



COMMONWEALTH *of* LEARNING

# **Gender Mainstreaming Toolkit for Teachers and Teacher Educators**





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Sibyl Frei and Sevilla Leowinata

# COMMONWEALTH *of* LEARNING

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.



Commonwealth of Learning, 2014

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Gender Mainstreaming Toolkit for Teachers and Teacher Educators

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## Foreword

The recent award of the Nobel Peace Prize to education activist Malala Yousafzai has highlighted the commitment of the international community to gender equality and girls' right to education. Achieving gender equality is a Commonwealth priority, officially adopted by the Commonwealth Heads of Government in the Harare Declaration of 1991. The Commonwealth of Learning (COL) has embraced gender mainstreaming as an organisational strategy because it recognises that the advancement of gender equality and women's empowerment is central to its agenda of "learning for development." Gender equality is a cross-cutting corporate goal requiring that both women's and men's views, interests and needs shape COL's planning, policies and programme.

COL's view is that gender mainstreaming goes beyond increasing girls'/women's participation; it facilitates equal opportunities, benefits and outcomes for girls/women and boys/men. Mainstreaming gender perspectives in open and distance learning presents a significant opportunity for teacher education institutions to advance gender equality.

Globally, there is currently a shortage of qualified teachers. According to the latest data, a total of four million teachers need to be recruited to achieve universal primary education (UPE) by 2015 and underwrite the quality of the learning experience. Of these four million, 1.4 million new and 2.6 million replacement teachers are needed to meet UPE by 2015. Furthermore, the total demand for teachers will increase to 27.3 million, of which 3.4 million new and 23.9 million replacement teachers will be needed to ensure every child's right to a primary education by 2030.<sup>1</sup>

Some regions need more teachers than others. Due to the shortage of teachers, many countries have to employ untrained and underqualified individuals. COL is working to strengthen the capacity of teacher education institutions in the Commonwealth to enhance teachers' quality, performance and effectiveness.

Despite differences in national and regional teacher education programmes in terms of content, duration and qualification levels, women make up the vast majority of teachers at the primary and secondary levels. This is significant in part because one deciding factor for whether a girl goes to school is the presence of female teachers. However, female teachers are much less visible at the tertiary levels and in senior decision-making positions in schools and teacher education institutions. Differences such as this can be addressed through attention to gender mainstreaming.<sup>2</sup>

By mainstreaming gender, teachers and teacher educators can help to identify differential barriers for girls/women and boys/men to access, quality and outcomes in learning. They can also help bridge gender gaps, including by ensuring that learning programmes are designed and delivered in ways that allow for females and males equally to achieve learning outcomes, and to access further study, employment opportunities and better health.

<sup>1</sup> UNESCO Institute for Statistics & the Education for All Global Monitoring Report (2014).

<sup>2</sup> UNESCO (2014).

In line with the expressed need from teacher education institutions for assistance in mainstreaming gender, and COL's commitment to supporting them in doing so, this toolkit was developed. It has been reviewed for its relevance and practical benefit by teachers and teacher educators from Jamaica, Trinidad and Tobago, Belize and Guyana, and their feedback has been incorporated into this publication.

The toolkit is a comprehensive resource that will assist and guide teachers and teacher educators in mainstreaming gender in practical ways in the following areas: design and delivery of learning programmes; curriculum development; monitoring and evaluation; planning; policy development; and decision-making processes.

Teachers and teacher educators play a key part in shaping the minds of future generations and therefore can have a catalytic role as agents of social change. It is our hope that teachers and teacher educators in the Commonwealth will use this toolkit to mainstream gender in their policies and practices and thereby advance the cause of gender equality.

Professor Asha S. Kanwar  
President & Chief Executive Officer  
Commonwealth of Learning

## **Acknowledgements**

This toolkit for mainstreaming gender equality in teacher education institutions was written by independent consultants Sibyl Frei and Sevilla Leowinata in collaboration with Rosanne Wong from the Commonwealth of Learning, who provided insightful comments and technical advice.

A draft of the toolkit was used as the basis for discussion and feedback at a regional consultative workshop in Kingston, Jamaica, in March 2014. We thank the participants from Jamaica, Belize, Guyana and Trinidad and Tobago for their hard work and perceptive comments on the draft. You made this toolkit stronger and encouraged us to see that it is both timely and useful.

We hope that this toolkit will be of practical benefit to teachers and teacher educators as they strive to deliver education to their students in participatory and gender-responsive ways.



## Overview of the toolkit



Photo credit: Andrew Moore

### Purpose

The Commonwealth of Learning has developed this toolkit to help teachers and teacher educators learn more about gender mainstreaming, specifically:

- why gender equality is important to students, teachers, schools, communities and governments, and
- how teachers, education institutions and other stakeholders can make changes that will help both girls and boys participate in and succeed at school.

Drawing on an extensive review of international commitments, reports, case studies and tools, this toolkit explores how poverty, gender and education impact the lives of women and men, girls and boys. It offers plain-language explanations of important gender issues, and features stories and tools to help teachers and teacher educators address gender issues and provide a safe and encouraging atmosphere for all students.

