

UNGEI FEMINIST NETWORK

FOR GENDER TRANSFORMATIVE EDUCATION

2024

REPORT



ABOUT US

The Feminist Network for Gender Transformative Education* (FemNet4GTE) is a powerful, diverse and intergenerational movement of 210 organizations, experts and government representatives, all working towards gender equality in and through education. Launched in 2022 through the United Nations [Transforming Education Summit](#), the Network is convened by UNGEI with funding support from Echidna Giving and the German Federal Ministry for Economic Cooperation and Development (BMZ).

The growing anti-rights movement is stacking up the challenges to our work, requiring us to collaborate and join forces more than ever before. Our convening cultivates the space to do so. FemNet4GTE is unique because it creates a space that brings together subjects and actors that this opposing movement aims to keep separate. The network brings together:

- ◆ Gender actors and education actors
- ◆ Civil society actors and government actors
- ◆ Young activists and funders

*WHAT IS GENDER TRANSFORMATIVE EDUCATION?

Launched at FemNet4GTE 2024 in Johannesburg, UNGEI's [Gender Transformative Education \(GTE\) Glossary](#) defines and helps build a common understanding of GTE: It is learning to understand, recognize and challenge root causes of gender inequality and injustice. The “transformation” is in people’s attitudes, beliefs and behaviours and in the education system – from gender unequal to equal. 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. The goal of gender-transformative education is a world in which a person’s gender does not impact their access to power, resources and opportunities. The term gender-transformative assumes an intersectional understanding of gender. Gender-transformative education can be called feminist education.



FEMINIST NETWORK FOR GENDER TRANSFORMATIVE EDUCATION IN JOHANNESBURG, SOUTH AFRICA

On 15-17 October 2024, our Network convened 123 in-person and 67 online participants from 49 different countries in Johannesburg for two days of rich discussion, feminist community and collaboration, in partnership with the South African Departments of Basic Education, and Higher Education and Training. This year’s hybrid event was **intentionally diverse, intergenerational and intersectoral**. 28% of our participants were below the age of 30. Participants represented a range of issues in education, child protection, SGBV, SRHR, harmful practices, disability rights, LGBTIQ+ rights, technology, and young feminist leadership.

For the first time, we had the in-person participation of **adolescent girl activists**, representing Rozaria Memorial Trust from Zimbabwe and Girl Club South Africa. Equipped with the knowledge of feminist theory and GTE, as students of UNGEI and Gender at Work’s Feminist School, they were key participants in the agenda. We ensured that they could not only engage with the content, but also had the space to inform it and challenge it. Accompanied by chaperones, the girls were able to bring the methodologies of activism they practice through their organizations to the convening in Johannesburg.

A planning group of 16 Network members and UNGEI developed the agenda, participants list and the focus areas – **research, funding and advocacy** – building on the outcomes of last year’s convening, held in November 2023 in Istanbul, towards a shared vision and pathway to achieve gender-transformative education. The agenda included ‘Spark Moments’ to shed light on crucial issues outside of the main sessions. All the sessions were developed and led by civil society and young feminist actors, with support from UNGEI. Together, we created **a feminist agenda** that prioritized discussions and workshop-based sessions with ample room for moments of rest, wellness and solidarity.

“I have learnt how interconnected the struggles in each region are and the need to coordinate our responses and learn from each other.”

Network member



Minister Siviwe Gwarube, Minister of Basic Education in South Africa, with FemNet4GTE 2024 participants

The FemNet4GTE 2024 agenda included the following sessions:

Sessions	Spark Moments
Research and Evidence for the Regional Declarations on GTE	Standing up Against Sexual Violence in Education Settings
Resourcing the Goals of the Regional Declarations on GTE	Education in Emergencies
Using the Regional Declarations in 2025 for GTE - Our Strategy and Plan	LGBTIQ+ Inclusive Education
Launch of Gender Transformative Education Glossary	Gender Transformative Climate Education

**REGIONAL
DECLARATIONS ON
GENDER TRANSFORMATIVE
EDUCATION**

In October 2024, we built on crucial reflections from last year's convening and ensured that our actions going forward are rooted in regional and local contexts. Over the course of this year, FemNet4GTE developed four powerful regional declarations on gender-transformative education, resulting from consultations with **590 stakeholders from 112 countries**. These consultations and the drafting of the regional declarations were led by our four regional collectives in **Africa, Asia and the Pacific, Latin America and the Caribbean, and Southwest Asia and North Africa**.

Young feminist activists, national education coalitions, civil society, community-based organizations, educational institutions, funders, local and national governments, UN entities, faith-based organizations, and researchers shaped these declarations through surveys, interviews and knowledge-sharing. Respondents were multi-generational and diverse: Women, men, non-binary, LGBTIQ+, persons with disabilities, children, adolescents, young people, adults and seniors. We conducted the surveys in 9 languages: Arabic, Creole, Chichewa, English, French, Portuguese, Spanish, Swahili, and Yoruba.

