

# Vision & Agenda [FINAL]

## LONG TERM VISION of FemNet4GTE: The world we want to see

**All learners, regardless of gender or sex, are supported with gender-transformative education (GTE)\* to realize their full potential and contribute to achieving equal, just societies including by removing barriers to girls' and women's rights.**

*This vision has been developed with reference to the Universal Declaration of Human Rights; the Fourth Conference on Women (Beijing Declaration); Commission on the Elimination of Discrimination Against Women; Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development; Report from the International Commission on the Futures of Education and the Youth Declaration on Transforming Education [\[1\]](#)*

Working definition (2021, Plan International, UNGEI, UNICEF, Transform Education):

\*Gender Transformative Education seeks to utilize all parts of an education system – from policies to pedagogies to community engagement – to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression

## STRATEGIC APPROACH: How will we get there?

**FemNet4GTE will galvanize influential actors like policy makers, budget holders, women and girls' rights actors, education actors and culture shapers\*\* to meaningfully implement GTE by elevating the urgency, efficacy and achievability of gender equality in and through education**

*\*\*examples include institutions like media, faith-based organizations, toy and book companies, retailers*

## 2040 FemNet4GTE OUTCOMES

1. GTE is strategically placed in the post-2030 agenda with dedicated indicators that measure progress in gender equitable attitudes, beliefs and behaviours alongside established indicators of progress in achieving women's rights and universal education for children

2. Investments by governments and donors in GTE is through locally relevant gender expertise and feminist networks (at systems, community, schools and individual levels), including in fragile/ conflict contexts
3. Culture shapers lead a movement to end harmful gender socialization of all children everywhere

### 2023-2025 OUTCOMES

*To be developed at FemNet4GTE 2023*

### GOALS FOR 2023 CONVENING

1. Begin to institutionalize FemNet4GTE to achieve long-term vision through 2023 outputs, clear action plans for 2023-2025 and through relationships and coalitions
2. Progress a shared understanding of GTE
3. Map key players, barriers and opportunities to accelerate GTE

### INDICATIVE OUTPUTS FOR 2023 CONVENING (being developed by Session Leads)

1. Outcomes for FemNet4GTE (2023, 2024, 2025)
2. 2024 Advocacy Calendar (based on power mapping)
3. Agreed shared definition of GTE and selection of terms for a GTE Glossary (2024) developed through a feminist methodology
4. Other TBD

### PRINCIPLES FOR FEMNET4GTE ACTORS AND PROCESSES

1. To strive to be feminist[i]
2. To strive to be anti-racist[ii] and anti-colonial[iii] by elevating BIPOC and developing country expertise, knowledge and experience
3. To strive to be inter-generational[iv], intentionally sharing power with young feminists
4. To strive to be intersectional[v] (including LGBTQ, disability lenses), recognizing that vulnerability and power often have overlapping layers of discrimination and privilege
5. To have fun! Because *what is the point of revolution if we cannot dance?*[vi]

## AGENDA

TIME	TITLE	RESPONSIBLE	DESCRIPTION	OUTCOME
<b>1 NOVEMBER 2023</b>				
<b>10.00-18.00 Registration Open</b> Hotel Lobby, Renaissance Hotel Bosphorus Barbaros Bulvari No: 145, Besiktas, Istanbul				
<b>18.00-21.00 Welcome &amp; Dinner</b> Bar 212, Renaissance Hotel Bosphorus Barbaros Bulvari No: 145, Besiktas, Istanbul				
<b>2 NOVEMBER 2023</b> Lower Level, Renaissance Hotel Bosphorus Barbaros Bulvari No: 145, Besiktas, Istanbul				
7.30-8.00	<b>Registration Open</b> Lower Level Meeting Rooms			
8.00	<b>Participants Arrive and seated</b>			
8.15-8.25	<b>Inspiration</b>	Young feminist activists <i>UNGEI point person: Natasha</i>	Grounding and motivation	Participants are grounded in the purpose of and need for the gathering
8.25 to 8.45	<b>Meeting Community</b>	All participants	Ice-breaker, setting intention, beginning to build community	Participants begin to know one another

