



## Lifting barriers: Educating boys for gender equality

14 November 2024 – Meeting report

*A workshop was held on 14 November 2024 to present the GPE-KIX project, “Lifting barriers: Educating boys for gender equality,” and to discuss the way forward. The event gathered key national stakeholders in Malawi to ensure successful implementation.*

**Funded by the Global Partnership for Education’s Knowledge and Innovation Exchange (GPE-KIX) and led by UNESCO in collaboration with Equimundo and the University of East Anglia, the project *Lifting barriers: Educating boys for gender equality* investigates how harmful and restrictive masculine gender norms impact boys' educational motivation and desire to learn as well as how to best address boys' disengagement from education.**

This report summarizes the discussions and key recommendations from the participants of the workshop and the Advisory Committee meeting on improving project implementation to address harmful and restrictive masculine gender norms, enhance boys' engagement in education, and ensure that no one is left behind.

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The ideas and opinions expressed in this report are those of the authors; they are not necessarily those of UNESCO, Equipundo and UEA and do not commit the Organization nor the consortium members.

UNESCO, Equipundo and UEA are grateful to Janine Kayange and Joseph Chunga from the Centre for Social Research (CSR) at the University of Malawi, as well as Tamara Martí Casado (UNESCO) for their support in developing this report.

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## Introduction

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The [Lifting barriers: educating boys for gender equality](#) project is an initiative aimed at addressing the growing concern of boys' disengagement from education. [New data](#) indicates that 129 million boys of primary and secondary school age are out of school globally. Addressing boys' disengagement from education is essential not only to improve their own futures but also to contribute to gender equality and societal well-being.

Funded by the Global Partnership for Education's Knowledge and Innovation Exchange (GPE-KIX), a joint endeavour with the International Development Research Centre (IDRC), Canada, the project is led by UNESCO in collaboration with Equipundo and the University of East Anglia, and their national partners – the Centre for Social Research (CSR) at the University of Malawi, the Centre for Alternatives for Victimized Women and Children (CAVWOC) and Cambodia Development Resource Institute (CDRI). It aims to investigate how harmful and restrictive masculine gender norms impact boys' educational motivation and desire to learn as well as how to best address boys' disengagement from education.

Informed by UNESCO's [Leave no child behind: Global report on boys' disengagement from education](#) (2022), the 3-year project (2024-2027) will be implemented through research and pilot interventions in Cambodia, Lesotho and Malawi to develop scalable solutions that promote positive, inclusive masculinities, keeping boys engaged in education.

This report summarizes the discussions and key recommendations from the participants of the workshop and the Advisory Committee meeting on improving project implementation to address harmful and restrictive masculine gender norms, enhance boys' engagement in education, and ensure that no one is left behind.

The purpose of the workshop was to present the GPE-KIX project at the national level, disseminate findings from a scoping study, mobilize evidence for contextualizing and scaling innovative approaches to strengthening gender-transformative education and learn from each other on masculinities and education. It brought together key policymakers, practitioners, and expert researchers in gender equality and education.

# I. Workshop highlights

## Opening remarks

The Director of the Centre for Social Research, Joseph Chunga, welcomed all participants, including colleagues from the University of East Anglia, Equipundo, UNESCO, and representatives from Cambodia, as well as other stakeholders.



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The workshop was officially opened by Liveness Mwale, Deputy Director in the Directorate of Quality Assurance Services of the Ministry of Education. In her opening remarks, Mwale reaffirmed Malawi government's commitment to advancing the project's goals. She emphasized Malawi's



dedication to providing quality education for all children, regardless of gender or social status. Liveness highlighted ongoing projects targeting girls while acknowledging the need to address challenges faced by boys. She emphasized the need to focus on boys and girls in educational projects to avoid negative outcomes. She welcomed the project's inclusive approach to targeting both boys and girls and ensuring equal educational opportunities for all.