“The regional declarations give us a blueprint of what gender-transformative education priorities we can pursue”

Lucy Minayo, Amplify Girls

These regional declarations consolidate the **collective ambition, insight and priorities of FemNet4GTE** to be taken forward by the regional collectives. They are evidence-based calls to action to governments, public and private funders, the UN system and education actors. In Johannesburg, we explored research and evidence, resourcing, and the advocacy plan for the regional declarations to build momentum beyond the convening, focusing on key moments at national, regional and global levels. Our network is committed to interrogating our work, analyzing our contexts, collaborating on solutions and building a successful gender-transformative education movement.

In 2025, the network will launch a report titled **‘The World We Want’**, building on the regional declarations to make a compelling case for our common vision, priorities and strategies. On International Women's Day 2025, we plan to send this report to ministries, donors, international organizations and civil society in 112 countries.



ACCELERATING MOMENTUM IN 2025

In Johannesburg, we discussed the best ways to make the most of the available resources, opportunities and our diversity, to strengthen our collaboration and impact in 2025. We talked about strengthening our regional work, leveraging global moments, and forging impactful partnerships. FemNet4GTE 2025 will comprise of regional and global-level meetings to strengthen joint advocacy and action. We will target key moments such as the International Women's Day, G20, G7, HLPF, UNGA, and others.

SUMMARY OF PARTICIPANTS' FEEDBACK

93 of 123 in-person participants (76%) and 7 of 67 online participants (10%) responded to the event survey in 2024. We had a 50% response rate in 2023. The feedback from participants was positive:

- ◆ 99% said that the event met expectations, of which 31% said it exceeded expectations and 49% said it fully met expectations.
- ◆ 99% of participants felt confident in the definition of GTE this year, with 74% saying they felt fully confident.
- ◆ 74% of participants said that the objective of FemNet4GTE is to progress towards building a movement, and 69% believe it is to feel solidarity with people working on similar issues.

Some useful lessons for future network convenings include:

- ◆ Better language interpretation in person and online.
- ◆ More equitable representation from each region.
- ◆ More diversity of languages spoken in the main agenda.



ANNEX 1.

Session Overviews

A primary goal for the 2024 convening was to discuss the regional declarations and work together on strengthening research, funding and advocacy related to GTE. Another was to create space to address important issues impacting our work and our members, which were designated as 'Spark Moments'.

Sessions

Session 1 - Presenting & Celebrating Regional Declarations on Gender Transformative Education

Session Leads:

- ◆ **Southwest Asia and North Africa (SWANA):** Tala Nassif, Carla Akil (The Asfari Institute for Civil Society & Citizenship at the American University of Beirut), Ghewa Nasr (FEMALE), and Amal Ouachhou, (Politics4Her).
- ◆ **Asia and the Pacific:** Sheena Hadi (Aahung), Florence May Cortina (The Asia South Pacific Association for Basic Education), and Niyati Sharma (Pratisandhi).
- ◆ **Africa:** Jesca Kiplagat, Eduard Beukman, Irene Fredriksson (Oxfam), Yona Nestel, Milena D'Atri (Plan International), Catherine Asego (Forum for African Women Educationalists), and Emmanuel Manyasa (Usawa Agenda).
- ◆ **Latin America and the Caribbean:** Gabriela Arrunátegui Martínez, Laura Gianecchini (CLADE), Susana Medina, Ruben Avila (Fos Feminista).

Discussion Overview:

Following the months of work that the regional collectives had put into developing the declarations, this session was their opportunity to officially share their findings with the network. The regional declarations were discussed and celebrated with resounding enthusiasm from the participants.

“We don’t want any more promises. We don’t want bits and pieces. We demand real change with actions and policies.”

Network Member

Outcomes and Reflections:

The key reflections from the network on the regional declarations touched on how research brought out the value of communities of practice at the regional level and the importance of integrating key themes like climate change and SRHR into curricula. Participants observed notable gaps in the understanding of GTE across the regions. This, coupled with the persistence of harmful cultural practices and the rising influence of anti-rights groups, poses significant challenges to gender equality efforts. In terms of priorities, it was agreed that there is a need for teacher training, increased funding to the sector and collaboration between state and non-state actors in order to advance GTE initiatives effectively.





Session 2 - Research and Evidence for the Regional Declarations on Gender Transformative Education

Session Leads:

Jennifer O'Donoghue (Brookings Institution), Nicole Haberland (Population Council), Dr. Karishma Desai (Rutgers Graduate School of Education), Elizabeth Dartnall (Sexual Violence Research Initiative), Ananya Tiwari (Texas A&M University - College of Education and Human Development)

Discussion Overview:

As experts in research and evidence, Nicole and Karishma used this session to open discussion on how we can fill the evidence gaps that currently exist in the sector.

Outcomes and Reflections:

Participants laid out some actionable steps for the network members to consider. These included a comprehensive review of GTE efforts to compile past work and identify best practices, stakeholder mapping and analysis of funding flows to examine funding patterns, and the prioritization of locally led research initiatives over donor-led approaches to ensure relevance and authenticity to our work.

