



Accountability for Gender Equality in Education

How to Paper 1

How To

Run a participatory dashboard workshop using the AGEE (Accountability for Gender Equality in Education) Framework

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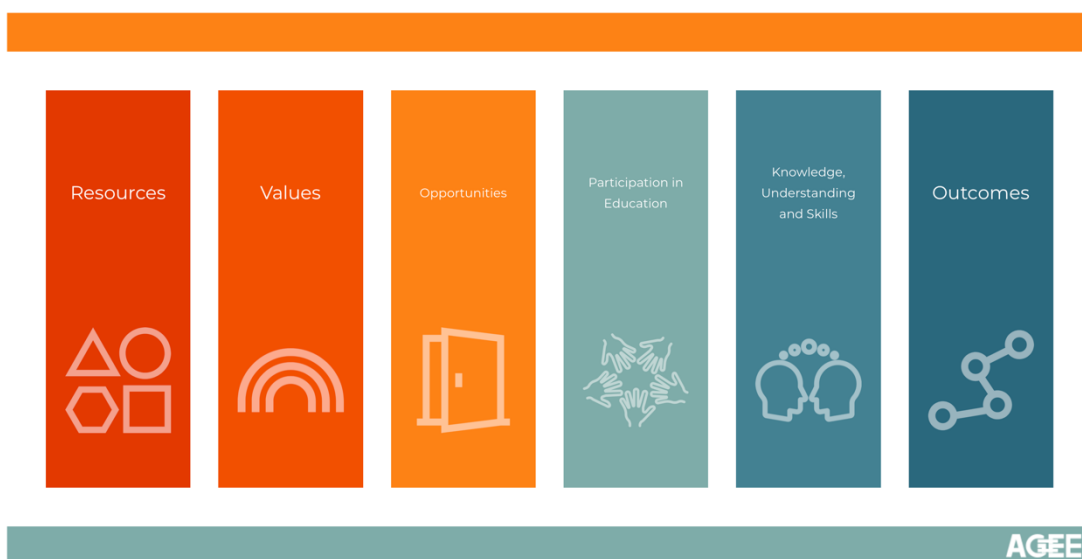
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How to run a participatory dashboard workshop using the AGEE (Accountability for Gender Equality in Education) Framework

The AGEE (Accountability for Gender Equality in Education) project was launched in 2015. It grew from an aim to support closing gaps in international and national data on gender and intersecting inequalities in education, and from the concern that limits on data were hampering processes to work for change for gender equality in and through education. Participatory discussions in many different settings, with a wide range of people including representatives from government education departments, national statistics offices, civil society, academic research communities, youth advocacy groups and international students and organisations working on gender and education issues, have moved the AGEE project forward. We now have the AGEE Framework which identifies the need for data on gender and education in six domains (see www.gendereddata.org) to support reflection on indicators.

The AGEE Framework



Through a reflective process of consultation and discussion over three years we have agreed indicators for a cross national AGEE dashboard using the six domains of the AGEE Framework. Discussions are ongoing on national dashboards and local dashboards in a number of countries. We have longlists of candidate indicators and the data that underpins these which can help inform discussion.

This *How to* guide draws on our experience of organising AGEE consultative meetings in a range of settings and explains how to organise an AGEE dashboard workshop. The guide can be used in planning meetings to discuss accountability and indicators for:

- **National AGEE dashboards** linked to work on an Education Sector Plans (ESPs) or other national accountability processes
- **Neighbourhood dashboards** using the AGEE Framework for diagnostic or monitoring work with a school or group of schools in a neighbourhood or district

- **Project dashboards** using the AGEE Framework for diagnostic or monitoring work with a project, eg. working on girls' education or children out of school
- **Higher education institute (HEI) dashboards** using the AGEE Framework for diagnostic or monitoring work with a HEI or a group of HEIs
- Reflecting on gender and education needs and accountability processes with **mobile or displaced populations**, including with teachers, community representatives and youth.

This is not an exhaustive list of all the groups who might find the AGEE Framework useful, but is an indication of how the Framework can be used to develop a dashboard of indicators for measuring gender equality and education.

This *How to* guide is divided into two parts.

Part 1 discusses how to plan, run and report on an accountability workshop. It has sections on:

- i) Deciding who to invite to the workshop
- ii) Documents to prepare in advance
- iii) Organising the workshop
- iv) Reporting on the workshop and next steps.

Part 2 includes information that you can use when running an AGEE workshop, such as slide decks, and documents that can be amended to suit your needs, including draft agendas, draft sets of aims, draft criteria for indicators, lists of possible candidate indicators.

Part 1 Planning, running and reporting on an AGEE workshop

1.1 Why do you want an AGEE dashboard?

A Dashboard is an information management tool, widely used to keep track of all the data needed to help make decisions and deliver on programmes. If a dashboard is well designed it allows you to see in a clear format the patterns in the data in areas that relate to each other. The AGEE Framework sets up six domains in which data relating to gender equality in and through education can be organised. Thinking, with key stakeholders, about what data is to be selected and graphically represented through visualizations for the dashboard is a key part of building accountability for delivering on many different facets of gender equality in and through education.

As part of thinking about developing an AGEE Dashboard, you need to think clearly about what is the purpose of holding the accountability discussions and investing in identifying the indicators and the data you will use. For example: Do you want to deepen reflection on what gender equality in and through education looks like in the setting in which you work? Do you want to improve the efficiency, inclusiveness and attention to the most marginalized? Do you want to better integrate social development processes between education, health, environmental protection? Do you want to support work on a planning cycle?

Having some idea of your aims in using the AGEE Framework will help guide you in developing draft aims for the meeting, who you want to invite, and how you will review criteria and candidate indicators. In Part 2 are some examples of Aims documents developed for AGEE workshops. You could adapt these for your setting.

1.2 Who do you want in the room?

The AGEE process involves thinking about gender equality in and through education, what constitutes inequality, what are useful indicators of these processes, and where is it important to advocate for missing data. At a AGEE workshop you need people who are knowledgeable in all these areas: for example, people with technical or research based skills, people with close knowledge of the context and the range of needs, and people who can advocate for gender equality and women's rights.

Our experience with AGEE workshops since 2015 suggests it is useful to include:

- People who represent the Ministry of Education or have close knowledge of the planning process in education
- People who represent other relevant government departments (e.g. Women's Affairs or Finance)
- Representatives from the National Statistical Office, who have an overview of the range of national data sets
- Academics with knowledge of gender and education
- Women's rights and gender equality activists

- Teacher union representatives

In addition, depending on the focus of the workshop, it will be important to have particular representatives, say of youth activists or of a community structure.

The workshop is an intensive day of discussions. People who participate should be able to give the whole working day to the workshop. The group should not be too big or too small. Around 12 -15 is a good size.

1.3 Thinking about accountability, indicators and criteria for including indicators on a dashboard

The AGEE process involves discussing what kind of accountability is important to whom and for what purpose. Having established these broad aims, indicators to track progress on these aims need to be agreed. The AGEE approach entails establishing criteria for selection of the indicators, attempting for indicators not only to monitor what exists, but also processes of change, and what might signal enhanced gender equality and women's rights.

