

Experiences from the ADB: Gender in Education in Southeast Asia

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The World Bank EAP Regional Gender Workshop
Nha Trang, Viet Nam, Monday, 1-2 February 2010

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ADB

Presentation Outline

- Gender issues in education in Southeast Asia
- Gender checklists and toolkit
 - *ADB Gender in Education Checklist*
 - *Project Gender Action Plans – A Briefing Note*
- Case examples of gender action plans
- Dissemination of best practices
- Conclusion

Gender in Education

- Gender inequalities limit women's access to education, income, assets, health services, etc. which makes women more vulnerable.
- Education is a human right.
- Education is an essential tool for achieving equality, development, and peace.
- Education is key to improving the status of women.
- Investment in education and training for girls and women is one of the best means of achieving sustainable development and economic growth.

Gender in Education

- Literacy and higher education attainment, particularly among girls, provides significant benefits to society.
 - Lowers fertility,
 - Improves health and nutrition status of families,
 - Reduces gender disparities through a more equitable intra-household allocation of resources,
 - Leads to intergenerational economic and social benefits for society and the individual, and
 - Empowers women as full participants in decision making in society

Gender in Education

- Projects with the highest GAD potential are those which target the areas of greatest gender inequity in the education system and geographical region.
- Projects should:
 - Address the causes of low participation rates among women;
 - Remove gender stereotypes in textbooks;
 - Train more female teachers; and
 - Reshape social attitudes toward the education of women.

ADB Gender Checklist— Education

- Assists staff and consultants in implementing the Bank's policy and strategic objectives on gender and development (GAD)
- Guides users through stages of the project/program cycle in identifying the main gender issues in the education sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues.

Education Projects

Gender Analysis

- Gender indicators for the education sector and subsectors
- Current levels of access to education and attainment of females
- Obstacles or barriers to access, retention and transition rates among females
- Quality of textbooks and curricula
- Levels of training and skill attainment by female teachers
- Societal attitudes and perceptions on female education

Strategies for Gender Mainstreaming in Education

- Make schools more accessible for girls.
 - Construct schools close to communities; and
 - Build more schools in rural communities for proximity; and
 - Construct separate hygiene/sanitation facilities in separate locations for girls;
 - Keep sanitation facilities unlocked during school hours.
 - Allocate resources for girls' hostels.
- Improve the quality of teachers.
- Increase the number of female teachers.
- Lower the costs to parents.
- Provide scholarship/stipends to encourage female enrollment and retention at different levels of the education system where female enrollment is low.
- Develop text books and curricula, free of gender bias.

Strategies for Gender Mainstreaming in Education

- Increase parental and community understanding on the importance of female education through participatory approaches.
- Promote decentralization in administration and management through block grant or parent-teacher associations.
- Design systems that meet students' gender-specific needs.
- Design multiple delivery systems.
- Design specific mechanisms to facilitate women's involvement in school management, teacher organizations, and parent-teacher associations.

Formal Education Projects

Project Implementation

- Executing Agency
 - Gender sensitivity of implementing agency
 - Staffing and budgeting
 - Project management
- Monitoring and Evaluation at different levels
 - Internal, external, community
 - Sex-disaggregated data
 - Leads to improvements in access, equity and quality
 - Results in greater accountability and good governance
- Government reporting and ADB project reviews
 - Include a section on progress against gender action plans
 - Team leaders report on progress in project reports

Case Examples of Gender Action Plans

- Lao PDR: Basic education Sector Development Program (2006)
- Viet Nam: Upper Secondary and Professional Teacher Development Project (2006)
- Cambodia: Strengthening Technical and Vocational Education and Training (2009)

Lao PDR: Basic Education Sector Development Program (BESDP)

- Project on lower secondary education
- Amount: \$12.66 million grant and \$8.9 million loan
- Gender and development (gender equity in opportunities)
- Prioritizes rural, underserved areas. Total of 20 districts in 6 provinces.
- Gender and ethnic groups development plan
- ADB Project website: <http://www.adb.org/Projects/project.asp?id=32312>
- Project website: <http://besdplaos.multiply.com/>

Lao PDR: BESDP

Gender Analysis: Access and Equity

- Overall poverty and social analyses
- Gender differentials in primary, secondary, and upper secondary enrollment.
- Gender differentials in enrollment in urban and rural areas.
- Gender differentials in completion and transition rates.
- Gender differentials in barriers to education access
 - Physical access (distance)
 - Financial access (cost)

Lao PDR: BESDP

Gender Analysis: Quality

- Factors contributing to poor quality of education are:
 1. Lack of adequate supply of qualified teachers;
 2. Shortage of textbooks and other learning materials;
 3. Curriculum deficiencies;
 4. Low recurrent expenditures; and
 5. Weak institutional capacity for planning, management, and delivery of education.
- Gender differentials in dropout and repetition rates at different levels of education
- High repetition and dropout rates, particularly for the lower grades, are indicators of low internal efficiency and poor quality of education.