“We need locally-led participatory action research more than donor-led randomized control trials (RCT)”

Network Member

Session 3 - Launch of Gender Transformative Education Glossary

Session Leads:

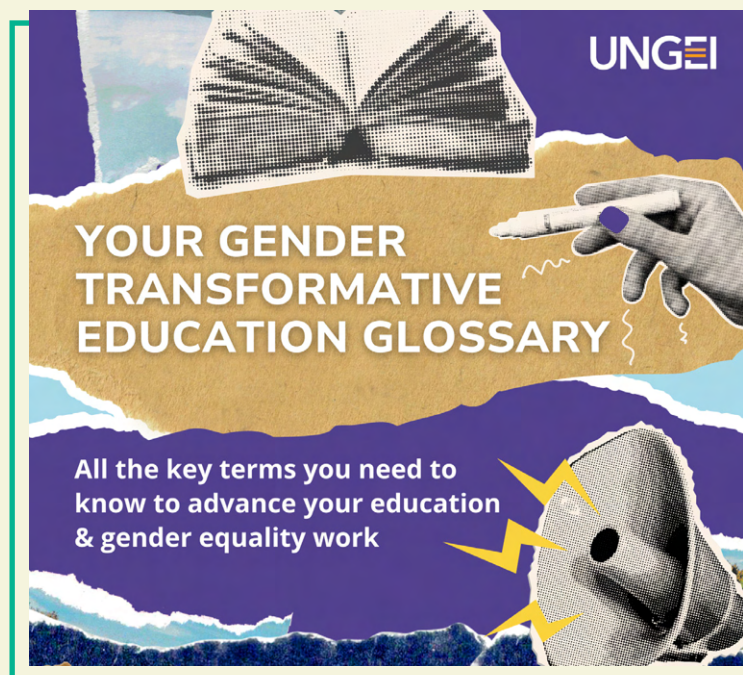
Dr. Karishma Desai (Rutgers Graduate School of Education)

Discussion Overview:

Developed over two years through consultations with 200 individuals and 38 experts, the GTE Glossary is now accessible on the [UNGEI website](#). It aims to clarify key terms such as “gender-responsive,” “gender-sensitive,” and “gender transformative”, among others. Participants discussed the potential applications of the glossary in education, activism, and professional contexts to enhance the language and understanding of GTE-related concepts and terminologies.

Outcomes and Reflections:

The launch of the glossary and the discussion of the terms garnered enthusiasm and support from the network. Participants spoke of plans to share the glossary with colleagues and teams to use in their work. The post-event survey also showed that due to the thorough explanation of the terms in the GTE Glossary, 75% of participants are fully confident in their understanding of the definition of GTE and believe they could define it to others.



Session 4 - Resourcing the Goals of the Regional Declarations on GTE

Session Leads:

Marianna Knirsch (BMZ), Angeline Murimirwa (CAMFED), Dana Schmidt (Echidna Giving), Renata Koch Alvarenga (Education Shifts Power), Susana Medina Salas (Fos Feminista), Lakshmi Moore (Girls First Fund), Silvia Guglielmi (ODI), Sonal Kapoor (Protsahan)

Discussion Overview:

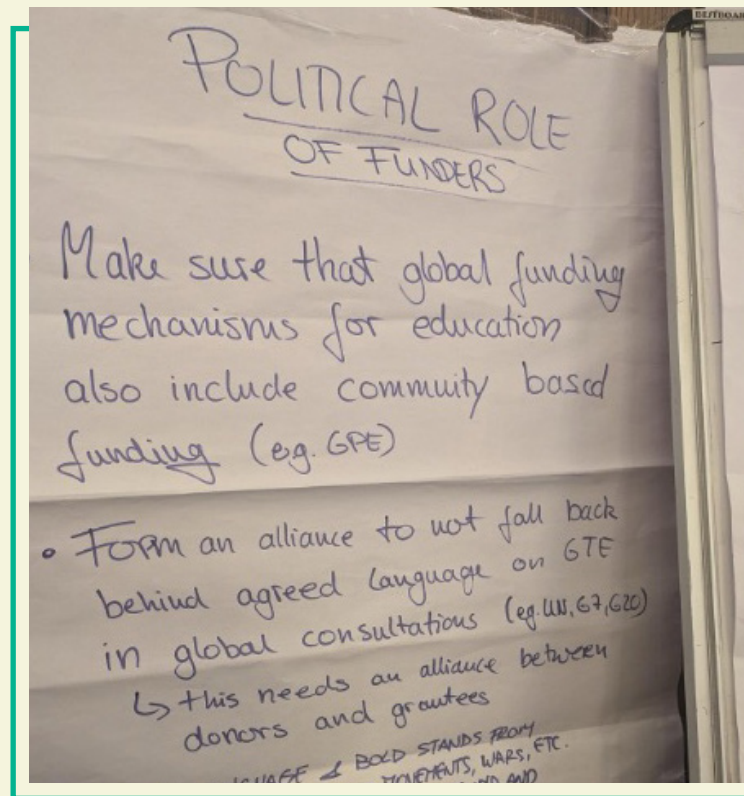
This session comprised an open discussion on the current resourcing landscape, existing opportunities, and challenges in funding GTE. The panelists each used their expertise to highlight effective resource mobilization techniques, sustainable solutions and ideas on how to join forces as a network. The conversation touched on a number of current trends in financing, including the intersectional underfunding currently persisting in the sector, particularly in the global majority countries.

