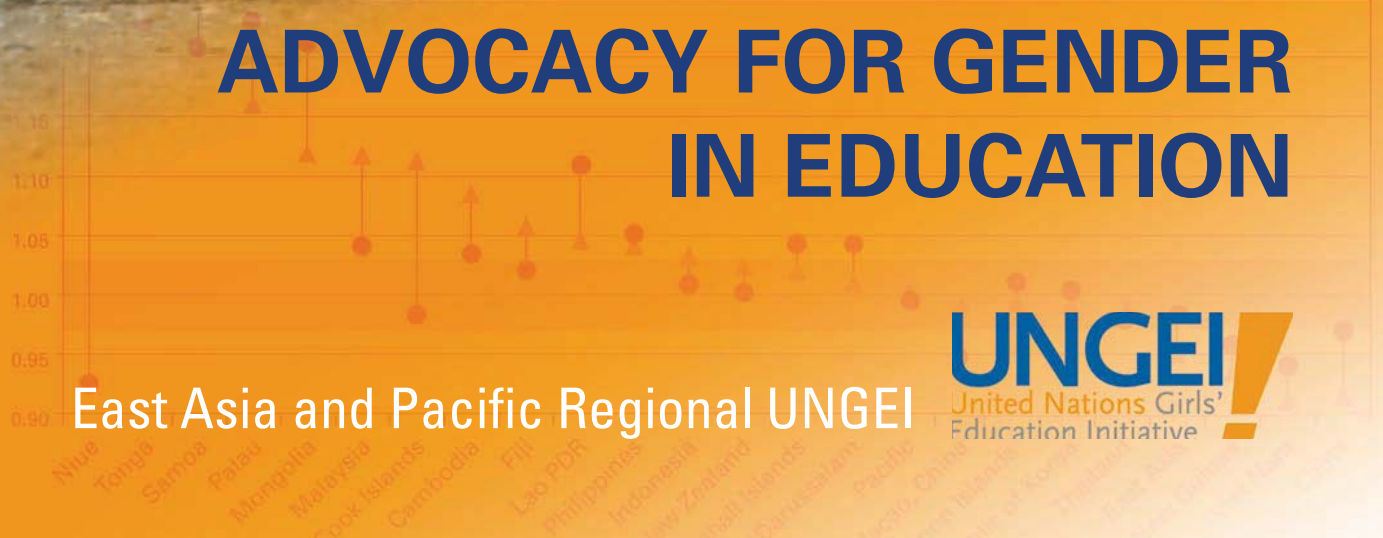


Ratio in pre-primary education

● 1999 ▲ 2005

## A Learning Guide

# EVIDENCE-BASED ADVOCACY FOR GENDER IN EDUCATION



East Asia and Pacific Regional UNGEI

**UNGEI!**  
United Nations Girls'  
Education Initiative

# **Evidence-Based Advocacy for Gender in Education**

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**A Learning Guide**

## Acknowledgements

This learning guide is an outcome of a Workshop on Evidence-based Advocacy for Gender Equity and Equality in Education held in Bangkok, Thailand, 8-12 September 2009. The workshop was attended by participants from nine countries from the East-Asia Pacific region, namely, Cambodia, Lao DPR, Indonesia, Malaysia, Papua New Guinea, the Philippines, Thailand, Timor-Leste, and Viet Nam. Resource persons were invited from the Asia South Pacific Association for Basic and Adult Education (ASPBAE), UNESCO, UNICEF and Save the Children. The East Asia and Pacific Regional UNGEI Working Group (EAP UNGEI) wishes to extend its sincere gratitude to all participants and resource persons, both during and after the workshop, for their substantive contributions to the format, the detailed structure of the report, and the compilation of the resource list. Special thanks also to valued resource persons present at the GENIA Toolkit Expert Review Workshop that was concurrently running with this workshop. Their guidance and technical contributions enriched the contents of this guide.

This report was prepared by Chemba Raghavan, the lead facilitator of the workshop, without whose dedication to UNGEI's mission, this guide would not have materialized. The guide is based on the content of the presentations and discussions at the workshop, with extensive review and inputs provided by technical experts and professionals – past and present– representing partner agencies within the East Asia and Pacific Regional United Nations Girls' Education Initiative (UNGEI). Special recognition goes to Adrien Boucher, Anne-Marie Davies, Terry Durrnian, Cheryl Gregory Faye, Maki Hayashikawa, Jon Kapp, Ashima Kapur, Geoff Keele, Kanitha Kongrukgratiyos, Leotes Lugo, Mika Mansukhani, Cliff Meyers, Goy Phumtim, Malisa Santigul, Shivangi Shrivastava, Cyrene Siriwardhana, Stephanie Sisson, Subramaniyam Venkatraman, and other members of the EAP UNGEI Working Group, and last but not least, with very special thanks to the support from Tanaporn Perapate.

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## List of acronyms

CEDAW	Committee on the Elimination of Discrimination against Women
EAP-UNGEI	East Asia and Pacific - United Nations Girls' Education Initiative
EFA	Education for All
EMIS	Education Management Information System
GDI	Gender Development Index
GEM	Gender Empowerment Measure
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GMR	Global Monitoring Report
GPI	Gender Parity Index
HDI	Human Development Index
ISCED	International Standard Classification of Education
MDGs	Millennium Development Goals
NIR	Net Intake Rate
OECD	Organisation for Economic Co-operation and Development
OECD	Economic Co-operation and Development
SOWC	State of the World's Children
SoWC	State of World's Children
TR	Transition Rate
UIS	UNESCO Institute of Statistics
UNGEI	The United Nations Girls' Education Initiative
UNICEF	The United Nations Children's Fund
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNSD	United Nations Statistics Division
WEI	World Education Indicators



# Introduction

## Introduction

In an effort to strengthen the notion of evidence-based advocacy for gender in education in the Asia-Pacific region, UNICEF, in collaboration with the EAP UNGEI, conducted a Workshop on Evidence-based Advocacy for Gender Equity and Equality in Education to strengthen links between evidence and advocacy efforts, in Bangkok, in early September, 2009. Country delegates from Cambodia, Indonesia, Lao PDR, Malaysia, Papua New Guinea, Philippines, Thailand, Timor-Leste and Viet Nam representing ministries, UN agencies, regional networks and universities came together for this training workshop.

The workshop focused on the development of skills and experiences in utilizing gender and education data for advocacy. A hands-on training on EFAInfo was conducted by UNICEF East Asia and Pacific Regional Office (EAPRO) to introduce participants to a tool that easily presents and analyzes data for use in advocacy.

Throughout the four days, while initial training was provided, country groups progressively worked independently and were actively engaged in identifying three top key issues, drafting action plans and crafting key messages.

Many country delegations outlined concrete plans to put their work to use when they returned home - both in advocacy to high level offices and through extended training in follow up workshops later in the year.

A key recommendation from resource persons, participants and experts attending the workshop was to broaden the scope of the intended "training guide" into a more user-friendly, electronic resource, as a "learning guide" for regions beyond the Asia-Pacific as well.

The United Nations Girls' Education Initiative (UNGEI) was launched in 2000 by the UN Secretary-General to assist national governments as they fulfill their responsibilities towards education and gender equality for all children, girls and boys alike. The UNGEI partnership for East Asia and the Pacific is active in advocacy and network-building for girls' education, developing advocacy tools, knowledge management and information-sharing including data and noteworthy practices in girls' education. The East Asia and Pacific Regional UNGEI recognizes the urgent need for capacity-building initiatives to support advocacy gender in education. Member countries have also voiced the concern that continuing gender-related advocacy measures sometimes flag not because of a lack of knowledge of *what* to advocate for, but because of a lack of hands-on-training on *how* to integrate gender-related evidence and present it in a clear, coherent and convincing fashion to advocate for gender in education. This advocacy learning guide is designed to improve capacity and skills in evidence-based advocacy for gender equality in education.



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Several international publications such as the EFA Global Monitoring Report and State of the World's Children Report, supplemented by national and international surveys, provide a comprehensive view of initiatives and data pertaining to education in the region. In addition, countries throughout the region have systems in place to collect and manage data that can provide a good overview of the progress towards achievement of the goals of EFA. However, all of this information is of little value unless it is shared, analysed and applied in advocacy, awareness-raising and educational planning. While significant advances have been made in ensuring quality education in the



Asia-Pacific region, persistent gender gaps in enrolment, quality and retention continue to hamper efforts towards the achievement of educational goals. One of the principal ways in which EFA goals can be realized is by ensuring a context that promotes gender equality in all aspects of education: participation, access, quality of learning and teaching, curriculum, parental support and community collaborations.

This guide will provide a detailed step-by-step roadmap for understanding the theoretical and practical underpinnings of evidence-based

advocacy, and is intended to serve as a practical, “hands-on” tool for policymakers and professionals engaged in advocacy.

The guide is divided into 4 thematic sections: (1) What is evidence-based advocacy? (2) Using evidence appropriately for advocacy (3) Crafting advocacy messages (4) Dissemination and mobilisation. In addition to the four thematic sections (each usable independently or in conjunction with other sections), we have also provided a list of online and print resources on the topic of evidence-based advocacy for gender in education.

### Who can use this Learning Guide

This advocacy learning guide is intended for any individual who is interested in advancing the cause of gender equality in education. You may find this particularly useful if you are working on policy-related issues in gender in education, or if you are interested in initiating efforts to promote gender equality in education in different community groups.

### How to use this Learning Guide

This guide is designed to assist you in effectively using different kinds of evidence to promote gender equality in education. In simple and straightforward terms, the guide outlines the various issues and steps involved in evidence-based advocacy for gender equality. You can download the whole guide or you may choose to use only sections that are particularly relevant to your work or goals. In this guide, you will find:

- (a) Concrete examples of actual advocacy initiatives;
- (b) Hypothetical situations where advocacy may be initiated; and
- (c) Links to resources that may be appropriate in that particular step of the advocacy process.

### When to use the Learning Guide

This learning guide is designed to be used in various situations, such as when you are:

- About to begin the process of planning for gender-related advocacy initiatives in education in your countries;
- About to begin reviewing gender-programs already in place in the education sector in your country;
- Identifying gaps in the process and determining concrete next steps;
- Trying to identify appropriate methods to assess the status of gender equality in education, in your countries;
- Ready to prepare summary presentations and reports of the status of gender equality in education, in your countries; and
- Engaged in research, monitoring and evaluation, and communication-related activities and initiatives.



# What is evidence-based advocacy?

## Section I: What is advocacy? What is evidence-based advocacy?

Is advocacy only for the experts?

No. Advocacy is for everybody!

- The key to understanding advocacy is that many of us do it every day. For example, we may be recommending that a female member of the family should be given the same treatment or resource as a male member of the family.
- Different types of advocacy are suited to different contexts.
- Advocacy is about making changes to policy and practice that will improve the lives of children (both girls and boys).

### What is advocacy?

Telling your story to a decision maker, persuading someone about why it is important to advance a particular cause

What resources do we need for advocacy?

- Collecting evidence and the process of accumulation, analysis and utilization of data requires technical expertise.
- However, ensuring that the data are used to advance the cause of a particular group of people: e.g., young children, women, marginalized groups etc. requires political commitment and will.



### Dos and don'ts of advocacy

Advocacy should not be 'added on' to what you do, but should be built into your work.

- Advocacy usually offers credible positive alternatives.
- Advocacy aims to change specific policies affecting children and young adults, create political space.
- It is directed at those who have the power to influence others' lives: the goal is institutional change.
- Advocacy requires clear goals and measurable objectives.
- Advocacy is a long-term process rather than a one-off event, and is not an end in itself. It is a part of your work.
- Advocacy is based on evidence from your work and experience ("experience/evidence based advocacy").

