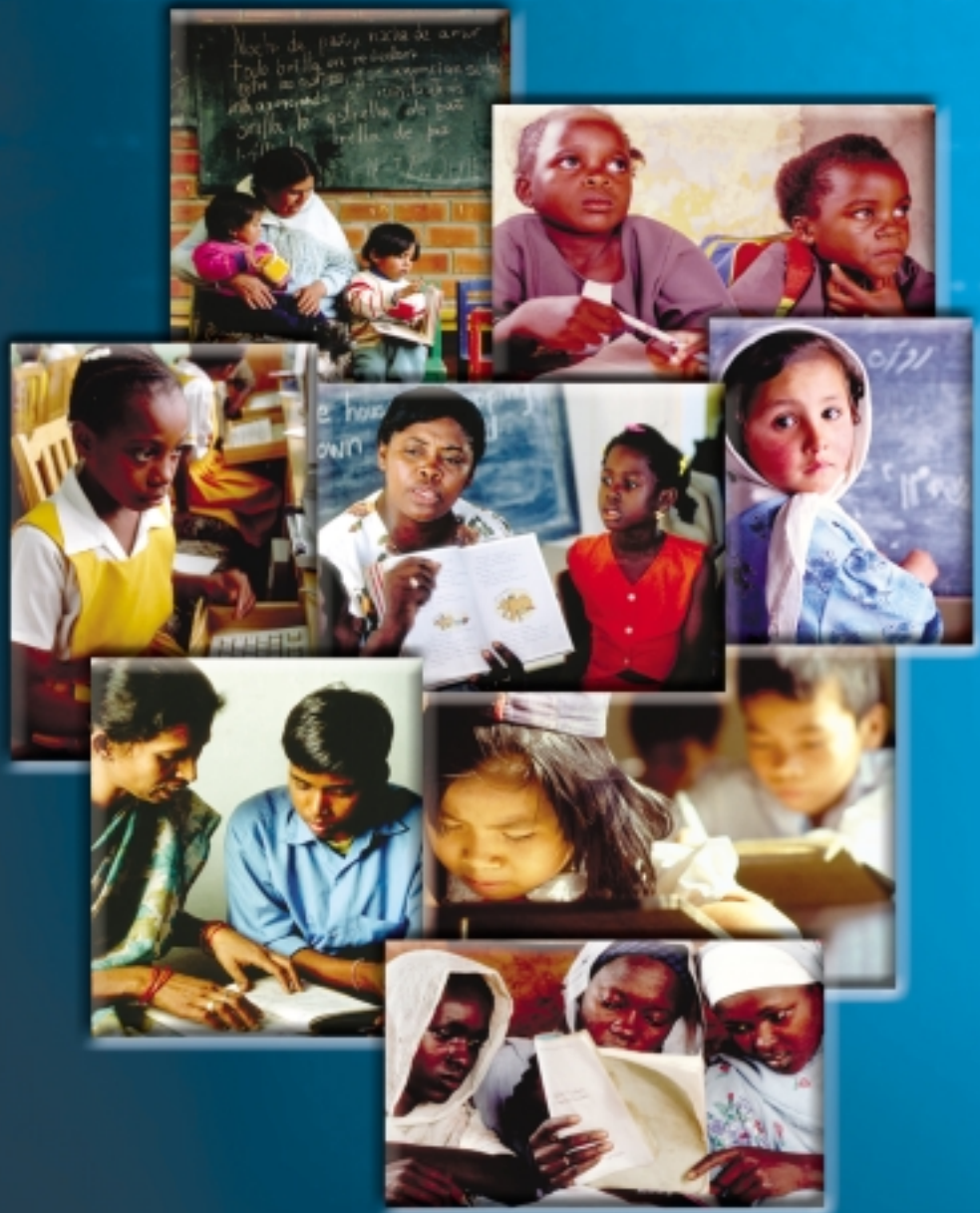




Canadian International
Development Agency

Agence canadienne de
développement international

Educating Girls



A Handbook

Canada 

Educating Girls

A Handbook

A basic reference guide for CIDA staff
in Canada and in the field

Canadian International Development Agency

2003

The education team would like to recognize the contribution made by the many CIDA staff and consultants who wrote and edited this guide. Special thanks go to CIDA's education and gender specialists who gave their time generously to ensure we produced a relevant document of high quality.

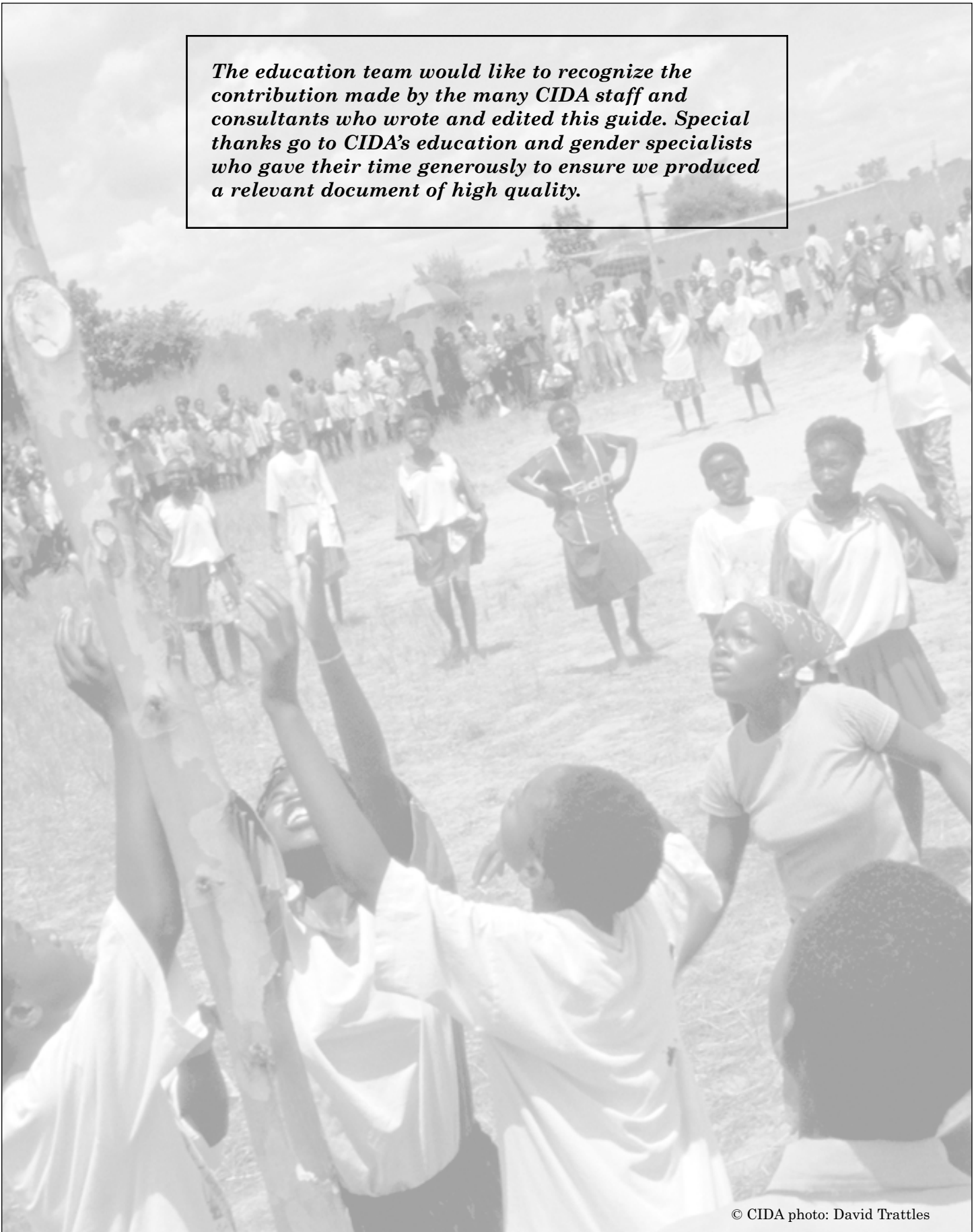


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INTRODUCTION

Educating Girls: A Handbook is part of a knowledge series on education for development intended as tools or resources for CIDA staff in Canada or in the field. Our intent with the series is to make resources available, in straightforward language and a readable format, that provide basic reference materials on various aspects of education for development.

