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Asia and Pacific Regional Bureau
for Education



Gender in Education Network in Asia-Pacific (GENIA) Toolkit

Promoting Gender Equality in Education





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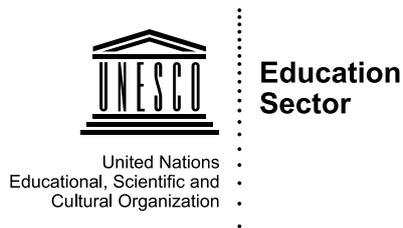
Toolkit Introduction



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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



**GENDER IN EDUCATION NETWORK IN ASIA-PACIFIC
(GENIA) TOOLKIT**

PROMOTING GENDER EQUALITY IN EDUCATION

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Foreword

Education is a powerful tool that can help to break stigma and encourage inclusiveness. For decades, UNESCO has convened with civil society organizations, national programmes, educators, teachers and parents to ensure inclusive, equitable, quality education for a diverse range of learners through a myriad of programmes that provide innovative solutions. Gender equality is a priority at UNESCO. Providing girls and boys, women and men, with the same opportunities to access education that is safe from gender-based violence, unbiased in its curriculum and empowers girls and women to take up leadership roles, is necessary to building a world that is more just and balanced.

The work of UNESCO feeds directly into Sustainable Development Goals (SDG) 4 and 5, along with the Education 2030 Agenda, which aim to ensure that “girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.” Great strides have been made towards achieving these goals. Nevertheless, more girls than boys remain out of school; 16 million girls will never set foot in a classroom and women account for two-thirds of the 750 million adults without basic literacy skills. Participation alone will not improve gender equality. Gender mainstreaming throughout the entire education process will facilitate closing the gap of economic and political disparities between men and women, boys and girls. This is an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes, so that girls, boys, women, and men benefit equally and inequality is not perpetuated.

The GENIA Toolkit was originally designed in 2003 when the Gender in Education Network in Asia Pacific was established (few gender in education resources were available at that time). In its fifth iteration, the GENIA Toolkit has expanded past the classroom. While it is critical to consider curriculum, assessment and pedagogy in gender mainstreaming, these approaches must be strengthened by clearly articulated policies. To assist educators, administrators and teachers in conceptualizing their impact on the education system, this toolkit includes examples of gender-responsive policies and national education sector plans.

The GENIA Toolkit is a powerful resource to facilitate gender mainstreaming in the classroom and education system. A myriad of users, including educators, administrators and teachers, can utilize the tools to spark discussions among their peers and apply technique to their practice. The toolkit touches on four themes: concepts; gender-responsive education policy; mainstreaming gender equality in education, and capacity building.

As UNESCO continues to uphold the value of gender equality in education, it is our hope that resources like the GENIA Toolkit will empower policy-makers, administrators and teachers to make all levels of education more inclusive for diverse learners.



Shigeru Aoyagi
Director
UNESCO Bangkok

Acknowledgements

This publication is the fifth revised edition of the Gender in Education Network in Asia-Pacific (GENIA) Toolkit, which is updated regularly to reflect the most recent developments in gender in education. This edition has been shaped by gender specialists across the Asia-Pacific region who have contributed their expertise. The Toolkit was produced by the Section for Inclusive Quality Education at UNESCO Bangkok.

The fifth edition was revised and updated by Ingrid Lewis and Juliette Myers, based on original content by David Clarke. The Toolkit revision process was coordinated and led by Kyungah Bang (Programme Officer, Section for Inclusive Quality Education of UNESCO Bangkok) under the overall guidance of Maki Hayashikawa (Chief, Section for Inclusive Quality Education of UNESCO Bangkok).

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Introduction

Under the new Sustainable Development Goal agenda, gender equality and education are important concerns. The achievement of gender equality requires girls, boys, women and men to access their right to good quality education and training throughout their lives. Education can empower people to participate actively in their societies, access better economic opportunities and build healthy, happy lives and communities.

This updated and expanded version of the GENIA Toolkit is designed for use by gender focal points and education planners and implementers. It introduces key concepts and theoretical debates, and outlines practical approaches for mainstreaming gender equality throughout the education system, and within education policy.

The toolkit is designed to be used selectively, depending on the user's needs. It can be used as a self-study tool. Readers can select topics that they have identified as priority learning areas to help them improve their own understanding and practical capacity.

The toolkit can also be used by trainers to facilitate training sessions. Trainers can choose tools from the kit that best match the needs of their trainees. It may be useful to conduct a simple pre-training needs assessment to help you identify your trainees' experiences and strengths, and the areas they most want or need to learn about or gain confidence in.

Trainers are encouraged to adapt the materials. Each tool provides useful information, suggested activities, and short recommended reading lists. References for sources cited in the training are provided in endnotes.

Trainers will need to decide how much information to share with trainees, and design training sessions with a good mix of presentations and active learning, so that they demonstrate learner-centred, inclusive approaches to teaching and learning. This toolkit – as the name suggests – provides a collection of tools for trainers to dip into, rather than a prescriptive training course that needs to be followed step-by-step and word-for-word.



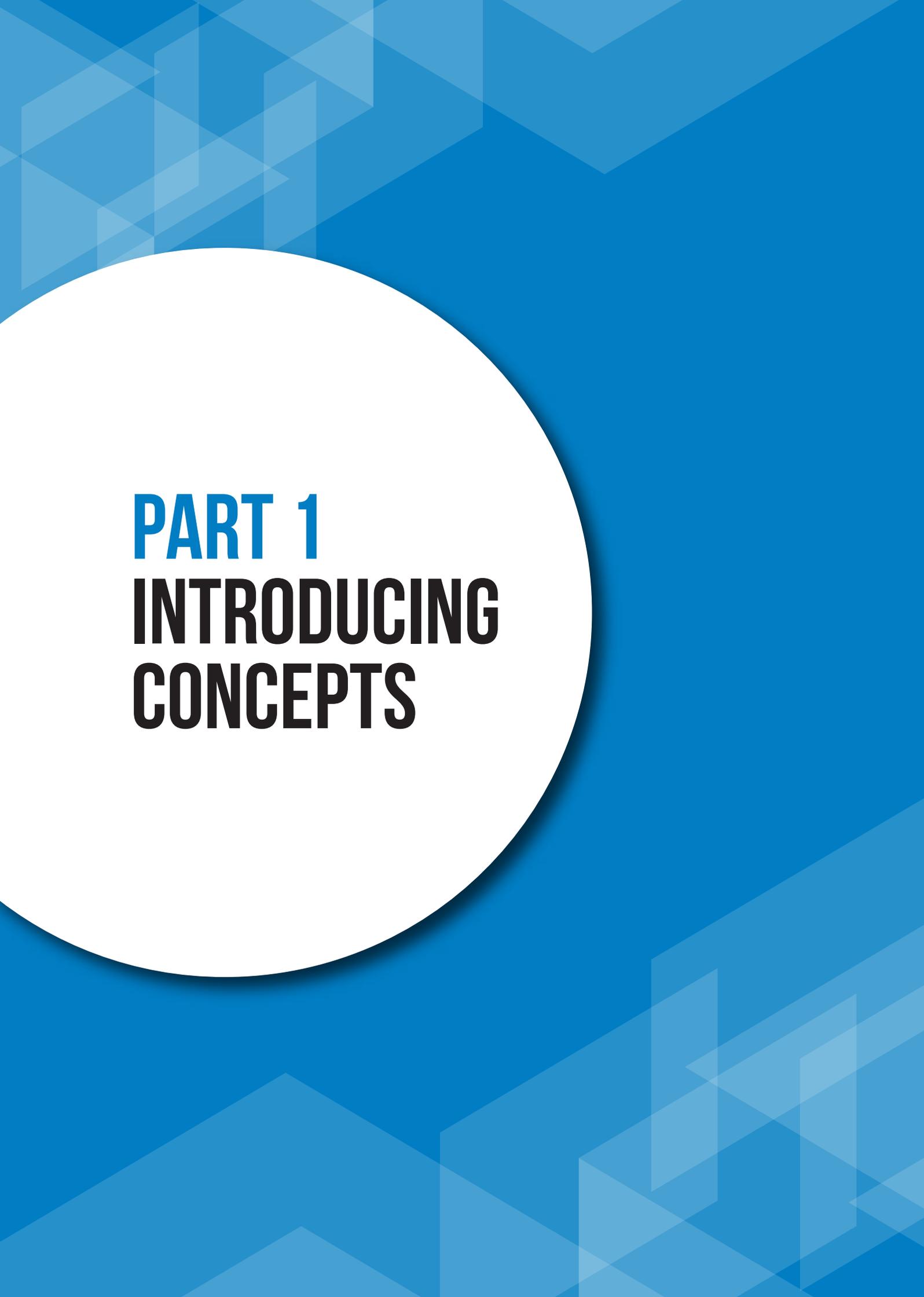
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The background is a solid blue color with a pattern of overlapping, semi-transparent geometric shapes (triangles and polygons) in various shades of blue, creating a modern, architectural feel. A large white circle is positioned on the left side of the page, containing the text.

PART 1
INTRODUCING
CONCEPTS



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TOOL

1

Gender terminology, concepts and definitions



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Objectives

The objectives of this tool are to:

- introduce specialized terms and concepts related to gender and education;
- identify the main terms and concepts related to gender and education;
- provide easy-to-understand definitions;
- allow trainees to reflect on their own understanding of the terms and their usefulness in their country context.

Key information



Setting the scene

Understanding key terms and concepts in gender and education is important for analysing policy and practice, designing programmes and establishing common understanding and dialogue.

The language of gender is specialized and can seem full of jargon to the non-specialist. As a result, terminology can sometimes be a barrier to mutual understanding and collective problem solving. This tool offers a basic reference guide to key concepts and terms for anyone working in the education sector and thinking about gender equality. The terms are used throughout the GENIA Toolkit.

Terminology may change as understanding of gender develops. In the last decade, for instance, there has been a shift towards understanding sexual orientation and gender identity as more fluid and flexible. Many countries now accept such diversity as critical in the protection of human rights.

In September 2015, the Member States of the United Nations adopted the Sustainable Development Agenda 2030 with its set of 17 Sustainable Development Goals (SDGs) to end poverty, protect the planet and ensure prosperity for all. These goals succeed the Millennium Development Goals (MDGs). **Sustainable Development Goal 4** focuses on inclusive quality education and lifelong learning. It promotes gender equality at every level of education as

a means of ensuring the right to education for all. See **Handout 1** for the full text of SDG 4, and its targets and references to gender. Goal 5 also focuses on girls' and women's empowerment and gender equality.

The Incheon Declaration: Education 2030 is the foundation document for SDG 4 and succeeds the Education for All Framework for Action.¹ It contains many key concepts concerning gender and education. **Box 1** highlights several key terms in a paragraph from the Declaration. These are examples of language with which we need to be familiar.

Handout 2 contains an alphabetical glossary of terms used in gender and education. You can use this for reference throughout the training. You may find it useful to have a look at these definitions now. You may already know these key terms and concepts, but it is always helpful to revise what we know and read additional information.

¹ UNESCO. 2015b. *Incheon Declaration and Education for All 2030 Framework for Action*. Accessed at <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>.



Box 1

“We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments: mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.”

Incheon Declaration. Education 2030. Article 8.

“**Gender equality in education** (the ultimate goal): is achieved when female and male learners have equal access to learning opportunities, are treated and benefit from education equally, so that they can fulfil their potential and become empowered to contribute to and benefit from social, cultural, political and economic development equally. Gender equality in any sphere of life, including education, can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both girls and boys, women and men. Education institutions can play a significant role in the effort to achieve wider gender equality by promoting new patterns of beliefs and attitudes, and by avoiding the reproduction or reinforcement of social inequalities. The education system must be sensitive to the physical, psychological and social differences between male and female learners, but should value and respect both equally and provide equal opportunities to all learners. There is a tendency to equate gender equality with gender parity and gender equity, however a clear distinction needs to be made among these terms.”²

UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Notes. p.2.



Fundamental concepts: gender and sex

Perhaps the most important distinction to understand is between *gender* and *sex*. These two terms are often confused. One example is when documents refer to ‘gender-disaggregated statistics’, such as for enrolment rates, when it is actually sex-disaggregated (male and female) statistics that are being obtained and analysed.

The term **sex** is used to describe the biological differences between men and women. **Gender** is a social construct, determined by social norms, culture, attitudes, values, tradition, beliefs and practices. It refers to roles, responsibilities, identities or other qualities attributed to people because they are men or women. While most people are born male or female (their biological sex), we are taught behaviours and norms that are thought to be typical of, or appropriate to, a particular gender. See [Box 2](#) for an example.



Box 2

An obvious example of the difference between sex and gender is that women give birth to babies because of their *sex/biology*, while men’s biology prevents them from giving birth.

However, the fact that women are expected to look after the children in many settings, is not determined by their *sex/biology*, but is based on sociocultural expectations of their gender role. Men’s biology does not stop them looking after children, but entrenched perceptions of appropriate gender roles in their community may deter them from doing child care.

² UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Notes. p.2.



Self-study and/or group activity

Reflect on gender norms in your context

Work on your own or as a group and think about the following questions. Write some notes, or you could present your answers in a table with three columns.

- What types of norms and expected behaviours are typical for each gender in your context?
- What are the negative effects of some of these norms and expectations?
- How might these norms and expectations lead to inequality and to harm for women or men?



Self-study and/or group activity

Check understanding of definitions

Look at [Handout 3](#). If possible, print it and cut out each box. The boxes at the top of the page contain key words. The boxes at the bottom contain some definitions.

Try to pair up each term with its definition. Please take time to read the definitions fully – don't just guess!

When you are ready, check your paired cards against the correct answers in [Handout 4](#). Spend some time reading each term with its correct definition.

Alternative activity

If you are working in a group, you could use the cards to play a game: half the people pin term cards to their front and the other half pin definition cards to themselves. They must walk around the room and pair themselves up.

Gender and education



Self-study and/or group activity

Gender and education definitions

Below is a list of terms. There are two options for this activity, depending on your level of experience with working on gender issues:

Option A: If you want to test your existing knowledge:

- **Self-study:** cover up the right column and look at each term in the left column. Try to recall or work out the definition. Then uncover the definitions to see if you were right.
- **Group activity:** set up a discussion or quiz with colleagues, or play another card-matching game. Work through the terms and reflect on your understanding of each one. Check your answers against the definitions provided.

Option B: If you do not want to test your existing knowledge of these terms, read the complete list of terminology and definitions. You could then print these pages and keep them for reference.

Gender mainstreaming in education	Gender mainstreaming involves systematically integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and women, boys and men, equally benefit from these interventions and that gender equality is being promoted.
Gender analysis	An assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming.
Gender blindness	Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies, and attitudes that are gender-blind do not take into account these different roles and their diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations. For instance, a gender-blind teacher may think the education they provide is gender-neutral and that there are no significant differences between the way boys and girls are taught and learn. However, in reality, teachers' unconscious gender-stereotyped attitudes and biases can affect classroom practices, and result in differential treatment towards both boys and girls.

Gender awareness	Gender awareness means knowing that there are issues, differences and inequalities between women and men. A school head teacher who is gender aware will understand that special attention should be given to the way education is delivered to both girls and boys because society (and more specifically teachers), may value girls and boys differently. This has implications for their learning.
Transgender	Some people do not want to shape themselves to fit within the gender expectations of their society. Others are born into a body that they do not think is right for them. For example, a transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance, also called transgender women) or female to male (male appearance, also called transgender men).
Third sex	Some individuals do not identify with being either male or female, but rather a blend of both. Others identify as a 'third sex', such as Hijra populations in South Asia or the Fa'afafine of the Pacific. In some countries such as Bangladesh, India, Nepal and Pakistan this is a legal identity that can be reflected in their identity cards or other documentation.
Intersex	Some children are intersex. Intersex people are born with atypical sex characteristics, such as physical, hormonal, or chromosomal features that are not exclusively female or male. Intersex children may also not identify with their sex at birth, or with being categorized as male or female.
Gender focal point	Gender focal points (GFPs) are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to national ministries of women's affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.
Gender sensitivity	Gender sensitivity means acknowledging that differences and inequalities between women and men require attention.
Gender responsive	Gender responsive is being gender sensitive and articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men. For example, in communities where women are faced with social constraints that prevent them from being out of their homes in the evening, a gender-responsive intervention would be to offer training to these women only when they are able to attend training sessions. This kind of intervention therefore addresses women's needs (of training), but it does not challenge the discriminatory idea that women cannot be out of their homes during certain hours of the day/night.

Gender transformative	Gender-transformative policies and initiatives challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all.
Gender-responsive planning	<p>Gender-responsive planning is the technical and political processes and procedures to implement gender-sensitive policy. Gender-responsive planning can be considered a subset of broader Education Sector Planning activities to ensure that these are gender responsive. It typically includes substantial analytical work such as gender analysis to assess the enabling environment for gender equality in the education sector; applying a gender perspective (or 'gender lens') to current education sector policy; using available data to analyse challenges to gender equality in education; and assessing institutional capacity to address gender equality in education. On the basis of the findings of this comprehensive gender analysis, stakeholders are consulted and mobilized. Costed strategies and interventions are selected to address the issues impeding gender equality that have been identified along with an appropriate monitoring and evaluation framework to track progress.</p> <p>(Global Partnership for Education and UNGEI, 2017).</p>
Gender discrimination	This refers to any distinction, exclusion or restriction made on the basis of socially and culturally constructed gender roles and norms which prevents a person from enjoying full human rights. This discrimination can take many forms, including stereotyping, stigmatizing and devaluing genders.
Gender parity index (GPI)	Gender parity in education is an indicator of the ratio of girls to boys. Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator but by itself does not measure gender equality. The gender parity index (GPI) of the Education for All (EFA) Global Monitoring Report measures the ratio of female-to-male value of a given indicator. A value between 0.97 and 1.03 indicates that gender parity was reached. See Box 3 .
Gender-responsive budgeting (GRB)	Gender-responsive budgeting (GRB) or gender budget analysis refers to an analysis of the 'impact' of actual government expenditure and revenue on women and girls, as compared to men and boys. It neither requires separate budgets for women, nor does it aim to solely increase spending on women-specific programmes. Instead, it helps governments decide how policies need to be adjusted, and where resources need to be re-allocated to address gender inequalities.



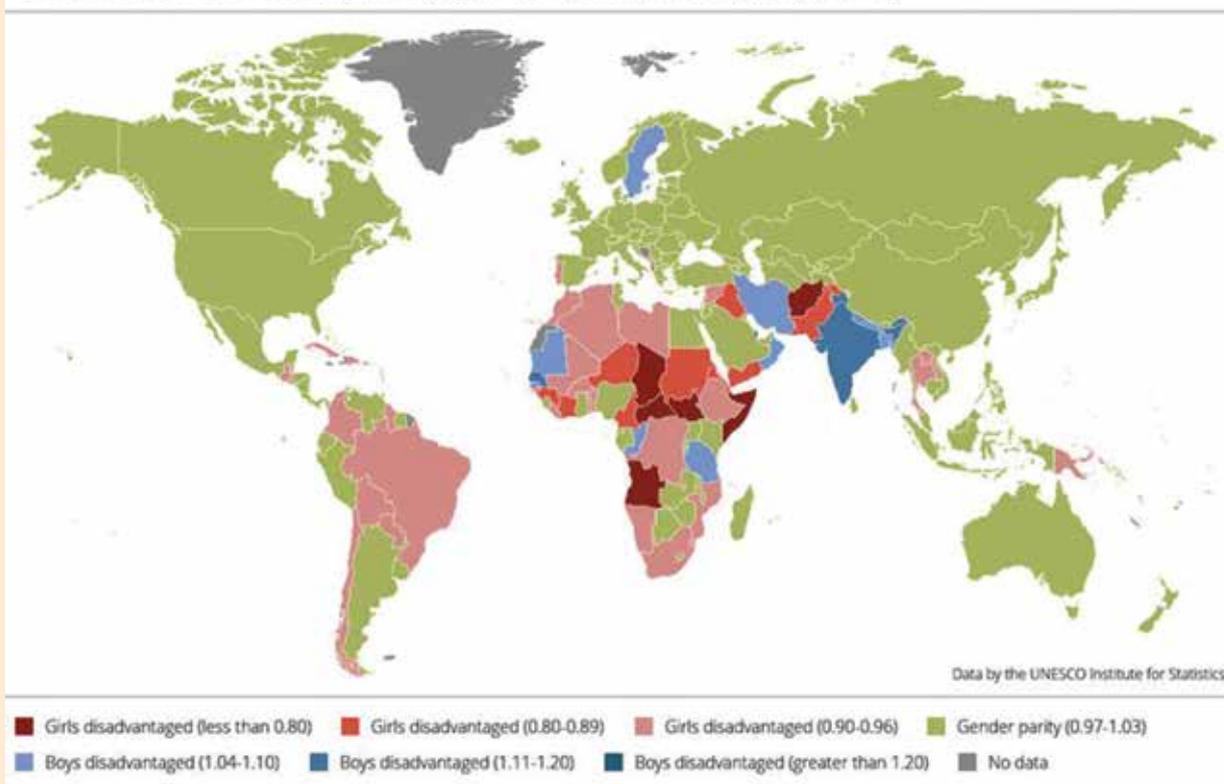
Box 3 Gender parity index

It may not be the case that boys and girls have equal access to education at all levels in the Asia and Pacific region. The world map below provides a broad overview of how the region compares with other parts of the globe.

Girls are less likely than boys to attend primary school in countries such as Pakistan and Afgha-

nistan, where only 85 and 69 girls respectively enrol in school for every 100 boys. In South and West Asia, lack of access to school particularly affects girls who represent 52 per cent of the primary school age out-of-school children. However, in countries including Iran and India, it is often boys who face disadvantage.

Gross enrolment ratio, primary, gender parity index (GPI) (2016)



Source: UNESCO Institute for Statistics. 2017. *E-Atlas Gender and Inequality in Education*, 2017.³

³ UNESCO Institute for Statistics. 2017. *E-Atlas Gender and Inequality in Education*, 2017. See: <https://www.tellmaps.com/uis/gender/#/topic/GENDER>.



Self-study and/or group activity

Reflect on girls' and boys' lives in your context

Think about a boy or girl in your country. Think about what the boy or girl probably does in an average day. Draw a timeline on a piece of paper for the boy, and another timeline for the girl. If working in a group, use large flipchart paper.

The timeline should show, for instance, when they get up, what tasks they do during the day (and where they do them, and with whom), any leisure activities, etc.

Now look closely at the two timelines. Think about these questions, or discuss in the group:

- What aspects of the timelines illustrate activities that could be determined by society's perceptions of *gender roles*?
- Are any of the activities determined by *sex differences*?
- Do the timelines show equality between the sexes?
- What differences are there and how do these affect the experience of boys and girls in education?



Self-study and/or group activity

Reflect on how others understand key terms and concepts

Look again at the terminology and concepts in the glossary in [Handout 2](#).

Think about or discuss the following questions:

- Which of the concepts do you find most useful for your work on bringing about change towards gender equality?
- Are educators in your country familiar with all the concepts?
- Do educators consider these terms and concepts to be essential in their professional work? Which terms are the best understood and most commonly used?
- Are there any social barriers to using any of the terms in education discourse? If so, which are the problematic terms and why?

Optional extension activity for self-study and/or group work

This task is about identifying priorities. Consider the stakeholder list in the table in [Handout 5](#). Try to identify 5–10 core terms or concepts (from the glossary in [Handout 2](#)) that you think are *essential* for each stakeholder to know, to help promote gender equality. Then identify 5 terms or concepts that you they are *desirable* for them to know.

This activity will help you prioritize which terms need to be the main focus of training and awareness raising for each group, because it will not be possible to train every group about everything relating to gender and education.



Further reading

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Handout 1

Sustainable Development Goal 4

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

- Target 4.1 By 2030, ensure that **all girls and boys** complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that **all girls and boys** have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.3 By 2030, ensure equal access for **all women and men** to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5 By 2030, **eliminate gender disparities in education and ensure equal access to all levels of education and vocational training** for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, **both men and women**, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, **gender equality**, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Target 4.a Build and upgrade education facilities that are child, disability and **gender sensitive** and provide safe, nonviolent, inclusive and effective learning environments for all
- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



Handout 2

Glossary of fundamental concepts in gender and education⁴

The terms and concepts are presented here as an alphabetical reference list, not in order of importance.

Discrimination against women

This means “any discrimination, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field;” Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Empowerment

Collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.

Gender

What it is:

- social meaning given to being a woman or a man
- social characteristics – not biological differences – used to define a woman or a man.

What it does:

- defines the boundaries of what women and men can and should be and do
- shapes and determines the behaviour, roles, expectations and entitlements of women and men
- provides rules, norms, customs and practices.

Gender analysis

An assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming.

Gender aware

Knowing that there are issues, differences and inequalities between women and men.

Gender blind

Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender-blind do not take into account these different roles and their diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations. For instance, a gender-blind teacher may think the education they provide is gender-neutral and that there are no significant differences between the way boys and girls are taught and learn. However, in reality, teachers’ unconscious gender-stereotyped attitudes and biases can affect classroom practices, and result in differential treatment towards both boys and girls.

⁴ This glossary is based on the terminology set out in: UNESCO. 2014. *Priority Gender Equality Action Plan II 2014–2021* (GEAP II). Paris: UNESCO.

Gender and development (GAD)

The GAD approach seeks to address unequal gender relations, which prevent equitable development and which often lock women out of full participation. GAD seeks participation, decision-making and the sharing of benefits for both women and men. The biggest difference between Women in Development (WID) and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven. There is a need for women-specific and men-specific interventions at times. These complement gender initiatives. Research shows that the success of both sex-specific and gender activities is directly linked with the depth of the gender analysis that informs them. A successful GAD approach requires sustained, long-term commitment.

Gender division of labour

The result of how each society divides work among men and women according to what is considered suitable or appropriate to each gender.

Gender equality⁵

Women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

Gender equality in, to and through education (the ultimate goal)

Is achieved when female and male learners have equal access to learning opportunities, and are treated in and benefit from education equally, so that they can fulfil their potential and become empowered to contribute to and benefit from social, cultural, political and economic development equally. Gender equality in any sphere of life, including education, can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both girls and

boys, women and men. Education institutions can play a significant role in the effort to achieve wider gender equality by promoting new patterns of beliefs and attitudes, and by avoiding the reproduction or reinforcement of social inequalities. The education system must be sensitive to the physical, psychological and social differences between male and female learners, but should value and respect both equally and provide equal opportunities to all learners. There is a tendency to equate gender equality with gender parity and gender equity; however a clear distinction needs to be made among these terms.

Gender equity

Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality.

Gender equity in education (conditions or means to achieve equality, but not the end result)

Special treatment/action taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds. For example, equity measures can favour girls in order to empower them and help them overcome disadvantages of chronic discrimination and catch up with boys. Equity measures, also referred to as 'positive discrimination' or 'affirmative action', are not necessarily 'fair' per se, but are implemented to ensure fairness and equality of outcome. For example, providing scholarships or stipends for girls is considered as an incentive for increasing their access to education.

⁵ For UNESCO, gender equality refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. See: UNESCO. 2014. *UNESCO Priority Gender Equality Action Plan 2014–2021*. Paris: UNESCO.

Gender focal point (GFP)

GFPs are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to national ministries of women's affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.

Gender gap

A difference between the situations of boys and girls, men and women. This may be in terms of knowledge, attitudes or behaviours. Gender gaps can be attributed to differences in terms of perspectives, economic and social preferences, experiences and autonomy. They are influenced by factors such as age, class and social status, and religion. Gender analysis reveals gender gaps.

Gender identity

Refers to the individual experience of gender, which may or may not correspond to the sex determined at birth or with the social expectations of that sex. Many people face harassment, stigma and exclusion if the expression of their gender identity, for example through dress, speech and mannerisms, is different from what others might expect.

Gender mainstreaming

Involves systematically integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and women, boys and men equally benefit from these interventions and that gender equality is being promoted.

Gender normative behaviour

Conforming with social standards about what are appropriate feminine and masculine behaviours.

Gender parity

Numerical concept for representation and participation. A necessary, but not sufficient, step on the road to gender equality.

Gender parity in education (an indicator of the ratio of girls to boys)

Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator, but by itself does not measure gender equality. The gender parity index (GPI) of the EFA Global Monitoring Report measures the ratio of female-to-male value of a given indicator. A value between 0.97 and 1.03 indicates that gender parity was reached.

Gender responsive

Being gender sensitive and articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men.

Gender-responsive budgeting (GRB) or gender budget analysis

Refers to an analysis of the 'impact' of actual government expenditure and revenue on women and girls, as compared to men and boys. It neither requires separate budgets for women, nor does it aim solely to increase spending on women-specific programmes. Instead, it helps governments decide how policies need to be adjusted, and where resources need to be re-allocated to address gender inequalities.

Gender-responsive planning

The technical and political processes and procedures to implement gender-sensitive policy. Gender-responsive planning can be considered a subset of broader education sector planning activities to ensure that these are gender-responsive. It typically includes: substantial analytical work, such as gender analysis, to assess the enabling environment for gender equality in the education sector; applying a gender perspective (or 'gender lens') to current education sector policy; using available data to analyse challenges to gender equality in education; and assessing institutional capacity to address gender equality in education. On the basis of the findings of this comprehensive gender analysis, stakeholders are consulted and mobilized. Costed strategies and interventions are selected to address the issues impeding gender equality that have been identified, along with an appropriate monitoring and evaluation framework to track progress (United Nations

Girls' Education Initiative (UNGEI) and Global Partnership for Education, 2017).

Gender sensitive

Acknowledging that differences and inequalities between women and men require attention.

Gender training

A facilitated process of developing awareness and technical capacity on gender issues in order to bring about personal or institutional change for gender equality. Gender training is necessary, but not sufficient on its own, to bring about sustainable organizational change. It needs to be a part of a comprehensive corporate culture of learning. Gender training may be the responsibility of the [Gender Focal Point](#) and may also use external gender expertise. Gender training should be more experience-based rather than theoretical, although basic concepts need to be learned and internalized.

Gender transformative

Policies and initiatives that challenge existing and biased/discriminatory policies, practices and programmes and that affect change for the betterment of life for all.

Homophobia and transphobia

Homophobia is fear, discomfort, intolerance, or hatred of homosexuality or sexually diverse people. Transphobia is fear, discomfort, intolerance, or hatred of transgender, transsexuals and others perceived to transgress sexual norms.

Intersectionality

The interconnected nature of social categorizations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. The key assertion of intersectionality is that the various systems of societal oppression do not act independently of each other. According to this view, gender inequality cannot be seen as separate from other forms of oppression and disadvantage, and its interaction with this is critical to understanding how gender discrimination functions in society.

Intersex

Some children are intersex. Intersex people are born with atypical sex characteristics, such as physical, hormonal, or chromosomal features that are not exclusively female or male. Intersex children may also not identify with their sex at birth, or with being categorized as male or female.

School-related gender-based violence (SRGBV)

This concerns all forms of violence, including fear of violence, that occur in education contexts such as schools and on the journey to and from school, which result in or are likely to result in physical, sexual or psychological harm of children.

Sex

The biological differences between men and women.

Sex-disaggregated data

Data that is collected and presented separately on men and women.

Sexual harassment

Any form of coercion, bullying, advances, or request for sexual favours that seeks rewards in exchange for sexual favours, or verbal/physical harassment of a sexual nature. It is often a criminal offence, but enforcement is a major challenge.

Sexual identity and sexual orientation

Sexual identity is how individuals identify their own sexuality and is usually based on sexual orientation. Sexual orientation is the term used to describe whether a person feels sexual desire for people of the opposite gender, same gender, or both genders. People who feel sexual desire for members of the other gender are heterosexual. People who feel sexual desire for people of the same gender are homosexual, or gay. Gay women are called lesbians. People who are attracted to both genders are bisexuals.

Sexuality

A fundamental aspect of human physiology. It encompasses sexual knowledge, beliefs, attitudes and behaviours, including gender identities and roles, sexual orientation and reproduction. Sexuality is experienced and expressed in

various forms and manners, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. Sexuality is not always experienced or expressed openly and in a direct manner. It is influenced by the interaction of physical, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

Sexually diverse

This is a broad term used to include people who identify as lesbian, gay, bisexual, transgender, intersex (LGBTI), or questioning their sexuality.

Sexuality education

This aims to equip children and young people with the knowledge and skills to make responsible choices about their sexual and social relationships. It may include education about gender roles and relationships. [Comprehensive sexuality education](#) (CSE) emphasizes a holistic approach to human development and sexuality. CSE includes education about gender.

SOGIE-based violence

All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occur in relation to bias against sexual orientation, gender identity and expression (SOGIE). It is based on stereotypes, roles, or norms, attributed to or expected of children because of their sexual orientation or gender identities.

Strategic (gender) interests

Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice and increased participation in decision-making. The notion of 'strategic gender needs', first coined in 1985 by Maxine Molyneux, helped develop gender planning and policy development tools, such as the Moser Framework, which are currently being used by development institutions around the world.

Third sex

Some individuals do not identify with being either male or female, but rather a blend of both. Others identify as a 'third sex', such as Hijra populations in South Asia or the Fa'afafine of the Pacific. In some countries such as Bangladesh, India, Nepal and Pakistan, this is a legal identity that can be reflected in their identity cards or other documentation.

Transgender

Some people do not want to shape themselves to fit within the gender expectations of their society. Others are born into a body that they do not think is right for them. For example, a transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance, also called transgender women) or female to male (male appearance, also called transgender men).

Violence against women

Defined in Article 1 of the Declaration on the Elimination of Violence against Women (1993). The term refers to "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or in private life".

Women in Development (WID)

The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income, or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women's multiple roles, or they miscalculate the elasticity of women's time and labour. Another is that such projects tend to be blind to men's roles and responsibilities in women's (dis)empowerment.



Handout 3

Matching key terms with definitions

Key terms

1. Sex	2. Gender	3. Sexuality
4. Gender parity	5. Gender equity	6. Gender equality
	7. Empowerment	

Definitions

<p>A) A collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. Education facilitates this process, enabling boys and girls to question existing inequalities, as well as act for change.</p>	<p>B) A step that leads to equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome.</p>
<p>C) A numerical concept. In education it implies that the same number of boys and girls receive educational services at different levels and in diverse forms.</p>	<p>D) Describes the biological differences between men and women.</p>
<p>E) A social construct, determined by social norms, culture, attitudes, values, tradition, beliefs, and practices, and which refers to roles, responsibilities, identities, or other qualities attributed to people because they are men or women.</p>	<p>F) A fundamental aspect of human physiology. It encompasses sex, gender identities and roles, sexual orientation and reproduction. It is experienced and expressed in various forms and manners, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. It is not always experienced/expressed openly and in a direct manner. It is influenced by the interaction of physical, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.</p>
<p>G) Is achieved when women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.</p>	



Handout 4

Answers for Handout 3

The following terms and definitions are matched:

1 and D

2 and E

3 and F

4 and C

5 and B

6 and G

7 and A



Handout 5

Gender equality concepts of stakeholder groups

Optional extension activity for self-study and/or group work

This task is about concepts utilized by different stakeholder groups. Consider the list in the table below. Try to identify 5–10 core terms or concepts (from the glossary in [Handout 2](#)) that you think are *essential* for each stakeholder to know, to help promote gender equality. Then identify 5 terms or concepts that you think are *desirable* for them to know.

This activity will help you prioritize which terms need to be the main focus of training and awareness raising for each group, because it will not be possible to train every group about everything relating to gender and education.

Stakeholder	Essential concepts	Desirable concepts
Policy-maker		
Teacher educator/trainer		
Teacher		
School principal		
School management committee		
Curriculum developer		
Parent		
Student		



References

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE and UNGEI.

UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Notes. p.2.

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_____. 2015. *From insult to inclusion: Asia-Pacific report on school bullying, violence and discrimination on the basis of sexual orientation and gender identity*. Bangkok: UNESCO.

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UNESCO Institute for Statistics (UIS) database. 2017. E-Atlas Gender and Inequality in Education, 2017. See: <https://www.tellmaps.com/uis/gender/#!/topic/GENDER>. (Accessed 10 July 2019).



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for Education

TOOL

2

Demand- and supply-side factors and gender parity



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Objectives

This tool will enable trainees to:

- understand some of the sociocultural barriers to gender equality in education;
- distinguish between demand- and supply-side factors that affect the achievement of gender equality in education;
- consider the current status of gender parity in the Asia-Pacific region;
- think about gender parity and equality issues in their own context.

Key information



Setting the scene

Barriers to gender equality can arise out of both demand- and supply-side factors that affect the engagement of girls and boys, and men and women, in all levels of education.

Demand-side issues relate to all those who 'demand' education. These could be children, families, communities and the wider society. Barriers and challenges to gender equality on the demand side may be rooted in sociocultural norms and traditions and in economic conditions – for example, parents' preference for sons, or a tradition of marrying off girls at a young age. Such norms and economic conditions can affect the supply side too.

Supply-side issues relate to those who 'supply' education, such as governments (including ministries of education and decentralized/district education offices), pre-schools or nurseries, primary and secondary schools, tertiary colleges, universities, and technical and vocational education training providers. Supply-side factors influence a range of issues such as policy, curriculum, teachers and school management. Supply-side barriers include, for example, gender-biased text books and a lack of female science teachers.



Self-study and/or group activity

Reflecting on demand- and supply-side factors in your context

- Either individually or in small groups, choose an education level that you are familiar with (e.g. pre-school, primary, secondary, tertiary).
- Try to identify up to three demand-side and three supply-side factors that you think affect male and/or female engagement in your context.
- Write your answers in the first column in the table below.
- If you have any additional information about how this factor is a barrier to gender equality in education, make some notes in the middle column.
- Leave the third column (interventions) blank for now.

Demand-side factors	Barrier to gender equality	Intervention(s) required
1.		
2.		
3.		
Supply-side factors	Barrier to gender equality	Intervention(s) required
1.		
2.		
3.		

Now read [Handout 1](#) and compare your answers with the examples provided. Is there anything surprising about the factors mentioned in the handout? Are any of the factors particularly controversial or difficult to deal with in your context?

Optional extension activity

For those who are already more experienced in gender equality in education, you could consider possible interventions to address the demand- and supply-side barriers you noted in your table. Make notes about possible interventions in the third column.

Gender parity

Gender parity in education is an indicator of the ratio of girls to boys. Gender parity is reached when there is equal representation and participation of male and female learners in education (see the glossary in [Tool 1](#)). It is a useful indicator, but by itself does not measure gender equality. It is important to consider gender parity when thinking about demand- and supply-side factors impacting on educational participation and achievement, because these factors might affect boys and girls differently.

The gender parity index (GPI) of the Education for All Global Monitoring Report measures the ratio of female-to-male for a given indicator. A value between 0.97 and 1.03 indicates that gender parity was reached.

Gender parity is a prerequisite for gender equality. According to the Global Education Monitoring Report, the world has achieved gender parity at all levels of education except tertiary.¹ However, this is not true of all regions, country income groups, or individual countries. Only 66 per cent of countries have actually achieved gender parity in primary education; 45 per cent of countries have achieved it in lower secondary; and 25 per cent in upper secondary.² As indicated above, gender parity is only a step on the way to achieving gender equality.

In some countries, failure to reach gender parity is because boys rather than girls are facing barriers to education. [Table 1](#) demonstrates that while girls are disadvantaged at secondary level in Australia, Solomon Islands and Papua New Guinea, boys face disadvantage in various countries, shaded in red. [Table 2](#) suggests a knock-on effect at tertiary level; boys are disadvantaged at this level in the Pacific region.

Table 1: Secondary school gross enrolment GPI - Oceania

Rank	Country	Value	Year
1	Tuvalu	1.25	2016
2	Fiji	1.11	2012
3	Samoa	1.1	2016
4	Kiribati	1.1	2008
5	New Zealand	1.06	2017
6	Tonga	1.06	2015
7	Vanuatu	1.06	2015
8	Palau	1.05	2014
9	Solomon Islands	0.95	2012
10	Australia	0.89	2017
11	P a p u a Guinea	0.73	2016

Source: UNESCO Institute for Statistics (UIS), <http://data.uis.unesco.org/>, Accessed 22 March 2019.

1 UNESCO. 2017c. Accountability in education: Meeting our commitments. *Global Education Monitoring Report*.

2 Ibid.

Table 2: Gender parity index of the gross enrolment ratio and percentage of countries that have achieved parity, by education level, 2015³

	Pre-primary		Primary		Lower secondary		Upper secondary		Tertiary	
	Gender parity index	Countries at parity (%)	Gender parity index	Countries at parity (%)	Gender parity index	Countries at parity (%)	Gender parity index	Countries at parity (%)	Gender parity index	Countries at parity (%)
World	0.99	62	1.00	66	0.99	45	0.98	25	1.12	4
Caucasus and Central Asia	1.04	71	0.99	100	0.99	88	1.03	43	1.04	0
Eastern and South-eastern Asia	1.00	46	0.99	88	1.01	47	1.02	40	1.13	7
Europe and North America	0.99	85	1.00	93	0.99	67	1.01	31	1.28	5
Latin America and the Caribbean	1.01	66	0.98	61	1.02	41	1.11	17	1.31	5
Northern Africa and Western Africa	1.01	50	0.95	61	0.93	38	0.96	38	1.01	0
Pacific	0.98	43	0.97	69	0.95	31	0.94	8	1.38	0
Southern Asia	0.94	63	1.06	33	1.04	22	0.95	38	0.95	22
Sub-Saharan Africa	1.01	49	0.94	36	0.90	26	0.84	9	0.70	0
Low income	1.00	40	0.93	29	0.86	16	0.75	12	0.55	5
Lower middle income	0.99	50	1.03	63	1.02	33	0.94	23	0.99	6
Upper middle income	1.00	66	0.98	71	1.00	56	1.06	28	1.18	3
High income	0.99	78	1.00	83	0.98	58	1.01	29	1.24	4

3 UNESCO. 2017c. Accountability in education: Meeting our commitments. *Global Education Monitoring Report*. Paris: UNESCO.

The parity situation in the Asia-Pacific region

Signs of progress

Caution must be exercised when analysing national and regional data, as it can mask important differences within and between sub-population groups, particularly with regard to socio-economic status, and can blur disparities at sub-national level.

Nevertheless, in the Asia-Pacific region, data suggests that the major challenge now is to achieve gender parity in secondary and tertiary education. A synthesis of the National EFA reports⁴ and Gender Equality and Women's Empowerment in Asia and the Pacific report⁵ offered the following headlines on gender parity in the region:

- Gender disparity in access to primary education was substantially reduced between 1999 and 2012 and is not a major issue for the region, as most countries have an Adjusted Net Enrolment Rate (ANER) of 100 per cent. Wide gaps remain in a few countries, such as Pakistan and Papua New Guinea, and also in Cambodia, Pakistan and Samoa. The most severe disparities affect girls.
- Gender parity in net primary attendance is reported in 28 out of 34 countries for which data is available.
- In secondary education enrolment, gender parity has improved. Gender parity exists for slightly less than half of countries for which data is available. However, more than half of countries in the region had an ANER at lower-secondary level of less than 90 per cent. This means that achieving appropriate enrolment rates remains a challenge and there remain high rates of out-of-school adolescents.

- Most countries are close to achieving gender parity in terms of learners staying in school to the last grade of primary education. However, disparities still exist in survival rates to the last grade of lower secondary education.
- Gender disparity is most evident at tertiary level. The picture is complex, with some countries having higher female enrolments than male, and others vice versa.

Remaining challenges

Primary education: Girls are less likely than boys to attend primary school in countries such as Pakistan and Afghanistan, where only 85 and 69 girls respectively enrol in school for every 100 boys. In South and West Asia, lack of access to school particularly affects girls, who make up 52 per cent of the primary school age out-of-school children.⁶

In some countries in East and South West Asia, more girls are out of school than boys at primary level. For example, in Indonesia in 2017, 72 per cent of out-of-school children of primary age were girls, while in Uzbekistan and Mongolia the figure was 76 per cent and 73 per cent, respectively (UIS, 2019). A similar picture emerges in some South Asian countries. For example, the percentages of girls who are out of school at primary level in 2017 in Nepal and Pakistan are 62 per cent and 60 per cent, respectively.

Secondary education: Female participation is significantly lower in some South Asian countries. For example, in Afghanistan and Pakistan in 2017, girls made up just 40 per cent and 41 per cent respectively of the total secondary enrolment.

4 UNESCO. 2015. Education for All 2000–2015: Achievements and Challenges. *Education for All Global Monitoring Report*. Paris: UNESCO.

5 UNESCAP. 2015. *Gender Equality and Women's Empowerment in Asia and the Pacific. Perspectives of Government on 20 Years of Implementation of the Beijing Declaration and Platform for Action*. Bangkok: UNESCAP.

6 UNESCO Institute for Statistics. 2017. E-Atlas Gender and Inequality in Education, 2017. See: <https://www.tellmaps.com/uis/gender/#!/topic/GENDER>.

Tertiary education: Female participation is particularly low in some countries of South Asia, where data is available. In Uzbekistan, for example, the percentage of females in the gross intake rate (GIR) for tertiary education is 8 per cent (UIS, 2019).

Transition: Transition rates from primary to secondary education disadvantaging girls are reported in a range of countries including Afghanistan, the Lao People's Democratic Republic, Myanmar, Nepal and Pakistan.⁷ For further information on transition, see [Tool 17](#).

STEM and TVET: There are major gender disparities in Science Technology Engineering and Mathematics (STEM) and Technical and Vocational Education and Training (TVET) in some countries. For example, female participation in TVET in secondary education is generally very low compared with male. In 2017 in Myanmar, Pakistan, Sri Lanka and Kyrgyzstan, the percentage of females enrolled (out of all students) was <1%, 1%, 3% and 4% respectively (UIS, 2019).

Female participation in STEM varies by country in the Asia-Pacific region. Females are concentrated in certain disciplines and levels, e.g. pharmacy at tertiary level. In other subjects, participation can fall away as the level of education increases. Females are significantly under-represented among the highest levels of achievement in mathematics and science.⁸ See [Tool 16](#) for more information on STEM.

Boys becoming disadvantaged in education: In Central Asian countries and some East Asian countries – including China, Indonesia, Kiribati, Mongolia, Thailand and Timor Leste – the Gross Intake Rate (GIR) is higher for girls than boys in lower secondary education (UNESCO, 2016). Enrolment disparities that disadvantage boys within secondary education are growing, especially in East Asia and the Pacific. In Bhutan,

India, Indonesia, Macau, Philippines Tonga and Tuvalu in 2014 there were more out-of-school boys than girls at lower secondary age (UNESCO, 2016).

Learning outcomes: A recent study across the Asia-Pacific region showed that there are gender differences in terms of learning outcomes. In some countries girls outperform boys and in others the reverse is the case. There are also differences in uptake and outcomes in different subjects, with boys in many countries showing a preference for science and mathematics and girls demonstrating strong proficiency in languages.⁹ Findings from the UNESCO study are outlined in [Box 1](#).

7 UNESCO Institute for Statistics (UIS). *Effective transition rate from primary to lower secondary general education, female (%)*. <http://data.uis.unesco.org/#> Accessed 25 July 2019.

8 UNESCO. 2017b. *Cracking the Code: Girls' and women's education in science, technology, engineering and mathematics (STEM)*. Paris: UNESCO.

9 UNESCO. 2017a. *Analyzing and Utilizing Assessment Data for Better Learning Outcomes. Network on Education Quality Monitoring in Asia Pacific*. Bangkok: UNESCO, p.25.



Box 1 Gender differences in learning outcomes across the Asia-Pacific region

“In Afghanistan, there are significant differences between girls and boys in reading and writing outcomes at Grade 6, where the data shows that there is a larger proportion of girls in the higher proficiency levels of reading and writing than of boys. The report also noted that the proportion of girls who are able to read is greater than boys across all types of reading materials that were surveyed. Similar results are found in the Solomon Islands and Viet Nam. In the Solomon Islands, it was reported that girls significantly outperformed boys in writing in all the provinces except one. In Viet Nam, the study stated that significantly more female students achieved above-standard level in Vietnamese language than male students. In Malaysia, the difference between the achievement of boys and girls was not large, however girls achieved slightly higher scores. Girls were also seen to have fared better in their level of knowledge, outperforming males on the Trends in International Mathematics and Science Study (TIMSS) cognitive domain as well. The average achievement of boys in mathematics was found to be very much below the 400 benchmark for higher levels

of cognitive skills. Counter to this, Bhutan reported mixed differences between girls and boys in mathematics and language (English for Bhutan). The Bhutan study indicated that while not very large, the differences are statistically significant and boys had outperformed the girls in mathematics and girls outperformed boys in English.

The case of Pakistan is also interesting, as boys outperform girls in all three subjects (writing and reading Urdu, and mathematics). However, boys and girls are mostly educated separately, and the case study indicated that there may need to be further examination in the teaching-learning process to determine this discrepancy. However, in several of the cases no statistically significant differences in achievement between the sexes were reported. While in Mongolia and Thailand, there were generally no significant differences between boys and girls across all subjects, Afghanistan, Solomon Islands and Viet Nam reported differences only in mathematics.”

Source: UNESCO. 2017a: pp.24-25.

National data can hide sub-national disparities

While national data may show gender parity, sub-national data may indicate disparities that disadvantage both girls and boys. For instance, data may show that in one province boys are significantly disadvantaged, while in another province the bias is against girls. Disparities between urban and rural communities and socio-economic status, not just sex, are commonly found in statistical data on enrolment.

If we look at national data, Sri Lanka has achieved gender parity at the primary level, with a Gender Parity Index of 1 for primary net enrolment. However, in some provinces, reports indicate that girls can be significantly disadvantaged. Viet Nam also reports gender parity in primary education, but disparity is found among girls in the North East and among boys in Southern Highlands.¹⁰

The availability of data

There are significant gaps in education statistics which are essential for tracking progress towards gender equality and other education goals. For example:

- Data is sparse in South Asia, East Asia and South-West Asia (UNESCO, 2016);
- Comprehensive gender analysis on out-of-school children is lacking in the Asia-Pacific region;
- Better Science, Technology, Engineering and Mathematics (STEM) data disaggregated by sex is needed at country level to provide a clearer picture of female participation, progression and learning achievement.

