there conducive ways for grantees to meaningfully advocate on education issues?
- Are there meaningful ways for civil society to provide inputs to policy processes around planning, policy implementation and monitoring?
- Does the government take in inputs and make changes accordingly?
- Is the government's administration capacity at a level where meaningful relations are difficult?

Inclusive sector dialogue can also relate to non-state actors' interaction and their internal relations. E.g. is there a strong education-focused civil society in the country context, a strong pull from a conservative government on specific issues or are there large private sector actors engaging in education service provisions? Is the context fragile or conflict-affected or are education services delivered to some extent via humanitarian clusters influencing the policy space in the country?

⁴ See for instance the « Guidance note on terms of reference for local education groups » for more information: <https://www.globalpartnership.org/content/guidance-note-terms-reference-local-education-groups>.

⁵ A helpful overview of 'spotlight reporting' here: <https://www.sdgaaccountability.org/working-with-informal-processes/spotlightreporting/> and on voluntary national reviews here: <https://hlpf.un.org/vnrs>.



Blind or visually impaired students at Sebeta School for the Blind walk together on campus after classes. Sebeta, Oromia, Ethiopia. Credit: GPE / Kelley Lynch

2.1.2 INCLUSION TYPE 2: INCLUSIVE COALITIONS AND ALLIANCES

This type of inclusion covers issues related to EOL grantees and concerns the internal working of their organization; how the grantee works internally with gender and other issues of inclusion/exclusion as a coalition or network. How do they, for instance, include members in deciding on advocacy priorities? Do they actively look to recruit new members representing specific marginalized communities or do they prefer to keep their membership at a certain level and composition to maintain or specialize their advocacy priorities? How do they ensure that their voice as civil society is legitimate and representative of marginalized groups? Is there space and openness in the coalition or alliance to bring up new issues that may be especially relevant to their specific national context – or to a certain group of members?

Overall, the inclusion issues related to the coalition or alliance can be broken down to the following three components:

- Inclusive organizational practices: Organization and administrative issues related to whether the coalitions have in place e.g. a gender policy, safeguard-

ing mechanisms or an updated and relevant code of conduct,

- Inclusive coalition memberships: Legitimacy and representativity of national civil society and of marginalized and excluded groups in the coalition (related to membership composition), and
- Inclusive internal dialogue: Internal mechanisms for ensuring an inclusive approach and dialogue between members and ensuring that agenda-setting and decision-making on advocacy priorities is done in an inclusive way (e.g. priorities are not just decided by the national coordinator or president of a national education coalition).

In the EOL sphere, issues of inclusive coalitions and alliances primarily relate to OC1 funding to national education coalitions. However, some elements may be relevant to OC2 and OC3 grantees in relation to their representativity of marginalized groups and the way they work as alliances and networks.

Students and teacher in the classroom, School 30, Kulob, Khatlon Region, Tajikistan. Credit: GPE / Kelley Lynch



2.1.3 INCLUSION TYPE 3: SOCIAL INCLUSION AND GENDER EQUALITY AS THEMATIC ADVOCACY AREAS FOR GRANTEES

This type relates to advocacy content and covers how grantees engage on inclusion or a specific education-related inclusion theme such as gender and inclusive education at a substantive level. As such, it can cover research commissioned by grantees on a specific inclusion-related topic or a grantees advocacy around a specific policy not being sensitive to e.g. persons with disabilities. Key questions in this regard include the following: Does the grantee have a particularly strong voice or representation of a specific marginalized group? Do they have access to in-depth knowledge and insights on specific inclusive education topics, such as education and disabilities, girls' education or otherwise? Is the coalition membership particularly strong on e.g. gender or indigenous issues, which means that they may be able to engage

in impactful evidence-based specialist advocacy? Or has the grantee managed to increase their thematic capacity on a specific inclusion-related theme that put them in a favourable position to do policy advocacy?

For a comprehensive introduction to the principle of 'leaving no one behind', inclusive education and GPE system transformation approaches, please see GPE's working paper: ["Leaving no one behind: Transforming education systems, equitably and inclusively"](#) (GPE, September 2023).

2.2 MATRICES FOR TYPES OF INCLUSION IN EOL

Inclusion in the EOL programme can be grouped into three types outlined below followed by three matrices highlighting key aspects for EOL according to each type.

Inclusion is central to EOL's overall goal: *"to contribute to the promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes"*. As such, inclusion covers a multitude of aspects in the EOL programme. Some are issues that can be addressed via the way EOL is structured, some relate to the sphere of influence of grantees and some are issues related to contexts and cultures where little impact can be reasonably expected from EOL-supported interventions.

Overall, inclusion in the EOL programme can be grouped into three types outlined below followed by three matrices highlighting key aspects for EOL according to each type.

KEY MESSAGES ON INCLUSION IN EOL:

- Inclusion is at the core of EOL and, as such, is related to all parts of the programme.
- In relation to inclusion, as in all things, EOL promotes approaches that are locally led and locally focused. This means that approaches should be context-specific and based on grantees capacities, ambitions and motivations.
- Gender issues are inclusion issues. EOL has a special focus on gender equality and girls' education as they are crucial topics in addressing exclusion.
- Learning is a prominent feature in EOL, and inclusion and gender are thus intrinsically related to [EOL's approach to learning](#).