Why a handbook? And who is it for?

The handbook is meant to provide support for field staff, project officers, project team leaders, and project directors in implementing *CIDA's Action Plan on Basic Education*.

Educating Girls: A Handbook is aimed at assisting CIDA staff in understanding and addressing critical issues related to girls' education. It emphasizes CIDA's strong agenda on girls' education as part of its Education for All (EFA) commitment to eliminating gender disparities in education by 2005, and ensuring access to free and compulsory primary education for all by 2015.

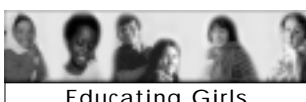
At the core of this document is the recognition that there is a need for practical tools to guide planning, monitoring, and evaluation in an area that is relatively new for many staff. In focusing specifically on one area that is still of major concern in most countries receiving donor aid—girls' education, an area that includes attention to finance, policy, empowerment and the promotion of human rights, women teachers, sexual violence, masculinity, education management, and HIV/AIDS—the document is an important primer for CIDA staff to assist them in working with consultants, project managers, and ministries in partner countries.



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We anticipate that the ideas and concepts contained in this education knowledge series can form the basis for evaluating proposal documents, work plans, and reporting and monitoring at both the institutional and project levels. It can also help prepare staff for dialogue and discussion in the following contexts:

- With ministries within the various partner countries, and in particular, with ministry personnel who are occupying “gender desks” within the overall organizational structure.



- In global and working groups that are already addressing specific areas of schooling, e.g. the UNESCO working group on teachers, girls, and schooling, and UNICEF's Girls' Education Movement.
- As part of country sector-wide approaches (SWAps) focused on education.

What is not in this handbook?

This handbook is not intended to be the "be all and end all" source on educating girls. Indeed, vast numbers of publications in various aspects of educating girls are widely available and should be consulted for greater understanding of the issues and for assistance in implementation at the country level. A number of useful references have been provided in this handbook as a starting point.

This guide does not attempt to fully address the wider agenda of gender equality in education. It was however written with the valuable support and contribution of CIDA's gender specialists who recognize this issue as an integral part of the gender equality agenda. We are committed to mainstreaming gender equality in CIDA's education policies and programming. We also acknowledge the need for CIDA to explore this issue in greater detail, including documenting its own programming experiences.

It does not address the specific issues unique to boys' education. Throughout the handbook, however, we advocate the benefits of education for all, and maintain that educating girls brings benefits to boys and society at large. The fact is, however, that boys have greater access to education in most of the world, thus a handbook that focuses specifically on the issue of educating girls is fully warranted. We recognize that the advantage boys have is not

universal—the Caribbean offers one such example—and we hope to address this issue in a future handbook.

Finally, this handbook does not discuss the issues that are specific to educating girls in non-formal schooling. Much learning from an early age takes place outside of formal classrooms and schools in several dimensions of an individual's life. We recognize this fact. Many of developing countries, however, have plans to reform and strengthen their formal education systems with a particular focus in the near future on primary education. CIDA's programming and assistance in education will likely reflect this focus of the developing countries, and consequently, this handbook should prove to be helpful.

Why we need your feedback

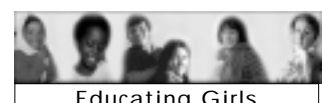
We intend to revise this handbook based on feedback from CIDA staff in Canada and in the field. We also intend to develop further resources in gender equality in education that look at other issues that would be useful to CIDA staff in implementing *CIDA's Action Plan on Basic Education*.

Please send us your comments and suggestions on this handbook and future editions by e-mail to EdNetCoordinator@acdi-cida.gc.ca. A feedback form is also provided at the back of this handbook for your use.

WHY IS GIRLS' EDUCATION SO IMPORTANT?

Placing girls' education in context

Nearly two thirds of the world's 113 million out-of-school children are girls. This number worsens considerably in times of conflict, social



crisis, and natural disasters; and girls tend to suffer the most at these times. There are large variations among regions, with the widest gaps existing in sub-Saharan Africa, South Asia, the Middle East, and North Africa. In Latin America, however, girls generally have higher enrolment rates than boys. The numbers within countries also vary depending on geographical location. In rural areas, for example, the number of out-of-school children is often much higher than in urban areas, with the majority of those children being girls.

Gender discrimination remains an overriding factor in prohibiting girls from enjoying the same educational rights as boys; however, a number of other factors play a critical role in whether families decide to send their daughters to school, including:

- Poverty and limited employment opportunities for girls.
- Cultural practices and traditions
- Exclusion of pregnant adolescent and young mothers.
- Schools too far from home.
- HIV/AIDS pandemic.

Even when girls make it to school, it is difficult to retain them because of the poor quality of the education they receive and the fact that the education system often does not meet their gender needs. These are some of the challenges girls have to face in the school system:

- Teachers, curricula, textbooks, and classroom interactions that reinforce gender stereotypes.
- Sexual harassment and insecurity.
- Inappropriate school facilities.

See page 28 for additional resources on barriers to girls' education.

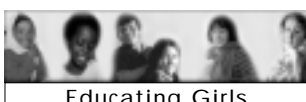


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Basic education is important for all

Basic education is key to improving the quality of life of the individual; in facilitating the fulfilment of his or her rights; and in contributing to human, social, and economic development. It gives the highest rate of return on any social investment. Education contributes to improving people's lives and reducing poverty through multiple pathways, including:

- **Family health.** Education, particularly of girls and women, has a direct impact on family health. It contributes to a better understanding of choices for reproduction and the realization of the right to have the highest attainable standard of health, and it substantially reduces child mortality rates.



- **Personal development.** Education enriches the lives of individuals both through heightened awareness and the pleasure of knowledge, and through the empowerment, dignity, and sense of self-worth that accompany education.
- **Social development.** Education strengthens social cohesion and good citizenship. It gives people better opportunities for participation, empowerment, and equity. Educated children have a much greater chance of

Mapping recent international commitments to girls' education

- **1990 – The World Conference On Education For All** (Jomtien) resulted in a plea for the international community to rally behind a single global initiative to reduce illiteracy and make basic education more accessible. A commitment by 155 governments for "meeting the basic learning needs of all" included an emphasis on "improving the quality of education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated."
- **1990 – The Convention on the Rights of the Child** made the right to education for all children international law. It obliges States Parties to ensure that each child—boy or girl—within their jurisdiction has all the rights recognized by the Convention.
- **1995 – The Fourth World Conference on Women** (Beijing) called for the elimination of discrimination in education at all levels, for the creation of gender-sensitive education systems, and for equal educational and training opportunities for women. The critical impact of girl's education was emphasized.
- **2000 – The World Education Forum** (Dakar) resulted in greater resolve by the international community to accelerate progress in providing basic education for all. The Dakar declaration was built around six goals, including two focused on girls: "1) ensure that by 2015 all children, especially girls, children in difficult circumstances, and from ethnic minorities have access to and complete free and compulsory primary education of good quality; and 2) eliminate gender disparities in primary and secondary education by 2005—with a special focus on ensuring full and equal access for girls to basic education of good quality."
- **2000 – Beijing +5** (New York) was the United Nations General Assembly Special Session that reviewed the implementation of the Beijing Platform for Action. The Special Session discussed advancements in the empowerment of women, and in achieving equality between women and men, including in education. The High Level Review agreed on an outcome document that sets out further actions and commitments to more effectively implement the Platform of Action. This includes calling for actions to guarantee equal access to education and the elimination of gender disparities in education, to support the implementation of plans and programs of action to ensure quality education and improve enrolment retention rates, and to develop gender-sensitive curricula.
- **2001 – The UN Millennium Conference** included two of the EFA goals—completion of universal primary education for all by 2015, and access for girls to basic education—as part of the Millennium Development Goals.
- **2002 – The Fast Track Initiative** was developed by multilateral and bilateral donors to accelerate progress toward the Dakar goals and the Millennium Development Goals focused on education: universal primary education by 2015 and gender equality in education by 2005. The Fast Track Initiative Action Plan is a means to provide quick and incremental resources to countries committed, but not on track, to achieve universal primary completion and gender equality by 2015.

becoming responsible adults who promote the economic and social development of their communities and are committed to the principles of human rights, democracy, peace, and social justice.