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## Highlights

### 1. Lifting barriers: Educating boys for gender equality

The first presentation by Matthias Eck (UNESCO HQ) provided an overview of the project which is being implemented in Cambodia, Lesotho, and Malawi. He highlighted that the [2022 UNESCO global report on Boys' disengagement from education](#) revealed that in 57 countries, 10 years old boys perform worse than girls, and more boys are out of school globally (128 million in 2021).

Building on the report, the project aims to generate knowledge on how best to address harmful masculine gender norms at school level to keep boys engaged in school and learning while promoting gender equality. He shared the research design for the project, which includes a scoping study, generation of a globally relevant model for a comprehensive school level intervention to address harmful masculine gender norms. The model will be adapted, tested and evaluated in Malawi and prepared for implementation in Cambodia and Lesotho.

## Key recommendations

1. Incorporate issues of violence faced by boys into systemic and cultural contexts to which boys respond to violence and learn from it.
2. Adaptation of not only the context from the model but the delivery method emphasizing the importance of making the global model relevant and understandable within the local context.
3. Fostering cross-project collaboration to share best practices allowing for mutual learning
4. Creating an ecosystem approach that extends beyond school grounds i.e. engaging parents, community leaders, and school staff in the intervention.



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## 2. What does masculinity have to do with education

The second presentation, delivered by Cody Ragonese (Equimundo), examined constructions of masculinity in Malawi. Participants identified common masculine traits—such as bravery, strength, and leadership—and traditional male roles, including being the head of the household, provider, breadwinner, protector, and decision-maker. They also reflected on the gendered division of responsibilities at home and school, noting that boys are often exempted from certain chores and caregiving tasks.

Cody highlighted how these rigid masculine norms can restrict boys' emotional expression, foster aggression, and contribute to disengagement from education. He also led a discussion

on the role of education systems in reinforcing these expectations—through teacher biases, disciplinary practices, and curriculum content—which can further entrench harmful norms and limit boys’ ability to express vulnerability or seek support. Participants explored how internalizing such expectations negatively affects boys’ academic performance and social development. To illustrate this, Cody used the metaphor of a balloon inflating under pressure to show the risks of unaddressed emotional and psychological strain.

He concluded by sharing how the *Lifting Barriers* project engages boys in critical reflection on masculinity through positive, strengths-based approaches. The programme affirms boys’ potential while also encouraging accountability for behaviors that may cause harm to others.

### Key recommendations

1. Introduce trained male role models in schools for boys. Adopt an idea of leveraging positive masculine traits like bravery, responsibility and loyalty to foster healthy masculinity and engagement in education.
2. Directly engage boys to understand their experiences and perspectives on the challenges they face.
3. Build capacity among teachers, parents and community leaders to promote a more supportive environment.
4. Review and adapt curricula to address boys’ specific needs.
5. Aligning initiatives to ensure cohesive implementation of gender equality programmes.

### 3. Scoping study

Catherine Jere, Victoria Cann and Thi Bogossian (University of East Anglia) delivered a presentation on the scoping study conducted in 2024 on innovative programmes and interventions that address different aspects of harmful and restrictive gender norms, stereotypes and behaviour in education: from projects being implemented in Cambodia (Life Skills for Equality Project-LSEP), India (Gender Equity Movement in Schools-GEM), Malawi (Very Young Adolescence 2.0), Portugal (Happy Schools), United Kingdom (Lifting Limits) and Zambia (Connect with Respect). The study employed a range of research methods, including document analysis, key informant interviews, focus group discussions, stakeholder workshops in Malawi and the United Kingdom, and research validation exercises in Cambodia. The study identified factors contributing to boys’ disengagement from education, identifying key challenges such as financial constraints, negative peer influences, media impact, financial aid programmes that often prioritize girls’ education, strict teaching methods, and societal expectations.