It is anticipated that data systems will be improved as a result of the new SDG indicators on gender parity which should be integrated at the national/regional level to monitor gender disparities in the education system.



Self-study and/or group activity

Reflect on sub-national disparities in your context

- Think about your own context. Are there disparities in different parts of the country that do not show up in the national data?
- What are these disparities and how are they caused?
- Are there any interventions (policies, programmes, projects) in place to address these disparities? If not, what kinds of interventions would you recommend?
- If you are not sure of the answers, you could commit to undertake some research and reading.

¹⁰ UNESCO. 2012. *Gender Equality. End of Decade Notes on Education for All, Asia Pacific*. Bangkok: UNESCO.



Self-study activity

Investigating gender parity in your context

- Choose an emerging issue relating to gender parity in your context that you would like to investigate further.
- Draw a mind map to show what you already know about the issue and what you need to know more about.
- Add ideas for how and where you will find this information.



Group activity

Debating gender equality

- Choose one person to be a chairperson who will read out the statements.
- Split the remaining participants into two groups. One group must provide arguments as to why they agree with the statements. The other group will argue why they disagree with the statements.
- Ask the chairperson to read each statement in turn and allow the groups to debate each one for several minutes.
- The chairperson should encourage participants to back up their responses with concrete examples from their own contexts.

Possible statements to choose from include:

- There are important cultural factors that prevent gender equality in the classroom and school.
- There are currently barriers to achieving gender equality in our school system.
- Gender parity has already been achieved in primary and secondary education.
- Girls in particular face disadvantages in our schools in terms of educational opportunity.
- Boys in particular face disadvantages in our school system in terms of educational opportunity.
- There is significant inequality in boys' and girls' participation in STEM in secondary schools.
- Gender equality in learning outcomes is being achieved in our schools.
- Teachers are well equipped to practise gender equality in the classroom.
- School principals are committed to achieving gender equality in schools.
- Parents are supportive of gender equality in schools.



Further reading

OECD. 2014. Gender equality in the three Es in the Asia/Pacific region. *Society at a Glance: Asia/Pacific 2014*. Paris: OECD Publishing. https://doi.org/10.1787/soc_aag-2014-5-en.

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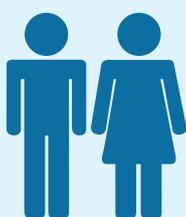
UNESCO Institute for Statistics. 2015. Out of School Children and Adolescents in Asia and the Pacific. Fact Sheet. Issue 3: September 2015. Bangkok: UIS.



Handout 1

Demand- and supply-side factors

Demand side



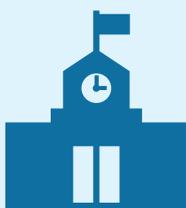
Within a lifelong learning approach, it is important to understand the sociocultural demand-side factors that are responsible for influencing gender inequality in education at all levels of the system. These factors tend to be linked to cultural norms around gender. These vary considerably between sub-regions, countries and within countries in Asia and the Pacific. The picture is complex. It is necessary to conduct regular research to identify and better understand issues and track progress in addressing them. This is a role for universities and specialized research institutions. Research may be commissioned by ministries of education, or civil society organizations with an interest in advocating for gender equality.

Gender-related factors may affect access to education differently for girls and for boys. It is therefore necessary to examine these systematically at different levels of the education system. Examples of these factors are listed below but should not be considered exhaustive.

- **Poverty:** Poverty is often the key factor affecting education participation for boys and girls. In the family, consideration of the opportunity costs of lost income or the need for help with household work and child care may affect parental decisions to send their sons or daughters to school. If there are multiple children, a poor family may only afford school costs for the boys, where gender norms dictate the boys are the providers for families.
- **Burden of household work:** In poorer households, girls often help with household work and care for younger siblings, leaving them less time to spend on their studies. This is reinforced by gender norms, where domestic work is seen as primarily the responsibility of women and girls. Involvement in household chores is a cause of lateness, absence and dropout from school (UNESCO, 2009).
- **Child marriage:** Educational opportunities for girls are reduced in countries in South Asia where parents are willing to follow traditional gender norms and marry off their daughters at an early age. Typically, girls marry older men, but if the husband is also young, marriage may affect his ability to complete his education. Marriage and school are largely incompatible in most contexts in the region. Early marriage is reported also in parts of South-East Asia.
- **Son preference:** There are countries in the Asia-Pacific region where families exhibit a strong cultural preference for sons. These countries tend to have the greatest levels of gender inequalities, with generalized and systematic discrimination against women and girls, including in education (WHO, 2011). Such societies often have excess levels of female mortality and a higher proportion of men to women in the population than is the norm.

- **Adolescent pregnancy:** Adolescent pregnancy may be a factor in forcing girls to drop out of school. In many countries, the law does not allow girls to re-enter school after the birth of their child, and/or social stigma does not permit them to attend school.
- **Child labour:** Some 28 million South Asian children, mostly girls, are reported as inactive, neither working nor attending school. Girls are more likely than boys to be inactive, and to be involved in domestic chores or work that is not captured by the survey instruments. This is 1.5 times (more likely to be inactive) in Bangladesh, 2 times in India, and 3 times in Pakistan. (ILO and UCW, 2015).
- **Restricted physical and social mobility for older girls:** Schooling may be perceived as harmful for older girls, as it requires freedom of mobility outside of the home. This is particularly true among conservative religious communities in rural areas in parts of South Asia.
- **Sexual harassment of girls on their way to and from school:** Girls become more vulnerable to harassment when schools are far from home and there is a lack of secure transport. This can cause older girls to drop out of school in parts of South Asia. Parents in rural areas may be reluctant to send their girls to school due to the perceived risk of sexual abuse and harassment on the way.
- **Ethnicity and language:** In general, inequality in educational participation reflects broader inequalities in society. Ethnicity and language can be an important factor in inequality, and the effects of this can be gendered. For example, in parts of South Asia, girls from minority ethnic groups have higher rates of exclusion from school.
- **Disability and discrimination:** Girls with disabilities are a large and diverse group whose educational needs have gone largely unnoticed (UNESCO, 2003). Both girls and boys with disabilities face widespread cultural biases and discrimination in education which severely limit their life opportunities.
- **Low academic expectations of parents:** Parents may have low expectations for their children, reinforced by gender stereotypes. Education may be less valued for girls than boys, or vice versa.
- **Cultures of masculinity:** Emerging evidence suggests that routine classroom practices in education can discourage the participation of some boys (UNESCO, 2009:57). Some boys become disenchanted with school because its culture does not fit well with their adolescent male culture.

Supply side



Gender issues are embedded in all aspects of a school or learning institution. They can also have a profound impact on the equity of whole education systems. This can reinforce negative gender stereotypes and undermine gender equality in teaching and learning. Examples of key supply-side factors are presented below.

- **The physical environment:** The built environment in the school may promote gender inequality. There may not be separate toilets for girls or facilities for menstrual hygiene. There should of course be separate and secure toilets for both girls and boys. There should also be safe spaces for both girls and boys, and sports facilities which allow both girls and boys to participate in physical recreational activities and a range of sports.
- **Distance to school:** Distance to school is an issue that affects both boys and girls, but girls face particular risks including sexual harassment and assault (UNESCO UIS, 2015). Fear of assault on the way to school may push girls out of school in rural contexts.
- **School culture:** The school should have a culture that promotes and enables gender equality at all times. It should be a safe and supportive location for learning. Many girls experience intimidation and abuse from teachers and other pupils. Sexual harassment is a major cause of girls dropping out of school (UNESCO UIS, 2015). There should be school policies on gender equality and gender-based violence which are fully implemented and carefully monitored. Support systems, such as guidance and counselling services, can play a helpful role in promoting gender equality and addressing individual issues.
- **The curriculum:** The curriculum is an important vehicle for promoting learning about gender equality. It can help girls and boys acquire relevant knowledge, values and skills. In many contexts, the curriculum reinforces existing gender stereotypes and bias. Sexism in textbooks continues to require attention.

Questions to consider include:

- Are curricula, teaching and learning materials free from gender bias and stereotypes?
- Do they promote positive roles for both males and females?
- Do children learn about gender equality in the curriculum?

- **Teachers:** Teachers can be role models for gender equality and powerful change agents. Yet everyday classroom practices can reinforce gender discrimination and prejudice. Teachers need to be gender aware and have practical skill that promote gender equality in teaching and learning.

Some questions to consider:

- Are teachers adequately trained in gender and education issues?
- Are teachers familiar with concepts such as gender bias and discrimination, and do they take steps to eliminate them in their own practices?
- Are they trained to teach in ways that create gender equality in the classroom?
- Do teachers positively value gender equality in education?

- **Female teachers:** The employment of female teachers has a positive impact on girls' education and learning.¹¹
- **Co- and extra-curricular activities:** Co-curricular activities at school can help promote gender equality. To do so, they need to cater to the needs of both boys and girls.
Some questions to consider:
 - i) Are there equal opportunities for girls and boys to participate in activities such as sports, arts, clubs and cultural activities?
 - ii) Are there any barriers that prevent girls and boys from participating equally in co-curricular or extra-curricular activities?
- **Parental and community involvement:** Parental support for gender equality is fundamental.
Some questions to consider:
 - i) Are parents informed about the school's approach to promoting gender equality?
 - ii) Are parents involved in any way in promoting gender equality in the school, e.g., through the parent-teacher association (PTA) or school management committee?
- **School management:** The involvement of women in school governance has a positive effect on the participation of girls in schooling.¹²
- A whole-school approach is needed to implement gender equality and this needs to be led by the school management.
Some questions to consider:
 - i) Are school principals and school management committees trained in gender equality?
 - ii) Are school principals committed to achieving gender equality in the school?
 - iii) Is there a system for monitoring gender equality in the school? iv) Is there a system for reporting gender-based violence or discrimination of any kind?

11 Unterhalter, E., North, A., Arnot, M., Lloyd, C., Moletsane, L., Murphy-Graham, E., Parkes, J., and Saito, M., 2014. *Interventions to enhance girls' education and gender equality*. Education Rigorous Literature Review. United Kingdom: Department for International Development.

12 Ibid.



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PART 2

**GENDER
RESPONSIVE
EDUCATION
POLICY**



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals

Bangkok Office
Asia and Pacific Regional Bureau
for Education

TOOL

3

Gender and marginalization



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Objectives

The objectives of this tool are to:

- introduce the concepts of inclusive education and marginalization;
- identify marginalized groups in the trainee's own context;
- understand the barriers keeping marginalized learners out of education;
- identify steps that can be taken to ensure education is more inclusive.

Key information



Setting the scene

Education is a right that is universal, indivisible and does not permit any form of exclusion or discrimination. However, many countries struggle to guarantee all children and youth equal access to quality education. Marginalized groups are often left behind by national education policies and practices, denying many people their right to education.

The strong international commitment to “leaving no one behind” is also at the heart of the Sustainable Development Goal 4 agenda that commits to attaining ‘inclusive and equitable quality education’ for all. Educational marginalization is both a process and an outcome through which individuals and groups are systematically denied their right to education, resulting in their exclusion from social institutions, economies and civic processes.

While gender is often a powerful marginalizing factor in the lives of children who are excluded from education, there are often other ‘intersecting’ factors that further compound their marginalization (see **Box 1**). For instance, a child's gender, along with their disability or ethnicity, can mean that they are at least ‘doubly’ marginalized. Whatever the reason, however, these children have the right to be included in education.

Non-discrimination and equality are key human rights principles that apply to the right to education. Every learner matters, and matters equally. States have the obligation to implement these principles at national level for all children and youth. National laws can prevent discrimination and facilitate equity (see **Tool 5**), along with affirmative action and promotional measures to tackle inequalities and disparities.

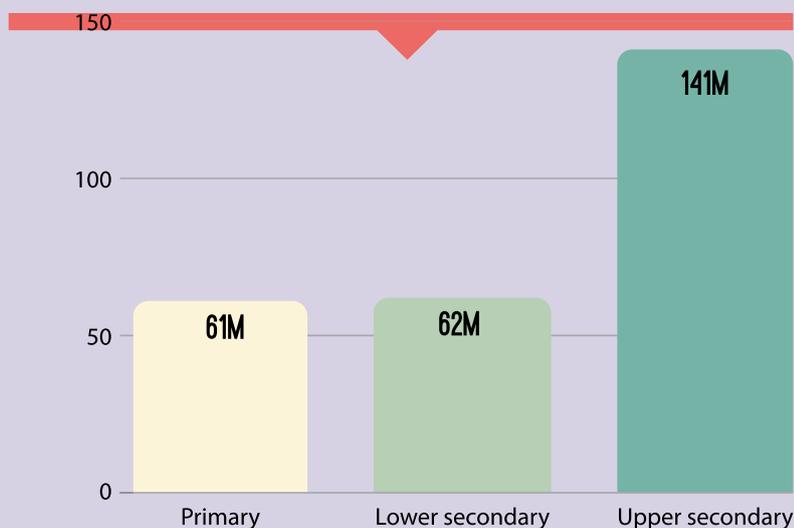


Box 1 Who is marginalized?

263 million children and youth are out of school from primary through to upper secondary level.

264 million children & youth are out of school

There has been no progress in reducing
these numbers in years



[Bit.ly/edfightspoverty](https://bit.ly/edfightspoverty)
#EdFightsPoverty



(UNESCO, 2019).

Who are these children and youth?

- Poor children: for example, 38 per cent of the poorest children in West and Central Africa will never attend school. (UNICEF, 2014)
- Working children: there are 218 million children between 5–17 years old in employment. Of them, 152 million are victims of child labour. (UN, 2019)
- Child mothers: At least 14 million girls under the age of 18 marry every year globally. (Plan International, 2019)
- Disabled: Estimates for the number of children (0–14 years) living with disabilities range between 93 million and 150 million. (WHO, 2011)
- Child soldiers: 300,000 children are today fighting as child soldiers in over 20 countries worldwide. (UN, 2019)
- Children and youth from lesbian, gay, bisexual, transgender and intersex (LGBTI) communities can also face severe discrimination and exclusion from education.

Analysing educational marginalization

In the following activity, we are going to use the Educational Marginalization Analysis Tool (see [Handout 1](#)) to consider those children who might be marginalized in your national context and the factors that are preventing them from engaging in education. This tool asks you to consider the following:

- universal characteristics of the children – e.g. age, ethnicity;
- contextual characteristics – e.g. impact of conflict, harmful traditional practices, language etc.;
- poverty context – economic status of the children;
- barriers to education that these children face at three levels: family/community, school, system;
- outcomes for these children – how does educational marginalization affect these boys and girls in terms of learning and social outcomes?



Self-study and/or group activity

Educational Marginalization Analysis Tool

This activity can be done as a self-study activity or in small groups facilitated by a trainer.

Step 1

Brainstorm the groups of children and youth whom you know to be excluded and marginalized in your context.

- What are their general characteristics (e.g. age, disability status, gender)?
- What factors in the local context force them to be excluded?
- Is there any data available on these groups?

Step 2

- What keeps these children out of school – can you identify the barriers that exclude these children? Look at [Handout 1](#) for ideas about the types of barriers that may exist.
- Are these barriers different for males and females? If so, how?

Step 3

- Can you identify any barriers that are common to more than one group of marginalized children and youth?
- What implications does this have from an education policy perspective? (e.g. tackling barriers to education will have benefits for many marginalized groups).

Step 4

- Can you identify how exclusion affects these children's educational outcomes in the longer term?



Self-study and/or group activity

Educational Marginalization Analysis Tool

*Sample answers might include:

(If working in a group training session, do not share these answers with the groups until they have had a chance to work on the answers themselves.)

- Families do not want girls to risk walking to school on dangerous routes.
- Community wants boys to work instead of going to school.
- Expenses – despite government investment in education, families routinely cover additional costs for various items, e.g., books, transport, school supplies, uniforms, additional tuition fees.
- Classrooms are overcrowded.
- Conditions can be very poor in school – there may not be water or electricity, sanitation facilities may be non-existent.
- Not enough textbooks.
- Not enough teachers.
- Teachers lack training and/or experience in: mother tongue instruction for children from minority groups; inclusive pedagogy to ensure children with disabilities and others are not excluded.
- Infrastructure may be unsuitable for children with disabilities, e.g., no ramps, insufficient natural light in classrooms.
- Policies do not let young mothers re-enrol in school after giving birth.
- Policy does not allow children to learn in their mother tongue.

Although thinking about groups of learners can be helpful, particularly when planning education sector interventions, the distinctions between groups can be somewhat artificial. It may be more effective to think more broadly about how barriers within the education system can be taken down to ensure better inclusion for all learners. This is

because people from different marginalized groups often face the same barriers, and programmes can be designed to address these barriers and thus benefit multiple groups. Taking a more inclusive approach to education in this way is a key strategy to facilitate the participation and engagement of all children in quality education (see the next activity).



Self-study and/or group activity

Defining inclusive education

Write down, or brainstorm in a group, a list of bullet points to describe how you would define inclusive education. There are no right or wrong answers, this is just an opportunity to explore ideas.

Sample answers might include:

- equality;
- education for all;
- accepting and respecting differences;
- involving marginalized children (girls, disabled, minority ethnic, street children, etc);
- recognizing different abilities;
- skills to help teachers manage different learners;
- adapting to children;
- making buildings accessible – e.g. building ramps;
- being child- /learner-friendly.

Inclusive education means the presence, full participation and achievement of all learners in the general education system. It is directed to the full development of human potential, sense of dignity and self-worth. Inclusive education is every child's right and should be free, compulsory, good quality and available in local communities.¹

- By 'presence' we mean that all learners should be able to access and attend school.
- By 'participation' we mean that all learners should be able to contribute to and participate actively in classroom activities.
- By 'achievement' we mean that all learners should be given the opportunity to achieve learning milestones and make progress that they can see for themselves.

Educators are responsible for finding and helping all children to learn. This will probably mean giving them support from government, school authorities, the community, families, children, educational institutions, health services, community leaders and so on.

In some communities, even though all children may be enrolled in school, some may continue to be excluded from participating and learning in the classroom.

¹ Adapted from Article 24 of the United Nations Convention on the Rights of Persons with Disabilities; and UNESCO. 2005. *Guidelines for Inclusion. Ensuring access to education for all*. Paris: UNESCO.



Box 2 Case study: Inclusive principles in practice in education in Lao PDR

“In the Lao People’s Democratic Republic, the education system is seeking to apply the principle of inclusion through shifts in policy and in the culture. Education in Lao PDR has significant disparities between boys and girls, rural and urban areas, poor and non-poor districts, and among ethnic groups on rates of enrolment, repetition, dropping out, and completion. To address this, the national policy focuses on inclusive education, broadly defined as removing all barriers to school enrolment and achievement. Leadership and a strong, common understanding of inclusion are the key factors in reaching the policy’s goals. Additional factors that are key to success include capacity-building, awareness-raising, and inclusion of women and girls, ethnic people, and persons with disabilities in decision-making processes and other efforts for reaching excluded learners.”

Source: UNESCO. 2017, p.18.²



Mainstreaming gender in inclusive education policy for marginalized learners

This section provides a checklist of information and actions that can be undertaken to make education policy more inclusive.

1. Review national legal and policy frameworks from a gender perspective

All countries have national policies and a legal framework for education. Legislation is important for making provisions which must be carried out within the education system. Such legislation should aim to be gender-transformative and linked to laws and policies regarding gender equality.

Legislation guaranteeing the right to education for marginalized learners, e.g. those with disabilities, is often found in separate acts, but instead needs to be contained in mainstream education legislation. Such education legislation should mandate the removal of all barriers to education, with gender norms a major factor to be addressed.

2. Make statistics on gender-based marginalization available for policy-makers, planners and school managers.

Gender statistics are essential for informing social policy and programming decisions. They are critical for effectively monitoring and analysing gender gains and gaps. In the Asia-Pacific region there is little awareness of the need for gender statistics regarding marginalization, and consequently limited demand for and supply of such data. In other cases, this data is not made available in user friendly formats or sufficiently disaggregated into gender identity and age.³

² UNESCO. 2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.

³ UNICEF. 2016. *Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030*. New York: UNICEF.



Box 3

Case study: Nepal's education equity index and sector planning

“In recent years, Nepal has dramatically improved education equity; gender parity in access is now achieved from primary to secondary, and many children from formerly excluded population subgroups are attending schools. To further improve education equity, the Consolidated Equity Strategy was launched in 2014. As part of this, the Government of Nepal has been working in partnership with UNICEF and other development partners to develop an Education Equity Index that captures and compares inequalities in education across key dimensions, such as gender, caste and ethnicity, wealth, disability and geographic location. Drawing on education management and household survey data, the index calculates a unique percentage for the level of education inequalities in each district across three outcome areas—education access, participation and learning. In addition, the index allows a deeper analysis of the data so that the major drivers of the inequalities can be identified. The index is designed to provide education policy-makers and planners with the information they need to better target their programming and ensure that resources are allocated to achieve greater equity among and within the districts in Nepal.

The Education Equity Index was approved in May 2016 and is the primary planning and implementation tool for the Government's Consolidated Equity Strategy.”

Source: Global Partnership for Education and UNGEI. 2017, p.59.⁴

However, in some countries, such as Nepal, this is beginning to change (see **Box 3**).

3. Conduct a gender-sensitive situation analysis of marginalization

Undertaking a gender-sensitive situation analysis, including a barrier analysis, is a useful way to strengthen understanding of the context of marginalized children and youth, both in and out of education. As noted in the activity on educational marginalization above, barriers can include:

- **Family/community/social factors** such as prejudice, discrimination and stigma. These are likely to be gendered and to vary across cultures.
- **School-based factors** such as physical infrastructure, communication barriers and transportation barriers. These are likely to have gender implications.
- **Institutional factors** such as laws, policies and capacities of institutions such as early learning centres and schools to enable marginalized children to attend and learn. The extent to which schools are gender-sensitive, equitable and child-friendly is likely to be important for the meeting the needs of marginalized learners.

Undertaking a situation analysis is a practical way of developing the evidence base for policies and programming. It is a way of making marginalized learners more visible through better information (see the optional extension activity below for more information on how to do this).

4. Develop gender-sensitive education sector policies to educate all boys and girls

A holistic, gender-sensitive, multi-sectoral and multi-level policy framework needs to be put in place to ensure inclusive education is effective for all girls and boys. Key policy areas to consider include early identification and response, inclusive early childhood care and education, parental and community involvement, strengthening teacher policies and programmes for inclusion, strengthened cross-sectoral coordination, and advocacy and awareness raising.

⁴ Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.

Optional extension activity for self-study and/or group work

UNESCO has recently launched a new framework for inclusion and equity in education (UNESCO, 2017). The review framework has been developed to assist countries in examining how inclusion and equity currently figure in their existing policies, and in determining the actions required to improve these policies and their implementation. The framework is reproduced in [Handout 2](#).

The framework assesses four dimensions of inclusion and equity in education:

1. concepts;
2. policy;
3. structures;
4. systems and practices.

Under these dimensions, 16 key features are identified that can support inclusion and equity. The framework offers guidance on assessing progress against these.

Activity steps

1. See [Handout 2](#). Review the questions in the first column entitled 'Areas to be examined' and identify the types of evidence to collect.
2. Discuss/reflect on these and other relevant questions that arise while reviewing the evidence.
3. Record any information, insights and recommended actions in the second column entitled 'Comments'.
4. In the third column, 'Level of progress', circle the response that best fits the current assessment of actions taken to embed the principles of inclusion and equity in educational policy. This will help in identifying areas of strength to build on and aspects of policy that need attention. This method is consistent with the idea that developing inclusion and equity in education is an ongoing process, rather than a single event.
5. Finally, identify recommended actions for each of the four dimensions.



Further reading

UNICEF. 2017. *Annual Results Report*. New York: UNICEF.

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.

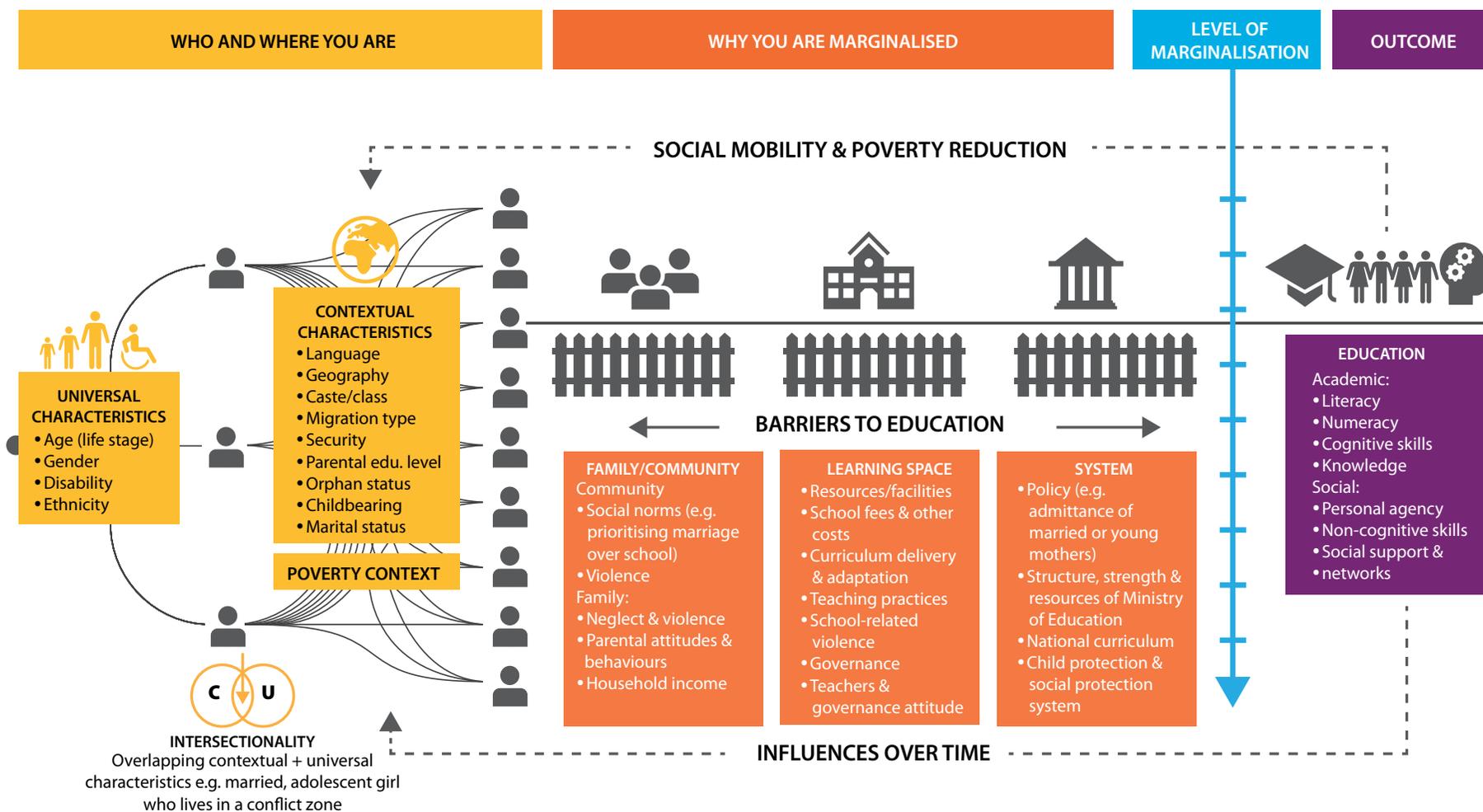
UN Committee on the Rights of Persons with Disabilities (CRPD). 2016. *General comment No. 4, Article 24: Right to inclusive education*, 2 September 2016, CRPD/C/GC/4.

UNESCO. 2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.



Handout 1

Analysing Educational Marginalization





Handout 2

UNESCO Framework for Equity and Inclusion in Education⁶

1. Concepts

Areas to be examined	Comments	Level of progress (Circle one)		
1.1 Inclusion and equity are overarching principles that guide all educational policies, plans and practices				
<p>How far are the principles of inclusion and equity understood and defined within education policies?</p> <p>To what extent are inclusion and equity embedded as core principles in all education policies and plans?</p> <p>To what extent are all national educational policies and plans informed by the principles of inclusion and equity?</p> <p>To what extent are education practices guided by the principles of inclusion and equity?</p>		Inclusion and equity are not yet strong features of educational policies, plans and practices but initial discussions have begun regarding how this can be addressed.	Planning has taken place to strengthen the role of inclusion and equity in relation to educational policies, plans and practices.	Actions have been taken to ensure that inclusion and equity are features of educational policies, plans and practices.
1.2 The national curriculum and its associated assessment systems are designed to respond effectively to all learners				
<p>To what extent is the national curriculum based on the principles of inclusion and equity?</p> <p>To what extent does the national curriculum have the robustness and flexibility to suit all learners?</p> <p>To what degree are the assessment systems used to celebrate different levels of achievement and to support the development of all learners?</p>		The national curriculum and assessment systems are only suitable for some learners but initial discussions have begun regarding how this can be improved.	Planning activities are taking place to review the national curriculum and assessment procedures in relation to inclusion and equity.	Actions have been taken to ensure that the national curriculum and assessment systems respond effectively to all learners.
1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education				
<p>To what extent is there a widespread commitment/agreement among all professionals who work with children, youth and adults to act according to the principles of inclusion and equity?</p> <p>To what extent do those who work with children, youth, and adults and their families understand the implications of the principles of inclusion and equity for their roles?</p>		Although agencies have varied understanding of national policy aspirations and plans for promoting inclusion and equity in education, initial discussions have begun to address this issue.	Planning activities are taking place to ensure that agencies understand national policy aspirations and plans for promoting inclusion and equity in education.	Actions have been taken to ensure that agencies understand and support national policy aspirations for promoting inclusion and equity in education.
1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system				
<p>How effective are the systems for collecting data (quantitative and qualitative) regarding the presence, participation and achievement of all learners?</p> <p>To what extent are data analysed in order to determine the impact of efforts to foster greater inclusion and equity?</p> <p>To what extent are actions taken in light of the data analysis to strengthen inclusive and equitable settings and practices?</p>		There are limited arrangements for monitoring the presence, participation and achievement of all learners but initial discussions have begun to address this issue.	Planning has begun in establishing systems for monitoring the presence, participation and achievement of all learners.	Actions have been taken to establish effective systems for monitoring the presence, participation and achievement of all learners.

Recommended actions:

⁶ UNESCO.2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.

2. Policy statements

Areas to be examined	Comments	Level of progress (Circle one)		
2.1 The important national education policy documents strongly emphasize inclusion and equity				
<p>To what extent do all major educational policy documents reflect the principles of inclusion and equity?</p> <p>To what degree are policy priorities informed by the principles of inclusion and equity?</p>		<p>Although there is little mention of inclusion and equity in important national education policy documents, initial discussions have taken place to address this issue.</p>	<p>Planning activities have taken place to make inclusion and equity a feature of important national education policy documents.</p>	<p>Actions have been taken to ensure that inclusion and equity are a feature of important national education policy documents.</p>
2.2 Senior staff at the national, district and school levels provide leadership on inclusion and equity in education				
<p>To what extent do education leaders at the local level encourage the development of inclusive and equitable cultures?</p> <p>To what extent do national policy-makers show clear and sustainable leadership to promote the principles of inclusion and equity?</p> <p>To what extent do local district administrators provide clear and sustainable leadership regarding inclusive education?</p> <p>To what extent are educational leaders (local authorities, senior staff, school principals) trained regarding their responsibilities for enhancing inclusion and removing barriers?</p>		<p>While senior staff at the national and district levels provide limited leadership on inclusion and equity in education, initial discussions have taken place to strengthen this aspect.</p>	<p>Planning has begun to encourage senior staff, at the national and district levels, to provide leadership on inclusion and equity in education.</p>	<p>Actions have been taken to ensure that senior staff at the national and district levels are providing leadership on inclusion and equity in education.</p>
2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices				
<p>To what extent do national policy-makers encourage the development of inclusive and equitable practices?</p> <p>To what extent do local district administrators take action to encourage the development of inclusive and equitable practices?</p> <p>To what extent do school principals and those who manage other centres of learning (e.g. pre-school provision; special schools) take action to encourage the development</p>		<p>Although there is little evidence that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices, discussions have taken place to improve this situation.</p>	<p>Planning has taken place to encourage leaders at different levels of the education system to articulate consistent policy aspirations for the development of inclusive and equitable educational practices.</p>	<p>Action has taken place to ensure that leaders at different levels of the education system articulate consistent policy aspirations for the development of inclusive and equitable educational practices.</p>
2.4 Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices				
<p>To what extent do systems for supporting schools and other centres of learning identify, challenge and remove non-inclusive, discriminatory and inequitable practices?</p> <p>Where non-inclusive, discriminatory and inequitable practices are found to exist, to what extent are they challenged?</p>		<p>Although leaders at different levels rarely challenge non-inclusive, discriminatory and inequitable educational practices, discussions have taken place to address this issue.</p>	<p>Planning has taken place to encourage leaders at all levels to challenge non-inclusive, discriminatory and inequitable educational practices.</p>	<p>Action has been taken to ensure that leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices.</p>

Recommended actions:

3. Structures and systems

Areas to be examined	Comments	Level of progress (Circle one)		
3.1 There is high-quality support for vulnerable learners				
<p>How effective are the systems for identifying vulnerable learners?</p> <p>To what extent are there flexible arrangements for ensuring that support is available to individuals as and when necessary?</p> <p>To what degree are families seen as partners in supporting their children’s education?</p> <p>To what extent are learners themselves asked about their need for support?</p>		<p>While support for vulnerable learners is of variable quality, discussions have taken place to consider how this can be improved.</p>	<p>Planning has taken place to improve the quality of support for vulnerable learners.</p>	<p>Actions have taken place to ensure high- quality support for all vulnerable learners.</p>
3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices				
<p>To what extent do schools (and other education providers) collaborate with other relevant sectors, such as health and social work?</p> <p>To what extent is there effective cooperation between schools and other centres of learning?</p> <p>To what degree do institutions and services within districts have a shared understanding of inclusion and equity, and work together?</p> <p>To what extent do both public and private education providers apply inclusive and equitable education practices?</p>		<p>Although the work of services and institutions tends not to be well coordinated, discussions have taken place to consider how this can be improved.</p>	<p>Planning has taken place to encourage services and institutions to collaborate.</p>	<p>Actions have been taken to ensure that services and institutions involved with learners and their families work together.</p>
3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners				
<p>To what extent are all learners seen as being of equal importance educationally?</p> <p>To what extent are available resources used flexibly, and targeted to support participation and learning?</p>		<p>While there are concerns that resources are not distributed fairly, discussions have taken place to address this issue.</p>	<p>Planning has taken place to improve the way resources are distributed, focusing in particular on the need to support vulnerable learners.</p>	<p>Actions have been taken to ensure that resources are distributed fairly, focusing in particular on vulnerable groups of learners.</p>
3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education				
<p>To what extent do special schools and units have a common understanding of inclusion and equity?</p> <p>To what extent do students from special schools and units have opportunities to take part in activities within mainstream schools?</p> <p>To what degree is the expertise made available in special settings also made available to teachers in other schools?</p>		<p>While special provision is mainly separate from the mainstream education system, discussions have taken place to consider how closer links can be encouraged.</p>	<p>Planning has taken place to encourage ways of creating stronger links between special provision and mainstream education institutions.</p>	<p>Action has gone on to ensure that special provision has a role in promoting inclusion and equity in education.</p>

Recommended actions:

4. Practices

Areas to be examined	Comments	Level of progress (Circle one)		
4.1 Schools and other learning centres have strategies for encouraging the presence, participation and achievement of all learners from their local community				
<p>To what degree do teachers use a range of pedagogical strategies to cater to learner differences?</p> <p>To what extent are there effective procedures for taking account of students' views regarding their learning and aspirations?</p> <p>To what degree do school leaders support the presence, participation, and achievements of all learners?</p>		While there is variation in the quality of the strategies used for encouraging presence, participation and achievement of all learners, discussions have taken place to improve this situation.	Planning has taken place to strengthen the quality of the strategies used to encourage the presence, participation and achievement of all learners.	Actions have taken place to ensure that there are effective strategies for encouraging the presence, participation and achievement of all learners.
4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization or exclusion				
<p>To what extent are teachers skilled in assessing the progress of individual students and in supporting their development?</p> <p>To what extent do teaching and non-teaching staff take account of the cultures, identities, interests and aspirations of all their students in order to enhance their learning?</p> <p>To what extent do teaching and non-teaching staff in schools, and other centres of learning, work closely with families in ensuring support for students?</p>		Although support for vulnerable learners is varied in quality, discussions have taken place to bring about improvements.	Planning has been going on to strengthen the support provided for learners at risk of underachievement, marginalization and exclusion.	Action has been taken to ensure effective support for learners at risk of underachievement, marginalization and exclusion.
4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training				
<p>To what extent does the teacher education curriculum for all teachers emphasize the principle of inclusion?</p> <p>To what extent are teacher trainees guided to develop positive attitudes towards student diversity?</p> <p>To what extent are teacher trainees helped to develop teaching pedagogies that respond positively to student diversity?</p>		The training of teachers and support staff for responding to learner diversity is varied in quality but discussions have taken place to bring about improvements.	Planning has taken place to strengthen the ways that teachers and support staff are trained to respond to learner diversity.	Actions have been taken to ensure that teachers and support staff have effective training in respect to the way they respond to learner diversity.
4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices				
<p>To what extent do schools and other centres of learning have effective staff development programmes related to inclusive practices?</p> <p>To what extent do teachers have opportunities to see one another working in order to share ideas and practices?</p> <p>To what extent are there opportunities for teachers to attend in-service courses and benefit from customized school support regarding the development of inclusive practices?</p>		While there are only limited opportunities for professional development regarding inclusive and equitable practices, discussions have taken place to address this concern.	Planning has taken place to create more professional development opportunities that focus on inclusive and equitable practices.	Action has been taken to ensure that there are sufficient professional development opportunities that focus on inclusive and equitable practices.

Recommended actions:



References

- Article 24 of the UN Convention on the Rights of Persons with Disabilities. Available at <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html>. (Accessed 10 June 2019).
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- UN. 2019. World Day Against Child Labour 12 June. <https://www.un.org/en/events/childlabourday/background.shtml>. (Accessed 5 April 2019).
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- _____. 2019. Reducing Global Poverty Through Universal Primary and Secondary Education Infographics. *Global Education Monitoring Report*. <https://en.unesco.org/gem-report/infographics/reducing-global-poverty-through-universal-primary-and-secondary-education-infographics>. (Accessed 5 April 2019).
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United Nations
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Sustainable
Development
Goals

Bangkok Office
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for Education

TOOL

4

Gender and the global policy environment



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Objectives

This tool will enable trainees to:

- understand the current global policy environment and commitments relating to gender equality and education;
- investigate the commitments their own country has made to gender equality in education.

Key information

Setting the scene

Global commitments to education and poverty reduction have been evolving. The most recent and important change is the introduction of the Sustainable Development Goals (SDGs), which will guide international development across all sectors in the period 2015–2030 (see **Box 1**).

These Goals were adopted by the Member States of the United Nations in September 2015. They are set out in *Transforming Our World: The 2030 Agenda for Sustainable Development* (A/RES/70/1).¹ There are 17 SDGs and 169 targets that seek to build on

the Millennium Development Goals (MDGs) and complete what the MDGs did not achieve. They aim to realize the human rights of all and achieve gender equality and the empowerment of all women, men, girls and boys.

The SDGs supersede the MDGs and Education for All (EFA) commitments, which came to closure in 2015. The global SDGs can help to provide an enabling environment for promoting gender equality in education policies and programmes at the national level.



Box 1: Sustainable Development Goals



SUSTAINABLE DEVELOPMENT GOALS 17 GOALS TO TRANSFORM OUR WORLD



1 <https://sustainabledevelopment.un.org/post2015/transformingourworld>.

Inclusive quality education

Education contributes to the achievement of all 17 SDGs.² For example, education is critical for poverty reduction and the alleviation of chronic poverty. It enables those in paid formal employment to earn higher wages and offers better livelihoods for those in the informal economic sector.

The World Education Forum – held in Incheon, the Republic of Korea, 19–22 May 2015 – resulted in the endorsement of the *Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all*.³ This sets out the new vision for education for the period 2015–2030, and contains the analysis and proposed actions that have been incorporated into the SDGs.

In the Incheon Declaration and Framework for Action, the importance of gender equality in achieving the right to education for all and

as a foundation for achieving all SDGs, is fully recognized.

Sustainable Development Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The goal pays particular attention to ensuring gender equality in education and efforts to “leave no one behind”. No education target should be considered met unless met for all.

Sustainable Development Goal 5 is a stand-alone goal that is also linked to all other goals. It aims to “achieve gender equality and empower all women and girls”. The goal includes targets aimed at tackling discrimination, violence against women and girls, harmful practices, strengthening public services, equal opportunities, access to sexual and reproductive health, economic rights, enabling technologies and legislation.



Self-study and/or group activity

Reflect on the SDGs in relation to gender and education

Read through the 10 targets associated with SDG 4: ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (see [Handout 2](#)).

Think about or discuss the following questions:

- Which targets mention gender explicitly?
- Are there other targets that are concerned with gender equality?
- Which targets should your country prioritize?

See [Handout 3](#) on SDG 5: ‘Achieve gender equality and empower all women and girls’.

Read through the targets and indicators. Which ones do you think are particularly relevant to education? List some reasons why you think they are relevant?

2 UNESCO. 2014. *Sustainable Development begins with Education – How education can contribute to the proposed post-2015 goals*. Paris: UNESCO.

3 UNESCO et al, Ministry of Education, the Republic of Korea. World Education Forum. 2015. *Education 2030 Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all*. Incheon: World Education Forum.

To ensure gender equality, education systems must act in a concerted way to eliminate the gender bias and discrimination that results from social and cultural attitudes and practices and economic status.

Governments and partners need to carry out the following:

- Put in place gender-transformative policies, planning and learning environments;
- Mainstream gender equality in teacher training and curriculum monitoring processes;
- Eliminate gender-based discrimination and violence in education institutions to ensure that teaching and learning equally benefit girls and boys, women and men;
- Eliminate gender stereotypes and advance gender equality; and
- Put special measures in place to ensure the security of girls and women within, and whilst travelling to and from, education institutions (this must be done in all situations, but in particular during conflict and crises).



Self-study and/or group activity

Reflect on SDGs in relation to your context

Think about or discuss the following questions:

- The SDGs provide a more comprehensive and complex agenda for gender equality in education. How should the new objectives and targets be communicated to key stakeholders in the education sector?
- What is new in the SDG 4 and SDG 5 targets for your country? Do these targets require a radical change in direction for your national education policy and strategy?
- In your opinion, are all the targets fully relevant to your context? Why or why not?
- What concrete actions are needed for the targets to be successfully achieved in your context? To start with, select 3 targets from SDG 4 or SDG 5 to focus your reflections on.
- In your opinion, what actions need to be prioritized?
- What actions need to be taken at the school level to achieve the SDG targets?

Gender analysis



Self-study and/or group activity

Ideas for gender analysis

Gender analysis is a prerequisite to ensure that every step of design, planning, implementation, monitoring and evaluation of education policies and programmes takes into account gender disparities. The SDG targets will require preliminary gender analysis in country contexts to obtain data to inform the planning of gender mainstreaming strategies and interventions. The first step in such gender analysis is to measure and analyse the existing gender gaps.

Note that some of the SDG 4 targets have sex disaggregated indicators. These are identified for target 4.1, completion of primary/secondary education; 4.2, participation in early childhood education; 4.3, access to vocational training; 4.5, parity of access to all education levels; and 4.6, literacy rates.

The table below features selected SDG 4 targets and indicative strategies (as defined in the Framework for Action). Try to complete the third column concerning gender analysis. Think about or discuss what preliminary analysis is needed from a gender perspective to obtain a clear picture of the current situation regarding gender equality. Write some notes in the third column.

Target	Indicative strategy	Gender analysis
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	Define standards and review curricula to ensure quality and relevance to the context, including skills, competencies, values, culture, knowledge and gender responsiveness .	For example: review completion rates for primary and secondary education in your country. Are these disaggregated by sex? What do the results tell us about the differences between boys and girls in completion rates?
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	Ensure government reviews education sector plans, budgets, curricula and textbooks, along with teacher training and supervision, so that they are free of gender stereotypes and promote equality, non-discrimination , and human rights and foster intercultural education.	
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by sex and other indicators of marginalization.	
By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies.	



Further reading

- Cornwall, A. and Rivas, A. 2015. From 'gender equality' and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development. *Third World Quarterly* Vol. 36, Issue 2.
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Note: Progress against SDG 4 was due to be reviewed in depth at the SDG summit - High-level Political Forum (HLPF) under the 74th Session of the General Assembly in September 2019. Progress is updated annually and key messages shared here: <https://sustainabledevelopment.un.org/sdg4>.



Handout 1

Background to SDG 4

Dakar Framework for Action, Education for All, 2000

<https://unesdoc.unesco.org/ark:/48223/pf0000121147>

It proposed 12 major strategies and sets 6 major goals to achieve quality education for all by 2015. The gender-specific goals were:

- **Goal 2:** To “ensure that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.”
- **Goal 4:** To “achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”
- **Goal 5:** To “eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.”

UN Millennium Development Goals (MDGs), 2000

www.un.org/millenniumgoals

The 8 MDGs formed a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest. The education-related goals were:

- **Goal 2:** To “ensure that all boys and girls complete a full course of primary schooling.”
- **Goal 3:** To “eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.”

Beijing Declaration and Platform for Action, 1999

https://www.un.org/en/events/pastevents/pdfs/Beijing_Declaration_and_Platform_for_Action.pdf

The Platform for Action is an agenda for women’s empowerment. It seeks to remove all the obstacles to women’s active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.

World Declaration on Education for All, 1990

<https://unesdoc.unesco.org/ark:/48223/pf0000127583>

The World Declaration on Education for All – adopted by the World Conference on Education for All in Jomtien, Thailand – spells out targets and strategies to meet the basic learning needs of all. The goal is to have universal access to learning; focus on equity; emphasize learning outcomes; broaden the means and the scope of basic education; enhance the environment for learning; and strengthen partnerships.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979

<https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx>

The Convention was adopted by the United Nations General Assembly. It defines discrimination against women and establishes an action agenda for putting an end to sex-based discrimination. In particular, Article 10 of the Convention stipulates specific rights to education that governments ought to ensure. **Box 2** provides some of the substantive obligations for



Box 2 Substantive obligations for the State under CEDAW (Articles 1–16)

Articles 1–5 contain the following general obligations of the State under CEDAW:

- a) Article 1 provides a definition of discrimination.
- b) Article 2 requires the State to:
 - embody the principles of equality in national constitutions and laws (Art.2a);
 - prohibit discrimination through legislation and other means (Art.2b);
 - establish legal protection of women (Art.2c);
 - refrain from discrimination (Art.2d);
 - eliminate discrimination by any private actors, e.g. individuals, organizations and enterprises (Art.2e); and
 - modify or abolish discriminatory laws, regulations, customs and practices (Art.2f).
- c) Article 3 obliges the State to put in place all measures for the full development of women.
- d) Article 4 points out that temporary special measures to accelerate the achievement of de facto equality (Art.4.1) and measures in favour of maternity (Art.4.2) shall not be considered discrimination.
- e) Article 5 requires the State to modify social and cultural patterns of conduct that are based on inferiority or superiority of the sexes or on stereotyped roles.

Education

Article 10 provides that the State must ensure equal rights in the field of education. It provides that men and women must have the same conditions to access studies and achieve diplomas. This should be ensured in pre-school, general, alternative, technical, professional and higher technical education, and vocational trainings.

It also states that women and men have access to the same curricula, exams, teaching staff, school premises and equipment. Women and girls must be given the same opportunities to benefit from scholarships and programmes of continuing education. It also urges efforts to reduce female student drop-out rates and to address girls who have left school prematurely. Article 10 also highlights the need to eliminate stereotyped concepts in education, in particular by revising textbooks and school programmes.

States under CEDAW which are relevant to gender equality in education.

UNESCO Convention against Discrimination in Education, 1960

http://www.unesco.org/education/pdf/DISCRI_E.PDF

The Convention states unequivocally that discrimination in education is a violation of rights enunciated in the Universal Declaration of Human Rights. It is UNESCO's first international instrument in the field of education to have binding force in international law. Its purpose is not only the elimination of discrimination in education, but also the adoption of measures to promote equality of opportunity and treatment.

Universal Declaration of Human Rights, 1948

www.un.org/en/documents/udhr

The right to education for all was recognized by Article 26 of the Universal Declaration of Human Rights, which was adopted in 1948 by the General Assembly of the United Nations.



Handout 2

SDG 4

Sustainable Development Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The goal pays particular attention to ensuring gender equality in education and efforts to “leave no one behind”. No education target should be considered met unless met for all.



4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university



4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



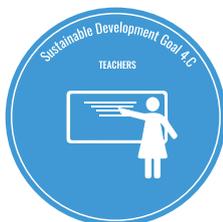
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries



4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.



Handout 3

SDG 5

Sustainable Development Goal 5: *Achieve gender equality and empower all women and girls*

Target	Indicators
5.1 End all forms of discrimination against all women and girls everywhere	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation	<p>5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age</p> <p>5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence</p>
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation	<p>5.3.1 Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18</p> <p>5.3.2 Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age</p>
5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate	5.4.1 Proportion of time spent on unpaid domestic and care work, by sex, age and location
5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life	<p>5.5.1 Proportion of seats held by women in national parliaments and local governments</p> <p>5.5.2 Proportion of women in managerial positions</p>

Target	Indicators
<p>5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences</p>	<p>5.6.1 Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care</p> <p>5.6.2 Number of countries with laws and regulations that guarantee women aged 15–49 years access to sexual and reproductive health care, information and education</p>
<p>5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws</p>	<p>5.A.1 (a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure</p> <p>5.A.2 Proportion of countries where the legal framework (including customary law) guarantees women’s equal rights to land ownership and/or control</p>
<p>5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p>	<p>5.B.1 Proportion of individuals who own a mobile telephone, by sex</p>
<p>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<p>5.C.1 Proportion of countries with systems to track and make public allocations for gender equality and women’s empowerment</p>



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5

National laws to support gender equality in education



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Objectives

This tool demonstrates the importance of national laws for gender equality in education at all levels. It will enable you to review the legal framework in your country and consider how it can support gender equality in your work.