Generally, advocacy is active support of a cause, idea or a policy – a set of **organised (planned)** activities designed to **influence** the policies and actions of others to achieve **positive changes** for children's lives **based on the experience and knowledge (evidence)** of working directly with children, their families and communities.

Some gender-related phenomena are not easily measurable with numerical scales or quantitative measures (e.g. Gender-based Violence, gendered dimensions of poverty, female empowerment). So, we need to know our starting point:

- Where are we now?

We need to decide what we want to analyze:

- What data do we need?
- How do we collect/analyze these data?

We need indicators: “Criteria or measures against which we can assess changes” (Moser, 2007):

- “Gender-sensitive indicators” can be a composite of numbers, facts, data from interviews, perceptions as measured in consultative workshops, focus groups or other data-gathering mechanisms.

Advocacy aims to make decision-making a more inclusive and democratic process in which **both girls’ and boys’ opinions are included**.

For example,

Providing textbooks for all girls and boys is viewed as a step towards quality education and positive outcomes. Integrating provision of textbooks within the context of parenting programmes may provide a useful context for advocacy. In addition, providing information on how boys and girls feel about education, along with the textbooks, may promote familial commitment to education.

## What is evidence-based advocacy?

*Evidence-based advocacy* is a process based on data and information. Needs are assessed with a view to advocating for improving current efforts as well as identifying gaps. The process integrates otherwise independent data from different sectors: research, policy, action groups, clinicians, practitioners etc., into an analysis to inform advocacy.

There is widespread recognition that policy making should be guided by/ rooted in evidence. However, there is sometimes heated debate on what constitutes “evidence” and how much evidence is “enough” for policymaking to proceed. In recent times, experts (e.g. McCall, 2009) are calling for evidence as the basis for policy, and appeal to all constituencies for support of the idea: researchers, policymakers, NGOs, academics etc.

Realistic evidence-based policymaking is necessary: Scholars need to agree on what is evidence, and policymakers also need to commit to what constitutes sound evidence (e.g. any research on a topic does not necessarily mean that it is sound).

Different international agencies have different definitions of evidence-based advocacy. Though the definitions are different, they agree in the purpose of evidence-based advocacy.

## International agencies and their definitions of evidence-based advocacy



At UNICEF, advocacy is defined as the continuous and adaptive process of gathering, organizing and formulating information and data into an effective argument, which is then communicated to policy-makers through various interpersonal and mass media communication channels. Through advocacy, UNICEF seeks to influence policymakers, political and social leaders, to create an enabling policy and legislative environment and allocate resources equitably.

Some approaches treat advocacy as a cyclical or a spiral process, in which situation analysis gives rise to examination of causes and antecedents of a particular issue, followed by an identification of stakeholders, crafting and dissemination of a message, and continuous monitoring of the message to ensure its effectiveness, as well as to feed into ongoing situation analyses.

Simply put, such approaches focus on the following steps in advocacy:

- What is our situation? What is happening in our country on a particular issue?
- How does it affect us? Our education systems? Our communities? Our families?
- Why is this happening? What are some benefits and barriers?
- Who are relevant stakeholders? Who are in positions of authority?
- What is our vision? What is our message? What can we do about it? How do we convey it?
- How do we know our vision/message is working? Can we be effective?

These questions are seen as generating more in depth questions of a similar nature, and thus become part of a cyclical process.

Experts identify the following key issues to keep in mind during the advocacy process. Sound information and data (evidence) ensure that your advocacy and policy demands:

- Are realistic and representative;
- Provide evidence about the problem, likely impact of change, feasibility of possible solutions, and who is responsible to make change;
- Accurately represent needs, priorities and interests of your constituencies; and
- Enhance your credibility and professionalism.

In this view, evidence must be reliable and relevant to interests of decision-maker. There are different types of evidence – qualitative and quantitative, national and international. Different types of evidence have to be organized and presented differently for different audiences. For example,

You may decide to organize evidence on the differential impact of scholarship programmes on boys and girls. In this scenario, it is critical to:

- Design evaluation to provide evidence relevant to decisions; and
- Organise the evidence in different ways.

Remember, evidence on its own does not persuade: It's what you do with the evidence that matters!

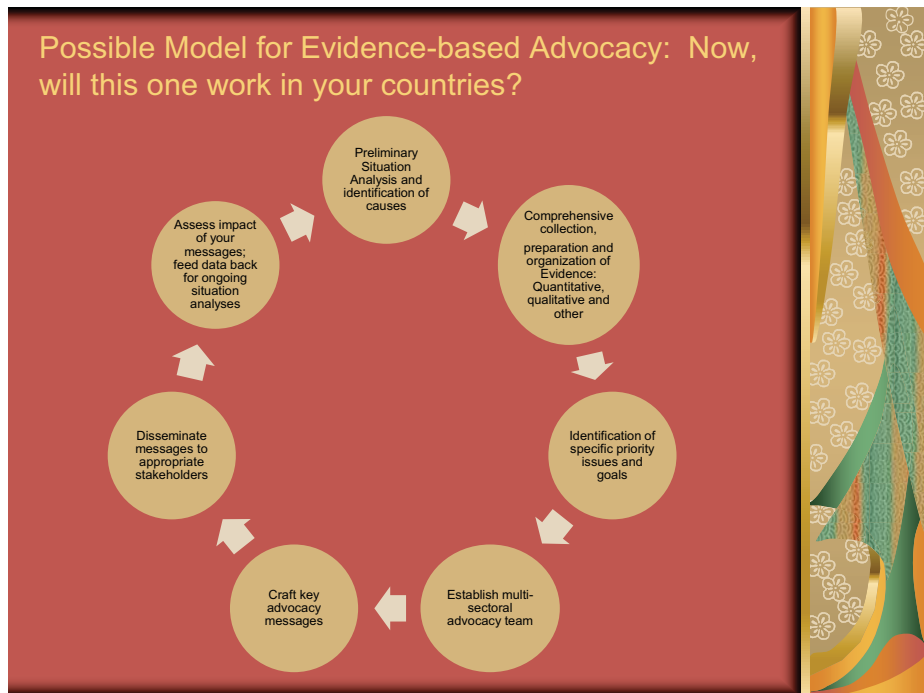


Fig 1: A summary of steps in advocacy. (C.Raghavan 2009, presentation at the Workshop on Evidence-based Advocacy for Gender Equity and Equality in Education)

Based on a consideration of several models of advocacy, a conceptual framework was developed for the advocacy workshop. Country group members and other participants in the workshop found this visual representation of the advocacy process useful. Using this diagram, participants analysed their own situations in gender advocacy. This diagram serves as a guideline for the advocacy process, and is not necessarily the only way to engage in advocacy.

In this model, similar to other models, we start with a situation and contextual analysis. This is followed by the comprehensive collection, organisation and preparation of evidence using quantitative, qualitative and blended strategies. The identification of specific priority goals and issues is also a key step. With the support of a multi-sectoral advocacy team, it is important to craft short, meaningful and relevant messages, disseminate them to appropriate stakeholders, and finally assess the impact of the whole process, both for ensuring the workings of your message, as well as to add to ongoing analyses of the issue.



# Using evidence appropriately for advocacy

## Section II (A): Using evidence appropriately

Before embarking on a journey of evidence-based advocacy, defining key objectives and what we hope to achieve through our process is a very key step. The advocacy objective should be specific and measurable.

Set goals and objectives: A goal is usually a broader and encompassing statement that can be achieved over a long period of time. An objective is usually a more concrete, realistic step towards achieving the goal. In setting our advocacy goals and objectives, we need to ensure that these objectives meet the SMART criteria:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic/Resourced
- **T**ime-Bound

Some key questions to ask in defining advocacy objectives include:

- What are the chances for success with this objective?
- Can we define some kind of monitoring process for the objective?
- What is the right time to engage in monitoring? Mid-way? Quarterly?
- What are the specific aspects of the objective that we can focus on? In what order?

### Examples of advocacy goals objectives

In addition, decision makers must engage in reflecting on and analyzing the appropriateness, timeliness, usefulness, reliability, validity and overall quality of the data in the evidence-building process that will be used for advocacy for gender in education.

Organization	Goal	Objectives	Strategies
WACC	Shift media coverage of gender based violence from sensationalism to human-rights approaches.	Train journalists, develop guidelines for media, collect evidence on existing gender biases in media.	Identification of target audiences for lobbying, deciding on methods (phone calls, faxes, emails etc), preparation of position and mobilization of networks.
UNESCO Bangkok	To ensure that all children have access to learning materials that are free of gender bias.	To review and revise new textbooks that are considered for use in the classroom in the coming school year so that they are free of gender bias.	Engagement with school personnel, baseline assessments of gender responsiveness in existing curricula, ensuring dialogue with multiple stakeholders, including students, publishing resource briefs and other

			materials on the topic.
<b>EAP UNGEI</b>	Building a stronger impetus for evidence based advocacy for gender equality in education.	To increase capacity building and hands on training in locating, identifying and appropriately using evidence for gender advocacy in education.	Identifying target audiences, assembling technical experts in the field, providing and access to data sources, providing training, preparing advocacy materials.

## From identification of objectives to data collection

At this point, it is useful to make a functional distinction between evidence and data: While two terms are often used synonymously and interchangeably, it might be useful to keep the fine distinctions between the two terms, in mind. In policymaking, it appears to be useful to think of “Evidence” as a larger, more integrated and succinct interpretation of the data. Evidence has been defined in different ways by researchers and policymakers. It is usually associated with the idea of “proof” and substantiation of a hypothesis or theory. The process of evidence-gathering necessitates the collection of sound, reliable and valid information or “data”: Data are a collection of facts that can be used as the basis to build the “substantiation” or the body of evidence necessary for convincing advocacy. In and of itself, data on a particular issue may represent a set of facts. The *interpretation and appropriate use* of such data serve as the evidence needed to advance the advocacy message and tell the story.

For example, multiple sources of data may be available in a country. These may be in the form of national reports, census data, survey data, country profiles generated from the GMR, SoWC, and GenderInfo etc. However, the evidence-gathering process is more complex than merely identifying such sources. This process involves *identifying* relevant sources of information, *developing and collecting* information on specific indicators, *analyzing* and carefully understanding the data, *organizing* this information into a summary table, graph, chart or other meaningful but powerful summaries, and last, but not least, *presenting* this information in a coherent fashion.



## What is an indicator?

After deciding our starting point (“Where are we now?”), we need to decide what we want to change and how. This is usually followed by a careful examination of what data we need, how we collect and analyze these data.

In other words, we need indicators: “Criteria or measures against which we can assess changes” (Moser, 2007, p. 12).

“Indicators represent a desired quality, characteristic or property of a system that may vary or change over time. Rather than directly identifying the desired attribute, however, an indicator shows information about an associated or related feature using a specific measurement or observable procedure”(Gallopín, 1997, quoted in Asia-Pacific Guidelines For the Development of National ESD Indicators, p.23). A ‘gender-sensitive indicator’ measures gender-related changes in society over time. The term ‘gender-sensitive indicators’ also incorporates sex-disaggregated data which provide separate measures for men and women on a specific indicator such as literacy (Moser, 2007, p.12). “Gender-sensitive indicators” can be numbers, facts, data from interviews, perceptions as measured in consultative workshops, focus groups or other data-gathering mechanisms

Source: Moser, A. (2007). Gender and Indicators: Overview Report. Bridge Cutting Edge Pack Series, UK: Institute of Development Studies. [http://www.iiav.nl/epublications/2007/gender\\_and\\_indicators.pdf](http://www.iiav.nl/epublications/2007/gender_and_indicators.pdf)

### Summary: What is an Indicator?

Different stakeholders come into the advocacy process with different understandings of indicators, so it is critical to have a working consensus of the term. These are variously referred to as “variables, measures, parameters, values or proxies”.