A major focus of the toolkit will be on improving the access, participation, success and decision-making of girls and women in education. However, it will also look at how to improve the participation and success of boys and men in education, and the important roles that teachers, education managers and policy makers have in welcoming the voices and opinions of girls/women and boys/men in the education system.



## Intended audiences

The primary audiences for this toolkit are teachers and teacher educators. This document will be useful to teachers working with students face-to-face and in open and distance learning (ODL) environments.

The toolkit will also provide information useful to other important stakeholders in the education system — parents, communities, non-governmental organisations, and local, regional and national governments.

## What you will find in the toolkit

The toolkit covers the following topics:

- An introduction to gender issues, including an extensive glossary
- Background on gender issues:
  - international commitments about children, gender and education
  - an introduction to what gender mainstreaming is and how it can be used in education
  - an update on progress in meeting education goals
- Gender equality in schools (classrooms and ODL):
  - challenges and issues in education
  - how teachers can address gender issues
  - how learning environments can be more gender responsive
  - how education institutions and schools can be more gender responsive
  - how to develop and deliver a more gender-responsive curriculum
- Addressing gender issues through planning, analysis, monitoring and evaluation:
  - gender-responsive policies, plans and programmes
  - gender analysis
  - results-based monitoring and evaluation, using information that counts boys/men and girls/women separately
- An extensive list of references, largely available electronically so that more information is easy to find when needed.
- A list of abbreviations used in the toolkit





## How to use the toolkit

The toolkit has been written for self-study or in groups. The chapters can be read in almost any order, so teachers and other stakeholders can pick what is important to them at that moment. Learners can go directly to a particular chapter that covers information they need.

Chapter 1 contains a large glossary of key concepts and definitions, so users of the toolkit can check the meanings of any words they don't know, any time. The definitions can

be kept nearby when using other parts of the toolkit, or as a quick reference guide in classrooms or online learning spaces.

Sources for all of the statistics and other facts presented in the toolkit, as well as for materials that have been adapted into the tools, are included in the References section at the end of the toolkit.

Whilst parts of the toolkit focus on issues in physical classrooms, most of the information and tools can also be used with groups of teachers in ODL environments, or by teachers working face-to-face via distance technologies, or a blend of the two. Discussion of these ideas and tools in small, informal groups of teachers at one school or from neighbouring schools can be of help to teachers as well.

The toolkit is intended to be a practical guide. Many of the tools are stand-alone worksheets that can be copied and used by groups or individuals to reflect on what they are learning; they can also serve as discussion tools in groups at a school, in workshops or as part of an ODL training course, or they can be posted in a classroom or office or online as quick reference guides. Some of the tools provide more information on the topic being covered in the chapter, and others are practical “how-to” tools that can be worked through as exercises or used as guides when working on gender equity issues at the local, regional or national level.

Earlier chapters are largely foundational, with tools in those chapters intended to test whether learners have achieved some basic understanding of the concepts covered. In later chapters, the focus shifts from sharing information to using concepts through a mix of informational and “how-to” tools that promote critical thinking.

If readers want more information about any of the topics covered in this toolkit, they can consult the extensive list of references. Most of the references are available online, and some are available in several languages.





## CHAPTER I

**Why gender is important****Introduction to gender issues**

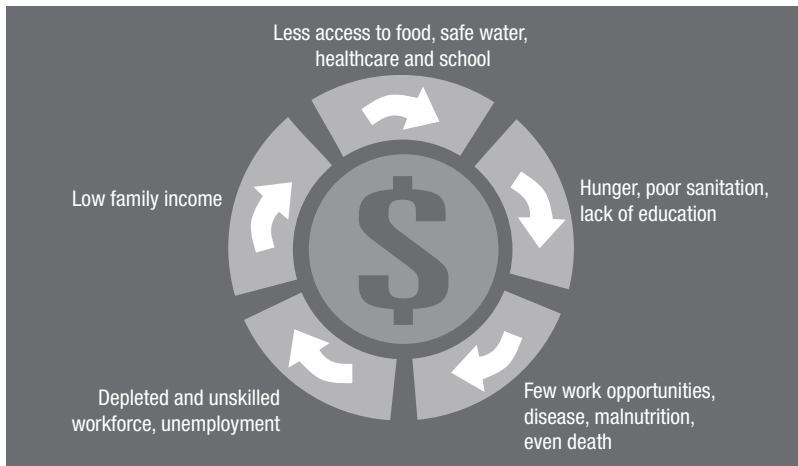
*Education plays an important role in increasing a girl's status within her family and also in wider society, especially in terms of the sharing of resources and power negotiations . . . Similarly, educated boys and men give more weight to the opinions of women and girls in their lives.*

– *Because I am a Girl. The State of the World's Girls 2012: Learning for Life*  
(Plan International, 2012a, p. 102)

Increasing the number of children in school is a major focus for achieving the Millennium Development Goal targets set in 2000. The following statistics show why addressing gender in education is important:

- Of the world's one billion poorest people, three-fifths are women and girls.
- In 2010, for the first time ever, more people lived in cities than in rural areas; that is expected to increase to seven out of ten people living in cities by 2050. Although more people are moving into cities, this does not mean they are escaping poverty: in 2010, one out of six people lived in a slum, and 70 per cent of them were women and girls.
- Although women spend about 70 per cent of their unpaid time caring for family members, that contribution to the global economy remains invisible.
- About 16 per cent of the world's adult population cannot read or write, and almost two-thirds of them are women.
- 70 per cent of the 130 million children out of school are girls.
- Globally, around 30 per cent of boys are reading below their grade level by Grade 6, and this stays the same throughout their schooling.
- Women's participation in tertiary education (including academic, vocational and technical) is two-thirds higher than men's in North America and Europe, as well as in Latin America and Central Asia. Caribbean countries have some of the highest rates of women's participation in tertiary education in the world.
- Around 2.8 million adolescents attempt suicide each year, and around 71,000 of these die. Whilst three times more young women than young men attempt suicide, three times more men than women are successful.

A lot of research has been done to try to understand global issues of population, poverty and education, and how factors such as gender and location affect girls' and boys' participation and success in education. Poverty is a key factor for individuals, families and communities. The illustration below (from the Plan International website) shows that children born into poor families have fewer opportunities, including less access to education, which makes it harder for them to get out of poverty.



Conditions of poverty that affect so much of the world's population, and lack of literacy for so many, underscore the importance of education for the future. Much has been written about how educating a girl will benefit her whole family and her community. Research has shown that investing in education improves the health of mothers and children, enhances the social and economic situation of families and communities and leads to a better future.

What often does not get said is that improving gender equality is good for men and boys as well as women and girls because it creates a fairer society. Just as women do, men also feel pressured to fit into particular gender roles, act in certain ways and take on specific gender-based responsibilities. For men/boys, these messages and cultural norms can include that doing well in school is not important, or that being physically dominant or violent is the way to show they are men, or that they are powerless if they cannot improve their family's economic situation.

Nonetheless, it is important to recognise that women and girls are more negatively affected by gender roles because, as the UK Department for International Development states, they generally have “fewer opportunities, lower status and less power and influence than men and boys — and consequently, progress towards gender equality commonly requires complementary actions to promote women's empowerment and rights.”

Addressing gender issues does not necessarily call for the same treatment and actions for men/boys and women/girls. Instead, it means designing programmes, including education systems and approaches, in ways that recognise the different needs, opportunities and hopes of women and men.

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## INFORMATION TOOL I

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# Key concepts and definitions

**Instructions:** The following glossary explains important concepts and definitions related to gender awareness and responsiveness. The glossary is a reference for individuals who are learning about gender equality and trying to be part of changing gender biases and stereotypes so that all girls/women and boys/men can be more successful in school and in life. The definitions can be discussed in groups — whether face-to-face or through technology — or copied to keep handy as a quick reference guide.

## Glossary

**Empowerment:** The process of gaining access to resources, opportunities and decision-making processes, and of developing the skills, abilities and confidence to participate actively in shaping one's own life and one's community in economic, social and political terms.

**Gender:** A concept that refers to the roles and responsibilities of women/girls and men/boys that are defined in our families, our societies and our cultures, including what characteristics, aptitudes and behaviours are expected of each gender. These roles and expectations are learned, not biologically predetermined or fixed forever.

**Gender analysis, gender-based analysis:** A way of looking at the impact of development on women and men. It requires separating data by sex and understanding how work is divided, valued and rewarded. It asks how a particular activity, decision or plan will affect men and women differently.

**Gender audit:** The analysis and evaluation of policies, programmes and institutions in terms of how they have made changes based on gender considerations and whether they succeed in meeting gender-related criteria.

**Gender awareness:** An understanding that there are socially and culturally determined differences between women/girls and men/boys based on learned behaviour, which affect their ability to access and control resources.

**Gender blindness:** The failure to recognise 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, and that outcomes can be affected by gender.

**Gender discrimination:** Denying opportunities and rights or giving preferential treatment to some people on the basis of their sex.

**Gender equality:** The absence of discrimination on the basis of a person's sex, in terms of rights, responsibilities, opportunities and benefits.

**Gender equity:** The process of being fair to women and men in the distribution of resources and responsibilities. Increased gender equity leads to greater gender equality. (Note that there is no broad agreement on the distinction between “gender equity” and “gender equality”; sometimes, they are used interchangeably.)

**Gender identity:** An individual’s concept of their own self as male, female, both or neither. It can be the same as or different than their sex.

**Gender mainstreaming:** The process of assessing the implications for women/girls and men/boys of any planned action — including legislation, policies or programmes — in all areas and at all levels. This includes creating and sharing knowledge, awareness and responsibility for gender equality. It is also a strategy for including the concerns of girls/women and boys/men in the design, implementation, monitoring and evaluation of education policies and programmes so that girls and boys, women and men benefit equally.

**Gender neutral:** Having no positive or negative impact on women/girls or men/boys, and not showing or intending any bias towards women or men.