Outcomes and Reflections:

The session reflected on powerful and innovative approaches, including calls to prioritize community-centred approaches and holistic resource mobilization. These are relevant and responsive to the local context, and they address the comprehensive needs of individuals and communities. Participants also highlighted the importance of challenging power dynamics and shifting away from the traditional donor-grantee binary to make room for more levelled and equitable partnerships.

“We need brave language and bold stands from donors against anti-rights movements”

Network Member



Session 5 - Using the Regional Declarations in 2025 for Gender Transformative Education - our strategy and plan

Session Leads:

Lettie Chiwara (UN Women), Yona Nestel (Plan International), Lucy Minayo (Amplify Girls), Lo Riches (Women Deliver), Erick Mundia (IPAS), Samah Hadid (Musawah)

Discussion Overview:

With only six years to go to the 2030 Sustainable Development Goals target, we are still far from the world we want. We need a bold new approach to our collective advocacy to enable us to better position GTE as the solution to truly transform lives. It impacts not only education and gender equality outcomes, but the wider post-2030 agenda. This session challenged participants to think about the main challenges to GTE advocacy, how we can tackle them, and the key platforms and moments to elevate our advocacy in 2025 and beyond.

Outcomes and Reflections:

Participants emphasized several critical actions for advancing GTE, including curriculum reform and the inclusion of lived experiences in our

advocacy to ensure that our initiatives are grounded in real-world challenges and needs. Key international platforms such as HLPF, G20, G7, regional processes, as well as days such as International Women’s Day and 16 Days of Activism were identified as important advocacy opportunities to leverage. Participants stressed the importance of addressing gender beyond the binary, with a nuanced understanding of cultural and contextual challenges, along with strategies tailored to these dynamics. FemNet4GTE’s the **World We Want** report will deliver compelling calls to action, building on the regional declarations, in 2025 leveraging addressing many of these reflections.

“From vulnerability to victory – my dream policy is one that takes a holistic approach to addressing child abuse, poverty and educational disruption. Fostering a brighter future for girls”

Network Member





SPARK MOMENT 1 - STANDING UP AGAINST SEXUAL VIOLENCE IN EDUCATION SETTINGS

Session Leads:

Bongiwe Maome-Dikana (Girl Club) and Ronel Koekemoer (Gender Rights in Tech)

Discussion Overview:

Bongiwe and Ronel used their experience with teaching and interacting with students to paint a picture of what it means to exist in the classroom as a student who has experienced sexual violence and how it impacts their learning. Participants reflected on the different ways that sexual violence affects a child's development and how gender-transformative education can address these issues.

Outcomes and Reflections:

The discussion highlighted how actively involving children and youth in the design, implementation, and evaluation of education policies and programs is not only important, it is urgent. Participants also stressed how investing in transformative education can help prevent gender-based violence and challenge harmful social norms. Gender-transformative education should be accessible from early childhood to promote gender equality and sustainable human development for all children.

SPARK MOMENT 2 - EDUCATION IN EMERGENCIES

“We need to understand our story before we can share it”

Khalida Popal

“There was balance between the positive and negatives in my story... I value resilience and understand my emotional struggles just like how it's important to be aware of the complexity in the work we do and need resilience to move forward”

Network Member

Session Leads:

Khalida Popal (Girl Power) and Zoya Miari (The Refugee Education Council)

Discussion Overview:

Khalida and Zoya are both young women with experience in crisis contexts. They shared their personal stories of their homes (Afghanistan, Palestine, Ukraine) and what it meant to leave. The session leads then invited participants to think about their own stories and how these stories affect their work.

Outcomes and Reflections:

Our stories are important. The session highlighted the importance of understanding our own stories before sharing them effectively. Participants discussed the need to reframe our personal narratives in order to ensure that we are in the right mental state to drive meaningful change. Storytelling is essential to advancing GTE, particularly in conflict settings.





SPARK MOMENT 3 - LGBTIQ+ INCLUSIVE EDUCATION

Session Leads:

Anita Graham (CHEVS), Omar van Reenen (ILGA World) and Sylvain Seguy (UNESCO)

Discussion Overview:

Anita, Omar and Sylvain all shared the challenges they faced as queer students, highlighting systematic issues in schools when it comes to creating safe and enabling environments for queer children. Participants explored lived experiences of the queer community schools, navigating issues like bullying, harassment, name-calling, discrimination, physical harm, and self-harm linked to GBV.