An indicator is a criterion or a measure that is developed based on data. So, e.g. the indicator of gender parity in primary education is based on data on attendance on the part of males and females on primary schools.

Both quantitative and qualitative indicators are important.

Quantitative indicators are usually based on numbers, ratios and percentages.

Qualitative indicators include observational data, focus groups data and other descriptions.

Indicators have many different functions: Careful consideration of data is critical (quantitative or qualitative) when developing indicators.

Indicators can be useful in monitoring and evaluation.

## What are some gender indicators that are typically used to assess progress towards gender equality in education?

### 1. Gender Parity Index (GPI) for Adult Literacy rate

*Definition and Purpose:* The Literacy GPI is used to assess gender differences in literacy rates among adult populations. It is calculated as the literacy rate for females divided by the literacy rate for males. This indicator measures progress towards gender equity in literacy for women in relation to those for men. It also measures one presumed outcome of attending school and a key indicator of the empowerment of women in society. Literacy is a fundamental skill to empower women to take control of their lives, to engage directly with authority and to gain access to the wider world of learning. When compared over time, this indicator measures progress towards gender parity in literacy and is especially revealing if disaggregated amongst subpopulations (i.e., ethnicity, caste, and socio-economic-cultural characteristics).

### 2. GPI for Gross Enrolment Rate (GER) in Early Childhood Care and Education (ECCE)

*Definition and Purpose:* The GPI for GER in ECCE is used to assess gender differences in participation in organised early learning. It is calculated as the GER in ECCE for girls divided by the corresponding GER for boys. The indicator measures progress towards gender parity in ensuring that all young children participate in organised ECCE programmes.

### 3. GPI for Gross Intake Rate (GIR) in Primary Education

*Definition and Purpose:* The GPI for Primary GIR is used to assess gender differences in intake rates between boys and girls. It is calculated as a ratio - the gross primary intake rate for girls divided by the gross primary intake rate for boys. This indicator measures progress towards gender parity in access to the first grade of primary education.

### 4. GPI for Net Intake Rate (NIR) in Primary Education

*Definition and Purpose:* The GPI for NIR in primary education is used to assess the gender differences between boys and girls who entered Grade 1 of primary education at the appropriate age for intake. It is calculated as the result of the female NIR in primary education (see Indicator 2.2.2) divided by the

corresponding NIR for boys. This indicator measures in a more precise manner the gender disparities in access to Grade 1 of primary education.

**5. GPI for Gross Enrolment Rate (GER) in Primary and Secondary Education**

*Definition and Purpose:* The GPI for Primary Secondary GER commonly used to assess gender differences in gross enrolment. It is calculated, in the case of primary education, as the primary GER for girls divided by the primary GER for boys, or, in the case of secondary education, as the secondary GER for girls divided by the secondary GER for boys. . It measures progress towards gender parity in the rate of participation of girls and boys at these respective levels.

**6. GPI for Net Enrolment Rate (NER) in Primary and Secondary Education**

*Definition and Purpose:* The GPI for Primary NER is used to assess gender differences in primary and secondary net enrolment. It is calculated as the female primary or secondary NER divided by the primary or secondary NER for males. The indicator measures progress towards gender parity in the rate of participation of girls and boys who are of the official school age for primary and secondary education.

**7. GPI for Survival Rate to Grade 5**

*Definition and Purpose:* The GPI for the survival rate to Grade 5 is used to assess gender differences in the respective probability of girls and boys reaching Grade 5 of primary education, at which stage the child is likely to complete primary education successfully and acquire basic literacy skills. It is calculated as the result of the survival rate in primary school till Grade 5 for girls divided by the corresponding survival rate for boys. The GPI for survival rate to Grade 5 can help to assess gender disparity in the probabilities of completing primary education.

**8. GPI for Transition Rate (TR) to Secondary Education**

*Definition and Purpose:* The GPI for Secondary Transition Rates is calculated as the transition rates for girls divided by the transition rates for males. The indicator measures progress towards gender parity in completing primary and entering secondary education and should not be confused with parity in secondary enrolment rates in general.

**9. Percentage of Female Enrolment in Primary, Secondary, and Vocational and Technical Education**

*Definition and Purpose:* This indicator refers to the number of female students enrolled expressed as a percentage of total enrolment in each level and type of education, such as ECCE, primary, secondary, technical and vocational education, literacy and continuing education, and higher education. This indicator helps to assess and compare the share of female pupils/students in each level and type of education and by other disaggregation methods.

**10. Percentage of Female Teachers in Primary, Secondary and Vocational and Technical Education**

*Definition and Purpose:* The number of female teachers is expressed as a percentage of the total number of teachers in one particular education level, such as primary, secondary, and vocational and technical. This indicator helps to assess the proportion of female participation in such education level. Teachers are defined as persons whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution.

In addition, there are some indicators that may not always be readily available in all countries. Ensuring inclusion of the following indicators may contribute to a more in-depth understanding of gender inequalities and may support better strategies for policy planning and implementation.

**11. Percentage of female school principals/administrators**

*Definition and Purpose:* While gender ratios in the teaching profession, especially in primary grades, may reveal large numbers of female teachers, we often find a glass ceiling when it comes to the number of women in school management positions. Female school principals and school managers provide another level of role models for young girls and often result in more gender-sensitive school-based processes and operating procedures. Female school principals also bring changes to gender roles in society as headmasters are often active in community committees and decision-making processes and governance at the local level.

**12. Percentage of female staff holding senior positions within the Ministry of Education**

*Definition and Purpose:* Senior management positions within Ministries of Education are often the domain of men, with few women present. Such indicators denote whether women have broken through the ceiling of technical education staff and are engaged in policy debate and administration at the national level.

**13. Gender Parity Index (GPI) of teachers who have participated in in-service teacher training programmes**

*Definition and Purpose:* Opportunities for in-service training, whether for upgrading certification or to refresh pedagogical skills should be opened equally to men and women. This indicator examines the extent to which male and female teachers who are currently in their teaching posts have had the opportunity for in-service teacher training and the disparities, if any.

**14. Gender Development Index (GDI)**

*Definition and Purpose:* This is a composite index measuring average achievement in the three basic dimensions captured in the human development index (HDI) – a long and healthy life, knowledge as measured by adult literacy rate and the combined primary, secondary and tertiary GER, and a decent standard of living – adjusted to account for inequalities between men and women.

**15. Gender Empowerment Measure (GEM)**

*Definition and Purpose:* The GEM is a composite index measuring gender inequality in three basic dimensions of empowerment – economic participation and decision-making, political participation and decision-making and power over economic resources.

**16. Percentage of schools with separate toilet facilities for girls and boys**

*Definition and purpose:* The lack of separate toilet facilities for girls has been a key cause for girls dropping out of schools and repeating class, especially in post-primary schools. By revealing the number and percentage of schools with and without separate toilet facilities, this indicator highlights the need and guides investment in such facilities.

In addition to these core indicators, there are also some recommendations for developing gender policy indicators:

**1. Legislative, policy and institutional reform exist that are in conformance with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**

CEDAW has clearly spelled out how gender discrimination is manifested in society and how these can be overcome and eliminated. This indicator allows countries to review their existing education legislation, policies and reforms in light of provisions within CEDAW. Responses to this question allows the report to identify those specific aspects of legislation or policy that are either exemplary in terms of their promotion of gender equality, or that need to be revised or addressed because they are either gender discriminatory or allow for exploitation based on gender.

## 2. Percentage of the budget dedicated to gender programming within relevant Ministries

Of the total education budget (and/or social welfare, and/or community development) what proportion is specifically allocated to gender programming? This should be ministry specific and not for the government budget as a whole.

## 3. Existence of policies to encourage girl participation in school (stipends, scholarships, etc.)

General policies could be those regarding teachers' status, recruitment, and professional development. More specific policies on gender mainstreaming in education (not only girls).

## 4. Gender review of education sector plan including review of curriculum, textbooks, education facilities, etc.

This indicator refers to the following questions: For countries with education sector plans, has there been a gender review? If there has, what has the review highlighted, both the positive aspects and those areas in need of improvement. For those countries that have not conducted a recent gender review of the sector plans, have there at least been recent gender reviews of curriculum, textbooks, procedures, policies and human resources? What were the key findings?

Source: Lazo, L., & Gupta, M. (2009). Gender Equality In Education: East-Asia and Pacific Progress Note. Bangkok, UNICEF East Asia and Pacific Regional Office and the EAP Regional UNGEI.

## From indicators to data collection: Issues pertaining to data availability and data quality

Know your evidence: It is important to be aware of:

- How your data are collected;
- How reliable the information collected is;
- What the data look like;
- The idea that availability of data doesn't guarantee the "real picture"!; and
- The idea that "QUALITY" of Data does matter!

What is the quality of statistics used for decision-making in the system? Ask yourselves the following questions about your data. Are my data:

- Reliable?
- Valid?
- Timely?
- Interpretable?
- Relevant?
- Applicable?

## Data Reliability

Data reliability refers to the stability/consistency of the data collected:

- Data collection process must be consistent from year to year and from place to place;
- Consistent sampling method should be used;
- Employ the same or comparable data collection in terms of instruments and procedures; and
- Only reliable data can reflect real changes.

## Data Validity

Data may not be valid, if

- Inaccurate measurement tools are used in collecting data;
- Sample is unrepresentative (not from correct target population; small sample size);
- Data are incomplete; and
- Surveyors (evaluators) are biased.

## Data timeliness

This refers to two elements - frequency and relevance. Data should be

- Available on a frequent basis, enough to inform the changes over time; and
- Sufficiently up to date to reflect current situation.

## From data collection to building your evidence-base

If data are collected reliably, accurately and in timely fashion, meaningful interpretations can be made, based on a realistic analysis of the situation and a country's needs, and these interpretations can build evidence and can hold convincing power when messages are taken to key stakeholders. After collecting meaningful data, the process requires careful and focused analyses of these data, with a view to understanding the complexities underlying the information gathered. This process of careful examination of collected information is the evidence-building process.

For example,

As part of some other initiative, a country may have collected data on preparedness during emergencies. Routine or targeted analyses of these data may reveal discrepancies in such preparedness plans for boys and girls. At this point, senior staff may have the data that they need on gender issues in such preparedness, but the data will serve as a powerful tool only if is organized into meaningful evidence. So the staff member may just choose the most powerful graph or map, generated from the data, and weave it into a convincing, brief presentation of conditions, along with other sources such as anecdotal evidence from parents and students, actual photographs, and brief interpretations of what can be gained/lost by attending/not attending to this issue.

### CAUTION:

- Advocacy is a process that is broad and goes beyond data collection or data analyses;
- Meaningful data do not always lead to action;
- Sometimes data can be interpreted inaccurately: E.g. increasing school attendance in and of itself does not tell us the whole story [(1) girls may be actually working "double shift": at home and school, (2) similarly, with regards to women's participation in labor force: high numbers alone may not always be a positive sign, and may in fact, mean increased work burdens for women]; and
- So systematic and organized methods of evidence-based advocacy are recommended by experts.

## From evidence to advocacy: How do we actually do advocacy? What steps are involved?

Conduct a Situation Analysis on Gender in Education:

- What data exist, what are the top priority issues?
- What is the structure of stakeholder organizations?
- Who is accountable? How can they be influenced?
- Who are the target participants and audiences for your advocacy message?

Collect, analyze and organize relevant data: Identify key national and subnational indicators, disaggregated by gender, ethnicity and other relevant indicators.