- **Human-capacity development.** Every extra year of basic education strengthens a person's skills and abilities, which in turn increases his or her productivity and earning power, with the greatest proportional gains occurring as a result of primary education.

Girls' education is a CIDA priority

CIDA is committed to progress toward gender equality, with a focus on eliminating gender disparities in primary and secondary education by the year 2005. As clearly outlined in *CIDA's Action Plan on Basic Education*, increasing gender equality in basic education is a priority. It is one of three goals the Agency is supporting as part of its commitment to EFA, including increasing access and improving the quality of basic education.

CIDA considers girls' education an important entry point to begin tackling gender inequality in developing countries. We are convinced that all aspects of the education process—physical environment, teacher training, curriculum, and assessment—must be analyzed through a gender lens if equality is to be achieved. This approach contributes to better access and quality of education for boys as well.



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CIDA focuses on strategies that work to change the attitudes and practices that currently create barriers to full and equal participation of girls and women in education systems. These strategies include programs to increase demand for and acceptance of education for girls and women, support for improved and inclusive literacy programs, increasing female participation in the education system at all levels, and initiatives that create safe education environments. Most of all, CIDA recognizes that girls' education has to be addressed along with partners from a perspective that reflects the multi-dimensional nature of poverty and development building on cross-connections and synergies among human rights, gender equality, and other social-development priorities that contribute to poverty reduction.

WHAT ARE THE FIRST STEPS IN PROJECT AND PROGRAM FORMULATION?

The situation of girls and their education varies from country to country; and cultural, religious, and economic issues, of course, also vary. In order to ensure that CIDA and its partners achieve results, it is clear that a number of issues need to be considered right from the very beginning. This section emphasizes the need for a situational analysis and highlights the key questions that should be considered in project/program design.

Completing a situational analysis

To what extent is there already a situational analysis of girls in the partner country that, if not entirely up to date, at least goes back to the Fourth World Conference on Women in Beijing in 1995 or the preparations for the World Education Forum in Dakar in 2000?

Such an analysis would include the following:

- What are the underlying local cultural, social, and economic factors that create barriers to educating girls?
- What are the respective percentages of girls and boys who start school?
- How many boys and how many girls go on to secondary school?
- How many boys and how many girls go on to university? If they do, what subject areas do they study?
- What are the percentages of male and female principals in elementary and secondary schools?
- What are the differences in the enrolment rates of girls and boys in rural areas in comparison to urban areas?
- What statistics exist on young men and young women in relation to incidence of HIV/AIDS?
- Are there ways in which HIV/AIDS is affecting boys and girls differently in households?
- What is the validity of the statistics that have already been collected?
- What policies already exist that might contribute to eliminating gender biases? (e.g. are there policies that permit pregnant girls to go to school?)
- Are there already NGOs in place that have identified girls' schooling as the focus?
- In terms of SWAPs, what other donors are already working in areas that link up to girls' education? (These could be initiatives on education management, curriculum reform generally or such areas as science or mathematics education specifically, teacher preparation, distance education, etc.) How is their work linked to the goals of EFA? What are their experiences with addressing gender? What policies guide their work?
- What evidence is there of an awareness of how other sectors might also be involved? This is particularly significant in the area of girls' education since there is a great deal of overlap with those working in reproductive health, sports and recreation, social services, and agriculture and rural development. This work is also important in terms of civil society.
- What gender machinery is already in place through the national government (e.g. a gender commission, or an office on the status of women or victims of violence?) Is any of this work specifically linked to girls' education?
- Has there been a women's budget exercise to examine the allocation of resources within various ministries, including education?
- What has the national response been to international conventions and commitments?

Identifying the girls' education agenda

- Ensuring that girls' attendance and completion rates in primary school improves.
- Getting more women into positions of educational leadership.

- Developing a gender policy (at the national, provincial, or district level) that addresses girls' education.
 - Developing and implementing a policy on sexual violence.
 - Getting gender on the agenda for addressing youth and HIV/AIDS.
 - Keeping more girls in school between the end of primary school and the beginning of secondary school.
 - Ensuring that the achievement of girls in primary school increases.
 - Reducing the number of girls' pregnancies.
 - Developing a policy to ensure that pregnant girls can continue their schooling.
 - Reducing the overall incidence of gender-based violence in a school or district. (This might actually follow a policy that sets out to acknowledge that there will be an increase in the number of reported incidents of sexual violence before there will be a reduction in the overall number).
- What is the official status of those working on gender and education within the overall project-management structure? Will they be incorporated into the decision-making structures or only into external structures?
 - What evidence is there of a gender-sensitive consultative process?
 - What kind of gender-sensitization training does a project map out?
 - What evidence is there of an integration of explicit results—inputs, outputs, and outcomes—related to girls' education in the logical framework analysis of a project and in other planning documents?

Focusing on core areas that are likely to make a difference

Strengthening institutional and school management

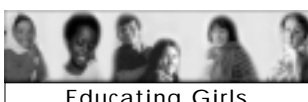
If principals, school-governing bodies (where they exist), and district officials embrace girls' education, then policies and practices are more likely to change. In a management project, it is important to ensure that those occupying gender desks are part of the management system so that resources can be dedicated to their training. As well, gender training on girls' education, and the need to consider women in promotion policies and in school management and leadership are key areas. A project that is linked to strengthening institutional or education management with dedicated resources to such areas as girls' education, combatting gender-based violence where it exists, etc., has a good chance of improving the situation for girls.

Some possible actions (see also practical tools on page 11):

- Supporting the establishment of gender desks and training for all "gender focal

Determining resource allocation

- Are there discussions on project budgets in relation to gender equality and girls' education? Who decides?
- How extensive are the resources that a project is prepared to invest in order to mainstream gender in education? For example, is it planning to involve a gender-in-education specialist throughout the length of the project or only at the consultation phase?
- To what extent will a project devote resources to supporting those in the partner country to engage in networking activities, strategic planning, participating in web-based work, etc.?



persons” on networking, policy development, international conventions, and strategic planning on mainstreaming gender.

- Providing gender sensitization training for all educational leaders.
- Establishing training workshops for women in school leadership.
- Encouraging policy development on promotions and hirings.

Addressing sexual violence and school safety

While concerns about sexual violence are not central to schooling issues in all countries, they remain key in many African and Caribbean countries. Girls are not going to do well in school if they are not safe. Women teachers are not going to be in a position to proceed when they feel threatened by sexual violence, nor can they offer girls any assurance that gender isn't a barrier to success. Projects can include attention to this area in many different ways, including assisting in “school mapping” distances girls must travel to school. If it is a project that focuses more on education management, then the entry point can be



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structural; school principals are responsible for the safety of all students. If the project has more of a focus on teacher preparation, then teachers themselves can be involved in sensitization workshops.

Some possible actions (see also practical tools on pages 20 and 24):

- Developing a module on sexual violence for all educators.
- Reviewing and developing policies on codes of conduct for teachers and learners.
- Developing a module on sexual violence for all teachers' colleges.
- Embarking upon a school-mapping exercise.

Improving teachers' development

Many countries have added a course or a training module on gender-sensitive teaching. These courses and modules are sometimes made available as school workshops in which teachers go through six or eight sessions on such areas as curriculum textbooks, sexual harassment, etc. If these are added directly into the curriculum at teachers' colleges, there is a better chance that new teachers will go out into their practice teaching and new positions with at least an awareness of the issues and problems. If an awareness course or module is complemented by one of strategic planning that assists educators to work on school policies and community participation, there will be an even greater change and success.

Some possible actions (see also practical tools on page 14):

- Developing a module on gender-sensitive teaching.

- Supporting the setting up of a school, district, or provincial committee to review learning materials in relation to sexism and representation.

Addressing health issues (especially gender and HIV/AIDS)

School systems are in a particularly pivotal position to make a difference when it comes to ensuring that all learners have access to appropriate information about HIV/AIDS. The particular vulnerability of young women to HIV infection (in some countries, the rate for women is three or four times higher than the rate for men) means that, at the very least, all schools and projects should review/develop HIV/AIDS programs and materials within life skills and other areas of the curriculum using a gender-based analysis.

Some possible actions (see also practical tools on page 21):

- Developing a module for all educators on the varying social context for girls and boys in relation to HIV/AIDS.
- Developing a component in all learner materials used in a life skills program that includes a gender analysis.