The presentation also highlighted promising strategies used by the participating programmes to address boys’ disengagement and promote gender equality. These included adopting a whole-school approach, incorporating programme flexibility, and ensuring the presence of trained facilitators. Additionally, the study emphasized the role of key stakeholders, such as teachers, external facilitators, primary caregivers, local organizations

with similar goals, and community leaders. Factors enabling the scaling of innovative interventions were also discussed. These included adequate and ongoing support, buy-in from school leaders and the wider community, programme flexibility, and the identification of key stakeholders. Conversely, barriers to scaling were identified, such as a shortage of qualified facilitators, inadequate resources, lack of supportive policies and government backing, and cultural or societal resistance.



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Two of the participating programmes - Life Skills for Equality Project (LSEP), Cambodia and Very Young Adolescents (VYA 2.0), Malawi – were presented as case studies at the workshop.

#### a. Effectiveness of the Life Skills for Equality Project (LSEP)

Phoury Bun (Cambodia Development Resource Institute) presented findings from the LSEP intervention implemented in Cambodia aimed at equipping boys with life skills to challenge gender norms and enhance school engagement. This is a two-year pilot programme which was designed and implemented by Room to Read Cambodia. The project had four main components which included curriculum delivery, life skills clubs, parent engagement and stakeholder engagement.



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The intervention was first piloted in 2022 in four schools and later expanded to other four schools in 2024 reaching 1230 male students. Monitoring and evaluation approach included a baseline, midline and end-line assessment to highlight the perceived effectiveness of the project in increasing gender equality knowledge and attitude change among students.

Despite resource constraints, limited parental engagement, technical and sensitive content and different student's backgrounds, the intervention showed positive outcomes, including increased knowledge, confidence, and emotional management among students.

The publication with the results of the LSEP innovation study in Cambodia are available [here](#).

### Key recommendations from the LSEP

1. Expand the data collection to measure more concrete outcomes, such as changes in academic performance, attendance rate, and dropout rate.
2. Conduct longitudinal studies to track long-term effects of the programme on students' life outcomes, future education and career paths.
3. Enhance stakeholder engagement by interviewing a wider range of parents, teachers and community members to get a more comprehensive understanding of the project's impact.
4. Explore ways to better isolate the programmes effects such as using the control groups or comparing participating schools to non-participating schools to have a clearer attribute to observed changes.
5. Refine the monitoring and evaluation framework to ensure it is capturing the most relevant data for effective adjustments.

#### b. Very Young Adolescents (VYA 2.0)

Janine Kayange (Centre for Social Research) shared findings from the case study on Very Young Adolescents 2.0 (VYA 2.0) in Malawi, implemented by Equipundo in collaboration with the College of Medicine Malawi. The intervention that targeted learners aged 10-14 in six schools aimed at improving adolescent sexual reproductive and mental health to prevent gender-based violence. VYA 2.0 was designed as a 12-week session but was interrupted by COVID 19.

The presentation highlighted factors that contribute to boys' disengagement from education. These included the impact of societal expectations, lack of interest among boys, perceived lack of support where boys felt neglected in favor of girls and lack of discipline and support structures in schools.

The presentation also highlighted key factors of success of this intervention, which included effective communication and coordination, creating a supportive environment for students, stakeholder engagement and constructive engagement and support of policy makers. However, the programme encountered several challenges which were reported during the



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presentation. These included human resources and training limitations, socio-cultural factors, limited length of activities which hindered impact, resource constraints and logistical coordination and scheduling. Despite its partial implementation, the intervention noted an increase in social engagement among participating students and proactive participation in school activities among students.

### Key recommendations from the VYA 2.0 programme

1. Involve male role models and mentors to challenge traditional masculinity and provide positive examples on how boys can balance academic pursuits and other responsibilities.
2. Tailor intervention content and delivery to engage boys through activities that appeal to boys' interest such as sports and other hands-on activities.
3. Strengthening school-based support structures like counselling and positive discipline in schools.
4. Addressing societal and cultural barriers by engaging parents and community leaders in the intervention.
5. Emphasize intervention relevance and benefits to boys' long-term well-being and prospects.
6. Involve boys in designing and implementing the intervention to ensure that their perspectives, needs and preferences are considered to foster the sense of ownership and investment in the programme.