**Gender parity in education:** This concept is achieved when the percentage of boys compared to girls enrolled in the education system is the same as the percentage of boys compared to girls of the same age group in the community, region or country. This data is generally based on a count of students at the beginning of a school year. (Note that this narrow interpretation of gender parity in education does not consider other factors, including extended absences, the number of girls or boys who drop out during the year, how successful each person’s learning is, or the impact of other factors, such as gender mainstreaming in the classroom, through ODL and in the curriculum.)

**Gender responsive:** This concept refers to planning and carrying out programmes, policies or activities in ways that consider the different needs of men/boys and women/girls and involve them in decision-making, participation and opportunities. This usually requires developing specific actions to bring about more equitable gender relationships, and it may require clearly targeted budget allocations.

**Gender stereotype:** A stereotype is an oversimplified positive or negative characteristic that is used to describe or label a group of people. Gender stereotypes use roles, attitudes or behaviours to describe girls/women and boys/men differently. For example, girls/women might be expected to fill traditional roles, making it hard for them to reach their full potential.

**Good practice:** A good practice is not necessarily very detailed or perfect. Instead, it is an available solution to a specific problem, given the available resources, environment and context. A good practice in gender mainstreaming should be any procedure that not only “works well” in terms of actions, methods or strategy but also is part of a wider strategy for gender mainstreaming.

**Multiple roles:** For gender analysis, work that people do is generally classified into three roles:

**Productive:** Making goods or services to meet economic or subsistence needs.

**Reproductive:** Work that contributes to the household, including reproduction. This includes childbearing/child-rearing responsibilities as well as domestic tasks carried out to maintain society's human resources.

**Community:** This can be either the reproductive role directed to providing and maintaining collective resources in the community and the social support system, or local political participation, such as being an elected representative of the community.

**Open and distance learning (ODL):** Learning that generally includes most of the following characteristics: teachers and learners are not always in the same place or working together at the same time; some face-to-face learning time, if possible; use of online and other technologies to share knowledge and explore ideas; two-way communication between teachers and learners (not always at the same time); and some kind of official recognition of the learning. Open learning also means that the materials are available for anyone to use.

**Practical gender needs:** These are basic needs or survival needs that relate to inadequacies in living and working conditions, such as toilet facilities, food, water, housing, clothing and healthcare. Girls/women and boys/men often have different needs.

**Productive work:** Any work that generates payment in cash or in kind. Men's productive work usually takes place outside the household and generates monetary income. Women's productive work commonly occurs around the household and is generally less valued, or not even taken into account.

**Quality education:** Aspects of quality in education include the freedom to enter school, to learn and participate there in safety and security, to develop identities that tolerate others, to promote health, to complete secondary education, to become literate and numerate, and to enjoy economic, political and cultural opportunities. Quality education also encompasses the content of learning materials and the curriculum, the nature of the teaching and learning materials, and teacher-pupil relations.

**Reproductive rights:** The right of any individual or couple to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health.

**Reproductive work:** Work in and around the household, such as raising children, cooking and cleaning, that usually does not generate monetary income. It is typically assumed to be the responsibility of women, yet men also often perform reproductive work such as taking care of machines or washing the car.

**Sex:** The biological differences between women and men.

**Sex-disaggregated data:** Information that is collected separately on men and women or boys and girls. These data can be used to look at how girls and women are faring compared with boys and men, rather than only using data that lump them together.

**Sex discrimination:** Treating a person less favourably because of his or her sex.

**Sexual harassment:** Unwanted conduct of a sexual nature affecting the safety or dignity of women, men, boys or girls, including the conduct of superiors and peers. In addition to a forced sexual act, sexual harassment includes abusive language and gestures, sexual advances, touching and groping, passing unwanted notes, and character assassination through graffiti or gossip.

**Sexual orientation:** Sexual preference for a person of either the same or another gender (such as bisexuality, heterosexuality, homosexuality, transsexuality).

**Strategic gender interests:** These are root causes of inequality between genders, such as access to education and training, control over resources and control/influence over decision-making. Work on these interests seeks to change power imbalances and is usually long-term.

**Tokenism:** A specific action to include one or a few members of a marginalised group, such as women or people with disabilities, without making significant changes to address the real discrimination.

**Violence:** Includes bullying, verbal abuse, physical assault, corporal punishment, gang violence, unwanted physical contact such as touching and groping, sexual harassment and forced sexual activity.

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 “HOW-TO” TOOL I
 

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## Match game on gender concepts

**Instructions:** For each term, find the matching definition. Place the letter from the definition beside the term in the answer column. This exercise is best to do in groups of two or three — whether face-to-face or through technology — but can also be done on your own.