WHAT ARE SOME PRACTICAL TOOLS FOR PROMOTING GIRLS' EDUCATION?

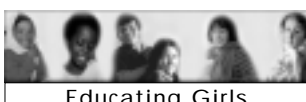
The following section highlights nine critical areas of girls' education programming and a list of possible tools for addressing these issues.



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Mainstreaming gender equality in sector-wide or program-based approaches

“The curriculum needs to flow consistently and rationally through grades and from primary, through secondary and on to higher or technical education. The fewer number of females progressing to higher education compared to males is an issue which needs to be addressed from the primary level. Girls need to be encouraged through teachers who are aware of the socialization processes taking place within



and beyond the school boundary which do not generate motivation for educational attainment. Socialization processes affecting boys' attitudes towards their roles, the roles of their sisters, future life partners and their mothers need also to be acknowledged and fed into the curriculum and delivered through able and aware teachers. This leads to assumptions about and considerations of teacher training requirements for the whole sector. How teacher career structures might link across sub-sectors and with teacher training programmes (both pre-service and continuing or in-service provisions) has also to be addressed during the development of these programmes.” (M. Sibbons et al 2000)

As the above quote so powerfully suggests, there is an intricate relationship between the various sub-sectors of education when it comes to achieving gender equality. Approaches to planning and coordinating that acknowledge the interconnectedness (e.g. SWAps and poverty reduction strategy papers) at least “name” the intricate relationships. Thus, planning for a quality education for girls and boys coming into primary school is not unrelated to planning at the tertiary level for ensuring that more young women enter and are successful in higher education. A strong teacher education program that not only makes issues related to girls and the curriculum central, but also acknowledges the key role of boys and men in bringing about social change, is part of this.

Identifying the intricate relationships of girls' education within the whole sector of education is only the first step: it must be followed up through practical tools for engaging in this kind of coordination, such as by the following practices:

- Acknowledge the significance of the local. While there is a need for donor coordination, it is key that this coordination is based on strong participation of the local community.
- Identify whom we are supporting in the ministry: who can work with this sector-wide agenda on girls' education?
- How are we supporting this team? What resources are needed? (training, mentoring, advocacy support, linkages to other sectors working on poverty, social justice, labour, and gender).
- Coordinate their local efforts to facilitate the establishment of gender desks within the sector.

Some key features of successful gender teams include the following:

- The gender desk should be placed at a sufficiently high level within the ministry to make a difference. There is little point in having a dedicated gender directorate or gender desk appointed outside of the ranks of the ministry or at such a low level that those operating in such positions have little power to influence change.
- The gender desk must be supported in receiving ongoing training in terms of addressing gender-sensitivity training, networking, contemporary thinking about gender in development, international conventions, collecting sex-disaggregated data, monitoring, and reporting.
- The gender desk must be provided with sufficient funding and long-term commitment for program development. The work of the gender desk cannot be regarded as a short-term, band-aid solution.

- Local efforts should be coordinated to facilitate multi-sectoral communication and programming organized around girls.
- These multi-sectoral linkages would include such areas as health (particularly, though not exclusively, in the context of the high incidence of HIV infections among young women in many parts of the world), labour (particularly since so many girls still carry the heavy burden of domestic duties), and community services.

Improving education management and leadership

Even in countries where there have been several decades of research on gender equality and girls' schooling, the structure of school leadership, particularly the power to make decisions, tends to remain male-dominated. In many developing countries, there tend to be few women in decision-making positions in education or elsewhere. At the school level—even in primary schools where there is a larger pool of women to choose from for leadership positions—men dominate ("women teach, men manage").

The whole area of educational leadership is a critical one in relation to girls' education, both in relation to support for girls and women generally, and more specifically, to learning and achievement outcomes for girls.

Women as leaders

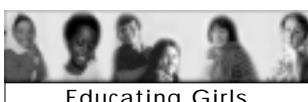
If more women are to become involved in education management and leadership, it will require the cooperation and involvement of men who are currently in positions of influence, and specific attention paid to policies on recruitment and promotion. It will also require some sort of gender-sensitive action plan that would include the following:

- Measures to address the fact that males and females have not received equal treatment in the past, including unequal access.
- A goal of working toward competency-based human resource management.
- The need for ongoing gender audit with sex-disaggregated monitoring.

Support for attention to gender-specific policy issues

School policies on girls' achievement, sexual violence, and so on, cannot go forward without the strong support of principals and district managers.

- Are principals and district managers aware of the importance of, and do they have access to, sex-disaggregated data on the achievement of males and females at each grade level and in subject areas that traditionally have not favoured girls (e.g. mathematics and science)?
- Are boys and girls expected to participate in various school-maintenance tasks?
- What reporting, either formal or informal, exists on sexual violence in the school, on the playground, or on the way to school?
- What is the absentee rate for boys and girls at various levels?
- What special school policies are in place to take account of AIDS-affected girls who may have added domestic burdens because they are caring for sick parents and younger siblings? (In some cases, they may be heading up the family.)
- Are there any school-initiated or community-initiated programs in place to highlight the significance of girls' education?





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- Are there any school-initiated or community-initiated programs in place to highlight sexual violence?
- What encouragement is there to make sure that both boys and girls have access to sports or play spaces and equipment at school?
- What support is there to evaluate the situation of girls and boys who go forward to secondary school? What promotion policies are there in place?
- What support is there to ensure that girls are not always channelled into traditionally “female” subject areas?
- What support is in place to make sure that girls, as well as boys, are encouraged in leadership positions in the school?

Increasing community involvement and local governance

Because of the move to more decentralized approaches to the financing and management

of schools within educational reform in development contexts, it is important to consider the ways community-school partnerships can be supported in promoting girls’ education. Education initiatives that promote and support local participation promote collective agency as well as individual agency. This is an important element of local ownership and accountability, and is critical to developing more sustainable policies and programs. Establishing such partnerships comes out of the recognition that many of the barriers to girls’ access to, and success in, school are related to conditions outside of school itself. These include issues of poverty, keeping girls out of school to work in the markets or in the fields, a lack of time for girls to do homework, and AIDS-affected households. At the same time, communities can also play an important role in ensuring that the school itself is not a hostile place for girls, and that separate and adequate toilet facilities for girls exist.

These partnerships can result in a number of different bodies such as:

- Formally elected school-governing bodies.
- NGO and ministry of education alliances specifically aimed at addressing girls' education.
- Community-based programs looking at family involvement in homework, and strategic, but informal, alliances involving chiefs, elders, and local medicine practitioners.

Elected school-governing bodies

School-governing bodies—made up usually of parents, community members at large, the school principal, teachers, and in some cases, the learners themselves—can assist in ensuring that local norms and practices are put on the table for decision making. School-governing bodies are important in terms of contributing to developing policies on:

- Sexual violence and safety for girls at school.
- Policies on pregnancy and support for pregnant girls after their babies are born.
- Equal access to sports and extracurricular activities for boys and girls.

How are both women and men, as well as young people from the local community, involved in school-governing bodies? How might the involvement of women in particular be seen to be an important vehicle for also supporting girls and women teachers? What training is provided for school-governing bodies in relation to girls' education, sexual violence, and community participation in girls' education? Are there any affirmative-action policies in place to ensure that both women and men participate in school-governing bodies?

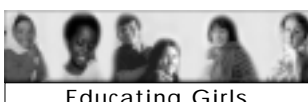
NGO and ministry of education alliances addressing girls' education

- What NGOs in a community are specifically focusing on girls' education?
- What support is in place to make sure that NGOs can deliver in relation to the school community?
- How is dialogue facilitated to ensure that NGOs and schools are working in harmony?
- What mechanisms are in place to ensure that girls themselves are involved in the dialogue?
- How can donors and NGOs coordinate their efforts to address the issue of girls' education?

Community-based programming on girls' participation

In a number of districts in various developing countries, programs are set up in order to help parents help their children. In particular, if parents understood more about the value of girls having time to do homework and about what the school is trying to do, they would be in a better position to be partners.

- To what extent do education programs support direct involvement with parents on such topics as girls' education, the role of rest and nutrition in learning, and the need for girls to have time and space to do homework?
- To what extent are parents and members of the community regarded as equal partners in the education of their sons and daughters? Are there programs in place that give parents an understanding of the schoolwork their children are expected to do?