Bilingual education
in Sucre Bolivia.
Photo: Malene Aadal Bo,
Oxfam Denmark





INCLUSIVE EDUCATION SECTOR DIALOGUE

What does this mean for EOL?	<p>Inclusive sector dialogue is at the centre of EOL's overall objective⁶ and, as such, a primary focus of EOL.</p> <p>The EOL programme may provide guidance to grantees on how to engage in inclusive sector dialogue – also in terms of specific inclusion-related topics. This requires that EOL is knowledgeable about specific contexts, grantee capacities and sector dialogue, including policy advocacy. See also EOL's global results framework, in particular the overall objective and specific objective 1. Continuous dialogue with grantees and grantee visits are some of the ways for EOL to keep abreast on such issues.</p>
What is success?	<p>By being informed of context and grantee capacities, EOL continues to be able to support grantees – as they find relevant and meaningful – to engage in and push for an increasingly inclusive education sector dialogue. Reference is made to EOL's global results framework.</p>
What are EOL's minimum requirements	<p>Via on-going dialogue with grantees and through EOL's decentralized structure, EOL's Regional Management Units (RMUs) continuously gauge the extent to which the education sector dialogue is open to national education coalitions (NECs).</p> <p>Inclusive education sector dialogue may be challenged for three main reasons: (i) due to a repressive civic space that does not allow for civil society inclusion (or not on specific topics such as LGBTQIA+), (ii) due to limited government capacity to enable meaningful engagement for all, in which case the grantee (the NEC) may look for ways to engage with proxy duty bearers delivering education services, or (iii) due to limited grantee capacity to engage.</p> <p>While supporting the core operations of national-level civil society is a priority, two factors should as a minimum be evident for continued EOL funding: (i) the NEC needs to represent to some extent a <i>national</i> platform (this is not the case if the membership only consists of a few organizations with limited membership or reach that only focus on specific provinces or if the NEC only targets few provincial-level authorities), and (ii) evidence is needed that there is space for civil society to contribute meaningfully to national-level education sector dialogue. The latter may be in the form of alternative ways to working directly with relevant line ministries and can also be at provincial levels, but strong argumentation should then be in place for grantee activities actually having an impact at a national level.</p> <p>In the proposal assessment process, EOL uses a differentiated funding modality to provide four categories of funding levels to national education coalitions gauging the level of opportunities to engage in education sector dialogue, among other issues.</p>
How does it relate to learning?	<p>EOL's learning focus related to sector dialogue is three-fold:</p> <ul style="list-style-type: none"> (i) Provision of support to national education coalitions – such as capacity development – in particular to push for an increasingly inclusive sector dialogue. Examples of this are trainings in national-level advocacy or providing support to enable grantees producing SDG4 spot-light reports. Such support must follow the ambitions and motivations of the grantees. (ii) Provision of learning opportunities to grantees on e.g. good practices on carrying out national level education advocacy in fragile and conflict affected contexts. Such insights may be useful in terms of sharing lessons among grantees, improving the way the EOL programme provides support to its grantees, and generating overall learning to be shared beyond EOL on issues relating to national level advocacy actions. (iii) Provisions of global or regional learning pieces on specific issues regarding inclusive sector dialogue that seek to inform and support grantees, EOL to improve its support to grantees, or to contribute to the knowledge creation on the education/civil society advocacy sector at large. This would mainly be carried out by EOL's Global Learning Partners.
Other considerations	<p>Inclusive policy engagement is also part of inclusive sector dialogue. 'Inclusive sector dialogue' is the preferred phrase as it includes but goes beyond inclusive policy engagement, which is limited to specific policies.</p>

⁶ EOL's overall objective is to "contribute to promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes."





INCLUSIVE COALITIONS AND ALLIANCES

What does this mean for EOL?	EOL supports the promotion of increased inclusivity via (i) the three components mentioned in section 2.1.2 above, and (ii) a host of learning opportunities while also keeping track of NEC inclusivity among other issues. This may come in many forms such as provision of advisory guidance from RMUs or EOL-supported training on how to organize a coalition or mainstream gender issues into an organization. A common thread is that the type and level of EOL support is dependent on the specific needs identified for each grantee.
What is success?	EOL continues to support grantees to become increasingly inclusive in a way that is sensitive to their needs, ambitions and operational context. Inclusion in this regard covers the grantees internal mechanisms for an inclusive dialogue, their representativity and legitimacy in their national context, and in terms of their organizational and administrative set-up.
What are EOL's minimum requirements	<p>It is crucial that EOL strikes a balance between pushing for broader coalition membership and respecting grantee ownership while also considering contextual barriers to greater inclusivity (e.g. that certain inclusion-related topics may be legislated against or engagement in such topics raises safety concerns). This requires that EOL is aware of the context that the grantee works in and has an updated and solid understanding of each grantee which is achieved via EOL's decentralized structure⁷.</p> <p>It is a minimum requirement that the national education coalitions represent a form of platform for civil society to meet and coordinate education advocacy strategies at a national level (what constitutes a national platform depends on the context and is gauged by EOL's RMUs).</p>
How does it relate to learning?	EOL-supported learning related to inclusive grantees follows the structure of the 'change triangle' and can focus on inclusivity in relation to organizational capacity, thematic competencies and advocacy (see also the EOL's learning framework). Additionally, EOL's Global Learning Partners engage on the topics (see also the EOL's Global Learning Plan).