- Identify key issues that you are going to target; prioritize these.
- Determine specific goals and objectives for your advocacy process.
- Establish some clear evidence-based messages.
- Establish an advocacy team: Multi-sectoral, preferably also with a sample of children of both sexes, that are your target participants also included in your team.
- Establish coordination procedures with your team.
- Disseminate these messages to appropriate stakeholders.
- Evaluate impact of your messages through participatory approaches; and continue to provide data for ongoing situation analysis.
- What kinds of evidence can we use? (Quantitative/qualitative /mixed methods)

## What are some quantitative sources of evidence that can be used for gender in education advocacy?

There are multiple sources of quantitative information available for advocacy for gender in education. Data can be obtained from international, national and sub-national sources such as census, gender report cards, MDA analyses, gender score cards, numerical summaries from survey data. These could come from online data centers of international organizations, census surveys, government data centers, targeted and specifically developed software of databases on certain themes, and university data centers. These data could be useful for cross-country analyses in advocacy related initiatives, or for obtaining disaggregated and sub-national and provincial data.

- **UNESCO Institute of Statistics (UIS):** The UNESCO Institute for Statistics serves as (1) the principal collector of internationally comparable education statistics from early childhood to higher education for all countries (collaborating with OECD on industrial countries) 2) a primary collector of literacy data (via LAMPS surveys), and 3) as an important public website for this information. UIS collects education data directly using surveys that are sent to national ministries. Data from household surveys and census are also used. UIS adheres to strict quality control guidelines and applies the International Standard Classification of Education (ISCED), ensuring that the data can be compared across countries. UIS is the source of almost all internationally comparable education data available on other sites. The data are available mainly via its Data Centre on the website. The Global Education Digest is a flagship publication, and “continues to report more in-depth education data for a group of 62 countries, including those that are members of the World Education Indicators (WEI) programme, the Organisation for Economic Co-operation and Development (OECD) and Eurostat. This data set offers cross-national comparisons of more detailed information on tertiary educational programmes, as well as on the sources and flows of tertiary education funding.” ([http://www.uis.unesco.org/ev.php?ID=7628\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=7628_201&ID2=DO_TOPIC), retrieved on Nov 23, 2009).
- **State of the World’s Children (SOWC):** A flagship publication of UNICEF, the State of the World’s Children is an annual report that reports in-depth on one key issue every year. The report includes key statistical tables and data, is available in downloadable e-format as well as in print version. It is also available in French and Spanish translations. Website: [http://www.unicef.org/sowc/index\\_sowc.html](http://www.unicef.org/sowc/index_sowc.html), retrieved on Nov 25, 2009.
- **GenderInfo:** Produced by the United Nations Statistics Division (UNSD) in collaboration with UNICEF and UNESCO, GenderInfo is a global database of statistics and indicators relating to gender in key policy areas including population, health, education, families, work and political participation. Based on DEVINFO technology, GENDERInfo provides downloadable and customizable charts, graphs, tables and maps. Website: <http://unstats.un.org/unsd/demographic/products/genderinfo/>, retrieved on Nov 25, 2009.
- **Millennium Development Goal (MDG) Datasets:** The third Millennium Development Goal (MDG) explicitly calls for gender equality and women’s empowerment. Of particular interest to the readers of this guide, may be the Progress Chart 2008 available as part of this initiative, that measures gender equality and women’s empowerment among the regions of the world. The UNSD coordinates the Inter-Agency and Expert Group on MDG indicators. The group produces and analyzes data on more than 60 indicators to measure progress towards achievement of the Millennium Development Goals (MDGs). Official progress reports and documents are also available on the MDG indicators website. Website: <http://mdgs.un.org/unsd/mdg/Data.aspx>, retrieved on Nov 25, 2009.

- EFAInfo:** Overview EFAInfo was developed to support the EFA Mid-Decade Assessment in the *Pan-Asia & Pacific region*. Its structure reflects a set of MDA indicators and is based on 6 EFA Goals 48 core indicators (quantitative), 29 policy/system indicators (quantitative & qualitative), and 54 additional indicators, (quantitative & qualitative). This database is also open for customization and is designed for country specific data, indicators, surveys and reports to be included. Regional EFA Info has been customized to reflect national data – through the capability to add more indicators. In addition, metadata – on definitions, sources, description of indicators, as well as qualitative information – including descriptive findings and quotes from reports, are available.

Objectives for Developing EFAInfo:

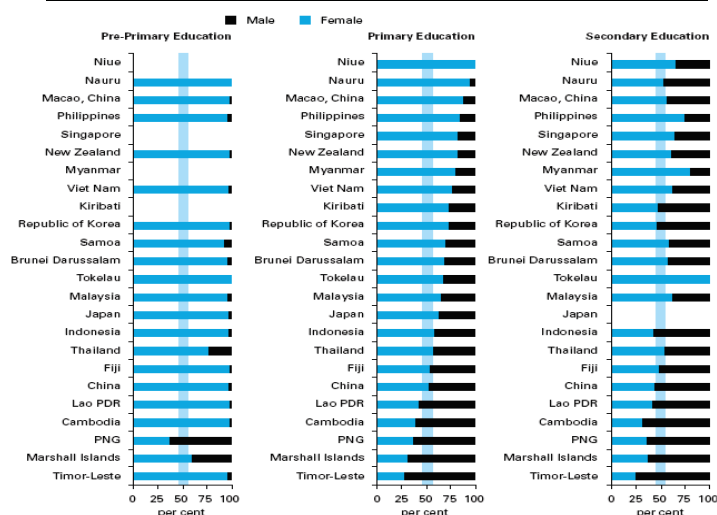
- Country-level: Prepare a tool and template and provide capacity development for national customization to compile, monitor, present and analyze data relevant to education policy, advocacy and decision-making; and
- Regional: Develop a regional database as a record of EFA progress - with disaggregated data and qualitative information; with MDG and cross sectoral health, nutrition and protection related data; with EMIS data combined with House Hold Surveys, Evaluations and Assessments; with Central Asia, South Asia, East Asia, South-East Asia and Pacific included.

Applications of EFAInfo:

- As value-added component to existing EMIS;
- A link to cross-sectoral monitoring and analysis;
- As opportunity dialogue and clarify confusion around national and international data; and
- As a tool in capacity building towards better data analysis and evidence-based policy/planning.

For example, this graph shows the disparities in percentages of male and female teachers across the Asia-Pacific Region, in three different levels of education. Obtaining such a chart from existing databases can serve as a powerful visual aid in targeted advocacy for specific types of teachers in the region.

Chart: Disparities in the presence of male and female teachers



Source: EFA GMR, 2008

## Section II (B): What are some qualitative methods used in building evidence for gender advocacy?

Examples of qualitative methods of collecting data for advocacy for gender in education could include systematic observational methods (systematic, participant, spot, structured and unstructured), focus groups, interviews, curriculum guidelines, existing policy guidelines frameworks, laws, commentaries from surveys, ethnographic evidence, information from consultative workshops, checklists, CEDAW reports and Gender report cards.

As part of the Youth Say No Advocacy Campaign, UNIFEM in Thailand launched a series of initiatives with students of Thai schools as well as international schools in the region. Based on qualitative evidence from a school-based pilot programme and with the goal of transforming and challenging attitudes about violence and gender equality, the programmes aim to promote gender sensitivity across schools through innovative, workshops, action plans and curriculum review. Based on these initiatives, students and teachers developed their own context-specific, “home-grown” plans and implemented a wide range of activities.

Some examples of student-led campaigns in schools include:

- “Gentlemen search” - A contest to search for male role models in schools;
- “We’re safe...when we go to school” – a plan to introduce security policies to ensure safe school environments; and
- “Strong Women, Capable Men” – an initiative encouraging female students to take traditionally male-dominated classes including sports and martial arts, while male students were trained to take action when witnessing acts of violence against women.

**Source:** UNIFEM (2010). Say No to Violence against Women: Thailand’s success story. Documenting Good practices. Bangkok: UNIFEM, East and Southeast Asia Regional Office

The following sections identify sample protocols for conducting micro-level qualitative research of gender responsiveness in contexts of early childhood development. These serve as examples for engaging stakeholders in the process of evidence-building and are to be used in its current format only when the contexts are similar. However, general principles include the incorporation of items pertaining to gender in micro-level data collection initiatives. They also provide examples of different kinds of qualitative methodologies such as observations, interviews and focus groups, that can be used in monitoring programs and subsequently use these data for advocacy purposes as well.

**NOTE: The examples below shows some sample tools for collecting qualitative data for advocacy focusing on gender-responsive Early Childhood Development (ECD) programming. They were developed as a sample training tool for individual trainees in the field of Early Childhood Development. The tool needs to be modified based on the context and the needs and resources of diverse advocacy contexts.**

## Example of participant observation protocol

In order to provide a contextual understanding of the field trip site, make some notes on the following as you walk through the community. Record the following observations in the table below. In this context, you are both a participant, interacting with the members in the community, and at the same time, observing individuals and their context. You are a participant observer, therefore, immersion in the context will provide you with insights that passive observers will not be able to get. Remember, you are participating, not judging this process.

**Nominate one member from the group (who can speak the local language and translate for you as well, alternatively, one member interviews, and a bilingual member translates). Please record the total time you spent in the centre.**

**Please note that this is only a “make-believe” set of indicators to help you hone your methodological skills rather than producing refined content. In your own countries, you may need to develop protocols and qualitative indicators, based on your own priorities.**

Access in schools for both sexes	Comments
<p>Observe boys and girls in schools:            Note the approximate number of children seen for each age group and gender. What are the activities of children aged:</p> <ul style="list-style-type: none"> <li>• 0-3</li> <li>• 4-6</li> <li>• 6-8</li> </ul> <p>What are the different activities, if any, of boys and girls?</p> <p>Do girls and boys have equal access to all materials?</p>	
Gender Responsiveness in Quality of Caregiver-Child Interactions	Comments
<p>Did you see the child being shown love or emotional expression?</p> <p>How are these emotions expressed towards girls?</p> <p>How are these emotions expressed towards boys?</p>	
<p>Was any child treated with impatience when you were there? This could include shaking a young baby, using a loud voice, shouting or other forms of negative behaviours.</p> <p>How were these behaviours expressed towards boys?</p> <p>How were these behaviours expressed towards girls?</p>	

<p>Did you observe the child being spoken to? Did the caregiver use gestures, emotional expressions, and sounds to communicate with the child?</p> <p>How were these gestures expressed towards boys?</p> <p>How were these gestures expressed towards girls?</p>	
<p>During your visit did you notice the caregiver giving praise and appreciation to the child who managed to do something well?</p> <p>How was this appreciation expressed towards boys?</p> <p>How was this appreciation expressed towards girls?</p>	
<p>At any time did the caregiver help the child to focus his/her attention and to share the child's experience with them?</p> <p>Was this treatment the same for both boys and girls? If not, how was it different?</p>	
<p>Did the caregiver help the child to make sense of his/her world by sharing and describing it? (Eg. "Look here!", "What is this?", "It is a cup!")</p> <p>Was this support the same for both boys and girls? If not, how was it different?</p>	
<p>Did the caregiver set limits, teach the child rules, or help the child to learn values? If so, what strategies did they use?</p> <p>Was the strategy the same for both boys and girls? If not, how was it different?</p>	
<b>Gender Responsiveness in Resource Analysis</b>	<b>Comments</b>
<p>Describe the area where the child plays or spends time in the center: Is this area free of sources of contamination (e.g., animal or human faeces or urine, wastewater, rubbish)? Is it free of dangerous objects (i.e. knives, rusted metal, broken glass, unprotected electrical outlets or pools of water?) Is there sufficient supervision for both boys and girls?</p>	
<p>Within the care setting:</p> <ul style="list-style-type: none"> <li>Does clean drinking water exist? What is the source? Please describe. Are the sources equally available to boys and</li> </ul>	

<p>girls?</p> <ul style="list-style-type: none"> <li>• What hygiene and sanitation facilities exist? Are there separate and clean toilets for boys and girls?</li> <li>• What types of infrastructure exist (i.e. electricity, paved roads, sidewalks, telephones, etc.)</li> <li>• How are care rooms arranged? Circular arrangement? Where are boys and girls seated within the care setting?</li> </ul>	
<p>Materials available</p> <ul style="list-style-type: none"> <li>• What kinds of learning/play materials exist in the room?</li> <li>• What are these made of?</li> <li>• Do the materials look safe?</li> <li>• Do they look attractive and child friendly?</li> <li>• Are these materials equally accessible to both boys and girls?</li> </ul>	
<p>Routines Analysis: Feeding Practices and customs of care for both sexes</p>	
<p>In the time that you were there, if applicable, does the caregiver respond to the child's signs of hunger or interest in food?</p> <p>Was this treatment the same for both boys and girls? If not, how was it different?</p>	
<p>If the child ate while you were there, what food/s was provided to the child? How did the child eat – using fingers or utensils? Did s/he eat alone? Was s/he fed by someone else? What interactions were observed? Did the child eat a snack or meal?</p>	
<p>What is the child's daily routine? Insert a sort of diary of daily activities, based on printed schedules or an informal conversation with staff, here.</p>	

## Example of an interview with the administrators protocol

**Interviewer:** In this method, you will be interviewing one chief administrator/knowledgeable official from the centre. In the “real world”, individual interviews could also be conducted with other stakeholders such as a parent/caregiver who might be visiting, and with consent, maybe a few older children as well (maybe 6-8 year olds, who you talk with first, and then send away before the formal portion begins). But for this exercise, **let us not interview** the children, since we do not have consent. In your countries, this is also perhaps best done with different stakeholders from different sectors.