Working with community leaders

Education programs that set out to address cultural barriers to girls' participation cannot do so without involving those who are key in maintaining the social and cultural values of the community. Sending girls to school is often seen as a major challenge to cultural values.

- What kinds of meetings, retreats, or information sessions between schools and community councils are set up to promote girls' schooling?
- How can the school initiate partnerships with the women in the community who are responsible for setting up girls' initiation rites, performing female genital mutilation, providing sexual information, etc.? To what extent can such partnerships be framed within the context of delivering locally based life-skills programs?
- To what extent do education programs support linkages with religious organizations in promoting girls' education?
- To what extent do education programs support linkages with local media (radio, newspapers, television) in support of girls' education?
- In cultures that do not support sending girls to schools to obtain an education, what possibilities exist for alternative approaches to bring educational opportunities to the home for girls to access and complete their primary education?

Training teachers

Because teachers' development is a key area of *CIDA's Action Plan on Basic Education*, it is important to recognize the ways in which this training and development can contribute directly to the programming on gender

equality in education. In addition to teacher-focused training in the area of curriculum, classroom practices, textbooks, and so on, there is a case to be made for considering:

- The intricate relationship between the lives of girls and women—female students and women teachers—in school contexts.
- The particular role that male teachers can play in addressing gender inequality.

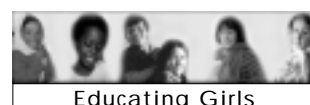
Women teachers

Too often the discussion of women teachers is presented in such a way that they are valued for some other reason, not as important in and of themselves. For example, the idea of educating girls is framed as “educating a nation.” Women teachers are described as important because they are regarded as good role models. The argument is one only of social policy rather than of human rights or of good education management in which all key stakeholders are consulted and have responsibilities.

At the primary and secondary levels, women teachers make up more than half the teaching body. In certain countries, particularly at the primary level, the ratio of women to men is even higher. The status of women teachers is also key to understanding the status of female students.

What special recruitment policies are in place to ensure that there are women teachers?

- Are there specific policies in place to ensure that there is support for women to become teachers generally?
- To what extent are there policies in place to support more women going to teach in rural areas? In some countries, for example,



recruitment strategies have included more attention to promotions, providing special housing arrangements, providing for re-entry plans for returning to the town or city, etc.

- What support is there for more women going into secondary-school teaching, particularly in terms of subject areas such as mathematics and science, which are more likely to have been staffed by men teachers?

How are women teachers being involved in a project on teachers' development?

- To what extent are the life experiences of women teachers as mothers, wives, daughters, aunts, and community workers made central to project planning?
- Is it possible for women teachers to participate fully in project activities? For instance, does participation in professional development necessitate lengthy travel and time away from families? If there are assignments or readings involved, what special considerations are given to take into account the multiple roles of women? Does any financial compensation take into consideration the central role of women's responsibilities in the home?
- To what extent does the project serve an advocacy role in giving a greater visibility to the multiple responsibilities of women?
- To what extent are features of women's empowerment such as networking and community building provided for by the structures of the project?
- How does a project contribute to highlighting the importance of intergenerationality (our mothers/ourselves, our daughters/ourselves)?
- Do policy makers see women teachers as key constituents in planning for girls' education?

- What special promotion policies are in existence to ensure that women teachers can be fully represented in senior management and policy positions?
- How might distance-education models be reconfigured as learner-centred approaches to professional development?

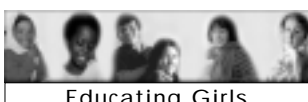
Because teacher preparation is also a key feature of *CIDA's Action Plan on Basic Education*, there are a number of issues that are specific to women teachers and training colleges. To consider:

- Are there specific policies in training colleges that prevent pregnant students from continuing with their education?
- How safe are female students from sexual harassment? What policies and procedures are in place? How might issues of sexual harassment and sexual violence interfere with teaching practice, grading, retention, and promotion?
- What support is there for female students in terms of access to health care and counselling?

Men teachers

That men teachers can play an important role in contributing to gender equality in schools is a key feature of an agenda that is good for girls. Gender work cannot only be about women working for change: men, as teachers, can take on proactive roles in the school and community by taking up issues of masculinity and a "what about the boys?" agenda.

- Are there any special policies or programs in place to encourage more men to take up positions in the early grades of primary school so that they can serve as role models to boys?



- Is there any special training given as part of professional development or teachers' training on masculinity and boys' education?

Given the high incidence of male teachers abusing their position of power and authority in the classroom by sexually exploiting girls, it is key that the position of men teachers be addressed.

- What special programs are in place to let men teachers know that sexual harassment and sexual violence will not be tolerated? For example, is there a communication strategy in place that lets learners, teachers, and administrators know their responsibilities? Is there a communications strategy in place that lets students know their rights?
- What legislation is in place to make sure that sexual violence in the classroom is not just a violation of professional conduct, but actually illegal?
- To what extent are men teachers involved in setting up and monitoring programs to sensitize the profession to sexual violence in the classroom?

Changing classroom practices

The relationships between learners and teachers play a vital role in the educational experience for boys and girls. Being affirmed, accepted, and heard are all key issues that run beyond the official curriculum and beyond textbooks, which sometimes do not even exist, and often beyond the official time allocated to learning and the total time spent at school (during recess, before school, after school, etc.)

There is widespread agreement that in many school contexts, girls and boys do not compete on a level playing field, and that in order to treat boys and girls equally in the classroom,

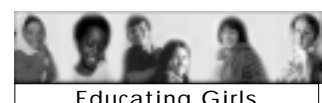
we must sometimes treat them differently. Girls often come to school with the idea that they are inferior, their ideas and experiences are less important than those of boys, and that they are being "good girls" by not speaking up, not taking up any space, and being obedient. Many cultural practices (through the home, community, and religion) support this. Too often, these cultural practices are simply reinforced by the school. Classroom data collected from many countries suggests that teachers, both male and female, tend to privilege boys over girls:

- Teachers are more likely to give boys extra leadership jobs, while girls are given more domestic chores.
- Teachers are more likely to choose boys to be monitors.
- Teachers call on boys more in class to answer questions.
- Teachers tend to have higher intellectual expectations from boys.
- Overall, teachers devote significantly more time to boys either directly in terms of course material or in terms of discipline.
- Teachers are more likely to give boys attention in the form of praise, corrections, help, and criticism—all areas that foster learner achievement.
- When girls speak up, they are more likely to be reminded to raise their hands.

In order to compensate for these factors, schools need to develop practices that consciously take into consideration an "educating girls" agenda.

Inside the classroom:

- Do teachers call on girls to answer questions? Sometimes this just requires a longer



waiting time. Too often teachers reward the first person with a hand up, not the one with the answer showing more reflection.

- Do teachers use examples that are just as relevant, or at least provide a balance, to girls' lives as to boys' lives? For instance, "volume" in mathematics can be talked about in relation to cooking tasks that both boys and girls can participate in.
- Do teachers give examples in their lessons that are gender-inclusive? Are doctors, principals, scientists, etc. always referred to as "he," or is there a balance?
- Do teachers bring in role models for both males and females? For instance, they could invite a woman working in water or agriculture to address a science class.
- Do teachers provide opportunities for students to work in pairs or small groups, and have same-sex groups some of the time as well as mixed-sex groups? Same-sex groups may provide a lower-risk environment, and group work generally

provides more time for learners to be engaged in "talking to learn."

- Do teachers provide opportunities for students to engage in more collaborative (as opposed to competitive) activities in the classroom through small-group problem solving?

Beyond the classroom:

- Taking into consideration the fact that girls often have added domestic chores at home, is it possible to allocate time for learners to do their homework in school?
- Do teachers give girls classroom responsibilities that are typically associated with boys? Are boys given domestic chores in the classroom just as regularly as girls?
- Are both boys and girls given time to play? Are there ways that girls' play can also be supported? Can they have equal time on the playing field? Can special attempts be made to set up girls' teams?

Teacher support:

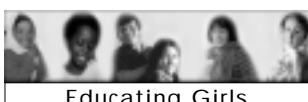
- Does the school management team provide time and resources for teachers to learn more about girl-friendly teaching practices?
- Does the school set up workshops that assist teachers in evaluating their own teaching in relation to sexism?
- Are there materials or resource people available who can assist teachers to become more conscious of how they privilege boys over girls?