SOCIAL INCLUSION AND GENDER EQUALITY AS THEMATIC ADVOCACY AREAS FOR GRANTEEES

What does this mean for EOL?	Many EOL grantees' results frameworks include carrying out studies, research or mappings on specific inclusion-related issues as key inputs to their evidence-based advocacy. This could be a mapping on the extent to which a national education system is inclusive of learners with disabilities in rural areas, studies on how education policies are – or are not – sensitive to an ethnic minority or indigenous people. EOL's role in this regard is to support grantees financially to develop meaningful research and studies, guide them on topics, provide learning opportunities for grantees to increase their knowledge base on specific inclusion-related topics.
What is success?	<p>EOL considers it a success if grantees:</p> <ul style="list-style-type: none"> (i) Engage in meaningful inclusion-related study and research activities that are actively used for advocacy purposes and which contribute to advocacy wins, (ii) Manage to produce high quality research outputs on inclusion-related topics, (iii) Share and disseminate both their work and lessons learned on how to use research pieces for evidence-based advocacy, and (iv) Engage in policy and social accountability processes that are inclusion-transformative/focused/sensitive by deliberately including specific excluded groups.
What are EOL's minimum requirements	While EOL may provide relevant resources and guidance to grantees, it is grantees' responsibility to steer and frame knowledge production on inclusion or specific inclusion-related topics. EOL uses inclusion and gender markers to assess the products for quality assurance purposes.
How does it relate to learning?	In addition to supporting grantees on specific topics via its regional learning partners, EOL supports a number of learning collaboratives with an inclusive education focus.
Other considerations	While the EOL programme may provide guidance on specific topics, it is not subject matter experts on specific inclusion-related topics (although Oxfam Denmark as grant agent has comprehensive resources on e.g. gender transformative education that may be relevant for grantees for inspiration). Especially the Global Campaign for Education, its regional coalitions and EOL's global and regional learning partners comprise comprehensive resources for grantees in this regard.

⁷ EOL's RMUs are the primary contact for grantees and grantee visits are carried out continuously to strengthen EOL's understanding of each grantee and their operational context. Reference is made also to EOL's guidance note on grantee visits.



Girls in class at Makamba Primary School.
Uganda. Credit: GPE / Livia Barton

3

GENDER EQUALITY: EOL'S FOCUS AND APPROACH

Education can drive gender equality which is key to creating a more peaceful, prosperous, healthy, and sustainable world.

But for education to fulfill its potential, both girls and boys must benefit equally from it. While setbacks occur and important gains are made at a global level, civil society has a great potential to push duty bearers to provide gender responsive education at a national and local level.

A foundational issue for GPE⁸ and thus also for the EOL programme, gender equality remains part of the overall EOL goal. Following the approach of 'gender hardwiring' as set out in the GPE 2025 Strategic Plan, the following chapter aims to outline practically how gender issues are built into the EOL programme. While

this provides a brief overview, it is important to note that – acknowledging the EOL's 'adaptive management approach' – lessons learned during implementation will continuously be sought operationalized to improve and further solidify the EOL approach to gender equality.

For a comprehensive introduction to GPE's partnership approach to gender equality and an overview of how the ambitions for 'gender hardwiring' is delivered, please see this 2023 GPE paper: ["Going further together – a partnership approach to gender equality"](#).

⁸ More information on how GPE works with gender equality is available in the [GPE 2025 strategy plan](#) and in the 2023 paper ["Going further together – a partnership approach to gender equality"](#).

3.1 FRAMING GENDER EQUALITY IN THE EOL PROGRAMME

Gender issues are inclusion issues and are often a key determining factor in exclusion in many of the country settings where EOL grantees are working.

The way the EOL programme engages in relation to gender issues can be framed as follows:

- In education sector dialogue, the EOL programme supports and promotes national civil society carrying out advocacy that relates to developing or re-enforcing gender responsive education policies and promoting a dialogue that is inclusive.
- At the individual grantee level, EOL promotes and makes available ways for all grantees to increase their awareness of gender-related issues, to mainstream gender perspectives in their work and to promote and increase ways of including gender equality issues in their strategies and advocacy plans. This may, for instance, be via EOL's extensive

learning framework or through guidance and support from EOL's RMUs.

- On specific education themes related to girls' education and gender equality, EOL promotes and tracks grantees' development of studies and research and ways for grantees to use this in their evidence-based advocacy.

Via EOL's expansive learning framework, grantees have practical and concrete opportunities to improve their gender-focused advocacy strategies, gaining better insights into their specific contexts and bolstering their gender approaches internally as an organization. For portfolio-wide issues, EOL's Global Learning Partners engage in several studies that explore how grantees engage on gender issues with a view to better support grantees and to produce sector-specific knowledge from across 60+ country contexts where EOL-supported grantees are active.

3.2 RESOURCES ON GENDER AND DEFINITION OF KEY TERMS

Overall, the EOL team remains available for grantees throughout the implementation period to provide substantial guidance and support to grantees on working to promote gender equality.

As a handy reference for grantees and the EOL programme team, a curated list of resources on gender and education is presented in the annex while a brief reference guide on key terms and their definitions is provided below⁹.

3.2.1 REFERENCE GUIDE ON KEY CONCEPTS

INCLUSIVE EDUCATION SECTOR DIALOGUE	
Gender	gender can be understood as the social and cultural construction of norms and behaviours attributed to people differently on the basis of their sex assigned at birth. Gender can also be understood as an identity. A person's innate sense of their own gender may or may not correspond to the sex they were assigned at birth, for example, transmen and women and non-binary people, and people of other genders as differently expressed in the different contexts and cultures. This social positioning of girls, boys, women, and men is affected by political, economic, cultural, social, religious, ideological, and environmental factors and can be changed by culture, society, and community.
Gender equality	the equal rights, responsibilities, and opportunities of girls, boys, women, and men. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born female or male. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but concerns all.