Answer	Term	Definition
1. _____	Gender	A. Preference given to some people based on their sex
2. _____	Gender analysis	B. Considering and responding to the different needs of men/boys and women/girls
3. _____	Gender awareness	C. Looks at how access to and control over resources are different between girls/women and boys/men
4. _____	Gender discrimination	D. Characteristics, attitudes or behaviours that are expected of girls/women or boys/men
5. _____	Gender equity	E. Positive or negative generalisations about the roles, attributes and behaviours of girls/women or boys/men
6. _____	Gender responsive	F. Unwanted conduct of a sexual nature
7. _____	Gender stereotype	G. Work in and around the household that usually does not generate monetary income
8. _____	Practical gender needs	H. Boys/men and girls/women having equal access to education
9. _____	Productive work	I. Any work that generates goods or services to meet economic or subsistence needs
10. _____	Reproductive work	J. Knowing there are socially and culturally determined differences between women and men
11. _____	Sexual harassment	K. Basic survival needs, such as food, water and shelter
12. _____	Strategic gender interests	L. Root causes of social, economic and political inequality between genders





## CHAPTER 2

# International commitments to education and gender equality

*Education is the critical thread tying together all our hopes for the achievement of the Millennium Development Goals (MDGs).*

– U.N. Global Education First Initiative  
(United Nations Secretary-General, 2012, p. 4)

*We recognise that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development.*

– Charter of the Commonwealth  
(Commonwealth Heads of Government, 2013, p. 6)

## Background

Considerable research has been done that clearly shows the benefits of educating girls/women as well as boys/men, and the links between gender equality and poverty reduction. Some of these benefits are summarised below.

### 1. Benefits to girls/women and boys/men:

- Secondary education is the most important economic asset for women/girls and men/boys.
- As well, opportunities for women to earn regular income are likely to give them more independence and decision-making power.
- One more year of school can mean 10–20 per cent more earnings.
- In addition, education increases women's participation in governance and politics.

### 2. Benefits to health and households:

- Increases in women's education decrease infant and child deaths.
- With more knowledge about health issues, educated women and men are less likely to get HIV and, if they already have it, are less likely to pass it on to their children.

- 90 per cent of the money that girls and women earn stays in the primary household, compared to 30–40 per cent from boys and men.

### 3. Benefits to countries:

- If all students in low-income countries learn basic reading skills, 171 million people worldwide could be lifted out of poverty.
- If all children complete primary school in poor countries, with improved levels of learning, growth in those countries could increase by two per cent a year.
- If the share of women who complete secondary education increases by one per cent, growth in those countries could increase by 0.3 per cent each year.

## Enshrining rights through international commitments

For more than 50 years, countries have worked together through the United Nations, the Commonwealth and other multinational bodies to negotiate formal agreements that seek to end poverty, protect human rights and eliminate discrimination on the basis of gender and other differences.

Key conventions on global efforts to eliminate discrimination based on gender have been created. Most countries have signed onto these international conventions to show their intention to work towards a time when men, women, boys and girls no longer live in poverty of any form, and people are all able to live fulfilling lives based on their own needs and hopes.

Many of these international conventions have included sections related to education because it has huge potential to end poverty and improve people's lives in other ways. Without addressing gender issues in education, these expected improvements cannot be achieved. Striving towards gender equality is widely understood to be essential to ensuring that the human rights and fundamental freedoms of all people are protected, and that huge disparities in access to basic needs and future opportunities are reduced.

In these international agreements, the right to primary education is considered a universal minimum. However, according to the U.N. Global Education First Initiative, “to further economic development, a country must have a well-functioning and wide-reaching secondary-education system, with both formal and non-formal learning opportunities.” As well, they warn that neglect of education will keep millions of people in poverty, reduce their opportunities, and lessen the impact of other efforts to address poverty and make better futures possible for the world's children.

## INFORMATION TOOL 2

## Key international commitments on gender and education

**Instructions:** The following chart is a quick reference guide that can be read, copied and used by individuals to understand what international commitments to gender and education have been made. The international conventions included here are listed in chronological order, from the earliest to the most recent. Teachers, community members, policy makers and education partners can also use this chart to think about these commitments, as a discussion tool in groups or as a quick reference guide.

International Convention	Description
1. U.N. Universal Declaration of Human Rights (1948)	<p>This agreement promotes universal respect for and observance of human rights and fundamental freedoms — including that all of these rights apply equally to women — by describing what they are and how such rights can be protected. Article 26 states that everyone has the right to an education, and that at least the elementary level of education should be free and compulsory. It also states that other levels of education should be equally accessible to all on the basis of merit, and that education should strengthen respect for human rights and fundamental freedoms. It also affirms parents' right to choose the kind of education given to their children.</p> <p><a href="http://www.un.org/en/documents/udhr/#atop">www.un.org/en/documents/udhr/#atop</a></p>
2. UNESCO Convention Against Discrimination in Education (1960)	<p>This agreement recognises that UNESCO and the countries that signed the convention have a duty to eliminate and prevent any form of discrimination in education, as outlined in the Universal Declaration of Human Rights. Countries are responsible for promoting equality of opportunity and treatment for all in education at all levels, including access to education, the standard and quality of education, and how and where it is provided. The convention also calls for provision of training for the teaching profession without discrimination.</p> <p><a href="http://portal.unesco.org/en/ev.php-URL_ID=12949&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/en/ev.php-URL_ID=12949&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a></p>
3. ILO/UNESCO Recommendation Concerning the Status of Teachers (1966)	<p>This agreement applies to all teachers in both public and private schools up to the end of secondary education. Key points are:</p> <ul style="list-style-type: none"> <li>• Teaching should be regarded as a profession, and promotion should be based on an objective assessment of the teacher's qualifications.</li> <li>• Teachers have a responsibility to contribute to social, cultural and economic progress.</li> <li>• All aspects of the training and employment of teachers should be free from any form of discrimination.</li> <li>• For female teachers, marriage should not prevent women from teaching, and they should receive fair pay. Women should not be fired for pregnancy or maternity leave. Women with family responsibilities should be given teaching posts close to home and encouraged to return to teaching after leaving to look after family responsibilities.</li> </ul> <p><a href="http://www.ilo.org/sector/Resources/sectoral-standards/WCMS_162034/lang--en/index.htm">www.ilo.org/sector/Resources/sectoral-standards/WCMS_162034/lang--en/index.htm</a></p>