The AGEE Framework, which identifies the six domains used for developing a dashboard, has been developed drawing on the capability approach, which foregrounds democratic deliberation and participatory dialogue in processes to evaluate public policy¹. In developing criteria through your workshop, We suggest that you use the criteria so far developed for the cross national dashboards (See 2.3) as a starting point, but that consultative, contextual discussion should guide the development of criteria for each dashboard you plan to develop. The criteria used in the cross national dashboard have been adapted from criteria used in frameworks that have, like the AGEE Framework, been developed around concerns with equality, human rights and capabilities.²

Any criteria list should identify criteria that are *essential* and those that are *desirable*. Thus in establishing criteria for a dashboard, you will need to set out criteria that are essential and criteria that are desirable – i.e., which may be good to have but may not currently be possible due to lack of data. Both essential and desirable criteria should be noted with regard to:

- All indicators used on the dashboard
- Indicators in a particular domain of the dashboard (e.g. Resources or Values)

¹ For further discussion please see Unterhalter, E., Longlands, H. & Peppin Vaughan, R. (2022), 'Gender and intersecting inequalities in education: Reflections on a framework for measurement', *Journal of Human Development and Capabilities*. <https://www.tandfonline.com/doi/full/10.1080/19452829.2022.2090523>. For further reading on the capability approach, see: Robeyns, I. (2005). The Capability Approach: a theoretical survey. *Journal of Human Development*, 6(1), 93–117; Walker M. On Education and Capabilities Expansion. In: Chiappero-Martinetti E, Osmani S, Qizilbash M, eds. *The Cambridge Handbook of the Capability Approach*. Cambridge University Press; 2020:505-522; and also the Human Development and Capability Association (HDCA): [What are HD & the CA? | Human Development and Capability Association \(hd-ca.org\)](https://www.hdca.org/).

² The draft criteria for the AGEE cross-national dashboard have drawn, in particular, on materials from the UK Equality and Human Rights Commission project, based at LSE, which worked to create an Equality Measurement Framework, also informed by the capability approach and participatory discussion. For further details see: Alkire, S., Bastagli, F., Burchardt, T., Clark, D., Holder, H., Ibrahim, S., Munoz, M., Terrazas, P., Tsang, T. & Vizard, P. (2009). *Developing the Equality Measurement Framework: selecting the indicators*. <https://webarchive.nationalarchives.gov.uk/ukgwa/20100203020130/http://www.equalityhumanrights.com/fairer-britain/equality-measurement-framework/>

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- The balance of indicators within a particular domain
- Single indicators

In selecting indicators for the six AGEE domains, we have drawn on a conceptualisation of how needs, rights and capabilities that comprise formations of gender inequalities and equality connect at different scales. This signals the need for indicators in a wide range of contexts. Figure 1 tries to express this diagrammatically and the AGEE Theory of change (Figure 2) gives a further perspective.

Interpreting the particular context in which you are building an AGEE dashboard in relation to these areas of reflection and analysis will help in deciding on criteria to use across the whole dashboard and within each domain.

To help you develop a draft list of criteria for your workshop we suggest the team preparing the workshop adapt the criteria we have used for the AGEE cross national dashboard (See 2.3)

Figure 1: Layers of focus for analysis, monitoring and evaluation on aspects of gender equality and intersectional opportunities in and through education

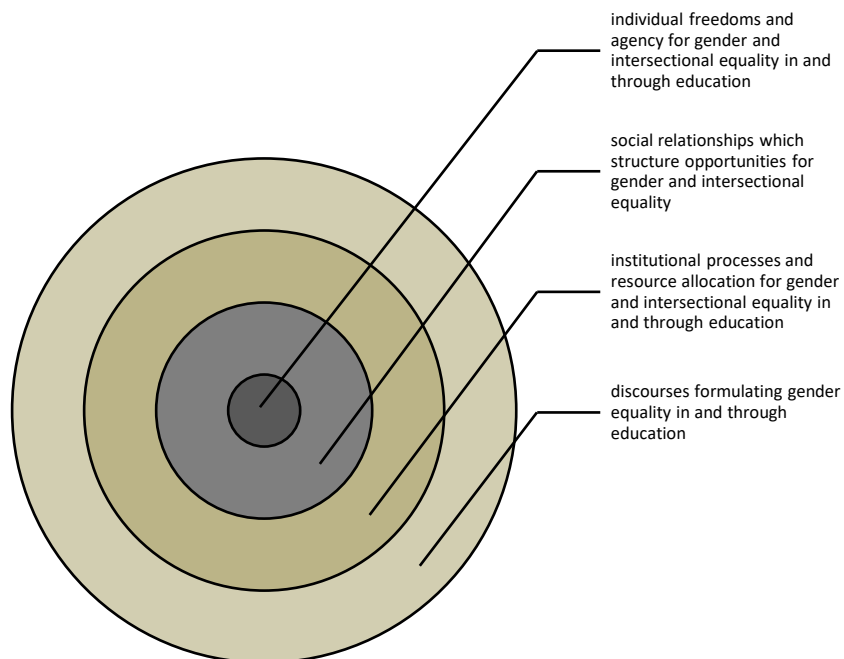
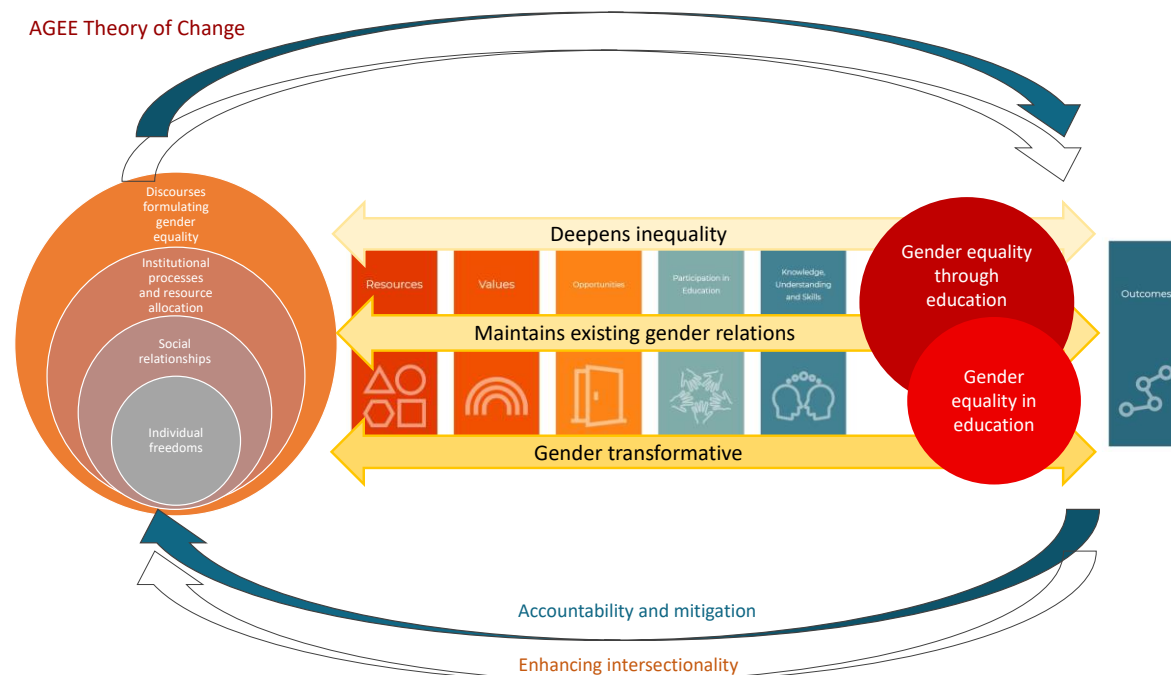


Figure 2: AGEE Theory of Change



1.4 Longlist of candidate indicators

To make the best use of the time of people attending the AGEE workshop you are organising, it is a good idea to have prepared a longlist of candidate indicators for your dashboard. We suggest you also include some indication of whether the data exists or is planned, although knowledge on this point may only rest with specialists from NSO, who you should try to get to attend the meeting.

In section 2.4, we provide a longlist of candidate indicators for each AGEE domain that has been developed for national dashboards in Kenya and South Africa. We suggest you adapt these for the context in which you are developing a dashboard. You can consult sources such as: UIS, UNICEF MICS, TES dashboards.