⁹ The list draws on a range of sources, including from Oxfam, UNGEI and INEE.



INCLUSIVE EDUCATION SECTOR DIALOGUE – CONTINUED

Gender equity	<p>while equality means providing the same resources to everyone, equity signifies giving more to those most in need. This may mean increasing fairness and promoting justice to girls, boys, women, and men regarding benefits, access, and needs. Working on gender equity should not be seen as a replacement for the broader systemic changes required to achieve substantive gender equality. As such, gender equity can be seen as a means to achieve gender equality in the long run.</p> <p>Gender-based discrimination: any situation where people are treated differently and unfairly because of their gender. Gender-based discrimination usually affects women more frequently than men. Even when not intentional, discrimination happens with any distinction, exclusion, or restriction which limits human rights and fundamental freedoms. Identical or neutral treatment of women and men might constitute discrimination against women if such treatment has the effect of denying women their rights because there was no recognition of the pre-existing gender-based disadvantage and inequality faced by women.</p>
Gender norms	the informal rules and shared beliefs that distinguish expected behaviour on the basis of gender at particular points in time and in particular social contexts. Behaviour constrained by gender expectations may lead to inequitable outcomes. Gender norms evolve and change over time. Periods of emergencies or vulnerabilities may result in a ‘backtracking’ of changes in gender norms, where people rely on earlier held norms and expectations, putting progressive change on hold.
Gender sensitive	acknowledges but does not robustly address gender inequalities.
Gender responsive	identifies and addresses the different needs of girls, boys, women, and men to promote equal outcomes.
Gender transformative	explicitly seeks to redress gender inequalities and empower the disadvantaged population.
Gender transformative education	education spaces that see gender as a central and integral part of education and are actively trying to transform harmful gender norms and achieve gender justice in and outside of the learning environment. The teachers, curriculum, methodologies and content encourage gender transformation and empower learners to challenge harmful stereotypes and gender norms, both as students and as active citizens, after their formal or non-formal education has ended. Education systems consider girls, young mothers, and other marginalized learners (for example rural students) by increasing access and finances to ensure public quality education for all.
Intersectionality	gender-based discrimination is inextricably linked with other factors that affect women, girls, men and boys, such as race, disability, ethnicity, religion or belief, health, status, age, class, caste, and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect girls and women belonging to such groups to a different degree or in different ways to boys and men. Thinking intersectionally means seeing people’s entire identities and the range of barriers they experience.
Sexual and gender-based violence (SGBV) including school-related GBV (SRGBV)	an umbrella term for any harmful act perpetrated against a person’s will based on socially ascribed (gender) differences. The term SGBV highlights the gender dimension of these types of acts. SGBV includes: “sexual violence, including sexual exploitation and abuse, forced prostitution, forced and child marriage, rape, and forced pregnancy; domestic and family violence, including physical, emotional, psychological, and sexual violence and denial of resources or opportunities; and harmful cultural or traditional practices, including FGM/C [female genital mutilation/cutting], honor killings, and widow inheritance”. SRGBV includes acts or threats of sexual, physical, or psychological violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.
SOGIE	an acronym for ‘sexual orientation, gender identity, and gender expression’. It encompasses the diverse spectrum of human sexuality and gender-related characteristics. While LGBTQIA+ is a broader acronym representing Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and other identities, SOGIE includes these aspects along with gender expression.

The eldest daughter is doing her homework while her mother and youngest sibling are looking at her. Niger. Credit: Ibrahim Ousmane/Oxfam Novib

4

INCLUSION AND GENDER: OPERATIONALIZATION IN EOL

The EOL programme aims to ensure that inclusion and gender perspectives are mainstreamed – or hardwired – into its entire operations. As such, the issues are promoted, assessed and measured in each step of the grant management process.

From the launch of calls for proposals, assessments, adaptive management during implementation, to continued learning and monitoring and evaluations: inclusion and gender perspectives are crucial to consider throughout the EOL operation. With Oxfam Denmark as the grant agent for EOL, the operational and administrative set-up is built on the foundation of a human rights-based approach and feminist principles, Oxfam Denmark's safeguarding mechanisms and other resources on gender justice and inclusive approaches. This section provides a brief outline of each of these aspects with references to further details for each issue-area.

Building on a human rights-based approach, EOL aligns to GPE and Oxfam definitions of core concepts such as gender equity, gender equality and transformative education (see also above for definitions]. Similarly, EOL follows GPE's editorial style guide¹⁰ (see e.g. example of 'GPE Fundamentals of Good Writing') and Oxfam resources such as its 'Feminist Principles for language use' and 'inclusive language guide' (see also below).

4.1 HOW TO BE CONTEXT-SPECIFIC: LOCAL LEADERSHIP AND OWNERSHIP

In EOL, grantees are at the heart. From a principle of supporting local leadership and ownership, EOL may require minimum standards and actively promote, advise and support grantees in being more inclusive and supporting inclusive policies, strategies and events. It is, however, crucial that the support offered by EOL aligns to the grantees' own ambitions, what motivates them and where their capacity is the strongest. If EOL provides too much of a steer, grantee

interventions risk being irrelevant, national level actors becoming detached and programmatic results being unsustainable.