The objectives of this tool are to:

- raise awareness of the importance of legislation to support gender equality;
- provide a framework for gender analysis of education legislation;
- provide examples from the region of legislation relevant to gender equality;
- promote thinking about how to improve the enabling environment for gender equality.

Key information



Setting the scene

A multi-sectoral legal framework can provide an enabling environment for gender equality in education by guaranteeing the rights of all learners and removing barriers that prevent learners engaging in education. This is an important area because countries demonstrate political will and their commitment to gender equality, including girls' education, through passing appropriate national legislation and then implementing it. The legal framework can also create barriers to gender equality if it is not responsive to the needs of girls, boys, women and men.

Education law provides the legal basis for the right to education. Specific additional laws prohibiting discrimination against any disadvantaged group, including girls and women, exist in many countries. Education laws may also set national standards for education delivery in schools.

The legislative context is an area of gender analysis that can be overlooked when developing a national approach to improving gender equality in education. However, education sector development specialists need to be able to map existing laws and their implementation so as to find enabling legislation and identify gaps and shortcomings that need to be addressed. Raising awareness of national laws on gender equality

is a fundamental aspect of education sector development.

Ministries of education in the Asia-Pacific region would benefit from sharing and comparing their national legislation relevant to gender equality in education.

Gender, rights and the law

Laws are critical for upholding the fundamental rights, duties and freedoms of all human beings. They also provide guarantees of physical security; equality and non-discrimination; equal earning opportunities; inheritance and property rights; and fair play in family relations. Laws are vital to back up both women's and men's rights and interests in political, social and economic spheres. They are fundamental to ensuring equality of opportunity in education.

Constitutions

Constitutions make governments accountable to the people. The national constitution is a legal instrument that typically guarantees fundamental human rights equally to men and women, and equality before the law in a country. National constitutions may contain clauses on anti-discrimination on the grounds of gender or sexual orientation. They typically include national goals that help countries keep on the right track. National goals on gender equality are fundamental to a vision for, and commitment to, the development of society.



Box 1 Examples of national constitutions

Many countries in the Asia-Pacific region have a national constitution that is the supreme law of the country. Some constitutions have explicit articles concerning the right to education and/or gender equality in society.

Other national constitutions are strongly focused on explaining national governance, and so the legal framework for education is likely to be covered by separate specific education law. Two examples of constitutions include:

The Constitution of Mongolia (1992). Article 16:¹

"The right to education. The State shall provide basic general education free of charge; citizens may establish and operate private schools if these meet the requirements of the State."

The Constitution of the Socialist Republic of Viet Nam (2013). Article 26:²

- i) "Male and female citizens have equal rights in all fields. The State has a policy to guarantee equal gender rights and opportunities.
- ii) The State, society, and family create conditions for the comprehensive development of women and promotion of their role in society.
- iii) Sex discrimination is strictly prohibited."

1 The Constitution of Mongolia (1994): Available at: https://www.conscourt.gov.mn/?page_id=842&lang=en.

2 The Constitution of the Socialist Republic of Viet Nam (2013): Available at: http://www.constitutionnet.org/sites/default/files/tranlation_of_vietnams_new_constitution_enuk_2.pdf.

Conventions

International conventions are useful benchmarks of gender equality. Global instruments such as the Convention on the Rights of the Child (CRC), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and Convention on the Rights of Persons with Disabilities (CRPD) set international standards for gender equality, inclusion and equity that apply to education.

It is important to consider the extent to which national laws are aligned with the international conventions that countries have signed up to.



Self-study and/or group activity

Become familiar with key conventions

- **Handout 1** presents three education-related articles from the CRC, CEDAW and CRPD.
- Read each article and decide which convention it belongs to.
- You can find the answers on the last page of the handout.

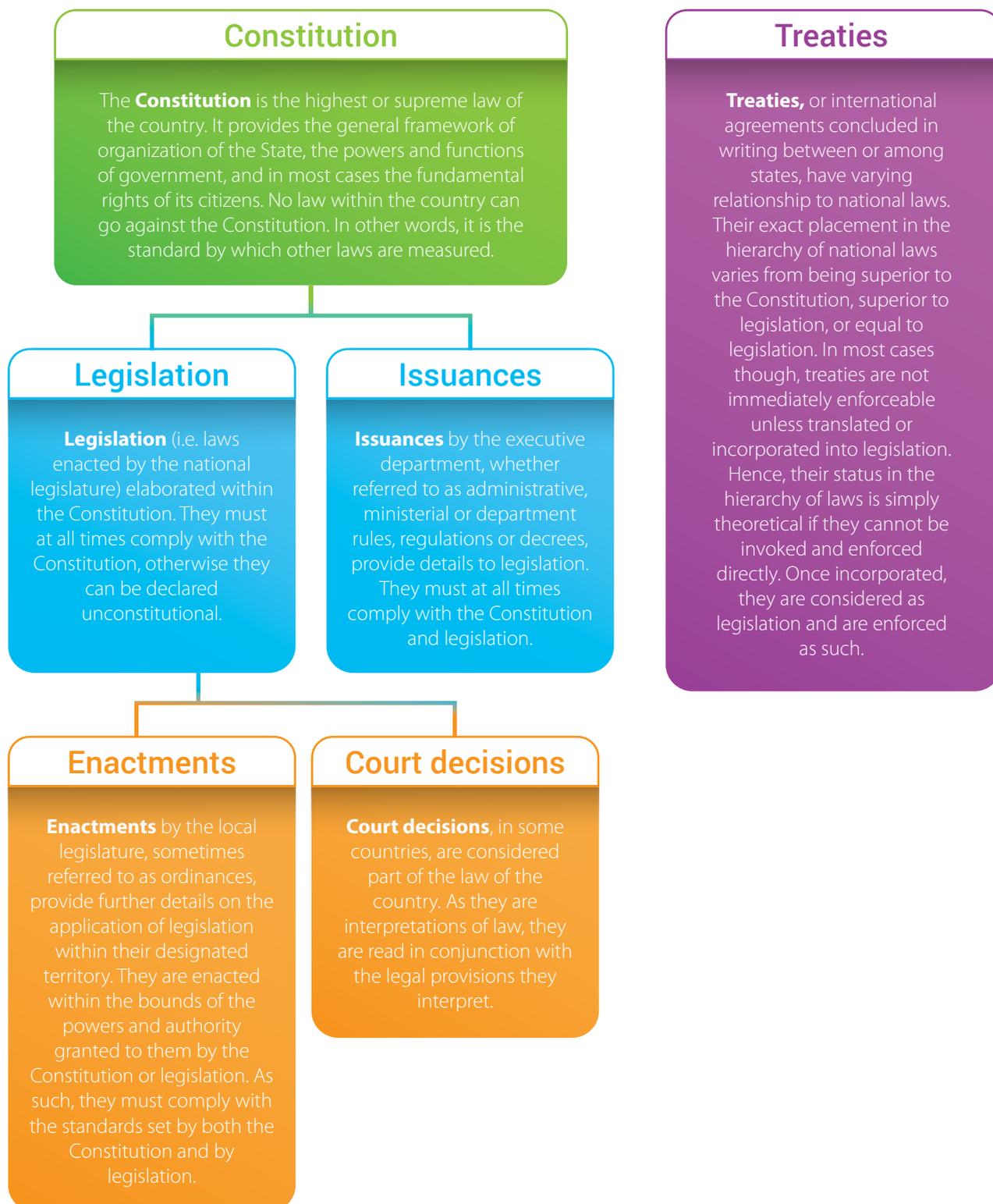
Optional extension activity

- If you have access to the internet or a library, do some research.
- Look up the three conventions: CRC, CEDAW, CRPD.
- Read the full text of these conventions.
- Make some notes to describe how these conventions are relevant to gender equality in education?
- Identify all articles within the conventions that you think relate in some way to education (even if they are not labelled as education articles)?

Hierarchy of laws

Generally speaking, there is a hierarchy of laws which most countries broadly adhere to. This is summarized in **Figure 1**.

Figure 1: Hierarchy of laws



Gender equality legislation



Self-study and/or group activity

Reflect on your national legislation

- On your own, or in groups, make a list of any national legislation you know about that:
 - a) promotes gender equality;
 - b) undermines gender equality.
- Make notes or discuss why you think the legislation promotes or undermines gender equality.
- What changes do you think need to be made to these laws?

Countries in the Asia-Pacific region have put in place gender equality laws. These may have specific education clauses. Some examples are given below:

- **Mongolia** has passed a law **on promotion of gender equality** (2011).³ This prohibits gender discrimination (Article 6), sets out special measures to ensure equality of men and women (Article 7), and guarantees equal rights in education and culture (Article 12). This provides for equal rights and equal opportunities at all levels of the education system. Learning environments must be free from gender discrimination. Education standards and curricula must incorporate mandatory content on gender.
- **Thailand** passed the **Gender Equality Act** in 2015.⁴ This defines *unfair gender discrimination* and established the Gender Equality Promotion Committee and the Committee on Consideration of Unfair Gender Discrimination.
- **Viet Nam** passed a law on **gender equality** in 2006.⁵ This sets out the law on gender equality in all fields of social and family life, including education and training (Article 14).

Gender equality and education law

Education law is important for guaranteeing the right to education. It also ensures those responsible for service delivery know their responsibilities. Education laws may include law on equal opportunity, anti-discrimination including gender discrimination, education standards, and affirmative action.

Below are examples of education law from the Asia-Pacific region:

- **Cambodia.** The **Education Law** of 2007⁶ provides a legal framework for the education system. The law aims to determine national measures and criteria for establishing a completely comprehensive and uniform education system ensuring the principles of freedom of studies in compliance with the Constitution of the Kingdom of Cambodia.

3 Swiss Agency for Development and Cooperation and IRIM. *Gender Overview Mongolia: A Desk Study*. Geneva: IRIM. <https://www.eda.admin.ch/dam/countries/countries-content/mongolia/en/SDC-Gender-%20Overview-Mongolia-%202014-EN.pdf>. (Accessed 25 July 2019).

4 Human Rights Watch. 2015. *Thailand Gender Equality Act*. New York: HRW. <https://www.hrw.org/news/2015/09/21/thailand-gender-equality-act>.

5 World Trade Organization. *Education Law (No.38/2005/QH11 of June 14, 2005)*. Geneva: WTO. (Accessed 10 April 2019).

6 Council for the Development of Cambodia. 2017. *Law on Education_071208*. Phnom Penh: CDC. http://www.cambodiainvestment.gov.kh/law-on-education_071208.html. (Accessed 9 April 2019).

- **Indonesia.** The **Act of the Republic of Indonesia No. 20, 2003**⁷, on the National Educational System, Article 5 (1), states “every citizen has equal rights to receive a good quality education”. Article 6 (1) of the Act on National Educational System 2003 stipulates that every citizen of aged 7–15 years is obliged to undertake basic education. Article 7 stipulates that every child is entitled to free primary education.
- **Lao PDR.** The **Education Law** of 2000⁸ promulgated inclusive education and education for children with special needs.
- **The Maldives.** There is no special provision which constitutes an education law in the Maldives. The Ministry of Education was established under the **Parliamentary Act No. 3/68**⁹ issued on 11 November 1968. According to this Act, the management of education in the Maldives is a function of the Ministry of Education.
- **The Philippines.** The **Science and Technology Scholarship Act** (1997)¹⁰ aimed to expand and upgrade educational opportunities for women to pursue careers in science and technology.
- **Tuvalu.** The **Education Act** (2008)¹¹ makes education for all children of school age compulsory.
- **Viet Nam.** Article 10 of the **Education Law** (2005)¹² states “every citizen, regardless of ethnic origins, religions, beliefs, gender, family background, social status or economic conditions, has equal rights of access to learning opportunities”.

Education laws vary in the way they are applied. Education sector stakeholders need to identify provisions which are helpful for promoting gender equality in laws that govern the sector, and advocate for any changes required.

7 ILO. 2003. *Law on the National Education System (No. 20/2003)*. Paris: ILO. https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&_isn=84435. (Accessed 25 July 2019).

8 Noonan, R. and Noonan, V. 2019. *Historical Glossary of Education Development in Lao PDR*. Vientiane: R. and V. Noonan. https://www.academia.edu/6350653/Historical_Glossary_of_Education_Development_in_Lao_PDR_March_24_2019_Edition_. (Accessed 9 April 2019).

9 UNESCO-IBE. 2011. *World Data on Education*. Geneva: UNESCO-ICE. <http://www.ibe.unesco.org/sites/default/files/Maldives.pdf>. (Accessed 10 April 2019).

10 Philippine Laws and Jurisprudence Databank (2019). *Republic Act No. 8248*. Manila: The LawPhil Project. https://www.lawphil.net/statutes/repacts/ra1997/ra_8248_1997.html. (Accessed 10 April 2019).

11 Tuvalu Legislation Online. *Tuvalu Education Act 2008 Revised Edition CAP.30.05*. Vaiaku: WWT4. http://tuvalu-legislation.tv/cms/images/LEGISLATION/PRINCIPAL/1976/1976-0003/EducationAct_1.pdf. (Accessed 10 April 2019).

12 Vietnam. Education Law (No.38/2005/QH11 of June 14, 2005). Available at https://www.wto.org/english/thewto_e/acc_e/vnm_e/WTACCVNM43_LEG_14.pdf. (Accessed 10 April 2019).



Self-study and/or group activity

Analyse legislation in your context

- On your own or in groups, use the framework below as a guide for analysing education legislation in your country. How gender-responsive is the legislation?

Name of country		
Indicator	Compliance: yes / no	Relevant legislation
Does legislation guarantee women and girls equal access to education?		
Is there legislation that creates special measures for the advancement of women and girls in education?		
Is there any legal provision for early childhood care and education and gender equality?		
Is there compulsory primary education for girls and boys?		
Is there compulsory secondary education for girls and boys?		
Is there legislation to protect vulnerable boys and girls in education from gender-based violence?		
Is family life (reproductive and sexual health) education compulsory in schools?		
Is there a legislative prohibition of expulsion from school because of pregnancy?		

See [Handout 2](#) for a worked example from Indonesia, based on analysis from Cheema, 2010.¹³

13 Cheema H. 2010. *Benchmarking National Legislation for Gender Equality. Findings from Five Asian Countries*. Bangkok: UNDP.



Optional extension activity

Further analysis of laws

To extend your learning, carry out a more detailed analysis of national laws. Some additional questions to consider include:

- How many laws are relevant to achieving gender equality in education?
- What areas do they cover?
- Who is responsible for the implementation of these laws?
- Which laws are specific on equality of opportunity and non-discrimination in education?
- What are the specific legal provisions for achieving gender equality in education?
- How are these laws communicated to education sector stakeholders (e.g. school principals, teachers and parents)?



Further reading

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Handout 1

Articles relating to education from three key conventions

Article 24 – Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life-long learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms, and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c) Reasonable accommodation of the individual's requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- d) The same opportunities to benefit from scholarships and other study grants;
- e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- g) The same opportunities to participate actively in sports and physical education;
- h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a) Make primary education compulsory and available free to all;
 - b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d) Make educational and vocational information and guidance available and accessible to all children;
 - e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In

this regard, particular account shall be taken of the needs of developing countries.

Answers from Handout 1

Article 24 is from the CRPD.

Article 10 is from the CEDAW.

Article 28 is from the CRC.



Handout 2

Worked example of national legislation analysis

Country	Indicator	Compliance	Relevant legislation
Indonesia	10.1 Does the legislation guarantee women and girls equal access to education? Do women and girls have equal access to education?	Yes	The Act of the Republic of Indonesia No. 20, 2003 on the National Educational System, Article 5 (1) states 'every citizen has equal rights to receive a good quality education'. Article 6 (1) of the Act on National Educational System 2003 stipulates that every citizen of the age of 7–15 years is obliged to undertake basic education. Article 7 stipulates that every child is entitled to free primary education.
	10.2 Is there legislation that creates special measures for the advancement of women in education?	Yes	The constitution provision stipulates 'every person is entitled to special treatment to achieve equality and fairness'.
	10.3 Is there compulsory primary education for girls and boys?	Yes	The Act of the Republic of Indonesia No. 20, 2003 on National Educational System, Article 6 (1) stipulates that that every citizen of the age of 7–15 years is obliged to undertake basic education.
	10.4 Is there compulsory secondary education for girls and boys?	No	
	10.5 Is family life (reproductive and sexual health) education compulsory in schools?	No	
	10.6 Is there a legislative prohibition of expulsion from school because of pregnancy?	No	

Source: Worked example based on Cheema, H. 2010.



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Gender equality and national education policies



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Objectives

The objectives of this tool are to:

- raise awareness about the importance of having a clearly defined national education policy regarding gender equality;
- introduce gender analysis in the context of education policy;
- identify key issues within policy for gender equality;
- help trainees think about education policy-making for gender equality in their own context.

This tool builds on **Tool 5**.

Key information



Setting the scene

Policy is the government's stated position in response to a particular problem or issue. It includes the collection of laws and rules that govern the operation of education systems. Policy sets out the principles, commitments and strategies to guide action by the government and its partners.

Policy is important as it gives a clear message to stakeholders as to what a government's commitments are and how they will be achieved. Clear policy on gender equality provides a strong sign of the government's commitment to achieving it.

Education policy is a key driver for education sector development and for the promotion of gender equality.

A national education policy establishes the main goals and priorities being pursued by a government at the sector or sub-sector level (e.g. primary education or TVET). A national education strategy sets out the ways in which the goals may be reached. These are usually referred to as National Education Sector Plans (NESP). NESP can be the single most important document of reference for education sector development. This is especially the case when national policy-making processes are slow and cumbersome. NESP are



Box 1 Education policy

"Governments use policy to tackle a wide range of education issues such as high student/teacher and student/class ratios, poor infrastructure, high rates of wastage due to school dropout before completion, rates of repetition and absenteeism, lack of teaching and learning materials, inefficiencies in teacher recruitment and deployment, mother tongue instruction, information and communication technology (ICT) in education, and inclusive education, among others. Some education policies focus on issues faced by girls, such as menstruation and early pregnancy. Gender-responsive policy-making in education, however, integrates gender considerations across all policies."

Source: Global Partnership for Education and UNGEI. 2017, p.25.¹

¹ Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.

often more action-oriented, although they tend to lack the full authority of approved policy.

The national policy may set out the chosen priorities without providing the precise elements of strategy. A national policy can be defined formally (i.e., in documentation) or informally (in ministerial speeches or declarations). A clearly formulated national policy can serve as a reference for action and thus play an important operational role. It often represents a declaration of intent. National education policies play an important symbolic role in obtaining support for action at a political level and among stakeholders in the education sector.

Countries across the Asia-Pacific region have different approaches to policy-making. There is considerable diversity in the way policies are formulated, documented, and enacted. This reflects different systems in governance. Some countries have put in place overarching education policy documents (e.g. India) that cover the entire sector; while others work with thematic policies such as curriculum policy or life skills education policy (e.g. Cambodia). While there is variation in how countries set policy and operationalize it, the fact remains that all countries need to take policy positions on key issues in education sector delivery.

The policy framework may contain a range of instruments including formal policy, circulars and directives, guidelines, national strategies and action plans. The majority of instruments for education are likely to emanate from the ministry of education, but other ministries may also issue policy that covers the sector. This is often the case regarding gender equality.

Gender analysis and education policies

Policies may be considered as being framed by laws and are developed within the national framework of laws. They may provide implementation details that are not provided in laws, and as such can be regarded as complementary to laws.

How do policies embody and promote gender equality in education? Gender-responsive policy-making in education should integrate gender considerations across all education sector policies.

Education policies may directly address gender equality, or they may include actions which are relevant to gender equality but not explicitly stated as such. There may also be policies which do not include any consideration of gender, i.e., that are gender blind.



Box 2 Policy analysis: gender and education

Applying a gender lens (perspective) to the analysis of education policy is important because all policies affect girls and boys. Sometimes these policies, whether gender-specific or not, impact girls and boys differently. A gender analysis of education policy highlights these differences so that appropriate actions can be taken. The starting point for any gender analysis of the education sector is to assess how gender is reflected in the overall sector vision and accompanying policies.

- Are gender considerations integrated across all policies or are gender considerations missing in some?
- Does the teacher recruitment and deployment policy, for example, consider the needs of both male and female teachers?
- Or is gender the exclusive domain of a separate policy?

Some countries have separate gender policies for the education sector, or a girls' education strategy. It is important also to remember that some policies that do not explicitly refer to gender (such as a general policy regarding school fees) may impact girls and boys differently.

Important areas to examine in a gender analysis of education sector policy include:

- What are the broad vision, principles and values that guide planning and programme design in the education sector?
- To what extent do gender considerations feature in the education policy context?
- Do education policy documents show commitment or intent to address girls' education or advance gender equality?

- Are there other policies (on school fees, school feeding, or construction, for example) that do not explicitly mention gender but that may impact girls and boys differently?

Gender disparities can take many different forms across countries. Thus, countries need a range of different policies to address the specific inequalities related to access, classroom practices, transition to higher levels of education and other issues. In many countries, policies to advance girls' education relate to:

- female teachers (university entry, training, recruitment, pay, and transfer or promotion);
- distance from students' homes to school (school construction, transportation, and payment schemes);
- teacher behaviour (codes of conduct, training, transfer, and reporting and response);
- school infrastructure (access to water, sanitation and hygiene);
- attendance (policies on pregnant girls' attendance and re-entry policies for adolescent mothers).

Analysis of policy frameworks in education should be done in tandem with the analysis of gender issues. For example, analysis of current issues may highlight high levels of adolescent pregnancy and low levels of adolescent mothers in school. This information can help policy-makers and planners consider the effectiveness of existing re-entry policies.

Source (adapted): Global Partnership for Education and UNGEI. 2017.²

2 Ibid.

Gender and education policy in practice

Gender equality is an issue that concerns all policy areas in education. This is why the concept of gender mainstreaming is so important (see **Tool 10**); it helps ensure that a gender perspective is not neglected within important areas of education policy.

National education policy frameworks and statements vary enormously in the Asia-Pacific region, reflecting different histories, political systems and education development issues. Some

countries have a complex array of policies covering different levels of the system and specific thematic issues, while others operate with a much smaller set of policies. Two examples are given in **Box 3**.

Few countries in the Asia-Pacific region have put in place specific policies on gender equality in education. Cambodia drafted the Gender Education Policy in 2003 which was later followed by the Gender Mainstreaming Strategy for Education (2006–2010).



Box 3

Examples of education policy statements on gender

India: National Policy on Education (1986)

“Education will be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women’s studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women’s development.

The removal of women’s illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women’s participation in vocational, technical and professional education at different levels.

The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women’s participation in non-traditional occupations, as well as in existing and emergent technologies.”

Lao PDR: National Policy on Inclusive Education (2010)

According to the policy, barriers exist in access to education and in students’ opportunities to benefit and participate from education. The policy demonstrates how, in order to dissolve such barriers, it is necessary to change educational processes and to adapt teaching and learning processes to the individual needs and background of students. Inclusion of the marginalized in education, in contrast to integration, calls for a change in the values, attitudes and practices of those who traditionally create the inner group of teachers and students already in education. Existing values in the education system must adapt to and acknowledge the values, experiences and needs that previously excluded groups, such as girls, bring with them once they are enrolled.



Box 4 Gender mainstreaming

Gender mainstreaming is supported by institutional mechanisms in a number of countries, for example:

- Cambodia has established a Steering Committee of Gender Mainstreaming in its Ministry of Education, Youth and Sports.
- In Lao PDR, the Gender and Ethnic Minority Unit provides support for gender mainstreaming in the education sector.
- In Indonesia, a dedicated entity has been established within the Ministry of National Education, in cooperation with the Ministry of Women's Empowerment, which has overarching responsibility for gender mainstreaming in all sectors.



Self-study and/or group activity

Analyse national education policy against CEDAW

- On your own, or working in small groups, choose a key education policy document for your country.
- Look again at Article 10 of the Convention on the Elimination of Discrimination Against Women (CEDAW) – see [Handout 1](#).
- Analyse your chosen education policy document against the expectations for gender equality in education set out in Article 10.
- Use the table in [Handout 2](#) to write notes on how the policy document
 - a) complies with CEDAW
 - b) fails to comply with CEDAW.
- Pick one area where the document fails to comply with CEDAW.
- Think about one thing you could reasonably do to challenge this, or to change your own practice so you 'lead by example' (i.e. so you do better than the policy).
- If working in groups, share each group's answers in plenary.



Self-study and/or group activity

Analyse the national situation regarding gender equality in education

Self-study activity

- Below is a selection of key issues and questions. Work through these questions and answer as many as you can.
- For questions you cannot answer, do some research or make a note to do research on these in the future.

Group activity

- Split participants into pairs or small groups.
- Ask each pair/group to analyse one of the key issues below.
- Each group then presents their answers to the questions in plenary.

The political agenda

- What are the principal issues facing the country regarding gender equality and education?
- What are the proposed solutions or strategies (name the policies concerning gender equality in education)?

Identification and analysis of the problem

- How were the problems identified and analysed?
- Are the problems clearly stated?
- Was there an Education Sector Review or a more specific situation analysis?
- To what extent was a gender analysis of the education sector's performance conducted?

Formulation and adoption

- Is the policy clearly explained and presented in writing?
- In the case of NESPs, do the objectives address the key challenges and their underlying causes?
- Is formulation based on education sector analysis and dialogue with a range of stakeholders, or on the views of a narrow group of experts?
- Has the policy been:
 - formally approved by the competent authorities (e.g. The Prime Minister, Parliament etc.)
 - published in print form and electronic format?

Costing the policy/NESP

- Is the financial framework adequate and realistic?

Appraising the action plan

- Are activities sufficient to achieve the policy objectives?
- Are they clearly identified, costed and linked to results?
- Are there specific activities or strategies that address objectives that relate to gender equality?
- Are these prioritized in any way?



Self-study and/or group activity

(cont.)

Analyse the national situation regarding gender equality in education

Capacity

- Have the needs of implementing staff been sufficiently considered?
- Have roles and responsibilities for delivering the policy been clearly defined? Are steps being taken to strengthen institutional capacity in order to implement the policy effectively?

Results framework

- Is there a detailed monitoring and evaluation framework with specific indicators that measure the outcomes and impact of the policy on gender equality?
- Have the following been identified: targets, activities and outcomes?

Communications

- Has the policy been communicated to all relevant stakeholders?
- Is it accessible to all?
- Have simplified versions been prepared for dissemination at a community level?



Further reading

- Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.
- UNDP Asia-Pacific Regional Centre. 2012. *Gender Responsive Policy Analysis*. https://www.undp.org/content/dam/rbap/docs/Research%20&%20Publications/womens_empowerment/gepmi/RBAP-Gender-2012-GEPMI-Module-2.pdf.
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Handout 1

Convention on the Elimination of Discrimination Against Women (CEDAW)

Article 10 – Education

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- d) The same opportunities to benefit from scholarships and other study grants;
- e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- g) The same opportunities to participate actively in sports and physical education;
- h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.



Handout 2

Analyse national education policy against CEDAW

Pick a key education policy document for your country and analyse it against the expectations for gender equality in education set out in Article 10 of the Convention on the Elimination of Discrimination Against Women (CEDAW). **Handout 1** provides the full text of Article 10 of CEDAW.

Use the table below to make notes on how the policy document

- a) complies with CEDAW
- b) fails to comply with CEDAW.

Complies with Article 10, CEDAW	Fails to comply with Article 10, CEDAW



References

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE and UNGEI.



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Gender and the National Education Sector Plan: Analysis



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Objectives

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Key information



Setting the scene

The National Education Strategic Plan (NESP) is a tool to guide the sector's development over a time-bound period, usually 3–5 years. The NESP presents government priorities, targets, policies and strategies for implementation.

It is a powerful tool for designing strategic interventions, coordinating partners, and for mobilizing additional resources, both domestic and external. NESPs are very effective means for attracting investors and so need to be credible to investors, sustainable and worthy of investment.

The essential features of a NESP have been defined by the Global Partnership for Education (GPE) and UNESCO IIEP (2015).¹ In summary, these are:

- **Guided by an overall vision:** The mission statement indicates overall direction, the government's policy, the approach to be taken and the principles and values that will guide it.
- **Strategic:** Based on sound analysis of the context, the NESP sets priorities and identifies the resources and capacities required for achieving the objectives and vision.
- **Holistic:** The NESP covers all subsectors of education in a lifelong learning approach (early childhood, primary, secondary, tertiary education, non-formal education, etc.). It recognizes the need for coherence among subsectors.
- **Evidence-based:** The NESP starts from an education sector analysis that provides data and assessments that form the information base on which strategies and programmes are based. These analyses are often carried out in partnership with stakeholders working across the sector (government, donors, INGOs, civil society groups).
- **Achievable:** The NESP is based on an analysis of current trends and projections for overcoming the barriers to effective implementation.
- **Sensitive to context:** It includes an analysis of the risks and vulnerabilities that may affect implementation. The identified risks are mitigated in the NESP.
- **Inclusive and pays attention to disparities:** A credible NESP must identify and attend to gender considerations, disparities and inequality across the plan, including where gender disparities intersect with other sources of marginalization and address the specific needs of different groups. (See also [Tool 3](#).)

¹ Global Partnership for Education and UNESCO IIEP. 2015. *Guidelines for Education Sector Plan Preparation*. Paris: UNESCO IIEP.

Gender-responsive NESPs

The NESP preparation process

The NESP preparation process has four main characteristics (Global Partnership for Education and UNESCO IIEP, 2015):

1. **Country-led process:** The NESP is a national policy instrument and as such is the responsibility of the national government.
2. **Participatory process:** The process should be designed to involve education sector stakeholders, including various levels of the education system, selected ministries, civil society and international partners. Participation should involve structured discussions based around drafts of the NESP document. In many countries these processes are coordinated by the Local Education Group (LEG).
3. **Well-organized process:** A well-organized process will enable the involvement of a wide range of stakeholders. This requires effective coordination in the form of a steering committee, a planning committee and working groups to focus on specific subsectors or themes.
4. **Capacity-development process:** Capacity building at all levels needs to be addressed. The NESP preparation is a form of capacity building and the process is arguably as important as the product.

Education sector analysis

GPE and UNESCO IIEP (2015) guidance on NESP preparation recommends that work begins with a focus on sector analysis. The core components of this are:

- **Context analysis:** This includes the macro-economic context, the demographic context, the sociocultural context, the political context and a risk/vulnerability analysis.
- **Analysis of existing policies:** This includes policies on national development, international commitments such as the Sustainable Development Goals (see [Tool 4](#)), education policies and implementation of policies.
- **Cost and finance analysis:** This includes the national budget for education and its distribution by subsector/level, trends in expenditure, share of expenditure by stakeholders, and average spending per student by level.
- **Education system performance:** This involves analysis of statistical data demonstrating performance against key benchmarks such as access, equity, efficiency (internal and external) and quality.
- **System capacity analysis:** This includes key organizational aspects of education system delivery at all levels. It also involves analysis of all stakeholders relevant to the performance of the education sector (stakeholder analysis).



Self-study and/or group activity

Analyse your country's NESP

- Find a copy of the NESP for your country. NESPs are often available online or through the ministry of education.
- Read it carefully and think about the following questions. If you are working in groups you may want to give each group 2–4 questions each:
 1. What is the overall vision of the NESP?
 2. What are the priorities identified by the Plan?
 3. Do the priorities include a focus on improving equity and inclusion?
 4. Does the plan address gender? If so, how?
 5. Does it cover all subsectors of education, including TVET and adult/continuing education?
 6. Does it cover all channels of education, such as non-formal education?
 7. What evidence has been used in the analysis which has helped to formulate the plan?
 8. What data is available on marginalized groups? Is this disaggregated by sex?
 9. What marginalizing factors are identified and are steps included to address these?
 10. Do you judge the plan to be achievable? Have there been any major changes in the country's circumstances that mean the plan might not now be achievable?
 11. Did the NESP identify any risks to the Plan's achievement? What mitigating actions were identified?

If working in groups, each group should present their answers and then have a plenary discussion.

Gender analysis must be part of any education sector analysis and planning. Gender issues cut across all of the analyses, and a mainstreaming approach can be taken (see **Tool 10**). However, to make sure that gender equality is given sufficient priority, it is recommended that a separate gender analysis be carried out to complement the other forms of education sector analysis.

The gender analysis should examine gender equality in terms of context, existing laws and

policies (see **Tools 5 and 6**), costs and finance, system performance and system capacity analysis. The stakeholder analysis should focus on the actors involved in promoting gender equality in society and in education. It is important to recognize that gender equality in education generally involves the participation of government ministries beyond the ministry of education, specifically those that are responsible for women, children, gender and human rights. Some examples for the Asia-Pacific region are given in **Box 1** below.



Box 1 Gender and stakeholder analysis examples from the Asia-Pacific region

The Ministry of Women's Affairs (Afghanistan)

This ministry was established in 2001. It takes the lead in women's rights and empowerment. The ministry provides direction, builds inter-ministerial collaboration and develops the capacity of government agencies to ensure that policy formulation, planning, implementation, reporting and monitoring equitably respond to the differential needs and situations of women and men.

The Ministry of Women's Affairs (Cambodia)

The Ministry of Women's Affairs (MoWA) and the Cambodia National Council for Women (CNCW) make up the national machinery for the promotion of gender equality and the empowerment of women. The MoWA's 3rd Strategic Plan, Neary Rattanak III (2009–2013), focused on economic empowerment of women, gender equality in education, legal protections, public health issues (including HIV prevention and care) and women's political participation. The MoWA also prioritizes CEDAW implementation and mainstreaming gender equality into the general policy framework.

The Ministry of Women and Child Protection (Indonesia)

The vision of the ministry is to "achieve gender equality and child protection". The mission of the ministry is to encourage explicit gender-responsive policies and child care for improving the quality of life and the protection of women, and promote the fulfilment of the rights of the child and protection from violence.

The Ministry of Law and Gender (Maldives)

This ministry, established in 2014, oversees all government functions related to families, children, women, people with special needs, and human rights.

The Ministry of Women and Child Affairs (Sri Lanka)

This ministry was established with the goal of creating a Sri Lankan society that is sensitive to the needs of women and children and works for their betterment to achieve this goal.



Self-study and/or group activity

Step 1

- Working on your own or in groups, carry out a stakeholder analysis in your context. Map out the actors involved in promoting gender equality in society and in education in your country.
- You may wish to group them under the following categories:
 - government – ministries involved;
 - donors;
 - multilateral organizations;
 - international and national NGOs;
 - civil society groups, including teachers' unions/associations and parents' groups.

Step 2

- Think about or discuss the following questions:
 - What role, if any, did these stakeholders play in preparing the NESP?
 - What ongoing role do they play in monitoring the implementation of the NESP (e.g. are they active members of the Local Education Group or similar)?
- Take a piece of paper or flipchart and divide it into four sections (see [Handout 1](#)).
- Map the stakeholders onto the paper, identifying those with the most and the least power/influence and interest in the NESP implementation.

If you are working in small groups, compare your results with other groups.

- Think about or discuss:
 - Do different countries have different patterns of engagement with different stakeholders?
 - What impact might this have on gender equality in the education sector?

Look at [Tool 8](#) for the second part of this tool on gender and NESPs.



Further reading

Global Partnership for Education and UNGEI. 2015. *Guidelines for Education Sector Plan Appraisal*. Paris: UNESCO.

Global Partnership for Education and UNGEI. 2017. *Girls' Education and Gender in Education Sector Plans and GPE funded Programs*. <http://www.ungei.org/2017-05-gpe-gender-stocktaking-report.pdf>.

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Handout 1

Stakeholder mapping – National Education Sector Plan

Power/influence of stakeholders	Most power/influence		
	Least power/influence		
		Interest of stakeholders	
		Least interest	Most interest



References

Global Partnership for Education and UNESCO IIEP. 2015. *Guidelines for Education Sector Plan Preparation*. Paris: UNESCO IIEP.



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TOOL

8

Gender and the National Education Sector Plan: Design and implementation



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Objectives

The objectives of this tool are to:

- raise awareness about the importance of having a clearly defined national education policy regarding gender equality;
- introduce gender analysis in the context of education policy;
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Key information



Setting the scene

See **Tool 7** for an introduction to gender and the National Education Strategic Plan (NESP) and information about the analysis phase. The NESP should respond to the challenges raised by the sector analysis. Tool 8, therefore, considers NESP design and implementation.

Policy formulation

Policy formulation involves setting priorities and key strategies.¹ (see **Tool 6**). Policy priorities are identified and then translated into strategies that constitute a coherent framework for action. Governments should have a clearly worked out and explicit policy on gender equality for the NESP.

Programme design

The NESP should provide a rationale for action that sets policy priorities and strategies and guides programming. Programming should include goals, general and specific objectives, activities and outputs. From a gender equality perspective, NESP programming should include objectives, activities and outputs regarding the promotion of gender equality in education.

Costing and financing the plan

A credible NESP includes realistic costings based on sustainable resource availability. The human and physical resource requirements for implementing the NESP are costed using target indicators, performance norms and unit costs. Such costings can also help mobilize additional domestic and international resources for NESP implementation. The cost of any gender equality programming needs to be determined and included within the NESP budget, either as a separate section, or included within the main sections as separate line items where this is possible.

Implementation arrangements and capacities

Implementation arrangements should clearly define who is responsible for:

- NESP implementation overall;
- specific programmes.

This may be based on existing organizational arrangements or new structures. The roles and responsibilities of each body in the implementation arrangement must be clearly defined and agreed upon, with necessary authority and resources given.

1 Global Partnership for Education and UNESCO IIEP. 2015. *Guidelines for Education Sector Plan Preparation*. Paris: UNESCO IIEP.

From a gender perspective, responsibilities for promoting gender equality in education sector policy and programming, at all levels, need to be clearly defined and appropriately resourced.

Monitoring and evaluation mechanisms

Monitoring and evaluation mechanisms are critical for ensuring that NESP implementation is achieving the targets that have been set. Key indicators need to be developed and agreed among the stakeholders for this purpose. The Education Management Information System (EMIS) is one of the key tools for monitoring progress and should include routine monitoring, periodic reviews, annual reviews and reports.

From a gender perspective, there need to be indicators which can be used to measure performance in achieving gender equality. It is also good practice to include regular reviews of performance using gender analysis. Evaluations are carried out at mid-term and at the end of the plan. These should include a specific and comprehensive gender analysis of NESP performance as a key component of the evaluation.

Box 1 illustrates some key indicators relating to gender equality in education.



Box 1 Selected indicators for gender equality in education

Indicators used in the UNESCO *Global Education Monitoring Report*:²

- percentage of female teachers at pre-primary, primary and secondary levels;
- inclusion of gender equity issues in the national curriculum framework;
- percentage of schools with basic sanitation facilities (percentage of single sex toilets);
- percentage of students aged 13–15 experiencing school-related gender-based violence by type of violence (bullying and physical violence).

Other key indicators include:

- gender disparities by level of education (Gender Parity Index or GPI) in enrolment, learning outcomes, progress, achievement and completion;
- gender disparities across population groups (e.g. GPI for the poorest 20 per cent of households compared to the richest; rural/urban GPI, etc.)

² UNESCO. 2016. *Education for People and Planet: Creating Sustainable Futures for All. Global Education Monitoring Report 2016*. Paris: UNESCO.



Box 2

Case study: Gender indicators in Papua New Guinea's NESP

Papua New Guinea's National Education Sector Plan covers the period 2010–2019. Gender is mainstreamed across the plan. However, there are also some additional specific indicators designed to improve gender equality in education system management. These include:

- gender focal points to be appointed in all provinces by 2010;
- number of women on Provincial Educational Board Committees;
- GPI (across educational levels).

Source: National Executive Council. 2009.³



Self-study and/or group activity

Reflect on the gender-responsiveness of your country's NESP

Handout 1 provides a framework of gender equality questions. Use this to reflect on and analyse your country's NESP.

Self-study

- Try to answer as many questions as possible.
- Where you cannot provide answers, identify colleagues who may be able to help.

Group work

- Give each group a few of the questions from **Handout 1**.
- Each group needs to discuss, analyse and if possible also research their allocated questions. Groups could be given the research task to do as 'homework' one evening, during the training course.

The framework in **Handout 1** is based on *Guidelines for Education Sector Plan Appraisal* (Global partnership for Education and UNESCO, IIEP 2015) and *Guidance for Developing Gender-Responsive Education Sector Plans* (Global Partnership for Education and UNGEI, 2017). It will help you to consider gender issues more comprehensively when contributing to the preparation of your country's NESP.

³ Papua New Guinea. National Executive Council. 2009. *Universal Basic Education Plan 2010–2019*. Department of Education: Papua New Guinea.



Further reading

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Handout 1

General questions	Gender equality questions
Sector-wide	
1. Does the plan cover all subsectors including formal/non-formal education, primary/ secondary/ tertiary, etc?	Are gender issues considered on a sector-wide basis in education? For example, has gender equality been considered with regard to: the legal and policy framework (see Tools 5 and 6); early childhood care and education (see Tool 12); primary/basic education (see Tool 13); secondary education (see Tool 13); tertiary education; community learning centres (see Tool 14); teachers: e.g. recruitment, deployment and professional development (see Tool 21); the curriculum (see Tool 18)?
Based on a sector analysis	
2. Does the NESP summarize key results of the sector analysis and identify key challenges based on those results?	Does the NESP summarize the key results from a gender perspective and identify key challenges to gender equality in the sector? Has a comprehensive gender analysis been conducted in preparation for drafting the NESP? Have both demand- and supply-side factors been analysed (see Tool 2)?
Coherent and consistent strategies	
3. Do the general objectives, specific objectives and activities address the key challenges and their underlying causes?	Do the objectives and activities address the key gender challenges and their underlying causes identified in the gender analysis? Are there targeted strategies for marginalized populations addressing their gender-based challenges? Is there provision for capacity building for gender equality in key institutions/key personnel?
4. Are there any major inconsistencies in the presentation of general objectives, specific objectives and activities across different sections of the NESP (e.g. narrative of the strategies, logic framework, action plan)?	Are there any important gaps in terms of objectives and activities in responding to gender inequality issues? Are the proposed strategies for gender equality logical with clearly identified activities, results, outputs and outcomes?
Sound cost framework	
5. Has the plan been costed?	Has the costing been informed by gender-responsive budgeting? (See Tool 9).
6. Is the data presented by education level?	Are sex-disaggregated statistics fully available?
7. Is the data presented by year?	

General questions	Gender equality questions
8. Does the cost framework specify the capital and recurrent expenditures as well as the staff salaries share?	
Sound action plan	
9. Does the action plan contain a precise timeline for each activity?	Does the action plan contain a precise timeline for each activity relating to gender objectives?
10. Does the action plan contain a responsible authority for each activity?	Does the action plan contain a responsible authority for each activity relating to gender objectives? Is there a gender focal point who coordinates gender activities within and outside the ministry of education?
11. Does the action plan contain the total cost and source of funding for each activity?	Are all gender-related activities fully costed and the source of funding stated? Is there a separate budget for gender-related activities?
Monitoring tools and mechanisms	
12. Does the NESP contain a description of the monitoring tools and mechanisms that will be used to monitor progress, or does it mention a plan to develop them?	Does the NESP contain a description of the monitoring tools and mechanisms that will be used to monitor progress in terms of gender equality results? Are all NESP indicators sex-disaggregated? Is there provision to hold gender-responsive reviews and evaluations? These might be specific gender analyses of progress or there might be a plan for gender to be mainstreamed in all monitoring and evaluation mechanisms.
Sound indicators	
13. Are most of the indicators well-defined, meaning they contain a target, a timeframe and are measurable?	Are the indicators for gender equality well-defined, meaning they contain a target, a timeframe and are measurable? Do the indicators directly reflect outcomes of the programmes and outputs of the activities? If using proxy indicators, is the logic behind selecting the proxy indicator sound? Do the NESP indicators include standard indicators for measuring gender inequality in education (e.g. GPI)? To what extent do the NESP indicators include indicators for SDG 4 (global and thematic indicators)?
14. Do most objectives have corresponding outcomes, and do most activities have corresponding outputs?	Do gender-related objectives have corresponding outcomes, and do activities have corresponding outputs? Are there clearly defined outputs and outcomes with regard to gender equality in the NESP?
Capacity development	
15. Does the NESP contain a programme on capacity development that is based on an assessment of capacities?	Have capacities relating to achieving gender quality objectives been assessed, and is there a capacity development programme to address these? E.g. for teachers, school leadership, technical staff at central/district ministry level. Does capacity to gather and analyse gender statistics need strengthening? If a capacity gap is identified, is there a capacity development plan included in the NESP?

General questions	Gender equality questions
Strong government leadership	
16. Did the NESP's preparation process demonstrate strong leadership of the government?	<p>Is there any government leadership on gender equality?</p> <p>Are there any issues regarding leadership for gender equality?</p> <p>Are both men and women leaders represented?</p>
Broad stakeholder participation	
17. Did the preparation of the NESP involve a participatory process that included a broad range of stakeholders: central government, decentralized levels of government, civil society, teacher unions, non-governmental organizations and development partners?	<p>Did the preparation of the ESP involve a participatory process that included a broad range of stakeholders, including both governmental and non-governmental organizations involved in promoting gender equality?</p> <p>Was there a specific consultation process on achieving gender equality, involving all relevant stakeholders?</p> <p>Was there a working group on gender equality?</p> <p>Are marginalized populations such as LGBTI involved in stakeholder participation?</p> <p>What ongoing role will these stakeholders play in monitoring the implementation of the NESP?</p>



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9

Gender-responsive budgeting in education policies



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Objectives

The objectives of this tool are to:

- introduce the concept of gender-responsive budgeting and discuss how it could be implemented in the education sector;
- reflect on how to introduce gender-responsive budgeting in your context.

Key information



Setting the scene

Budgets are powerful tools for achieving development objectives. They are key policy instruments that reflect a government's priorities and genuine commitment to addressing development challenges such as gender equality. If gender equality has been built into policies, it should be reflected in resource allocations.

Gender-responsive budgeting (GRB) is an approach that seeks to ensure that gender-related issues are addressed in the budgets supporting relevant government policies and programmes. A gender-responsive budget is therefore an important mechanism for ensuring greater consistency between government commitments and financial outlays. It is useful for ensuring that government budgets do not allocate resources in ways that perpetuate existing gender biases.

GRB helps governments understand how they may need to adjust their priorities and reallocate their resources to live up to their gender equality and human rights commitments. GRB provides a framework to:

- **raise awareness** and understanding of gender issues and the impacts of budgets and policies;
- **make governments accountable** for their budgetary and policy commitments to gender equality;
- **change and refine government budgets** and policies to promote gender equality.

These are inter-related goals. Progress is needed in all three to advance gender equality. In addition, GRB can make government budgets more efficient by enabling better informed financial resource allocations.



Self-study and/or group activity

Reflect on the importance of GRB

- Brainstorm answers to the question: why do you think GRB is important?
- Read **Handout 1** and compare answers.

Conducting GRB in education

GRB is vital if appropriate allocations are to be made by governments to advance gender equality in education. There are three main components of GRB work:

1. GRB analysis;
2. making changes in programmes and budgets based on results of GRB analysis in order to advance gender equality;
3. integrating GRB systematically in planning and budgeting processes in central and local budgets.

GRB involves a disaggregation of budgets by sex to discover the extent to which policies with gender implications are differently funded. The availability of sex-disaggregated data is therefore fundamental to GRB. Analysing budgets from a gender perspective is also integral to gender mainstreaming.

Building the capacity of staff to ensure that GRB becomes a routine activity in government budgeting processes for education is critical. The rationale for, and the benefits of, GRB should be explained to stakeholders to obtain their support and engagement.

Initial awareness raising about GRB is an important preparatory step. This can be implemented through a high-level conference, and through practical workshops on GRB techniques with key stakeholders in the ministry of education and the education sector more broadly. This should include using GRB tools for actual budget analysis.

Who are the main players in gender-responsive budgeting?

The following people and entities all have a role to play:

- **government:** responsible for setting the budget;
- **parliament:** responsible for approving the budget and monitoring spending;
- **all ministries and departments** (e.g., ministry of finance, ministry of education, ministry of women's affairs, ministry of health, etc.): responsible for setting and managing budgets;
- **research/training institutions:** can have a range of roles such as advising government on likely budget costs, developing budget analysis/tools, monitoring, etc.;
- **non-governmental and civil society organizations:** likely to lobby government on appropriate gender-responsive budget allocations and hold government to account on disbursements, efficiency and effectiveness;
- **media:** likely to analyse government budget and expenditure; potential to lobby for more (or less) gender-responsive budgeting;
- **development partners** (including donors): responsible for collaborating with the government on gender-responsive budgeting through technical assistance and direct sector budget support;
- **educational institutions** (including schools): responsible for managing funds, including monitoring and coordinating with relevant district/central ministry officials on efficiency and effectiveness.



Self-study activity

Identify characteristics of gender-responsive budgeting

- **Handout 2** provides a list of possible characteristics of GRB.
- Read each one and decide if it is or is not a characteristic of GRB. Tick yes (it is) or no (it is not).
- When you have finished, check your answers with the answers provided on page 2 of **Handout 2**.



Self-study and/or group activity

Reflect on key people in gender-responsive budgeting in your context

- On your own or as in groups, think about or discuss the key actors listed above and their roles and responsibilities in your context.
- Are there any other actors that you think are relevant in your specific context that are not listed? Make a list.

Five-step model for GRB

There are five steps to conducting GRB, from situation analysis to impact assessment:

1. conduct situational analysis;
2. assess extent to which the sector's policy addresses gender issues and gaps identified in the situation analysis;
3. assess adequacy of budget allocations for implementing gender-responsive policy;
4. monitor spending;
5. assess impact of policy implementation on gender equality.

See **Handout 3** for more information on the five steps.