International Convention	Description
4. U.N. Declaration on the Elimination of All Forms of Racial Discrimination (1963)	<p>This agreement addresses discrimination on the basis of race, colour or ethnic origin, as outlined in the Universal Declaration of Human Rights, and states that discrimination should be prevented, especially in: civil rights; public facilities; and access to citizenship, education, religion, employment, occupation and housing. In terms of education, Article 8 says that steps should be taken to eliminate racial discrimination and prejudice, and promote understanding, tolerance and friendship amongst nations and racial groups in the fields of teaching, education and information.</p> <p><a href="http://www.hrcr.org/docs/CERD/cerd2.html">www.hrcr.org/docs/CERD/cerd2.html</a></p>
5. U.N. Convention on the Elimination of All Forms of Discrimination Against Women (1979)	<p>This agreement, commonly called CEDAW, is often described as an international bill of rights for women. It defines discrimination against women, describes national actions to end such discrimination, and details ways to ensure women's equal access to and equal opportunities in political and public life, education, health and employment. The specific ways that countries can ensure equality between women and men in the field of education are covered in Article 10, including:</p> <ul style="list-style-type: none"> <li>• access to education and scholarships at all levels;</li> <li>• same curricula, exams, staff, schools and equipment;</li> <li>• eliminating stereotypical roles in education programmes, textbooks and teaching methods;</li> <li>• reducing early dropouts and reaching those who leave school early;</li> <li>• opportunities to participate in sports and physical education; and</li> <li>• access to information about the health and well-being of families, including information and advice on family planning.</li> </ul> <p><a href="http://www.un.org/womenwatch/daw/cedaw/cedaw.htm">www.un.org/womenwatch/daw/cedaw/cedaw.htm</a></p>
6. U.N. Convention on the Rights of the Child (1989)	<p>This agreement recognises the special care due to children, that they are entitled to human rights protections just like all other people, and that any actions by social welfare institutions, courts of law, administrative authorities or other public institutions need to be in the best interest of the child. Article 28 says that every child has the right to an education, primary education shall be mandatory and free, and secondary education shall be available and accessible to every child.</p> <p><a href="http://www.ohchr.org/en/professionalinterest/pages/crc.aspx">www.ohchr.org/en/professionalinterest/pages/crc.aspx</a></p>
7. U.N. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)	<p>This agreement restates the basic rights of migrant workers that are already covered under the Universal Declaration of Human Rights. In terms of education, Article 30 says that migrant workers' children have the same rights to basic education as nationals of the country where their parents are working.</p> <p><a href="http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/international-migration-convention/">www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/international-migration-convention/</a></p>

International Convention	Description
8. Beijing Platform for Action (1995)	<p>The final large U.N. World Conference for Action on Women took place in Beijing, China, in 1995. At that large meeting of government and civil society representatives, the Platform for Action was developed, built on CEDAW and the Universal Declaration of Human Rights. The strategic objectives in the Beijing Platform for Action specific to education are:</p> <ul style="list-style-type: none"> <li>• <b>B1:</b> Ensure equal access to education.</li> <li>• <b>B2:</b> Eradicate illiteracy amongst women.</li> <li>• <b>B3:</b> Improve women's access to vocational training, science and technology, and continuing education.</li> <li>• <b>B4:</b> Develop non-discriminatory education and training.</li> <li>• <b>B5:</b> Allocate sufficient resources for and monitor the implementation of educational reforms.</li> <li>• <b>B6:</b> Promote lifelong education and training for girls and women.</li> </ul> <p>A Special Session of the U.N. General Assembly in June 2000 reviewed progress on the Beijing Platform for Action and proposed actions to accelerate implementation.</p> <p><a href="http://www.unesco.org/education/information/nfsunesco/pdf/BEIJIN_E.PDF">www.unesco.org/education/information/nfsunesco/pdf/BEIJIN_E.PDF</a></p>
9. UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel (1997)	<p>This convention links the Universal Declaration of Human Rights and the global objectives of international peace, understanding, co-operation and sustainable development with the role of higher education. Key points are:</p> <ul style="list-style-type: none"> <li>• There should be a just and open system of career development, including fair processes for: appointment, tenure where applicable, promotion, dismissal and other related matters for higher education teachers.</li> <li>• Higher education teachers should have individual rights and freedoms, including civil rights, academic freedom, publication rights and the right to international exchange of information.</li> <li>• All necessary measures should be taken to promote equality of opportunity and treatment of women higher education teachers, on the basis of equality between men and women.</li> <li>• Higher education teachers should respect the academic freedom of other members of the academic community, ensure the fair discussion of contrary views, base research on an honest search for truth, and respect and acknowledge the scholarly work of academic colleagues and students.</li> <li>• Teaching, research and scholarship should be conducted in full accordance with ethical and professional standards and, where appropriate, should respond to contemporary problems facing society as well as preserve the historical and cultural heritage of the world.</li> <li>• Academic freedom and compliance with education institutions' duties and responsibilities require the autonomy of institutions of higher education. However, given the large financial investments from the public and private sectors, higher education institutions should endeavour to make their governance transparent in order to be accountable.</li> <li>• Higher education teachers should be fair and equitable to male and female students and treat equally those of all races and religions, as well as those with disabilities, to encourage the free exchange of ideas between themselves and their students.</li> </ul> <p><a href="http://portal.unesco.org/en/ev.php-URL_ID=13144&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/en/ev.php-URL_ID=13144&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a></p>