The role of the interviewer is to ask questions of the chief administrators. It is important that you speak slowly and clearly. If the interviewee (administrator) does not seem to understand the question, you may want to repeat the question or rephrase the question in a way you feel they would understand. Again, please remember you are not here to judge, react, and give advice or state opinions. You should also be mindful of body language and gestures while interviewing. You want to try to limit long answers and having a member of the household dominate the interview process. If a person does not feel comfortable answering a question do not force them; just move on to another question that will hopefully get at the same or similar answer.

**Please note that this is only a “make-believe” set of indicators to help you hone your methodological skills rather than producing refined content. In your own countries, you may need to develop protocols and qualitative indicators, based on your own priorities.** We are glad to provide technical support for the development of such protocols both at a pilot level, and at a scale up stage.

Questions	Responses	Remarks
Total number of staff regularly working in the center		
Total number of children attending: by age group, by gender and parent income		
Typical caregiver-child ratio		
Number of caregivers in the center		
Number of support staff: nannies, other support personnel		
What is the highest level of education for the chief administrator?		
What is the highest level of education of primary caregivers?		
How many of these caregivers have had some training in the field of Early Childhood? <ul style="list-style-type: none"> <li>• Pre-service</li> <li>• In-service</li> </ul>		
How many of these caregivers have had any kind of training in gender responsiveness? <ul style="list-style-type: none"> <li>• Pre-service</li> <li>• In-service</li> </ul>		
How is “training” defined in your institution? Months? Years? Certification? Diploma?		
Do you provide ongoing training and technical support for your staff? If yes, in what ways? Is gender responsiveness part of this technical support?		
What do you see as the 3 most important things that you can provide to all children in your centre?		

What might be some unique needs of girls in your centre?		
What might be some unique needs of boys in your centre?		
Do you or your staff interact with Government ministries/agencies responsible for ECD? How often? Please describe these interactions. E.g. do you find these interactions beneficial? Do you feel that there is coordination between you and people from the government? What are some areas that could improve? Does the government support your center in any kinds of gender-responsiveness initiatives for your staff?		
What records are required from the child at the time of entry into your center? <ul style="list-style-type: none"> <li>• Immunisation records?</li> <li>• Birth certificate?</li> <li>• Health check up records?</li> <li>• Other?</li> <li>• Are these records required for both boys and girls?</li> </ul>		
What is the general health referral system that you follow? When a child presents sick, who do you go to first? Please describe the process.		
Sometimes children are very sick and need to go see a health care provider (doctor, nurse, etc.). What things about a child tell you that your child needs to see someone right away?		
Are there specific health needs for girls in your centre?		
Are there specific health needs for boys in your centre?		
What do you do when one of the children has a mild case of diarrhea?		
What are the most common kinds of accidents a child has in your center? Has your child ever had an accident? If so, please describe it. <ul style="list-style-type: none"> <li>• What have you done to protect your child from accidents at the center? (Eg staff trained in CPR or first aid, nurse on call etc)?</li> <li>• Is a first-aid kit available?</li> <li>• Is a more comprehensive medical kit available? If so, please describe</li> </ul>		
What kinds of insects or pests around the home are the most likely to cause children to get sick? How do you protect yourself from these pests?		
What provisions do you have in your centre for including children with disabilities?		
What provisions are available for children with HIV/AIDS?		

What kinds of emergency management procedures do you have in place? Drills, training exercises, alarm systems?		
Other		

## Focus group interview protocol

In this method, you will be interviewing a few key staff members (if they are available) from the centres. These could be a few of the staff members, some administrators. If staff/caregivers are not available for a focus group discussion, maybe parents/caregivers who might be visiting, and in the real world, with consent, maybe a few older children as well (maybe 6-8 year olds, who you talk with first, and then send away before the formal portion begins). But for this exercise, **let us not interview** the children, since we do not have consent. In your countries, this is also perhaps best done with different stakeholders from different sectors.



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Nominate one member from the group (who can speak the local language and translate for you as well, alternatively, one member interviews, and a bilingual member translates).

Welcome all the participants. It is a good idea to have them introduce themselves and say something about themselves and their involvement in the course, course of study, etc.

The facilitator should introduce the session by saying something like the following:

"Thank you for coming today."

We've brought you together so that we can learn from each other about what is really going on in your centre. This is an open discussion. We want to know what you're seeing, even if it looks bad. That is the only way we are going to learn. Of course, we also want to know where things are going well, but where they are not going well we really need to hear that message.

We are focusing on your experiences in the centre during this month. However, if you have comments or concerns that span a longer time period, please do not hesitate to bring them up. Anything you say here will be held in strict confidence; we won't be telling people outside this room who said what.

AT THE END OF THE FOCUS GROUP BRIEFLY SUMMARIZE THE MAIN POINTS OF THE DISCUSSION. ENCOURAGE SOME GENERAL AGREEMENT BY SAYING SOMETHING LIKE:

"WHAT I HAVE HEARD YOU SAYING THIS MORNING/AFTERNOON WAS ...SUMMARIZE.... DID I SUMMARIZE YOUR THOUGHTS CORRECTLY? IS THERE ANYTHING YOU WOULD LIKE TO ADD OR AMEND?"

THANK EVERYONE FOR ATTENDING.

Questions	Responses	Remarks
Total number of staff regularly working in the center		
Total number of children attending: by age group, by gender and parent income		
Typical caregiver-child ratio		
Number of caregivers in the center		
Number of support staff: nannies, , other support personnel		
What is the highest level of education for the chief administrator?		
What is the highest level of education of primary caregivers?		
How many of these caregivers have had some training in the field of Early Childhood? <ul style="list-style-type: none"> <li>• Pre-service</li> <li>• In-service</li> </ul>		
How many of these caregivers have had any kind of training in gender responsiveness? <ul style="list-style-type: none"> <li>• Pre-service</li> <li>• In-service</li> </ul>		
How is “training” defined in your institution? Months? Years? Certification? Diploma?		
Do you provide ongoing training and technical support for your staff? If yes, in what ways? Is gender responsiveness part of this technical support?		
What do you see as the 3 most important things that you can provide to all children in your centre? What might be some unique needs of girls in your centre? What might be some unique needs of boys in your centre?		
Do you or your staff interact with Government ministries/agencies responsible for ECD? How often? Please describe these interactions. E.g. do you find these interactions beneficial? Do you feel that there is coordination between you and people from the government? What are some areas that could improve? Does the government support your center in any kinds of gender-responsiveness initiatives for your staff?		
What records are required from the child at the time of entry into your center? <ul style="list-style-type: none"> <li>• Immunisation records?</li> <li>• Birth certificate?</li> <li>• Health check up records?</li> <li>• Other?</li> </ul>		

<ul style="list-style-type: none"> <li>Are these records required for both boys and girls?</li> </ul>		
What is the general health referral system that you follow? When a child presents sick, who do you go to first? Please describe the process.		
Sometimes children are very sick and need to go see a health care provider (doctor, nurse, etc.). What things about a child tell you that your child needs to see someone right away? Are there specific health needs for girls in your centre? Are there specific health needs for boys in your centre?		
What do you do when one of the children has a mild case of diarrhea?		
What are the most common kinds of accidents a child has in your center? Has your child ever had an accident? If so, please describe it.  What have you done to protect your child from accidents at the center? (eg staff trained in CPR or first aid, nurse on call etc)?  Is a first-aid kit available?  Is a more comprehensive medical kit available? If so, please describe.		
What kinds of insects or pests around the home are the most likely to cause children to get sick? How do you protect yourself from these pests?		
What provisions do you have in your centre for including children with disabilities?		
What provisions are available for children with HIV/AIDS?		
What kinds of emergency management procedures do you have in place? Drills, training exercises, alarm systems?		
Other		

## Mixed methods

Research has consistently shown that a combination of evidence (both quantitative and qualitative) serves as a powerful medium to advocate for gender equality in education. Some ways in which mixed-method strategies can be used for advocacy include summary reports from international organizations that use both sources of information, engaging in coalitions and partnerships with key players in the community, and participatory strategies, such as action research, where there is “ownership” of process for all stakeholders: traditionally, a big problem in advancing the gender equality argument.



# Crafting advocacy messages

## Section III: Crafting advocacy messages for gender in education: Using qualitative and quantitative evidence in the creation of messages

Just as prioritization of top gender issues in your country, followed by the identification of data sources and gaps (See Sections 1 and 2) are both critical steps in the advocacy process, assessing your advocacy capacity is a related, significant piece of the process.

### Assessing your advocacy capacity

Advocacy capacity refers to the institutional and individual ability or potential to utilize a repertoire of resources, skills and expertise for advocacy efforts. Assessment of these capacities may be done at an individual or organizational level, and may involve calling upon the support of multiple stakeholders and key players in different sectors.

Advocacy capacities can be individual and/or organizational.

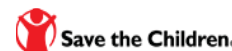
Individual capacities for advocates include the following skills:

- Analytical skills;
- Strategic thinking skills;
- Communication/ influencing skills;
- Social/networking skills; and
- Monitoring and evaluation skills.

Organizational capacities may include the following skills:

- Ability to ensure sustainable advocacy work;
- Ability to plan and manage advocacy;
- Ability to respond to changing policy environment;
- Ability to involve stakeholders in all stages of advocacy; and
- Ability to mobilise members of public.

## Advocacy Capacity



**NOTE:** For each of the 10 capacities listed in the ‘spider-web’, assess your own or your organization’s capacities along a scale of 0-4 (with 0 being the lowest and 4 being the highest). After you have assessed and marked yourself on each of the 10 capacities, draw a colored line (such as the red one here) to give you a sense of where exactly your own or your organization’s/Ministry’s/country’s advocacy capacity lies.

Assessment of advocacy capacities may result in identification of gaps, strengthening of resources, coalitions and partnerships. Both individual and organizational (including national) capacities may be increased through multiple ways: These could be done over time and with experience through learning, sharing and careful evaluations, or through coalitions and strong alliances with key players.

These advocacy capacities can also be developed, increased, bettered and built upon.