Lao PDR: BESDP

Gender Analysis: Legal Framework

- Legal documents:
 - National Strategy for the Development of Women (NSDW, 1998–2005)
 - 1991 Constitution (Articles 22 and 24)
 - A number of international commitments.
- National Women's Machinery
 - National Commission for the Advancement of Women-Lao PDR (NCAW-Lao)
 - The Lao Women's Union helps to implement NSDW
- Other legal documents:
 - National Growth and Poverty Eradication Strategy (NGPES, 2004)
 - Government's Sixth Socio-Economic Development Plan (SEDP6, 2006-2010)
 - Education Strategic Vision 2000-2020 (MOE, 2001)
 - Education Sector Development Plan (ESDP 2006-2010)
 - EFA NPA (2003-2015)

Lao PDR: BESDP

Gender and Ethnic Groups Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
<p>Improve the quality of formal lower secondary education</p>	<ol style="list-style-type: none"> 1. Improve curriculum development 2. Provide teacher development 	<ul style="list-style-type: none"> • Ensure that the new curriculum (grades 1–12) and curriculum guides are sensitive to gender and ethnic group issues and do not carry negative biases. • Ensure the Lao Front for National Construction and Lao Women’s Union are invited to national curriculum development workshops. • Disaggregate training records by sex and ethnicity. • Develop in-service modules in selected subject areas that are sensitive to gender and ethnic group issues and free of negative biases

Lao PDR: BESDP

Gender and Ethnic Groups Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Strengthen capacity for education management	<ol style="list-style-type: none"> 1. Strengthen EMIS 2. Strengthen planning and budget development 	<ul style="list-style-type: none"> • Disaggregate national, provincial, district, and school data in the information system by sex and by ethnicity for the EMIS and TMIS • Provide equal capacity development opportunities for female officials and school staff in data collection, processing, computer training, and EMIS/TMIS management. • Review questionnaires and other data collection instruments to ensure information can be disaggregated. • Include men and women in workshops • Provincial/district education plans include sections on improving access and quality of education for the poor disaggregated by gender and ethnicity.

Lao PDR: BESDP

Gender and Ethnic Groups Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Implementation arrangements	<ol style="list-style-type: none">1. Project management2. Monitoring and evaluation3. Reporting4. Project implementation assistance5. Project reviews	<ul style="list-style-type: none">• Gender/ethnic groups unit (GEGEU) is member of the PMU, responsible for implementing and monitoring the GEGDP, and has access to BESDP-supported capacity development programs.• GEGEU is member of the committee that oversees implementation of the EDG program and the LSSG scholarship scheme.• Targets in design and monitoring framework• Key project performance indicators are disaggregated by sex and ethnicity• Progress reports include section on the GEGAP• An international gender and social development specialist (2 person-months) and a national gender and social development specialist (4 person-months) will help with implementation.• Project reviews report on GEGAP, including targets in the legal agreement.

Viet Nam: Upper Secondary and Professional Teacher Development Project

- Project on US provides general education with a focus on higher education, while PS has a major focus on technical and vocational training.
- Amount: \$34 million loan
- Gender and development (gender equity in opportunities)
- In addition to previous areas of analysis:
 - Rate of female participation in teacher training
 - Specializations or fields in which female teachers are found
 - Review of the accreditation process for all pre-service and in-service courses
 - Student and teacher residences/dormitories
- Gender and ethnic minorities development plan
- ADB Project website:
<http://www.adb.org/Projects/project.asp?id=37622>

Viet Nam: Upper Secondary and Professional Teacher Development Project

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Enhance quality of upper secondary and professional secondary pre-service and in-service teacher training	<ol style="list-style-type: none"> 1. Pre-service teacher training 2. In-service teacher training 	<ul style="list-style-type: none"> • Research, review, and develop guidelines for removing old perceptions; gender bias; and stereotypes in published student/teacher training manuals, reading materials, training textbooks, etc. • Review, develop, and introduce integrated gender awareness course in US and PS teacher training curriculum and pedagogy. • Research, develop, and pilot integrated gender and professional orientation and job counseling course in the PS curriculum and pedagogy used for teacher training