Reforming curriculum

Traditionally in many countries, there have been a number of built-in gender biases in



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curricula. Girls have often been less encouraged in areas such as mathematics, science, and technology while boys have often been less encouraged in such areas as languages and reading or in relation to child care. At the same time, girls have often been channelled into following traditional areas such as home economics while boys are steered into traditional areas such as construction. These trends are, of course, changing at least in the sense that more girls and women are being encouraged to go into areas such as mathematics and science. More importantly, there has been a greater awareness of how school subjects can be more inclusive. This work on gender inclusivity has tended to include the following:

- Reviewing textbooks for examples of gender bias.
- Reviewing curricular planning and materials to see how the interests and aptitudes of both boys and girls can be addressed.

Textbooks

Textbooks are a sensitive issue in development contexts, particularly as donors reassess their role in ensuring sufficient and appropriate learning materials.

Sometimes there are so few textbooks to go around, regardless of whether they are gender-sensitive or not, that the idea of using what is close at hand must surely be the first rule of good sense. As well, the question of who gets the textbooks if there are only a few to go around is also a consideration. At the same time, the process of going through textbooks looking for sexism is an important exercise. Teachers and learners may become more aware of gender issues by participating in a gender-based analysis exercise.

Some of the key areas to look at, either in the development of new textbooks or in analyzing those already in use, are the following:



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- Does the textbook include images of both males and females engaged in doing, not just watching or assisting?
- Are there any images of girls and women engaged in non-traditional activities (e.g. driving a truck or working as a doctor or principal)?
- Are there any images of boys and men engaged in non-traditional activities (e.g. caring for or teaching young children or doing domestic chores in the house)?
- Are there examples that would be of interest and relevance to girls as well as boys, or at least provide a balance? Do story problems, for example, reflect the day-to-day experiences of students?
- Do the selections ever make gender the issue? For example, are there short stories about courageous girls who are told that they “can’t” do something? Are obstacles that Marie Curie or other female scientists might have experienced evident in the selection?
- In the case of literature, are there selections from both male and female authors?
- Is “he” or “mankind” used in a generic way? Does the textbook include such gender-inclusive terms as “firefighter” instead of “fireman” or “flight attendant” for “airline hostess”?

Curricular planning

Some curricular areas must be more than just gender-neutral, they must actively compensate for the absence of role models and long-standing traditions that have restricted the aspirations of both girls and boys.

A gender-sensitive science curriculum

Girls need to see that women can be scientists and that the issues being addressed by science

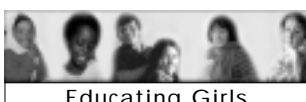
are of relevance to them. The issue of women as scientists can be addressed directly by the inclusion of historical and present-day examples in the textbook. Topics can just as easily include attention to health, family, the environment—all concerns for both males and females—and in highly contextualized ways. Textbooks can be supplemented by local learning materials, and, of course, the involvement of local women scientists working in the community (e.g. someone might be working in agriculture, water, or medicine). Good materials will also include questions about why women have been excluded from science in the past.

A gender-sensitive mathematics curriculum

Recent research on girls and mathematics suggests they are much more likely to do well in situations where there is an emphasis on collaborative problem solving through small-group work as opposed to the competitive “one person, one answer” approach. There is also research to suggest that real-life examples are more appropriate for both boys and girls, or that at least there is a balance between more abstract problems and concrete problems. Learner-centred approaches include collaborative work, real-life examples, and situations in which students teach each other. Other activities that encourage general participation could include games such as checkers and chess in the classroom. In some school contexts, girls and boys are separated into same-sex groupings to take into account the fact that girls and boys may have had quite different socialization and that there might be certain barriers to mixed-sex groupings.

A gender-sensitive approach to literature

It is important that stories, poems, and drama selections depict both sexes equally and are



authored by females as well as males. It is not enough to just have equal representation of male and female characters, it is important that a significant number of protagonists and heroes are women. These female-hero selections are important for both males and females. Projects and questions should be more focused on the responses of the learners themselves and less oriented toward simple factual comprehension.

Eliminating sexual violence

A key barrier to girls' participation in school relates to the incidence of sexual violence. From the "scared at school" phenomenon identified by Human Rights Watch in South African schools to dozens of case studies and examples from many other parts of Southern Africa and the Caribbean, there are countless stories of male teachers as sexual predators who force girls to have sex with them in exchange for grades and promotions or for material goods, male students who gang rape girls, and taunting and verbal abuse hurled at girls as they attempt to make their way to school. The issue of poverty, the low status of girls and women, and the general acceptance of such practices all work against girls being treated equally in school. With the threat of HIV infection and pregnancy, the stakes are even higher.

- Has there been a situational analysis on sexual violence in the school or district?
- What happens to schoolgirls who are pregnant? Are they allowed to stay in school until their baby is born? Are they allowed to return to school after their baby is born?
- Are there any national/regional/community/school policies in place that address sexual violence? These policies can include posters

or documents that highlight the rights of everyone in the school community to safety as well as procedures for how to lodge a complaint? What legal procedures are in place to punish predators?

- Is there any mechanism in place for educating teachers and learners about their rights? Have male teachers been given a clear statement that they cannot have sex with their students?
- How involved is the school-governing body or local council in understanding the dangers for girls?
- Does the school or district keep any statistics on sexual violence?
- Is there any counselling available for girls who have been sexually assaulted?
- What medical treatment is available to girls, particularly in relation to the threat of pregnancy and the threat of HIV infection?

Address concepts of "masculinity" where there is a high incidence of sexual violence and HIV infection:

- To what extent are men involved in developing programming that looks at the root causes of male violence? (e.g. see international organizations such as Men for Change.)
- To what extent do modules and workshops addressing gender-based violence include work on the topic of masculinity? Are there any structures in place at the school or community level that are given over specifically to supporting boys and men in addressing sexual violence? To what extent are schools working with youth clubs to include non-violence and peacebuilding activities?

Addressing HIV/AIDS

HIV/AIDS is more than a health issue, it is a complex pandemic that has an impact upon and must be addressed within all sectors of development. Education is no exception. HIV/AIDS is having a devastating impact on the education sector in those countries/regions most affected by HIV/AIDS and has the potential to do the same everywhere. Young people are forced to leave school early to care and/or provide for their families. Teachers are dying faster than they can be replaced. Education, however, also provides an essential opportunity to effectively address the pandemic. It is an unequalled means to reach young people with information and skills they can use to protect and care for themselves and their families.

Women are increasingly becoming the face of the HIV/AIDS epidemic. In sub-Saharan Africa—the region most affected—infected women now outnumber the men, and this will likely soon be the case in other regions. Women are often biologically and socially more vulnerable to HIV/AIDS than men, and sadly, in the case of girls in relation to boys, this is even more the case. Gradually, the global response to the epidemic is beginning to appreciate the importance of gender equality, but more still needs to be done. At the country/local level, the response varies with regard to effectively addressing gender equality. Including HIV/AIDS in programming in girls' education is essential as a means to provide them with the knowledge and skills so essential to protect their health and their rights.

Biological and social vulnerability

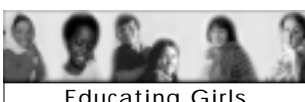
- Women in sub-Saharan Africa, on average, are infected at a much younger age than men. In some areas infection rates among

adolescent girls are up to five times higher than the rate for boys in the same age group.

- Due to physiology, HIV is much more easily transmitted sexually from men to women than the other way around. This is even more so for girls who have not reached sexual maturity.
- The sexual initiation of young women is often through intercourse with older men, who are sexually experienced and at a greater risk of being HIV-positive. The unequal power balance in these relationships often does not allow young women to negotiate safer sex.
- Men often seek young women for sex under the assumption that they are virgins, and therefore, free of disease. Among some men there is a mistaken belief that intercourse with a virgin will cure AIDS.