To see cross national data that may be helpful, the AGEE team has an extensive database of indicators they have been assembling for dashboards, and would be happy to share some of the information on possible indicators with you.

1.5 Documents to prepare

People attending the workshop will need to have enough background on the AGEE project, the aims of the workshop and the process you will go through during the discussions. On www.gendereddata.org there are background documents on the history of AGEE, which you may find helpful. Below in Section 2, there is a draft workshop Agenda.

Key processes in an AGEE workshop are

- Agreeing aims for the workshop
- Developing criteria for including indicators for the selected AGEE dashboard to be built

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- Reviewing candidate indicators
- Thinking about next steps

In Section 2 below, you can find suggestions of criteria for including indicators on the dashboard and some lists of candidate indicators for each domain of the AGEE Framework.

We suggest in preparing documents for your AGEE Workshop you circulate:

1. A draft Agenda
2. A background paper on AGEE and why you think the AGEE Framework will be useful for the accountability process you are engaged with
3. A draft set of aims for the dashboard to be agreed at the workshop
4. A draft set of criteria to be agreed at the workshop for selecting and including accountability indicators
5. A preliminary list of candidate indicators for the dashboard

At the workshop, all these documents can be critically reviewed. Circulating the documents beforehand means that participants can use the time in the meeting to reflect on what data there are, how useful they are, and what data are missing and why.

1.6 Organising the workshop

We have found that workshops have gone well when documents are shared in advance, when different members of the organising committee take a chance to lead discussion on different segments of the agenda, and when all participants are actively encouraged to contribute. Sometimes there have been quite sharp disagreements, but noting these is an important part of the process. It is useful to have a dedicated note taker, who can note the line of discussion and conclusions. It can be useful for the chair of the segment to capture suggestions on the screen, for example on the wording of aims, or the selection of indicators.

1.7 Reporting on the workshop

The workshops are part of a process of building a community of practice working on accountability for gender equality in education in your setting. Think about the best way to prepare the report on the workshop, who to circulate it to, and how to use it for building your next steps. See a draft structure for the report in Part 2.

1.8 Thinking beyond the workshop

In planning the workshop and developing the aims, you clarified how the workshop could fit into a wider set of activities. In finalizing the workshop documents think about next steps, and how to build on the decisions taken. These might include taking the report to key decision makers, securing funding for a particular line of work, promoting the workshop activities on social media, or a combination of all of these steps.

ALL THE BEST WITH THIS WORK!

Part 2 Example workshop documents to adapt

2.1 Some draft aims

Example of aims for a national dashboard meeting

The aim of the national AGEE dashboard, to be developed through participatory discussions with key stakeholders, is to:

- i) Adapt the AGEE Framework for use in [country/], enabling [government and civil society to evaluate changes in gender and intersecting inequalities in and through education [over period] linked to[drawing up/reviewing] the national Education Sector Plan
- ii) Co-ordinate the use of a range of existing data sources, enabling connections to be made to the aspirations of a wide range of stakeholders concerned with gender equitable and gender transformative processes in and through education
- iii) Identify missing data, the reasons for this and steps that can be taken to advocate for addressing missing data, and improving the quality of the data available
- iv) Develop and adhere to consultatively agreed criteria for the [national] dashboard
- v) Contribute to refining criteria and reflections on data for others working with AGEE dashboards
- vi) Inform the drafting of key planning documents by government – e.g., work on the Education Sector Plan, EMIS or other appropriate institutional or organizational documents
- vii) Support planning for potential actions to locate and develop data to feed into national and local planning and policy on women's rights, gender equality and education.
- viii) Provide lessons learned about the process of developing a national / local / project / institutional dashboard for use by other groups in the AGEE community of practice.

Example of aims for a neighbourhood dashboard meeting

- i) Adapt the AGEE Framework for use in [district] and the N schools located in [district] , enabling government and civil society to evaluate changes in gender and intersecting inequalities in and through education [over period] linked to drawing up/reviewing the implementation of the national Education Sector Plan (ESP) in [district]
- ii) Identify and co-ordinate the use of a range of different data sources in building the dashboard, enabling connections to be made to the aspirations of a wide range of stakeholders concerned with gender equitable and gender transformative processes in and through education.
- iii) Identify missing data, the reasons for this and steps that can be taken to advocate for addressing missing data
- iv) Develop and adhere to consultatively agreed criteria for including indicators in the dashboard
- v) Contribute to refining criteria and reflections on data for others working with AGEE dashboards at a neighbourhood level.
- vi) Inform the drafting of key planning documents by government – e.g., work on the Education Sector Plan, EMIS or other appropriate institutional or organizational documents, including school improvement plans.
- vii) Provide lessons learned about the process of developing a neighbourhood dashboard for use by other groups in the AGEE community of practice.

Example of aims for a Higher Education Institution (HEI) dashboard meeting

- i) Adapt the AGEE Framework for use in [Name of HEI] enabling senior leadership, staff and students to evaluate changes in gender and intersecting inequalities in and through education [over period] linked to drawing up/reviewing the {Planning instrument]
- ii) Identify and co-ordinate the use of a range of different data sources in building the dashboard, enabling connections to be made to the aspirations of a wide range of stakeholders in [Name HEI} concerned with gender equitable and gender transformative processes in and through education
- iii) Identify missing data, the reasons for this and steps that can be taken to advocate for addressing missing data
- iv) Develop and adhere to consultatively agreed criteria for including indicators in the dashboard
- v) Contribute to refining criteria and reflections on data for others working with AGEE dashboards in HEIs
- vi) Inform the drafting of key planning documents associated with gender and higher education in [region]
- vii) Provide lessons learned about the process of developing a HEI dashboard for use by other groups in the AGEE community of practice.

2.2 Draft agenda for an AGEE workshop

These timings have worked in dashboard meetings to-date (note: the process is intensive)

- 9:00-9:45: Introductions: workshop participants, background on why you have decided to draw on AGEE for thinking about accountability. What kind of accountability, to whom and why. Aims for the workshop,
- 9:45-10:00: Background on AGEE project and work done in similar AGEE dashboard workshops: process and lessons learned for building dashboards
- 10:00-11:00 Establishing aims for selected dashboard and criteria for selecting indicators for dashboard (review circulated documents)
- 11:00-11.15: Break
- 11.15-13:00: Developing the dashboard: what is useful and what is missing from the list of indicators circulated; preliminary discussion of where to find sources that meet criteria, and which indicators to include (AGEE Domains: Resources and Values)
- 13:00-13.45: Lunch
- 13.45-15:00: Developing the dashboard continued (AGEE Domains: Opportunities and Participation in Education)
- 15:00-15.15: Break
- 15.15-16.30: Developing the dashboard continued; (AGEE Domains: Knowledge, Understanding and Skills; Outcomes)
- 16.30- 16.40: Next steps, thanks and close

2.3 Example of criteria for including indicators in the dashboard

The criteria list below has been developed for use in a cross national dashboard. They can be adapted for use in a range of settings

CRITERIA THAT APPLY TO THE PORTFOLIO OF INDICATORS ASSOCIATED WITH THE AGEE CROSS NATIONAL DASHBOARD AS A WHOLE:

Essential criteria for portfolio as a whole

1. The portfolio of indicators should be transparent, easy to communicate, interpret and comprehend.
2. The portfolio of indicators should be balanced across each of the AGEE domains, avoiding overlaps and taking into account gaps, and suitable proxies (transparently explained), representing as appropriate each sub-domain. For each of the AGEE domains, there should be at least two indicators.
3. The portfolio as a whole should include at least some indicators that highlight particular gender inequality and women's rights concerns within and beyond the education sphere, e.g., gender-based violence, reproductive rights. The portfolio should include at least one indicator in each AGEE domain relating to women's rights and a gender transformative perspective that goes beyond merely noting different experiences of men and women and instead seeks to help dismantle the institutions, relationships and/or distributions of power that establish and maintain unjust and discriminatory processes and outcomes.