Outcomes and Reflections:

Participants discussed how comprehensive sexuality education should reflect and be shaped by real-life experiences, serving as a mirror to diverse realities. Deliberate steps must be taken to ensure education fosters an environment where all learners feel valued, regardless of their sexual orientation or gender identity, thus becoming queer-inclusive. Education must challenge societal perceptions of transwomen and girls, and encourage respectful and informed discussions about intersex women and girls. Overall, participants agreed on the need to specify queer-inclusive education in all our conversations about GTE.

SPARK MOMENT 4 -

GENDER TRANSFORMATIVE CLIMATE EDUCATION

Session Leads:

Engy Adel Abdelnasser (Climate Sirens), Renata Koch Alvarenga (Empodera Clima) and Brianna Fruean

Discussion Overview:

The session leads, Engy, Renata and Brianna, are all experts in climate change and climate justice. They began the conversation by asking participants to take a quiz. The quiz covered questions on the effects of climate disasters (displacement, drought and extreme weather events), particularly highlighting the impact on schoolgirls. Participants were then invited to write a letter to Mother Earth, using words that can inspire collective action towards sustainability of a healthier planet and gender equality.

Outcomes and Reflections:

Young girls in rural areas are disproportionately affected by climate change and often forced to drop out of school, which increases their vulnerability to poverty. During environmental crises, girls are twice as likely as boys to leave school. Harmful gender norms impose additional burdens to girls and women, further hindering progress toward gender equality. In their letters to Mother Earth, participants outlined their commitments to climate justice and pledged to heal and protect the planet for future generations.



ANNEX 2. PARTICIPANTS' FEEDBACK

99% of participants said that the event met expectations. Of this, 31% said it exceeded expectations and 49% said it fully met expectations.

65% of participants were new to the event and had not attended a convening in the past, indicating continued growth of the network and increased momentum of the GTE movement.

99% of participants felt confident in the definition of GTE this year, with 74% saying they felt fully confident. These participants believe they could define it to others, reflecting progress in our shared understanding of GTE

We also asked how respondents felt about the process of developing the regional declarations:

1. Felt their input was valued (**94%**)
 2. Felt the consultation process was managed well (**87%**)
 3. Felt questions were clear (**87%**)
 4. Felt the declarations were agreed to by the participants (**84%**)
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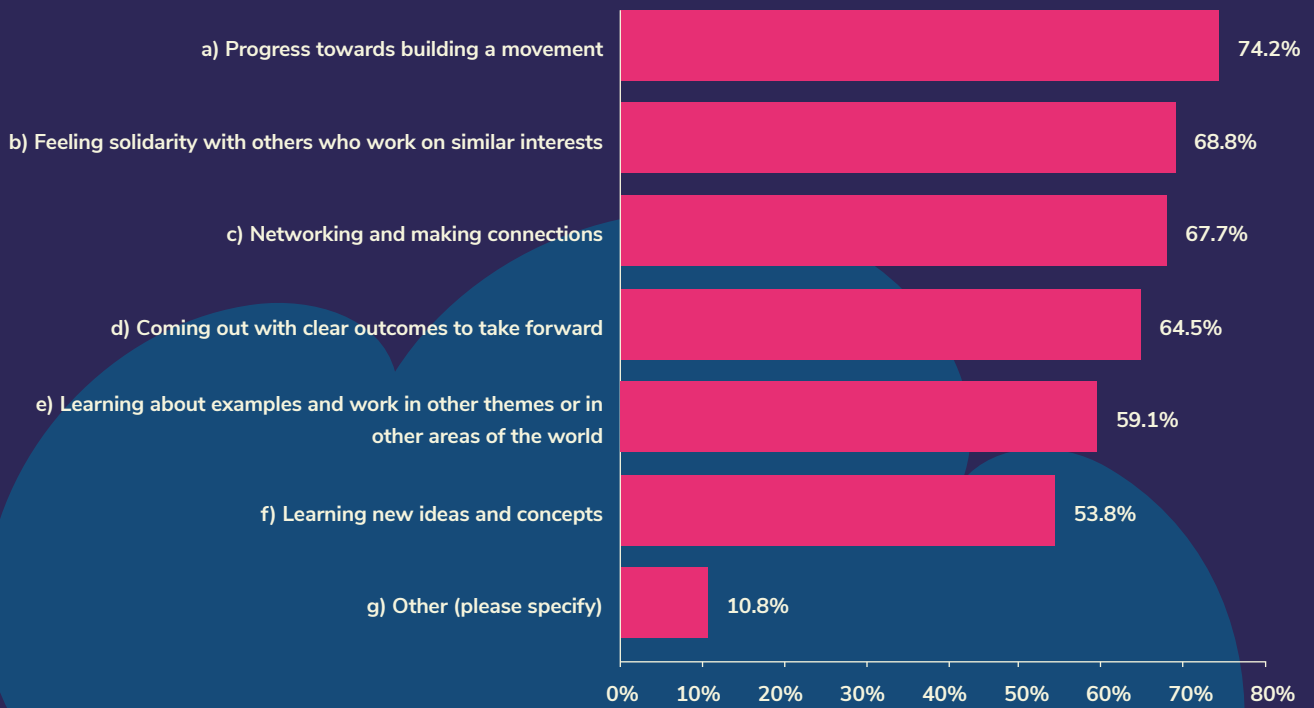
For the future FemNet4GTE convening, this is how participants voted on their preferred options:

1. Partner with or schedule alongside an existing event or organization (such as Women Deliver/UNGA) (**27%**)
 2. Organize a set of smaller regional convenings, led by partners (**38%**)
 3. Continue in current mode (**24%**)
 4. Other (**12%**)
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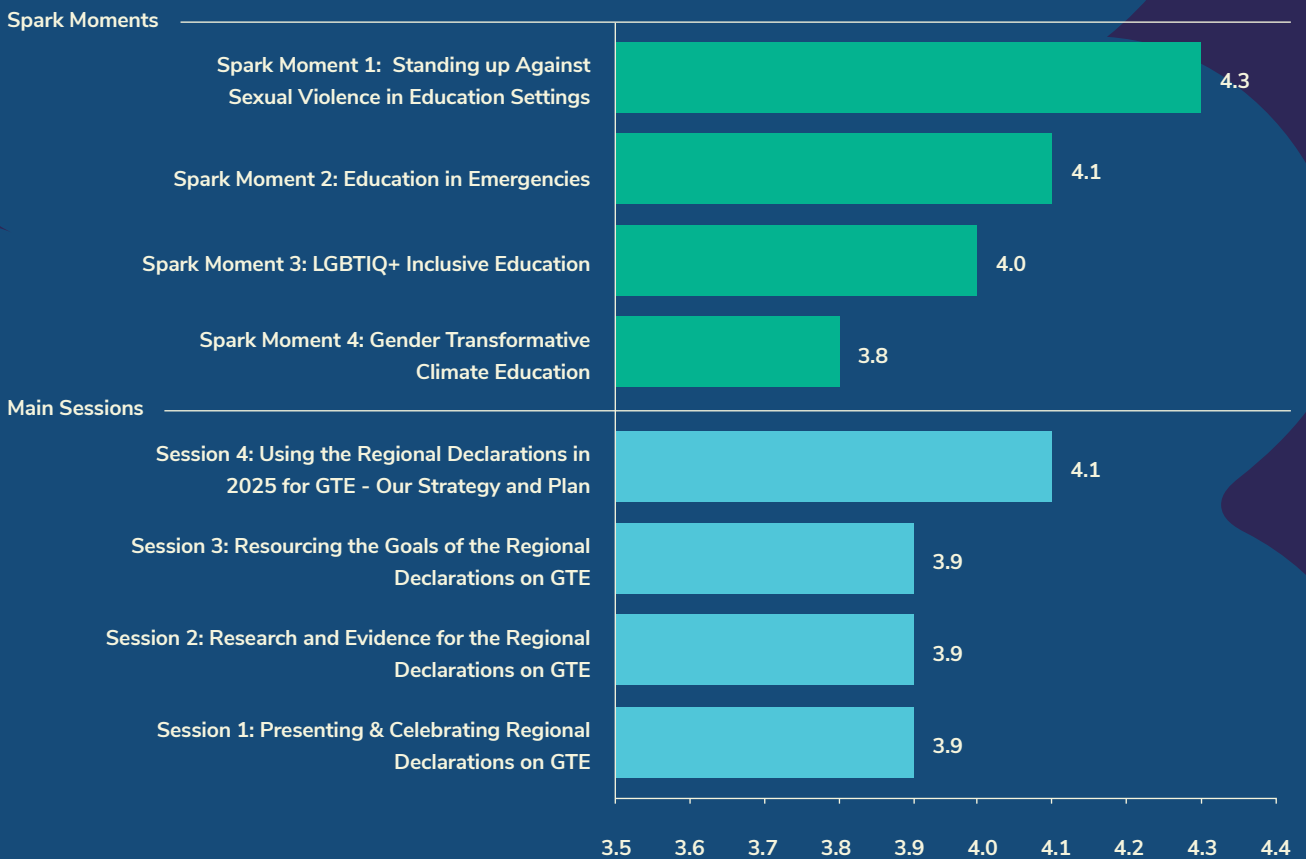
Suggestions for how to make FemNet4GTE 2025 more inclusive and equitable:

- ◆ Host smaller regional meetings in countries that are more accessible
- ◆ Better language resources and to continue to strengthen the inclusivity and decolonial lens
- ◆ A tailored programme for children but on similar topics, with boys included
- ◆ More representation preferably on equitable basis from all regions
- ◆ To include young feminists and their mentors
- ◆ To establish a way to hold each other accountable on the feminist principles
- ◆ To train participants on how to use the available interpretation services
- ◆ To provide facilitators for each table
- ◆ To include more participants with disabilities

Participants felt that the most important of the Network’s objectives are to make progress on movement-building, solidarity, networking and making connections.



Participants rated the sessions on sexual violence in education settings, advocacy and education in emergencies as the most effective.



ANNEX 3.