TIME	TITLE	RESPONSIBLE	DESCRIPTION	OUTCOME
8.45 to 9.00	<b>Welcome by donors</b>  <b>Agenda for two days</b>	Dr Heike Kuhn, <a href="#">BMZ</a> Erin Ganju, <a href="#">Echidna Giving</a> Antara Ganguli, <a href="#">UNGEI</a>	FemNet4GTE donors welcome participants UNGEI describes agenda and intention for two days	Participants are aware of the overall agenda and plan for the two days.
9.00 to 10.50	<b>What is Gender-Transformative Education and What is Not Gender-Transformative Education?</b>	Sunita Menon, <a href="#">Breakthrough</a> (India) and Shungu Gwarinda, <a href="#">CAMFED</a> (Ghana, Malawi, Tanzania, Zambia, and Zimbabwe), Ashlee Burnett, <a href="#">Transform Education</a> <i>UNGEI point person: Antara</i>	What does GTE mean exactly in a world where “transformation” has been a universal buzzword? Is girls’ education just about getting girls into school? Where does and where should gender equality fit?	<b>Participants come to a common understanding of the path to gender-transformative education (moving from gender-unintentional to shifting power)</b>
	<b>A Gender Transformative Education (GTE) Glossary</b>		Co-develop a list of key terms on Gender-Transformative Education	<b>List of terms to be defined in the GTE Glossary</b> <i>Pework will include responding to GTE Glossary survey</i>
10:50-11:20 Coffee break				
11.20-12.30	<b>OUTCOME SESSION</b>	<b>All participants</b>  <i>UNGEI point person: Antara</i>	Participants align on a shared definition of GTE	<b>An agreed definition of GTE Agreement on what should not be part of GTE</b>
12.30-13.30 Lunch				
13.30-13.45	<b>Regroup &amp; mindfulness</b>	Facilitators <i>UNGEI point person: Natasha/Sanjita</i>		Participants will be grounded back into the agenda
13.45-15.15	<b>Decolonising Data: through the lens of “child, early and forced marriage”</b>	Elizabeth Vasquez, <a href="#">Abriendo Oportunidades</a> , (Guatemala) and Dr Sajeda Amin, <a href="#">Population Council</a> <i>UNGEI point person: Jen/Amalia</i>	Ending “child, early and forced marriage” – alignment and misalignment between global data approaches and lived experience	To be populated by session leads

TIME	TITLE	RESPONSIBLE	DESCRIPTION	OUTCOME
15.15-15.45	<b>Regroup and Graffiti Walls</b>	Facilitators <i>UNGEI point person: Simon</i>	Participants use various wall spaces to brainstorm and input into outcome aggregations	Participants reflect on sessions and input into FemNet4GTE
15.45 – 16.15 Tea Break and Graffiti Walls				
16:15-17:45	<b>Ensuring girls' access to education in politically stressed contexts</b>	<u>Rangina Hamidi</u> , Expert & former Minister of Education, Afghanistan, <u>Nafissatou Ide Sadou</u> , <u>FAD Niger</u> , <u>Maimouna Kere</u> , <u>Ministry of Education, Burkina Faso</u> <i>UNGEI point person: Eline</i>	Locally led strategies to ensure girls' learning through politically fraught contexts based on lived experience in Afghanistan, Niger and Burkina Faso.	<b>List of ten local approaches (developed and voted by all participants) to guarantee girls' education in politically fraught contexts</b>
17.45-18.30	<b>Day One Wrap Up – (Solidarity Circle)</b>	Facilitators <i>UNGEI point person: Simon</i>	Participants are led through some mindfulness/ reflection activities to get to a sense of shared purpose	Participants feel solidarity through connecting of journeys and mandates
19.00 Depart hotel for Boat Cruise (buses provided) <b>19.30 to 21.30: Dinner and Bosphorus Boat Cruise</b> 22.00 arrive back at the Renaissance Hotel Bosphorus				
<b>3 NOVEMBER</b> 2 NOVEMBER 2023 Lower Level, Renaissance Hotel Bosphorus Barbaros Bulvari No: 145, Besiktas, Istanbul				
7.30-8.15	<b>Optional well-being activity</b>	Well-being expert <i>UNGEI point person: Sanjita/ Natasha</i>	Mindfulness and grounding activity	Participants feel ready for the day
8.30-8.45	<b>Welcome and opening remarks from UNW and UNICEF</b>	Lopa Banerjee, <u>UN Women</u> Ruth Graham Goulder, <u>UNICEF</u> <i>UNGEI point person: Jen</i>		