International Convention	Description
10. Millennium Development Goals (2000)	<p>The largest ever gathering of world leaders adopted the U.N. Millennium Declaration in 2000, forming a new global partnership to reduce extreme poverty. They created a series of targets to be reached by 2015 that are known as the Millennium Development Goals (MDGs). They are listed here, with more detail on Goals 2 and 3, which relate to education:</p> <ul style="list-style-type: none"> <li>• <b>Goal 1:</b> Eradicate extreme poverty and hunger.</li> <li>• <b>Goal 2:</b> Achieve universal primary education. Ensure by 2015 that children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.</li> <li>• <b>Goal 3:</b> Promote gender equality and empower women. Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.</li> <li>• <b>Goal 4:</b> Reduce child mortality.</li> <li>• <b>Goal 5:</b> Improve maternal health.</li> <li>• <b>Goal 6:</b> Combat HIV transmission as well as AIDS, malaria and other diseases.</li> <li>• <b>Goal 7:</b> Ensure environmental sustainability.</li> <li>• <b>Goal 8:</b> Develop a global partnership for development.</li> </ul> <p><a href="http://www.unmillenniumproject.org/goals">www.unmillenniumproject.org/goals</a></p>
11. Dakar Framework for Action: “Education for All” (2000)	<p>A World Education Forum in Dakar, Senegal, in April 2000 looked at the results of a very large evaluation of education, called the Education for All (EFA) 2000 Assessment. The Dakar Framework set goals for meeting the basic learning needs of every child, youth and adult by 2015, with special attention to education in disasters and conflicts. The “Education for All” goals are:</p> <ul style="list-style-type: none"> <li>• <b>Goal 1:</b> Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.</li> <li>• <b>Goal 2:</b> 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.</li> <li>• <b>Goal 3:</b> Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.</li> <li>• <b>Goal 4:</b> 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.</li> <li>• <b>Goal 5:</b> 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.</li> <li>• <b>Goal 6:</b> Improve all aspects of the quality of education and ensure excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</li> </ul> <p><a href="http://unesdoc.unesco.org/images/0012/001211/121147e.pdf">http://unesdoc.unesco.org/images/0012/001211/121147e.pdf</a></p>

International Convention	Description
12. Global Partnership for Education (2002)	<p>Established in 2002, the Global Partnership for Education (GPE) is made up of almost 60 developing countries, donor governments, international organisations, the private sector, teachers and non-governmental organisations. GPE works with developing country partners to create education plans. Their strategic objectives are:</p> <ul style="list-style-type: none"> <li>• supporting education in fragile and conflict-affected states;</li> <li>• promoting girls' education;</li> <li>• increasing basic numeracy and literacy skills in primary school;</li> <li>• improving teacher effectiveness through training and recruitment; and</li> <li>• expanding funding and support to education in GPE countries.</li> </ul> <p><a href="http://www.globalpartnership.org">www.globalpartnership.org</a></p>
13. Commonwealth Plan of Action for Gender Equality 2005–2015 (2005)	<p>Although not specific to education, this plan of action provides the framework within which the Commonwealth will advance its commitment to gender equality and equity. Based on current and emerging challenges, the Plan of Action identifies four critical areas:</p> <ul style="list-style-type: none"> <li>• Gender, democracy, peace and conflict</li> <li>• Gender, human rights and law</li> <li>• Gender, poverty eradication and economic empowerment</li> <li>• Gender, HIV and AIDS</li> </ul> <p><a href="http://assets.thecommonwealth.org/assetbank-commonwealth/action/viewAsset?id=19545&amp;index=1&amp;total=41&amp;view=viewSearchItem">http://assets.thecommonwealth.org/assetbank-commonwealth/action/viewAsset?id=19545&amp;index=1&amp;total=41&amp;view=viewSearchItem</a></p>
14. U.N. Convention on the Rights of Persons with Disabilities (2006)	<p>This agreement recognises the human rights and fundamental freedoms of people with disabilities, as outlined in the Universal Declaration of Human Rights, including that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person, and that women and girls with disabilities are subject to multiple discrimination. In terms of education, Article 24 stipulates:</p> <ul style="list-style-type: none"> <li>• Countries recognise the right of persons with disabilities to education.</li> <li>• Persons and children with disabilities are not excluded from free and compulsory primary education, or from secondary education on an equal basis with others in the communities in which they live.</li> <li>• Reasonable accommodation of the individual's requirements and supports is provided within the general education system, to facilitate their effective education, consistent with the goal of full inclusion.</li> <li>• Countries facilitate the learning of Braille, sign language and other means of communication in environments that maximise academic and social development.</li> <li>• Countries 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 on disability awareness and the use of appropriate communication, educational techniques and materials to support persons with disabilities.</li> <li>• Countries 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, including reasonable accommodation being provided to persons with disabilities.</li> </ul> <p><a href="http://www.un.org/disabilities/convention/conventionfull.shtml">www.un.org/disabilities/convention/conventionfull.shtml</a></p>