Viet Nam: Upper Secondary and Professional Teacher Development Project

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Expand access to upper secondary and professional secondary teacher development	<ol style="list-style-type: none"> 1. Expand physical facilities. 2. Provide scholarships to ethnic minority students. 	<ul style="list-style-type: none"> •Expand capacity and upgrade teaching spaces, laboratories, libraries •Expand capacity and upgrade teaching spaces, laboratories, libraries •3 teacher training institutes (TTIs) with high ethnic minority enrollments will receive support to upgrade facilities, improve equipment, and increase student accommodation •Establish a scholarship program (fund) targeted at 4,000 ethnic minority eligible Students •Award about 50% of these scholarships to girls from ethnic minority groups.

Viet Nam: Upper Secondary and Professional Teacher Development Project

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Strengthen capacity for education management	<ol style="list-style-type: none"> 1. Provide training opportunities to upgrade skills 	<ul style="list-style-type: none"> • Develop and organize short training workshops for gender mainstreaming skills and ethnic minority knowledge in US and PS development planning and policy making.
Improve facilities, including upgrading of equipment in selected TTIs	<ol style="list-style-type: none"> 1. Enhance quality of training 2. Expand space to accommodate additional demand for teacher development 	<ul style="list-style-type: none"> • Develop five 5 TTIs as lead universities • Improve facilities and upgrade teaching classrooms and equipment, including short-term training for use and maintenance of facilities
Implementation arrangements	<ol style="list-style-type: none"> 1. Activities similar to those in the Lao PDR project 	<ul style="list-style-type: none"> • Actions/requirements are similar to those in the Lao PDR project. • Responsibility for implementing the GEMAP was integrated into different project implementation consultant terms of reference.

Cambodia: Strengthening Technical and Vocational Education and Training (TVET)

- Project on TVET, with a focus on improving the training system in mechanics, construction, and business services and ICT.
- Amount: \$24.5 million grant.
- Gender equity (human capabilities)
- In addition to previous areas of analysis:
 - Gender differentials in enrollment, dropout, completion, and repetition figures in the formal TVET system
 - Areas of specialization where women and men are under-represented
 - Type of career guidance offered to women
 - Gender differentials in nonformal training, especially in rural areas
 - Labor market analysis, and gender differentials in formal and nonformal employment
- Gender and ethnic minorities analysis and action plan
- ADB Project website: <http://www.adb.org/Projects/project.asp?id=40555>

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Formal programs are more industry relevant	<ol style="list-style-type: none"> 1. Upgrade five provincial training centers (PTCs) to regional training centers (RTCs) 2. Develop skills standards-based training modules and train teachers 3. Increase industry involvement in development and implementation of training programs 4. Strengthen national teacher institute for system upgrading 	<ul style="list-style-type: none"> • Ensure that women comprise at least 30% of newly hired teaching and administrative staff at each upgraded RTC • Ensure that women comprise at least 50% of enrollments in business and ICT at each newly upgraded RTC • Construct separate hostels and toilets for women, and address privacy and safety concerns • Ensure that at least 50 out of 300 Government scholarships per year are provided for women to undertake training in mechanics, construction and business and ICT. • Review/improve training programs

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Formal programs are more industry relevant	<ol style="list-style-type: none">1. Upgrade five PTCs to RTCs2. Develop skills standards-based training modules and train teachers3. Increase industry involvement in development and implementation of training programs4. Strengthen NTTI for system upgrading	<ul style="list-style-type: none">•At least 30% of assessors for each industry will be female.•Review and develop PTC and RTC curriculum free of gender and ethnic bias•At least 50% of teachers in business and ICT sent for technical training will be women•At least 30% of PTC and RTC teaching staff in business and ICT that receive training will be women.•At least 25% of industry advisory group members will be women.•Review standards, curriculum and training development from a gender and ethnic minority perspective. Include gender- and ethnic-minority specific recommendations in all reviews and assessments.