Optional extension activity

Reflect the five steps in your context

On your own or in groups, think about or discuss the following questions:

- Which of the five steps to GRB has your country conducted?
- What are the main challenges to introducing GRB in education in your context?
- What technical capacity has been developed to introduce GRB in education? Who has had training in GRB methods? What skills have been developed to enable GRB to be implemented?
- What needs to be done to introduce GRB to education sector budgeting in your context?

GRB analytical tools

Analytical tools for GRB include:

- **Gender-aware policy appraisal:** This involves analysing policies and programmes from a gender perspective to assess the extent to which they, the interventions, and their resource allocations are likely to reduce or increase gender inequalities. It questions the assumption that policies are gender-neutral.
- **Sex-disaggregated beneficiary analysis:** This is a participatory approach to policy analysis which involves asking beneficiaries (actual or potential) about the extent to which government priorities match their own. This can be conducted through surveys, group discussions or interviews. Results or findings should be disaggregated by sex, so it is clear what priorities are, whether needs are being met, and how they may differ between the sexes (or female/male).
- **Public sector incidence analysis:** This tool compares public expenditure for a given programme to reveal the distribution of allocations and expenditure between girls and boys, women and men.
- **Gender-aware budget statements:** This is an opportunity for the government to demonstrate gender-aware accountability, or lack of. The statement should include:
 - information on the share of total expenditure targeted at gender equality;
 - the share of expenditure allocated to the specific needs of girls/women and boys/men;
 - gender balance in public sector employment;
 - the share of expenditure allocated to gender units in the ministry of education;
 - gender balance in subsidies and training;
 - gender balance in membership of decision-making bodies.

The government can also provide a statement, within its annual budget statements, on actions to reduce gender inequality.



Box 1 GRB in the Asia-Pacific region

Japan

The Japanese government established the *Specialist Committee on Gender Impact Assessment and Evaluation* in 2002. The committee selects a specific policy area each year and assesses its impact on gender equality.

Republic of Korea

In 2006, the National Assembly passed the National Financial Act which requires the government to submit gender budget statements to the National Assembly. In 2008, gender budget statements were prepared by twenty-three government departments.

Nepal

A GRB committee was introduced by the Ministry of Finance to coordinate budget analysis. All government budgets were classified in terms of gender sensitivity using five categories; i) participation; ii) capacity building; iii) benefit sharing; iv) increasing access to employment and income-earning opportunities; and v) **reducing the workload of women**. The GRB approach was found to have increased gender awareness within the government, not only in gender focal points. Gender perspectives have become integrated in regular systems of line ministries.

Pakistan

A pilot approach supported by the United Nations Development Programme (UNDP) was conducted in education, health and public welfare using various GRB tools. Unit costs of public service provisions were estimated. Aggregated figures on benefit incidence were estimated and categorized by household income levels and provinces.



Self-study and/or group activity

Reflect on your organization's or your country's budget

- On your own or in groups, think about the impact your organization's budget and/or your country's budget has on the existing pattern of gender differences and inequalities in education?
- Which of the following statements seem accurate for your organization's budget and/or your country's budget?
 - It leaves inequalities between women and men/girls and boys unchanged, or is gender neutral.
 - It reduces gender inequalities.
 - It increases gender inequalities.
 - I/we don't know.

Budget documents are generally thought to be gender-neutral. However, in some cases budgets they are more likely to be unaware or blind to their gender impacts. Most governments and organizations have little idea of the impact of their expenditure and revenue on women and men/girls and boys.



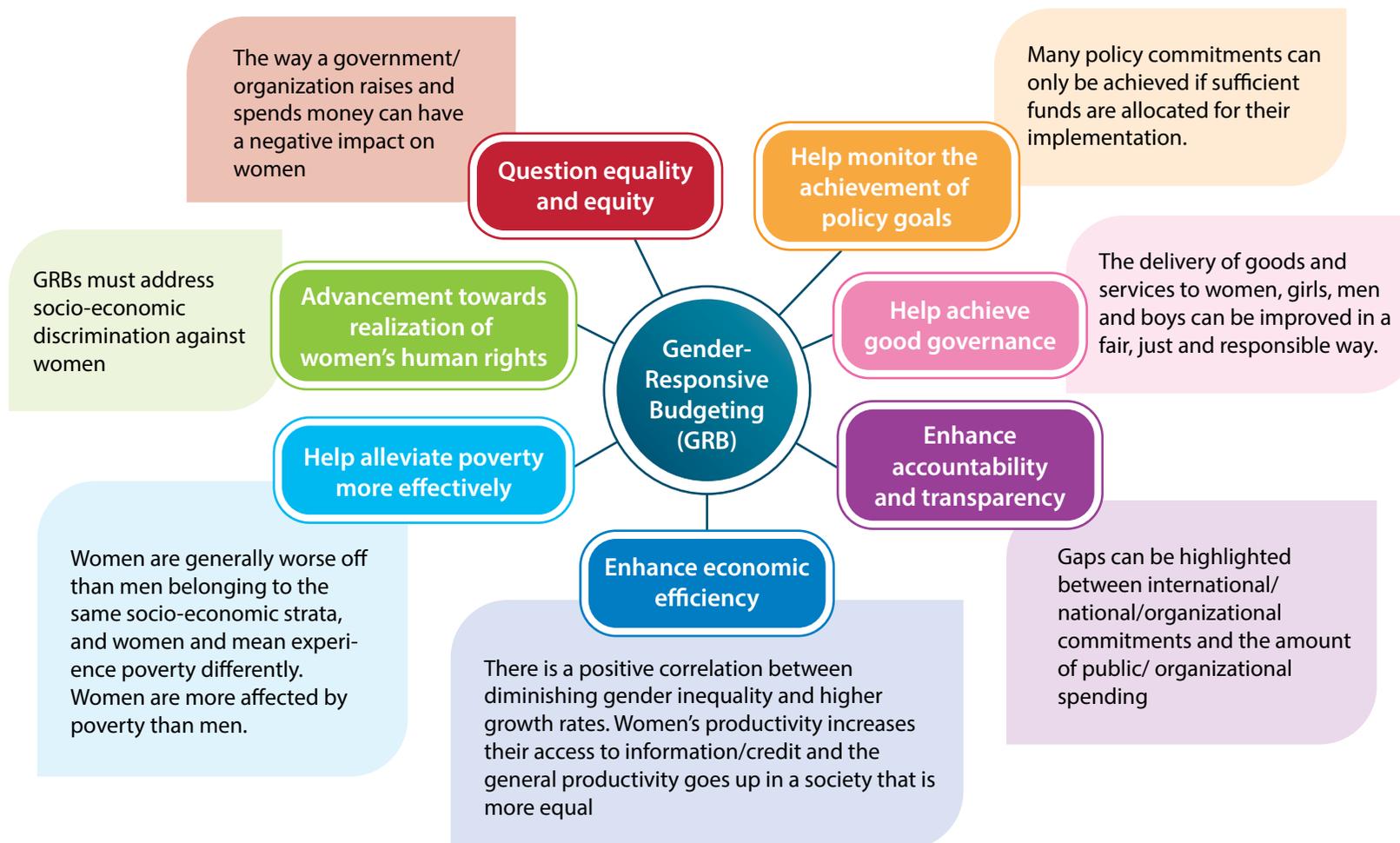
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Handout 1

Why is gender-responsive budgeting (GRB) important?





Handout 2

Identify the characteristics of gender-responsive budgeting

Gender-responsive budgeting	Yes	No
1. Develops separate budgets for work to benefit women and men		
2. Promotes the linking of knowledge about gender and budgets		
3. Only applies to government budget processes		
4. Involves conceiving, planning, approving, executing, monitoring, analysing and auditing budgets in a gender-sensitive way		
5. Involves the analysis of actual expenditure and revenue on women, girls, men and boys		
6. Provides an automatic increase in budget allocations for women		
7. Primarily focuses on increasing expenditure for gender-specific programmes		
8. Helps governments to decide how policies need to be made, adjusted and reprioritized		
9. Divides the budget equally (50/50) between men and women		
10. Helps with checking whether financial allocations are in line with policy commitments		
11. Is a tool for achieving gender equality and women's empowerment		

Answers for Handout 2

1. No
2. Yes
3. No
4. Yes
5. Yes
6. No
7. No
8. Yes
9. No
10. Yes
11. Yes



Handout 3

Framework for budget analysis

These are five key steps that need to be taken when developing a gender-responsive budget.

Step 1:

Situational analysis of women and men, girls and boys in education sector.

Step 2:

Assessment of the extent to which the sector's policy addresses the gender issues and gaps described in Step 1, including an assessment of the relevant legislations, policies and programmes.

Step 3:

Assessment of the adequacy of budget allocations to implement the gender-responsive policy found in Step 2.

Step 5:

Impact assessment of whether the policy as implemented changed the situation described in Step 1 in the direction of greater gender equality.



When the budget is tabled and implemented (Steps 3 and 4):

Conduct gender budget analysis:

This can be done by assessing the government/ organizational policy and programme expenditures and revenues for their impact on women, girls, men and boys (as well as different groups of women and men categorized by income, age, ethnicity, etc.).

Change budgets priorities (if needed) so that gender equality is promoted. In light of these gender budget analyses, implement strategies and actions that result in a budget that promotes women's empowerment and gender equality.

Step 4:

Monitoring of whether the money was spent as planned, what was delivered and to whom.



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PART 3
**MAINSTREAMING
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10

Introduction to

gender mainstreaming



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Objectives

The objectives of this tool are to:

- define gender mainstreaming in the context of the education sector;
- understand the rationale for using gender mainstreaming as a process;
- understand the limitations of a gender mainstreaming approach;
- help trainees to think about gender mainstreaming in their own context.

Key information



Setting the scene

Gender mainstreaming in education is the process of assessing the implications – for girls, boys, women and men – of **all** planned actions, including legislation, policies or programmes, at **all** levels of the education system. Gender mainstreaming should be conducted in all education institutions, whether private or public, as well as in government and international organizations which have a stake in education.

It is a holistic strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes, so that girls, boys, women and men benefit equally, and inequality is not perpetuated.

Mainstreaming does not just involve adding on women's or girl's components to existing policies, plans, programmes or projects. Rather, a gender perspective informs all phases of development and implementation. Gender mainstreaming can involve fundamental changes to the culture and practice of education in a country.

The ultimate goal is to achieve gender equality in education.



Self-study and/or group activity

Reflect on the meaning of gender mainstreaming

On your own or as a group, brainstorm around the following statement:

I think gender mainstreaming in education is...

Make a list of your ideas. Keep the list and look at it again when you have worked through the whole tool. Is there anything in your list that you want to add or change?

The process of mainstreaming gender includes:

- questioning the underlying paradigm on which the national policy, goals and objectives have been based;
- aligning priorities, activities and critical issues with the principal of gender equality;
- placing gender-sensitive women and men in strategic positions in policy- and decision-making;
- making women visible in all data;
- providing systematic training in gender analysis, methodology and awareness.

The mainstreaming of gender in education should be guided by overall national goals, objectives and priorities, but should specifically seek to:

- make explicit the importance of gender along with other characteristics, such as ethnicity and social class/caste, which can intersect to create disadvantages in the processes of education;
- ensure gender equality in access, progression, transition and completion of educational levels;
- overcome structural barriers, whether they be legal, economic, political, or cultural which may influence the access, participation and achievement of either sex in education;
- increase awareness of the active role women can and do play in development;
- increase the equal participation of women and men in decision-making in the management and implementation of education.



Box 1 Gender mainstreaming in Indonesia

Indonesia reviewed a decade of gender mainstreaming in the education sector and documented progress towards gender equality (Ministry of National Development Planning, 2013). The fact that such a study was conducted can be considered evidence of the government's commitment to gender mainstreaming and achieving gender equality in education.

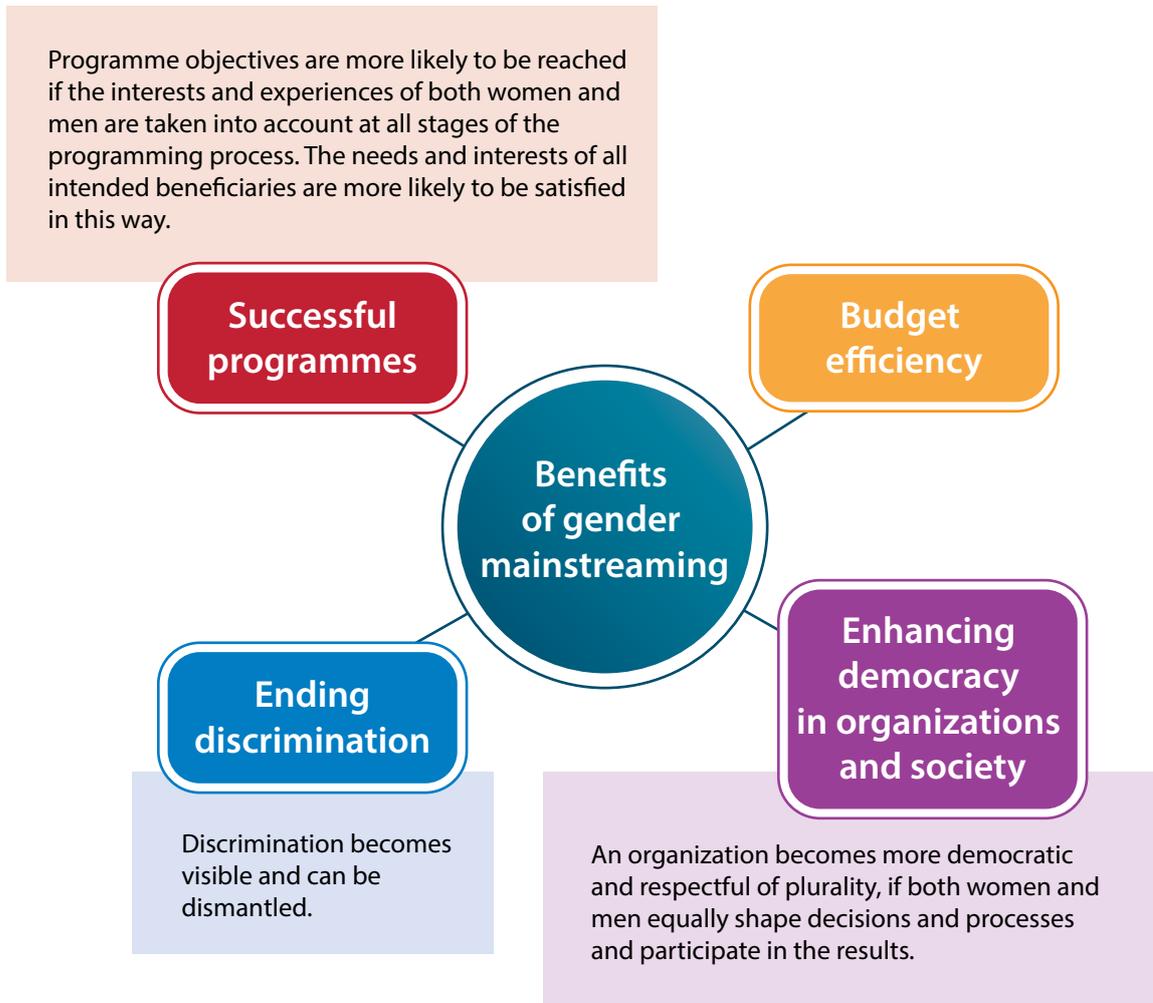
The study report notes that achieving gender parity in access to education is only a first step and that equal access does not guarantee equality. Achieving gender equality in education requires that there is equal opportunity for females and males, and that they are treated equally and fairly. It is anticipated that this will in turn translate to greater equality in learning achievement and outcomes, and beyond education, equality of opportunities in the labour market and other spheres of life.

The study looked at the key dimensions of teaching and learning processes including curricula, textbooks, learning materials, the learning environment, teacher development and student achievement. It found that good practice and innovation exist, for example, initiatives to eliminate gender stereotyping and bias in learning materials and the school environment, integration of gender awareness in the training of principals and teachers, and gender sensitization for school communities. However, opportunities were missed because good practices remain largely localized and relatively small scale, often through limited pilot projects which are seldom taken to scale. The key challenge is to evaluate and disseminate good practice as well as to prioritize resources and budgets to scale up initiatives that will make a difference. The study found that while there was general support for prioritizing gender equality at central level, there was a lack of clear strategic direction for gender mainstreaming in education, and limited specialist technical capacity.

Benefits of gender mainstreaming

Gender mainstreaming is not just a trend or a politically correct approach – there are genuine and obvious benefits to mainstreaming gender concerns throughout all education work. **Figure 1** explains some of these benefits.

Figure 1: Benefits of gender mainstreaming



Limitations to gender mainstreaming

Gender mainstreaming has not yet solved all the challenges of gender inequality in education and does have some limitations. Common barriers to successful gender mainstreaming include:

- lack of political will;
- underfunding of units given responsibility for gender mainstreaming;
- marginalization of units responsible for gender mainstreaming within the bureaucratic structures;
- institutionalization of male gender bias in the norms, rules and practices of organizations;
- most mainstreaming mechanisms look the same regardless of the country context and are located only at the national level, rarely reaching decentralized levels of the education system, including sub-state administrative levels and the school;
- gender has been over-simplified and interventions then fail to address the complexity of people's lives effectively;
- resistance by staff/departments to taking on responsibility for cross-cutting issues such as gender that may affect budget allocations;
- gender mainstreaming has been accompanied by what has been termed policy evaporation, a process by which gender fades out or becomes invisible in policy commitments and strategies;
- lack of coordination and communication between all stakeholders.

How can we make gender mainstreaming happen?

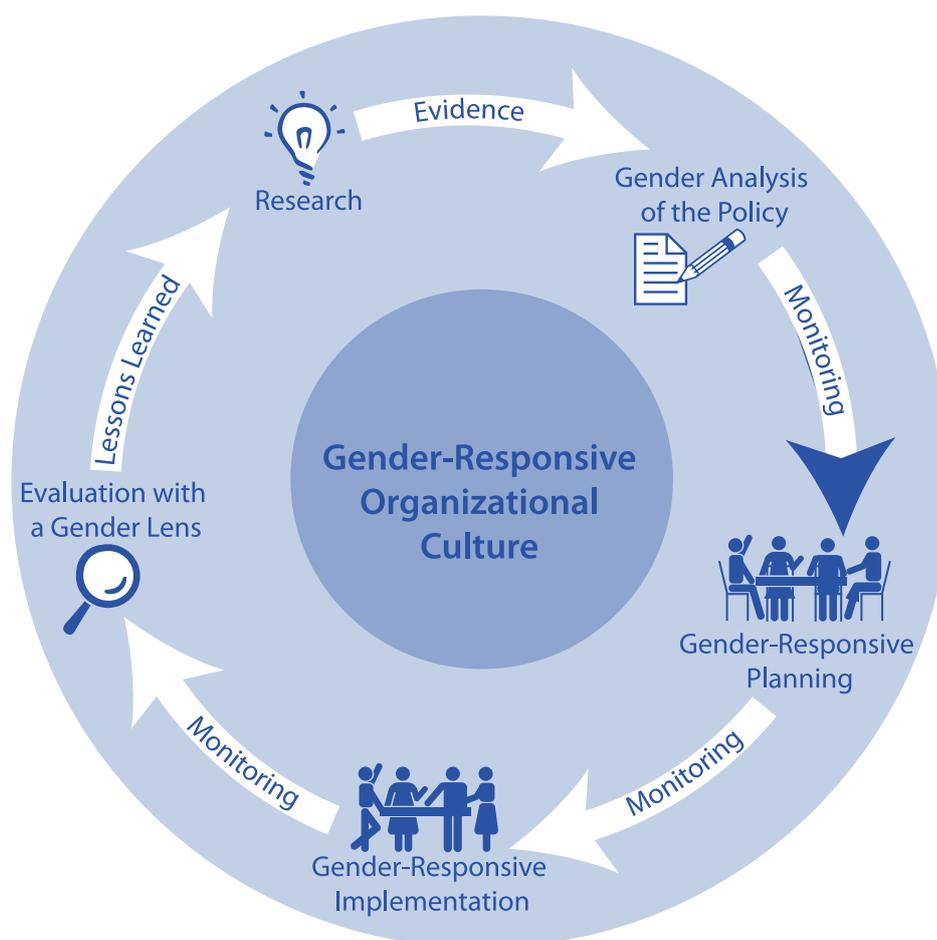
Figure 2¹ shows the two core elements of gender mainstreaming.

The diagram – the Gender Mainstreaming Cycle – shows the two core elements of gender mainstreaming:

1. Gender mainstreaming is an approach used to integrate women's and men's needs and experiences into decision-making at **every stage of the planning and programme cycle**.
2. The **heart of gender mainstreaming is a gender-responsive organizational culture**.² The organization commits itself to advancing gender equality and demands that every employee, at all levels, do so. All employees (whether male or female) coming from different backgrounds and working at different levels respond positively to the organization's requirement that they internalize and actively advance gender equality in their daily work and interaction with others.

¹ Adapted from the original developed by Linda Pennells, (2003) UNESCO gender consultant. Monitoring mentioned here must be conducted with a gender lens.

² UNESCO. 2019. *From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025*. Paris: UNESCO.

Figure 2: The Gender Mainstreaming Cycle

Self-study and/or group activity

Reflect on gender mainstreaming in education in your country context

- On your own, or in groups, think about or discuss what steps have been taken to institutionalize gender mainstreaming in the education sector in your context. What have been the results of these efforts?
- Try to fill in the table in **Handout 1**.
- Think about the possible interventions and make a note of these in the left column.
- Identify which of these possible interventions have been implemented in your country and how this has been done. Make notes in the middle column.
- Think about any results from these actions that you are aware of, and make notes in the right column).
- The completed table can be used to stimulate discussion about progress in gender mainstreaming in education.



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Handout 1

Gender mainstreaming in your context

Intervention	Action(s) taken	Results
Develop a gender equality policy in education	<i>e.g. policy developed</i>	<i>e.g. more boys or girls in school and learning</i>
Put in place an institutional mechanism to mainstream gender at central and decentralized levels		
Conduct a comprehensive gender analysis of the education sector		
Develop gender-responsive action plan(s)		
Develop gender-responsive budgeting		
Train staff on gender equality at central level		

Intervention	Action(s) taken	Results
Train staff on gender equality at decentralized levels of the education system		
Gender mainstreaming in school management		
Gender mainstreaming among teachers	<i>e.g. in-service teacher training on inclusive pedagogy</i>	
Gender mainstreaming in the curriculum and in teaching and learning materials		
Gender mainstreaming with parents and the community	<i>e.g. awareness raising among parents/communities</i>	<i>e.g. more parents refusing early marriages and sending girls to school</i>
Put in place a framework for monitoring and evaluation on gender equality		



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TOOL

11

Mainstreaming gender at the whole-school level



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Objectives

The objectives of this tool are to:

- build a clearer understanding of how gender sensitive and responsive your school is;
- encourage reflection on the changes that need to be made, how these changes can be implemented, and by whom.

Key information



Setting the scene

Across the education system, various efforts take place to mainstream gender – in policies, in teacher education, in the development of curricula and teaching and learning materials, and so on. All these efforts are brought together and become reality in the school.

Within the school there are other stakeholders who need to get involved, and other areas of change that are needed to ensure that schools consistently promote and practice gender equality.

These changes require leadership from school principals and school management committees. They also need the participation of the whole school community including teachers, students, parents and community members.

A. School management's role in mainstreaming gender equality across the school

The school management has a central role in establishing a gender responsive environment. They have a responsibility to understand what is happening in the school and to take a proactive role in bringing about positive change.

School principal

School principals should be role models for gender equality. As leaders in their school community, they should both promote gender equality and be seen to practise it. School principals are likely to need training on gender equality, and this should be integral to their professional development as it is vital for ensuring they perform their job effectively. Gender equality also needs to be included in any manuals on running a school that are written for school principals.

School management committee (SMC) and/or the parent-teacher association (PTA)

SMCs and PTAs and other committees in the school need to take a lead in promoting gender equality within school management. Their members may need training on gender equality, alongside other training that helps them carry out their role. Those overseeing these committees need to ensure there is a gender balance among the members and take active steps to address any imbalance.

School policy

In some education systems, schools are empowered to set their own policies in line with national guidelines. Where this happens, school policies should include a statement of gender equality, a strong statement against gender-based discrimination, and zero tolerance of violence in any form.

Key issues for school management to consider

Access, enrolment and completion	<ul style="list-style-type: none"> • Are both boys and girls entering and staying in school? • If not, what are the causes of non-enrolment or drop-out for girls and for boys? • How can school management tackle these causes?
Participation in the teaching and learning process	<ul style="list-style-type: none"> • Are both girls and boys participating in all academic and non-academic activities, inside and outside the classroom? • If not, what aspects of teaching and learning are girls and boys not participating in, and why? • How can school management address these barriers to participation?
Learning outcomes	<ul style="list-style-type: none"> • Are both girls and boys learning and achieving to the best of their abilities? • If not, in what areas are girls and boys under-achieving or failing, and why? • How can school management address this?
Use of school facilities	<ul style="list-style-type: none"> • Do girls and boys get equal access to school facilities and equipment, such as libraries and sports equipment? • If not, which facilities or equipment is restricted for girls and for boys, and why? • How can the management ensure equal access?
Access to basic services	<ul style="list-style-type: none"> • Do girls and boys have equal access to toilets, water, school health services and guidance and counselling services? • Do girls have access to appropriate hygiene facilities or sanitary materials, for instance during menstruation? • Which services are girls and boys not accessing, and why? • How can school management improve access for all?
Community participation	<ul style="list-style-type: none"> • Are male and female community members encouraged to participate actively in school-related activities? • If not, which activities are men and women not engaging with, and why? • How can school management improve participation across the community?
Enforcing policy	<ul style="list-style-type: none"> • Is the school's policy on gender equality known by staff, students, and parents, and being upheld? • If not, in what areas is the policy being ignored or breached? • How can school management ensure the policy is upheld?
Monitoring	<ul style="list-style-type: none"> • Is there a mechanism for monitoring gender equality in the school? If so, what is it and who does what? • If there is no mechanism, what needs to be in place and how can school management make this happen?



Self-study and/or group activity

Analyse the gender responsiveness of school management

- Work on your own or in a group.
- Think of a school you have worked in or know well.
- Think about the management structure that is in place in this school.
- Draw a diagram showing the school's management structure, key personnel, committees, and so on.
- Add details about their roles. Note if anyone has a role that focuses on gender equality, or more broadly on supporting diversity or tackling discrimination in the school.
- Then look at the questions in the table above. Think about how the people involved in school management could find out the answers to these questions.
 - Who could they talk to?
 - What participatory activities could they use to help key stakeholders discuss these issues?
 - Which documents may contain useful information?
 - What role could you play in helping the school management collect information or respond to any challenges identified?

B. The link between gender equality, the school environment, and health and safety

When we think about the environment and including learners in education, we tend to assume that this relates to disability issues and how to make the environment accessible for learners with physical, sensory, or intellectual impairments. However, the school environment can also play an important role in promoting or hindering gender equality. Schools face a range of health and safety concerns, too, and these are often different for boys and girls.

School environment

School and classroom facilities should help promote gender equality. The following issues need to be considered:

Classroom arrangement	<ul style="list-style-type: none"> • Is there enough seating and desks? • If not, do boys and girls equally experience having to sit on the floor or having to share seats and desks? • Are girls and boys expected to share seats/desks or sit in very close proximity? Does this have any cultural implications in your context? • Does the seating arrangement give girls and boys equal opportunities to see, hear, and participate in lessons? • Do they get equal opportunities to sit in well-lit, well ventilated spaces? • If girls and boys do not experience equal opportunities with regard to where they sit in the classroom, what can be done about this?
Recreation and other facilities	<ul style="list-style-type: none"> • Are both girls and boys able to use the playground or quiet spaces in school? • Do they both have access to sport facilities? Is access to sport facilities or equipment determined by gender (e.g. only boys are allowed access to footballs or the football pitch)? • Are there private places where girls and boys can change clothes before/after playing sports? • Are there any spaces where girls or boys feel unwelcome or unsafe? Why is this? • Do girls and boys get equal access to other facilities such as the dining room, library, etc? If not, what are the barriers to access? • What can be done to ensure that girls and boys feel safe, welcome, and are able to access the school's recreation and other facilities?

Health and safety

Schools should have a policy which addresses health, safety, and nutrition, and all expectations in the policy should be gender responsive. The following issues need to be considered in the school's policy and practice:

Policy	<ul style="list-style-type: none"> • Does a school health, safety, and nutrition policy exist? • Does everyone know about it? • Was it created with inputs from girls, boys, women and men? • If no policy exists, what can be done to develop one, and who will be involved?
Sanitation	<ul style="list-style-type: none"> • Do girls and boys have equal access to safe, clean, private and physically accessible toilets or latrines and handwashing facilities? • Do girls and boys, and male and female teachers, have access to separate toilets? • Are menstrual hygiene arrangements in place for adolescent girls and female teachers? • Is there clean drinking water in school available and accessible for both girls and boys? • If facilities are inadequate for girls and/or boys, what can be done to improve them?
Health, nutrition and life skills education	<ul style="list-style-type: none"> • Is skills-based health and nutrition education taught at the school, to both girls and boys? • Does the course include health and gender issues? • Is there evidence of these skills being practised by both girls and boys? • Do life-skills follow stereotypical roles (e.g. boys are taught skills relating to work or house maintenance and girls are taught domestic skills)? • What improvements are needed and how can they be achieved?
Health and nutrition services	<ul style="list-style-type: none"> • Does the school provide health and nutrition services (e.g. regular health check-ups, vision and hearing tests)? • Do these meet the needs of both boys and girls? • Are there any gender disparities in access or quality of services on offer? • Do girls who get pregnant receive support and feel welcome to continue their education? • Are boys and girls living with or affected by HIV supported by the school? What kind of support do they receive? • How can health and nutrition services be improved for both girls and boys?
School location	<ul style="list-style-type: none"> • Is the school close enough for all school-age boys and girls to walk to? • Are both boys and girls always safe on their way to school? • Are services provided to ensure their safety, such as transportation? • Is the additional vulnerability of girls and boys with disabilities taken into consideration? • Do girls and boys feel safe from bullying, discrimination and sexual harassment, on the way to and in school? • Are teachers and school officials aware of existing laws? • Is there a student and/or teacher code of conduct? • Is there a system for reporting bullying, and for the school to take appropriate action against perpetrators? • What can be done to make the journey to school, and the time in school, safer for girls and boys?



Self-study and/or group activity

Map a school environment

- Work alone or with a group of colleagues who work in or know the same school.
- Draw a map of the school and surrounding area.
- On the map mark any areas that you think may be unsafe or unwelcoming for girls and for boys.
- Make a note of any information that you are not sure about or need to investigate further. How will you find out this information?



Optional extension activity for self-study and/or group work

- Take the map that you have created and work with colleagues from the school, girls, boys, parents and other community members to improve or expand the map.
- Fill in information from different people's perspectives.
- Discuss with all these people what their ideas are for improving the situation so that the school environment is more welcoming, healthy and safe for girls and boys, and offers them equal opportunities to participate in all aspects of education.

C. Embedding gender equality in the curriculum and teaching and learning materials

Curriculum

Tool 18 discusses the importance of making curricula gender responsive. It is, of course, vital that curricula are also interpreted in a gender-responsive way at the school level.

Schools need to consider the following:

Choice of subjects	<ul style="list-style-type: none"> • Do boys and girls feel confident in choosing subjects that may not be traditionally considered male or female subjects? • Is there any gender bias in the subjects that are available to girls or boys or that they are encouraged to study? • If bias exists, what is the cause and how can it be changed?
Relevance of subjects	<ul style="list-style-type: none"> • Does the curriculum reflect the needs and life experiences of both boys and girls? • Does it do this without following stereotypical interpretations of what a boy or girl experiences or should experience? • How can the curriculum be made more relevant to the lives of girls and boys, and more relevant to their aspirations?
Motivation and encouragement to learn	<ul style="list-style-type: none"> • Are girls and boys encouraged equally in all subjects (e.g. do girls receive as much encouragement as boys in mathematics and science; do boys receive as much encouragement as girls in arts and social science subjects)? • How can girls and boys be encouraged to engage more in subjects that may traditionally be considered not appropriate to their gender?
Teaching about equality	<ul style="list-style-type: none"> • Does the whole curriculum promote gender equality for boys and girls regardless of their race, class, caste, disability, religion, language or ethnic background? • Are there lessons and activities that teach about diversity and challenge gender stereotypes and discrimination? • Are boys and girls expected to participate in these activities? • Are there activities (such as sports, cultural events, etc.) organized by teachers and/or students that intend to eliminate gender-based discrimination and promote a fair and mutually supportive gender-responsive culture in the school? • How can existing lessons or activities teach more effectively about gender and other aspects of equality and rights? • What new lessons or activities could be planned?
Extra-curricular activities	<ul style="list-style-type: none"> • Do both boys and girls have opportunities to participate in extra-curricular activities? • Do they get a choice of activities, not constrained by ideas of what activities girls and boys should do? • How could the school broaden the extra-curricular activities on offer and ensure that they are all accessible to both girls and boys?

Teaching and learning materials

Tool 18 discusses the importance of making teaching and learning materials gender responsive. It is, of course, vital that such materials are also used, made or adapted in a gender-responsive way at the school level.

Schools need to consider the following:

Access to books	<ul style="list-style-type: none"> • Does every boy and girl have access to the essential school books and other learning materials? If not, why not? • When books and materials are limited, and have to be shared or borrowed, do girls and boys get equal opportunities to use them. If not, why not? • Is any gender-based disparity in access the same across all subjects? • What can be done to ensure girls and boys have equal access, especially when resources are limited?
Content of materials	<ul style="list-style-type: none"> • Do the teaching and learning materials used in the school portray girls and boys of varying socio-economic, ethnic and religious backgrounds, including those with disabilities, with equal prominence, potential and respect? • Is the language used in the materials gender-sensitive, or is it biased? For example, is a 'male first' style always used (e.g. 'boys and girls' rather than 'girls and boys')? • When teachers make their own teaching and learning materials, are they following or exceeding gender-responsive standards set for nationally produced materials? Are teachers aware of any such standards in their country? • Are teachers confident to adapt older materials that may not be gender responsive, so that they use the materials to challenge stereotypes or discrimination? • How can teachers' capacity to select and make materials that are gender responsive be raised? How can their capacity to critically question and adapt older, biased materials be improved?



Self-study and/or group activity

Map the school environment

- Work on your own, or in a group (ideally with people from the same school).
- Think about the curriculum and teaching and learning materials used in the school where you work, or in the school you know best.
- Reflect on the questions in the tables above.
- How many of these questions can you answer? How much information do you have?
- Who else do you need to consult in order to answer these questions?
- How can you consult them?
- What activities could you use to help them tell you about their experiences of and ideas for the curriculum and for teaching and learning materials?

D. Teachers and teaching practice

Teachers play a central role in ensuring that every girl and boy receives a good-quality education. They also have a vital role in ensuring that all aspects of education are non-discriminatory, which includes making sure there is gender equality in education. We therefore need to look at teachers' capacity to promote and practise gender equality. We also need to look at gender equality in the teaching workforce.

Schools need to consider the following:

Teaching workforce	<ul style="list-style-type: none"> • What is the ratio of male teachers to female teachers in the school? • Are there more female than male teachers in certain grades or subjects, and vice versa? Which grades or subjects have more male or more female teachers? Why is this? • Is the school principal male or female? Does he or she treat all female and male teachers equally? Are they given equal responsibilities and opportunities? • Do community members and leaders equally value the female and male teachers in their community schools? If not, how is this unequal perception or treatment manifested? • Have female and male teachers and principals received any training on gender equality, non-discrimination, etc.? • Have female and male teachers been trained to identify gender bias in teaching and learning materials? Do they take action to address any bias that is found?
Teaching practices	<ul style="list-style-type: none"> • Do all teachers ensure they arrange their rooms and plan lessons so that girls and boys are given equal opportunities to participate and learn? If not, what bias is present? • Do all teachers encourage girls and boys to speak and contribute in class? Do they value girls' and boys' perspectives equally? If not, what bias is present? • Do teachers ensure there is no gender bias when giving praise or when disciplining children? • Do teachers set a good example and act as role models for gender equality in school, and in the community? If so, what do they do? If not, how could they be encouraged to be positive role models? • Does the principal or other colleagues observe teachers in their classes, as a way of helping to improve practice? Do these observations include looking at how teachers respond to girls and boys and identifying examples of gender equality or bias? How could observations be used more effectively to help address gender bias in teaching practice?



Self-study and/or group activity

- Work on your own, or in a group (ideally with people from the same school).
- Think about the teachers in the school where you work or that you know best.
- Reflect on the questions in the tables.
- How many of these questions can you answer? How much information do you have?
- Who else do you need to consult in order to answer these questions?
- How can you consult them?
- What activities could you use to help them tell you about their experiences of and ideas for the curriculum and for teaching and learning materials?



Optional extension activity for self-study and/or group work

This activity could be used on your own, or with a group of colleagues, to find out more about the curriculum, materials, teachers, and teaching practices in your school, and develop ideas for how to improve or overcome gender bias or barriers.

- Bring together small groups of relevant stakeholders (i.e. teachers, parents, children).
- With each group, create a mind map or spider diagram. In the centre, you can write “gender equality in our school” or similar.
- Start your diagram by drawing 4 bubbles or boxes, each linked to the centre with a line. The 4 boxes say: curriculum/subjects; books and materials; the teachers; the way the teachers teach.
- Ask each group to think about and make notes on these 4 issues. They could use a red pen to write notes about things they think are examples of gender inequality or bias, and a green pen to write about examples of gender equality.
- You can use the questions from the tables to help stimulate their thinking or guide their group discussions, but avoid turning the activity into an interview.
- Encourage them to also write down ideas for how gender bias/inequality could be removed, or how the good experiences could be expanded.
- If possible, after each group has made their mind map, display all of them in the school for everyone to see. Invite more children, parents and teachers to contribute to the diagrams, or make their own diagrams.
- These diagrams could then be used by the various school management structures to develop a plan for improving the school’s curricula, materials and teaching.

E. Guidance, counselling and student participation

Guidance and counselling

School guidance and counselling services are relatively new in the Asia-Pacific region and still need to be expanded

Existing and new school counsellors need to be trained to promote and support gender equality in education. They can have an important role in monitoring school policies and practices to look for and help address instances of gender stereotyping and discrimination that may be impacting on girls' and boys' participation and achievement and on the overall environment of the school.

In particular, counsellors can help to address school-related gender-based violence (SRGBV) issues. As trusted adults in 'safe spaces', school counsellors can also help adolescents to engage in confidential discussions regarding their psychosocial well-being and development.

Schools need to consider the following:

Guidance and counselling services	<ul style="list-style-type: none"> • Does the school have guidance and counselling services, and are these accessible by both girls and boys? • Where are the services located and who runs them? Are there male and female counsellors available? Does the location and staffing of these services have a positive or negative impact on their accessibility for girls and boys? • What do the services include? What aspects of their work address gender-related issues?
The counsellors	<ul style="list-style-type: none"> • Is there a balance of female and male counsellors available? • Have school counsellors been trained in gender equality? • Have they been trained or have experience in specific related issues such as SRGBV and sexual and reproductive health, non-gender biased career guidance, and so on?

Student participation in decision-making

An inclusive school that delivers high-quality education needs to be responding daily to the needs and interests of the children in the community. This means that children need to be involved in the school's decision-making processes. Their opinions and experiences need to be heard and considered when decisions are made and when plans for school improvements are being developed. It is vital that both girls and boys are listened to and involved in decision-making. Participation in decision-making at school can help prepare girls and boys for being active citizens in the community when they are older.

Schools need to consider the following:

Responsibility in the classroom	<ul style="list-style-type: none"> • Are both girls and boys given roles of responsibility in the classroom? Are these roles assigned to equal numbers of boys and girls? Is there any bias or stereotyping in the assignment of roles (e.g. girls given the responsibility of cleaning the room, boys given the responsibility of moving furniture around)? • Are boys and girls given equal opportunities to take leadership roles in class, such as leading a particular club or sports team? • Do teachers expect equal standards of behaviour from girls and boys?
School-wide decision-making	<ul style="list-style-type: none"> • Do the school decision-making bodies give opportunities for both girls and boys to express their opinions and experiences? If so, how? • Is there a special decision-making body for students, such as a student council? • How are students chosen as members of decision-making bodies? How are the leaders or chairs of these decision-making bodies chosen? Are leadership roles shared between girls and boys? • Are there equal numbers of boys and girls represented on decision-making bodies? How is parity ensured? • Are there other opportunities in school for girls and boys to express their opinions, such as suggestion boxes?



Self-study and/or group activity

Counselling

On your own, or in a group:

- Brainstorm all the issues that children may want to seek counselling support with at school.
- Mark which issues boys might seek help with and which issues girls might seek help with.
- Look again through the list of issues for boys and for girls.
- Think about boys you know (in school or in the community). Would they be happy to discuss these issues with a female counsellor? Would they prefer a male counsellor? Why do you think this? Which issues would they most or least want a same-sex counsellor?
- Do the same with the list of issues you think girls might seek support with?
- Think about your school or the school you know best.
- Does the school have a counselling service?
- Is it able to support the needs of boys and girls?
- How does it support their needs?
- How could it be improved to ensure it is more gender responsive?

Student voice

On your own, or in pairs:

- Think about an occasion when you were a child when you really wanted your opinion to be heard, but it was not listened to.
- Why weren't you heard? Maybe you were too shy to speak up, or there was no opportunity for you to speak. Or were you ignored or laughed at when you spoke?
- How did this make you feel?
- What was the impact of not being able to express your opinion? Was there an impact on you, and/or on other people?
- Now think of an occasion when your opinion was listened to and acted on. This could be an example from childhood or adulthood.
- How did you get yourself heard? Or what mechanisms were in place to ensure you had a voice?
- How did this make you feel?
- What was the impact of expressing your opinion and having it listened to? Was there an impact on you, and/or on other people?
- Think about your school or the school you know best.
- What mechanisms are in place for children to express their opinions and to take leadership roles or other roles of responsibility?
- Do girls and boys have equal opportunities to express opinions and take on responsible, leadership roles? If not, why not?
- What could be done to improve this?

F. Community members and parents

Participation from parents is essential for supporting individual children's education and for bringing about changes and quality improvements across the whole school. Other community members also play a key role in such improvements. Parents and community members can be agents of change, promoting and monitoring gender equality in education. For this reason, they need to understand gender equality and the factors that cause inequality in society so that they can support and lobby for greater equality in schools.

Schools need to consider the following:

Role of parents and community	<ul style="list-style-type: none"> • What role do parents and community members play in the school? Are they active in governance and in school improvement activities? • Do any parents or community members already have a role that focuses on monitoring equality or tackling discrimination? • What other roles would you like parents and community members to play? What other roles would they like to have in school governance and improvement?
Building capacity	<ul style="list-style-type: none"> • Have parents and community members attended any training or other events to learn about gender equality in society and in school? • If so, has there been a positive result (e.g. more parents and community members being equally supportive of girls and boys to attend school)? • Has such training been focused on basic awareness, or has it also helped parent and community members to build analytical and practical skills? • What else could the school do to raise awareness and build practical skills among parents and community members, so that they can advocate for and monitor gender equality for their children and other learners?
Using resource people	<ul style="list-style-type: none"> • Has the school contacted and used the advice and skills of community men and women with knowledge and experience of promoting gender equality and tackling discrimination? • Have skilled and knowledgeable women and men been used as resource people and role models in class activities? • How could the school make more use of skilled and knowledgeable women and men from the community?



Self-study and/or group activity

- Work on your own, or in a group, and think about your school or the school you know best.
- On a flipchart or piece of paper, draw three columns. In the first column, write down all the things you think or know parents and community members do to support the school and help make improvements. In the second column, write down ideas for what you would like parents and community members to do in order to support school improvements, with a focus on improving gender equality. In the third column, write down what needs to be done to help parents and community members to be more active in gender-focused school improvements.
- Look at the list in the third column. Try to find at least one action that you could contribute towards. Write down some ideas for what you could do, when, where, how and who else would need to help you.



Optional extension activity for self-study and/or group work

- Bring small groups of parents and other community members together.
- Carry out a similar activity to the one shown above, so that you can find out – from their perspective – what support they already provide and what else they could do to support gender-equality focused school improvements.



Further reading

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12

Mainstreaming gender equality

in early childhood care and education



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Objectives

The objectives of this tool are to help trainees:

- understand why early childhood care and education (ECCE) is important for achieving gender equality;
- identify ways of strengthening the approach to gender equality in ECCE;
- reflect on their own country context;
- identify strengths and weaknesses in gender equality in ECCE.

Key information



Setting the scene

In the Asia-Pacific region, the importance of early childhood care and education (ECCE) is becoming increasingly recognized, both in its own right and as a foundation for primary school and lifelong learning.

Early childhood is defined as the period from birth to eight years old. A time of remarkable physical and brain development, these years lay the basis for an individual's subsequent well-being. ECCE is more than a preparatory stage assisting the child's transition to formal schooling. It emphasizes the development of the whole child – attending to his or her social, emotional, cognitive, linguistic and physical needs – to establish a solid and broad foundation for lifelong learning and well-being.

Good quality ECCE programmes are:

- **child-centred**, play-based and appropriate to the child's age and stage of development, and not simply a downward extension of formal primary education;
- **holistic**, focusing on all of the relevant needs of the child and encompassing health, nutrition and hygiene as well as protection and cognitive, linguistic, and psychosocial development;
- **inclusive** of children of both sexes and children with disabilities as well as of their parents and caregivers, building on traditional practices;
- **committed** to establishing and monitoring standards for ECCE service delivery.



Box 1 Sustainable Development Goal 4

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.



Indicators

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex.

ECCE lays the foundation for gender equality

ECCE programmes help both boys and girls to prepare for and do better in primary school and further education/learning. They cater for a period in the child's life when important socialization, including gender identity formation and learning gender roles and norms, takes place. They therefore represent a good entry point for basic education about gender and for demonstrating good practices in gender relations. ECCE is also an entry point for programming for vulnerable and disadvantaged populations, and especially girls from these groups.

However, ECCE is generally a highly feminized subsector. Often more than 90 per cent of the teaching force is female.¹ Care must therefore be taken to ensure learning materials, toys and games, playground space and teaching styles are equally responsive to both boys and girls. It is also important to promote male role models during the period of early childhood, whether in the form of male teachers or fathers who are more active in childrearing.



Self-study and/or group activity

Reflect on your experience of ECCE

- On your own or in pairs, think about your own experiences of ECCE. Choose an ECCE setting that you know or have worked with.
- Create a mind map. In the centre is the ECCE setting.
- Add to the mind map all the ways in which the ECCE setting supports gender equality.
- Then add the ways in which it hinders gender equality.
- Add a further layer of information to the mind map by writing down your ideas for tackling the negative aspects of the ECCE setting, and for building on the positive aspects.

Strengthening gender equality in ECCE: how to make it happen

Create gender-responsive ECCE policies

ECCE policies should emphasize gender equality from birth, with regard to issues such as nutrition and caregiving practices. Targeted interventions need to be provided to ensure the participation of young children from groups most often excluded

– but who may benefit most – from good quality ECCE programmes.

An ECCE situation analysis and a programme of consultation with stakeholders should inform ECCE policy formulation. The situation analysis should include a comprehensive gender analysis of girls' and boys' needs, their current status and available

1 The feminization of ECCE is closely linked to gender stereotypes where caring for young children is traditionally associated with women as mothers. As a result, there is a general belief that female teachers are better equipped for the job than men. See: Puamau, P. and Pene, F. 2008. *Early childhood care and education in the Pacific*. Fiji: Institute of Education, University of the South Pacific.

resources. See **Tool 6** for an overview of policy analysis using a gender lens.

In addition, a policy review should identify and review, from a gender perspective, all relevant laws, national policies and plans relating to ECCE and the target population.

This should consider:

- policy content areas and gaps;
- policy objectives and intended results;
- policy strategies to achieve those results;
- the effectiveness and efficiency of the strategies, including an assessment of barriers and bottlenecks;
- plans for programmes, if any, which specifically target usually excluded groups.

Ensure the ECCE curriculum promotes gender equality

The ECCE curriculum should include the development of social skills with peers, which are critical for developing gender identity and behaviours. The teaching and learning process should be as participatory, active and child-centred as possible. The curriculum needs to prevent gender bias, gender stereotyping and discrimination among young children. The emphasis should be on fostering equality in roles and norms through participation in ECCE activities.

The ECCE space should be friendly to both boys and girls. It should be comfortable with appropriate furniture, toys, games and other materials. The environment should be colourful with age-appropriate art on display, with examples from both boys and girls.

There should be gender-responsive guidelines for the curriculum. These should promote gender equality. To implement the curriculum, gender-sensitive instructional resources are needed. Materials such as storybooks should be assessed to ensure that they do not perpetuate gender stereotypes.

Train ECCE teachers on gender equality

Educators may have gender bias which can reinforce traditional patterns of disadvantage.² To mitigate this risk, ECCE teachers, regardless of their sex, need to receive gender training and know how to carry out a gender analysis in relation to their own work. This will help them treat both girls and boys with equal respect, and support every child to express ideas and participate fully in the all activities.

Collaborate with parents and families

Parents can be offered training to support them to become more effective caregivers and educators of their pre-school children. Such education programmes can raise awareness of the importance of ECCE, and the crucial role that parents play in a child's health, development, learning, protection and happiness. These programmes can also help raise parents' awareness of gender issues, the importance of gender equality, the links with children's behaviour, and how to be more gender aware at home. It is important that fathers as well as mothers engage in such programmes.

Community leaders should also be encouraged to recognize the importance of ECCE and the need to promote gender equality in ECCE programmes.

² Ibid.



Group activity

Investigate the ECCE situation in your context

- Divide trainees into small groups and tell them this is a fact-finding activity.
- Give each group one of the areas listed below to investigate.
- Each group should write on a flipchart what they already know about the issue.
- They should also list things they do not know and need to investigate further. They can make notes about what question to ask, and to whom.
- The groups then share and discuss their answers and questions.
- They can help each other to fill more gaps and then create a final list of things they still do not know and need to find out.
- The groups could be asked to go away and do some investigations, and then come back together after a period of time to share what they have learned.