### Increasing capacity

- Experience – learning, sharing and reflection:** One of the principal ways in which advocacy capacities can be strengthened is through “experiential” knowledge: Learning, sharing and reflecting both within the organization and outside of it, with key players. This process could also include examining previous reports and consultative documents and encouraging electronic documentation (for easy sharing) within the organization. Sometimes, advocates are engaged in work in contexts such as remote/rural areas where electronic documentation is not possible. In such cases, care should be taken to ensure that staff has the training to document key learnings and observations in paper and pencil at least, which can be shared with other partners in more accessible formats later. It is critical however, for this documentation process to be ongoing, in order to ensure continuous quality improvement in the advocacy process. Particularly in gender in education, such documentations may help assist ongoing efforts to ensure gender equality in diverse contexts: Communities, homes, schools, play etc. In addition, clear documentation can often shed light on cultural barriers that prevent gender equality in the first place, so avenues for advocacy can also be identified.

- **Alliances with other organisations:** Another way to build or increase advocacy capacities is to actively engage in collaborative projects and initiatives with other organizations in the countries. Such engagements could be short-term (e.g. co-hosting or sharing an event or a booth in a national event) or long-term (e.g. Involvement in more long-term research or training initiatives). For example, an organization that engages in efforts to prevent child labor can join hands with an organization that promotes awareness of HIV/AIDS. Common gender-based issues can be identified in both contexts, and powerful advocacy messages can be developed and advanced, with the added effect of speaking in “one voice”.
- **Peer support:** Constructive support from peers and active engagement and teamwork with partners can serve to strengthen advocacy capacities. If planning for advocacy initiatives can ensure a training component in evidence-based advocacy strategies for all personnel, competent groups of advocates can be established, who in turn, can serve as peers and mentors to subsequent generations of advocates. For example, at a national level, if there is initial investment in gender-sensitivity training of a select group of staff from different ministries, these trainees can in turn, serve as trainers for the next generation of “gender in education” advocates.
- **Training, coaching and mentoring in specific aspects of advocacy:** It is the general consensus among researchers and experts in advocacy that training and sound technical preparation are necessary for advocates. Investment in such training and refresher courses on gender may enhance advocacy capacities through familiarity with recent research and databases, and also provide stakeholders with opportunities to interact and network effectively.
- **Effective organisation:** Once objectives are in place, target audiences are identified, evidence is collected, identified and analyzed, messages are crafted and dissemination strategies outlined, it is also critical to manage and organize the advocacy process in realistic fashion. For example, piloting the message on a few target audiences may be a very important strategy that some people in your organization are responsible for, while others work on the actual presentation of the messages. A collaborative and co-operating leadership should also be in place to advance the message.
- **Prioritising and integrating advocacy:** Last but not least, the idea of evidence-based advocacy should be prioritised and integrated in gender initiatives in education. For example, many representatives at workshops in the Asia-Pacific region reported that the biggest resistance statement that they face in the countries usually is “we have no gender issues; we have achieved gender parity in our primary classrooms”. Prioritising gender advocacy may, in this context, mean awareness-raising on the differences between gender parity and gender equality, and also the notion of keeping gender responsiveness in all aspects of education (including quality of education, governance decisions etc) and not just in access related issues.

**Reference:** Sisson, S. (2009). *Advocacy in Action*. Presentation, *South Asia Regional Workshop on Evidence-based Advocacy for Early Childhood*. Dhaka: Bangladesh, October 27. 2009.

Now that we have identified the underlying processes in identifying evidence and building from that evidence base, and assessing our advocacy capacities, we now move on to how to take this evidence and craft it into meaningful advocacy messages.

Readers may recall from Module 1 that the advocacy process including crafting messages involves the following key steps:

- Identify advocacy issue through situational analysis and assessing advocacy capacities (described in module 1);
- Set goals and objectives;
- Analyze policy process;
- Identify targets and influentials ;
- Develop messages; and
- Disseminate messages.

The next step in the process of crafting messages is:

**Analyze policy process:** In analyzing a policy process, a thorough understanding of key policy players and the country’s political environment and climate is critical. No two countries in the world formulate policy in exactly the same way; furthermore, this process may not be clear or transparent! The process itself could be informal, through conversations with key personnel, or in the context of other meetings. However, an understanding of the context in which the advocacy messages will be taken forward continues to remain a critical element in the process.

The next step in the process is identification of targets and target audiences: In assessing the target’s interest in your issue, for each target and influential, assess:

- What do they know about the advocacy issue?
- What is their attitude towards the issue? What do they believe?
- What do they care about? (even if it is not related to the issue)
- What will influence them to change?

After a situation analysis, organizing our evidence, identifying the context, the goals and objectives of our messaging, and the target audiences, we are now ready to actually develop messages.

## Development and crafting of messages

**It is here that we must remember the ‘Power of Data’. Data are not just numbers...But a story waiting to be told.**



## Where to begin? How do we move from evidence to messages?

- Understand first what the numbers reflect – What kind of story is the data telling you? It is critical to understand what data are telling us, and be careful about specific conclusions. At the same time, it is important to state implications boldly.
- Identify what needs to change (politically, economically, culturally) to fix the situation.
- Set objectives: Make sure your communication and advocacy objectives are in-line with your programme objectives so they are mutually supporting.
- Now you know what the problem is and what needs to be done to fix it. So what next?

For example, the data may indicate a strong association between Vitamin A supplementation and increased school attendance in girls. But, in the absence of controlled experimental data, it is important to state this as an association, and not as a cause-effect relationship.

Therefore, it is appropriate to say: Increasing Vitamin A supplementation is associated with increased school attendance, or “Higher school attendance for girls was also noted in schools where Vitamin A supplementation was introduced”. This is accurate and reflects the situation without proposing that Vitamin A was the cause of increased school attendance.

It is NOT appropriate to say “Introducing Vitamin A supplementation resulted in increased school attendance for girls”, or “Vitamin A deficiency is the cause of decreased school attendance”.

The next step is to craft a key message. A key message is the overarching, summative response to the problem. It should be unambiguous, compelling, brief and simple.

### What is a key message?

A key message is the driving force behind how you are perceived by an audience. It is akin to your brief response when someone asks you what you do. If you cannot communicate a clear, concise and compelling answer in less than one minute you risk losing the other person's attention, interest or support.

Sometimes a message is about one thing: *Educated girls are ‘agents of change’.*

Broader statement:

*The benefits of educating girls has a ripple effect as they are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; more likely to send their children to school; and better able to protect their children from malnutrition, AIDS, trafficking and sexual exploitation.*

The message is the overarching theme that holds an entire campaign together. Of course, it is not easy to reduce complex issues facing the world's children to one simple statement. But it has been done, because overly complex and technical messages do not get attention. Simple and direct messages have great power to attract attention to your cause. Once we have attention, we have many more opportunities to explain the message in detail.

## Framing the message

- **Primary Message** – The primary message is the most universally compelling statement to all audiences (e.g. *It is possible to eradicate polio*). For further explanation and when a particular audience needs reinforcement, a primary message is often supported by secondary messages.
- **Secondary Messages** – Secondary messages often explain how the objectives of the primary message will be met. There may be several secondary messages tailored to the specific needs of an audience.
  - Tap into the audiences priorities, values, concerns, language.
  - Give relevant human examples.
  - Choose the right medium and timing.
  - Include “the what you can do”.
  - Base it on evidence.

Evidence must be reliable, relevant to the target community: Therefore, it is vital that data are translated into an understandable body of evidence that can then be meaningfully communicated as a powerful message, to the target audience.

For example, evidence about the problem in your community, the problem’s scale and severity, the impact of the issue on children’s lives and possible solutions – what works, or what ideas can be tested, can be presented in a way that is compelling to the audience through case studies, scientific studies and pictures

In sum, there are some key points to remember about crafting advocacy messages:

- 1. Define your goal**
  - Without a clearly defined goal, you cannot develop a clear, concise and compelling message.
  - Part of defining the goal is understanding whether the goal is achievable and what resources might be needed.
- 2. Identify your audiences**
  - It is critical to Know Your Audience. Your goal will help determine your audience.
- 3. Understand your audience**
  - All audiences are different. You have to find out what motivates them and what may hold them back from supporting the goal.
  - You must also understand the best way to reach the audience. With your advocacy partners, brainstorm about all the potential audiences at a local, national and international level that can have an impact gender in education and what some of the ways are to reach them with your message. You can also brainstorm about the format or medium of communication and possible channels of communication to use.
  - Frame the message for different audiences.
- 4. Ask yourselves the following questions about your target audiences:**
  - What do they need to know?
  - Why should they listen?
  - What affects/is important to them?
  - Why should they take action?
  - What action do you want them to take?

5. **Then tailor your core message, paying attention to:**
  - What you say: ideas and arguments;
  - How you say it: language, style, format;
  - Who says it: messenger; and
  - When, where and how you deliver it.
  
6. **Keep it simple. Be concise.**
  - It is important to be very concise in your messaging and to keep it simple. Once you have their attention you can go deeper.
  
7. **Be persuasive. Combine the rational and the emotional.**
  - Many people believe something only when they see proof in the form of facts. Others need to believe in something before they acknowledge the facts.
  - Your messages need to balance the rational with the emotional to capture both hearts and minds.
  
8. **Determine the primary message.**
  - This is the one message that is clear, concise and compelling and appeals to the broadest audience.
  - Make it simple!
  
9. **Create secondary messages for each of your audiences.**
  - Prioritize your secondary messages according to the priorities of your target audience.
  
10. **Write it all down to get everyone on message.**
  - The process of setting your messages onto paper helps people to speak in one voice. Distribute messages into talking points that each individual and group can use.
  
11. **Do not use jargon in your messages.**
  - Speak to people in their language not yours.
  - Keep the message simple and brief!



# Dissemination and mobilization

## Section IV: Dissemination and communication of advocacy messages for gender in education

We have examined what advocacy is, what some theoretical models of advocacy are, what are some kinds of evidence that we can use to advance advocacy for gender in education, and how to craft messages using all this information. We now turn to the process of disseminating and communicating the crafted advocacy messages upwards to policymakers, and downwards and laterally to key stakeholders and other players in communities, schools, families and other contexts.

### Dissemination

Disseminating a message can be done using a wide variety of contexts and platforms. Advocates of gender equality in education can use a wide variety of advocacy opportunities including political or social events such as conferences, workshops, commemorative days observed by international organizations and government agencies, consultations, celebrity visits and reporting events and processes.

### Using advocacy opportunities

As mentioned before, there advocacy opportunities may present themselves in a wider variety of ways: Using these innovatively may help facilitate the advocacy process.

In order to utilize existing advocacy opportunities, we need to plan strategically to build on key social or political events related to your advocacy issue during the decision-making period.

While doing this, it important to bear in mind:

- Who has power at different stages of the process?
- How can you involve children of both sexes in advocacy?
- Examples of advocacy opportunities are usually relevant social or political events and might include:
  - Conferences;
  - Workshops;
  - International Women’s Day, World Day against Child Labour;
  - Consultations on major policy reviews – e.g., Poverty Reduction Strategy Process;
  - Celebrity visits;
  - Reporting platforms pertaining to the UN Convention on Children’s Rights; and
  - Other international instruments and reporting processes.



What makes a good advocacy opportunity? Be selective, concentrate your efforts where:

- The timing is right in the decision-making process – and you can influence decisions;
- Decision-makers have a vested interest in the outcome;
- There are chances to network and meet influential people;
- There are opportunities for media attention to alert the public;
- There's an opportunity for children to both sexes to present their views; and
- The agenda is not too crowded.

Just as contextual analysis is key to the crafting of messages, it is key to dissemination as well. Some important questions to identify include:

- Who is the target audience for your evidence-based message? Policymakers? The “public”? If yes to either of these questions, which policymakers? Who are “the public”?
- Who are you trying to influence?
- Who are their main constituencies?
- Which groups do you need to reach?