Desirable criterion for portfolio as a whole

4. As new indicators become available in the AGEE domains where information has not been routinely assembled, they should be given priority. New indicators need to meet all essential criteria for being included as indicators in the cross-national dashboard. (New indicators should be sought as additional relevant issues emerge over time; thus, an agenda around existing gaps will be actively documented by the project.)
5. The portfolio of indicators should be sensitive to the inclusion of the poorest, most marginalised crisis-affected and displaced populations, and the processes through which they are often excluded from data collection. (While indicators of these experiences may not be immediately available for the cross-national comparison, they will inform the application of criteria 4 and 6.)

CRITERIA THAT APPLY TO THE BALANCE OF INDICATORS WITHIN EACH AGEE DOMAIN:

Essential criterion for balance of indicators within each AGEE domain

6. The selected indicators for each AGEE domain should highlight the most important issues in that domain, noting gender and intersectional inequalities as articulated by groups affected, concerned and engaged with a process of gender transformational change. (A list of gaps will be maintained

where comparable cross-national indicators do not exist, and this will be used to establish a priority list for action in filling data gaps.)

Desirable criterion for balance of indicators within each AGEE domain

7. The selected indicators for each AGEE domain should include some objective and some subjective indicators, where appropriate to the domain³.

CRITERIA THAT APPLY TO SINGLE INDICATORS

Essential criteria for single indicators

8. Relevance. Relevance for assessing gender inequality and equality in access to, in and through different kinds of learning sites and their impacts on education in the first five domains of the AGEE Framework, and as an outcome of education in the sixth domain (Outcomes).

9. Legitimacy. The indicator in question qualifies as relevant and legitimate in the sense that it is endorsed (and rated highly vis-à-vis other potential indicators) by relevant stakeholders concerned with gender transformative approaches.

10. Disaggregation by demographic characteristics as relevant for cross national comparison. The indicator, where appropriate, can be disaggregated by population sub-group and reviewed drawing on descriptive intersectionality⁴ – the most relevant for our purposes are gender, race, ethnicity, disability, age, religion and belief, social and economic class / status, geographic location, and national status / citizenship.

11. Geographical coverage. For each indicator, measures are available that permit monitoring across a minimum of 5 countries in each region of the world (as defined by UNESCO), and ideally including representation across low / middle / high income status countries.

12. Aspect of inequality and/or equality. The indicator captures a result in terms of an outcome or process associated with the layers of focus for analysis, monitoring and evaluation on gender equality and intersectional opportunities in and through education (see Figure 1).

13. Frequency. Where appropriate, the indicator is (or could be) collected reasonably frequently (at least every five years) for monitoring purposes.

14. Level. The indicator relates, where appropriate, to individuals, households, schools or broader social or political units including humanitarian coordination structures.

³ In this context, 'subjective indicators' are those which capture a subjective component, such as personal perspectives, experiences or personal assessments (for example, responses to questions on experiences of bullying or discrimination, or life satisfaction). Objective indicators are independent from personal evaluation of the respondent and may be based, for example, on external observations or other forms of data collection, such as literacy rates, or life expectancy.

⁴ 'Descriptive intersectionality' is defined by Unterhalter et al. (2020), as an approach which highlights overlapping differences within groups defined by gender. They present this as an interpretation of intra-categorical intersectionality in McCall's (2005) distinction between intra-categorical, inter-categorical, and anti-categorical formulations of intersectionality. Please see Unterhalter, E., Robinson, L., & Balseira, M. (2020). 'The politics, policies and practices of intersectionality: Making gender equality inclusive and equitable in and through education'. *Background paper prepared for the Global Education Monitoring Report Gender Report*.

15. Robustness. The indicator is subject to the standard statistical requirements of accuracy, reliability, validity and coverage.

16. The indicator is available and comparable internationally.

Desirable criteria for single indicators

17. The indicator can be disaggregated by all regions and local areas within a country, and conflict status of the country⁵.

18. The indicator is comparable over time in the sense that existing time series data is available. 2015 is to be used as the baseline, or later as appropriate.

19. When appropriate, the indicator should be dynamic in the sense that it helps identify change or lack of change in valuable capabilities over time – this involves being able to track individuals, representatives of specific groups, and institutions over time, and distinguish between individuals who become disadvantaged, those who manage to escape disadvantage and those who are persistently disadvantaged. Further, indicators chosen should enable examination of processes, norms, life stages and aspects of the system that deepen gender inequality, maintain existing levels of inequality, or transform gender inequalities; and where possible, capture external factors such as crisis or conflict.

20. Proposals for new indicators should take account of cost implications and should be proportional to the needs of stakeholders concerned with gender transformative approaches.

21. New indicators should be proposed only in cases where reasonably close alternatives or suitable proxy indicators are not available. Where possible and appropriate, the SDG gender indicators should be used.

22. Where possible, disaggregation by additional demographic variables should be undertaken. These variables might include: citizenship status, language / language of instruction, marriage status, profession, parental status, displacement status, orphans / vulnerable children, caste, sexual orientation, gender identity, gender expression, household income quintile / asset ownership, measures relating to vulnerabilities of place, hard-to-reach places⁶.

2.4 Sample indicator list

This list of indicators for an AGEE national dashboard has been drawn up through consultation in Malawi and South Africa in 2023. For further information on the Malawi and South Africa workshops where these were discussed please see www.gendereddata.org.

⁵ This criterion would be essential for national level AGEE dashboards but is deemed desirable for the cross-national dashboard.

⁶ These characteristics should be considered for national and sub-national iterations of the AGEE dashboard.

Table 3: AGEE dashboard

DOMAIN	INDICATORS	DATA SOURCE		Notes
		MALAWI	SOUTH AFRICA	
1. Resources	<i>All disaggregated by intersecting inequalities: rural, urban, locality (e.g. white suburb, race, etc., also private/public schools)</i>			
i). Financial – tax revenues, aid, fees, and other charges	<ul style="list-style-type: none"> -Total amount of aid revenues, and gender audit -Gender responsive planning and budgeting, including diversion of government funding and international aid to address disasters -Proportion of Government budget spent on education broken down by no. of schools, whether public/private, & by level of education <ul style="list-style-type: none"> – Expenditure per school (subsidies for poorer schools?) and per pupil taking account of gender, race, locality, rural, urban – Cost of schooling by level (levels of education that are/are not free) – Level of funding that actually reaches schools (evidence of corruption?) – Amount spent specifically on gender (in)equality concerns – Amount given for teacher stipends (housing, travel costs) – Amount allocated to mitigate effects of crises on livelihoods and household income -Percentage of girls (or boys) who receive incentives to attend school (cash transfers, stipends, scholarships, plus school transport, school feeding schemes etc.) -Household expenditures on fees, books, travel to school etc. for sons and daughters and as a proportion of income by quintile and broken down per child (must consider expenditure as proportion of average salary) -Impact of forms of crisis on household income and education expenditure 	<p>GRES? National accounts DAC gender marker</p> <p>TVET Levy</p> <p>FHI/CAMFED/SCI School Health & Nutrition programme (take home rations); scholarships (data held by INGOs?) DHS (EDData)</p>	<p>GRES? National accounts Provincial accounts</p> <p>DHS/other household surveys</p> <p>Household surveys - Income & Expenditure Survey (measures amount spent on schooling /trends over time - Social grants</p>	<p>NGO budget tracking</p> <p>Gender audit of education spend, including audit of any corruption (e.g., does budgeted money arrive, is it being spent as intended)</p> <p><i>NFSAS programme for young people who cannot afford tertiary education</i></p>