Issues for the groups to discuss and investigate:

- **Policy**
 - Does your country have a national policy or policy framework on ECCE? Or related policies?
 - If so, what statements are made about gender in general and promoting gender equality in particular?
- **Strategic plan**
 - Does your country have a strategic plan to develop ECCE at a national level?
 - If so, what targets are set for gender equality in ECCE service delivery?
- **Coverage data**
 - Who is participating in ECCE programmes?
 - Which target populations?
 - What is the situation regarding the coverage of girls and boys in ECCE service delivery?
- **Standards**
 - Are there agreed national standards for ECCE delivery?
 - What standards are set with regard to ensuring gender equality?
- **Teacher preparation**
 - Is there a national curriculum for ECCE teacher education?
 - If so, what content is included with regard to gender equality in ECCE?
 - Does it include both theory and practice?
- **The curriculum**
 - Is there a national curriculum for ECCE?
 - If so, how is gender equality integrated into this curriculum?
 - Are there principles, objectives and competences set for gender equality?
 - Are gender-related interaction skills monitored or assessed?

(cont.)



Group activity

Investigate the ECCE situation in your context

- **Parents and the community**
 - Are there interventions to sensitize or educate mothers and fathers on gender equality in relation to ECCE?
 - How is this conducted?
- **Monitoring and evaluation**
 - Is there a monitoring and evaluation framework for ECCE roll-out and quality improvement?
 - If so, are there indicators that relate specifically to gender equality?
 - Is all available statistical data disaggregated by sex?
 - Is there provision for gender analysis of progress in ECCE?



Optional extension activity for self-study and/or groups

Analyse barriers from a gender equality perspective

On your own, or in groups, think about these questions:

- What are the barriers to achieving gender equality in ECCE?
- How might these barriers be overcome in a) the short-term, b) the medium-term and c) the long-term.

When answering the questions, consider the following:

- **the enabling environment** – e.g. national policies and education sector strategies/political will;
- **financial resources** – e.g. the adequacy of financing the costs of ECCE for poor families;
- **demand for ECCE** – e.g. are communities convinced of the value of ECCE?
- **supply-side factors** – e.g. are there shortcomings in recruitment and training of teachers, educational facilities and learning resources?



Box 2 ECCE in Malaysia: an interview with the Minister of Education

“The world today is facing new challenges in terms of quality, equity, durability, sustainability and inclusivity. We need to equip our children with knowledge and appropriate skills to face new challenges in future,” said Mr Mahdzir Khalid in an interview with UNESCO about the crucial importance of early childhood education and his country’s efforts to boost its quality and reach.

“If we get it right from the start, that is the early years, we know that children will thrive throughout school and their adult lives,” he said.

The Minister said Malaysia faced particular challenges with [a large number of] ethnicities making up its population of 31 million, and some of these live in very rural and remote areas.

“In our country, early childhood education has an important role to play in better promoting understanding and cooperation among different population groups and preventing negative effects of poverty and disadvantage on children’s learning and development.”

The country began providing ECCE in the 1970s, and in 2010 new initiatives were introduced to improve quality through the National Key Result Area, part of the Government Transformation Programme. This work was continued in the Malaysian National Education Blueprint 2013–2025, elaborated with the support of UNESCO.

Initiatives aligned with the global education agenda

The Minister said the involvement of parents, the larger community, and the private sector had been vital in providing quality education, from pre-school to tertiary level schooling. The latest initiatives were developed in line with the wider global education agenda.

“The great thing is that the Blueprint and SDG 4 are completely aligned. They both aspire to provide quality education for all.”

He said ensuring equity and quality had been the main objective of the government. With government agencies, the private sector and NGOs working together, access to ECCE had been provided to 85 per cent of children aged 4–5 plus.

One of the country’s most successful early childhood education programmes is the Permata Negara. This was founded in 2007 as part of the overall Permata scheme (the word means jewel and the slogan of the scheme is ‘each child is precious’) spearheaded by H.E. Rosmah Mansor, wife of the Prime Minister of Malaysia.

The Permata Negara targets children below the age of four, in low-income and rural families who otherwise do not have access to quality early childhood education. The holistic curriculum developed through the Permata Negara is central to the provision of quality care and learning in 5,531 Permata Negara centres, and was endorsed as the National Preschool Standard-based Curriculum by the government in 2008.

With regard to teachers, the government has committed to ensuring that all ECCE educators have a diploma by 2020. Other special areas of focus are technical and vocational education and training.

“Our approach to education is holistic and lifelong, and equipping young people with the necessary skills for the modern world is extremely important.”

Source: Interview with Mr Mahdzir Khalid, Malaysia’s Minister of Education, October 2016.³

3 UNESCO. 2016. http://www.unesco.org/new/en/media-services/single-view/news/early_childhood_education_key_to_meeting_future_challenges/. (Accessed 9 July 2019).



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TOOL

13

Mainstreaming gender equality in primary and secondary education



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Objectives

The objectives of this tool are to:

- identify the key issues to consider when promoting gender equality in primary and secondary education;
- provide a structure for conducting a rapid assessment of primary schooling from a gender perspective;
- set out some of the key issues to consider when undertaking an analysis of gender equality in primary and secondary education.

Key information



Setting the scene

Free, equitable and quality primary and secondary education for all children is Sustainable Development Goal Target 4.1 (see **Box 1**). This refers to the provision of twelve years of publicly funded, inclusive, equitable, quality education, of which nine years are compulsory. As such, countries across the Asia-Pacific region are committed to sustaining progress towards and achieving this target.



Box 1 Sustainable Development Goal

Target 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



Indicators

Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary school; and (c) at the end of lower secondary school achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Asia-Pacific: key facts and figures

The majority of countries in the Asia-Pacific region are achieving near universal enrolment rates at the primary level.¹ Interventions in the region tend to place more emphasis on increasing initial access rather than on retention and progress through the school system, indicating that the quality of teaching and learning remains a challenge.

Primary completion rates for boys and girls are particularly low in Afghanistan, Timor-Leste, Bhutan, Pakistan and Cambodia.² School life expectancy³ for boys and girls varies across the region. Great progress has been made in reducing the gender gap in school life expectancy in East Asia, where a girl starting school can expect to receive fourteen years of education, compared to only eight years in 1990.⁴ In South Asia, girls are now likely to spend eleven years in school, compared to six years in 1990. It is important to note that these regional averages mask differences between and within countries (see **Box 2**).

Overall, since 2000, an increasing number of students have been completing primary school and moving on to lower secondary education. This has been accompanied by a stronger focus on basic education, which has facilitated an increase in enrolment at the secondary education level. However, on current trends, universal primary and

secondary education is unlikely to be achieved by 2030 at a global level unless concerted action is taken.⁵

Countries in the Asia-Pacific region are responding to a higher demand for secondary and higher education. As with primary education, a critical issue is the quality of education delivery as the system expands.

Also relevant are issues of equity and inclusion. Gender equality is central to quality education at the secondary level. There is much work to do in this regard because some systems currently have secondary enrolments which favour boys and some favour girls. Gender parity has been achieved at secondary level in some countries, especially in Central Asia.

The quality of education can be measured by its capacity to promote the value of gender equality in and through education in the wider society. Quality education demands that teaching processes, curricula and learning materials allow for boys and girls to engage in and benefit from learning equally. Yet, the evidence shows that boys in a number of countries are disadvantaged in learning outcomes, often increasingly so at higher levels of education, and that girls encounter gender stereotypic learning materials and treatment from teachers. Thus, hurdles remain in place along the path to achieving gender equality in primary and secondary education.

1 UNESCO. 2013. *Gender Equality in Education*. Education Sector Technical Note.

2 UNESCO Institute for Statistics. 2017. E-Atlas Gender and Inequality in Education, 2017. See: <https://www.tellmaps.com/uis/gender/#!/topic/GENDER>

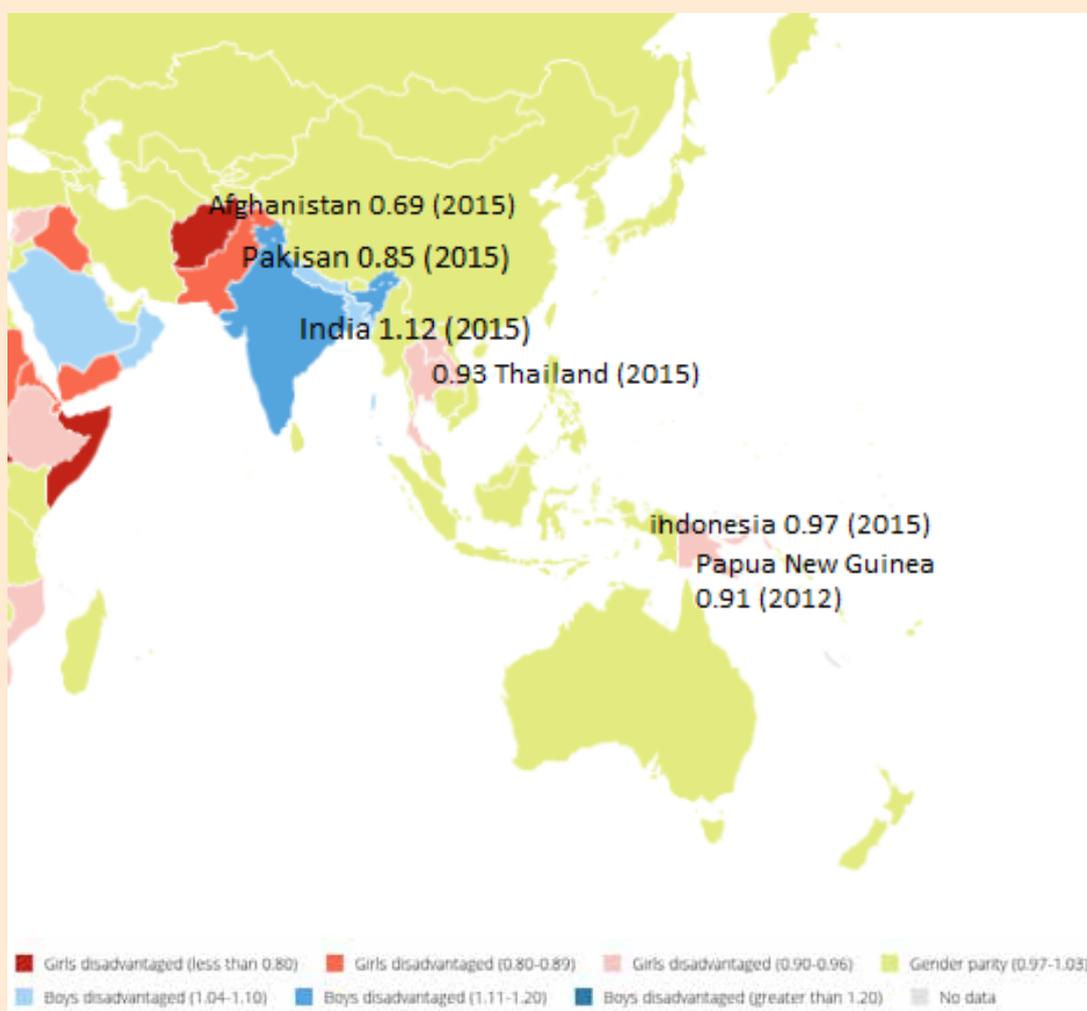
3 School life expectancy reflects the average number of years of instruction that a boy or girl starting school can expect to receive, based on current enrolment rates. However, a child can spend part of this time repeating grades. School life expectancy therefore indicates the average duration of time spent in school in years.

4 UNESCO Institute for Statistics/GEM. 2017. *Reducing global poverty through universal primary and secondary education*. Policy Paper 32 /Factsheet 44. June.

5 UNESCO. 2016. Gender Review. Creating Sustainable Futures For All. *Global Education Monitoring Report*. Paris: UNESCO.



Box 2 School life expectancy and gender parity



Source: UNESCO Institute of Statistics. 2017.

Other key facts

- More than half of the world's out-of-school children live in Asia and the Pacific.
- Household survey data in South Asia indicates that girls, children in rural areas, and poor children are generally much more likely to be out of school. Children in the poorest quintile are consistently the most likely to be out of school, while gender and rural/urban differences vary significantly from country to country (UNICEF ROSA /UIS, 2015).
- In Pakistan, 43 per cent of out-of-school girls and 20 per cent of out-of-school boys will never enter school; 88 per cent of out-of-school children are engaged in child labour (UNICEF ROSA/ UIS, 2015).
- South Asia has the worst pupil attrition rate in the world, with 36 per cent of enrolled pupils failing to complete primary school (UNICEF ROSA / UIS, 2015).
- Girls are more likely to have more years of schooling than boys in East Asia and the Pacific (UNICEF ROSA /UIS, 2015).



Box 3 Regional gender disparities in secondary education

“In some countries girls stay in school longer than boys. This may be due to girls performing better than boys and/or because when boys reach a certain age they start working to assist their family. They may also have better work opportunities than girls (e.g., Malaysia, Mongolia, Philippines, Thailand). But in most other countries girls are under-represented in secondary education. In South and West Asia, six out of nine countries have low enrolment rates for girls and low gender parity indexes. The situation is particularly serious in Afghanistan and Pakistan. India is not doing very well either on this indicator, particularly in its Northern states and at upper secondary level. A noticeable exception is Bangladesh which has reached gender parity in both lower and secondary education. In East Asia and the Pacific, Cambodia, Lao PDR, and the Solomon Islands are countries that lag behind.

The low incidence of girls’ education is tied to the prevailing socio-cultural context. In some of these countries (and some states within countries) gender discrimination is well entrenched in the social system. Patriarchal relations are strong and reflected in various social practices such as child marriage, early marriage and high maternal mortality rates. Early marriage, early pregnancy and a poor maternal

health record are a vicious circle that keep many girls out of upper secondary education even if they manage to finish primary education and enter lower secondary. Economically and culturally, girls are expected to stay at home and to assist in different chores including taking care of younger children. Cultural and economic handicaps accumulate so that the girls’ situation is generally much worse in rural areas, in poor families and in certain ethnic groups, than in cities. Schooling conditions may also explain the reluctance of parents to send their daughters to school. The lack of water and the lack of separate toilets for girls is common in many schools in economically disadvantaged regions. This, to which should be added the low percentage of female teachers, the lack of hostels and the long distance that girls may have to walk to reach school, are all factors that deter the girls and their parents from enrolling in secondary education. In brief, the cultural context, socio-economic conditions and school location are all responsible for the low participation of girls in education in general and secondary education in particular.”

Source: UNESCO, Bangkok. 2010, pp.20-21.⁶

⁶ UNESCO Bangkok. 2010. *Asia-Pacific Secondary Education System Review Series No. 2*. F. Caillods. Bangkok: UNESCO.

Gender issues at the lower secondary level are more complex than at the primary level, as this coincides with the period of adolescence and the onset of puberty. Gender equality in secondary education needs to take into account the changes taking place in boys' and girls' lives, and provide them with the knowledge, values and skills to make a successful transition to adulthood. Secondary education also needs to provide safe learning spaces in a way that recognizes the heightened risks of school-related gender-based violence for adolescents and pays attention to the particular gender-based barriers they face (see **Box 3**; see also **Tool 20**).

Among the issues yet to be addressed across the region are:

- ensuring that *quality* primary education services are available to all;
- getting children into school at the official entry age;
- ensuring the easiest possible transition from gender-responsive pre-primary programmes into gender-responsive primary and then secondary schools;
- ensuring gender equality for boys and girls in enrolment, completion and achievement at all levels;
- retaining children through the primary grades;
- improving pre- and post-primary education opportunities and smooth transitions from one level to another;
- improving school effectiveness and learning achievement;
- improving the quality of – gender equity in – education governance and the teaching workforce.

Gender inequality in access and inclusion

It is important to reduce gender disparities in relation to access, participation and completion of quality primary education. This entails equal access and universal primary completion.

Surveying out-of-school children

Surveys of out-of-school children usually include a robust gender analysis. Studies of out-of-school children at both primary and secondary level have recently been conducted at a country level (e.g. Sri Lanka), and at a regional level synthesising data from country studies. The Out-of-School Children Initiative was launched in 2010 by UNICEF and the UNESCO Institute for Statistics. It seeks to reach children who are out of school by identifying them, understanding why they are excluded, and making policy recommendations to address their exclusion. The country studies are particularly useful in integrating the gender perspective among a wider range of demand- and supply-side factors that are responsible for exclusion from education.

Assessing forms of exclusion

Exclusion from learning is not simply confined to non-enrolment and drop out. These are the most visible forms. A common form of exclusion is sometimes referred to as silent exclusion, in which children are in class but do not learn effectively, fall behind and eventually drop out. The reasons for this may include poor health and nutrition, developmental delays and disabilities, social status, the language of instruction and low teacher expectations. Gender discrimination or bias is another possible factor.

Among the indicators to be monitored are regular attendance and progress in learning. This means the teacher needs to pay careful attention to children's school attendance and achievement records, and ensure necessary remedial programming is provided for children who have fallen behind and need to catch up with their peers.

Access to and participation in secondary education

Participation in lower secondary education in the Asia-Pacific region has improved significantly during the past decade. The fastest growth rate in the world was in the East Asia region where the gross enrolment rate increased from 75 per cent in 2000 to 97 per cent in 2012. In the Pacific region it increased in the same period from 91 per cent to nearly 102 per cent.⁷

One of the most straightforward and accurate ways to monitor gender disparity in access to secondary education is to compare enrolment rates between girls and boys. The picture at secondary level in the Asia-Pacific region differs from that at primary level, with fewer countries having achieved gender parity at secondary level. There are three groups of countries (See **Table 1**):

- those with secondary gross enrolment ratios that favour boys;
- those which have achieved gender parity in enrolments;
- those with secondary gross enrolment ratios that favour girls.

Table 1: Gender parity index for gross enrolment ratio in secondary education

In favour of boys (<0.97)	Gender Parity (0.97-1.03)	In favour of girls (>1.04)
Afghanistan, Australia, Lao People's Democratic Republic, Pakistan, Thailand	Brunei Darussalam, Indonesia, Iran (Islamic Republic of), Kazakhstan, Kyrgyzstan, Uzbekistan	Bangladesh, Bhutan, Malaysia, Myanmar, Nepal, New Zealand, Sri Lanka, Timor-Leste

Source: UIS 2019.⁸

Monitoring gender parity in transition rates from primary to lower secondary level is also important. The rates are still quite low in some countries in the region, such as Pakistan (0.81) and Afghanistan (0.57) as measured in 2017. There can also be notable differences in the parity indices between lower and upper secondary education. For example, while forty-four countries in the Asia-Pacific region had achieved gender parity in lower secondary education in 2014, no countries had achieved parity at upper secondary level (see **Table 2**).

7 UNESCO. 2015. *Gender and EFA 2000–2015, Achievements and Challenges*. Paris: UNESCO.

8 UNESCO Institute for Statistics (UIS). 2019. *Gender parity index for gross enrolment ratio in secondary education*. <http://data.uis.unesco.org/#>. (Accessed 25 July 2019).

Table 2: Gender parity index of enrolment rates in lower and upper secondary education, by region, 2015 or more recent year

	Lower secondary education		Upper secondary education	
	Gender parity index	Countries with parity (%)	Gender parity index	Countries with parity (%)
Caucasus and Central Asia	0.99	88	1.03	43
Eastern and South-Eastern Asia	1.01	47	1.02	40
Pacific	0.95	31	0.94	8
Southern Asia	1.04	22	0.95	38
Northern Africa and Western Asia	0.93	38	0.96	38

Source: UNESCO Global Education Monitoring Report, 2017.

For more information on transition between levels of education, and from education to work, see [Tool 17](#).

Gender equality and the quality of education

There are multiple issues to consider when assessing the role of gender equality in promoting good quality primary and secondary education. At school level these include:

School management	<ul style="list-style-type: none"> • Are there efforts by the ministry of education to achieve greater gender parity in the system's primary school staffing (among principals, supervisors, etc.)? • Is the school principal committed to promoting gender equality in the school? • Does the school have a gender equality policy and is it monitored in practice? • Does the school management advocate for gender equality with the community? • Has the school management team had training in gender equality? • Does any school management committee (eg., Parent Teacher Association) have an equal number of male and female members?
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School and classroom facilities	<ul style="list-style-type: none"> • Is the school welcoming to both boys and girls? • Are there spaces in the school play areas suitable for both boys and girls? • Do boys and girls have equal access to school resources and facilities? • Are classrooms gender responsive, e.g. with seating arrangements encouraging equal participation?
Health and safety in and around school	<ul style="list-style-type: none"> • Do boys and girls have equal access to school health services? • Does the school protect both boys and girls from bullying, abuse, violence and harassment? • Are girls safe to travel to and from school? • Are there sufficient separate, safe and well-maintained toilets for both boys and girls and gender-neutral facilities?
The curriculum	<ul style="list-style-type: none"> • Does the curriculum promote gender equality in content and in implementation? • Does it promote an end to gender discrimination in the classroom and in the school setting more generally? • Does the curriculum have any gender equality objectives and competences for learners? • Given that girls often experience greater seclusion in family life and therefore have more limited exposure to the national language (as opposed to their mother tongue), do schools encourage the use of mother tongue in initial literacy and learning?
The teachers	<ul style="list-style-type: none"> • Have teachers been trained to differentiate learners according to learning styles and levels (rather than gender norms)? • Do they have attitudes that support the practice of gender equality in teaching and learning? • Have they had any training on gender equality? • Are they trained to recognize gender bias that they – and their students – bring to the classroom? • Are teachers equipped to use methodologies that help students to develop skills to confront and challenge gender bias? • Are they trained and committed to identifying and addressing prevailing gender stereotypes? • Are there role models among the teachers for gender equality?
Teaching and learning materials	<ul style="list-style-type: none"> • Do classroom teaching and learning materials, including textbooks, promote gender equality throughout? • Do boys, girls, men and women receive equal representation and respect in materials? • Are the materials free from gender bias and stereotyping? • Have the materials been pre-tested for gender sensitivity and revised following the results of the pre-tests?

Student participation in school decision-making	<ul style="list-style-type: none"> • Do boys and girls have equal opportunities to participate in the running of the school? • Are they equally represented on school bodies and in committees? • Are they given equal opportunities to take on gender-neutral responsibilities in the school?
Parental and community participation	<ul style="list-style-type: none"> • Do schools encourage both mothers and fathers to participate in the education of their children and in school activities? • Is parental education available for mothers and fathers where there is demand? • How do families support girls and boys in their learning? • What are community attitudes to the schooling of girls; do they differ from those regarding the education of boys?
School policy	<ul style="list-style-type: none"> • If the school has its own policy, does it include gender equality as a fundamental principle? • Does it set out roles and responsibilities in the school community for ensuring that it is practised?



Self-study and/or group activity

Reflect on gender equality in your schools

- Working on your own or in groups, think of a primary or secondary school you know well.
- Reflect on the school's approach to ensuring good quality education that is sensitive to gender equality.
- Use the questions from the table above to guide you, but you do not have to answer all of them.
- If working in groups, each group could take one issue to discuss and then feedback to the rest.
- You may decide to go away and investigate the issues and questions and then share findings with the other groups later.

Teacher development

Teachers are key change agents for achieving gender equality in the school and classroom. It is fundamentally important that teachers are trained to promote and practice gender equality in their teaching and school behaviours more generally. This training should be a core component of pre-service teacher training and certification. The knowledge and skills acquired during pre-service training should be updated and consolidated during regular in-service training and supported by good quality ongoing support and supervision.

Female teachers and gender disparity

The importance of female teachers is well evidenced. Female teachers are a factor that has been identified in supporting the schooling of girls, particularly in areas where enrolment rates have traditionally been low. However, it cannot be assumed that female teachers are any more girl-friendly than men, as they are often subject to the same gender norms and assumptions and may need specific support to be fully effective. It

is therefore important that teacher recruitment, training, and professional development are informed by gender-responsive strategies. Some strategies to support female teachers include the following:

- Ensure that all professional development opportunities are equally accessible to female teachers.
- Ensure that schools protect female teachers from school-related gender-based violence (SRGBV).
- Ensure that the content of teacher training includes the specific experiences and concerns of both male and female teachers.
- Create local networks of female teachers.

It is important to ensure that teacher recruitment is gender balanced across levels and subjects. Reducing gender disparities among teachers, however, can be a big challenge in many countries. There are some countries where male teachers at primary level are almost non-existent. In such contexts, the recruitment of male teachers, as role models for young children, should be prioritized.



Self-study and/or group activity

Reflect on teacher education in your context

- Work on your own or in groups.
- Think about your country's teacher education plan/strategy or education sector plan.
- What are the provisions for teacher education and continuous professional development?
- How is gender equality addressed within teacher education?
- Do you think it is sufficiently and appropriately addressed in teacher education?
- What changes or improvements do you think are needed?

Monitoring and evaluation frameworks

Ensuring gender equality is practised in primary and secondary schools means that schools need to monitor a range of indicators and actions taken. Data from the school level also needs to be aggregated at district level to provide the ministry of education with a more comprehensive picture of performance in achieving gender equality.



Self-study and/or group activity

Reflect on girls' and boys' access, participation and achievement in primary schools

- Identify three primary schools for this exercise, if possible.
- Use the chart in **Handout 1** to document the ways in which each school has helped (or hindered) girls and boys to be present, to participate and to achieve.
- Use the questions from section on 'Gender equality and the quality of education' for ideas of what issues to think about.
- Reflect on whether the schools have an equal or unequal focus on access (presence) and quality (participation and achievement).
- If they focus more on either access or quality, why might that be?
- You can extend this activity by working with teachers, children and parents to collaboratively find out more about which girls and boys are, or are not, present, participating and achieving, and why.



Optional extension activity for self-study or group work

Reflect on barriers to gender equality in secondary schools

- Building on the exercise above, identify what you think are the five most critical barriers to gender equality in secondary education.
- List these barriers in the left column of the table in **Handout 2**.
- In the middle column, list any evidence you have for the barriers you identified.
- In the right column, brainstorm ideas for strategies to address these barriers.
- An example has been provided in the first row of the table.



Further reading

Malala Fund. 2015. *Beyond Basics: Making 12 years of education a reality for girls globally*. Based on research from Results for Development. London: Malala Fund.

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Handout 2

Barrier	Evidence	Strategy
e.g. Unsafe school environments	e.g. Reports show that girls experience SRGBV on the way to school, forcing them to drop out	e.g. Develop and implement SRGBV policy with full participation of whole school community



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Mainstreaming gender equality in community learning centres



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Objectives

The objectives of this tool are to:

- help trainees think about, assess and reflect on the gender sensitivity and responsiveness of the community learning centre (CLC) environment, management and the training;
- recognize the CLC's role in promoting lifelong learning.

Key information



Setting the scene

Community learning centres (CLCs) are community-focused, learning-opportunity providers and centres for lifelong learning. A clear theme in their development has been the need to reach female learners to help reduce poverty (UNESCO, 2012) and make progress on Sustainable Development Goal 4, Targets 4.6 and 4.7 (see **Box 1**).

While many CLCs aim to become self-sustaining social enterprises, the core business of most

remains promoting and providing classes in literacy. Literacy forms the building blocks for community development, especially for women. Women can be further empowered regarding income-generating by attending financial literacy programmes. These are usually available to learners at an advanced stage of participation in CLCs, when literacy and numeracy levels are of sufficient quality.



Box 1 Relevant Sustainable Development Goal 4 targets

	Targets	Indicators
	<p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>
	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>

A significant gap between male and female literacy rates is seen in many countries of the Asia-Pacific region, potentially limiting the development of those nations (see **Box 2**). CLCs are uniquely placed to identify the needs of female learners, provide women with the motivation to learn, and tailor literacy packages to suit their needs.



Box 2 Global adult literacy and gender disparities

In 2014, the global adult illiteracy rate was 15%, equivalent to 758 million adults (**Table 5**); 63% of adults who are illiterate are women, with almost no progress since 2000 in reducing this share. In Southern Asia and sub-Saharan Africa, around one in three adults are illiterate. In Northern Africa and Western Asia, the proportion is nearly one in five.

Gender disparity in adult illiteracy rates is significant in all three regions. In Afghanistan, literacy rates for males are more than twice those for females. In Yemen, 47% of adult women and 16% of men are illiterate. In the Democratic Republic of the Congo, Mozambique and Togo, women are twice as likely as men to be illiterate. Youth illiteracy rates are lower overall than those of adults, reflecting improved access to primary and secondary education among younger generations. Globally, about 9% of youth aged 15 to 24 are unable to read or write a sentence,

equivalent to 114 million people. Gender disparity among youth is less than among adults in all regions.

Young people from poorer households are far less likely to possess functional literacy skills needed for everyday life. Among the poor, young women are the most likely to get left behind, while young men, along with women from richer households, are likely to achieve basic literacy skills (Figure 9). In Pakistan, only 15% of poor young women aged 15 to 24 are able to read in everyday situations, compared with 64% of poor young men.

Disadvantage in acquiring basic skills is compounded by poverty, location and ethnicity In Indonesia, rich young women in Bali province have near-universal literacy skills but just 60% of poor young women in Papua province are literate.”

Source: UNESCO. 2016, pp.24-26.¹

CLCs, along with other levels of education, have a key role to play in facilitating lifelong learning (see **Box 3**). All people, no matter their age, should have the opportunity to learn and continue their learning. CLCs can offer flexible pathways into education and training that include accredited learning programmes to facilitate the development of knowledge, skills and competencies, enabling people to fulfil their potential and find routes into work.

1 UNESCO. 2016. Gender Review. Creating Sustainable Futures For All. *Global Education Monitoring Report*. Paris: UNESCO.



Box 3 Lifelong learning

“In essence, lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals.”

UNESCO et al, Ministry of Education, the Republic of Korea, World Education Forum. 2015. *Education 2030 Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all.*

Incheon: World Education Forum.

In order to ensure CLCs are sustainable and operating to their full potential, it is necessary to consistently review their strategies and actions. Instructional and assessment innovations, including the use of e-learning, may be required to ensure that teaching is as effective as possible, especially when considering the needs of newly literate adults and subsistence-based communities.

Enabling policies and regulations are the prerequisite for establishing effective programme delivery. A clear government structure which supports transparency and accountability is vital, as are the roles of government from the local to national levels. Continuous capacity development at all levels is crucial to make the mechanism work effectively. At the community level, the enhancement of capacity and ownership with strong local leadership is essential.



Self-study and/or group activity Reflect on questions for analysing CLCs

- On your own or in groups, think about the following six key aspects of CLCs and how gender could have an impact on them:
 1. learners;
 2. teachers and facilitators;
 3. facilities and the learning environment;
 4. courses (timing, content/structure);
 5. information on courses available and distribution;
 6. management.
- For each aspect, write some questions that need to be asked in order to analyse CLCs using a gender lens. For example, regarding teachers and facilitators, you might ask whether there is a balance of male and female instructors.
- Once you have completed the exercise, read **Handout 1** and check your responses against the list of questions provided.
- Finally, pick at least three questions that interest you the most.
- Make a plan for how you could investigate these questions and address the issues arising. How you would do this, with whom, when, etc.?



Further reading

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Handout 1

Questions to ask when analysing CLC from a gender equality perspective

Learners and gender equality

It is important for CLC managers to collect and maintain relevant statistics to help ensure that the specific needs of female learners are being met. Here are some questions to help you assess the situation regarding CLC learners and gender equality:

- How many male and female learners are participating in each CLC course? Look for trends and differences in the courses that are usually taken by men and by women.
- What age groups are participating in CLC programmes? This data should be sex-disaggregated. Is there any age-group specific trend in the proportion of female and male learners?
- Are the total numbers of male and female learners at the CLC equal? Or are there more male or female learners? If so, why? Include a gender analysis of potential causes of lack of parity (e.g. domestic work, time of the day when lessons are held, poor facilities and infrastructures, lack of transport, safety, cultural and traditional beliefs, etc.).

Teachers and facilitators

- How is gender equality reflected in the teaching staff?
- How many male and how many female teachers/facilitators are there in the CLC?
- What subjects do male and female teachers/facilitators teach? Look for differences in the subjects they teach. Do men usually teach certain subjects, while women teach others?
- Are teachers trained on gender equality and how to achieve it through education?

Facilities and the learning environment

- Does the CLC learning environment promote gender equality?
- Is there enough space in the classrooms/ learning environments (the way in which the seats and tables are arranged, etc.) for male and female learners to feel comfortable during the class/session?
- Are the men/boys and women/girls featured in equal numbers in posters/wall decorations and in a manner that is free from gender biases and stereotypes? Note the number of men/boys and women/girls in each poster and wall decoration.
- Is the CLC facility located in a safe environment (safe against crime, abuse, etc.) for men/boys and women/girls?
- Is the location of CLC courses convenient to access by both men/boys and women/girls? Is there convenient and safe public transport?
- How many separate, functioning, clean and lockable toilets are there for men/boys and for women/girls?
- Is there a child-friendly area/space for girls and boys at the CLC, such as a playground or a child care centre?

The CLC courses

- Do the CLC courses promote gender equality? If so, do they promote gender equality explicitly or implicitly?
- What are the course timings? Do timings facilitate the participation of female learners? Do the timings of the courses take into

account the responsibilities and schedules of men, women, boys and girls?

- Are girls' and boys' school schedules considered when deciding on when to offer the course?
 - Do the courses offered target both men/boys and women/girls, or are they more inclined to only one sex?
 - Are the teaching/learning materials (TLM) gender responsive and free from gender bias? Has there been an assessment of the TLM from a gender perspective?
 - Are there enough TLM for both women/girls and men/boys? Is there any difference in access to TLM by gender in the CLC?
 - What course contents do women/girls and men/boys want? How are these contents relevant to their needs? Are there differences in the preferences between women/girls and men/boys?
 - What expectations do women/men and girls/boys have from the services and programmes offered by the CLC? Is there any difference in the level and type of expectation between women and men?
- organization of activities; and v) monitoring and evaluation? What kinds of decisions do they make?
 - How does the committee identify the needs of male and female learners? How does it address local resistances to women's empowerment and girls' education?
 - Do they consult both male and female learners?
 - Does the selection/election process of the management committee allow for, or encourage, equal opportunities for both men and women to be part of the committee? How are members of the committee chosen or elected? Are they elected on a voluntary basis? Do they receive any support? If yes, then from whom? Do men and women receive equal support for their nomination as members?
 - Who supervises the CLC? Is it a woman or a man? Who does she/he interact with during her/his visits? Does she/he interact equally with male/female CLC staff members?
 - Have CLC staff had professional training in gender equality relevant to the equitable and effective functioning of a CLC?

Information on CLC courses and gender equality

- Is the information on CLC courses sent to all household members?
- Do both women/girls and men/boys have the information on CLC courses?
- Do both women/girls and men/boys feel comfortable speaking with the main contact person for information at the CLC?

Gender equality and CLC management

CLC management has an important role to play in promoting gender equality.

- Is there a balance in the number of female and male members in the CLC management committee?
- What are the specific titles and roles of female committee members? Do they take part in: i) needs assessment; ii) planning; iii) curriculum development; iv) implementation/



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Mainstreaming gender equality in technical and vocational education and training



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Objectives

The objectives of this tool are to:

- define technical and vocational education and training (TVET);
- contextualize TVET within the Sustainable Development Goal agenda;
- consider gender mainstreaming in TVET;
- inform trainees how to conduct preliminary gender analysis of TVET in their context.

Key information

Setting the scene

Technical and vocational education and training (TVET) connects the worlds of education and work. It is an important part of lifelong learning. TVET helps young people and adults to develop the skills they need for employment, decent work and entrepreneurship. In doing this it helps to address economic, social, and environmental demands; helps promote equitable, inclusive and sustainable economic growth; and supports

transitions to green and digital economies. TVET is fully integrated into the Sustainable Development Goal (SDG) agenda (see **Box 1**).

Unfortunately, gender bias remains common in TVET provision, influencing the courses and occupations that are open to men and women. This helps to perpetuate gender inequality in work and society.



Box 1 TVET and the SDGs

The SDG agenda envisages a world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. Gender equality cuts across all the goals and their targets. TVET is included under three targets of SDG 4 and contributes directly to targets under other SDGs, such as Goal 8 on growth and employment.



Targets	Indicators
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Education 2030 Framework for Action – Indicative strategies on TVET (paragraph 50)

- Gather and use evidence about changing skills demand to guide skills development, reduce disparity and respond to changing labour market and societal needs and contexts, as well as to the needs of the ‘informal economy’ and rural development.
- Engage social partners in designing and delivering education and training programmes that are evidence-based and holistic. Ensure that TVET curricula and training programmes are of high quality and include both work-related skills and non-cognitive/transferable skills, including entrepreneurial, basic and ICT skills, and that TVET institutions’ leaders and teaching staff, including trainers and companies, are qualified/certified.
- Promote the development of different forms of work-based and classroom-based training and learning where appropriate.
- Ensure transparent and efficient TVET quality assurance systems and develop qualifications frameworks.
- Promote collaboration on enhancing transparency and cross-border recognition of TVET qualifications to raise the quality of TVET programmes and enable workers’ and learners’ mobility, and to ensure that TVET programmes keep pace with the changing labour market demands.
- Promote flexible learning pathways in both formal and non-formal settings; enable learners to accumulate and transfer credits for levels of achievement; recognize, validate and accredit prior learning; and establish appropriate bridging programmes and career guidance and counselling services.

Gender equity and equality in TVET

“Despite technological progress and economic growth, inequalities and poverty persist in many parts of the world. On average, for countries in which data is available, the wealthiest 10 per cent earn 30-40 per cent of the country’s total income. By contrast, the poorest 10 per cent earn around 2 per cent of the total income (ILO, 2015). Too many people, in particular women, lack opportunities for skills development and decent work. Overall, women continue to suffer from higher rates of unemployment, are less likely to participate in the labour force and face higher risks of vulnerable employment, e.g. being self-employed or a contributing family worker. In 2014, the global unemployment rate for women stood at 6.4% (versus 5.7% for men) and the global labour force participation rate of women stood at 68.7% (versus 81.7% for men; ILO, 2015).

As a result of wider gender inequalities and stereotypes, TVET programmes are often gender-biased, affecting the access to and participation of women in specific occupational areas. For instance, at the upper secondary level (ISCED 3) where the data is most complete and vocational programmes in formal education are well defined, the UNESCO Institute for Statistics estimates the percentage of female students worldwide in “general” programmes to be 48%, and in vocational programmes to be 44%. In turn, this participation issue contributes to the perpetuation of gender inequalities at work and in society at large, including for countries that have achieved parity of access.”¹

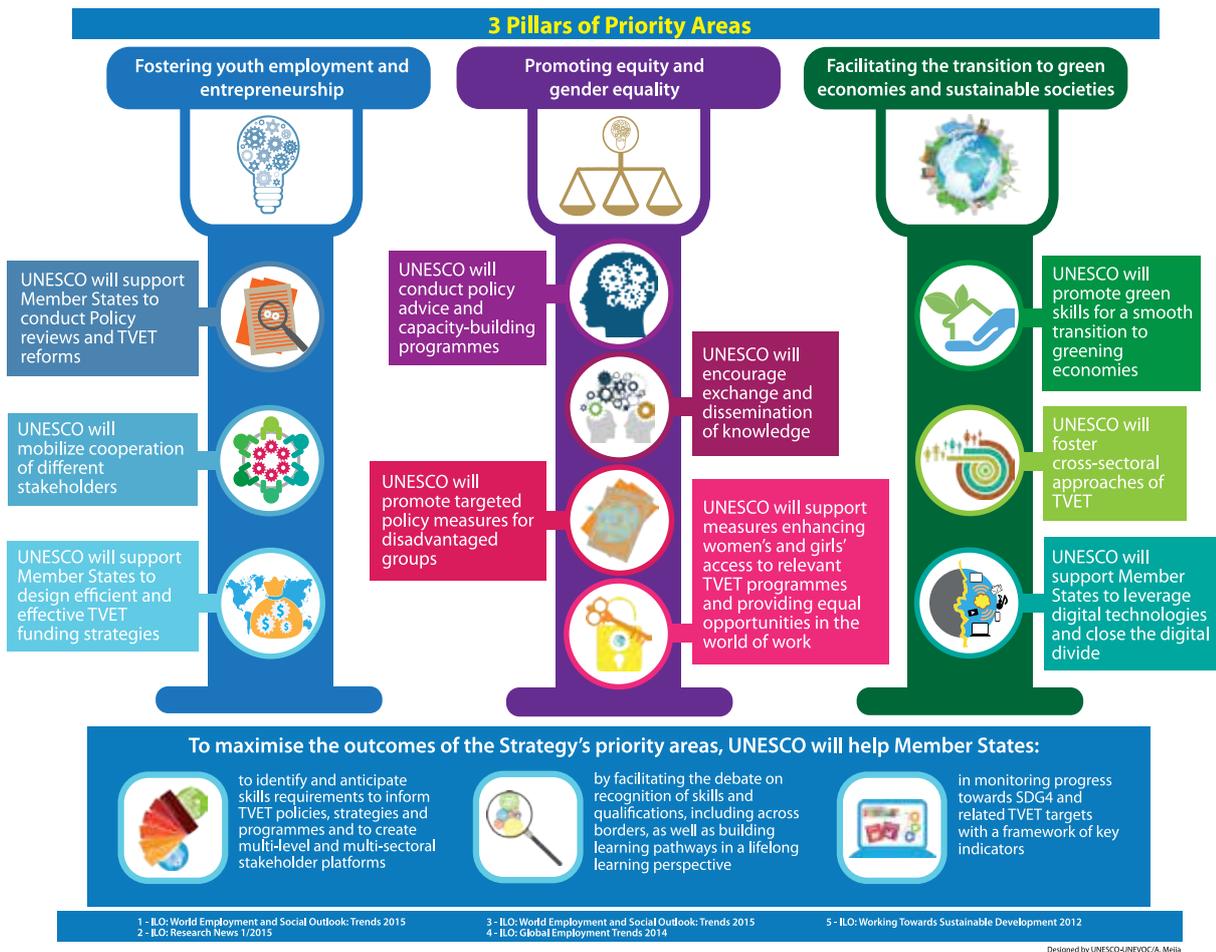
UNESCO’s TVET strategy 2016–2021

In 2016 UNESCO launched a new TVET strategy for the period 2016–2021. The strategy seeks to support Member States to make TVET systems more relevant and enable them to equip young people and adults with skills for decent work, entrepreneurship, innovation and active citizenship. The strategy will contribute to the achievement of the SDGs. There are three priority areas (see **Figure 1**):

- foster youth employment and entrepreneurship;
- promote equity and gender equality;
- facilitate transition to green economies and sustainable societies.

¹ UNESCO. 2016. *Strategy for Technical and Vocational Education and Training (TVET) 2016–2021*, Paris: UNESCO, pp.8-9. <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>.

Figure 1: TVET Strategy 2016–2021 Priority Areas



(Source: UNESCO 2016).²

Gender in UNESCO's TVET Strategy

UNESCO's TVET strategy gives priority to promoting gender equity and gender equality:

“To promote gender equality in and through TVET, UNESCO will seek to fill knowledge gaps in understanding the issue in various economic and cultural contexts, promoting policy learning and providing policy support and capacity-building services. Particular focus will be placed on developing strategies to promote women’s access to occupational areas that offer better employment

prospects; identifying relevant international promising practices, including improving the monitoring and evaluation of gender equality in TVET; and facilitating policy dialogue, capacity-building and advocacy which targets key partners, including labour market stakeholders. In addition to promoting targeted measures, UNESCO will support Member States in mainstreaming gender equality when reviewing and developing TVET policies, strategies and activities, so that gender equality considerations positively influence policy priorities and spending patterns.”³

2 UNESCO. 2016. *Strategy for Technical and Vocational Education and Training (TVET) 2016–2021*. Paris: UNESCO.

3 Ibid. p.10.



Box 2 Good practice: gender equality and TVET in Vanuatu

“[A 2014 report] cited Vanuatu’s TVET Centres as good practice models for women’s economic empowerment. The report notes that the [centres] effectively addressed gender in design and implementation through creative and gender-responsive approaches. These included:

- promotion of women’s involvement in non-traditional vocations, such as tiling and grouting;
- actively seeking to attract women applicants, including by engaging the Vanuatu Women’s Development Scheme (VANWODS) to help recruit women;
- using modular and flexible delivery strategies that allow multiple entry and exit points, enabling women to balance training with employment and domestic responsibilities, and work towards a certified qualification in a timeframe responsive to the demands on their time;
- promotion of women’s representation in training for occupations with a high gender imbalance;
- training all program staff in gender and actively seeking to promote women into managerial positions to challenge cultural stereotyping;
- investing time in developing male gender champions, within both the project staff and local civil and government counterparts, to facilitate social norm change in a highly patriarchal context;
- offering trainees gender-responsive employment counselling and mentorship;
- paying for child care services in some instances, to enable women to attend savings training; and
- placing strong emphasis on accessible and popular program communications, including dissemination of DVDs, posters and illustrated short reports that project strong, positive images of women in non-traditional vocational and leadership roles.

The evaluation also notes that the program has captured these contributions to women’s economic empowerment through a strong monitoring and evaluation system.”

Source: Ausaid. 2016. p.11.⁴

4 Ausaid. 2016. *Gender Equality Strategy, the Vanuatu TVET Centres*. Sydney: Ausaid.

The International Labour Organization (ILO), working in partnership with the Government of Bangladesh and the European Union, identified a ten-step process to mainstream gender in TVET as part of its work to operationalize the National Strategy for Promoting Gender Equality within TVET institutions:⁵

Step 1: Begin with a gender-based situational mapping of the institution.

Step 2: Analyse data, undertake causal analysis and identify gender gaps.

Step 3: Chart out an initial tentative gender action plan.

Step 4: Conduct a gender analysis of the training programme cycle.

Step 5: Set up social campaigning guidelines and promotional measures for attracting female students.

Step 6: Establish and strengthen gender-responsive strategic partnerships.

Step 7: Strengthen staff capacity on gender issues and establish a gender mainstreaming unit or network.

Step 8: Carry out a gender budgeting exercise.

Step 9: Set up research and documentation units.

Step 10: Plan for a participatory gender audit (PGA) or finalize the gender action plan.



Self-study and/or group activity

- Work on your own or in groups.
- Obtain and read a copy of your national TVET policy.
- Think about or discuss the following questions:
 - Does it seek to promote TVET for women and girls? If so, how?
 - Are there any evaluations available of this policy and of any associated programmes (e.g. annual joint sector review reports)?
 - Do these evaluations include data on transitions from training to the world of work? Do they show up any disparities between males and females?
 - Based on the knowledge you have gained in this tool, what gaps do you think exist in the policy?
 - Make recommendations for how these gaps could be addressed.

⁵ International Labour Organization. 2012. *TVET Reform: Gender Mainstreaming into Technical and Vocational Education and Training (TVET) in Bangladesh*. Geneva: ILO. https://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_345696/lang--en/index.htm. (Accessed 25 July 2019).



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Mainstreaming gender equality in science, technology, engineering and mathematics education



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Objectives

The objectives of this tool are to:

- raise awareness of the barriers to inclusion faced by girls and women in studying science, technology, engineering and mathematics (STEM) subjects and/or engaging in STEM careers;
- provide suggestions for changes that are needed to ensure more girls and women engage in STEM studies and careers.

Key information



Setting the scene

“Only 20 women have won a Nobel Prize in physics, chemistry or medicine since Marie Curie in 1903, compared to 572 men.”¹

Today, only 28% of all of the world’s researchers are women.

Such huge disparities, such deep inequality, do not happen by chance.

Too many girls are held back by discrimination, biases, social norms and expectations that influence the quality of education they receive and the subjects they study.”²

In many countries, in the Asia-Pacific region and globally, girls and women face limited opportunities regarding the educational pathways open to them. Social and cultural expectations may encourage boys and girls to pursue gender stereotyped areas of study. Consequently, girls and women are significantly under-represented as students within science, technology, engineering and mathematics (STEM). They become less likely to study STEM subjects in higher levels of education, but even in the early years of education, gender divisions are evident in terms

of the subjects students appear to prefer or are encouraged to focus on.

There is no biological or genetic reason why boys appear to prefer and/or perform better in STEM subjects. Instead, evidence suggests that social, cultural and gender norms influence the way girls and boys learn; how and what they are encouraged to learn, or feel they should learn. Girls are often said to ‘self-select’ non-STEM subjects, but “this ‘choice’ is an outcome of the socialization process and stereotypes that are both explicitly and implicitly passed on to girls from a young age”.³

STEM subjects are increasingly important in the modern world. Educating girls and boys effectively in these subjects will be crucial for the fulfilment of the 2030 Agenda for Sustainable Development, not least because of the role of STEM expertise in tackling climate change, improving health care and food security, and so on. In addition, gender inequality in subjects of study is inevitably matched by a lack of women in STEM-related careers, which in part contributes to the continued inequality in employment and income opportunities.

1 Nobel Prize awarded women. NobelPrize.org. Nobel Media AB 2019. Sat. 21 Sep 2019. <https://www.nobelprize.org/prizes/lists/nobel-prize-awarded-women/>.

2 UNESCO. 2017. *Cracking the code: Girls' and women's education in science, technology, engineering and mathematics (STEM)*, Paris: UNESCO.

3 Ibid. p.12.

Key considerations

There are many reasons why girls and women may feel discouraged from or unable to engage in STEM subjects in school or STEM careers after school, including:

Sex of the teacher	<ul style="list-style-type: none"> • In many contexts there are far fewer women than men teaching STEM subjects. • Where all or most STEM subject teachers are men, girls may feel there is no role model for them in these areas of learning. • Girls, especially adolescent girls, may feel uncomfortable about being taught by men. In secondary education in particular, there are often more male than female teachers. Girls may choose non-STEM subjects in order to have at least some female teachers.
Teachers' attitudes and practices	<ul style="list-style-type: none"> • In some contexts, such as rural areas, there is a shortage of STEM-specialist teachers generally. This affects the quality of teaching, which in turn can discourage learners from studying these subjects, especially learners who feel less confident in the subjects (often girls). • Teachers' behaviour in class influences learning and motivation. Teachers may have lower expectations of girls in STEM subjects. They may be biased towards supporting or listening to boys in these subjects, or encouraging boys to take leadership roles when girls and boys are learning in groups. • Teachers may fail to differentiate their teaching. This is a problem not just in terms of their lack of flexible responses to learners with different learning needs, but because it may be failing to respond to girls' and boys' different learning style preferences. • Teachers may express gender stereotyped views about the subjects they think girls and boys should study at higher levels or the careers they should aim for. • The education that teachers receive greatly impacts how they teach and how they interact with girls and boys. Lack of gender equality and inclusion training is a significant barrier to creating more inclusive and supportive education for all. This may be especially problematic in relation to STEM, where gender stereotypes are often firmly entrenched.
Parents and family	<ul style="list-style-type: none"> • Parents may expect sons to do well in STEM subjects but have lower expectations for daughters, and thus give them less encouragement in these subjects. • Girls are often more influenced by parental expectations for career paths or other future roles than boys are. If their parents are not keen for them to pursue a STEM career, girls may feel less able to object than their brothers. • Parents who have STEM-related careers are more likely to encourage daughters as well as sons to study these subjects.