### c. Scaling up successful innovations and programmes

When scaling up innovations, participants proposed the following points to consider:

- Leverage strong partnership to expand programme to other schools.
- Advocate for government support and integration of the intervention into the national education curriculum or policies.
- Develop comprehensive training and capacity building programmes for teachers to equip them with knowledge and skill for effective implementation.
- Create a network of schools and communities to facilitate peer-to-peer learning, sharing of best practices and provision of on-going support.

## Brainstorming session

After the presentations, participants had a brainstorming session aimed at identifying key issues to prioritize for achieving the project goals. The following observations and proposals were made and discussed.

### 1. Possible areas of focus of the project

**Involving Fathers in Education:** Drawing on lessons learnt from the roll out of Mothers Groups at primary schools in Malawi, encourage fathers to actively participate in their children's education, particularly to prevent dropouts among boys. Fathers' involvement is deemed crucial as boys often learn from their fathers. Thus, involvement of fathers can positively influence boys' retention in school.

**Cultural Aspects of Education:** Recognize and leverage on positive cultural elements and norms that can enhance boys' engagement in education while addressing any cultural barriers to their participation.

**Frameworks and Policies:** Leverage existing policies such as the sexual abuse policy and standard operating procedures for gender-based violence. Participants emphasized the importance of policy briefs to ensure the sustainability of these frameworks, which can address boys' waning interest in education.

**Role of Social Media and Traditional Communication:** Address the negative impact of social media in promoting harmful masculinities. Participants advocated for traditional communication methods to counteract these influences and promote healthier narratives.

**Utilizing Existing Resources and Programmes:** Build on established initiatives such as the Connect with Respect programme and school-related gender-based violence guidelines. Collaboration with the Ministry of Youth and professional counsellors can enhance mental health and educational support.

**Entrepreneurial Skills for Students:** Equip students with entrepreneurial skills to foster job creation rather than job seeking. A skill-based curriculum was proposed as a strategy to address unemployment challenges.

**Government Support for Practical Training:** Advocate for government programmes to utilize trained students for tasks such as making desks or servicing vehicles. Subcontracting such students for government projects could provide employment opportunities and foster skill development.

**Policy Implementation and Sustainability:** Stress the importance of effective policy implementation and ensuring sustainability to address ongoing educational challenges comprehensively.

**Curriculum Integration:** Include transformative masculinities as a core component of gender equality education; and highlight topics like healthy relationships, self-awareness, and positive leadership traits.

**Direct Engagement with Boys:** Facilitate discussions on masculinity, its effects on behaviour, and alternative positive models; and develop role-model programmes featuring successful men from the community.

**Capacity Building:** Train teachers and facilitators to understand gender norms and their impact on boys' behaviour; and incorporate gender equity and masculinity topics into ongoing teacher training programmes.

**Sustainability Strategies:** Design scalable models from pilot successes that can be funded through local resources or integrated into national systems; and build alliances with community and private sector stakeholders to sustain programmes after donor funding ends.



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## 2. Possible policy focus areas

Some policy area suggestions were made by participants, aimed at providing a holistic approach to addressing boys' education and related challenges. These included frameworks and policy guidance:

- Framework for positive masculinity and life skills education to be integrated into the national curriculum targeting both girls and boys.
- Framework for systematic documenting and scaling up best practices.
- Framework and policy guidance for strengthening multi-stakeholder partnerships to advocate for corporate investments in boys' education and life skills programmes, demonstrating socio-economic benefits.

- Policy guidance on counselling services advocating mental health and psychological support for boys, especially in the context of gender-based violence.
- Policy guidance on male engagement to better advocate for father or male group initiatives to actively support boys' education and prevent dropout.