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<p>ii). Schools (level of facilities etc.)</p>	<ul style="list-style-type: none"> -Number of schools (public/private) by phase, location and safe transport -Number of school closures due to forms of crisis -Adequate level of sanitation and provision of clean water (quality, cleanliness and sufficient number of safe toilets; provision, emptying and cleaning of sanitary bins) -Standard of school buildings, including provision of decent, safe and inclusive accommodation for students -Existence and standard/functionality of educational facilities within schools (computers/new technologies, libraries with books, laboratories, sports grounds, etc.) -Existence of educational facilities/materials for teachers and children to use (e.g., laptops) in event of school closures due to forms of crisis and their effects (e.g., lockdowns) -Standard of infrastructure for schools (roads, transport) and resilience in face of forms of crisis (e.g., flooding) -Safety of school/college campus (including toilets) – inside and outside areas; existence of trained and checked security guards 	<p>School surveys</p> <p>TVET Management Information Systems</p>	<p>School surveys</p> <p>NEMIS</p> <p><i>(Official statistics on sanitation do not reflect the reality)</i></p> <p>- Safe Survey</p> <p>School/university records – <i>provision and safety of campus accommodation etc</i></p> <p><i>School infrastructure survey / standard for quality of sanitation in schools</i></p> <p><i>DBE statistics?</i></p> <p><i>SA-SAMS (forthcoming) – due to capture lots of information on buildings, teachers, pupils, violence etc</i></p>	<p>UNESCO's COVID-19 tracker provides updated information on the number of girls and boys (disaggregated) affected by school closures or partial school closures (although has no data on either South Africa or Malawi)</p>
<p>iii). Staff – teachers, administrators, support staff etc; level of training</p>	<ul style="list-style-type: none"> -Pupil teacher ratios -Number of teacher absences due to illness or extra responsibilities brought about by forms of crisis -Percentage of female teachers by level taught and subject -Percentage of females in leadership and management positions in education institutions, including HE School governing bodies and student leadership structures -Average teacher salary relative to other professions requiring a comparable level of qualification, by gender and education level taught -Are sports coaches vetted? 	<p>EMIS</p> <p><i>TVET Management Information Systems</i></p> <p><i>(Also LINS? YMIS?)</i></p> <p>Teaching Service Commission</p>	<p>NEIMS</p> <p>Provincial records on teacher employment</p> <p>PERSAL system (civil servant info. age, gender, salary, education level)</p> <p>Teachers' pay boards and labour market survey</p> <p>University reports</p> <p>Department of Labour</p>	
<p>iv). Discourses supporting gender equality and girls' schooling</p>	<ul style="list-style-type: none"> -Review of statements on gender and education in key national policy docs. 	<p>Audit using an internationally comparable checklist</p>	<p>Audit using an internationally comparable checklist</p>	

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2. Constraints and enablers for accessing resources (<i>conversion factors</i>)				
<p>I. Policy (laws, policies and level of enactment)</p>	<p>-Whether countries are signatories of international binding instruments, including CEDAW, and other human rights laws (<i>Need to also consider what processes are in place that penalise countries for not upholding their obligations – role of UN?</i>)</p> <p>-Whether national constitution contains at least one approach to gender equality</p> <p>-Whether the constitution protects the right to education regardless of gender</p> <p>Institutional commitments to addressing climate crisis, gender equality and intersecting inequalities</p> <p>-Policies on crises, including climate, that address gender and education and maintain commitment to gender equality</p> <p>-Whether government has adopted legislation for and is practising gender budgeting in general and in education</p> <p>-Family laws and rules of law on gender equality including on: child marriage/cohabitation, violence against women and SRGBV (including corporal punishment in schools and homes (child protection)), sexual and reproductive health (including provision/availability of condoms and sanitary towels, and ability to access these without shame); maternity, paternity and parental leave</p> <p>-Whether countries have laws and policies that protect and facilitate education of pregnant adolescent girls and married girls and how these are implemented</p> <p>-Whether countries have laws/policies on homosexuality/LGBTQ</p> <p>-Level of cooperation between government departments</p> <p>-Whether schools have reporting mechanisms for SRGBV (including harassment), plus enactment /enforcement of these obligations on teachers to report - do schools have codes of conduct and teachers and pupils know about them, understand them and are able to use them</p> <p>-Does census have question on identity? Are other forms of gender identity validated at national level?</p>	<p>National Constitution Gender Equality Act Education Act, NESP Law Commission Reports (info on what laws are in development)</p> <p>Adapt SIGI</p> <p>Marriage Act; Domestic Violence Act; Re-Admission Policy (implementation audit needed)</p> <p>NSO survey on harmful practices, including initiation ceremonies – (results to be used to develop national indicators for SDG5)</p> <p>Need survey to measure availability of youth-friendly SRH services</p> <p>ILO; Child Protection Act</p> <p>(Implementation and enactment audit required)</p>	<p>National Policy Framework for Women’s Empowerment & Gender Equality; South African Schools Act; Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA); SA Constitution; Employment Equity Act</p> <p>Adapt SIGI Customary Marriage Act (min. age 15yrs with parental consent) Children’s Act (min. age 18yrs).</p> <p>Re-admission policy (<i>needs to include consideration of girls who are married</i>) <i>New policy on pregnancy and schooling due to be launched</i> Child protection legislation <i>Policies that support:</i> - Provision of condoms - Abortion rights/facilities - Sexual and reproductive education - Traditional practices (circumcision etc.) - Menstruation provisions (Dignity Campaign SA)</p>	<p>- <i>Audit required of language of national level statements / policies /laws</i> - <i>Audit required of implementation of laws / polices / statements – must also be mindful of who is doing the scrutinising</i></p> <p><i>Education International – work on early marriage</i></p> <p>Notes:</p> <p>- <i>Must consider, in particular, how laws and policies translate to contexts of poverty (e.g. sex for results, health/nutrition considerations; traditional practices; power of Elders; community opposition for boys/girls to connect with health workers etc.)</i></p> <p>- <i>Must consider how laws and policies are debated and considered by decision makers, including government</i></p> <p>- <i>Important to track connections and disconnections between legislators, courts, schools, etc., (also court proceedings and rulings – what comes to court, what are outcomes)</i></p> <p><i>Could also consider:</i> - <i>Support/info campaigns and activism</i></p>

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	<p>(e.g., see Australia and Canada census; Kenya includes intersex) -Whether countries have laws and policies that protect children against child labour and its effects on children’s education (including forms of domestic labour?) -Laws in relation to poverty -Percentage of rape convictions of reported rapes</p>		<p>- Protocol for SRGBV in school forthcoming (Feb)?</p> <p>Other notes: - South African Council of Education (SACE data (Dept. of Education)) N.B: Caveat for SA: different laws exist for different levels/forms of education – e.g., Public Service Act - ELRC Act (national) – provinces now not responsible for; each province has own ELRC</p> <p>GBV policy in development for HE</p> <p>Western Cape Department of Education policy on gender identity and sexual orientation</p>	
<p>II. Environmental (political, geographic, cultural/social)</p> <p><i>This section could bring out more about LGBTQ concerns - sexuality needs more prominence so that it doesn't get overlooked as a key area of concern</i></p>	<p>-Review of SIGI and gender adjusted HDI -Percentage of persons who support the notion that a woman’s most important role is to care for the household, by gender (IMAGES-MENA). -Percentage of women and men responding to DHS questions accepting that violence against women is justified -Percentage of persons who reported men make most of major household decisions, by gender -Percentage of females and percentage of males aged 15-19 who are currently married (UNDESA) (also younger girls) -Percentage of females and percentage of males aged 20-24 who married before age 18 (DHS and MICS) -Percentage of young people cohabiting -Age-specific fertility rate (births per 1,000 women aged 15-19) (UNDP) (also younger girls) -Percentage of females aged 20-24 who had a live birth before age 18</p>	<p>Completed</p> <p>USAID Safe Schools Project – school questionnaire has gender norms questions.</p> <p>DHS</p> <p>Ministry of Health</p> <p>‘Spotlight’ – possible source of data on men’s behaviour and understandings of masculinity</p> <p>Gender Index Survey</p> <p>GHS (duration of travel)</p>	<p>Completed</p> <p>Household surveys and wide range of surveys on violence against women</p> <p>DHS (2008, 2016 – not annual)</p> <p>Census and Community Survey which takes place in between censuses</p> <p>General Household Survey (could include additional questions as conducted more regularly than DHS)</p>	<p>Notes: <i>Need to consider how surveys are conducted – when, who responds, what are the questions etc.</i></p> <p><i>Need to review national attitude surveys to make internationally comparable</i></p> <p><i>Survey on 147 countries mapping IPV – could maybe utilise</i></p> <p><i>Annual reports on government departments</i></p> <p><i>Perception survey could be implemented – a citizen’s audit process</i></p>