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Educating Girls

- Sexual violence against women and girls may be commonplace, but not spoken of or addressed openly.
- Often, prevailing norms of masculinity encourage young men to be sexually adventurous and even predatory—placing their partners at risk of HIV infection.
- Often, prevailing norms of femininity encourage women to be “innocent” when it comes to sex. This prevents young women from acquiring the necessary knowledge and assertiveness to protect themselves from HIV infection.
- Widespread cultural acceptance of multiple sexual partners for men undermines many HIV-prevention messages.
- Women and girls most often bear the burden of caring for sick family members. This leads to high levels of school absenteeism or removal from school altogether.
- Women and girls often have to turn to transactional sex to provide for themselves and their families.
- Women and girls often do not have equal access to health and social services, leaving them without proper medical care or the knowledge and skills to protect and care for themselves.
- As can be seen in some of the recent work on sexual violence, some male teachers are clearly implicated in contributing to the high incidence of sexual violence in schools.
- Teachers—male and female—themselves may be very uncomfortable in the role of advising students on matters of sexual health.
- Because of a history of more-authoritarian teaching, teachers may not have the skills needed to support frank and open learner-centred discussions about matters of sexuality in the classroom.
- School administrators and teachers may feel constrained in terms of the kind of information that they can give out in the context of the classroom. While learners have a right to the best information, often because of community pressures, only abstinence as a strategy in AIDS prevention will be supported in schools, and discussions about condom use and safe sex will not be entered into.
- Increasingly, it is evident that effective programming for youth on HIV/AIDS prevention and awareness must involve the youth themselves in the development process. School staff are often not in a position to understand how best to work with this kind of youth-centered involvement.

School responses to HIV/AIDS

Schools, because of their place in the community, are in a key position to contribute to addressing the high rates of HIV. They can be a means of reaching those who are most vulnerable and most important to our communities: children and youth. Schools can provide them with the skills and knowledge to protect themselves. Unfortunately, there are also definite challenges:

The following questions/issues should be considered with regard to HIV/AIDS in the context of programming in girls' education:

- How can HIV/AIDS education be incorporated into school curricula?
- How can schools/education be flexible and recognize the burden that children (particularly girls) have at home in caring and providing for ill family members or orphaned siblings?

- What type of training is necessary for teachers/educators to provide the information and skills to discuss sexual health, including HIV/AIDS?
- How can work be done with communities to advocate for appropriate and effective sexual health programs for schools?
- To what extent are schools working with community-based NGOs working within a youth-culture framework? How do these materials and programs put girls' needs on the agenda?
- What support is available for pregnant girls to protect their own health and that of their child?
- How might youth-friendly clinics attached to schools offer an important entry point by virtue of the fact that they are located where the learners are, yet outside some school policies that would prevent the dissemination of good prevention and awareness information?
- How are terms such as “negotiation” used in life-skills programming? Too often, “negotiation” implies that girls have an equal say in terms of having sex. While it is important for girls to have access to programming that helps them talk about their own bodies and articulate their own needs and desires, the use of the term “negotiation” sometimes implies that the social context for sexual relations is within a girl’s control.
- Where there are both high incidences of sexual violence and high rates of HIV infection, an attempt must be made to examine HIV/AIDS prevention and sexual violence together.
- Schools need to see that issues of pedagogy and learner-centred schooling also place

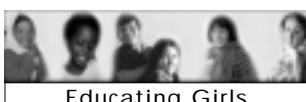
them in a better position to address the health needs of students—both girls and boys.

- Where possible, schools must work closely with health officials to work out ways to support youth-friendly—especially girl-friendly—advice and guidance.
- How can schools form strong community-school partnerships to ensure that young people are given the full range of options and possibilities in relation to safe sex?

Planning for a girl-friendly physical environment and location

Where school is a cost that families must bear directly, the poorest families often perceive the return on investment being lower for girls compared to boys. This alone can be the determining factor when family decisions are made as to who goes to school and who doesn't, but it's certainly not the only issue. Another issue of great concern to parents is whether the physical location (proximity) of the school and the physical and social environment found there endangers the safety and well-being of their offspring, especially that of their daughters. If conditions are deemed unacceptable, girls will be kept at home.

This means that programming aimed at increasing and sustaining girls' access to education must take the physical environment of the school into account and must be concerned with creating a safe haven for girls once there. One of the reasons that parents have lost trust in the school system is the very high incidence of sexual harassment by both male students and male teachers. Even where parents are initially willing to send their young daughters to school, all too often, they will remove them at puberty rather than endure what they see as a real risk of unwanted pregnancies.





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Overall, parents do believe in the benefits of education, so the *demand* for access is there. The problem is one of availability: the number, proximity and suitability of schools.

The following, then, are some ideas and issues that should be discussed and addressed when developing programs in a girl-friendly environment:

- New schools will be needed. When planning the location of schools, the greater the distance girls have to travel and the more the family fears something will happen to the girl en route. Information systems need to be strengthened to better plan and manage any expansion so as to take this into account. In general, a policy of multi-grade schools located at the village level will go some distance to addressing this issue. Furthermore, community ownership or involvement in that village school brings increased confidence in its mission.

- Whether girls have hit puberty or not, parents and the girls themselves want to see the existence of separate, private, hygienic latrine facilities. This applies equally when students are boarders: dormitory facilities for girls need to be separate from those of boys. In some countries, the solution rests with the establishment of girls-only schools.
- Though addressed elsewhere in this handbook, it is worth reiterating the need for greater numbers of women teachers. Parents have legitimate concerns about the connection between the school environment and the incidence of sexual harassment by male teachers. An obvious solution is to increase the number of women teachers, which also increases the number of female role models.
- Finally, work must be done to enact girl-friendly regulations. Schools should consider providing health services for sexual matters and sex education. Additionally, schools will hopefully reconsider policies that do not allow pregnant girls or girls with children to continue their education.

WHAT ARE SOME IMPORTANT EVALUATION AND MONITORING CONSIDERATIONS?

Getting girls' education into the results chain

If CIDA and its partners are going to contribute significantly to helping partner countries achieve gender equality in education, it is key that there is a focus on achievable results with realistic inputs and outcomes with attention paid to the risks so that they can be factored into programming. It is also important to carefully select the project gender monitor.

Inputs

- Conducting workshops with ministries and districts to carry out their own gender audit: collecting sex-disaggregated data in relation to structural features of organizations, as well as participation and achievement in schools.
- Conducting workshops on gender-based violence and gender sensitization.
- Training programs for gender focal persons.
- Setting up policy forum sessions in which various stakeholders come together to consider a particular issue,
- Pilot testing of curriculum materials.
- Commissioning the development of a policy paper on gender and hirings.
- Supporting the establishment of a task force on girls' education.
- Supporting a regional conference to look at best practices and lessons learned on girls' education.

Evidence

Reporting

Numbers are not enough, but they are essential. Sex-disaggregated data on all programmatic activities need to be a regular feature of all reporting.

- Identify and monitor key themes and issues related to girls' education in all activities. For example, in reporting on a series of training sessions on assessment within outcomes-based education, what were the topics that addressed inequalities? What will the follow-up be?
- Identify and monitor the participation of a wide range of partners, stakeholders, NGOs, and so on, in program activities.

Sustainability is key in sector-wide planning, and many organizations need to be involved to take up the issues. Reporting should reflect this participation.

- Identify and monitor the implementation of any policy related to girls' education. It is one thing to see how the activities and resources contribute to policy dialogues, it is another to see policy in action.

Data sources

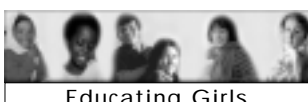
Beyond the usual sources of evidence-based information, it is useful to consider:

- Participatory events involving girls and women with a focus on ensuring that there is a qualitative understanding of the impact of the work on girls' education in their everyday lives.
- A review of policy documents.
- A review of communications texts, such as media campaigns that reflect the kind of advocacy and mobilization work done on behalf of girls.

Risk factors

There are many challenges and risk factors in managing projects and programs whether they are explicitly or inexplicitly gender-focused. Examples of education projects and programs that may inexplicitly have an important gender focus include "teacher development," "curriculum reform," "education management," and "institutional strengthening." Challenges stem from, but are not exclusive to, the following:

- Partner countries are not always easily convinced of the legitimacy of the added resources required to support gender work, especially since attitudinal changes may be slow and results harder to measure.