### 3. Way forward

Participants were invited to reflect on some key questions to guide the implementation of the project and deal with boys' education engagement and gender norms. Below is a summary of the ideas that participants shared.

#### **How can we leverage positive cultural norms to enhance boys' engagement?**

**Cultural Analysis:** Conduct community-level research to identify practices and teachings promoting positive masculinity, respect, and responsibility; and focus on examples like initiation ceremonies or community role assignments that emphasize values aligned with education.

**Curriculum review:** Develop a culturally relevant curriculum module or extracurricular programmes based on findings. For example, include storytelling, mentorship from elders, or integrating cultural proverbs with educational themes.

**Teacher Training:** Train educators on leveraging cultural practices effectively, emphasizing inclusivity and empowerment; and develop case studies to demonstrate how cultural norms have successfully supported boys' education in other contexts.

**Community Partnerships:** Partner with local structures like men's groups to provide ongoing dialogue and support. These partnerships can foster mutual understanding, addressing educational challenges in culturally sensitive ways.

#### **How can we address the structural issues affecting youth education, such as lack of job opportunities and curriculum relevance?**

**Curriculum Relevance:** Revise the national curriculum to emphasize vocational and entrepreneurial skills. Incorporate modules like agriculture technology, digital skills, or trade-specific training.

**Private Sector Collaboration:** Strengthen ties between schools and industries for internships, apprenticeships, and job placements; and initiate public-private partnerships (PPPs) to fund skills-development programmes.

**Career Guidance:** Invest in specialized career counselling services in schools, focusing on labour market trends; and provide resources like aptitude tests and career-planning workshops.

**Accessibility and Affordability:** Expand scholarship programmes targeting boys from underprivileged communities; and advocate for subsidized educational programmes to ease the financial burden on families.

**Policy Advocacy:** Advocate for youth-targeted employment policies, emphasizing job creation in high-growth sectors.

**How can we empower the youth and get them the necessary experience and skills?**

**Provision of opportunities:** Providing more real-world experience opportunities like internships and short-term contracts to help bridge the gap.

**What can we learn from the many pilots that have been done in Malawi over the past 30 years on gender equality without reinventing the wheel?**

**Lessons from Girls' Programming:** Leverage decades of experience in girls' education to create inclusive school environments for all genders; identify and adapt best practices such as community mobilization, mentorship, and advocacy campaigns.

**Inclusive Approach:** Address tensions by promoting inclusive gender programming that supports both boys and girls; and advocate for equity-focused funding and emphasize the mutual benefits of addressing boys' challenges alongside girls.



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## Closing remarks

Mangani Katundu, Secretary for Education, delivered insightful closing remarks emphasizing the importance of holistic empowerment and inclusivity in education. He highlighted the need to empower both boys and girls equally while avoiding divisive competition between men and women. He also addressed the unintended consequences of gender-specific initiatives, such as the neglect of challenges faced by boys.

Linking the discussion to the Sustainable Development Goals (SDGs) and Malawi 2063 (political vision of Malawi in 2063), he reaffirmed the commitment to ensuring that "no one is left behind." He commended the GPE-KIX project for its efforts to address systemic barriers in education and promote the empowerment of all children.

To advance inclusion, he called for:

- **Balanced Representation:** Equal representation of boys and girls in educational materials and programmes.
- **Complementary Gender Roles:** Portraying gender roles as complementary rather than competitive.
- **Collaborative Policies and Projects:** Urging stakeholders to prioritize societal progress over gender divisions.

The Secretary of Education concluded by encouraging participants to leverage the findings of the GPE-KIX project to influence policies, practices, and cultural narratives. He invited the project to feed its results into the curriculum review which will be conducted in Malawi. He emphasized creating an equitable framework that empowers everyone and drives sustainable societal progress.