Based on your target audiences, you can then use or create platforms such as:

- Conferences;
- Symbolic actions – demonstrations;
- Mass communications – posters, TV;
- Letter-writing ;
- Podcasts; and
- Web-based discussions.

If your advocacy is directed at implementing policy, prior to engaging in dissemination efforts, it is important to analyse budgets and staffing, the political context: leadership, resources, corruption levels, imbalances in allocating resources, nodal ministerial structures, identification of key and sympathetic players in relevant ministries, evidence on benefits of gender responsiveness in key ministerial agendas.

### Mobilising support from policymakers

If the target audience includes policymakers, after contextual analysis is complete, mobilisation of support from key personnel in relevant ministries and government departments begins. Evidence for gender indicators directly impacting relevant agendas should be emphasized in the dissemination strategy. Mobilisation of legislators and other key players also plays a very important role. Testimonies from stakeholders in public meetings where key legislators are present and/or invited, “real-life” stories and verbal accounts from affected parties, visual and auditory materials such as podcasts etc can all serve to influence legislators. Another critical strategy in mobilising such support is identifying and utilizing some key advocates or “champions with high ability to garner support on an issue. In all these efforts, using evidence from one initiative may also help in advancing the issue in another developmental period, or in a related area of education.

For example, if gender budgeting has been shown to have had an impact on survival rates in primary education, this evidence can be used as a convincing backdrop for advocacy for gender budgeting in ECCD programs as well. In this scenario, using the most powerful data along with testimonies from stakeholders may have a more powerful impact on legislators.

## Lobbying decision-makers

Lobbying involves communication with decision-makers and influentials. It is an opportunity to listen to them, develop a relationship, and is aimed at educating and convincing them to support and advance your agenda. Again some key points to bear in mind, as you engage in lobbying, include:

The primary targets of lobbying are the people with the power to influence a policy change on your issue. Successful lobbying and persuasion is about building relationships, listening to officials and collecting their thoughts and perspectives and providing them with something they can use.

Once the message is strategically developed for advocacy toward policy makers, ensure completion of a detailed evidence-based advocacy proposal with a coherent strategy and specific objectives and goals, in simple but convincing language. The advocacy message can then be carried forward through a wide variety of strategies including meetings with relevant key players, and PowerPoint/audio-visual presentations by trained personnel that cover:

- Objectives of advocacy initiative - rationale for why policymakers should go forward with this initiative (eg some other strategy may have identified gaps, and this initiative may be filling that gap, or other countries/regions/ministries have successfully implemented such a strategy);
- Key evidence (one or two tables, graphs, charts or maps that are powerful);
- Strategies for advancing the advocacy initiative: How do you propose to go forward with this agenda?;
- Powerful anecdotal evidence: Interviews with stakeholders, narrations from the field etc;
- Audiovisual aids such as photos, videoclips etc; and
- Concluding statement: What exactly do you want the policymaker to do.

## Mobilising support from the public

Once the contextual analysis is complete, brainstorming and identification of different ways to mobilise support from the public, should also be completed. This can take the form of:

- Individual meetings;
- Workshops;
- Media;
- Large-scale campaigns; and
- Campaigning is the process of creating and mobilising public pressure for the desired changes in policy, practice or behaviour through bringing together lobbying, networking, media and involvement of people.

Mobilising the public: When is public mobilisation necessary for advocacy?

- To influence decision makers through public pressure.
- To influence public attitudes, norms and practices and build up support for change (to ensure policy is implemented).

## Engaging children of both sexes in advocacy

Why should children of both sexes participate in advocacy?

- Both boys and girls are actors in their own development, not passive recipients.
- Girls and boys have the right to influence decisions that affect them.
- Involving children of both sexes helps deliver better decisions for children-more relevant, better solutions.
- Girls and boys benefit from participation – skills, power, confidence, enjoyment.
- We ensure that their interests are central and their voices are heard.

Inclusion of children of both sexes can provide opportunities for analysis of barriers to effective child participation

### **From the children’s perspective...**

- Boys and girls may not be equally/similarly informed on issues that affect them.
- They are unaware of what advocacy is and how they can be involved.
- They can’t access decision-making processes.
- They lack the capacity to engage.
- Barriers to effective child participation.

### **From the adults’ perspective, several barriers may exist in our planning and implementation of advocacy**

- Lack of understanding of what we mean by participation.
- Lack of time, skills and resources to do it properly.
- Adults’ attitudes towards gender and boys and girls in the community.
- Gender roles and status in society: In some communities, girls may not be consulted in key decisions, in others, boys may not be included in the dialogue.
- Gender equality, in general, may not be seen as a priority.

### **How can we help both boys and girls participate?**

- Know when to intervene with support and when to encourage growth and development.
- Recognize the stage of development and maturity of the children involved and which approaches will work best for them; For example, with younger children, we may want to use art, puppets, theatre and other educational strategies to promote their participation; and with older children, we may wish to use peer-supported engagement, use of focus groups, published resources etc to ensure their participation in the advocacy process.
- Make adult partners aware of gender-responsive child participation in advocacy, its importance and how to support it.

### **How can we start involving children?**

- Regard both male and female children as stakeholders.
- Build on what you already have (children’s clubs, etc).
- Create acceptance of participation from both sexes.
- Work with adults in the community.
- Create space for learning from experience and improving.
- Focus on ethical practice – non-discrimination, accountability.
- It’s never too late to start!

## **Challenges to advocates**

- To advocate is to engage. Frustrations should not limit advocacy efforts.
- Bring in the knowledge. Legislators don’t always have the time to update themselves regarding new information and research.
- Reach out to other networks, strengthen coalitions with advocates. Members of the media, academia, religious, communities, professionals should be viewed as allies.
- Comprehend full legislative advocacy. Legislation is not just about passing bills, it includes oversight and budget allocation.
- Sectoral partnerships and coalitions: There is an increasing recognition that narrow, single-organization efforts are less effective than broad, multi-sectoral coordination processes in advancing evidence-based advocacy efforts. Strong partnerships and coalitions between governments, NGOs, CSOs, universities and academic institutions, and more recently, enlisting the private sector, either under the umbrella of Corporate Social Responsibility (CSR) or as key donors, are widely seen as effective mechanisms for advancing gender equality.

## **General corporate social responsibility messages**

- It is imperative that companies practice social responsibility to uphold their reputations, instill trust among stakeholders, and sustain the environments and communities in which employees live and work.
- No single company, NGO, or government organization can tackle all of the social issues that need attention; however, a private company has the potential to make an impact on a specific cause that will

benefit from the company's particular knowledge and experience and, in turn, will provide value to the company and its stakeholders.

- A commitment to citizenship is a strong expression of a company's dedication to the future of its stakeholders' communities.

UNGEI (NY) has recently come up with concrete suggestions for engaging the private sector.

### Financial rationale for investing in girls' education

- Educated women are better able to support their families and make informed spending decisions. They also are better poised to be key decision-makers in their families and communities.
- Knowledge is an asset that provides individuals and communities with significant and continual returns. Supporting girls' education today raises the bar for the leaders of tomorrow; it is an investment that helps secure the future of our world one child at a time.
- Girls' education has cascading benefits, including helping to decrease poverty, prevent disease, eradicate violence, and deter political instability.
- Businesses need a healthy society to be successful. Girls' education paves the way for safer, healthier, more prosperous communities in which families are better-poised to be economic decision-makers.
- Better education for girls today means more women will be qualified as business leaders tomorrow.
- Investing in girls' education can build corporate reputation by positioning a company as the leader in a cause with far-reaching, sustainable benefits.
- The private sector has a vital role to play in improving the wealth and vitality of a region. An investment in girls' education can be the catalyst for change in communities.
- The wide range of CSR opportunities surrounding girls' education allows companies not only to provide funding for a mutually beneficial cause but also to become engaged on a more personal level.
- Girls in developing countries are one of the most disadvantaged and underserved populations, but they also hold the most potential as future business leaders, employees, mothers, and household decision-makers.

### Sample messages from UNGEI

- The **MULTIPLIER** effect or the **RIPPLE/ SNOWBALLING/KNOCK-ON/CASCADING** benefits of girls' education.
- Putting a girl in school **dramatically changes the direction of her life**. It **resets the compass** for her future family.
- It changes the **direction of the road** she'll walk on for the rest of her life.
- It's a helping hand that keeps helping.
- The benefits of education are passed from mother to son or daughter down the generations, like a treasure, a new language, or a valuable heirloom. And it can be divided among children and never loses its value.
- An educated girl becomes a more capable mother – she can read instructions on medicine bottle. One girl in school today means many babies may thrive one day.
- It's not just an education, it's a future family and a community prospering. It is a catalyst for social development and economic growth: it not only makes sense for the girls but for the wider society in which she lives.
- Getting girls in schools lifts everyone up.
- Girls' education is a cornerstone of development/a foundation for future prosperity.
- Girls' education is an investment that pays off: **FACT: For every additional year of education beyond primary school, a woman's potential income increases by 15 per cent.**



VIE AI00182 © UNICEF/VIE AI00182/ JIM HOLMES

## Girls' education-specific messages

More than half of children who are not in school are girls. Barriers to girls' education include school fees, additional expenses such as uniforms and books, cultural value of marriage over education, cultural priority of male over female children, violence against girls in schools, school pregnancy policies, poor school conditions, and unequal treatment of girls in the classroom.

Educating girls has cascading benefits:

- Girls who receive quality, basic education are more empowered and better prepared to protect themselves against violence, abuse, exploitation and trafficking, and are less vulnerable to disease, including HIV/AIDS;
- Educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; more likely to send their children to school; better able to protect their children from malnutrition, HIV/AIDS, trafficking, and sexual exploitation; and more likely to contribute fully to political, social and economic development;
- Reducing the gender gap paves the way for a more democratic, balanced, and stable society;
- Early childhood education for boys and girls can help promote gender equity and change the roots of discrimination and violence against girls and women; and
- For every additional year of education beyond primary school, a woman's potential income increases by 15 percent. Giving girls one additional year of schooling would save as many as 60,000 children's lives in a typical developing country.

## Tailored messages by industry

- **Technology & electronics**
  - [Insert company name] has the infrastructure to help improve education through the use of technology. Better technology in schools puts children in developing countries on par with those in more developed school systems, allows them to have new and different experiences, and connects them to information that is vital to the health and prosperity of their community.
  - Introducing technology early in the educational process helps train children for future professions that will undoubtedly rely on modern technology.
  - Increasing the proportion of females in the technology industry can help promote gender equality and close the employment gap between men and women. The roots of this effort begin in childhood education.

### Finance & banking

- Education is the cornerstone of a financially stable community in which consumers are able to contribute to the economy.
- Education helps girls and women escape the cycle of poverty by allowing them to fully participate as active members of their community.

### Gas & energy

- Young women in [insert location of company's operation] are not receiving the education they need to protect themselves from violence, HIV/AIDS, and sexual exploitation, and to end the cycle of poverty in which they are trapped.
- The fact that so few girls receive a basic, quality education is not a distant problem; it's a reality that pervades the communities in which your employees live and work.
- Better education for girls in [insert location of company's operation] can help stabilize the economy in that region.

### Consumer goods/food & beverage

- Girls who receive a quality education today are more likely to be prosperous in the future. They will have the spending power to buy products that are important to their health and hygiene that they might not have purchased in the past due to cost.
- By nature of its merchandise, [insert company] has the ability to make in-kind donations that directly benefit girls' education. [insert further detail depending on the company's products]

- The food and beverage industry has an even greater opportunity to make an impact than other lines of business. In an environment of scrutiny and distrust, these companies can demonstrate a commitment to the health and nutrition of their consumers, particularly children. Investing in nutrition education in schools in developing countries is an ideal opportunity to uphold corporate reputation.