	<ul style="list-style-type: none"> Girls whose mothers have a higher level of education may be more likely to study and do well in STEM subjects. Boys are often more likely than girls to engage in science-related activities outside school, including playing with technical toys chosen by parents and family members.
Peer influence	<ul style="list-style-type: none"> Girls and boys can be very influenced by their peers' attitudes and behaviour. Girls in particular may be discouraged from pursuing STEM subjects if their peers express the view that the subjects are too difficult or that a future STEM career is not suitable for girls. The presence of girls in higher years who have done well in STEM subjects can encourage younger girls to continue studying these subjects.
Self-perception	<ul style="list-style-type: none"> Girls and boys are exposed early in life to stereotypical ideas about their roles in life, and to the view that boys are better at maths and science. This can influence their self-perception and later their self-selection of study subjects. The older they get, the more girls are likely to appear to lose interest in STEM subjects, often because of growing peer and social pressure to conform with expected female roles. Girls are more likely than boys to believe they cannot do science and maths tasks easily or successfully. Girls may lack the confidence to focus on STEM study and career paths because of the negative attitudes or sense of 'not belonging' that they anticipate facing if they try to challenge the gender stereotypes.
Community and society influence	<ul style="list-style-type: none"> In communities and societies where girls and women experience greater equality generally, there is more likelihood of them being supported and succeeding in STEM studies and career paths. The media – from newspapers and magazine to TV and film and social media – can influence girls' self-perception and ambitions and the way their families and teachers react to their study and career interests.
Curriculum and materials	<ul style="list-style-type: none"> The stereotype that women should not be employed in STEM careers is often reinforced through the curriculum and related materials. For example, a science or history curriculum may guide teachers only to teach about men who have been important scientists or inventors. This reinforces how the media and history books have often ignored the role of women in important scientific and mathematical discoveries over the centuries. Textbooks are often more likely to feature male characters or images of men working in STEM roles, with health-related and domestic science content more likely to feature female characters or images of women.

	<ul style="list-style-type: none"> • Opportunities for hands-on learning in and outside school are important in STEM subjects, and such opportunities are often more available to boys than girls.
Differences within STEM	<ul style="list-style-type: none"> • Even within the broad range of STEM subjects there may be differences. For example, studies have shown girls may be more likely to study and pursue careers in science and medical subjects than maths and engineering, manufacturing and construction.



Self-study and/or group activity

- Work on your own or in a group.
- Reflect on what you have read/learned so far in this training.
- Think about or discuss the teaching of STEM subjects in your school or a school you know well.
- Draw a mind map. Write down the reasons why you think girls may be excluded from or within STEM studies in this school.
- Then, for each of these reasons, think about ideas that have been tried to improve the situation, or ideas that could be tried.
- Think about who needs to be involved.
- Choose at least one solution idea that you can be directly involved in. Write some more detailed notes about how you could take this idea forward.

If working in groups, the groups can share their ideas with each other. If working alone, try to discuss your ideas with at least one colleague. You could also use your ideas as the basis for a class discussion with girls and boys, to find out what they think would help improve gender equality in STEM subjects and careers.

Read the information about possible interventions provided below and compare these suggestions with your own ideas.

Improving girls' and women's inclusion in STEM subjects

- Give girls more opportunities to engage with and feel they belong in STEM subjects, for instance through arranging fun and educational visits to STEM companies or research facilities.
- Science and technology companies and researchers from universities can be encouraged to run activities within schools. They can run projects which give girls opportunities to experience new technology, and through which the students can even make useful contributions to the researchers' or company's activities (see **Box 1** for an example).
- Ensure girls have access to female role models who are studying STEM subjects at a higher level and/or working in STEM careers. This might also include buddying or mentoring schemes. It also includes lobbying for more positive portrayal of women in STEM careers in the media.
- Many schools arrange work experience weeks for older children, or summer schools or study camps. Ensure girls are encouraged and offered STEM work experience and/or study opportunities when these sorts of events are organized.
- It is always important to encourage parents to play a role in their children's education. This sometimes involves awareness or education programmes with parents. When doing this we need to ensure we remind mothers and fathers to encourage girls and boys to engage in a range of STEM and non-STEM subjects, to play with a range of toys and games, and so on.
- Ensure there are high quality female teachers of STEM subjects in school. At a school level this might involve supporting female teachers to do more in-service training and continuous professional development in STEM subjects. At a national level this might also require policy changes to ensure more women are supported to train as STEM teachers and given equal deployment opportunities.
- All teacher education should include raising teachers' awareness of and ability to promote gender equality. Such training may also need to be revised to ensure male and female teachers understand and help to tackle the barriers to girls' participation in STEM subjects.
- STEM curricula and materials should be reviewed and revised to ensure they use gender-neutral language, portray women and men in STEM roles, and feature female as well as male scientists from history and current affairs.
- Ensure that girls have access to gender-responsive career guidance that enables them to see all career options and encourages them to believe that STEM options are viable for them.
- There may, in some contexts, be a need for financial support systems – such as scholarships – to enable more girls to enrol in studying STEM subjects or to attend schools that have high-quality STEM teaching.



Box 1 Linking schools with science research

An astrophysics research project, called Global Jet Watch, coordinated by Oxford University in the UK, linked up with schools in four countries: Australia, Chile, India and South Africa.⁴

The project investigates the phenomenon of black holes and wanted to set up observatories in different parts of the world, so that data could constantly be collected from different time zones, either by researchers on the ground or remotely. A decision was made to locate the observatories, equipped with powerful telescopes, in schools. This gives secondary school students a unique opportunity to learn about astronomy and get involved in the process of collecting and analysing data from the observatory in their school. They also learn about meteorology, to work out when

the weather conditions are suitable for taking astronomical observations. The lead researcher from the university was particularly keen to encourage more girls to engage in STEM studies, and selected schools where this would be possible.

One location for an observatory is a girls' school in Southern India. However, the school did not have a sufficiently reliable electricity supply, so the students at the school, and the university researchers were missing opportunities to observe and collect data. The project therefore installed a solar farm at the school. This gave the girls at the school an additional STEM learning opportunity, and one that was directly relevant to their lives and communities – learning about technology for renewable energy.

⁴ See: www.globaljetwatch.net/.



Further reading

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Ensuring gender equality in educational transitions



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Objectives

The objectives of this tool are to:

- raise understanding of the gender-related transition issues that exist in the Asia-Pacific region;
- provide insights into changes that need to be considered in order to ensure young women and men have equal opportunities to enter quality work after school.

A. Transition within education

Setting the scene

In many parts of the world, girls and boys have different experiences of transition between grades and levels of education. Often girls are less likely to transition to the next level of education (from primary to secondary and from secondary to tertiary). This is due to many factors, such as family pressure to marry or work; families with limited resources prioritizing boys' education to higher levels; perception that education is not necessary, relevant or welcoming for girls; lack of facilities in schools for adolescent girls, and so on.

However, in the Asia-Pacific region, statistics suggest that there is not a significant difference between the proportion of girls and boys who progress through the educational grades and levels. "The gender disparity in transition rates from primary to secondary school fortunately is not a major issue in most countries [in this region]."¹ Many countries in the region have almost equal proportions of girls and boys transitioning, for instance from primary to secondary. Nevertheless, for some countries in the region, the transition rate for both boys and girls is very low and needs attention.

"While 12 countries in the region have near universal transition from the primary to secondary level (98 per cent or more), rates remain low in Cambodia, India, Lao PDR, Maldives, Marshall Islands, Myanmar, Nepal, Pakistan, Solomon Islands, Timor-Leste, Tokelau, Tonga, Tuvalu and Vanuatu. The transition rate from primary to secondary education varies among those countries, from between 44 per cent and 87 per cent..."²

The statistics do not show that we can entirely stop worrying about gender-related barriers to transition. In some Asia-Pacific countries, slightly more girls than boys make the transition from primary to secondary. This suggests that continued education may be considered less valuable or relevant for boys than starting work. This needs to be monitored to ensure that it does not become a growing trend of boys leaving education earlier to start employment. UNICEF found that "Our research in the East Asia and Pacific region has also indicated that transitions from primary to secondary education and from school to work can be hampered by gender stereotypes, and that boys find education is not relevant to their futures."³

1 UNESCO and UNICEF. 2013. *Asia-Pacific. End of decade notes on Education for All. Universal Primary Education*. Bangkok, UNESCO, p.24.

2 Ibid.

3 See: https://www.unicef.org/activities_3612.html.

Key considerations

Despite the region's encouraging statistics on transition parity, there remain various gender equality challenges to consider in relation to educational transition:

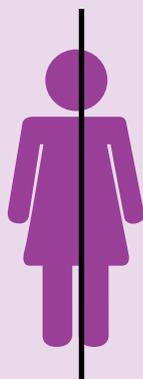
Education facilities	<ul style="list-style-type: none"> • Do schools provide facilities that meet the needs of girls and boys as they get older? • For example, do girls have access to safe, clean, private sanitation facilities during menstruation? Do boys and girls have access to private changing rooms for sports? • Without these sorts of facilities, girls and boys may feel less comfortable or safe about coming to school as they get older.
Education personnel	<ul style="list-style-type: none"> • Do schools have male and female teachers and other staff in all grades and levels? • Do girls and boys feel that they have a person of the same sex that they can talk to or look up to as a role model in school? • If not, girls and boys may feel less supported as they get older and face the challenges of adolescence.
Curricula and pedagogy	<ul style="list-style-type: none"> • Does the curriculum respond to the needs and interests of girls and boys across all subjects? Is this maintained through higher levels of education, or do the content and activities get progressively more gender-segregated or determined by stereotypes in higher levels of education? (For example, are girls encouraged to engage in simple science in primary school, but then discouraged from taking more complex higher-level science studies due to stereotypical perceptions that women do not have careers as scientists?) • Is there encouragement by teachers for girls or boys who want to focus on subjects traditionally considered unsuitable for them?
Families and communities	<ul style="list-style-type: none"> • Do families support equally their sons and daughters to continue in education? • If they are more likely to encourage boys or girls to leave education, what are the reasons for this? • What are the pull factors in the community that encourage girls or boys out of school and into work? • What are the push factors in the school that make them less motivated to stay in education? • What role are parents playing in this? • Is there community pressure being exerted on children or their families, based on stereotypical ideas of what girls and boys should be doing as they get older?



Self-study and/or group activity

Reflect on transition challenges in your context

- On your own, or in a group, take a large sheet of paper and divide it into two. In one half, draw a large outline of a girl, and in the other half draw a boy. Then divide each drawing down the middle.



Pull factors Push factors



Pull factors Push factors

- Think about your community or country.
- On the left side of the girl, write a list of pull factors: what is happening in the family or community that pulls girls out of school so that they do not transition to the next grade or level? On the right side of the girl, write a list of push factors: what is happening in schools to push girls out of school?
- Repeat the same with the boy.
- Look closely at your answers. How many of the factors that hinder children's transition through education are unique to either girls or boys, and how many are shared?
- Think about your own work.
 - What work are you already involved in that helps to address these push and pull factors, to enable girls and boys to more easily transition through education?
 - What else could you do, through your work, to address these push and pull factors?
 - Try to pick at least one factor and write detailed notes about what you could do.



Optional extension activity

- The above activity could be carried out with different stakeholders: teachers, trainers, parents, children, community members, etc.
- They could all be asked to prepare similar drawings.
- If possible, their drawings could be displayed, and a multi-stakeholder discussion facilitated about how to tackle the key factors hindering boys' and girls' transition in the local schools.

B. School-to-work transition

Setting the scene

School-to-work transition is when a young person moves from schooling into their first employment. When looking at this transition, we need to analyse both the education system and the labour market, and look at the mechanisms through which educational achievements translate into employment opportunities. All of this, of course, has a gender dimension.

Asia-Pacific regional overview

The region has benefited from economic growth and increased investment in education. Youth unemployment is the lowest among all world regions, at 11 per cent. Secondary and tertiary education enrolment rates have also increased to 64.1 per cent and 25.3 per cent respectively.⁴

Transition between education and employment is a key concern for the region's young people, especially in South and South-West Asia, South-East Asia and the Pacific. Each year growing numbers of young people are entering the labour market with higher levels of education, which means stable, well-paid employment becomes harder to find. This is leading to more young people pursuing employment opportunities overseas. The risk of unemployment remains a concern, as does the quality of work that is offered to young people.

After completing education, many young people face obstacles in their transition to work. Education and training systems often do not match modern labour market demands. The mismatch creates a sub-population of discouraged and excluded

youth who are outside the education system and unemployed. In Indonesia and the Philippines, for example, around 25 per cent of youth are categorized as 'not in education, employment or training'. The figure increases to almost one-third for young women and girls.⁵ This group of young people needs attention; they risk entering a vicious circle of poverty and exclusion.

The vast majority of young workers in the region engage in informal and vulnerable employment. The region rests between more developed economies, where the service sector is a primary employer and source of growth, and other developing regions still dominated by low productive agriculture. Almost a half of young workers are self-employed. Of those who do attain paid work, only a quarter have a written contract with their employer.

The ILO school-to-work transition study⁶ found that:

- Too many young people are not benefiting fully from the education system.
- Young people consider lack of education as an obstacle to finding work, yet results show lower unemployment rates among those with less education. University graduates face longer job queues.
- While unemployment may be higher among the better educated, investing in education ultimately brings positive returns in terms of higher wages and access to the 'better' jobs.
- Most Asian-Pacific youth search for jobs through friends, relatives and acquaintances.
- The region shows diversity in the distribution of youth in the labour market, but there are commonalities in the deficiencies in employment quality that make it difficult for the youth (and countries) to maximize their economic potential.

4 Economic and Social Commission for Asia and the Pacific (UNESCAP) (n.d.) *Regional Overview: Youth in Asia and the Pacific*, p.1. <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-regional-escap.pdf>.

5 Ibid. p.3.

6 Elder, S., de Haas, H., Principi, M. and Schewel, K. 2015. *Youth and rural development: Evidence from 25 school-to-work transition surveys*, Geneva: ILO. http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_360558.pdf.

- Informal employment is the norm among youth in the Asia-Pacific region. The qualifications mismatch is high among young workers.

The gender perspective

Young women in the Asia-Pacific region are more likely to enrol in tertiary education than young men. Different fields of study tend to attract male and female youth. Young men, for example, are disproportionately represented in traditional subjects such as agriculture, science and engineering. Conversely, health and welfare, education and the arts tend to attract women. However, some fields, such as social sciences, business and law are increasingly favoured by both sexes. These preferences have implications for the ease of transition from education to work.

Young women are, on average, more educated than their older counterparts, so their ability to access new jobs in highly paid, skill-intensive sectors has improved over time. Even so, young women still face greater challenges than men in making the transition from school to good quality work. Female representation in vulnerable employment is disproportionate to that of men. In addition, while men outnumber women in own-account work, family work is a female domain and is usually unpaid. Among youth in wage employment, women face wage discrimination and tend to earn less, in some cases up to one-third less, than men in similar occupations.

In general, young women are under-represented in the labour market and an under-used resource for economic growth and development. However, there are wide sub-regional discrepancies. In North and North-East Asia, young women's labour force participation (60.5 per cent) is two per cent higher than men's, a trend driven by China, even though the same number of young women and men are attending higher education in China. Conversely, in South and South-West Asia, only 23 per cent of young women aged 15-24 participate in the labour force, compared with 57 per cent of men, and fewer young women attend university.⁷

Improving school-to-work transition

There are lots of ways in which young people, and young women in particular, can be better supported to transition from school to quality work opportunities. They include:

Improve lifelong education opportunities for all

- Ensure that all young women and men have access to and complete a quality education that is affordable even for the poorest.
- Invest in inclusive education so that disadvantaged groups attend and participate in education, and achieve good learning outcomes.
- Provide second chance education, especially in foundational literacy and numeracy skills, for young women and men who did not complete education or achieve good learning outcomes.
- Improve the vocational education opportunities and make these more attractive to learners and parents, to help address the problem of over-supply of young people with higher academic qualifications. This can help ensure that education better meets the needs of the country's economy.

Improve the quality of education

- Ensure that education prepares young women and men with the skills needed for the workforce. Simply increasing the length of time young people spend in education may not improve employment opportunities if the quality of education is poor. This can be seen in the fact that more young women stay in education longer but are not necessarily getting better jobs.

⁷ Economic and Social Commission for Asia and the Pacific (UNESCAP) (n.d.) *Regional Overview: Youth in Asia and the Pacific*, p.3.

Address negative attitudes

- Ensure that education is perceived as valuable for both girls and boys by improving its relevance to the community and economy. Young people and their parents are more likely to support the idea of staying in education if there is a clear link with future employment and earning opportunities.
- Tackle gender stereotyping and social norms which often determine the work that women and men can engage in. Start this process from early years education onwards.

Understand and improve links between education and employment

- Develop mechanisms for better matching education leavers with appropriate employment opportunities, and ensure these mechanisms strive to challenge gender stereotypes around what is suitable work for women and men.
- Develop school-to-work information databases, using census data, skill needs surveys and labour market surveys. Three sets of information are required to support the analysis of school-to-work transitions:⁸
 - quantitative information on the demand for skills;
 - quantitative information on the available supply of skills;
 - qualitative information on the skills demanded and supplied.

Strengthen the outreach of employment support services to rural as well as urban areas, to support young women and men who have limited access to, for instance, internet-based systems for seeking work opportunities.

- Carry out further research into gender-based constraints to the school-to-work transition. In particular look at the disparities between countries in the region, as it is not possible to extrapolate accurately from one country to another.
- Listen directly to the voices of young women and men when identifying gender-based constraints to school-to-work transition. Find out about their expectations, what motivates their choices and how they feel gender stereotypes impact on this. Such consultations help us understand how stereotypes perpetuate themselves, and what willingness there is for change.

Improve employment legislation

- Boost the efficacy of legislation on gender equality in employment by improving understanding of the barriers faced young women when entering the labour market and improving disaggregated data collection.

8 UNESCO. 2013. School-to-Work Transition Information Bases. *Asia-Pacific Education System Review Series No. 6*, Bangkok: UNESCO, p.5.

Important considerations

Personnel working in the education sector may feel they do not have control over the employment sector. However, there are important things that education sector personnel can investigate and do, in order to improve female and male school-leavers' chances of entering quality employment. Key questions to consider include:

Overview	<ul style="list-style-type: none"> • What gender issues facilitate or obstruct school-to-work transition in your context? What is known and what needs to be further investigated? • What data exists on education, employment and school-to-work transition? Is it sex-disaggregated? • What links exist between the education and employment sectors? For example, are there links at ministerial level, district level, school-business links? What relationships are showing to be most useful in improving school-to-work transition for young women and men?
The state of the education system	<ul style="list-style-type: none"> • How does parity or lack of parity in education translate into labour market outcomes for young women and men in your context? • Are there other issues of discrimination in education that are affecting young women or men in their attempts to transition to work? For instance, is disability discrimination, or lack of mother tongue teaching, having an impact on young women and men in the same way? • In what ways is the quality of education affecting the school-to-work transition of young women and men in your context? • How are the curriculum, school environment, teachers and parents' attitudes, and classroom pedagogy in your context impacting on young women and men's chances of successful transition to work?
Policy	<ul style="list-style-type: none"> • What policies exist in relation to employment and in particular regarding school-to-work transition? Are these policies gender responsive? What are the current expectations placed on schools regarding such policies? • What policy measures need to be taken to promote gender equality in the school-to-work transition? What other gender-responsive expectations could be placed on schools? • Is school-to-work transition an integral part of national education and/or school level strategies? If so, is it dealt with in a gender-responsive way, or how do such strategies need to be revised to become more gender responsive?



Self-study and/or group activity

Reflect on your own experience of transition

- On your own, or in pairs, think about your own transition from education into work. If working in pairs, tell your partner about this transition.
- Think about:
 - What or who helped you during the transition?
 - What or who hindered you?
 - How did gender play a role? Were any of the factors that helped or hindered you directly linked to your gender?
 - How did you feel at that time?
 - What changes did you wish for at that time?
 - Have these changes happened nowadays? If so, what brought about these changes?
 - If not, how could you help the changes to happen now? What could you do directly? What could you do by working with other people or organizations?



Optional extension activity

- On your own, or in a group, create an advocacy poster on the issue of gender equality in school-to-work transition. Your poster aims to improve equality and ensure that both young women and men have good opportunities for entering quality work after education.
- You can choose your audience. For instance, you may wish to target the government with messages about policy changes that are needed; or you may want to communicate with the community about attitude changes that are needed to enable women and men to have more opportunities when leaving school. You could aim the poster at employers or at teachers.
- Think about the messages your chosen audience needs to see.
 - What will attract their attention?
 - What changes do they need to make in their attitudes and practices?
 - What support do they need to provide and to whom?
 - How can you convince them that efforts to achieve gender equality are a good idea?
- If working in groups, share and compare posters.
- You could also display the posters and encourage other stakeholders to view them, comment on them and create their own.
- The posters could also be the stimulus for discussions on planning changes to education and employment policy and practice at local or national levels.



Further reading

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18

Mainstreaming gender equality in curricula and teaching and learning materials



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Objectives

The objectives of this tool are to:

- highlight the importance of critically analysing curricula and teaching and learning materials from a gender equality perspective;
- offer guidance on how to carry out such an analysis;
- offer guidance on how to make appropriate adaptations to curricula and materials.

A. Curriculum

Setting the scene

The national curriculum determines the content to be taught and learned in schools. Good quality curriculum documents outline objectives, teaching content, desired learning outcomes, and suggested means of delivery, and they guide teachers in how to deliver the curriculum to achieve the desired outcomes. The curriculum is therefore an ideal opportunity to promote a greater focus on gender equality within education.

The curriculum can reinforce the status quo in terms of gender inequality, or be used to support transformations in gender relations and promote gender equality. A gender-focused review of the existing curriculum is an important starting point in understanding how the current curriculum promotes or hinders gender equality in education.

Not all teaching and learning is controlled directly by the national curriculum. Teachers are meant to interpret and adapt the curriculum, both to match the local context and to suit the needs of their learners, and schools often run co-curricular programmes. Nevertheless, it is vital that every effort is made to develop a national curriculum that is gender responsive.

Important considerations

The following systemic issues need to be considered when developing a gender-responsive curriculum:

- Ensure the curriculum documents and teaching and learning materials do not perpetuate existing gender bias and discrimination in society. Gender audits may guide important reviews and revisions of curricula and materials.
- Ensure the national curriculum and teaching and learning materials are relevant to the gendered needs of boys and girls.
- Include gender-responsive content and concepts in the development of the national curriculum so that girls and boys learn about gender equality at all levels. This is done with a view not only to changing their attitudes, values and behaviours, but also those in the wider society.

Develop and reform the curriculum

Prioritize gender equality

The first step is to ensure that gender equality is a high priority in the curriculum reform or development process. This requires political will. There needs to be a clear statement from policy-makers that all curriculum reform and development efforts will acknowledge and address gender equality principles to meet the needs of all learners, regardless of their sex or gender identity. This also needs to be communicated to all stakeholders in the curriculum reform and development process.

The following questions need to be considered:

- Does the political will exist?
 - If so, who are the main allies or supporters who can help facilitate a greater focus on gender in the curriculum reform or development process?
 - If not, where are the barriers, and how can these be addressed? How can political will be strengthened?
- Who are the key stakeholders involved in the curriculum reform or development process?
 - Do the key stakeholders have sufficient awareness of the need to make the new curriculum gender responsive?
 - Do they have expertise or experience in the area of gender equality?
 - If not, what can be done to raise their awareness and skills in this regard?

Review the curriculum

It may be necessary to start with a baseline study or situation analysis of the gender-related needs of learners. This should find out about the knowledge, attitudes and skills required for success in school and for making the transition from school to the world of work, starting a family, living healthy productive lives and becoming an active citizen. It is vital that any needs assessment process conducted during curriculum planning equally

reflects the voices of both boys and girls on these matters.

A curriculum review complements this. It should include a review or a gender audit of the formal curriculum and teaching and learning materials in use (how do they treat boys and girls), and classroom practices and learning environments (do these demonstrate any kind of gender bias). The process should be holistic and go beyond simply reviewing the curriculum documents.

The gender assessment review process needs to be carefully planned, with high-level commitment and support in the ministry of education. A team is usually established to conduct the assessment, and a workshop held to discuss the mechanism for conducting the assessment. The process involves reviewing the current curriculum framework and teaching and learning materials, details of which are provided in the following sections.

Ensure the national curriculum does not perpetuate gender bias and discrimination and is relevant to the needs of both girls and boys

All work to reform existing curricula or design new ones must be carried out with gender equality in mind. There needs to be consideration of:

- The **content of the curriculum** and key messages conveyed.
 - Is the content gender biased (for instance, do history and science lessons feature only male historical figures or scientists; are key statistics taught in subjects such as geography or social studies sex-disaggregated; are specific roles portrayed in stories and illustrations limited to only boys or girls?
 - Does the curriculum suggest ways in which the teacher can engage boys and girls in particular subjects by making the content more relevant to the different interests and life experiences of boys and girls? For instance, are there suggestions on how to engage girls more in science subjects?

- Does the national curriculum offer gender-responsive content consistently through all levels and types of education, from early years to adult education?
- The **teaching approaches and activities** recommended to teachers in the curriculum.
 - What practices are teachers expected to use in the classroom to ensure they apply gender-responsive pedagogy in their delivery of the curriculum?
 - Are recommended activities gender biased or gender responsive? Are there options in activities so that both girls and boys can access the same content at the same level, but using differentiated engagement methods with which they feel comfortable? Does the curriculum recommend differentiated activities that perpetuate stereotypes about what activities girls or boys should engage in? Does the curriculum suggest activities that encourage girls and boys to work together, in contexts where this is culturally appropriate, and thus learn to respect each other?
- Does the curriculum provide teachers with guidance on creating a gender-responsive **learning environment** in which both girls and boys feel welcome and comfortable?
- Are there any **barriers** to effective implementation of a gender-responsive curriculum in schools, and how can these be tackled?

Ensuring gender equality is embedded as a learning objective in the national curriculum

As well as modeling gender equality through its content and activities, the curriculum can help girls and boys to learn about gender issues and become supporters of gender equality. There are different ways in which this can be done, such as:

- integrating gender-responsive learning objectives and outcomes across all curriculum subjects;
- integrating gender-responsive learning objectives and outcomes in selected 'carrier' subjects, such as social studies, health

education, life-skills education, sexuality education, human rights education, citizenship education and religious studies;

- focusing on gender-responsive learning objectives and outcomes in one specific subject.

The most effective option is likely to be if every curriculum subject helps children to learn about gender equality. However, there may be certain subjects that offer greater opportunities.

A comprehensive approach will not only help children to acquire age-appropriate knowledge about gender equality, but will also help shape their attitudes and build skills to promote and defend gender equality.

In reviewing curricula, the following questions need to be asked:

- What objectives for promoting gender equality are set in the curriculum?
- What thematic content on gender norms, values and behaviours is explicitly included in the curriculum?
- What competences are set that are relevant to the achievement of gender equality?
- How is the learning on gender equality assessed? Are there minimum competences or benchmarks to be achieved?
- Is the gender content in the curriculum, as reflected in the resulting teaching and learning materials, applicable and likely to be effective in promoting gender equality in teaching and learning?



Self-study and/or group activity

On your own or in a group, read the table in **Handout 1**. This table suggests some ways in which gender can be integrated into the curriculum, so that students learn about gender equality and develop the skills to promote equality and identify discrimination. This example looks specifically at gender equality in the sexual and reproductive health curriculum.

- Choose one age group from the table.
- Think about your own country and national curriculum.
- In which of your curriculum subject(s) could you include the learning objective suggested for this age group? Would you change the learning objective at all, and if so, how?
- Develop some ideas for curriculum messages/content and activities that could be used with this age group to achieve the learning objective.
- If you have time, think about how you could adapt these curriculum messages and activities for other age groups and for children with different abilities.

Managing a curriculum review process

Ideally, a gender-focused curriculum review includes participation from a range of stakeholders, including:

- the ministry of education;
- other ministries (e.g. labour, planning, women's affairs, social welfare);
- curriculum experts;
- teacher educators;
- gender specialists and/or gender focal points;
- social scientists;
- educational authorities at regional and district levels;
- school principals;
- teachers;
- parents and community members;
- students;
- NGOs, especially those which work actively on gender equality.

A steering committee is often set up to oversee the curriculum review. The following questions need to be considered in relation to such a committee:

- How many men and women are involved in the steering committee? Are there equal numbers? How could an imbalance be addressed?
- Are any of them specialists in gender equality?
- Have the steering committee members had any training on gender-mainstreaming?
- Do those who chair committee meetings encourage open discussion and sharing of diverse opinions from both women and men?
- Have subject experts who contribute to or advise the committee had training in gender mainstreaming?

B. Teaching and learning materials

Setting the scene

Teaching and learning materials can play a key role in promoting gender equality. However, such materials often portray ideas and images that perpetuate gender stereotypes and encourage acceptance of entrenched norms. For example, school books that portray only men as doctors are likely to instill the belief that only men can become doctors. As with curricula, teaching and learning materials must be reviewed for gender bias, and revised accordingly.

Given their central role in teaching and learning, research on gender in textbooks has been ongoing since the 1970s. In a literature review on addressing gender inequalities in curriculum and education, Levto¹ found that studies analysing textbooks across many countries present consistent results in terms of the representation of gender. Common findings include:

- **Fewer images of women and girls than men and boys:** Generally, the proportion of female representation decreases as grade level increases. Men also have more text space devoted to them, for example, through longer stories about men.
- **Men and women are generally portrayed in stereotypical roles and professions:** Women are often shown in the home, engaging in domestic and caregiving tasks, while men are portrayed in leadership or professional roles. These representations rarely accurately reflect the current roles (and changes in roles) of men and women in society, and thus serve to reinforce traditional or outdated perceptions of their roles.
- **Men and women are often described with gender-stereotyped attributes:** For example, men are described as brave and strong, while women are passive, self-sacrificing and caring. In some cases, there are negative portrayals of

women, as having an easy time at home with her children while her husband works hard, or even as gossipy or mean-spirited.

- **Contributions of important women are often ignored** or given less consideration, as are those of minority groups.

Some countries have taken action on these matters. For instance, they have instituted policies forbidding gender discrimination and stereotyping in the curriculum and textbooks, and have revised textbooks. Evaluations of textbook reforms indicate some success: the representation of women has increased and more overt sexism has been removed. However, more subtle issues around gender roles and representations remain, and are exacerbated in higher grades. There remains a need for evaluations of the impact of gender bias and reform initiatives on student and teacher attitudes and outcomes.

Developing and revising teaching and learning materials

Various strategies have been used to remove gender bias from textbooks and other materials. These include:

- working with and training the developers of teaching and learning materials on gender issues such as stereotyping;
- promoting greater female participation in writing, editing and illustrating materials;
- providing guidance materials and gender equality training for teachers so they can use materials in a more gender-responsive way.

¹ Levto, R. 2014. Addressing Gender Inequalities in Curriculum and Education: Review of literature and promising practices to inform education reform initiatives in Thailand. *Women's Voice and Agency Research Series* 2014 No.9. World Bank.



Box 1

“On the policy level, many countries, including Thailand, have instituted policies forbidding gender discrimination in the curriculum and textbooks including specific directives to remove gender stereotypes, and have undertaken revisions of the textbooks. In the global south, the World Bank and other organizations (e.g. Ford Foundation in China) have funded studies and explicit initiatives to eliminate gender bias from textbooks. Generally, the aim is to more accurately reflect the diversity of roles in a society.”

“Many countries have examined or intervened in the process of textbook development... There is limited research on the impact of the gender composition of textbook authors/ developers: a study in Pakistan found a positive correlation between female authors and the representation of females in textbooks in some subjects ... a study in Spain found no impact of the gender composition of the editorial teams on stereotyping in the textbooks ... While achieving gender equity in the profession of textbook development may be a worthy goal in and of itself, these findings ... suggest that the simple presence of women on development teams will likely not be sufficient to reduce gender discrimination in textbooks. Instead, training on gender equality for textbook producers may increase awareness of stereotyping issues, and result in less biased textbooks.”

Source: Levtov, 2014, pp.7-8.²

As with the curriculum, reviews of teaching and learning materials are best conducted in a participatory way, with input from a range of stakeholders. Reviewers should develop a checklist of issues to consider so that they can assess materials in a consistent way. Existing materials need to be analysed to determine whether or how their continued use should be encouraged. Analyses then need to be compiled and clear instructions for improvements developed and shared with everyone who writes, illustrates and publishes teaching and learning materials. There may be a need for revisions to existing materials or for the development of completely new materials. All new and revised materials should be assessed using the same criteria before being finalized and released for use in schools.

² Levtov, 2014, pp.7-8.

The checklist below offers suggestions for questions to ask during the analysis:

<p>General considerations</p>	<ul style="list-style-type: none"> • Are the materials easy to read and understand? • What part(s) of the materials promote gender equality? How do the materials do this? • What parts(s) of the materials seem to perpetuate gender bias and stereotypes? How do the materials do this? • Do the materials encourage girls' empowerment? • Do they equally encourage desirable values and behaviours of boys? • Do they provide role models for both boys and girls? • Do they depict equal partnerships between men and women? • Do the materials say anything about the spectrum of gender? • Do they promote positive values relating to the acceptance of gender diversity? • Is there any gender bias or stereotyping in the representation of characters in text and images?
<p>Frequency of appearance of female and male characters</p>	<p>Through characters, teaching and learning materials convey gendered representations which can either support a shift towards gender equality or maintain the status quo of stereotypes. The frequency of appearance of male and female characters is one indicator of gender balance and, potentially, gender equality. Consider the following:</p> <ul style="list-style-type: none"> • How many women and men are portrayed or mentioned in the texts and pictures? • When and how often do female characters appear compared with male characters? • When does the first named male appear? When does the first named female appear? Female characters often appear without being named, while male characters are more often named, which gives the impression that male characters are more important.
<p>Nature of female and male characters</p>	<ul style="list-style-type: none"> • What kind of activity (productive/reproductive/community) is each character involved in? • How are women and men portrayed (e.g. as nurturers, economic producers, leaders, victims)? Are they portrayed differently? • What psychological traits (resourceful, smart, brave, cowardly, gentle, etc.) are attributed to female and male characters? Are these traits different for males and females? • How are family roles distributed between male and female characters (e.g. which characters care for or play with children, help children with their homework, clean the house, cook, repair things, etc.)? Is this distribution typical of gender stereotyping?

	<ul style="list-style-type: none"> • In what specific activities are girls and boys involved? How are their activities different? Is there equality of status in their activities? Are boys always shown as helping their fathers, while girls are shown helping their mothers with chores?
Illustrations	<ul style="list-style-type: none"> • How are both females and males portrayed in pictures and drawings? How do females appear in comparison with males, especially in terms of their picture sizes or frequency of pictures? Is there any difference? • Are the illustrations culturally appropriate and/or gender responsive? Do they suggest gender equality or inequality in relations? • Do the illustrations portray both females and males positively and in ways that are free from gender bias?
Settings	<ul style="list-style-type: none"> • Where is the action/activity taking place within pictures or text? Is it in a public area or in the private domain? • Which places signify importance and why? Are female and male characters both portrayed in these places? Are there any settings where males only or females only are depicted? • What impact does the positioning of each person in a picture have on his or her visibility?
Results	<ul style="list-style-type: none"> • What are the implications of the activities in which characters are involved in terms of hierarchy, prominence and portrayal of gender relations? Do they suggest equality or inequality? • Are males and females portrayed on an equal footing? • Are female characters presented as autonomous individuals, or only shown in relation to males? • What issues are prominent? Here are some examples to consider: <ul style="list-style-type: none"> – The multiple roles of women/girls; – Women taking initiative to control their lives; – Women/girls questioning their life conditions; – Women leaders/girls as leaders in school, workplace or community; – Women/girls as equal partners of men/boys; – Women and men in non-traditional employment and girls and boys in non-traditional roles.
Concluding analysis	<ul style="list-style-type: none"> • Is the content realistic in terms of female and male roles and responsibilities in your community? • What kinds of individual role models are presented for both girls and boys? Are there any differences you can note? • Can you see any changes in the respective roles of women and men in society based on the teaching and learning materials? What are these changes? • Would these same changes be possible in your own community? Why or why not?

- Do the teaching and learning materials promote gender equality and girls' empowerment?
- How do the teaching and learning materials promote equal partnership between women and men, girls and boys?
- Do the teaching and learning materials reinforce gender stereotypes? If so, in what way?
- Is there anything you would like to improve in the teaching and learning materials to make them more gender responsive and better at promoting gender equality?



Self-study and/or group activity

- On your own or in a group, select at least one teaching and learning material currently in use in your schools. It can be from any grade and subject, and a book or a different type of resource such as a poster or audio-visual resource.
- Use the questions in the table above to analyse the material.
- If you are working in a group, does everyone agree on the analysis? Or are there any aspects of the materials that you feel are ambiguous and difficult to categorize as definitely gender responsive or definitely gender biased or stereotyped? If so, each person should present her/his perspective and see if you can reach a consensus.
- Once you have completed the analysis using the questions, pick one section or page from the material (or each person in the group can pick a different section or page) and think about how you would rewrite the text and/or redraw the pictures.
- If possible, write the new text or sketch or describe the new images that you think are needed.



Optional extension activity for self-study and/or group work

- Work on your own or in a group.
- Consider the situation in your context. Draw a mind map to record the following:
 - Who is responsible for curriculum and material development?
 - Is there an existing mechanism for reviewing curricula and materials from a gender equality perspective?
 - What is the mechanism, and who is involved, at national, district and community level?
 - Is this mechanism effective; what are the pros and cons?
 - Who else could be involved?
 - If there is no mechanism, what needs to be done, and with whom, in order to create one?
 - What role, if any, could you play in establishing or improving the mechanisms for reviewing and revising curricula and materials?



Further reading

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Handout 1³

Age Level	Learning objectives	Key ideas
5–8 years	Define gender	<ul style="list-style-type: none"> Families, schools, friends, media and society are sources of learning about gender.
9–12 years	Explore ways in which gender inequality is driven by boys and girls, women and men	<ul style="list-style-type: none"> Social and cultural norms and religious beliefs are some of the factors which influence gender roles; Gender inequalities exist in families, friendships, communities and society e.g. male/son preference; Human rights promote the equality of men and women, boys and girls; Everyone has a responsibility to overcome gender inequality.
12–15 years	Explain the meaning and provide examples of gender bias and discrimination	<ul style="list-style-type: none"> Personal values influence one's beliefs about gender bias and discrimination; Gender equality promotes equal decision-making about sexual behaviour and family planning; Different and unequal standards sometimes apply to men and women.
15–18 years	Identify personal examples of the ways in which gender affects people's lives	<ul style="list-style-type: none"> Sexual orientation and identity are widely understood to be influenced by many factors; Gender inequality influences sexual behaviour and may increase the risk of sexual coercion, abuse and violence.

3 UNESCO, 2009. *International Technical Guidance on Sexuality Education*, Volume II, p. 19.



References

UNESCO. 2009. International Technical Guidance on Sexuality Education, Volume II, Topics and Learning Objectives. p.19. Paris: UNESCO.

Levtov, R. 2014. Addressing Gender Inequalities in Curriculum and Education: Review of literature and promising practices to inform education reform initiatives in Thailand. *Women's Voice and Agency Research Series*, 2014, No.9. World Bank.



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Mainstreaming gender equality in education in emergencies



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Objectives

The objectives of this tool are to:

- introduce key concepts and approaches to support gender mainstreaming in education in emergencies.

Key information

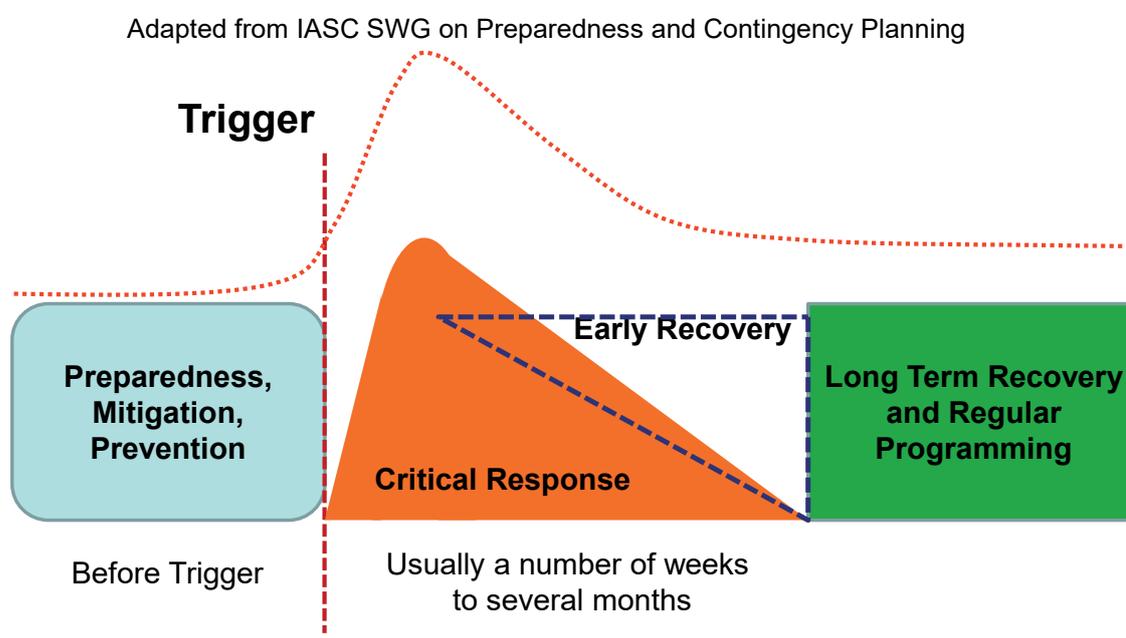


Setting the scene

Conflicts, natural hazard-induced disasters and pandemics, and the resulting displacement of people, can leave entire generations traumatized, without access to education, and ill-equipped to contribute to the social and economic recovery of their country or region.

There are multiple phases of disaster management – preparedness, response and recovery – and education needs to be considered throughout all these phases (Figure 1).

Figure 1: Phases of disaster management¹



(Source: INEE)

¹ Source for diagram: INEE Minimum Standards Education in Emergencies Training Materials. EIE Training Module 3 - Technical Components for Education in Emergencies. Online resource available at: http://toolkit.ineesite.org/inee_minimum_standards/education_in_emergencies_training_materials.

Quality education in safe and neutral environments is immediately protective (see **Box 1** for a definition of education in emergencies). It provides lifesaving knowledge and skills and psychosocial support to those affected by crisis and prepares them for a sustainable future.

See **Handout 1** 'What is a disaster?' for UN definitions and terminology.



Box 1 Defining education in emergencies

“Education in emergencies’ refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than ‘emergency education response’ which is an essential part of it.

The promise to get all children everywhere in school will not be achieved without a much greater commitment to planning, prioritizing, and protecting education particularly in conflict and crisis contexts.”

Source: INEE website. www.ineesite.org/en/education-in-emergencies.

Asia-Pacific is the most disaster-prone region in the world (see **Box 2**).



Box 2 Asia-Pacific, a disaster-prone region

“The Asia-Pacific region is the most disaster-prone region in the world and faces recurrent natural and man-made disasters, conflict and complex emergencies. Of the 15 most disaster-prone countries, nine are located in the Asia-Pacific region according to the UN World Risk Index (2014). Alongside their vulnerability, many of these countries have poor coping mechanisms and adaptive capacities.

Climate change is a significant challenge, with countries in the Asia-Pacific region increasingly facing more severe droughts, more frequent and intense storms, more devastating floods, fires and landslides, fuelled by volatile and erratic weather patterns. Reduced rainfall and drought in many countries is a result of the El Niño phenomenon, which is often followed by La Niña that could cause heavy rainfall and widespread flooding and worsen the negative effects in countries facing El Niño conditions. Robust preparedness efforts and awareness-raising campaigns can help mitigate the effects of climate change and reduce the impact of both slow and rapid-onset disasters.

A number of countries in the region also experience protracted crises, long-term instability and armed conflict. Over half of the world’s refugee population is located in the Asia-Pacific region. Mass displacements, a breakdown of infrastructure, law and order and basic services, put the safety and lives of vulnerable women and girls at risk, most especially pregnant women.

These are not just humanitarian issues, they also affect development. Disasters and conflicts increase poverty by destroying infrastructure and livelihoods, and undermine progress towards sustainable development.”

The 15 countries that are most at risk worldwide		
Country	Risk (%)	Rank
Vanuatu	36.50	1
Philippines	28.25	2
Tonga	28.23	3
Guatemala	20.68	4
Bangladesh	19.37	5
Solomon Islands	19.18	6
Costa Rica	17.33	7
El Salvador	17.12	8
Cambodia	17.12	9
Papua New Guinea	16.74	10
Timor-Leste	16.41	11
Brunei Darussalam	16.23	12
Nicaragua	14.87	13
Mauritius	14.78	14
Guinea-Bissau	13.75	15

Source: UNFPA, 2016.²

² UNFPA, 2016. *Responding to emergencies across Asia and the Pacific*. Bangkok: UNFPA Asia and the Pacific Regional Office.

Impact of crisis on male and female learners

Gender analysis is critically important in contexts of crisis where gender roles often change and men, boys, women and girls respond differently. Gender analysis can help to determine how gender roles are changing and enable the specific needs of male and female learners, teachers and other education personnel to be met.



Self-study and/or group activity

Reflect on how crisis affects teachers and learners

- Work on your own or in groups
- Take a piece of paper and divide it into four squares, as follows:

Female – teacher	Male – teacher
Female – learner	Male – learner

- In the top row, brainstorm all the ways you think male and female teachers might be affected by emergencies and how their needs might change.
- In the bottom row, brainstorm all the ways you think male and female learners might be affected by emergencies and how their needs might change.
- If working in groups, compare your answers.
- Next, look at the table below on demand- and supply- side factors. Try to identify strategies to address these barriers.

Demand-side factors	Supply-side factors
<ul style="list-style-type: none"> • Impoverished families may prioritize boys’ education and not have the money to pay for girls’ school fees, uniforms and other supplies. • Families often rely on girls to do household chores, care for siblings and generate family income. 	<ul style="list-style-type: none"> • Schools are often far away and not accessible to girls, especially girls with disabilities. Women and girls may only be able to travel very short distances without male companions. So even if there are all-girl schools, it may be too far them to attend. • Often schools are staffed exclusively by male teachers in conflict-affected contexts. • Minimal or no sanitation facilities can result in low attendance and high drop-out rates among adolescent girls who are menstruating.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Early marriage and pregnancy are additional barriers to girls taking up or continuing their schooling. • Even where girls are enrolled in high numbers, dropout rates towards the end of primary school are usually high. | <ul style="list-style-type: none"> • In some instances, being in school, or travelling to and from school, places girls at considerable risk of sexual violence, abuse and exploitation. • Lack of child care facilities – where there are girl mothers – can be a barrier. • Going to school may place boys at risk from different dangers, such as forced recruitment into military forces. |
|--|--|

Benefits of education in emergencies³

In crisis situations, the right to gender-responsive education is critical and should be fulfilled without discrimination of any kind. In such situations, providing educational facilities and opportunities contributes immensely to a range of short- and long-term issues of critical importance for girls and boys, including:

- **Provides safety:** Educational facilities can provide a safe physical space for children and youth, sheltering them from violence, including – especially for girls – sexual and gender-based violence.
- **Promotes well-being and normalcy:** Schooling helps to promote and sustain the physical, social and emotional well-being of all learners. Providing structure and stability is particularly important for children and youth who may be traumatized by displacement. Girls and boys have different experiences of the emergency to cope with; they may also have different coping strategies, and these should be acknowledged and built on in schools.
- **Channels health and survival messages:** Education in emergencies provides a channel for conveying health and survival messages; for teaching new skills and values, such as peace, tolerance, conflict resolution, democracy,

human rights and environmental conservation. An emergency can be a time to show and teach the value of respecting women, girls, boys and men equally in society.

- **Builds the future:** At the same time, ensuring children and youth access to education during times of humanitarian emergencies provides the essential foundation for successful economic, social and political systems upon returning home. It is vital to the reconstruction of the economic basis of family, local and national life and for sustainable development and peace building. Ensuring girls' access to quality education prepares them to play significant roles in reconstruction efforts in their communities and beyond.
- **Builds community capacity:** Community participation is critical; it can be enhanced through capacity-building activities with youth leaders and school management committees. Teacher training and capacity-building support for education officials are also important, especially in chronic crisis and early reconstruction contexts. These activities must engage women, girls, boys and men, and be mindful of the differing perspectives and approaches that women, girls, boys and men may have. Capacity-building and training programmes are also a venue to highlight issues of gender inequality in education so that trainees are more sensitive to the issues and are assisted in trying to overcome them.

³ This section is based on the education chapter of the IASC *Gender Handbook for Humanitarian Action*, 2017.

Gender-responsive planning for education in emergencies: How to do it

Basic information about numbers of male and female learners, their cultural context and location is needed for programming. However, good quality gender-responsive programming should be based on analysis across a number of key areas. The basic checklist below assesses gender equality programming in the education sector. Educators in emergencies should review the list and select the items relevant to your context to develop measurable indicators. For a more comprehensive

set of questions for gender analysis and guidelines from the Inter-Agency Standing Committee (IASC), see [Handout 2](#).