To zoom in on concrete and measurable solutions, EOL approaches inclusion at country level and from the grantees position. This is captured in the following three elements for each grantee:

(i) INCLUSION-CENTERED CONTEXT ANALYSIS	In the template for each of EOL's Operation Component, grantees are requested to provide a brief context analysis of their target area. This should comprise an overview of key exclusion issues in the context and identification of key marginalized groups, including where some groups may represent several forms of marginalization. It is a requirement that gender related issues are covered as part of the inclusion-centered context analysis.
(ii) GRANTEE CAPACITIES AND PROPOSED INTERVENTIONS	Grantees are asked in the OC proposal templates to describe how they intend to address issues identified in the inclusion-centered context analysis in their proposed interventions and their thematic, advocacy and organizational capacities.
(iii) GRANTEE RESULTS FRAMEWORK	To ensure that grantee achievements on inclusion-related issues can be tracked, grantees are requested to include what they have described under (ii) in their results frameworks. The EOL programme reviews grantee results frameworks across the portfolio in relation to how and to what extent they include inclusion and gender issues. This is done to ensure regional and grantee specific follow-up via EOL RMUs and in grantees' learning plans where relevant. A learning needs assessment and learning plan are developed together with each grantee in the first phase of project implementation, where issues of inclusion and gender equality are considered.

The above is organized in a way that aims to put the least amount of work on the grantees in the proposal development and reporting processes¹⁰.

¹⁰ Available via this link: <https://www.globalpartnership.org/content/editorial-style-guide>.

¹¹ Compared to earlier versions of the EOL proposal templates, this approach is not expected to add any additional elements to the proposal template. Rather, sections will be made more specific and tweaked to have a greater focus on inclusion, including gender-related issues.



4.2 INCLUSION MARKERS

To keep track on advancements in terms of inclusion, inclusion markers may serve as a practical tool (see below table). These markers can be a helpful approach to gauge perspectives of inclusion in grantee

outputs such as reports, in relation to policies and for grantees to their organization, context, strategies and planned interventions.

Promoting inclusion	Does the strategy, approach, resource or activity actively promote the inclusion of marginalized groups?
Inclusion-sensitive	Is the strategy, approach, resource or activity sensitive to the inclusion of marginalized groups, without actively promoting or seeking less exclusion?
Inclusion neutral	Does the strategy, approach, resource or activity leave out issues of inclusivity, in a situation where no major issues of exclusion seem to arise?
Inclusion blind	Does the strategy, approach, resource or activity leave out issues of inclusivity in a situation where there are clearly exclusion issues that should be considered?
Excluding	Does the strategy, approach, resource or activity actively exclude marginalized groups?

4.3 GENDER MARKERS

Gender markers are an important and practical tool to gauge gender perspectives and identify gaps in policies, strategies, activities among other things. They provide an easy and straightforward way to ensure that gender issues are considered across various platforms and activities and, as such, provide a relevant tool in gender mainstreaming. This includes in relation to inclusive sector dialogue (by applying gender markers to e.g. education policies), civil society organizations (by applying them to an organ-

ization's strategies, policies or operational structures), and finally to evidence produced on specific education-related topics (e.g. by applying them to a mapping that will be used for national-level advocacy of education services in rural communities). EOL actively uses gender markers, including in its MEL framework, and promotes the use of them among grantees. Many versions of gender markers exist, and the version above seeks to provide an example of how gender markers may look for inspiration.

Gender transformative	Explicitly seeks to redress gender inequalities and empower the disadvantaged population
Gender responsive	Identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes
Gender aware/sensitive	Acknowledges but does not robustly address inequalities
Gender blind	Ignores gender issues, perpetuating the status quo ('gender neutral') or potentially worsening inequalities
Gender discriminatory/unequal	Favours either boys/men or women/girls, deepening gender inequalities



13-year-old student Hamda concentrates during class at Booldid Primary School, 40 kilometres from the city of Hargeisa, Somaliland, May 2023.
Credit: GPE/AP

4.4 INCLUSION AND GENDER IN THE GRANT MANAGEMENT PROCESS

CALLS FOR PROPOSALS:

Based on past experiences, in EOL's 2023 calls for proposals for OC1, OC2 and OC3, issues pertaining to inclusion and gender formed a key part of the proposal design. Concretely, grantee proposals were required to include a context analysis, outlining particular inclusion and gender issues prevalent in the applicant's operational space and how they intend to plan their intervention around these self-identified issues. These are to be included in grantees' results frameworks so that developments on specific con-

text-specific issues can be traced throughout the project cycle. The assessment process also included considerations on the grantees' own track record in relation to how they have engaged with inclusion and gender-related topics in previous EOL supported interventions. By following this approach, contextualized inclusion and gender issues were hardwired into the development of grantee proposals creating a strong foundation to build on during implementation.

KEY RESOURCES¹²:

EOL extension proposal (2023-2027) – in particular the sections on operationalizing gender and inclusion in EOL 2023-2027 and on calls for proposals.

Applicant guidelines for OC1, OC2 and OC3 and related proposal templates.

DURING PROJECT IMPLEMENTATION:

EOL is decentralized meaning that, among other things, the RMUs are the main interlocutor for grantees during proposal implementation. Importance is placed on EOL building and retaining strong mutually reinforcing relationships with grantees, with regional EOL teams familiar with the grantees and their operational contexts. As such, RMUs play a crucial role in mainstreaming gender and inclusion issues both in terms of accountability and inspiration during proposal implementation, providing tailor-made support on specific issues that relates to inclusion and gender, and monitoring for red flags. When relevant, such efforts would be coordinated with regional coalitions. This includes situations where regional EOL staff members support grantees with their advocacy strategies,

learning plans, internal governance issues and producing evidence for policy advocacy (e.g. mappings of school services or budget analyses).