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	<ul style="list-style-type: none"> -Degree of decision-making on family planning; percentage of females aged 15-19 currently using a method of contraception -Poverty levels, including under-attendance in schooling -Segregated housing -Levels of inclusion/discrimination (e.g., of migrant groups) -Perceptions about the importance of girls' education, including in times of crisis -Level of community engagement in schooling – mothers groups etc.; active teacher parent associations; women participate in school managements committees; women as leaders of SMCs -Rates of violence/rapes per school/district; other forms of violence -Changes in rates of violence during times of crisis -Aspects of the feeder communities for different schools need to be considered -Level of cooperation between key government departments (e.g., gender, water and sanitation, education etc.). -Level of gender equality within key government departments (active gender mainstreaming etc.) – gendered distributions of power/responsibility -Presence of active gender focal person in key government departments – who makes decisions re gender equality concerns and how central are they to day-to-day government -Mandatory gender training for government managers -Distance/time children have to travel to schools -Distance/time teachers have to travel to schools -Levels of parental education 		<p>Governance, Public Safety and Justice Survey</p>	
<p>III. Institutional</p> <p><i>j). Teacher training or support</i></p>	<ul style="list-style-type: none"> -Extent of detail concerning gender and equalities in PRESET and INSET (incl. sexual and reproductive health, climate crisis and sustainability) -Mandatory (and comprehensive) gender-sensitivity training for teachers/lecturers – pre- and in-service -Percentage of trained teachers by gender, level of education taught and subject (and are they teaching the subject they were trained to teach) -Extent of training of and attitudes of teacher trainers towards gender -Implementation of gender issues in practice 	<p>Audit tool required</p> <p>Percentage of male/female teachers attending CPD (could add to EMIS?)</p> <p>Inspection reports</p>	<p>Audit tool required</p> <p>CES professional development points (e.g., hours of teacher development, includes information about content but not quality)</p> <p>Higher education returns</p>	<p><i>Teacher union audit of teachers?</i></p> <p><i>(Plus somewhere need to consider support given to teachers – mentorship, professional development opportunities etc.)</i></p> <p><i>Should there be an additional subsection for management concerns – e.g. school governing body and their support for / training on gender issues ?</i></p>

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	<ul style="list-style-type: none"> -Percentage of head teachers that have had gender sensitivity training and are gender friendly -Teacher training in ensuring classrooms are safe -Sensitisation training of RMS (university body) -Promotion opportunities for female and male staff -Support for teachers who are caregivers (taking into account extra levels of caregiving/domestic responsibilities during times of crisis) -Percentage of teachers by gender trained to use technology to support their teaching, including in times of crisis 		<p>NEIMS</p> <p><i>IQMS? (Evaluation survey of teachers and schools but data not currently utilised)</i></p> <p><i>Affirmative action programmes in universities (gender, race etc.)</i></p>	
<i>ii). Curriculum and pedagogy</i>	<ul style="list-style-type: none"> -Treatment (<i>form of presentation of and engagement with</i>) gender issues (including sexuality) in: curriculum/textbooks; pedagogy/teaching delivery/teacher training (for all levels of education) -Non-judgemental discourse in sexual and reproductive health curriculum -Compulsory modules on gender equality issues at all key levels of education (including undergrad) -Curricula that engages with issues relating to the climate crisis, sustainability and gender equality (including impact on livelihoods, migration, etc.) 	Audit tool required Surveys	Audit tool required Surveys	<p><i>NB: Should Sexuality be a separate field in this section to give it more prominence?</i></p> <p><i>Could include questions in student evaluations that relate to gendered experiences on course</i></p> <p><i>Should we consider the role of the community in shaping the content of the curriculum?</i></p>
<i>iii). Perspectives developed through education</i>	<p>Views about:</p> <ul style="list-style-type: none"> - Labour market opportunities - Sustainability and climate crisis - Equality, including gender equality (and violence) <i>and forms of gender inequality</i> - Provision and content of career guidance (social norms) 	(Would need to be made nationally comparable)	(Would need to be made nationally comparable)	<p>Notes:</p> <p><i>What impact do institutions have on individual experiences?</i></p> <ul style="list-style-type: none"> - <i>How do institutions respond?</i> - <i>How do institutions normalise environments (how are expectations portrayed in official/informal documents, are there safety statements etc)</i>
<i>iv). Intersecting inequalities</i>	How inequalities intersect for poorest quintile			
<i>vi). Rights and equalities</i>	<ul style="list-style-type: none"> -Support for readmission after pregnancy/childbirth -Childcare support for children of school girls -Programmes for out-of-school girls/boys -Programmes for students on gender equality issues (including non-formal programmes) -Programmes to support gender equality and the right of all children to education in times of crisis, including conflict 			

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IV. Individual	<ul style="list-style-type: none"> -Identified from social surveys, qualitative research Definitions of agency Levels of confidence Choices available Choices possible Attitudes (e.g., towards SRGBV, early marriage) Participation Voice Something about experiences of violence – for both females and males15? 	<ul style="list-style-type: none"> Accessed through an audit instrument? Explored in consultations 	<ul style="list-style-type: none"> Accessed through an audit instrument? Explored in consultations 	<p><i>Need to consider how individual opportunities are positioned/determined/constrained within institutions</i></p> <p><i>Lived experiences within institutional structures – awareness, reporting, response, enforcement, prevention</i></p> <p><i>How and why do student experiences/opportunities change over time, and what role do/can institutions play in this?</i></p>
4. Education access	<i>Must disaggregate by gender and other intersecting inequalities (including disabilities), and pay attention to how figures change during times of crisis</i>			
i). Access and throughput	<ul style="list-style-type: none"> Range of access issues by region and school, disaggregated by gender: - Access from preschool upwards, including higher education (GER and NER) - Repetition rates across the entire system - Length of time to complete each level plus full cycle - Length of time pregnant girls are out of school (must also connect to sense of belonging, safety, etc. Gender parity index (enrolment rates, attendance, drop-out) (Relationship of non-attendance to dropout etc; policy around non-attendance and exclusions; boys and dropout needs highlighting – see environmental conversion factors for non-attendance/under-attendance; also need to measure intersection of non-attendance (by gender) with other factors such as achievement and affordability) 	<ul style="list-style-type: none"> EMIS enrolment rates – collected at primary, secondary, teacher training, rural v urban (need district level too) Household survey data – DHS, MICS & Integrated Household Survey (IHS) (2019) 	<ul style="list-style-type: none"> EMIS or equivalent SAMS (for all levels of education from grade 1) UIS data – trends over time DHS and other household survey 	
ii). Completed school phase	<ul style="list-style-type: none"> -Completion by level disaggregated by different demographic dimensions -Learning in other key areas, including civics, health, Educational attainment 	<ul style="list-style-type: none"> Human Capital Index [survival to age 5; Learning-Adjusted Years of School; Adult survival rate; Not stunted rate] EMIS Household survey data – DHS, MICS and IHS (2019) 	<ul style="list-style-type: none"> Human Capital Index NEIMS DHS and household surveys 	