For further reference, the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction provide a broader set of indicators.

Education gender checklist ⁴

Community participation	<ol style="list-style-type: none"> 1. Number of women and men involved in community education committees on a regular basis. 2. Number of women and men involved in community education plans. 3. Number and type of gender-specific issues in education plans. 4. Percentage of girls involved in child/youth participation activities. 5. Number of community members provided with gender training.
Analysis	<ol style="list-style-type: none"> 1. Percentage of relevant and available sex- and age-disaggregated data collected. 2. Number and type of references to gender-specific issues in assessment planning, tools design and data analysis. 3. Number of women, girls, boys and men consulted in assessment, monitoring and evaluation processes.
Access and learning environment	<ol style="list-style-type: none"> 1. Net enrolment ratio of girls and boys. 2. Sex-disaggregated enrolment rates by grade level. 3. Sex-disaggregated school attendance rates. 4. Sex- and grade level-disaggregated dropout rates. 5. Number of reported incidents of sexual abuse and exploitation. 6. Existence of a “safe school” policy with clear implementation actions.

⁴ Source: INEE. 2010. Gender Equality in and through Education. *INEE Pocket Guide to Gender*. Geneva: INEE.

Teaching and learning	<ol style="list-style-type: none"> 1. Percentage of teachers who demonstrate attempts to create girl-friendly classroom environments and use teaching strategies to engage girls. 2. Number of gender-specific lessons and topics in the school curriculum. 3. Sex-disaggregated achievement measures (e.g. exam results). 4. Percentage of teachers (women/men) involved in in-service training. 5. Number of women/men involved in pre-service teacher programmes. 6. Percentage of teachers (women/men) provided with gender training.
Teachers and other education personnel	<ol style="list-style-type: none"> 1. Number of male and female teachers, head teachers, teacher trainers/supervisors and other educational personnel (disaggregated by ethnic/caste groups). 2. Percentage of female teachers who feel safe and respected in school and in the community and are fully involved in education decision-making. 3. Percentage of teachers (women/men) trained on and have signed a code of conduct.
Education and policy coordination	<ol style="list-style-type: none"> 1. Number and type of references to gender-specific issues in coordination meetings. 2. Number and type of references to gender-specific issues in coordination statements/agreements. 3. Development of materials that address/challenge gender stereotypes and reflect new realities in society.



Self-study and/or group activity

Analyse your context

Self-study

- Select 3 themes from the checklist above.
- Work through the analysis, based on your context or an emergency situation in another country/context with which you are familiar.

Group activity

- Split into six small groups.
- Assign each group a theme from the above checklist.
- Each group needs to carry out an analysis on their theme, based on their context or an emergency situation in another country/context with which they are familiar.
- The groups then share in plenary to build a more complete picture of the emergency education response.



Further reading

General documents on gender and education in emergencies

Anderson, A. and Hodgkin, M. 2009. 'Education in crisis through to development: the gender implications' in *Commonwealth Minister's Reference Book 2009*. London: Henley Media Group Ltd.

GADRRRES. 2017. *Comprehensive School Safety*. A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools.

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UNGEI. 2017. *Addressing Threats to Girls' Education in Contexts affected by Armed Conflict*. New York: UNGEI. http://www.ungei.org/resources/files/Policy_Note_VF%281%29.pdf. (Accessed 17 May 2019).

UNICEF. 2016. *Gender, Education and Peacebuilding: A review of selected Learning for Peace case studies*. Den Haag: UNICEF. https://inee.org/system/files/resources/UNICEF_Gender_Ed_PB_Case_Studies_2016_En.pdf. (Accessed 17 May 2019).

Gender-based violence

IASC. 2005. *Guidelines for Gender-based Violence Interventions in Humanitarian Settings. Focusing on Prevention of and Response to Sexual Violence in Emergencies*. Part 4, action sheet 9 on education. Inter-Agency Standing Committee.

Sanitation, health and hygiene

INEE Gender Task Team (n.d.) *Gender-Responsive School Sanitation, Health and Hygiene. Series of papers on Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts*.



Handout 1

What is a disaster?

“A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

Annotations: The effect of the disaster can be immediate and localized, but is often widespread and could last for a long period of time. The effect may test or exceed the capacity of a community or society to cope using its own resources, and therefore may require assistance from external sources, which could include neighbouring jurisdictions, or those at the national or international levels.

Emergency is sometimes used interchangeably with the term disaster, as, for example, in the context of biological and technological hazards or health emergencies, which, however, can also relate to hazardous events that do not result in the serious disruption of the functioning of a community or society.

Disaster damage occurs during and immediately after the disaster. This is usually measured in physical units (e.g., square metres of housing, kilometres of roads, etc.), and describes the total or partial destruction of physical assets, the disruption of basic services and damages to sources of livelihood in the affected area.

Disaster impact is the total effect, including negative effects (e.g., economic losses) and positive effects (e.g., economic gains), of a hazardous event or a disaster. The term includes economic, human and environmental impacts, and may include death, injuries, disease and other negative effects on human physical, mental and social well-being.

For the purpose of the scope of the Sendai Framework for Disaster Risk Reduction 2015–2030 (para. 15), the following terms are also considered:

- **Small-scale disaster:** a type of disaster only affecting local communities which require assistance beyond the affected community.
- **Large-scale disaster:** a type of disaster affecting a society which requires national or international assistance.
- **Frequent and infrequent disasters:** depend on the probability of occurrence and the return period of a given hazard and its impacts. The impact of frequent disasters could be cumulative, or become chronic for a community or a society.
- **A slow-onset disaster** is defined as one that emerges gradually over time. Slow-onset disasters could be associated with, e.g., drought, desertification, sea-level rise, epidemic disease.
- **A sudden-onset disaster** is one triggered by a hazardous event that emerges quickly or unexpectedly. Sudden-onset disasters could be associated with, e.g., earthquake, volcanic eruption, flash flood, chemical explosion, critical infrastructure failure, transport accident.”

Source: United Nations Office for Disaster Risk Reduction
www.unisdr.org/we/inform/terminology.



Handout 2

Checklist from IASC Gender Handbook⁵

What do we need to know to design and implement gender-responsive education in emergencies?	
What is the nature of the crisis and its impact on education?	<ul style="list-style-type: none"> • What is the impact of the crisis on the lives of girls and boys (e.g. recruitment, abduction, increased household chores), including access to education? • How has the crisis affected women and men, including teachers? • What has been the impact on education in the host community?
What are the education-related demographics?	<ul style="list-style-type: none"> • Number of displaced girls and boys. Where are they? Are they in camps or not? How long have they been there? • Numbers of girls and boys in the host communities and their access to education. • Breakdown by sex and age and, if relevant, by ethnic group for all levels (pre-school, primary, secondary). • What is the economic situation of families and how does this affect girls and boys? • Number of girls or boys heading households. Number of girl-mothers. Number of girls and boys separated from their family. Where are they living? Are they caring for others, or being cared for? • Number of out-of-school adolescent girls and boys. • Literacy rates for women and men.
What has changed?	<ul style="list-style-type: none"> • Explain any differences between current and pre-emergency scenarios from a gender perspective in regards to education. Will the emphasis be on re-enrolment and retention, or on new enrolments and retention?
What languages are used by the children?	<ul style="list-style-type: none"> • What is the mother tongue/other languages spoken? Written? • Do girls and women have the same proficiency in any official language as boys and men?

⁵ Source: Inter-Agency Standing Committee. 2018. *Gender Handbook in Humanitarian Action*. IASC, pp. 168-197.

<p>What are the safety and access issues for the learning environments?</p>	<ul style="list-style-type: none"> • Are women and men involved in decisions regarding the location of learning environments? • Are the possible locations equally accessible to girls and boys (e.g. in a mosque), and at all levels of schooling (i.e. not only lower grades)? • Are there girls and boys suffering from stigma because of specific war experiences (e.g. rape survivors, ex-child soldiers)? Does the stigma prohibit access to education? • What are the direct and indirect costs for girls and boys to attend school? • Is the distance to be travelled to school acceptable to parents for girls? Boys? Is the route to school safe for girls and boys? • What safety precautions are expected for girls by the parents? • Are learning environments secure, and do they promote the protection and mental and emotional well-being of learners? • Are latrines accessible, located safely, and adequate in number? Are there separate latrines for girls and boys? Is water available? • If required, can sanitary pads be made available in schools? • Has a code of conduct for teachers and other education personnel that addresses sexual harassment, abuse and exploitation been developed in a participatory manner and signed and followed? Are appropriate measures documented and applied in cases of misconduct and/or violations of the code of conduct?
<p>What is the division of household chores and other work?</p>	<ul style="list-style-type: none"> • What sort of work do girls and boys typically do? • How many hours a day? What time of day? • Where does it take place? (At home? In fields?) • Does this work put girls and boys at any serious risk? • Does it interfere with the school day and work?
<p>What learning materials exist?</p>	<ul style="list-style-type: none"> • Do they provide critical information on issues such as self-protection, landmines, etc.? • Are the learning materials inclusive of and relevant to girls? Do they perpetuate gender stereotypes?
<p>What is the situation with teachers, training, support and materials?</p>	<ul style="list-style-type: none"> • Are male and female teachers available? At all grade levels? What are their levels of qualification and experience? • Are there para-professionals? Other women in the community who could support girls in school and be involved in teaching and/or mentoring? • Are teaching materials and trainings available to help teachers address specific topics needed by girls and boys (e.g. sexual and reproductive health)? • Are there female teacher trainers and support staff?

<p>What is the situation regarding parental/ community involvement (in education)?</p>	<ul style="list-style-type: none"> • Do Parent Teacher Associations (PTAs) — or similar — exist? To what extent are women and men involved? Are there any cultural restrictions on women’s involvement? • Has training been provided to the PTA? If so, has gender been addressed? • What is the history of overcoming gender-based obstacles in the community? Which community members have been active and how?
<p>What are the gender-specific vulnerabilities and protection needs?</p>	<ul style="list-style-type: none"> • Are there groups of girls who are doubly disadvantaged (e.g. disabled girls, young mothers, former girl soldiers)? • Are messages conveyed in a gender-sensitive manner for topics such as HIV/AIDS and Sexually Transmitted Infections (STIs), early pregnancy and childbirth, child and baby care, healthy menstruation management, and Gender-Based Violence (GBV)? • Is information provided on reporting mechanisms and follow-up for harassment and GBV? Are there gender and age-responsive materials and services available to support survivors of GBV, and are these linked to the school?
<p>Actions to ensure gender equality programming in education</p>	
<p>Community participation</p>	<ul style="list-style-type: none"> • Sensitize communities to the importance of girls’ and women’s access to education, especially in emergencies. • Develop strategies to ensure that women, girls, boys and men actively participate in education meetings and in trainings (e.g. pay attention to appropriate meeting timings and locations, provide child care facilities and consider single-sex meetings). • Include women and men on community education committees and provide gender training if necessary, to ensure their voices are heard and taken seriously. • Engage women and men in school-related activities such as school feeding, arranging escorts to school, parents’ mobilization. • Engage the local community, especially women and girls, in the design and location of school sanitation facilities.
<p>Analysis</p>	<ul style="list-style-type: none"> • Include gender dimensions in the initial assessment and ongoing monitoring and evaluation of education in emergencies. • Collect and analyse all data related to education by sex and age. • Consult regularly with women, girls, boys and men as part of monitoring and evaluation activities.

<p>Access and learning environment</p>	<ul style="list-style-type: none"> • In refugee and Internally Displaced Persons (IDPs) contexts, provide access to education for all girls and boys. • Create access for all to quality and relevant education opportunities; pay particular attention to marginalized girls and boys (e.g. girl-mothers, working boys and former girl soldiers), and provide flexibility and “open” programmes, with early childhood education programmes if needed. • Set the hours for classes at convenient times for those children involved with household chores and field work. • Involve female and male youth in the development and implementation of varied recreational and sports activities, and ensure their constructive initiatives are supported by relevant stakeholders. • Provide other gender-specific extra-curricular activities that promote resilience and healing for girls and boys in emergencies. • Ensure that learning environments are secure and promote the protection and physical, mental, and emotional well-being of learners. Pay particular attention to disproportionate impacts of insecurity on girls and women and vulnerability to GBV (e.g. provide escorts to and from school for girls, employ classroom assistants, provide girls with reporting guidelines and follow-up procedures, establish codes of conduct for teachers). • Monitor sexual harassment; provide confidential complaint reporting mechanisms, and follow up with clear procedures. • Where single-sex classes are preferred, provide separate classrooms/locations or timings for girls and boys. • Provide separate female and male latrines — in safe places. • Provide appropriate clothing and sanitary supplies to girls so they can attend school and fully participate in class.
<p>Teaching and learning</p>	<ul style="list-style-type: none"> • Promote learner-centred, participatory and inclusive instruction, reaching out to and engaging girls actively in class. • Develop gender-sensitive curricula addressing the specific needs, perspectives and experiences of girls and boys, including reproductive health and HIV/AIDS content. • Ensure learning materials such as “School in a Box” and other emergency kits are gender sensitive and responsive to girls’ and boys’ needs. • Include gender equality and gender-sensitive teaching strategies in teacher training courses to ensure that teachers are able to create gender-sensitive learning environments. • Establish ethical assessment and examination processes that protect women and girls (e.g. ensure teachers cannot use grade allocation to exploit girls).

<p>Teachers and other education personnel</p>	<ul style="list-style-type: none"> • Work with the community to develop and implement a code of conduct for teachers and other education personnel that addresses sexual harassment, abuse and exploitation. Ensure that it is consistently applied and that appropriate and agreed-upon measures are documented and applied in cases of misconduct and/or violation of the code of conduct. • Use creative strategies to proactively recruit and retain female teachers (e.g. entry through a classroom assistants programme, part-time positions). • Ensure that female teachers are equally able to participate in school meetings and professional development (e.g. select timing carefully and provide child care). • Where possible, ensure that female teachers are placed in high-profile positions (not only in early year classes and “soft” subjects). • Include gender equality and girl-friendly teaching strategies in the criteria for teacher supervision.
<p>Education policy and coordination</p>	<ul style="list-style-type: none"> • Advocate for policy decisions to reduce the cost of schooling, especially for girls’ families (e.g. feeding programmes, take-home rations and items). • Consider how resources can be coordinated (interagency, inter-organization) to expand programming to include hard-to-reach girls (e.g. IDPs, young mothers, urban refugees). • Include specific commitment to gender equality in coordination statements/agreements between partners (e.g. the United Nations Refugee Agency (UNHCR), non-government organizations (NGOs) and governments). • Explicitly locate emergency education within the Convention on the Rights of the Child (CRC) [and Sustainable Development Goal framework]. • Support and promote education policies and laws that protect against gender discrimination in education. • Ensure commitment from education partners to common standards of culturally and gender-sensitive project implementation and management from the outset.



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Sustainable
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TOOL

20

Addressing school-related gender based violence



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Objectives

The objectives of this tool are to:

- introduce the topic of school-related gender-based violence (SRGBV);
- provide guidance on steps to address it;
- provide advice on how to carry out situation analyses in your context.

Key information



Setting the scene

Figure 1: School-related gender based violence



(Source: UNESCO/UN Women, 2016)



Box 1 Key terms

The following terms will be used in this tool:

School-related gender-based violence (SRGBV)

This concerns all forms of violence, including fear of violence, that occur in education contexts such as schools and on the journey to and from school, and which result or are likely to result in physical, sexual or psychological harm of children.

Sexual orientation, gender identity and expression (SOGIE)

This relates to all forms of violence (explicit and symbolic forms of violence), including fear of violence, that occur in relation to bias against sexual orientation, gender identity and expression. It is based on stereotypes, roles, or norms, attributed to or expected of children because of their sexual orientation or gender identities.

Cyber-bullying

This is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Online grooming

This is behaviour used to target and prepare children and young people for sexual abuse and sexual exploitation through online channels. It is often subtle and difficult to recognize.

Trolling

This is the practice of deliberately provoking others through inflammatory language and upsetting content – usually online. It is often synonymous with online harassment.

Although it is a challenge to measure the extent of school-related gender based violence (SRGBV), it is estimated that 246 million girls and boys are harassed and abused in and around school each year (UNGEI, see [Figure 1](#)). It occurs in all countries and cuts across cultural, geographic and economic differences in societies.

SRGBV can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV can be compounded by marginalization and other vulnerabilities.

In every country and region of the world where SRGBV has been studied, incidents have been reported yet data remains limited in terms of both coverage and scope. The lack of understanding surrounding the concept and the sensitive nature of the issues impedes appropriate responses (UNESCO/UN Women, 2016).

SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence. They may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable (UNESCO/UN Women, 2016).

Governments have signed international agreements that seek to protect children and women from violence, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1981), and the CRC (1989).¹ There is recognition of the impact of SRGBV on education in the Incheon Declaration and this is reflected in the Sustainable Development Goals; SDG 4.a and 4.7 (see [Box 2](#)).

¹ Major international frameworks, such as the United Nations Declaration of Human Rights, CEDAW, and the Fourth World Conference on Women (also known as the Beijing Platform for Action), denounce violence and call for measures to protect all human beings, especially women and girls, from all forms of violence.



Box 2 SRGBV and the Sustainable Development Goals

Incheon Declaration, Article 8

“We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender based discrimination and violence in schools.”



Sustainable Development Goal 4.a

“Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”

Sustainable Development Goal 4.7



“Ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable

lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

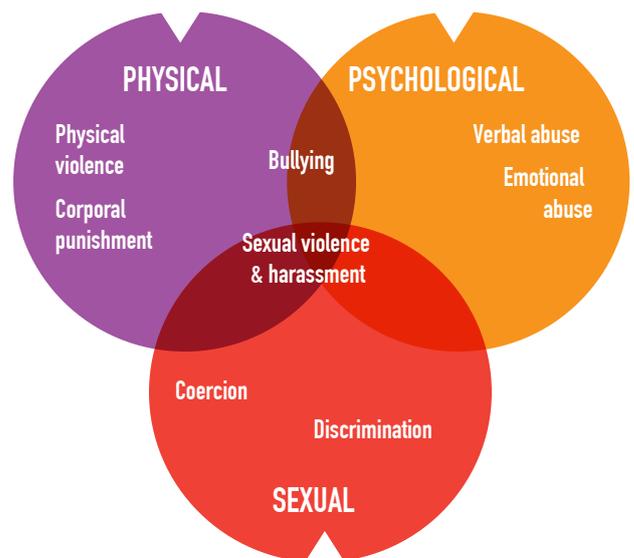
Forms of SRGBV

Despite legislation, children and adults continue to be exposed to SRGBV across the Asia-Pacific region. SRGBV is hard to research. It usually takes place away from the public eye, and those who experience it may be afraid to speak out or may perceive it as socially tolerable. This is especially true for the Asia-Pacific region where there are limited child protection standards and services. Sexual abuse and violence are under-studied and under-reported in the region (UNESCO, 2015).

However, some common forms of SRGBV identified in one regional assessment (UNESCO, 2015) include: physical violence and abuse; sexual violence and abuse; psychosocial violence and abuse; bullying including cyber-bullying; and corporal punishment. These different forms of sexual violence and abuse often overlap (see Figure 2).

SRGBV is one important and pervasive form of school violence. Gender is a key driving factor behind many forms of violence, and using a gender lens to look at violence can help when developing prevention and response approaches.

Figure 2: Forms of SRGBV



(Source: Adapted from UNESCO/UNGEI, 2015).



Self-study and/or group activity

Map incidence of violence in your school

Working on your own or in small groups, carry out the following activity. Groups may want to use flipchart paper for their maps.

Step 1

Think about the various forms gender-based violence can take. Brainstorm the sorts of incidents that could happen in a school environment. For example, corporal punishment might include caning; bullying might include ostracizing someone from a group.

Step 2

- Draw a map of your local school (or a school you know well).
- Include the streets, pathways and buildings around the school.
- Include the different routes that students take to school and the different modes of transport they use (e.g. walking, bus, taxi, etc.).
- Be creative.
- Label the different parts of the map if necessary.
- Think about:
 - Which places in and around the school are safe and friendly for all students? Mark these places in one colour.
 - In which places in and around the school do students witness or experience violence (e.g. in the classroom, toilets, dormitories, teacher's residences, playgrounds, the sports fields, the roads and areas near schools)? Mark these places in another colour.
 - What types of violence happen in these places?

- Place symbols on the map to indicate the different kinds of violence, and make a key to indicate what each symbol means. For example:

- ○ psychological violence
- ◆ verbal violence
- ■ physical violence
- ✕ sexual forms of violence or sexual harassment.

Step 3

- If the activity is being done by groups, ask one or two groups to present their maps to everyone. Use the following questions to guide a discussion:
 - Do girls and boys experience violence in the same places in school?
 - Where is violence most likely to occur?
 - Why do people get away with violence in these places?
 - What will it take to stop this violence?

We can sometimes see patterns in where and when the violence takes place. Identifying the patterns of SRGBV can help in developing strategies to stop the violence and create safe spaces for everyone.

Adapted from UNESCO. 2016a. *Connect with Respect*.

Causes and impact of SRGBV

The causes of SRGBV are not linked to any particular culture, tradition or institution, but are structural in nature. SRGBV is sustained and driven by social norms, deep-rooted beliefs and behaviours that shape gender and authority.

Part of a bigger picture

The acceptance of corporal punishment in schools is often part of a wider tolerance towards violence in the community and at home (Leach et al, 2014). Teachers' attitudes towards the acceptance of corporal punishment can support the institutionalization of violence in schools. Adult violence can, in turn, legitimize the violent behaviours of children and perpetuate an intergenerational cycle of violence. Some cultures have norms such as family honour, sexual purity, and shame, which socially sanction domestic violence (UNESCO, 2014). These norms help create a context in which there is social acceptance of GBV and may include hitting a wife or intimate partner in certain situations, or even killing girls and women who are considered to have brought shame to their families.

Different experiences

Young people have different experiences of SRGBV depending on their sex, gender identity, country and context. For example, research shows that girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls, and are expected to take it 'like a man' (Pineiro, 2006; UNESCO/UNGEI, 2015; UN, 2016). There is also a growing body of evidence that indicates most LGBTI (lesbian, gay, bisexual, transgender and intersex) students report having experienced bullying or violence on the basis of their sexual orientation or gender identity and expression (SOGIE), (Plan/ICRW, 2015; UNESCO, 2012; UNESCO, 2014). Children and young people who

are perceived as resisting, or as not fitting into traditional or binary gender norms, are at high risk of violence. Under the umbrella of GBV, this is now recognized as a specific form of gender-based violence referred to as SOGIE-based violence.

Children can be targets or perpetrators of SRGBV. Adults in the school environment can also be perpetrators or sometimes targets, reflecting power dynamics and hierarchy between generations and between learners and school staff.

Evolving causes

SRGBV can occur in and around schools, as well as on the way to or from schools. Social media, email and mobile phones are new media being used to perpetrate violence, for instance through cyber-bullying, online grooming and trolling. There are new locales for this abuse (e.g. in online chat rooms) that overlap and reinforce SRGBV in and beyond the school grounds.

The effects of SRGBV

SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise children's well-being, and their physical and emotional health, as well as harming their cognitive and emotional development.

SRGBV interferes with the education of many young people and is correlated with lower academic achievement. It is also a major barrier to the realization of global education goals and targets, as well as specific SDGs:

- to end abuse, exploitation, trafficking and all forms of violence against children in all settings (Target 16.2);
- to build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all (Target 4.a);
- to achieve gender equality and reduce gender-based violence (Goal 5).



Self-study and/or group activity

Reflect on SRGBV in your context

- On your own, or in a group, think about some causes of SRGBV in your context. Write these down.
- Then think about or discuss the following question: What are the benefits of addressing SRGBV?
- Write down your answers, then look at **Handout 1** for some additional ideas.
- Finally, try to list up to five interventions that you are aware of to address SRGBV in your context?

Prevention and response

There are significant benefits to addressing SRGBV, including: improved school attendance, completion, and achievement for all learners; safe and supportive child-friendly schools; personal benefits including better mental and physical health; and the advancement of gender equality.

A robust response to SRGBV requires careful analysis to reveal appropriate starting points for strengthening prevention and response within each context.

Policy-level responses

SRGBV must be incorporated into national policies and action plans that focus on prevention, responses to mitigate impact, and accountability; and this requires commitment and leadership from national and local governments. Governments should develop and implement laws and policies on SRGBV; strengthen connections between education and child protection systems; and systematically review and reform state education institutions to ensure they address SRGBV.

Whole-school approaches

The quality of the teaching, learning, working and studying environment influences how SRGBV is addressed. Whole-school approaches – implemented by governing bodies, school management and the school community – improve the learning environment and make schools safer and more learner-centred. These approaches should create safe and welcoming spaces, and send a strong message that SRGBV is not acceptable. Whole-school approaches can also enforce codes of conduct outlining ethical norms and standards of behaviour for **all** school staff, students and their parents.

Education plays a central role in the social, emotional, and psychological development of young people and can help transform the root causes of violence. What students are taught, and how they are taught, is essential for preventing SRGBV. Curricula can help prevent violence and promote gender equality; education staff can be trained in tools to prevent and respond to SRGBV; and safe spaces can be identified where co-curricular interventions are used as an entry point for addressing SRGBV.

Reporting

Clear, safe and accessible procedures and mechanisms must be in place for reporting SRGBV incidents, assisting victims and referring cases to the appropriate authorities. There should be accessible, child-sensitive and confidential reporting mechanisms; health care services including counselling and support; and referral to law enforcement.

Collaboration

Collaboration and strategic partnerships with key stakeholders – such as government sectors, teachers' unions, communities, families and youth – are vital for addressing SRGBV and bringing about sustainable change. This requires understanding of the different stakeholders' perspectives, the factors that constrain or enable them to act, and the support, training and resources they need.

Figure 3: Tackling SRGBV.

(Source: UNESCO/UNGEI, 2015)

There is now a global partnership of governments, development organizations, civil society activists and research institutions working to address SRGBV through the Global Working Group hosted by UNESCO and the UN Girls' Education Initiative (see www.ungei.org/srgbv). The working group promotes knowledge and evidence generation, and guidance on standards of response. It also conducts advocacy to highlight how SRGBV is a barrier to achieving the SDGs, and disseminates tools and resources (see [Figure 3](#)).

For more detailed information on programming to address SRGBV, see [Handout 2](#). This provides advice on the following intervention areas:

- developing the evidence base
- strengthening national frameworks for child protection
- developing education sector policies and interventions to prevent SRGBV
- investing in ECCE
- preparing school teachers
- hiring specialized staff
- strengthening school management
- addressing the curriculum

- developing and implementing classroom programmes for secondary school students
- empowering students
- strengthening school health and safety
- developing school and community partnerships
- enhancing parental involvement
- developing inter-agency coordination and collaboration.

Situation analysis

Developing the evidence base is an important starting point when programming to address SRGBV and SOGIE-based violence. Research can be challenging, as data and reporting can be limited in the Asia-Pacific region. However, practical steps can be taken, as suggested in the next activity.



Self-study and/or group activity

Analyse the SRGBV and SOGIE-based violence situation in your context

When conducting a situation analysis, you will fact-find around the problem of SRGBV and SOGIE-based violence in your context, and then consider possible responses.

- **Handout 3** contains two checklists, one for the problem, one for the response.
- On your own, or in groups, work through the problem checklist, noting where information is not available.
- If you cannot find the information, make a note of whom you could ask.
- Consider adding your own ideas where relevant.
- Then do the same with the response checklist.

If working in groups, try to have participants from the same or similar contexts working together. Some of the groups could look at the problem and other groups at the solution. They can then share and compare their responses.



Optional extension activity for groups

- Ask trainees to carry out an action research activity.
- Ask them to choose one problem, identified in the activity in **Handout 3**.
- They should then go back to their school community to work on this problem. They need to investigate it further with stakeholders, come up with ideas for an intervention, and test out that intervention.
- Trainees can use this action research task as an opportunity to discuss with stakeholders to see if they are familiar with SRGBV, how they define SRGBV, and how they think it can be prevented.



Further reading

- Fulu E, et al. 2013. *Why do some men use violence against women and how can we prevent it? Quantitative findings from the UN multi-country study on men and violence in Asia and the Pacific*. Bangkok: UNDP, UNFPA, UN Women and UNV.
- Plan International/ICRW. 2015. *Summary Report: Are Schools Safe and Equal Places for Girls and Boys in Asia? Research Findings on School-Related Gender-Based Violence*. Bangkok: Plan Asia Regional Office.
- UNESCO. 2015. *From Insult to Inclusion: Asia-Pacific report on school bullying, violence and discrimination on the basis of sexual orientation and gender identity*. Paris/Bangkok: UNESCO.
- UNESCO. 2016. *Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression*. Paris: UNESCO.
- UNESCO. 2016. *Connect with respect: Preventing gender-based violence in schools. Classroom Programme for Students in Early Secondary School (ages 11-14)*. Paris: UNESCO.
- UNESCO/UN Women. 2016. *Global Guidance on School-Related Gender-Based Violence*. Paris, UNESCO and New York, UN Women. <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>.
- UNESCO/UNGEI. 2015. School-related gender-based violence is preventing the achievement of quality education for all. *Global Monitoring Report Policy Paper 17*, March 2015. Paris: UNESCO. <http://unesdoc.unesco.org/images/0023/002321/232107e.pdf>.
- UNICEF. 2012. *Child Protection in Education Settings. Findings from Six Countries in East Asia and the Pacific*. Bangkok: UNICEF. <https://www.unicef.org/eap/reports/child-protection-educational-settings>.



Handout 1

Benefits of addressing SRGBV

School attendance, completion and achievement

Addressing SRGBV can contribute to improving academic performance, regular attendance, preventing drop-out and truancy, and raising self-esteem. It can also contribute to improving the health and well-being of vulnerable children, which is important for school attendance and learning.

Child-friendly schools

Schools have an important role in protecting children from violence. They are not always places of safety. Eliminating SRGBV is consistent with all the dimensions of the holistic child-friendly school approach, and particularly those dimensions concerned with a healthy, safe and protective school and a gender-transformative school.²

Children as agents of change

Boys and girls with attitudes, knowledge and skills relating to gender equality and tolerance of diversity acquired through school education can help break intergenerational cycles of violence, and change cultures of violence.

Social benefits

Preventing SRGBV will result in better health and higher self-esteem among young people. SRGBV results in depression, poor physical health, family conflict and loss of trust. Self-harm and suicide, as well as the uptake of alcohol and other drugs and high-risk sexual behaviour, are other effects that can be prevented.

Advancing gender equality more broadly

Education systems, and schools in particular, can actively contribute to the development of more gender-equitable societies in which mutual acceptance, respect and support are seen as a shared responsibility. They can also help eliminate discrimination on the basis of sexual orientation or gender identity.

² UNICEF. 2006. *Assessing Child Friendly Schools. A Guide for Programme Managers in East Asia and the Pacific*. Bangkok: UNICEF.



Handout 2

Taking action on SRGBV

1. Develop the evidence base

SRGBV is under-researched and under-reported. There is usually very limited country-level data available. In Asia, research has, until recently, focused on corporal punishment. Investigating SRGBV has been challenging because of cultural taboos about discussing sexual matters and reluctance to recognize that young people may be sexually active outside marriage. While this remains a barrier to developing education sector responses to SRGBV, there are practical steps that can be taken in the short term.

In the Asia-Pacific region, some countries (e.g. India and Nepal) collect census data on 'third sex' or 'third gender' populations (see glossary in **Tool 1**) which is relevant to developing the evidence base on SOGIE-based violence. It may be necessary to conduct a specific situation analysis on SOGIE-based violence, as in the case of Thailand³ and Viet Nam.⁴ UNESCO has developed a national data collection instrument for reviewing and assessing education sector responses to homophobic and transphobic violence, including bullying.⁵

Policies and programme interventions to address SRGBV should be context-specific and based on a rigorous and comprehensive situation analysis.⁶ Such analysis should use mixed methods to obtain data, including a strong participatory dimension. A situation analysis should include desk research and qualitative research involving multiple stakeholders. Ideally, the research should be commissioned and driven by the ministry of education and carried out by researchers from local universities or research organizations.

2. Strengthen national frameworks for child protection

Countries have national policies and a legal framework for the protection of children. This may include human rights guarantees in the national constitution or national laws for child protection. Countries have anti-discrimination laws and policies that include protection from discrimination on the grounds of SOGIE.⁷

3 Mahidol University, Plan International Thailand and UNESCO. 2014. *Bullying targeting secondary school students who are or are perceived to be transgender or same sex attracted: types, prevalence, impact, motivation and preventive measures in 5 provinces in Thailand*. Bangkok: UNESCO.

4 UNESCO. 2016b. *Reaching out: preventing and addressing SOGIE-related school violence in Viet nam, volume 2*. Bangkok: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000246928>.

5 UNESCO. 2014. *Reviewing and Assessing Education Sector Responses to Homophobic and Transphobic Violence including Bullying in Educational Institutions*. National Data Collection Instrument.

6 Fancy, K. and McAslan F.E. 2014. DFID Guidance Note: Part A Rationale and Approach. *Addressing Violence Against Women and Girls in Education Programming*. DFID.

7 Philippines. Official Gazette. 2013. Implementing Rules and Regulations of Republic Act No. 10627. Manila: GOVPH. <https://www.officialgazette.gov.ph/2013/12/13/implementing-rules-and-regulations-of-republic-act-no-10627/>.

There is evidence in the Asia-Pacific region to suggest that the education sector is not always an effective implementer of these laws,⁸ and needs to be more aware of and committed to addressing child protection issues in policy and practice.

It is important to support the education sector to take a holistic approach to child protection. This includes adopting a multi-sectoral approach with, for instance, health, social services, law enforcement, the judiciary and child protection authorities. In conflict-affected settings there is also a need to work with the security forces. National legal and policy frameworks can and should support the development of a multi-sectoral response.

3. Develop education sector policies and interventions to prevent SRGBV

Holistic approaches

A holistic, multi-sectoral and multi-level response needs to be put in place to prevent SRGBV. USAID, on the basis of experience in Ghana⁹ and Malawi,¹⁰ suggests three areas of programming response:

- **prevention programmes:** including training for students, parents, communities and teachers; and redefining gender relations and norms of masculinity and femininity that put children at risk;
- **response networks:** including services and referral systems for psychological counselling,

medical support and services, and legal aid for those affected and their families;

- **reporting systems:** including policies, procedures and personnel covering the policy level, schools, local communities, and police.

Child protection and codes of conduct

Education policies to prevent SRGBV need to cover key areas of school practice. Research suggests that boosting understanding of child protection among education staff needs to be a priority in the Asia-Pacific region.¹¹

A common strategy for child protection in education is the development and enforcement of teachers' codes of conduct.¹² These outline compulsory ethical norms and professional standards of conduct, include explicit regulations relating to teacher conduct, and may discuss actions that constitute SRGBV and appropriate sanctions. Teachers associations and unions play a key role in developing such codes. Sanctions may be included in a separate teaching service disciplinary code.

Teacher training

Effective teacher training – at pre-service and in-service levels – is vital for eradicating SRGBV from classrooms and schools. There should be both awareness-raising and skills development, as well as activities that enable teachers to consider their own knowledge, attitudes, and values on SRGBV issues.

8 UNICEF. 2012. *Child Protection in Education Settings. Findings from Six Countries in East Asia and the Pacific*. Bangkok: UNICEF.

9 DevTech. 2004a. *Safe Schools Program. Ghana Assessment Report*. USAID.

10 DevTech. 2004b. *Safe Schools Program. Malawi Assessment Report*. USAID.

11 Ibid, p.12

12 Poisson, M. 2009. *Guidelines for the design and effective use of teacher codes of conduct*. Bangkok: UNESCO.

Empowering children

Children can be empowered through education to prevent SRGBV by ensuring they have knowledge and skills around human rights, gender equality and sexuality education. SRGBV-related content can be included into formal and informal, and national and locally set curricula. Co-curricular programmes can also be implemented to address specific issues such as bullying and cyber-bullying, and violence, including SOGIE-based violence.

Community links

It is vital to promote links between schools, parents and communities to build awareness on the issue of SRGBV. This can be done through, for instance, homework assignments, parent-teacher associations and school events.

Addressing SRGBV within policies

SRGBV needs to be addressed in the following policy areas:

- gender equality;
- early childhood care and education (ECCE);
- teacher recruitment and criminal checks;
- teacher training;
- curriculum policy;
- corporal punishment;
- bullying and violence in schools;
- violence on the basis of SOGIE;
- school management responsibilities for child protection and child safety;
- child protection reporting;
- school health and safety;
- special education/inclusive education;
- parental/community involvement and education;
- collaboration with other service providers (e.g. health, child protection agencies, etc.).

Policy development should include implementation plans and guidance, with clear budgets. Policies need to be disseminated to all stakeholders, and staff need to be trained to implement them effectively. Research shows that not all teachers are aware of national codes of conduct, and there is often limited monitoring of child protection laws and policies in schools.¹³

Schools – with guidance from their local education authorities – may develop their own policies, as part of child-friendly school processes.

4. Invest in ECCE

ECCE interventions can be crucial for preventing violence.¹⁴ ECCE programmes need to target parents, children and teachers to address areas such as:

- **Family environment:** The environment in which children grow up affects their social and emotional development. Families in which members regularly interact aggressively are teaching their children that such interactions are appropriate. Violent behaviour in the family tends to promote aggressive and violent behaviour among children and adolescents, and abuse has been consistently identified as linked to subsequent aggressive behaviour.
- **Developing social and emotional skills:** The development of these skills usually leads to reduction in physical aggression. Skills include: identifying one's own emotions and those of others; cooperating with others; expressing one's own emotions constructively; negotiating; reconciling after conflict; and

¹³ Ibid, p.13.

¹⁴ Espinosa, A. 2011. Violence Prevention through Early Childhood Interventions. *Policy Brief on Education and Democracy. Inter-American Program on Education for Democratic Values and Practices.* Organization of American States.

approaching others to play. In children, stress and lack of caregiving can hinder the development of parts of the brain that deal with empathy and compassion.

- **Language development:** Language helps children express frustration and anger. Children with less developed linguistic abilities are more likely to employ physical aggression.
- **Healthy diet:** A balanced diet is fundamental for the healthy development of children's brains and nervous systems. Nutritional deficiencies in small children are related to a higher propensity to aggression, as well as other issues, such as cognitive deficiencies.

5. Prepare school teachers

Policies on teachers need to include key child protection elements such as safe recruitment (e.g. background and reference checks, interview questions, etc.), standards of professional behaviour, and disciplinary procedures.

Policies also need to enable teachers to: manage their classes effectively; prevent bullying; adopt positive discipline instead of corporal punishment; and identify children at risk by recognizing signs of child abuse and making appropriate reports and referrals. Policies need to cover how teachers will be trained in these issues, selected and recruited to teaching positions, supported at school level, and monitored.

Pre- and in-service training is critical to ensure that teachers have the knowledge, confidence, and skills to deal with SRGBV. Teacher training needs to discuss gender norms, gender equality, sexual orientation and gender diversity, and help teachers develop skills to facilitate age-appropriate classroom activities and provide appropriate support to learners.

6. Hire specialized staff

There may be opportunities to engage specialist staff to respond to SRGBV in schools. Some education systems employ school counsellors who have an important role in responding to

SRGBV incidents among students, and in helping to prevent SRGBV.

School counsellors, like teachers, may need extra training and support to build their confidence with addressing SRGBV and identifying, supporting, and referring affected learners. Where such school services do not exist, links to hotlines or other available services need to be promoted in schools.

Relevant training may need to be provided for other education personnel, such as superintendents and assistant superintendents, principals, head teachers, school directors and their deputies, and support staff; and for non-education personnel based in educational institutions, such as counsellors, psychologists, nurses, physicians, and social workers.

7. Strengthen school management

School managers and leaders have a critically important role in ensuring that schools are safe, secure, healthy, and gender equitable. This role needs to be clearly articulated in policies on school management. It is important for the school to have a vision on preventing SRGBV. Roles and responsibilities need to be clearly defined. School management committees and parent teacher associations (PTAs) should be included in the SRGBV policy framework.

Schools need to adopt and implement clear anti-bullying and SRGBV policies that emphasize acceptance of diversity, sexual orientation and gender identity, and expression. This could include flexible uniform policies that allow students to wear uniforms that adhere to their gender identity. Schools should also support the teaching of comprehensive sexuality education that promotes human rights and gender equality.

Record-keeping on SRGBV incidents and referral mechanisms at the school level need to be put in place and maintained. School-level capacity to prevent SRGBV needs to be included in school policies and development or action plans.

8. Address the curriculum

School curricula offer many entry points for learning about SRGBV. This can be through literacy development, social studies, pastoral care, life-skills, civic education, health education, sexuality education and values education programmes. Integrating SRGBV into existing curricula in schools, with age-appropriate and skills-oriented content, is the most effective way of ensuring it is taught and learned. Conversations on GBV should be integral to the curriculum to boost children's understanding and capacity to protect themselves, at home and in the community.

Curricula should have clear learning objectives, concepts, content, methods and learning outcomes to ensure girls and boys acquire the knowledge and skills to promote gender equality, and prevent GBV, discrimination, and violence on the grounds of SOGIE. All curriculum textbooks, teachers' guides and classroom teaching should be gender responsive and contribute to gender equitable attitudes and non-violence,¹⁵ and curriculum resources on SRGBV should be developed to support teaching and learning on these issues.

More specific teaching and learning around sexuality, including sexual and reproductive health is needed in the core curriculum. Sexuality education should begin in primary school and continue throughout the school cycle. The publication International Technical Guidance on Sexuality Education for curriculum development has been developed in two volumes, through a multi-agency partnership led by UNESCO.¹⁶ It includes specific objectives on GBV, sexual abuse and harmful practices. This guidance can be used to inform national and contextualized curriculum development on sexuality education, human

rights education, citizenship education, life-skills education, moral education, or other areas. In addition, UNESCO has developed a curriculum tool for teachers called *Respectful Relationships: Preventing and Addressing Gender-Based Violence in Schools*. It is a classroom programme for students in lower secondary school (ages 11–14) in the Asia-Pacific region.

Curricula need to focus on multiple risk factors and different levels, such as the individual, peer, family, and community, and attempt to change norms of masculinity and manhood that promote violence.¹⁷

Co-or extra-curricular programmes can help deliver school-based campaigns to empower learners, engage them further with their communities, open up dialogue between the sexes and with LGBTI students, and promote safer and more inclusive education settings.¹⁸

9. Develop and implement classroom programmes for secondary school students

UNESCO and its partners have developed a secondary school classroom programme tool (for ages 11–14) which teaches about violence prevention and gender justice. This is called *Connect with Respect* and contains guidance for teachers and school leaders on using the resources in the tool (Part 1). The introductory section serves as a reference tool to assist school leaders to better understand how to take a whole-school approach to the prevention of school-related GBV.

15 UNESCO. 2014. *School-Related Gender-Based Violence in the Asia-Pacific Region*. Bangkok: UNESCO.

16 UNESCO. 2009. International Technical Guidance on Sexuality Education. An Evidence-Informed Approach for Schools, Teachers and Health Educators. *Volume I: The Rationale for Sexuality Education; Volume II: Topics and Learning objectives*. Paris: UNESCO.

17 Jewkes, R., Flood, R., and Lang, J. 2014. *From work with men and boys to changes of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls*. Violence against women and girls. The Lancet 385 (9977) 1580-1589.

18 #PurpleMySchool Campaign. UNESCO and UNDP. www.campaign.com/purplemyschool.

The second part of the tool provides a modular curriculum resource guide containing seven topics:

- gender and equality;
- gender equality and positive role models;
- awareness of GBV;
- a focus on SRGBV;
- communication skills for respectful relationships;
- skills for people who witness violence;
- help-seeking and peer support skills.

The tool was designed to help teachers deliver education programmes in early secondary school, but can be adapted for use with older students. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of GBV and promotion of respectful relationships.

The learning activities are designed for use in the formal school system but can be modified for use in non-formal education settings, including through community learning or literacy programmes. It is assumed that teachers will proactively adapt the programme to meet the needs of their class, school and country context.

The learning activities are suitable for use in a range of subjects, including the school's literacy development programme, social studies, pastoral care, life-skills, civics, health, sexuality education and values education programmes. All lessons include extension activities to enhance both literacy development and student participation in the broader school community. The learning activities can be delivered intensively or adapted for more sustained integration across the teaching programme. The activities are designed to increase knowledge and positive attitudes, and to build awareness and skills in students.

10. Empower students

It is fundamentally important that children are able to report SRGBV incidents and expect appropriate care and support when affected. Boys and girls also need to be recognized as critical participants in developing solutions to address SRGBV.¹⁹ Policies regarding children therefore need to be both protective and empowering.

Peer support programmes can be put in place, including peer mediation and conflict resolution programmes in schools, which train learners to support each other, report acts of bullying, and build capacity to prevent and resolve conflicts.

Relevant policies include:

- guiding principles regarding student safety and well-being, in and around the school site;
- 'at risk' children identification procedures, including attention to the most vulnerable children, such as girls with disabilities;
- procedures for identifying and reporting SRGBV cases;
- procedures to prevent and respond to all forms of bullying;
- procedures for providing support to students who have been affected by SRGBV;
- guidelines for student involvement in school affairs;
- guidelines for participation of girls and boys in school clubs.

Enhancing the involvement of students in school affairs, through participation in school management committees, school planning, and student councils and clubs, can help raise awareness of their rights and responsibilities in general and regarding SRGBV in particular.

¹⁹ Plan International. 2008. *Learn Without Fear. The Global Campaign to End Violence in Schools*. Third Progress Report. London: Plan Limited.

11. Strengthen school health and safety

Actions to prevent SRGBV need to be included in school health and safety policies and guidelines. These need to be put in place to ensure that school environments are safe, secure, and healthy, and do not enable or facilitate SRGBV. These policies also need to ensure safety for girls on the way to and from school. School safety can include the provision of safe spaces in the school, lighting in and around schools, and other measures to improve the safety of the physical environment. The provision and maintenance of an adequate number of segregated toilets is clearly important, as is the need for gender-neutral bathrooms. School health, security and safety need to be integral to school design, maintenance and development plans. Attention should be given to ensuring that there are safe spaces in school for Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) students and other vulnerable students, such as those with disabilities.

12. Develop school and community partnerships

Policy needs to articulate how the school will work in partnership with the community to address SRGBV. Awareness-raising about the issues is a necessary preliminary step, and the active involvement of the wider community can lead to a much more effective intervention.²⁰ In this context, community awareness-raising is an important preparatory activity. This should involve community members of the school management committee and PTAs as well as parents and community leaders. It requires clear communication on the part of the school, consistent with policies on preventing SRGBV.

13. Enhance parental involvement

Parental involvement is an important, but often neglected, aspect of sexuality education and SRGBV approaches. It is particularly difficult where discussion of children's sexuality is a cultural taboo. Existing school mechanisms for involving parents, such as PTAs, can be used for awareness raising. Regular communications between parents and teachers and their engagement in school activities are important parts of the school-parent partnership.

14. Develop inter-agency coordination and collaboration

Policies need to ensure that multi-sectoral action supports the SRGBV response in schools. This means ensuring that the links with health care services, child protection services and family welfare services are clearly defined and operationalized. Local partnerships with NGOs and civil society organizations (CSOs) should also be enabled by policy. Coalitions – including between parents, communities, religious leaders, CSOs, teachers' unions and the media – need to be established. Local women's groups (where they exist), the police, local government and CSOs can provide supportive action to ensure girls' and boys' safety from home to school and back. The role of the media in broader awareness raising around SRGBV should be considered for strengthening.

²⁰ Panos. 2003. *Beyond victims and villains. Addressing sexual violence in the education sector*. London: The Panos Institute.



Handout 3

Analysing the problems and responses

Problem	
What data exists on the various forms of SRGBV and SOGIE-based violence? What are the significant gaps in data?	
What are the main forms of SRGBV and SOGIE-based violence and where do they take place?	
What information is available on perpetrators (e.g. teachers, students, other education staff)?	
Which groups are vulnerable or especially at risk (e.g. girls with disabilities, same-sex attracted or gender diverse and non-conforming students)?	
What are the main drivers or causes of SRGBV and SOGIE-based violence?	
Are different stakeholders aware of SRGBV and SOGIE-based violence (e.g. students, teachers, school administrators)?	

What are the perceptions of different stakeholders (e.g. students, teachers, school administrators) on what constitutes SRGBV and SOGIE-based violence and how it may be prevented?	
What are the perceptions of parents and the community on the role of the school in preventing and responding to SRGBV and SOGIE-based violence?	
What are the main barriers to addressing SRGBV and SOGIE-based violence?	
What are the opportunities and possible entry points for addressing SRGBV and SOGIE-based violence?	
Response	
What is the legal framework to address SRGBV (if any)?	
Is there a legal framework to address SOGIE-based violence?	
What data is collected on SRGBV and SOGIE-based violence, and how is it used to inform sector planning?	
What education policies have been developed to prevent SRGBV and SOGIE-based violence?	