Via EOL's adaptive management approach, grantees – with support and guidance from the RMUs – are able to continuously course-correct in relation to inclusion and gender issues. This is especially relevant in terms of operationalizing lessons learned during implementation, including those stemming from EOL Global Learning Partners. Additionally, the RMUs frequently carry out grantee visits with a focus on increasing EOL's understanding of the grantees and their operational contexts, where inclusion and gender are mainstays on the agenda.

KEY RESOURCES:

EOL extension proposal (2023-2027) – especially the sections on implementation approach, adaptive management.

EOL learning framework – especially the section on adaptive management.

Continuous outputs from EOL's Global and Regional Learning partners focusing on inclusion and gender related issues.

Global, regional and grantee learning plans.

RMU's own individual grantee tracking tools.

Internal grantee visit guidance note/grantee visit reporting template.

¹² Resources are mainly internal EOL documents and thus not for public consumption. For additional information, the EOL team can be contacted via info@educationoutloud.org.



LEARNING IN EOL:

With learning as a high priority in almost all aspects of EOL, inclusion and gender are important aspects of it. As outlined in EOL's learning framework, key learning related products with inclusion and gender-related dimensions include: grantee learning plans, regional learning plans (developed by each RMU), EOL's global learning plan that outlines the priorities for the Global Learning Partners, the individual Global Learning Partners' proposals and outcomes, and other global learning activities within the EOL programme. Global Learning Partners 2023-2024 target the following: (i) grantees' efforts in relation to inclusion and gender, (ii) EOL's focus on the issues from

a learning perspective and with a view to continuously improving EOL's support to grantees as grant agent (all Global Learning Partners have elements of issues related to inclusion and gender in their work packages and coordination between the Global Learning Partners on the issues are on-going), and (iii) producing a body of evidence on supporting education advocacy via civil society at a national and transnational level. Gender equality and inclusion will remain as global learning priorities for EOL in the extension period, because they are recognised as a cross-cutting themes of relevance and importance across the programme.

KEY RESOURCES:

EOL extension proposal (2023-2027) – especially the sections on learning.

EOL Learning Framework (2023).

Grantee learning plans and regional EOL learning plans.

EOL's global learning plan.

Individual Global Learning Partner proposals and outcomes.

EOL'S MEL FRAMEWORK:

EOL's MEL framework has an explicit focus on issues related to inclusion and gender aligned to the overall EOL goal and related objectives. Ambitions and process descriptions in this regard are framed in the overall EOL theory of change, in the global results framework and in the 'EOL MEL framework (planning and guidance)' document that also includes indicator descriptions. These resources set the structure

of EOL's technical progress reports to GPE, outline the use of gender markers and detail how inclusion and gender related issues are reported on in EOL. As of Autumn 2023, the EOL team is updating the documentation, including indicator descriptions and ways of measuring inclusion and gender related issues, to reflect commitments in the EOL extension proposal (2023-2027) and in this document.

KEY RESOURCES:

EOL extension proposal (2023-2027) – especially the sections on MEL and the global results framework.

EOL's MEL framework (planning and guidance).

EOL's global results framework.

Indicator descriptions.

EOL learning framework and abridged brochure (2023).



EOL'S OPERATIONAL SET-UP:

With Oxfam Denmark as the grant agent for EOL, issues related to inclusion and gender have a high priority. Concretely, the EOL team follows the Oxfam Confederation approach, which means, among other things, that all EOL team members are required to take a mandatory course on gender justice, adhere to Oxfam's feminist principles and various structures

to ensure an inclusive and safe working environment and basis on which to approach partners and grantees. For EOL grantees and EOL staff members, a safeguarding mechanism is in place that is also geared toward issues relating to inclusion and gender, while processes such as EOL's due diligence assessment checks for red flags and minimum requirements.

KEY RESOURCES¹²:

EOL extension proposal (2023-2027) – in particular the sections on operationalizing gender and inclusion in EOL 2023-2027 and on calls for proposals.

Applicant guidelines for OC1, OC2 and OC3 and related proposal templates.

Oxfam's safeguarding policies.

Oxfam's feminist principles.

STANDING EOL WORKING GROUP ON INCLUSION AND GENDER:

The EOL focal point on inclusion and gender and regional focal points form a standing EOL working group on inclusion and gender to ensure a continuous dialogue, follow-up and prioritization of the topics. Practically, each RMU appoints a focal point based on their own priorities while the OC1 coordinator at EOL's GMU is responsible for organizing recurrent spaces for dialogue among other issues. A key purpose for the group is to ensure that specific identified issues are followed up on and that smaller task teams are set up and charged with following up on priorities (e.g. organizing an EOL inclusion and gender systems check, ensuring that internal processes are adjust-

ed according to learning, revisions of the gender and inclusion policy guidance note, checking in on whether inclusion and gender commitments on the EOL extension proposal are being followed through, including in relation to the calls for proposals). The working group thus continuously consider how to ensure that this policy guidance note is operationalized in the EOL programme. In the same vein, the group will also consider when and how the policy guidance note should be updated as lessons learned continues to surface on inclusion and gender – from, among others, EOL's global learning partners.

KEY RESOURCES:

EOL extension proposal (2023-2027) – especially the section safeguarding.

Oxfam's feminist principles.

Oxfam Denmark's internal HR procedures.