TIME	TITLE	RESPONSIBLE	DESCRIPTION	OUTCOME
8.45-9.45	<b>Power Mapping</b>	<u>Transform Education</u> , hosted by UNGEI  <i>UNGEI point person: Natasha</i>	Building on the <u>TES Youth Declaration</u> , the <u>GEF Young Feminist Manifesto</u> and consultations conducted with participants through October, a draft power map of key influencers/ actors will be presented for discussion and iteration	<b>A global power map of key actors to enable joint advocacy and lead to a 2024 Advocacy Calendar</b>
9.45-10.45	<b>How can the women's rights movement contribute to gender-transformative education?</b>	<u>Selma Acuner</u> , Women's Rights Activist, Women's Coalition (Turkiye), <u>Abia Akram</u> , <u>National Forum for Women with Disabilities</u> (Pakistan), <u>Chea Engmey</u> , <u>Gender and Development for Cambodia</u>  <i>UNGEI point person: Zeynep</i>	Through feminist storytelling techniques, a discussion of how the women's rights movement(s) can advocate for and contribute to gender-transformative education	<b>Agreed actions to incorporate GTE into the larger women's rights movement (focus on connecting across silos)</b>
10.45 – 11.15 Coffee Break				
11.15-12.30	<b>Comprehensive sexuality education as an essential tool to achieve gender-transformative education</b>	<u>Sheena Hadi</u> , <u>Aahung</u> (Pakistan), <u>Niyati Sharma</u> , <u>Pratisandhi</u> (India), <u>Elsa Burzynski</u> , <u>UNESCO</u>  <i>UNGEI point person: Eline</i>	Examples, case studies and testimonials will establish the criticality of CSE as a tool to achieve GTE across contexts and thematic areas. Participants will coalesce on minimum standards/ building blocks of CSE that are must-have across contexts	<b>A mindmap of minimum standards/ building blocks in CSE for each thematic area</b>
12.30-12.45	<b>Check in and reflections</b>	Facilitators <i>UNGEI person: Simon</i>	Moment for sharing reflections and coming together	Participants reflect on the sessions so far
12.45 – 13.45 Lunch				

TIME	TITLE	RESPONSIBLE	DESCRIPTION	OUTCOME
13.45-15.00	<b>Masculinities in gender-transformative education</b>	Dr Wessel van den Berg, <a href="#">Equimundo</a> , Nalini V. Khurana, <a href="#">International Centre for Research on Women</a> , Justine Sass, <a href="#">UNESCO</a> <i>UNGEI point person: Zeynep</i>	Strategies for learning and teaching how to address harmful masculinities to advance GTE and also hold men leaders in Education accountable	<b>Five actions and accountabilities we need at the system, political and school levels to promote positive masculinities for advancing GTE</b>
15.00-16.00	<b>Queer identities and gender-transformative education</b>	Yasemin Öz, <a href="#">Kaos.GL</a> (Türkiye), <a href="#">Schuyler Bailar</a> (USA), Dr Ramneek Ahluwalia, <a href="#">Higher Health</a> , Department of Higher Education and Training (South Africa) <i>UNGEI point person: Zeynep</i>	Stories and testimonials of how gender identities affect lived experiences in education, and discussion of how education systems should teach about queer identities.	<b>A common purpose to collectively address discrimination against LGBTQI+ individuals in education and our asks from the global / national education sector</b>
16.00 – 16.30 Tea Break				
16.30-18.30	<b>OUTCOME SESSION: What is the road ahead for GTE and how shall we travel it together?</b>  <b>Closing Remarks</b>	All participants (facilitated by Facilitators and Yona Nestel, <a href="#">Plan International</a> )  Dr Heike Kuhn, <a href="#">BMZ</a> Erin Ganju, <a href="#">Echidna Giving</a>  <i>UNGEI point person: Antara</i>	To be developed  Closing remarks from the donors of FemNet4GTE	<b>(under development)</b> <b>Building from the Vision and Outcomes articulated in the Vision Framework, a coordinated jointly owned action plan for 2024, including for the Summit of the Futures (global) and regional, national/ community based action plans</b>
19.00 Buses depart Hotel for Feriye, Yıldız, Çırağan Cd. No:44, 34347 Beşiktaş/İstanbul <b>19.30-22.30 Feminist Party and Dinner, co-hosted by BBGZ, Feriye</b> 22.30 Buses depart Feriye 23.00 arrive back at the Renaissance Hotel Bosphorus				

## REFERENCES

[1] (sourced and developed with UNESCO)

**Universal Declaration of Human Rights:** Preamble: The peoples of the United Nations have reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women.