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4. Educational achievements	<i>Must disaggregate by gender and other intersecting inequalities (including disabilities) and pay attention to how figures change during times of crisis</i>			
i). Learning outcomes (literacy and numeracy) – <i>whose literacy and numeracy – what forms?</i>	-Percentage of students achieving MLP in reading and maths (and life skills?) (Adult and youth (conventional) literacy rates Plus lifelong learning (TVET etc?))	SACMEQ Std 6; MLA (2.4.7) EGRA/EGMA (early grades) Percentage of pass rates in National Examinations in Maths/English/Science/Life Skills (end of secondary cycle) – Malawi National Examinations Board DHS – needs reading exercise IPM	SACMEQ; school learning achievements. Matric pass rates – <i>very problematic and must go beyond this to consider the percentage of learners achieving at the appropriate level and in what subject (also the actual mark children get in each subject is important to consider as the pass mark is low (30%)) – what are trends over time; very important to see comparative analysis because this is crucial for gender equality (percentage scores and gender differences)</i> PIRLS, TIMSS, PISA-D (show trends over time) National and regional assessments Internal school assessments DHS – needs reading exercise IPM	
ii). Skills development	-Proportion of women with training in skilled work -Share of females in STEM fields of studies -Access to life skills training -Access to training on impact of crisis, including climate crisis -Results from TIMSS	Labour force surveys Higher education data TIMSS and PIRLS	Labour force surveys Higher education data – undergrad. and postgrad; TVET v other (plus how this links to funding/bursaries) TIMSS and PIRLS	<i>Brookings framework for measuring life skills and CARE’s girls’ leadership framework</i>

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iii). Learning outcomes in gender equality, women's rights, empowerment	-Proportion of learners achieving mastery in life skills-based HIV, sexuality education and gender equality issues <i>Other?</i>	Curriculum (PCAR) results National Examination Test Scores	Life skills (LO - <i>in process of being overhauled</i>) results; subject choice	
5. Achievements beyond education	<i>Must disaggregate by gender and other intersecting inequalities (including disabilities), and pay attention to how figures change during times of crisis</i>			
	-Economic empowerment measures (adapt from SIGI) -Good nutrition and health, including mental health (adapt from DHS) (e.g., presence of school nurses; provision of counselling in schools/education institutions, referral mechanisms; presence of/access to social workers; use of medical students?) -Leisure (adapt from SIGI) -Speaking out about GBV (e.g. Presence of girls' and women's voices on aspects of SRGBV - adapt from SIGI, IDM and WEA) -Participation in political, economic and social leadership (adapt from EIGE and UNDP) -Oxfam Multi-dimensional Poverty Index -Employment rates (broken down by gender/types of employment etc.) -Unemployment rates broken down by gender and intersecting inequalities and level of schooling achieved etc.	International metrics on mental health <i>Adolescent Girls and Young Women's Work (?) survey</i> <i>LMIS (Labour Management Information System)</i>	International metrics on mental health N.B. in Western Cape there are psychologists and social workers linked to schools	<i>Link to lifelong learning</i>
6. Additional normative information				
Identified through consultations on rights, equalities, adaptive preference	<i>Consultative tool to be developed</i> <i>What values are driving policy – e.g. Ubuntu, rights, capabilities, national unification etc.</i>			

Longlist of indicators reviewed at Malawi workshop, January 2023

1.1 FINANCIAL AND POLICY- NATIONAL, INSTITUTIONAL AND IDEAS

	RELEVANCE	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Level of gender responsiveness in education sector plan (ESP)		GPE	Done by GPE, but still considered relevant
2	Level of public finance allocated to gender equality and women's empowerment		NSO	NSO may have data quarterly reports
3	Expenditure on education as a proportion of total government expenditure			
4	Perceptions of corruption (not education specific)			
5	Broadband internet subscriptions per 100 inhabitants			
6	Proportion of population with access to a mobile phone network			
	Access to radio and TV		NSO surveys	
	Level of indebtedness of country		Ministry of finance economic report (annually)	
	Trends in donor support		DAC/ or GPE? Education development budget (demarcated between donors and government)	Where it is going and how much; not just total amount

1.2 FINANCIAL- FAMILY/SOCIAL RELATIONSHIPS

RELEVANCE	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
Proportion of family income spent on children's education	Seen as very critical to include	IHS	Question asked but not analysed
Number of households classified as poor and ultra-poor in the poverty report		Poverty report	Look at ways to relate this to education
Numbers applying for bursaries			May need to look at poverty data more closely

1.3 SCHOOLS AND TEACHERS- NATIONAL INSTITUTIONS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Percentage of secondary schools with single-sex basic sanitation facilities		Data is in EMIS	
2	Percentage of primary schools with single-sex basic sanitation facilities		Data is in EMIS	
3	Women as a percentage of qualified teachers at primary, lower secondary and senior secondary school		In EMIS	
4	Proportion of schools with computers, libraries, laboratories and sports grounds			No data yet on adequacy; could look at relation of learners to computers; would need data manipulation. Compile separate indicators
	Ratio of pupils to textbooks		EMIS	This block of data may work better under opportunities - discuss
	Ratio of pupils to desks		EMIS	
	Pupil: classroom ratio		EMIS	
	Pupil: teacher ratio		EMIS	
	Population distribution by distance to school		GIS	GIS data

2. VALUES

2.1 NATIONAL INSTITUTIONS AND IDEAS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Presence of legal frameworks to promote and monitor equality and non-discrimination on the basis of sex			

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2	Legal age for marriage set at 18			
3	Ratification of CEDAW (convention on the elimination of all forms of discrimination against women) with or without reservations			
4	Ratification of cade (convention against discrimination in education)			
5	Laws criminalising or protecting sexual orientation			Divided views on whether to include
6	Presence of national human rights institutions complying with Paris principles and Maputo protocol			
7	Ratification of international bill of rights			
	Ratification of African charter of human rights			
	SADC gender protocol			
	Ratification of CRC and au convention			

2.2 INDIVIDUAL VALUES

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	views on women's right to physical integrity, social and economic participation including higher education, and role in political and economic leadership			no Malawi data and nothing collected by NSO: would need a survey on this
2	women and men over 15 guaranteed full and equal access to sexual and reproductive health			

	care, information and education			
3	girls and boys have equal rights to be born and have care and support needed to survive to 5			
4	women and men have access to health care			
5	women guaranteed equal rights to land ownership and control			
6	women and men guaranteed rights to freedom of association and collective bargaining at work			

3. OPPORTUNITIES

3.1 NATIONAL LAWS POLICIES AND LEVELS OF ENACTMENT

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Presence of legal framework guaranteeing 9+ years of free and compulsory public education for all			
2	Presence of legislation to protect and facilitate education of pregnant adolescent girls			
3	Presence of legislation on child protection, to prevent corporal punishment in schools			
4	Endorsement of the safe school declaration			
5	Classification in relation to disasters – climate, health (pandemics)			

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	Legislation on the prevention of domestic violence			TBC
	School guidelines on preventing SRGBV			Something giving mear in national policy on girls ED and gender equality

3.2 SOCIAL RELATIONS- RELATIONSHIPS EXPANDING CAPABILITIES

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of time spent by adolescents (girls and boys) on unpaid domestic and care work			No data, but IHS may collect. To check and also labour force survey
2	Prevalence of marriage among girls under 18			In DHS and MICS
3	Proportion of young women and men (18-29) who have experienced sexual violence by age 18			
4	Prevalence of reports of violence against women			
5	Proportion of men and women who express views which condone domestic violence			
6				
7	Proportion of children (1-17) who have experienced physical punishment and/or psychological aggression by caregivers			
8	Proportion of youth (girls and boys 15-24) not in education, employment or training			Data manipulation needed from MICS
9				