Oxfam's internal mandatory online training courses on gender justice, among others.

The EOL due diligence assessment process/template.

[EOL's safeguarding mechanism](#)

STD8

Mathematics

Measurement: Time

There are two system in measuring time

- 24 hours clock system
- 12 hours clock system

Examples:

1. Convert the following times from am/pm to 24 hours clock times

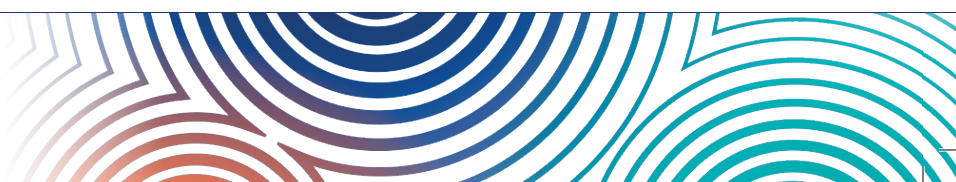
(a) 3:00 pm

ANNEX



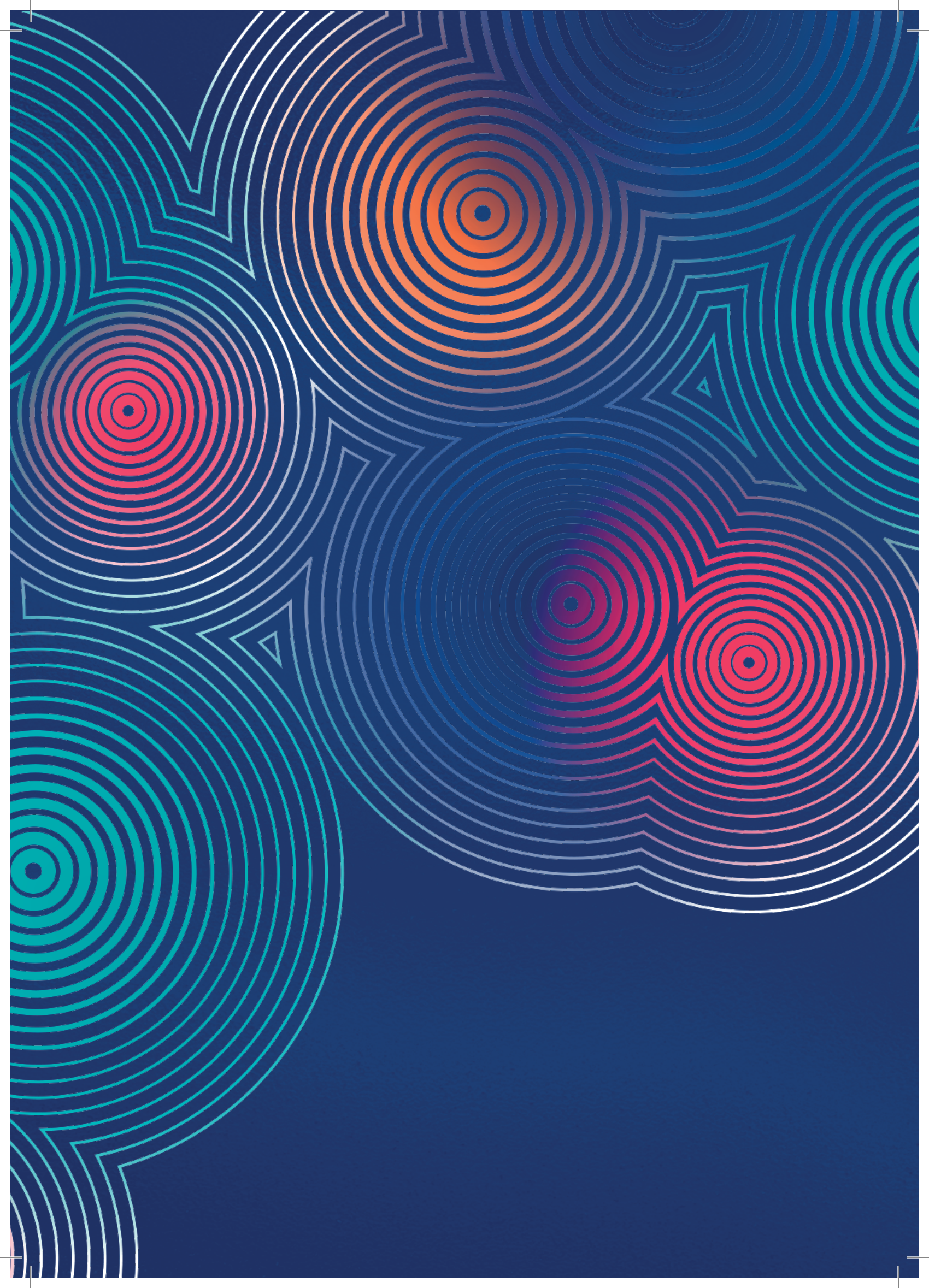
RESOURCES ON GENDER RELATED ISSUES

INCLUSION	
Tools	Resources
Guiding principles	<ul style="list-style-type: none"> • GPE: Paper on the principles of leaving no one behind and its role in policy and donor-supported programmes. Provides framework of policies and interventions for access, equity, and inclusion in education. Link. • Oxfam: Inclusive Language Guide. Link.
Intersectionality	<ul style="list-style-type: none"> • UN Women: Resource guide and toolkit on intersectionality. Provides tools and guidance to intersecting forms of discrimination (focus on CWD) and to address intersectionality in policy and programmes. Link
Mainstreaming inclusion	<ul style="list-style-type: none"> • Save the Children: Mainstreaming Inclusive Education. Best practices on applying inclusive concepts and achieving changes in policies and practices. Link.
Influence and policy work	<ul style="list-style-type: none"> • UNESCO's IIEP: Online education policy toolbox, which includes equity and inclusion. Link. • UNGEI advocacy framework on inclusive education: Highlights the importance of and tools in mainstreaming disability in education and gender equality strategies, budgets, and frameworks. Link. • UNESCO: Inclusive education and accountability mechanisms. Presents an overview of the international legal framework for inclusive education, analyses country compliance, and provides policy recommendations. Link. • UNESCO: Inclusive education. Discusses financing mechanisms, accountability measures, curriculum for inclusion, and issues related to transformative teacher education practice, through a case of CWD. Link.
Inclusive education	<ul style="list-style-type: none"> • UNESCO Global Education Monitoring Report: Assessing the progress of SDG4 and the challenges faced, with special focus on inclusion in education. Link. • Planning to fulfil the right to education: toolkit and practical guide to fulfilling the right to education for all learners in education planning. Link. • Policy brief on planning and implementation of inclusive education policies and practices. Link. • UN status report of the worlds indigenous peoples with a specific focus on education. Link.
Inclusive civil society	<ul style="list-style-type: none"> • CIVICUS: Social Inclusion Toolkit for CSOs to build shared understandings on social inclusion within the global civil society, and for CSOs to incorporate inclusion in their programme cycles. Link. • CIVICUS internal assessment tool on diversity and inclusion for CSOs. Link. • DIGNIA Research paper. Identifies practices and trends in promoting and ensuring diversity and inclusion within CSOs, with practical examples and suggestions on the implementation. Link.
Inclusive policy spaces	<ul style="list-style-type: none"> • IDS: Empowerment and accountability in difficult settings, and how it is achieved through social and political action. Link. • IDS: Adaptive Approach to Empowerment and Accountability Programming in Fragile Settings (case study). Link. • IDS: Governance from the margins. How marginalised people interact with authorities and what governance looks like from 'below' in conflict-affected settings. Link.



GENDER	
Tools	Resources