IN-PERSON PARTICIPANTS LIST

#	Full Name	Organization
1	Ahmad Hegab	Gender At Work
2	Akuch Kuol Anyieth	Stellenbosch University
3	Angeline Murimirwa	CAMFED
4	Anita Graham	CHEVS
5	Aqhamangaye	GIRL-CLUB
6	Aseel Ibrahim	Plan International- She Leads
7	Ashley	Rozario Memorial Trust
8	Asmara Figue	OXFAM
9	Ayesha Khan	ODI
10	Bave	GIRL-CLUB
11	Bethany Johnson	USAID
12	Beverley Martin Berry	Women's Centre of Jamaica Foundation
13	Bongiwe Blantia Maome Dikana	GIRL-CLUB
14	Briana Fruean	Young feminist
15	Catherine Asego	FAWE
16	Colleta Zinyama	Rozario Memorial Trust
17	Crystal Hendricks	ILGA
18	Dana Schmidt	Echidna
19	Dineo	Rozario Memorial Trust
20	Doris Tulifau	Brown Girl Woke
21	Eduard Beukman	Oxfam
22	Elaine Unterhalter	UCL / AGEE
23	Elisabeth von Glahn	GIZ
24	Elspeth McOmish	UNESCO
25	Emma Pearce	Girls Not Brides
26	Emmanuel Manyasa	Usawa Agenda
27	Engmey Chea	GADC
28	Engy Abdelnasser	Climate Sirens
29	Erick Mundia	IPAS
30	Faith Mwangi-Powell	Girls Not Brides
31	Fatou Baldeh	Women in Liberation & Leadership
32	Florence May Cortina	ASPBAE
33	Francisco Quiñones Cuartas	Mocha Celis
34	Gabriela Arrunátegui Martínez	CLADE
35	Hawng Tsai	Thinking Classroom Foundation
36	Hope Wambi	Raising Voices
37	Irene Ogeta	ATHENA
38	Irene Kanyakole	Haki Elimu
39	Irene Onicah Chiringa	OXFAM
40	Jesca Kiplagat	Oxfam
41	Jesica Baez	Investigadora
42	Jihane Lamouri	UNESCO, IIEP
43	Joshua Munthali	Malawi Institute of Education
44	Karishma Desai	Rutgers University
45	Kasun Chandana	Sumaga Ruhunu circle of the Deaf organisation
46	Khaleda Popal	Girl Power
47	Kofi Asare	Africa Education Watch
48	Lakshmi Moore	Girls First Fund
49	Laura Giannechini	CLADE
50	Letty Chiwara	UN Women
51	Liesel Bakker	Purposeful
52	Lihle	GIRL-CLUB
53	Likho Bottoman	Debartment of Basic Education
54	Lopa Gandhi	UGAM
55	Lorato Palesa Modongo	AU-CIEFFA
56	Lucy Minayo Lugalia	Amplify Girls
57	Lusyomo Simatele	Girls Against Oppression
58	Lyabwene Mthabwa	Ministry of Education, Tanzania
59	M Anas Badawi	Tawleh/Y-PEER
60	Magdalena Fernandes Lemos	Global School Leaders

61	Makhosazane Mngadi	Debartment of Basic Education
62	Marc Skinner	Feminitt Caribbean
63	Marianna Knirsch	BMZ
64	Mariyanuge Lolitha Brian De Croos	Sumaga Ruhunu circle of the Deaf organisation
65	Martha Muhwezi	FAWE
66	Mbali Shongwe	Mindful(l) Organisation
67	Melissa Wong Oviedo	Equimundo
68	Mundia Situmbeko	Girls Not Brides
69	Nataly Rivas	Por Ser Niña
70	Nathalie Vilgrain	Marijan
71	Nicey Chivaraidze	Rozario Memorial Trust
72	Nicole Haberland	Population Council
73	Niyati Sharma	Pratisandhi
74	Nokutenda	Rozario Memorial Trust
75	Nomonde Ngema	MB Teen lifestyle
76	Nosipho Twala	Gender At Work
77	Nyathikazi Lillian Hazel Hlatshaneni	Debartment of Basic Education
78	Oamogetswe Chikwado	Black Womxn Caucus
79	Pauline Bourtembourg	Enabel
80	Penina Sangiwa	UNICEF
81	Phemelo Mashweshwe	Advocacy for Prevention of HIV and AIDS (APHA)
82	Phumza Luthango	Global Campaign for Education
83	Purnima Gupta	Nirantar
84	Ramneek Ahluwalia	Higher Health
85	Ramya Subrahmanian	UNICEF
86	Refloee Mohlakoana	Department of Higher Education and Training
87	Renata Alvarenga	Empodera Clima
88	Ronel Koekemoer	Gender Rights in Tech (GRIT)
89	Ruben Avila	Fos Feminista
90	Sadiyya Haffejee	University of Johannesburg
91	Sandra Aravena	Fundación Niñas Valientes
92	Sapphire Alexander	Transform Education
93	Sara Ruto	Echidna
94	Sara Zouiten	Politics4Her
95	Saúl Zavarce	Universidad Complutense de Madrid
96	Selina Nkoile	Nashipai Maasai Project
97	Sharon Tao	Researcher
98	Sheena Hadi	Aahung
99	Shine	GIRL-CLUB
100	Shumirai Progress Shoko	Great Zimbabwe University
101	Silvia Guglielmi	ODI / GAGE
102	Sonal Kapoor	Protsahan
103	Spino Fante	Department of Higher Education and Training
104	Susana Medina-Salas	Fos Feminista
105	Sylvain Séguy	UNESCO
106	Takahiro Sawayanagi	JNNE
107	Tariro	Rozario Memorial Trust
108	Ulutho	GIRL-CLUB
109	Wilfried Theunis	VVOB
110	Woppa Diallo	AMFE association pour le maintien des filles à l'école
111	Yona Nestel	Plan International
112	Zamaradi Said Islahi	Room to Read
113	Zandile Motsoeneng	ActionAid
114	Zanele Chakela	Marang Creative Writing Group
115	Andile Dube	UNICEF South Africa
116	Hana Yoshimoto	UNICEF South Africa
117	Lungelo Matangira	UNICEF South Africa
118	Grant Kasowanjete	Global Campaign for Education
119	Dululu Hlatshaneni	Department of Basic Education
120	Zinto Radebe	Department of Basic Education
121	Mpho Ngoma	Department of Basic Education
122	Mafalatsi Senooe	Department of Basic Education
123	Dorah Brander	Department of Basic Education