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Expanded and better quality non-formal training	<ol style="list-style-type: none">1. Establish, construct and equip new PTCs in Preah Vihear and Mondulkiri2. Extend VSTP to all provinces3. Develop PTC directors4. Upgrade skills standards-based training in PTCs5. Increase accessibility to structured skills training	<ul style="list-style-type: none">• Ensure that women comprise at least 30% of teaching and administrative staff at each of the newly constructed PTCs• Develop strategies to increase female and ethnic minority enrollments in the newly constructed PTCs.• Ensure that women make up at least 50% of enrollments in each PTC• Ensure that latrine and washing facilities are in separate locations for men and women• Ensure that at least 50% of the recipients of training under the expanded VSTP are women (total is 210,000)

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Expanded and better quality non-formal training	<ol style="list-style-type: none">1. Establish, construct and equip new PTCs in Preah Vihear and Mondulhiri2. Extend VSTP to all provinces3. Develop PTC directors4. Upgrade skills standards-based training in PTCs5. Increase accessibility to structured skills training	<ul style="list-style-type: none">•Female PTC directors will play a key role in the training and mentoring strategy for other PTC directors. A strategy will be developed in coordination with the PCU and the MOLVT gender working group•Ensure that skill standards, instructional materials and training programs are sensitive to gender and ethnicity and free of gender and ethnic minority bias•New courses will include mechanisms to attract more female and ethnic minority students.•Workable strategies to allow standards to progress from nonformal to mid-level formal programs will incorporate the obstacles faced by female and ethnic minority students

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Strengthened institutional capacity to plan and manage TVET	<ol style="list-style-type: none"> 1. Strengthen management capacity at training institutions, provincial training boards and DGTVET 2. Improve TVET information systems including VETMIS and LMIS 3. Strengthen capacity of DGTVET as Secretariat of NTB 4. Develop NVQF and skills standards 5. Develop and implement career information systems 	<ul style="list-style-type: none"> • Ensure that all female mid-level DGTVET officers are selected for regional training • Ensure 30% of provincial MOLVT staff selected for regional training are women • Ensure that 50% of senior DGTVET and polytechnic participants in regional study tours are women • Develop and incorporate gender and, where relevant, ethnicity-disaggregated indicators, including those related to TVET outcomes, efficiency and effectiveness, in the VETMIS and LMIS • Ensure women will have access to VETMIS training • Ensure that at least 25% of NTB, PTB and senior officials selected as regional study tour participants are women

Cambodia: TVET

Gender and Ethnic Minorities Action Plan

OUTPUT	SPECIFIC ACTIVITIES	SPECIFIC ACTIONS
Strengthened institutional capacity to plan and manage TVET	<ol style="list-style-type: none"> 1. Strengthen management capacity at training institutions, provincial training boards and DGTVET 2. Improve TVET information systems including VETMIS and LMIS 3. Strengthen capacity of DGTVET as Secretariat of NTB 4. Develop NVQF and skills standards 5. Develop and implement career information systems 	<ul style="list-style-type: none"> •Ensure that the NVQF is gender-sensitive and free of gender bias •Develop career guidance materials targeted to females •Conduct outreach activities to encourage females to take up training in non-traditional areas •Provide gender and ethnic minority sensitivity training to selected staff for career advice.
Implementation arrangements	<ol style="list-style-type: none"> 1. Activities similar to those in the Lao PDR and Viet Nam projects 	<ul style="list-style-type: none"> •Actions/requirements are similar to those in the Lao PDR and Viet Nam projects.

Dissemination of Best Practices

- ADB Gender Network News
<http://www.adb.org/documents/periodicals/gnn/gnn-dec2009.asp>
- ADB Southeast Asia Gender and Development Newsletter (SEAGEN WAVES)
<http://www.adb.org/Documents/Periodicals/SEA-GEN/vol03/default.asp>
- ADB formal and informal forums/discussion meetings
- GMS Working Group on Human Resource Development (social development subgroup)
<http://www.adb.org/GMS/sector-activities/hrd.asp>

Other Resources

- ADB Gender checklists and toolkit
<http://www.adb.org/gender/checklists.asp#bnote>
 - Project Gender Action Plans – Gender Briefing Note (2009)
<http://www.adb.org/Documents/Brochures/Project-Gender-Action-Plans/gender-briefing-note.pdf>
 - Gender in Education Checklist
http://www.adb.org/Documents/Manuals/Gender_Checklists/Education/default.asp?p=genchck
- ADB Gender Website <http://www.adb.org/gender/>

Thank you

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Southeast Asia website –

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