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*“The Ministry of Education is in the process of reviewing its curriculum. What you are uncovering will find a place within it. We have subjects like social studies and life skills, and now is the time to incorporate these insights in a positive light, demonstrating that together we can achieve meaningful progress” – Malawi Secretary of Education, Mangani Katundu*

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## II. Advisory Committee (AC) meeting highlights

The afternoon session involved the inaugural meeting of the project Advisory Committee. Membership of the committee was drawn from a wide representation of key stakeholders in the fields of education and gender-equality. AC members adopted the terms of reference of the AC, discussed potential districts in Malawi for project implementation, and explored opportunities to feed into the Malawian curriculum revision.

### Gathering expertise and professional experience from AC members

The advisory committee was attended by Ronald Phiri for Division of Gender Mainstreaming in the Ministry of Gender, Community Development and Social Welfare (MoGCDSW); Zizwa Msukuma, Directorate of Teacher Education and Development, Ministry of Education (MoE); Liveness Mwale, Directorate of Quality Assurance, MoE; Liznet Daka, Basic Education, MoE; Valentino Zimpita, KIX Focal Point, MoE; Kisa Kumwenda from Civil Society Education Coalition (CSEC).

Their expertise and professional experience represented on the committee include:

- **Technical Education:** Specialization in strategies to increase girls' participation and enrolment in technical courses.
- **Education Policy and Curriculum Development:** Expertise in developing gender-sensitive policies and curricula.
- **Teacher Education and Development:** Extensive experience in training and professional development for educators.
- **Complementary Basic Education:** Skills in providing foundational education to underserved communities.
- **Gender and Development:** Knowledge of gender equality initiatives and development practices.



## 1. Terms of Reference and leadership

The Terms of Reference (ToRs) for the Advisory Committee (AC) were presented to the committee. The AC deliberated and adopted the ToRs without many changes.

Further, the AC members noted and agreed that they would be meeting once a year, physically or virtually. It was also noted that UNESCO would be the coordinators of the committee's activities and engagements of the AC.

The AC also elected the Director of Teacher Education and Development as its Chairperson.

## 2. Potential sites for the project implementation

The AC considered the selection of the district in which the project would be implemented. The criteria included: areas with above-average dropout rates; a mix of urban and rural sites within each district for balanced comparisons; opportunities to compare matrilineal and patrilineal communities (or other socio-cultural factors); and operational feasibility for implementation partners. Based on these criteria, Dedza, Mangochi, and Chikwawa districts were suggested. Further considerations were raised for consideration by the project team when finalizing selections of the project site. These included:

**Inclusion of High-Performing Schools:** The committee suggested adding schools with high enrolment and strong examinations results to identify successful strategies that could be replicated across other schools.

**Gender Gap Consideration:** The committee recommended re-evaluating the data to consider districts with wider gender gaps, as the current data shows only a small difference between boys and girls, despite boys lagging behind.

**In- and Out-of-School Boys:** Including both in-school and out-of-school boys would provide insights into why some boys remain engaged while others leave school early.

**Regional Diversity:** To represent the northern region, the committee suggested adding a district from this area. Currently, Dedza is in the Central region, Mangochi in the Eastern region, and Chikwawa in the Southern region.

**Focus on Trends and Performance:** Given recent performance shifts, especially in the northern region where results have reportedly declined, the committee suggested considering Mzimba South as a potential district, noting its strong traditional structures, which may uniquely impact boys.

**Comparative Analysis of Dropout Rates:** The committee proposed comparing schools within districts that have high dropout rates against those with low dropout rates to identify contributing factors.

**Review of Pass Rates:** To ensure meaningful engagement, the committee recommended reviewing pass rates. This would help identify schools where, despite high enrolment, students might already be disengaged.

The project team was asked to confirm the site selection and share the final sites with the AC.

### Anticipated challenges, risks, and key considerations

Based on their expertise and experience, members of the AC raised some anticipated challenges that the project needed to prepare to face. These included allowance expectations, need for district-level involvement and district entry procedures.