<p>What gaps are there in policy and strategic planning regarding SRGBV and SOGIE-based violence?</p>	
<p>What institutional capacity exists to implement policy? How effective is it?</p>	
<p>What arrangements exist to monitor SRGBV and SOGIE-based violence policy implementation? Are these effective?</p>	
<p>What resources are allocated to preventing SRGBV and SOGIE-based violence?</p>	
<p>How does the ministry of education work with other agencies on SRGBV and SOGIE-based violence? What coordination mechanisms exist, and are these working well?</p>	
<p>What interventions are in place to prevent or respond to SRGBV and SOGIE-based violence in schools (e.g. policies, teachers' codes of conduct, curriculum, teacher training, extra- or co-curricular interventions, on-site counselling or referrals)?</p>	
<p>What are the priority areas for intervention?</p>	



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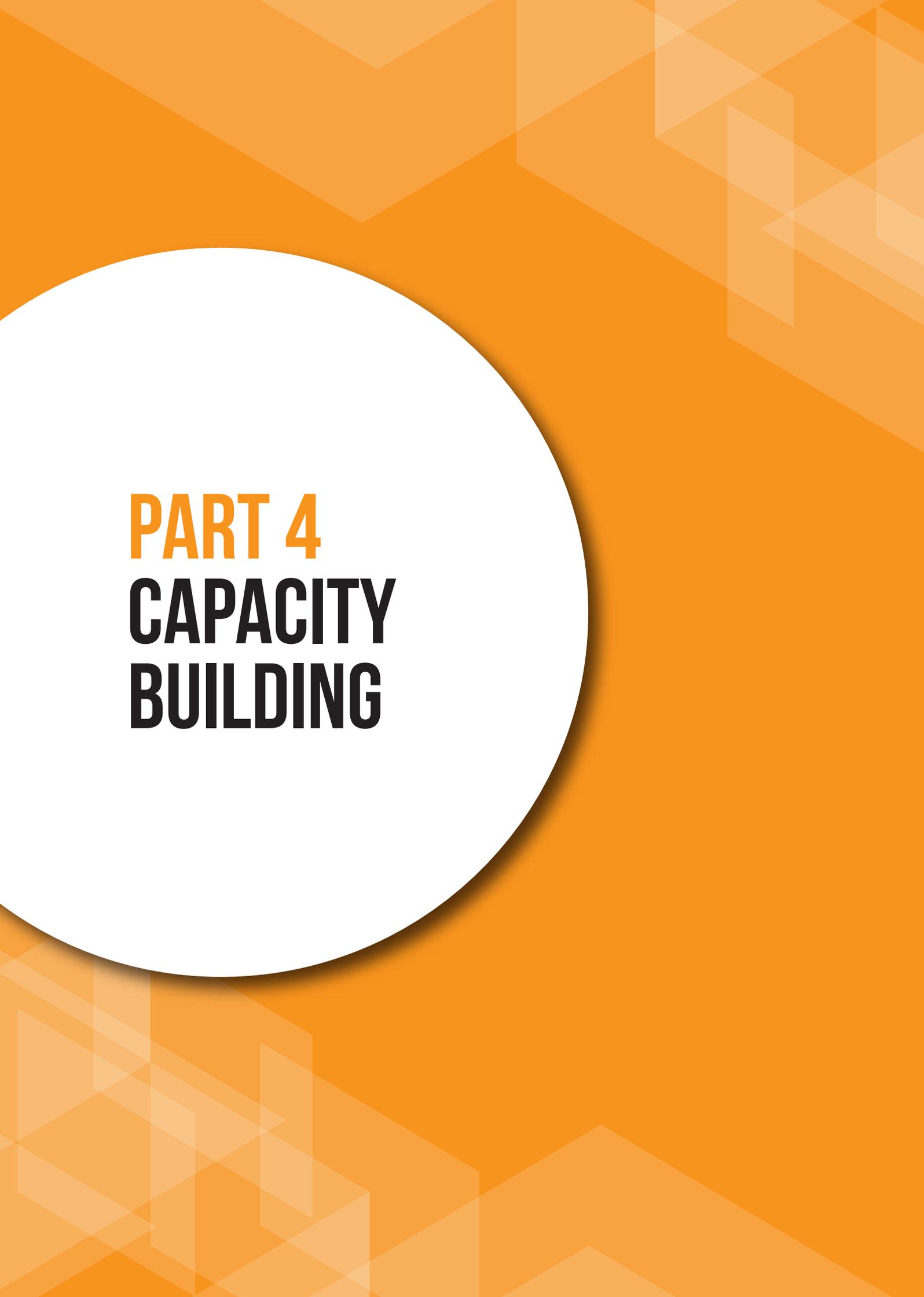
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21

Mainstreaming gender equality in teacher education and professional development



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Objectives

The objectives of this tool are to:

- introduce issues concerning gender equality in teacher education, including the importance of gender training and mainstreaming gender in teacher education programmes;
- help trainees to assess existing teacher education through a gender lens.

Key information

Setting the scene

The key role of teachers in promoting gender equality

In every country, gender-based barriers impair children's ability to gain a quality education. However, when teachers have the proper skills and experience, they can make learning much more equitable and effective.

No matter how well designed the teaching and learning materials and curricula are in terms of providing opportunities for structured learning about gender equality, it is the quality of the teachers who will facilitate this learning in the classroom that matters most.

Gender-responsive teachers who are adequately resourced are a cornerstone of the Sustainable Development Goal 4 agenda. Teachers help promote gender equality in education by using learner-centred, differentiated pedagogies that are age and gender appropriate.

The key role of female teachers in promoting gender equality

Ensuring the presence, visibility and active engagement of positive role models for girls and boys is a key factor in improving gender equality in education. In South Asia, the presence of well-qualified female teachers can often be critical in encouraging and motivating girls' access to and completion of education. The importance of



Box 1 Sustainable Development Goal 4.c

Target

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher education in developing countries, especially least developed countries and Small Island Developing States.



Indicator

Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher education (e.g. pedagogical training), pre-service or in-service, required for teaching at the relevant level in a given country.

female teachers in the region can be illustrated by the following:

- In some communities, parents will not allow daughters to be taught by male teachers. This is the case in areas of Afghanistan, Pakistan and Bangladesh.
- Some mothers report that they are more comfortable talking about their children with a female teacher.
- The presence of female teachers in schools can impact positively on the retention of girls and on their learning outcomes.
- At the school level, female teachers may act as advocates for girls, representing their perspectives and needs and in the process promoting learning environments that are conducive for girls.
- Female teachers provide new and different role models for girls.

The key role of male teachers in promoting gender equality

In some countries there is an over-representation of female teachers, especially in pre-primary and primary education. This may be one factor in a complex range of conditions leading to boys' declining success in many education systems. It may also be linked to the historical roles occupied by women as caregivers. In East Asia, the Pacific, and Central Asia, the shortage of male teachers has been identified as one of the key factors in the low motivation, under-performance, and high drop-out rates of male adolescents.



Box 2 Recruitment and deployment of teachers in the Asia-Pacific region

A study of teacher status and rights in Cambodia, Indonesia, Mongolia, Pakistan, the Republic of Korea, Samoa, Sri Lanka and Uzbekistan was carried out by UNESCO in 2015. The research showed that in some countries there is a balance between male and female teachers (e.g. Indonesia and Mongolia). Countries like Sri Lanka, Samoa and Uzbekistan, however, have more female than male teachers. In some countries there are more men than women in senior leadership positions (e.g., Indonesia and Samoa).

The imbalance in the teaching workforce in some countries raises concerns about the possible impact of a lack of role models for boys in the education system. Likewise, the lack of female school leaders may also lead to a lack of role models for girls.

Source: UNESCO, 2015.¹

¹ UNESCO. 2015. *Teachers in Asia Pacific: Status and Rights*. Bangkok: UNESCO.

The centrality of gender training

The mere presence of teachers of both sexes in schools is unlikely to be enough to promote gender equality in education. Teachers, male and female, come with their own social and cultural values and practices. They may unconsciously reinforce gender stereotyped attitudes and beliefs in the classroom. These attitudes and beliefs need to be addressed. Furthermore, being a female teacher does not necessarily imply that you will better address gender issues in your classroom; and we cannot assume that male teachers are less gender aware. Gender discrimination and inequality in education will persist if teachers are gender-biased or fail to understand and respond to the diversity and the different learning needs which girls and boys bring to the classrooms.

A coherent approach to gender mainstreaming is needed, where all components and processes of the education sector mutually support gender equality. For gender equality to be a 'lived' reality in classrooms, teachers must practise gender-responsive teaching. They must play a critical role in eliminating all forms of gender-related discrimination in and beyond their classrooms, and respond appropriately to the different learning and developmental needs of all children in an inclusive manner. To do this, teachers need to receive an education – at pre-service and in-service levels – in which gender equality principles and practices are embedded.

Mainstreaming gender in teacher education programmes

Because pre-service teacher education programmes are usually curriculum-based, they offer an excellent framework to facilitate gender mainstreaming. The same cannot be said for in-service training as this tends to be more responsive to narrowly identified needs and the structure is more fluid.

There are three main strategies that pre-service training curriculum developers can use to mainstream gender in the curriculum:

- focus on gender learning objectives/outcomes and related content in one specific subject, e.g. gender equality in education;
- integrate gender learning objectives/outcomes and related content in selected 'carrier' subjects;
- integrate gender learning objectives/outcomes and related content across all subjects in the training curriculum.

These strategies are not mutually exclusive. It is likely that they will be most effective in combination. Some examples of carrier subjects or courses that are used to promote learning about gender equality in education for teachers include:

- courses about the learner; foundations of education (e.g. development, psychology and sociology);
- courses about values in education (e.g. philosophy);
- courses about 'how to teach'; pedagogy, assessment.

There are four key professional areas where gender training for teachers is required:

- content mastery (i.e. the subject matter that will be taught);
- motivation for teaching (focusing on the needs of the teacher trainee/student);
- values in teaching (e.g. non-discrimination and non-violence);
- how to teach (the skills that are needed in the classroom), including teaching practice.

Gender also needs to be mainstreamed in teacher education college practices generally, beyond the training curriculum. This includes greater gender balance among the training college lecturers, administrators and managers.



Self-study and/or group activity

Critically investigate a teacher training programme

- Work on your own or in groups
- Identify a local teacher education programme.
- Investigate the programme in as much detail as possible, preferably through participatory consultation with staff and students.
- Use the following questions to guide your analysis.

Guide questions

- To what extent is gender mainstreamed into the pre-service or in-service teacher education programme at primary and secondary level?
- Can you find examples of the following?
 - content on gender in relation to training courses about the learner;
 - skills development for teachers so that they can teach in a gender-responsive manner in the classroom;
 - content that addresses teachers' attitudes to gender norms and relationships;
 - guidelines on gender equality for teaching practice.



What should teacher education on gender include?

Each country context will need to develop locally relevant curriculum content for teacher education. However, some key areas to cover are likely to include:

- **Attitudes and behaviours:** Teacher education needs to facilitate teachers to reflect critically on their own attitudes and those in society, and to understand how these attitudes impact on the education and lives of girls, boys, women and men. Teachers need to understand how attitudes translate into biased and discriminatory behaviour towards girls and boys, and how they can work continuously to ensure they do not allow this to happen in their own classrooms. For example, they need to reflect critically on how they organize and manage their class, to ensure that they avoid gender-stereotyping learners (e.g. giving boys the task of group leaders and girls the task of note-takers or tidying up after the group work).

Teachers need to learn to be very aware of teacher-learner relationships and how the teacher influences gender dynamics (e.g. the relationships between boys and girls) during discussions, activities and assignments. Teacher education needs to prepare them to become role models in promoting gender equality and reducing gender-based stereotypes.

- **Curriculum content:** To be inclusive, teachers need to understand how to adapt the national curriculum to the needs of all learners in their class. As part of this, they need to know how to adapt the curriculum to match the potentially diverse learning needs and interests of girls and boys. In addition, not all national curricula will already be gender responsive. Teachers therefore need to learn how to identify any potential bias in the curriculum they have been told to use, and then have the confidence to adjust what and how they teach to ensure that such bias is not reflected in the lesson content and activities. This might include, for example, ensuring that biased terminology found in the curriculum documents is not repeated in the lessons, or adapting suggested activities to avoid a gender stereotyped task that the curriculum document has suggested.

- **Teaching and learning materials:** Teachers are often given books and materials to use with the curriculum, but they may also have the freedom to select the materials they plan to use for each lesson. In some contexts, they may need to make teaching and learning materials themselves. They therefore need to know how to select and/or make materials that do not contain gender-biased messages, images, or learning activities. In contexts where the only available materials may be old and in need of revision, teachers need to develop the creativity and confidence to use gender-biased materials in a way that encourages girls and boys to reflect on and question, rather than just accept, the content. For example, if history text books only contain stories about important men, then the teacher needs to be able to do their own research to add examples of important women to the lesson; and maybe also facilitate a discussion about why history books might miss out key people, such as women, and whether some people still get missed out in our community today.
- **School environment:** Teachers may not have control over school infrastructure, but they need to learn about how the school environment makes girls and boys, with and without disabilities, feel included or excluded, safe, or unsafe. This includes learning about where, why, and how gender-based and other forms of bullying or violence might happen in and around the school, and how to deal with it – on an individual case basis and through developing or implementing school policy.
Teachers need to understand the impact that infrastructure issues – like the availability or quality of toilet and water facilities – can have on girls’ and boys’ presence, participation and achievement. And they need to learn basic strategies for minimizing the impact of infrastructure problems on girls and boys. This includes learning to work with other stakeholders (parents, learners, community) to address school environment and infrastructure problems that are causing girls or boys to be excluded.



Self-study and/or group activity

Reflect on your experience at school

- On your own or as a group, think about or discuss your memories of school.
- Think about the teachers at your school and list three things they did that were gender responsive and three things that were not.
- Think about who was, or may have been, affected by the teachers’ lack of gender responsiveness.
- How do you think they were, or might have been, affected?
- How could your teacher(s) have behaved differently, to make themselves more gender responsive?



Optional extension activity for self-study and/or group work

- On your own or as a group, read the scenarios in **Handout 1**. These scenarios focus on the role of teachers in promoting or hindering gender equality in education.
- Decide whether each scenario helps or hinders gender equality in education, and tick the relevant box. If working in a group, discuss and explain the reasons and have a debate if group members disagree with each other.
- Once you have completed **Handout 1**, see **Handout 2** for answers and explanations.



Further reading

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US Department of State/IREX. 2016. *Creating Supportive Learning Environments for Girls and Boys: A Guide for Educators*. Washington: IREX.



Handout 1

Scenarios that promote or hinder gender equality in education

Read the following scenarios relating to teachers and decide whether they will help to promote gender equality in education, or whether they will contribute to continued gender inequality. Tick the appropriate box.

Scenario	This may help to promote gender equality in education	This may perpetuate gender inequality in education
There are equal numbers of male and female teachers in preschools and primary schools.		
Most head teachers, education officials, and school inspectors are men.		
Teacher education colleges require certain minimum qualifications from prospective students.		
Education authorities have a policy on maternity leave and child care which seeks to support female teachers to stay in/return to work when they have children.		
The ministry of education determines where in the country teachers will be placed.		
There are male and female trainers at the teacher education colleges.		
Male and female trainers at teacher education colleges have all received gender equality training.		
Education projects run by NGOs and the government have a policy to consult male and female teachers in all baseline studies and all design, implementation and monitoring activities.		
Extra-curricular activities are divided among teachers along gender stereotyped lines (e.g. the sports club run by a male teacher, the domestic crafts club run by a female teacher).		



Handout 2

Answers for Handout 1

The shaded boxes show whether the scenario promotes gender equality or perpetuates inequality. The third column provides some explanations too.

Scenario	This may help to promote gender equality in education	This may perpetuate gender inequality in education	Explanations
There are equal numbers of male and female teachers in preschools and primary schools.			Often there are more women teaching in the lower levels of education, which means that boys may be deprived of male role models and support in their early years of education. Getting more men to teach in preschool and primary levels is a challenge many countries need to address.
Most head teachers, education officials and school inspectors are men.			This is likely to lead to gender-biased decisions (including recruitment decisions), if no women are in senior decision-making positions. It also sends out a message that women are not welcome 'at the top', and may perpetuate stereotypical beliefs that women are not capable of leadership roles.
Teacher education colleges require certain minimum qualifications from prospective students.			This can help to maintain a cycle of gender inequality in education. If one gender receives a poorer education than others, there is less chance of them reaching the minimum qualifications for entering teacher education. Progressive approaches to college entry requirements may be needed.

Scenario	This may help to promote gender equality in education	This may perpetuate gender inequality in education	Explanations
Education authorities have a policy on maternity leave and child care which seeks to support female teachers to stay in/return to work when they have children.			Teaching can be a demanding profession, and without support (from their family or the education system), women may find it difficult to juggle motherhood with maintaining a career as a teacher.
The ministry of education determines where in the country teachers will be placed.			This approach to teacher deployment can deter women from becoming or remaining teachers. They may find it impossible (logistically or culturally) to move away from their home location to teach.
There are male and female trainers at the teacher education colleges, and they have all received gender equality training.			This is likely to make it more attractive for female students to choose teacher education and to receive the necessary academic and pastoral support they need to complete their course.
Education projects run by NGOs and the government have a policy to consult male and female teachers in all baseline studies, design, implementation and monitoring activities.			A project that seeks male and female perspectives on education is more likely to develop a gender-responsive plan and have that plan implemented. Of course male and female parents and children would also need to be consulted.
Extra-curricular activities are divided among teachers along gender stereotyped lines (e.g. sport club run by male teacher, domestic crafts club run by female teacher).			This may reflect the actual best skills of the teachers, but also potentially reflects prejudiced assumptions among those making decisions. It may also perpetuate stereotyped beliefs among the students.



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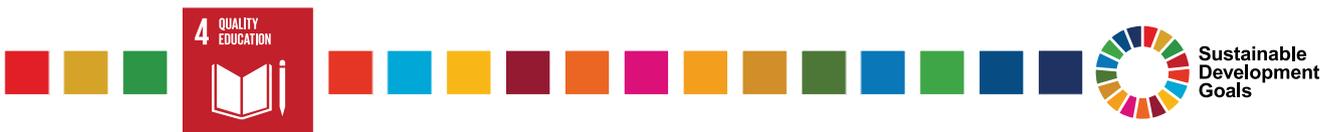


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Developing gender-responsive projects and programmes



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Objectives

The objectives of this tool are to:

- provide trainees with a tool to help them assess the gender responsiveness of projects and programmes.

Key information



Setting the scene

Robust project and programme design are critical for effective education development interventions, and gender responsiveness should be an integral part. Project and programme design is not gender neutral, but often reflects broader social and cultural norms and expectations. Effective, gender-

responsive design ensures that interventions take into consideration the different needs of male and female learners and participants, and respond constructively to reduce barriers to gender equality in education.



Self-study and/or group activity

Analyse a project from a gender perspective

- The questions in **Handout 1** will help you analyse different phases of the project/programme cycle from a gender perspective.¹
- Choose a proposed or existing project/programme and work through the checklist to assess the project's gender responsiveness.
- If the answer to any of the questions is 'no', consider what you need to do to change the answer to 'yes'.

Extension activity

- Select one of the questions to which the answer was 'no'.
- Carry out action research. This should help you to investigate the issue in more detail, ideally with a range of stakeholders; plan and then implement actions to address the issue.

¹ Adapted from the Harvard Analytical Framework: Overholt, Anderson, Cloud and Austin. 1985. Gender Roles. in Development Project/Programmes, Kumarian Press, Connecticut.



Further reading

Global Partnership for Education and UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. Washington DC: GPE.



Handout 1

Project/programme development and implementation process				
	Yes	No	Don't know	Evidence
1. Are men and women equal participants, decision-makers and beneficiaries in all stages of the project/programme cycle (identification, design, implementation, monitoring and evaluation)?				
2. Does the project/programme ensure views and voices of women of different groups and status be taken into account, together with men, at all stages of the project/programme life-cycle?				
The following set of key questions could be used at each stage of the project/programme cycle:				
Identification and design				
Assessing needs	Yes	No	Don't know	Evidence
1. Does the needs assessment explore the distinct needs and opportunities of women, men, girls and boys?				
2. Have women and girls been equally and directly consulted in identifying such needs and opportunities?				
3. Have men and boys been equally and directly consulted in identifying such needs and opportunities?				

Defining general project/programme objectives	Yes	No	Don't know	Evidence
1. Are project/programme objectives explicitly related to both women's, men's, girls' and boys' immediate or practical needs?				
2. Do the project/programme objectives also include the long-term strategic needs with a view to achieving gender equality in education?				
3. Do these objectives adequately reflect women's, men's, girls' and boys' needs?				
4. Have women and men of the project/programme target populations equally participated in setting those objectives?				
5. Have there been any earlier efforts towards similar objectives?				
6. How has the present proposal built on earlier activity/lessons learnt?				
Identifying possible negative effects	Yes	No	Don't know	Evidence
1. Is there any risk that the project/programme might negatively affect the current situation/condition of the target population? If so, please explain.				
2. What will be the effects of the project/programme on women and men, girls and boys in the short and longer term?				
Implementation	Yes	No	Don't know	Evidence
1. Does the project/programme implementer ² have a gender-responsive organizational culture ³ and a track record of empowering people, men and women, boys and girls?				

2 Examples of implementers: NGOs, education research groups, community learning centres, parent teacher organizations, teacher training colleges, school management teams, curriculum development teams.

3 An organization with a gender-responsive culture equally values the knowledge and skills of women and men, and facilitates their role as partners in decision-making. It employs, promotes and builds capacity of both.

2. If not, has the project/programme implementation team been given gender training?				
3. Has the implementation team been assisted to develop gender specific guidelines prior to the start of the project/programme?				
4. Are the risks, high-risk behaviours and vulnerabilities of men and women, boys and girls in the target group being appropriately addressed? ⁴				
5. Does the project/programme include women and men, girls and boys who are disadvantaged?				
Monitoring and evaluation				
Data requirements	Yes	No	Don't know	Evidence
1. Does the monitoring checklist include clear gender mainstreaming requirements?				
2. Does the monitoring checklist include sex-disaggregation of information?				
3. Does the project/programme have sex-disaggregated baseline data, gender objectives, expected gender equality results and related indicators, so as to enable the project/programme team as well as the beneficiaries to carry out the gender audit and assessment at various stages of the project/programme life-cycle?				
4. Are women and men, girls and boys equally involved in designing the data requirements?				

⁴ Examples of high-risk behaviours are behaviours that put children at risk of being infected with HIV/AIDS, being pulled into drug use or prostitution, and being vulnerable to violence or child labour.

Data collection and analysis	Yes	No	Don't know	Evidence
1. Are the data collected at sufficient intervals so that necessary adjustments could be made during the project/ programme?				
2. Are the data fed back to project/ programme personnel and beneficiaries in an understandable form and on a timely basis to allow adjustments?				
3. Are women and men equally involved in the collection and interpretation of data?				
4. Are data analysed so as to provide guidance to the design of other projects/ programmes?				
Scaling up good practices	Yes	No	Don't know	Evidence
1. Is there a mechanism to ensure that positive lessons from the project/ programme will be shared and used in other projects/programmes on a wider scale?				
If the project/programme involves training	Yes	No	Don't know	Evidence
1. Are the 'life experiences' of the female and male learners valued in the training?				
2. Are the content and methods appropriate for male and female learners?				
3. Are female and male learners able to use the knowledge/skills gained in the local labour market, in their communities, or in their homes?				
4. Is there a gender balance of both trainers and learners?				
5. Are follow-up (post-training) services provided to the learners/trainees, or are regular contacts made with them by the trainers?				



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Overholt, C., Anderson, M.B., Cloud, K. and Austin, J.E. 1984. *Gender Roles in Development Project/ Programmes*. Connecticut: Kumarian Press.



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Ensuring gender equality in the work environment



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Objectives

This tool will enable participants to:

- explore the status of gender equality in their workplace;
- better understand how gender equality is reflected in key areas of their workplace practices;
- develop an analytical framework for reviewing institutional responses to gender equality;
- identify where action is needed in their workplace to promote gender equality.

Key information

Setting the scene

It is important that education offices and gender focal points provide an enabling environment for gender equality in practice. This tool explores issues that are relevant to achieving this.

Gender equality is at the heart of decent work (ILO, 2009). It is not only a moral and social imperative but an economic need. Sustainable Development Goal 5 underscores the role of gender equality as the foundation for a “peaceful, prosperous and sustainable world”. According to the World Bank¹, access to economic opportunities has increased over the last twenty years, particularly among younger, better-educated women in the Asia-Pacific region. However, while women account for 50 per cent of the world’s population, they still only make up 41 per cent of the world’s workforce.² Women are less likely than men to work in formal sector jobs and more likely to work in poorly remunerated occupations and enterprises. Despite the closing of education gaps, women still earn less than men for similar work across the Asia-Pacific region.



While overall East Asia and Pacific has made strong advances in gender equality (see **Box 1**), South Asia continues to perform poorly. Social norms are responsible for the region’s mixed record on gender equality. In South Asia in particular, women and girls face discriminatory family codes, son bias, domestic violence and restricted access to assets and resources.³ Women’s ability to take advantage of the region’s economic dynamism is also compromised by discriminatory laws, expectations and practices, with traditional gender roles limiting women’s participation in the workplace and decision-making fora.

1 World Bank. 2012. *Towards Gender Equality in East Asia and the Pacific*. Washington DC: World Bank.

2 World Bank. 2017. *Doing Business 2017: Equal Opportunity for All*. Washington, DC: World Bank.

3 OECD. 2014. *Social Institutions and Gender Index: South Asia*. Washington: OECD <https://www.genderindex.org/south-asia/>.



Box 1 East Asia and Pacific regional overview

The East Asia and Pacific region is the third best-performing region in the 2014 edition of the Social Institutions and Gender Index (SIGI). The region has benefited from its cultural diversity and economic dynamism to advance gender equality. This is due to political commitments and growing recognition of the positive impact gender equality has on development.

However, progress remains mixed and slow across the region, with clear challenges in overcoming barriers to women's public leadership and economic empowerment, and in tackling gender-based violence. Directly tackling the drivers of gender inequality could speed up development.

Economic growth has created unprecedented opportunities to achieve gender equality in all areas of social, political and economic life. Over half of the region's economic growth for the past fifty years can be attributed to gains in education. Increased gender equality in years of schooling and more girls in higher education, in particular, have created a highly educated workforce (OECD, 2014).

While labour force participation rates of women have decreased (from 65 per cent in 2000 to 61 per cent in 2013), they remain above the global average (50 per cent) (OECD, 2016). The gender pay gap across the region has halved since 1998, albeit with significant differences depending on country, sector and level of education (World Bank, 2012).

Political commitments and legislative reforms offer a promising framework for sustaining and improving gender equality. All countries in the region have either introduced new measures or strengthened their legislative frameworks with the aim to promote gender equality in all areas of social, economic and political life.

Gender inequality has not been wiped out in the region. In the 20th anniversary review of the achievements since the Beijing Platform for Action (1995), regional governments identified economic empowerment, violence against women and girls, and public leadership as three ongoing challenges to gender equality (UNESCAP, 2014).

The high female labour force participation rates conceal major regional diversity. The gender gap in labour force participation in 2013 was close to 30 percentage points across the region (ADB, 2015). Women still face 'sticky floors' that exacerbate gender wage gaps and keep them stuck in low-income and/or vulnerable employment (World Bank, 2012). 'Glass ceilings' prevent women from reaching senior leadership positions in the public and private sectors. The region has one of the lowest percentages of women in parliament in the world (e.g. 6 per cent in Myanmar). Similar barriers are mirrored in the share of women in corporate boards (e.g. 2 per cent in the Republic of Korea (Korn Ferry, 2015).

Adapted from OECD (2016).⁴

4 OECD. 2016. *Social Institutions and Gender Index: East Asia and the Pacific, SIGI Regional Report*. Washington: OECD.

If ministries of education are to play a key role in promoting gender equality throughout national education systems, it is important that their own internal practices actively reflect the principle. It is common practice for a ministry of education to have a gender focal point (GFP) or even a network of such focal points across different departments. GFPs serve as the contact and resource persons within their organizations. They are usually tasked to help raise awareness and understanding of gender-related issues, and promote the application of gender equality policy or the concept in the daily work of their staff or colleagues.

- **Human resources management:** Does the human resources management of the ministry of education promote and monitor gender equality?
- **Training:** Does the ministry of education provide gender training in any professional training programme?
- **Facilities:** Does the ministry of education ensure that gender equality is enabled by the facilities that are available to all staff?

Institutional areas to consider for promoting gender equality

There are various areas in which an institution can address gender equality. Think about what you know about the ministry of education in your own country and consider the areas highlighted below.

- **Values and principles:** Organizations usually promote certain values and principles. What are they in your country's ministry of education? Is gender equality one of them? Are men more valued than women? How do gender-related values affect the ministry's work?
- **Everyday practices:** Do everyday activities in the office, such as meetings and other professional interactions, enable men and women to participate equally?
- **Institutional structure:** Does the ministry of education have a structure that promotes gender equality in the workplace, e.g., is there a GFP or does any officer have clearly defined responsibilities for promoting gender equality?
- **Policy and strategy:** Does the ministry have a policy on gender equality and a strategy to implement it in practice?
- **Leadership and decision-making processes:** To what extent is female leadership encouraged? Is decision-making male biased?



Self-study and/or group activity

Looking at your organization's approach to gender equality

Handout 1 contains a series of questions to help you reflect on and analyse the status of gender equality in your own organization. Read through the questions. Your responses should help you to identify where priority action should be taken to improve gender equality in your workplace.

Self-study activity

- Answer the questions in **Handout 1**.
- Make a note of questions you cannot answer and reflect on who you can ask for information.

Group activity

- Answer the questions in **Handout 1** in your group.
- If you cannot answer any, see if the other groups can help (if you all work for the same organization).
- Make a note of questions you cannot answer and reflect on who you can ask for information.

Group activity

- Working individually to start with, reflect on the four questions below and make some notes.
- Then, compare the answers given by female and male employees from the same organization.

Questions:

- In your opinion, do all staff members consider gender equality important?
- What are the main strengths of your organization regarding the practice of gender equality?
- What are main limitations in the organization's approach to gender equality?
- What improvements do you think are needed? What needs to be done to enhance gender equality in your workplace?



Optional extension activity for self-study and/or group work

- Reflect on what you could do – through direct action and/or advocacy – to bring about positive change in relation to one of the issues raised in the above questions.
- Pick an issue that seems most urgent or most achievable to change.



Further reading

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Handout 1

Gender analysis in your workplace

How is gender equality practiced and communicated across your organization?

- Is it included in recruitment announcements and related documents?
- Is it included in any job descriptions?
- Is it practised during staff meetings? (If so, how do you perceive it?)
- Is it clearly mentioned in the organization's policies and reports?
- Are there visible messages on gender equality in the work environment?
- Is any form of gender inequality, bias or discrimination practised in the workplace?
- Is there any gender-related content on the organization's website?
- Is there a gender focal point or any staff member in charge of promoting gender equality in your organization?
- Is the gender focal point a team or a single person? (Are they female or male?) In case of a team, what is the distribution of the members? When were they appointed? At which level are they employed in the organization (a junior or senior position)?
- Is the gender focal point role an additional task for them, on top of other previously assigned tasks?
- Is the gender focal point provided with additional resources (time/budget/staff)?
- Does the gender focal point have an impact on the organization? For example, is the gender focal point participating in the decision-making processes of your organization? If so, at what level? Is the gender focal point in regular contact with all staff for either disseminating information or receiving comments and being asked for advice?

Looking at your organization's policy on gender equality

- Does your organization have an explicit gender policy stating the objectives, visions, strategies and expected outcomes?
- Are there explicit rules and regulations to ensure gender equality in your organization? The scope of this question is quite broad. You may check if there are rules and regulations to ensure:
 - equal opportunities for placement, career development and promotion for both men and women at all levels;
 - availability of appropriate facilities and resources, depending on the needs of men and women;
 - protection against sexual harassment, gender-based violence, or gender discrimination.
- Are these rules and regulations fully respected in your organization?
- If not, then what (if any) are the mechanisms for change/improvement?

Looking at your organization's human resources management

- Is there gender parity in staff distribution in your organization? How many females and males are there? How many females and males are there in each unit/section/department? How many females and males are there at each level of hierarchy?
- Is gender a criterion for selecting staff, consultants and partners? Is there an explicit mechanism to move towards gender parity?
- Is being a female (or male) perceived as an advantage or an inconvenience for certain jobs/tasks?

- Are there equal opportunities for training of both females and males?
- Are there equal opportunities for promotion of both females and males?
- Is working outside office hours/days a practice that is valued? i) Is this practice more prevalent among men or women? ii) What are the reasons for the difference (if any)?
- Can both women and men take paid leave for a child's birth/adoption? For how many children is the paid leave given? How many paid days can be given to fathers? And how many to mothers? Do you feel free to announce that you will be taking parental leave? If not, why?
- Do you think taking parental leave might affect your or others' future career development and promotion?
- If there is a staff union, how is the staff union composed? How many men and women are there in the staff union? Is the head of the staff union a woman or a man?
- In your opinion, through the staff union, can concerns of female and male staff be considered and voiced equally?
- Is sensitization and training in gender offered to all male and female staff members? Is it compulsory or on a voluntary basis?
- What incentives are there to motivate staff to join gender training sessions?
- How often is sensitization and training offered? How many female and male staff members have been sensitized and trained?
- Is the trainer appropriately trained, and familiar with gender issues of the organization? Is the trainer the gender focal point or someone outside the organization?
- Has the impact of gender sensitization and training been assessed?
- What are the organization's future plans for further sensitization and training?

Looking at your organization's gender-friendly facilities

- Are there adequate facilities for female and male staff members?
- Are the numbers of toilets proportional to the number of female and male staff members?
- Is there a medical unit? Is the medical unit staff male or female?
- Is there a child care facility available?

Looking at your organization's leadership and decision-making

- How many female and male staff members take part in policy formulation and decision-making?
- In your opinion, when decisions are made, are the views of female and male staff considered equally?

Looking at your organization's gender training

- Is there information and technical knowledge on gender equality and gender mainstreaming available to all female and male staff members?
- How can staff members access this information? How many of them can access this information? If they don't access this information, what are the possible reasons?

Looking at your organization's gender equality monitoring and evaluation

- Is there a mechanism to recognize the personal efforts of staff members to promote gender equality?
- Has there been any gender-related evaluation in your organization?
- Are there gender benchmarks, indicators and monitoring tools?
- Has the gender responsiveness of your organization been evaluated?
- Is your organization planning to have an evaluation?
- Who could advocate for an evaluation, and how?



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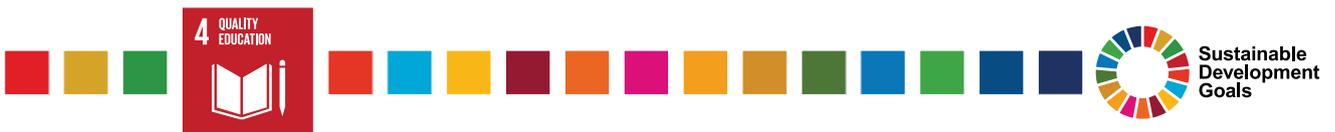


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TOOL
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Developing gender-responsive terms of reference



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Objectives

The objectives of this tool are to:

- highlight the purpose and value of a terms of reference;
- encourage critical reflection on what makes a good terms of reference in general;
- provide guidance on making terms of reference gender responsive.

Key information

Setting the scene

A high-quality terms of reference (ToR) document is vital for the success of many pieces of work.

Purpose

A ToR explains:

- the **scope and boundaries** of a piece of work. This helps everyone involved to understand what is, and is not, going to be included. It also ensures everyone has the same starting point in terms of understanding key concepts that will be central to the work;
- the **main tasks** or actions that need to be carried out;
- the **roles and responsibilities** of key stakeholders;
- the **timeline** and key deadlines;
- important **budgetary considerations** or limitations;
- the expected **outputs**.

When do we need to use a terms of reference?

Terms of reference documents are useful for any pieces of work where multiple stakeholders need to understand their roles and how they fit into the overall purpose and activities.

They are most commonly used as a tool to instruct or guide individuals or teams of consultants and researchers working on, for instance, situation analyses, evaluations, surveys, research projects

or training activities. However, they can also be useful for guiding the work of staff teams who are about to engage in a new project. We should not see a ToR as something only to give instructions to external personnel or service providers.

Creating a good ToR

Having a good ToR is vital. Lack of clarity about the purpose and direction of a piece of work increases the risk that the people involved will interpret the work differently, or have different expectations. A ToR helps to ensure that everyone involved is 'pulling in the same direction'. Unfortunately, ToRs are often not sufficiently clear. Much time can be wasted mid-project when the lack of clarity starts to have an impact on activities, findings, or outputs. At this point, the people involved may realize they need to review and revise the ToR before the work can continue, or be completed to the required standard. In addition, ToRs are not always realistic. They may outline ideal expectations, which cannot be achieved within the given timeframe or budget.

To write a good ToR requires:

- sufficient time, so that the draft can be well-considered by the author(s), reviewed by others, and revised;
- clear understanding of the context and why the work is needed, and that this needs to be conveyed clearly and succinctly to the reader;
- consultation with key people (e.g. the donor, project staff, grassroots stakeholders, people

who will use the end results or outputs) to ensure the ToR is prioritizing the most important things;

- review by a critical friend – it can be helpful to ask someone external to the project, who has experience of conducting similar work, to review the ToR and highlight expectations that are unrealistic or unnecessary, or other information that is not clear;
- willingness to compromise between the maximum that is desired, and what is feasible, given the constraints that exist.

Gender-responsive ToR

A ToR that lacks clarity and feasibility – perhaps because it has been written in a hurry or written without wider consultation – potentially also lacks other important elements. One such element is gender responsiveness.

Gender considerations will be relevant – to a greater or lesser extent – in every piece of research, evaluation or training activity. The ToR needs to acknowledge this. It needs to highlight any specific considerations or expectations relating to gender (and indeed relating to other issues of discrimination and diversity, such as disability or language).



Self-study and/or group activity

Reflect on your experience of ToR

- On your own, or in a group, think of a project you have been involved in that required a ToR to be written. This may have been a ToR for an external consultant, or to guide an investigation by internal staff.
- List all the things that went well with the project or investigation; and all the problems that were encountered.
- Critically reflect on whether any of the problems may have been due to lack of clarity or feasibility in the ToR.
- Was anything not properly anticipated or explained, which led to a misunderstanding?
- Were any of the expectations too ambitious?
- Could the ToR have helped to avoid these problems, and if so, how?

Key issues to consider when writing a gender-responsive ToR

Gender issues should be considered in every piece of research, evaluation, and other knowledge products. When preparing the ToR, you need to be clear about the extent to which these issues must be considered.

The ToR should consider the points listed below:

Gender of the consultant(s) or researcher(s)	<ul style="list-style-type: none"> • Is the gender of the consultant/researcher relevant (e.g. if the research is on a sensitive subject like rape, and will be carried out entirely with female rape survivors, do you need to consider hiring a female researcher or data collectors)? • If you are suggesting in the ToR that the work needs a team of consultants or researchers, are you expecting a balance of female and male? Or are there other considerations regarding the ratio of female to male team members? • Make sure you follow employment law with regards to specifying the gender of candidates.
Experience of the consultant(s) or researcher(s)	<ul style="list-style-type: none"> • Does the consultant/researcher need an understanding of gender issues in general? • Do they need to have experience of gender analysis more specifically? • Is such experience essential, or just a desired requirement for the consultant/researcher to fulfil this ToR? Consider what might happen if a consultant/researcher with no gender analysis experience carries out the work outlined in the ToR. • If your consultant/researcher does not have sufficient awareness or experience at the start, can the necessary capacity building be done to the right level and in the right timeframe? How?
Topic to be investigated	<ul style="list-style-type: none"> • Who selected the overall topic for the investigation, and why? • Is gender discrimination/equality a central focus of the topic under investigation? Should it be? • Has gender discrimination/equality been considered when setting the objectives of the investigation? • Does the topic relate to, or affect, girls, boys, women and men? • How much is already known about this topic? Is there any existing sex-disaggregated data for this topic? Or does existing information focus mostly on men/boys or on women/girls only?
Designing the investigation	<ul style="list-style-type: none"> • Have female and/or male stakeholders been involved in choosing the topic and setting the overall objectives of the investigation? • To what extent will the consultant/researcher be required to work with female and male stakeholders on the detailed design of the investigation (e.g. preparing the research plan, sampling approach, data collection tools, and analytical approach)?

	<ul style="list-style-type: none"> • To what extent will the consultant/researcher be required to consider gender analysis in the detailed design of the investigation? • Will they be required to consider gender issues when choosing research locations and target groups of respondents, and when designing their sampling approach? • Will they be required to use gender-sensitive research questions and collect sex-disaggregated data? • Are there any specific gender-sensitive data collection tools the consultant/researcher should use? • Are there gender-sensitive indicators for the consultant/researcher to use when analysing data relating to changes over time? Or will they need to develop such indicators? Is there baseline data for these indicators or does this need to be identified? Are these indicators both qualitative and quantitative?
Disseminating findings	<ul style="list-style-type: none"> • Will the consultant/researcher be obliged to present gender-related findings and gender-disaggregated data in the final output, even if the investigation is not primarily focused on gender issues? • Will there be other ways for gender-related findings to be documented and shared? • Will the consultant/researcher be expected to analyse and present findings in relation to gender-related legislation or policies? • Is there an expectation that findings will influence policy around gender equality, or an expectation that the consultant/researcher will develop a plan for how to influence policy?



Self-study and/or group activity

Analyse a ToR for gender responsiveness

- On your own, or in a group, find a ToR that has been used within your project or organization.
- Try to pick one at random. It could be for any sector, not necessarily education. Alternatively, if you are currently developing a new ToR, use that.
- Critically review the ToR. Use the questions in the table above to guide your analysis.
- Do you think the ToR adequately highlights gender-related issues? Why? Or why not?
- Would this ToR ensure the research or other activities have a sufficient focus on investigating or promoting gender equality?
- If not, what else could the ToR say?



Further reading

United Nations Evaluation Groups. 2010. *UNEG Quality Checklist for Evaluation Terms of Reference and Inception Reports*. Has a checklist section on gender. www.betterevaluation.org/resources/guides/tor/checklist.

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Organizing gender-responsive trainings and meetings



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Objectives

The objectives of this tool are to:

- encourage critical reflection on events, from the perspective of gender responsiveness;
- provide suggestions for how to improve the gender-responsiveness of all events, whether or not gender is a specific topic focus.

Key information



Setting the scene

Every event we organize needs to be gender responsive. This applies to events that have gender issues as a main focus (such as an event that discusses girls' education), and to events that focus on other topics (such as curriculum development or funding education).

One of our key aims is to ensure that gender is considered across all aspects of the education sector, and other sectors. We want gender to be 'mainstreamed'. We can help to achieve this by setting a good example. We can ensure every meeting or training explicitly considers gender issues, both in the content being discussed and in the way we organize the logistics and facilitation.



Self-study activity

Reflect on your experience of events

- Work on your own or in a group. Think of an event you attended recently. It could be a work or social event.
- Brainstorm the ways in which you felt the event was gender responsive, and the ways in which it was not.
- Think about or discuss any positive impact that the gender responsiveness had for you.
- Think about or discuss any negative impacts that resulted from the lack of gender responsiveness.
- If you feel there was no impact on you personally, did you see impacts on other women or men? If so, what was the impact?
- Try to group your thoughts under the following headings:
 - venue, logistics, timing;
 - management of the event, including pre-event communication;
 - participants;
 - trainers, facilitators, chairs, speakers, note-takers;
 - content, topics being discussed;
 - evaluation and reporting.

Key issues to consider when planning a gender-responsive event

Organizing an event that responds well to the needs of women and men requires careful consideration, but not necessarily extra work or resources. The following table summarizes key points to consider:

Venue, logistics and timing	<ul style="list-style-type: none"> • Is the chosen venue a place that will feel accessible and comfortable for both women and men? For example, is the meeting being held in a sports club hall predominantly used by men? Is it in a location that women feel safe travelling to? • Does the venue have facilities for women and men, such as separate, private, toilets and washing facilities, or prayer spaces? • Are there disability-accessible toilet facilities? Are these separate or sufficiently private for men and women to use? • Are there safe facilities for child care at the venue or nearby? • Does the timing of the event enable women and men to attend? Could the timing be adjusted to help more men or women participants to attend, for example, starting slightly later so that parents can take children to school before coming to the event? • Is it a free event? If there is a cost involved, can both women and men afford to attend? If not, is there a way to support those who cannot afford it?
Management and communication	<ul style="list-style-type: none"> • If there is a team of people organizing the event, are women and men represented? • Is there someone in the team with experience of organizing gender-responsive events? • Has someone been given the responsibility of monitoring gender responsiveness in the preparation and delivery stages? • If there is only one person organizing the event, is that person sufficiently aware of gender issues? Do they have experience of organizing a gender-responsive event? Do they know who to ask for help or advice? • Do the event plans draw on experience from previous events, to ensure gender responsiveness is improved? • Do the objectives for the event promote gender equality and responsiveness? • Do invitations make it clear that women and men are welcome? • Is the language used in invitations gender neutral? For example, do invitations refer to participants as 'you' or 'they' or 's/he', or do they refer only to 'he', which might imply male participants are expected to attend?
Participant profiles	<ul style="list-style-type: none"> • Will there be a balance of women and men invited? Is it important that you achieve a balance for this particular event? How could the gender balance be improved?

	<ul style="list-style-type: none"> • Will there be a balance of women and men actually attending? If not, can you find out why more men or more women have declined to attend? How could attendance be improved? • Will participants be from different levels of the organization? For example, will you have senior women as well as senior men? If not, how could this be improved?
Trainers, facilitators, chairs, speakers, note-takers	<ul style="list-style-type: none"> • Who is the most appropriate trainer, facilitator, chair, or speaker for the event, or for each session in the event? • What are the pros and cons of a woman or man in each role or session? • If there will be a team of trainers, speakers, or others, is it important to ensure a balance of men and women in these roles? Do you have a balance? How could this be improved? • Is your chair for the event a woman or man? Or is the chair role rotated during the day, between women and men? • Who is taking notes or fulfilling the rapporteur role? Is this role being done by men and women, or rotated during the event? • Are the key people – trainers, facilitators, chair, speakers, note-takers – gender aware and responsive? If not, how can you prepare them to behave in a gender-responsive way (for instance, to ensure that the chair gives women and men equal chances to ask questions, or to ensure the facilitator challenges gender stereotypes or prejudice if this arises during discussions)?
Content, topics for discussion	<ul style="list-style-type: none"> • Does the title of the event convey that this is an event for women and men? • Have the topics for discussion been identified by women and men? • Has the content (presentations, training activities, reading materials) been reviewed with the following in mind: <ul style="list-style-type: none"> – relevance to the lives of women and men; – non-sexist language; – illustrations and photos that reflect and value the experiences of women/girls and men/boys?
Evaluation and reporting	<ul style="list-style-type: none"> • Is there a mechanism for women and men to express gender-related concerns or worries during the event (e.g. if facilities are not suitable, or if they are concerned by the content of discussions)? • Does the end-of-event evaluation enable you to record whether respondents are male or female, to help identify whether women and men's needs and expectations were met? • Do questions give opportunities for gender-responsiveness issues to be raised?

- Will the final report from the event record gender-related issues that were raised during discussions and that arose during the organizing or running of the event?
- Is there a mechanism for following up female and male participants to see if the discussions or training has had an impact on behaviour or skills?
- Is there a mechanism to ensure that lessons learned in regard to gender responsiveness are used in planning and running future events?



Self-study and/or group activity

- Work on your own or in a group.
- Think about another work-related event you attended recently. It could be a very small meeting, like a departmental planning day, or a big event, like an international conference.
- Using the questions in the table above, write some feedback and advice for the event organizers.
- Make a note of the things they could improve in a future event (what needs to be done and why).
- Also make a note of things you want to praise them for.
- If working in a group, discuss your ideas with others.
- Can you think of any questions that you would add to the list in the table?



Optional extension activity for self-study and/or group work

This activity can be done as an extra activity. Or it may be useful if trainees have not attended any events they can reflect on.

- Read the account in **Handout 1** from a participant explaining about her experiences at a training event.
- Highlight the challenges that were faced.
- Brainstorm how these problems could have been avoided if the organizers had paid more attention to gender responsiveness.
- What advice would you give the organizers for the next time?



Further reading

European Institute for Gender Equality. 2016. *Gender Equality Training: Gender Mainstreaming Toolkit*. Vinius: EIGE. <https://eige.europa.eu/sites/default/files/genderequalitytrainingtoolkit.pdf>. (Accessed 10 July 2019).



Handout 1

Personal account of a training session

I went to a training course last week, about the new national curriculum and how we are supposed to implement it in our schools. It was the usual boring training – they mostly just talked at us for six hours and gave us very little chance to interact. Mind you, I felt quite shy about interacting anyway, as I was the only woman in my group.

There were only seven women at the training and thirty-eight men. We had mentioned this would happen when the invitations were sent out at the end of term, a week ago. We said the training is in school holiday time, so most of the female teachers will be at home looking after their children, who of course are not in school this week. We asked for the training date to change, or at least to give us more notice than one week. We were told that it is our responsibility to find alternative child care so we can attend the training. I was lucky, my mother has been able to take my children even though it was short notice.

Anyway, because there were so few women they split us up – one woman per table – so that each group could contain female perspectives. We did two group activities, when we were not being lectured to.

One activity asked us to look at some curriculum materials for the language curriculum. I was not happy with the materials as they seemed to portray women and men in stereotypical roles (you know, woman was cooking, man was working in the office). I raised this in my group, and suggested we needed to discuss a strategy for how to use these materials in a way that challenges rather than endorses stereotypes. But the guys in the group did not think it was a big issue. They preferred to focus the discussions on some technical language teaching issues that they disagreed with.

When we had to do feedback to the whole room, one other lady tried to raise this issue of stereotyping. Unfortunately, the facilitator was

quite strict. He just said “we have been given these materials, they are approved by the government, we have to use them. Even if you complain, they cannot be changed now.”

At lunch time, the seven women met up to discuss our ideas for how to overcome the stereotyping in the official curriculum materials. We developed some excellent ideas – shame no one else heard the discussions!

The logistics for the event were not great. All the women were late returning after lunch because there was no separate women’s toilet. We had to walk to the café along the road to use their toilet, and this made us late. Of course, we could have just used the toilet the men were using, but it was not very clean and they were all hanging around in a big queue. It made me nervous.

In the afternoon session, there was an ‘any other business’ slot. Myself and two other women asked to discuss gender stereotyping. The facilitator’s response was: “I asked for Any Other Business (AOB) ideas after lunch, but you were not here. I’m afraid it’s too late, we do not have enough time to add any more onto the agenda now.”

It was quite a frustrating training. The new curriculum is not perfect, but with some careful adaptations we could make it work well. I’m not sure what to do next with regard to the issue of gender stereotyping in the curriculum materials. I guess I can just make some adaptations in my own lessons. I do that a lot anyway. But really we need all the teachers to be making similar adaptations, even if the government does not want to listen to our requests to revise the materials formally.

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