ANNEX 4.

ONLINE PARTICIPANTS LIST

#	Full Name	Organization
1	Aayushi Aggarwal	Gender at Work
2	Abia Akram	National Forum of Women With Disabilities
3	Adeline Rasmata Ouedraogo	Ministère de l'enseignement de base de l'alphabétisation et de promotion des langues nationales
4	Aisha Thawab	Abs Development Organisation for woman and Child
5	Amal Ouachhou	Politics4Her
6	Ashlee Burnett	International Planned Parenthood Federation
7	Bonita Sharma	SOCHAI
8	Brendan Kaiser	Individual
9	Carla Akil	Asfari Institute for Civil Society and Citizenship, American University of Beirut
10	Caroline Ngonze	UNAIDS
11	Caroline Pritchard	Individual
12	Chantal Umuhoza	Tanga Community Rwanda
13	Coretta Jonah	Equal Measures 2030
14	Deepanjali Shrestha	GiZ International Services
15	Dennis Nyakundi	Individual
16	Djimramadje Djimtibaye	COSOCIDE-TCHAD
17	Ellen Jedvik	Oxfam
18	Everlyne Nyongesa	VVOB
19	Gerrit Coetzee	VVOB
20	Grace Kadenge	The Action Foundation
21	Helan Ahmed	Asfari Institute for Civil Society and Citizenship, American University of Beirut
22	Irene Fredriksson	Oxfam
23	Jacqueline Maina	UOW
24	Jacqueline Dache	UNAIDS
25	Jaloud Toure	UNGEI
26	Janina Jochim	University of Oxford
27	Jennifer Thomas	UNGEI
28	Jéssica Jorge	The Ohio State University
29	Josine Umuhoza	Blossom Bridge Initiative
30	Joyce Nairuba	Literacy and Adult Basic Education (LABE)
31	Judith Kankindi	Individual
32	Julia Fan	Women Deliver

33	Julisa Tambunan	Equal Measures 2030
34	Jyotsana Shrestha	SRHRxMenstrual Hub (SM Hub)
35	Karabo Malepo	Individual
36	Katie M	Individual
37	Khanysa Mabyeka	Gender at Work
38	Laxmi Nepal	Access Planet
39	Leonne Laura Uwizihwe	Kepler
40	Lo Riches	Women Deliver
41	Lu Simatele	Girls Against Oppression
42	Lucina Di Meco	Room to Read
43	Maimouna Kere	Ministry of Education, Burkina Faso
44	Mariana Rudge	Sightsavers
45	Mel Melons	Individual
46	Mildred Thabeng	Oxford Research South Africa
47	Miriam Kronester	BMZ
48	Nepali Sah	UNGEI
49	Nicky	Individual
50	Ntokozi Ndolovu	Individual
51	Olanike Timipa-Uge	Teenage Network
52	Peace Hillary Tumwesigire	Family Magazine
53	Precious Nhamo	Individual
54	Sakhile Dube	Individual
55	Sally Gear	Global Partnership for Education (GPE)
56	Sally Ncube	Equality Now
57	Samah Hadid	Musawah
58	Samira Isimbi	RWAFEM
59	Sanya Sagar	Global School Leaders
60	Sharon Tao	Level the Field
61	Socheata Soeur	Ministry of Education, Cambodia
62	Sofia Salles	EmpoderaClima
63	Stellah	Individual
64	Stephanie Obi	Refugee Education Council
65	Susmita Choudhury	ASPBAE
66	Tala Nassif	Asfari Institute for Civil Society and Citizenship, American University of Beirut
67	Tinny Molepo	Individual