GPE partnership approach	<ul style="list-style-type: none"> • GPE: Going Further Together. A partnership approach to gender equality. Provides an overview of how gender equality is being operationalised across GPE partnerships and examines the role of mutual accountability for gender equality among GPE stakeholders. Provides a list of additional resources. Link.
Principle documents	<ul style="list-style-type: none"> • Resource hub by the 'Education Community of Practice and Influencing' (ECPI): Gender transformative education change pathways, background documents, case stories and more. Link. • UNGEI policy brief: Gender transformative education. Reimagining education for a more just and inclusive world. Link. • Oxfam's guide to transformative leadership for women's rights. Includes a framework to pursue a gender power/leadership in context analysis in organisations, programmes, and policy work. Link. • A concept note on Oxfam's approach to sexual diversity and gender identity. Link.
Gender budgeting	<ul style="list-style-type: none"> • Oxfam's guide to gender-responsive budgeting. Link.
Influence and policy work	<ul style="list-style-type: none"> • Oxfam's guide to feminist influencing. Guidance on how to apply feminist principles in different stages of running a program, including guidance on feminist advocacy and feminist organisational culture. Link. • GENIA: Toolkit on Promoting Gender Equality in Education. Touches upon concepts and gender terminology, gender responsive education policy, gender mainstreaming in education and capacity building for programmes and organisations. Provides examples, practical approaches and tools. Link.
Gender in programming	<ul style="list-style-type: none"> • UNGEI: Gender Toolkit: Integrating Gender in Programming for Every Child in South Asia. Link. • UN PBF: A guidance note on gender marker scoring. Provides guidance on including gender equality in the development and implementation of programmes. Focus on conflict analysis, budget, RFW and activities. Link. • UNGEI knowledge hub on School-Related Gender Based violence. Provides materials to guide practice, programming, and advocacy efforts to eradicate gender-based violence in schools. Link. • Gender transformative guidance note from the 'Education Community of Practice and Influencing' (ECPI): Link
Measuring gender equality / feminist approaches to MEAL	<ul style="list-style-type: none"> • UNGEI toolkit to conduct a rapid assessment of gender equality within and beyond a country's education system. Link. • UNESCO: Handbook on measuring equity in education. Designed for national analysis and monitoring, and progress towards national goals. Focuses on national policymaking and inequalities within countries. Link. • Oxfam's introduction to a feminist MEAL approach. Talks about MEAL as an integral part of social transformation rather than a punitive process. Link. • An Oxfam Feminist MEAL steering document. Provides guidance on how to implement feminist MEAL to benefit gender justice and women's rights. Link.
Education sector plans	<ul style="list-style-type: none"> • GPE and UNGEI: Guidance for developing gender-responsive education sector plans. Provides guidelines, information, and exercises to analyse and assess enabling environments, stakeholders, and gender equality issues, and collecting gender-sensitive data. Link.
Education in emergencies	<ul style="list-style-type: none"> • UNGEI: Addressing Threats to Girls' Education in Contexts affected by Armed Conflict. Brief policy note on education in conflict affected areas, with a list of approaches and recommendations to address threats to girls' education. Link. • INEE: Guidance Note on gender equality in and through education. Features tools, strategies, and approaches to address gender equality in education in emergencies and crisis-hit countries. Link.





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