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10	Proportion of women and men who express views critical of women who work outside the family			
11	Proportion of women who have access to financial services			
12	Proportion of women in managerial positions			Collected through ministry of gender
13	Proportion of children aged 5-17 years engaged in paid child labour			
14	Women as a proportion of all representatives in parliament			
15	Proportion of girls and boys (to age 18) using the internet			
16	Proportion of women and men who express views that indicate confidence in the judicial system and courts			Afrobarometer
17	Number of victims of human trafficking per 100,000 population			

3.3 INDIVIDUAL -OPPORTUNITIES EXPERIENCED BY INDIVIDUALS

	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS	BY	DATA SOURCES	COMMENT
1	Mean years of schooling, women aged 25+				
2	Prevalence of undernourishment in girls and boys (5-18)			EMIS	Only under 5 rate; data to be checked to 18 on micronutrients; possibly cohort tracking and EMIS individual based. In EMIS book – data to be analysed (collected since 2019)

3	Proportion of women and men reporting an experience of discrimination or harassment			
4	Prevalence of malnutrition among girls and boys (0-5)			
5	Maternal mortality ratio			
6	Prevalence of anaemia in young women (15-20)			
	Mental health and availability of psychosocial support			Emerging issue needing data

4. PARTICIPATION

4.1 INSTITUTIONAL- PARTICIPATION IN EDUCATION INSTITUTIONS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Adjusted GPI completion rate primary education			
2	Adjusted GPI completion rate lower secondary education			
3	Adjusted GPI completion rate upper secondary education			
	Age adjusted completion rate			To be developed from EMIS data
	Cohort completion rate			
4	Expected years of schooling, by sex for primary			EMIS
	Expected years of schooling, by sex for secondary			EMIS
5	Repetition rates by sex across all grades for primary			EMIS, IHS, DHS

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	Repetition rates by sex across all grades for			EMIS, DHS, HIS
6	Adjusted GPI in grade p in primary education			To be done in the revised curriculum
7	GPI graduation ratio from tertiary programmes			HEMIS
8	Adjusted GPI of GER in tertiary education			HEMIS
9	Adjusted GPI of participation in TVET by 15-24			HEMIS
10	Standardised test scores, reading, mathematics and health knowledge by sex			Moe (EGRA, EGMA, SACMEQ, MLA, zonal standardised tests), MICS Move to KUS?
	Number of longitudinal dropouts as proportion of enrolments			Data manipulation Cohort tracking data
	Estimates of out of school children by sex			MICS

4.2 SOCIAL RELATIONS

NO AVAILABLE INDICATORS IDENTIFIED FOR CROSS NATIONAL

INDICATORS	REVIEW WORKSHOP PARTICIPANTS	BY	DATA SOURCES	COMMENT
Number of ta s with by-laws supporting school attendance, girls education and ending early marriages				
Number of children from social transfers by sex				
Amount time spent on school work by gender				Time use diaries
Number of children who are currently married				DHS, MICS
Dropouts linked to poverty menstrual hygiene- for the future				

4.3 INDIVIDUAL- INDIVIDUAL VIEWS ON EDUCATION

	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS	BY	DATA SOURCES	COMMENT

1	Proportion of girls and boys reporting missing schooling			Look into whether GHS will be redone in Malawi
2	Proportion of girls and boys reporting experience of bullying (social media, personal attacks)			GHS – look into whether will be updated for Malawi
3	Proportion of women and men satisfied with the quality of schooling			Repetition rates by sex across all grades shows that this is objective. World values survey
4	Proportion of women and men expressing views that schooling provides adequate skills for employment or starting a business			World values survey – check if conducted in Malawi
	Children’s aspirations and confidence by sex			Check SACMEQ
	Views on levels of fear and insecurity (adults and children)			Check UNDP data source

5. KNOWLEDGE, UNDERSTANDING AND SKILLS

5.1 INSTITUTIONAL- LEVELS OF LITERACY AND NUMERACY

	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS BY	DATA SOURCES	COMMENT
1	Adjusted GPI of proportion children with minimum level of reading proficiency at end primary school			Move from participation
2	Adjusted GPI of proportion children with minimum level of maths proficiency at end primary school			
3	Adjusted GPI of proportion of			

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	children with minimum proficiency level reading at end lower secondary			
4	Adjusted GPI proportion of children with minimum proficiency level maths at end lower secondary			
5	Percentage of girls and boys achieving MLP in reading and maths			
6	Adjusted GPI population over 15 who are literate			
7	Presence of social citizenship, ESD in national education policies, sexual and reproductive health curricula, teacher education and student assessment			Review needed, but information present
	Children's knowledge of SRH			Data source? SACMEQ

5.2 INDIVIDUAL - ENGAGEMENT WITH FURTHER OR HIGHER EDUCATION

	MOST RELEVANT	REVIEW WORKSHOP BY PARTICIPANTS	DATA SOURCES	COMMENT
1	GPI of students enrolled in stem courses			
2	Women as a proportion of teachers in tertiary education			
3	Proportion of women in skilled occupations who have received training			
4	GPI numbers (10-25) accessing ICT training			
	Knowledge and confidence of how to report GBV			Source to be investigated

				Structures for reporting to be looked at (look into building into UNESCO bid)
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6. OUTCOMES

6.1 HEALTH

	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS BY	DATA SOURCES	COMMENT
1	Proportion of women of reproductive age (15-18 years) who have their need for family planning satisfied with modern methods			NSO has data
2	Numbers making use of health services (taking account of sex, location and level of need)			Ministry OF Health AND Information
	Fertility rate			DHS

6.2 ECONOMIC (NOTE: NO DETAILED DISCUSSION FROM HERE; PARTICIPANTS WILL REVIEW THROUGH CORRESPONDENCE)

	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS BY	DATA SOURCES	COMMENT
1	Proportion of time spent by women and men on unpaid domestic and care work			Data in NSO sources
2	Proportion of women to men living below 50 per cent of median income			Data in NSO sources; not reported
	Numbers receiving social grants as a proportion of those who are ultra-poor			

6.3 POLITICAL

INDICATORS RATED MOST RELEVANT AND MOST IMPORTANT BY A MAJORITY OF PARTICIPANTS (BY COUNT AND MEAN)

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of women in positions in national and local institutions, including (a) the legislatures; (b) the public service; and (c) the judiciary, compared to national distributions, by sex, age, disability and population group			
2	Proportion of population which believe decision-making is inclusive and responsive			

6.4 SOCIAL

INDICATORS RATED MOST RELEVANT AND MOST IMPORTANT BY A MAJORITY OF PARTICIPANTS (BY COUNT AND MEAN)

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use, and reproductive health care			
2	Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities			

6.5 CULTURAL

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	MOST RELEVANT	REVIEW WORKSHOP PARTICIPANTS	BY	DATA SOURCES	COMMENT
1	Proportion of men and women who express views regarding feeling safe				
2	Proportion of women who own a mobile telephone				

2.5 Report

This is a draft structure for a report on your AGEE workshops

- BACKGROUND : why the workshop took place, when and where
- INTRODUCTION: why the AGEE Framework seemed useful and what contextual issues were of key importance. What issues were considered from the AGEE community pf practice.
- AGENDA
- LIST of those participating...
- REVIEWED AIMS FOR AGEE DASHBOARD in [...]
- CRITERIA adopted for the AGEE DASHBOARD in [...]
- INDICATORS reviewed FOR AGEE DASHBOARD in
.....
- Next steps and follow on