Article 26: Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms and inequalities. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace

**Fourth Conference on Women (Beijing Declaration):** We reaffirm our commitment to ensure the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible part of all human rights and fundamental freedoms.  
<https://www.un.org/womenwatch/daw/beijing/platform/declar.htm#:~:text=The%20empowerment%20and%20advancement%20of,possibility%20of%20realizing%20their%20full>

**Commission on the Elimination of Discrimination Against Women:** States parties are therefore obliged to work towards the modification of social and cultural patterns of individual conduct in order to eliminate "prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women" (article 5). And Article 10.c. mandates the revision of textbooks, school programmes and teaching methods with a view to eliminating stereotyped concepts in the field of education.

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

**Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms:** Promote an ethic of care and solidarity through cultivating reciprocity and compassion with a view to encouraging convivial relations, neighbourliness and a sense of belonging;(e)Promote gender equality in and through education. It is key to the realization of the right to education for all and for the empowerment of women and girls;(f) Recognize that everyone has the right to education and should be guaranteed equitable access to inclusive and quality education that is respectful of their identity and encourages knowledge of their history, traditions, language and culture, and that of others, without discrimination of any kind.

**Report from the International Commission on the Futures of Education:** Education– the way we organize teaching and learning throughout life – has long played a foundational role in the transformation of human societies. It connects us with the world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action.

<https://unesdoc.unesco.org/ark:/48223/pf0000379707>

**Commission on Population and Development:** From the report of the 56<sup>th</sup> Commission on Population and Development: The Secretary-General stressed that education was a key determinant of development, relevant for all age cohorts throughout the life cycle, and that it was among the most powerful predictors of population health and well-being and of national economic growth. From the report of 56th CPD (april 2023) : the Secretary-General stressed that education was a key determinant of development, relevant for all age cohorts throughout the life cycle, and that it was among the most powerful predictors of population health and well-being and of national economic growth. The education of women and girls, in particular, contributed significantly to the health and survival of children and the eradication of child marriage, early childbearing and unplanned pregnancy. Furthermore, education provided a critical pathway to women’s economic and social empowerment. <https://un.org/development/desa/pd/events/CPD56>

**Youth Declaration on Transforming Education:** We demand decision-makers to invest in gender-transformative education to create a present and future that is feminist, equitable, and free from harmful gender stereotypes. <https://unesdoc.unesco.org/ark:/48223/pf0000386653>

[i] A person or organization that believes in and works for gender equality, girls’ and women’s empowerment and the dismantling of harmful gender norms.

[ii] To be anti-racist is to recognize and unlearn racialized socialization, address and challenge implicit and structural biases that contribute to the exclusion and harm of Black, Indigenous and People of Colour (BIPOC).

[iii] To be de/anticolonial is to persistently challenge dominant structures, beliefs and behaviors that have been built on colonial systems and ideals including by redistributing power and resources and putting at the centre the marginalised persons and communities meant to be served by international aid.

Definitions of “Feminist”, “Anti-Racist” and “De-Anticolonial” articulated by Ashlee Burnett (Transform Education) and Natasha Harris-Harb (UNGEI) based on readings from 1984, bell hooks, *Feminist Theory: From Margin to Centre* 1981, Angela Davis, *Women, Race and Class* 2020, Sylvia Tamale, *Decolonization and Afro-Feminism*

[iv] Intergenerational refers to individuals from across generations working together. UNGEI believes in the power of intergenerational co-leadership, co-creation and knowledge sharing. We can all learn from each other and no matter what age we are. Source: United Nation’s Girls’ Education Initiative, the World Association of Girl Guides and Girl Scouts and Generation Unlimited (2022) *Intergenerational partnerships for transformative change: A learning brief.*

[v] Intersectionality refers to the overlapping forms of oppression that emerges from the discrimination against characteristics like age, disability, race, gender, sex (known as “protected” characteristics in the United States because federal law prohibits discrimination based on them). Source: 1989, Kimberlé Crenshaw, *Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*

[vi] 2007, Urgent Action Fund for Women’s Human Rights, Jane Barry, Jelena Dordevic