- The perception that “mainstreaming gender” just means that the project will “do” some isolated gender activities everywhere without a plan and assigned resources.
- Even project personnel within Canadian or other executing agencies themselves sometimes do not fully understand the challenges of mainstreaming gender, let alone convince and support the partner country in its agenda. This is not because we have managed to “get it right” in Canadian education, for there is still a great deal to be done to ensure that boys and girls are educationally on a level playing field.
- Many members of the gender staff, particularly in the partner country, tend to be young and often occupy lower-paid and lower-status positions in the organizational hierarchy compared with other specialist staff. Therefore, they may have little access to decision making within senior management.
- The majority of gender specialists are women. While this might be seen as creating opportunities for women to enter the mainstream, it is also seen to perpetuate the identification of gender with women and the marginalization of gender issues. Conversely, because gender equality is in an area of such visibility in some countries, the very people who excel in working in this area are the people who may be promoted to senior positions. While this is good for the persons promoted, it may mean that there is a high turnover of personnel. It also means that it is important to have gender teams in place for sustainability.
- Often the work on gender coordination is an add-on to a regular position within the organization.

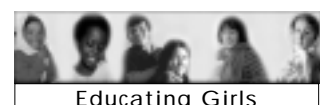
- Gender specialists are often perceived to be specialists who know everything about women and gender. A gender specialist, however, cannot replace the expertise required by an education specialist for a girls’ education project.

Gender monitoring

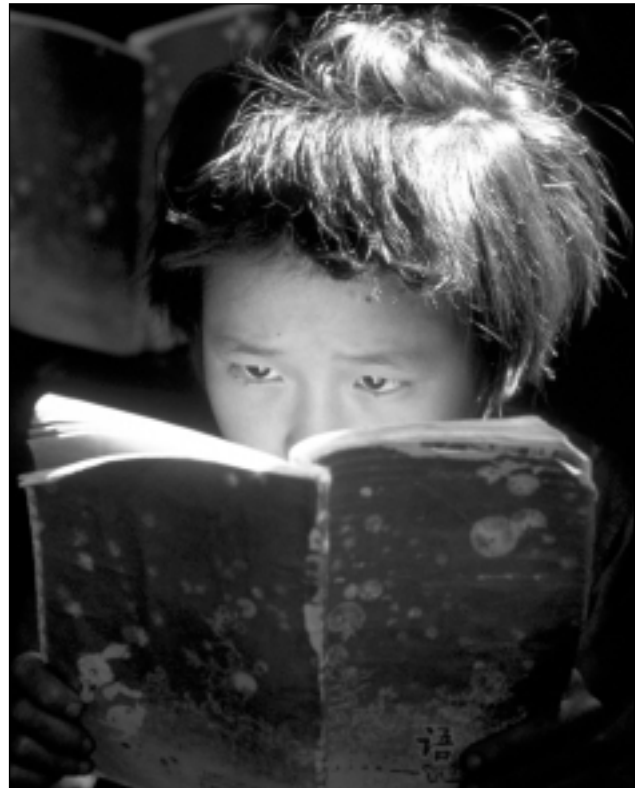
The person or team selected to monitor a project or program in relation to girls’ education needs to have expertise in areas such as the following:

- Gender-in-education monitoring involves a theoretical and practical background both in the area of gender relations and in education.
- Ideally, the team will be able to bring a feminist analysis to a consideration of economic and social factors related to power differentials.
- A solid understanding is needed of key barriers to girls’ participation in education as well as the types of intervention strategies that have been associated with girls’ programming.
- There should be an awareness of the risk factors in gender work and how they apply to different cultural contexts.
- Workers need to have a facility with sex-disaggregated data, gender in organizations, and international conventions and program documents both on education and on gender (e.g. Beijing Declaration and Platform for Action, Beijing +5, EFA).

It is critical that the team has a familiarity with the particular cultural (legal, religious, political) context for considering the position of girls and women. For example, working with



girls and women in Muslim contexts, conflict zones, or countries where there is a high incidence of sexual violence will affect significantly the initial type of work that is required. There are also contexts in which it is not so much about getting girls into school—indeed, there may be more girls than boys attending school—but about the social outcomes: Who are the decision makers and leaders in the country? What are the options for women after they complete school? What are the overall economic and power differentials?



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NEED ADDITIONAL RESOURCES?

Should you need additional background information on educating girls, this selected list of resources should prove useful. The resources (Internet, organizations, books, and other materials) are organized according to the following categories:

Basic education
Gender equality
Girls' education in development contexts
Monitoring and mainstreaming gender equality
Gender equality and the curriculum
Women teachers
Eliminating sexual violence
Gender issues in education and HIV/AIDS

Basic education

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Monitoring and mainstreaming gender equality

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Women teachers

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Eliminating sexual violence

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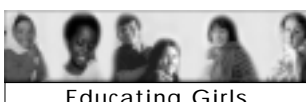
Hyde, K. A. L. *HIV/AIDS and FAWE: Challenges and Opportunities*. Nairobi: Forum for African Women Educationalists, 1999.

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GLOSSARY

basic education

Basic education consists of a combination of knowledge, values, and skills that serves as the foundation for an individual's lifelong learning. It includes literacy, numeracy, competencies, and life skills that enable individuals to function effectively in their physical and social environment. Basic education may be provided through formal primary and early secondary education, or through non-formal education.

curriculum

This refers to the explicit and implicit organized experiences that a learner encounters during the process of learning. It includes formal, planned courses or modules of study, as well as other factors such as values, rules, administrative procedures, social attitudes, organizational structures, and management approaches inherent in the environment, whether these are in formal or non-formal educational settings.

Education for All (EFA)

In March 1990, representatives from 155 countries agreed at the World Conference on Education for All, held at Jomtien, Thailand, to universalize primary education and reduce illiteracy. As a follow-up to this conference, in April 2000, delegates from 164 countries attended the World Education Forum, held in Dakar, Senegal, and made a commitment to achieving quality basic education for all by 2015, with particular emphasis on girls' education.

Forum for African Women Educationalists (FAWE)

FAWE was created in 1992 as a response to the slow pace of implementation of EFA goals in sub-Saharan Africa. It is a network of 33 national chapters with a wide range of membership that includes women policy makers and male ministers of education who are associate members. FAWE seeks to ensure that girls have access to school, complete their studies, and perform well at all levels.

gender

This refers to socially constructed roles and responsibility of women and men. The concept of gender includes the expectations held about the characteristics, aptitudes, and likely behaviours of both women and men (femininity and masculinity). Roles and expectations are learned, changeable over time, and variable within and among cultures. Gender analysis has increasingly revealed how women's subordination is socially constructed, and therefore able to change, as opposed to being biologically predetermined, and therefore static.

gender equality

Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social, and cultural development, and to benefit from the results.

gender sensitivity

Gender sensitivity is the ability to recognize gender issues, especially to recognize women's and men's distinct perceptions and interests arising from their gender roles. Gender sensitivity is the beginning of gender awareness, whereby the latter is more analytical, and asks more questions about gender disparities.

gender stereotyping

Gender stereotyping occurs when certain characteristics or roles are persistently attributed to men or women, thereby creating the belief that these are invariably linked to sex. For instance, the perception that all women are weak and caring and that all men are strong and able to make important decisions are frequently encountered gender stereotypes. Gender stereotyping reinforces gender inequality by portraying assumptions and conditions that maintain the inequality.

learner-centred education

In this type of education, the student, rather than the teacher, is the central focus of activity in the classroom. Teachers do not rely on dictation, learning by rote, or lecturing. Instead, teachers are facilitators within a supportive learning environment and encouraging active participation, critical thinking, creativity, and the expression of thoughts and ideas. Students learn through activities that are designed to accommodate individual abilities, needs, and interests.

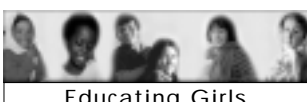
poverty reduction strategy paper (PRSP)

PRSPs describe a country's macroeconomic, structural, and social policies and programs to promote growth and reduce poverty, as well as associated external financing needs. PRSPs are prepared by governments through a participatory process, involving civil society and development partners, including the World Bank and the International Monetary Fund (IMF).

sector-wide approach (SWAp)

SWAps are a means by which developing-country governments and donor countries work together on broad programmatic lines, rather than through the management of a number of individual projects. Donor funding for developmental activities in a sector such as education will support a single-sector policy and expenditure program under government leadership rather than toward discrete, often donor-driven, projects.

school mapping is a set of techniques and procedures used to plan the demand for school places at the local level and to decide on the future location of schools and the means to be allocated at the institutional level.



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Quality	Yes	No	Somewhat
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