### 3. Window for curriculum review

The project team consulted the AC on how best to leverage the current curriculum review process:

**Preliminary Stage:** The Advisory Team noted that the curriculum review is in its initial phase, focusing on evaluating the subjects to be offered to students.

**Engagement Timing:** By early next year, the focus will shift to material development. The Advisory Team suggested this phase as the most strategic time for project involvement. However, the team may engage in other subsequent stages.

**Curriculum Integration:** The committee highlighted that changes in the school curriculum will directly impact the teacher education and development curriculum, ensuring alignment between student learning and teacher preparation.

**Gender and Masculinity Considerations:** During the meeting, the Ministry of Gender requested collaboration with the Ministry of Education to integrate gender and healthy masculinity considerations throughout the review process.

### Conclusion

The meeting was closed by Matthias Eck (UNESCO). Thanks to the presence and contributions from the stakeholders, members of the AC and the research team, the workshop provided an excellent opportunity to share ideas and joint mapping of the project.

# Annexes

## Annex I: Workshop agenda

Time	Activity	Responsible Party
9:00am	Guests arrive	
9:30am	Opening Remarks	Secretary General – Ministry of Education
10:00am	Introduction of the Project	UNESCO
10:30am	Workshop on Masculinities and Education	Equimundo
11:15am	Presentation of the scoping study findings	UEA team with CSR and CDRI's support
12:00pm	<p>Feedback and input on the scoping study (with a lens on case study and intervention design)</p> <p>Looking ahead and next steps <i>(if time, small group discussions, what do you think would work in the Malawi context, key challenges, pathways to scale)</i></p>	<p>UEA and CSR</p> <p>For conversations about Intervention (CAWWOC and Equimundo)</p>
13:00pm	Lunch <i>(provided)</i> *non-AC invitees leave after lunch	
14:00pm	<p><i>Advisory Committee Meeting (invite only)</i></p> <p>Introduction TOR review Geographical Focus Ideas Next Steps</p>	UNESCO
15:00pm	Snacks	
15:30pm	Internal Project Team meeting (review the day, next steps, organize feedback from external, and review schedule for Day 3)	UEA
17:00pm	Departure	

## Annex II: Workshop attendance list (by alphabetical order)

NAME	DESIGNATION
Thi Bogossien	UEA
Kelton Bolokonya	CAVWOC
Wisdom Bhunu	CSR
Victoria Cann	UEA
Everson Chingota	CAVWOC
Marcel Chisi	Men for Gender Equality (MEGEN)
Lizzie Chiwaula	UNIMA, CERT
Sydney Chumbu	CAVWOC
Joseph Chunga	Director, CSR
Liznet Daka	Chief Education Officer, Basic Education (MoE)
Matthias Eck	UNESCO
Seth Evance	CSR
Catherine Jere	UEA, Associate professor
Emmanuel Kambalame	Rapporteur, CSR
James Katsalapati	CSEC
Mangani Katundu	Secretary of Education (MoE)
Janine Kayange	CSR
Andrew Kholowa	CSR
Kisa Kumwenda	Civil Society Education Coalition
Harold Kuombola	Link community development
Chisomo Liwimbi	Art and Global Health Centre
McBain Mkandawire	YONECO
Dr. Zizwa Msukuma	DTED, MoE
Dr. Liveness Mwale	Deputy Director (MoE)
Raphael Nedi	CSR
Fiona Nguluwe	Gender officer, School Health and Nutrition (MoE)
Rhodah Phiri	CAVWOC
Ronald Phiri	Deputy Director, Ministry of Gender (MoGCDSW)
Bun Phoury	Research fellow, CDRI
Cody Ragonese	Equipundo
Lay Vutha	UNESCO, Cambodia
Hodges Zacharia	UEA
Valentino Zimpita	Deputy Director Higher Education (MoE) and KIX focal point

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[www.gpekix.org/project/lifting-barriers-educated-boys-gender-equality](http://www.gpekix.org/project/lifting-barriers-educated-boys-gender-equality)