#### **Health care & pharmaceutical**

- For health care companies, social responsibility goes beyond reputation—it's an obligation. [Insert company]'s deep knowledge of health issues affecting the world today, coupled with the means to make meaningful in-kind donations, make it an ideal partner for improving girls' education.
- Education and health are closely intertwined. Educated women are less likely to die in childbirth; more likely to have healthy babies; less vulnerable to disease, including HIV/AIDS; and better able to protect their children from HIV/AIDS.
- Better education will help women and their families make better use of health products and services. They will understand the importance of certain health measures and will know how and when to take medication. Thus, improving education in impoverished countries has the potential to alleviate public health burdens in those areas.

[**Note:** all statistics are from materials provided by UNICEF, as well as the United Nations Population Fund, the International Food Policy Research Institute, and UNGEI].

Reference: The Communication for Education and Gender Equality Group (CEGE Group), Division of Communication, UNICEF NY-HQ, 2008-2009.

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## Recommended websites

1. Toolkit for working with men and boys. <http://toolkit.endabuse.org/Home.html>, retrieved on Dec 10, 2009
2. The Teachers' Guide Series of the academy of Motion Picture Arts and Sciences, <http://www.oscars.org/education-outreach/teachersguide/index.html>
3. UNIFEM Publications, <http://www.unifem.org/materials/>
4. UNICEF Publications, <http://www.unicef.org/publications/index.html>
5. UNGEI Publications, <http://www.ungei.org/resources/1612.html>
6. UNESCO Bangkok Publications, <http://www.unescobkk.org/education/appeal/programme-themes/gender/resources/>
7. UNDP Publications on Gender: <http://www.undp.org/women/publications.shtml>
8. WHO on gender: <http://www.who.int/gender/documents/en/>

9. World Bank publications on gender: [http://publications.worldbank.org/eccommerce/catalog/simple-search?has\\_results\\_p=1&search\\_type\\_to\\_pass=title&search\\_text=gender](http://publications.worldbank.org/eccommerce/catalog/simple-search?has_results_p=1&search_type_to_pass=title&search_text=gender)
10. Oxfam: <http://publications.oxfam.org.uk/>
11. Save the Children: <http://www.savethechildren.org/publications/>
12. Plan International: <http://plan-international.org/about-plan/resources/publications>
13. Commonwealth Secretariat: <http://publications.thecommonwealth.org/>
14. Specific publications on gender issues: <http://publications.thecommonwealth.org/gender-33-c.aspx>
15. Specific Publications on education: <http://publications.thecommonwealth.org/education-24-c.aspx>
16. Aga Khan: <http://www.akdn.org/publications.asp?agency=AKDN#AKDN>
17. Promundo website, NGO in Brazil, engaged in gender advocacy: [http://www.promundo.org.br/352?locale=en\\_US](http://www.promundo.org.br/352?locale=en_US)
18. Women's Association for Christian Communication (WACC): Mission Possible: A Gender and Media Advocacy Toolkit. <http://peacewomen.org/un/ngoadvocacy/1325Tools/Module6.pdf>, Retrieved on May 5, 2010.
19. UNGEI at 10 report: A Journey into Gender Equality in Education (UNGEI, 2010) - [http://www.ungei.org/resources/1612\\_2480.html](http://www.ungei.org/resources/1612_2480.html)
20. Images of Girls and Girls' Education: Reviewing and Rethinking (UNGEI, 2009) – [http://www.ungei.org/resources/1612\\_2092.html](http://www.ungei.org/resources/1612_2092.html)
21. Dakar Declaration on Accelerating Girls' Education and Gender Equality (adopted at the UNGEI global conference, "Engendering Empowerment: Education and Equality" in Dakar, May 2010 - [http://www.ungei.org/index\\_2527.html](http://www.ungei.org/index_2527.html)

**Find out more about girls' education**

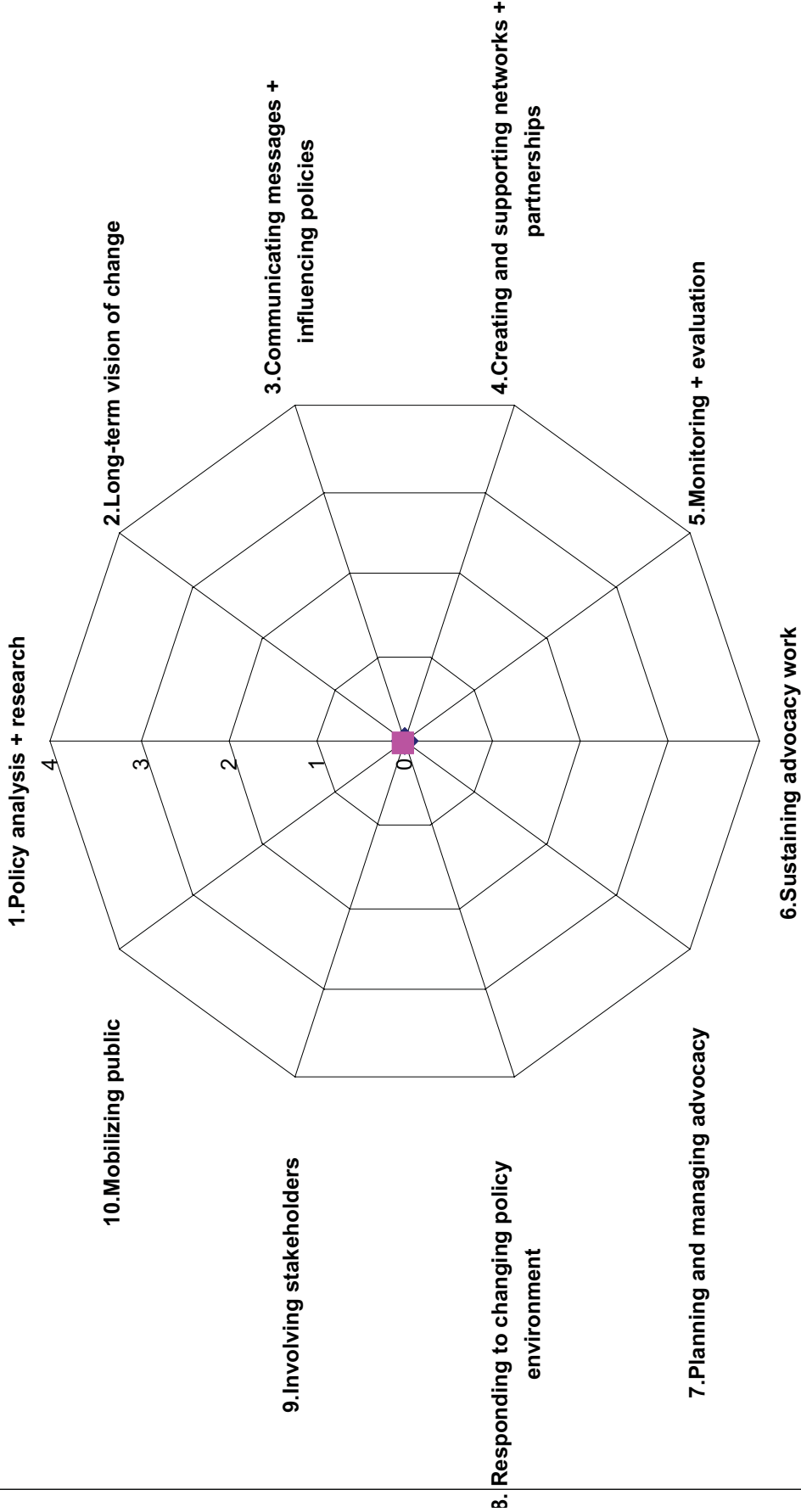
1. Academy for Educational Development – <http://www.aed.org/Topics/Education/International/GirlsEducation.cfm>
2. Aga Khan Foundation – <http://www.akdn.org/>
3. Africa Network Campaign on Education for All (ANCEFA) - <http://www.aed.org/Topics/Education/International/GirlsEducation.cfm>
4. American Institutes for Research – <http://www.air.org/focus-area/education/>
5. Asian South Pacific Bureau of Adult Education (ASPBAE) – <http://www.aspbae.org/>


6. Campaign for Female Education (CAMFED) - [http://us.camfed.org/site/PageServer?pagename=home\\_index&cvridirect=true](http://us.camfed.org/site/PageServer?pagename=home_index&cvridirect=true)
7. Canadian International Development Agency (CIDA) - <http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/home>
8. CARE - <http://www.care.org/careswork/whatwedo/education/index.asp?>
9. Cisco – <http://www.cisco.com/web/about/citizenship/index.html>
10. Commonwealth Secretariat - <http://www.thecommonwealth.org/>
11. Danish International Development Agency (DANIDA) - <http://www.um.dk/en>
12. Department for International Development (DFID) - <http://www.dfid.gov.uk/>
13. Education Development Center - <http://www.edc.org/>
14. Education for All – Fast Track Initiative - <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20278663~menuPK:617564~pagePK:148956~piPK:216618~theSitePK:282386,00.html>
15. Global Campaign for Women and AIDS –<http://womenandaids.unaids.org/>
16. Forum for African Women Educationalists (FAWE) - <http://www.fawe.org/>
17. International Labour Organization (ILO) – [www.ilo.org](http://www.ilo.org)
18. International Rescue Committee – <http://www.theirc.org/>
19. Norwegian Agency for Development Cooperation (Norad) - <http://www.norad.no/>
20. OXFAM International - <http://www.oxfam.org/>
21. Plan International - <http://plan-international.org/what-we-do/education>
22. Save the Children Alliance - [http://www.savethechildren.net/alliance/what\\_we\\_do/education/index.html](http://www.savethechildren.net/alliance/what_we_do/education/index.html)
23. Swedish Agency for International Development Cooperation (Sida) - <http://www.sida.se/English/>
24. United Nations Educational, Scientific, and Cultural Organization (UNESCO) - <http://www.unesco.org/en/gender-and-education/>
25. United Nations Girls' Education Initiative (UNGEI) - [www.ungei.org](http://www.ungei.org)
26. United Nations Population Fund (UNFPA) – [www.unfpa.org](http://www.unfpa.org)
27. United Nations Children's Fund (UNICEF) – <http://www.unicef.org/girlseducation/index.php>
28. United Nations Programme on HIV/AIDS – <http://www.unaids.org/en/default.asp>
29. U.S. Agency for International Development (USAID) - <http://www.usaid.gov/>

30. World Bank –  
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298916~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386,00.html>
31. World Education - <http://www.worlded.org/WEInternet/>
32. World Food Programme (WFP) – <http://www.wfp.org/>
33. World Learning - <http://www.worldlearning.org/17680.cfm>
34. World Vision International - <http://www.wvi.org/wvi/wviweb.nsf>

This blank 'spider-web' template can be used to conduct your own self-assessment.

# ADVOCACY CAPACITY SELF-ASSESSMENT





**East Asia and Pacific Regional UNGEI partners:**

Asia South Pacific Association for Basic and Adult Education (ASPBAE), Baha'i International Community, Commonwealth Secretariat, CARE, Education Development Center (EDC), International Labour Organization (ILO) Regional Office for Asia and the Pacific, Oxfam Great Britain, Plan Asia Regional Office, Room to Read, Save the Children, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, Joint United Nations Programme on HIV/AIDS (UNAIDS) Regional Support Team – Asia Pacific, United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), United Nations Educational, Scientific and Cultural Organization (UNESCO) Asia-Pacific Regional Bureau for Education, United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF) East Asia and Pacific Regional Office, United Nations Development Fund for Women (UNIFEM) East and South-East Asia Regional Office, United States Agency for International Development (USAID), and World Vision Foundation of Thailand.

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[www.unicef.org/eapro](http://www.unicef.org/eapro)