International Convention	Description
15. U.N. Declaration on the Rights of Indigenous Peoples (2007)	<p>This agreement recognises the human rights and fundamental freedoms of indigenous peoples, as outlined in the Universal Declaration of Human Rights, including being free from discrimination and having the right to self-determination. In terms of education, Article 14 says:</p> <ul style="list-style-type: none"> <li>• Indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>• Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.</li> <li>• Countries shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.</li> </ul> <p><a href="http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf">www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</a></p>
16. U.N. Inter-Agency Standing Committee Education Cluster (2007)	<p>As part of ongoing U.N. efforts to co-ordinate international humanitarian activities, an Education Cluster of the Inter-Agency Standing Committee for humanitarian relief was formed, co-led by UNICEF and the Save the Children Alliance, and with UNESCO, UNHCR, World Food Programme, International Rescue Committee, Christian Children's Fund, and Inter-Agency Network for Education in Emergencies (INEE) as members of the global advisory group. INEE takes the lead in working with ministries of education at the country level. Education Cluster activities are to:</p> <ul style="list-style-type: none"> <li>• map gaps and capacities at the global and country level as a basis for targeted improvements in preparedness and response;</li> <li>• train humanitarian aid personnel and government authorities to plan and manage quality education programmes in emergencies;</li> <li>• further develop and share toolkits (on, for example, planning education programmes in emergencies and meeting minimum standards in a broad range of areas);</li> <li>• design and test a toolkit on rapidly assessing education needs in an emergency; and</li> <li>• document and evaluate education responses in selected countries.</li> </ul> <p><a href="http://educationcluster.net">educationcluster.net</a></p>
17. U.N. Resolution on the Right to Education in Emergency Situations (2010)	<p>This agreement affirms the right to education in emergency situations. Countries are urged to:</p> <ul style="list-style-type: none"> <li>• include education as an essential part of humanitarian assistance and humanitarian response at all stages in emergencies, without discrimination of any kind;</li> <li>• address the gender-specific needs of girls in their support for education in emergency situations, including girls' increased vulnerability to gender-based violence; and</li> <li>• provide quality education in emergency, reconstruction and post-emergency situations that is safe, gender responsive, centred on learners, rights based, protective, adaptable, inclusive, participatory and reflective of the specific living conditions and linguistic and cultural identity of children and youth.</li> </ul> <p><a href="http://www.unesco.org/education/postconflict/educationinemergencies.pdf">www.unesco.org/education/postconflict/educationinemergencies.pdf</a></p>



International Convention	Description
18. Global Education First Initiative (2012)	<p>The Global Education First Initiative is led by the Secretary-General of the United Nations, Ban Ki-moon. It is intended to draw attention to the importance of education by strengthening the global movement to achieve quality education for all, including by increasing donors and donations. In support of the 2000 Education for All goals established in the Dakar Framework, the three priorities of this initiative are to:</p> <ul style="list-style-type: none"> <li>• put every child in school;</li> <li>• improve the quality of learning; and</li> <li>• foster global citizenship.</li> </ul> <p><a href="http://gloaleducationfirst.org/about.html">http://gloaleducationfirst.org/about.html</a></p>
19. Recommendations to the 10 <sup>th</sup> Commonwealth Women's Affairs Ministerial Meeting from the Partners' Forum (2013)	<p>Known as the 10WAMM, the meeting included representatives from 17 Commonwealth countries and stakeholders from civil society, business, academia, media, governments, parliaments and donor communities. Although not focused specifically on education, the recommendations that resulted from the meeting, based on moving forward on the MDGs post-2015, called on governments to do the following:</p> <ul style="list-style-type: none"> <li>• Prioritise women's and girls' economic empowerment in the post-2015 development agenda.</li> <li>• Urgently address specific barriers to women's economic empowerment in their countries through: <ul style="list-style-type: none"> <li>• strengthening policies to promote women's entrepreneurship across the Commonwealth;</li> <li>• preventing and eliminating all forms of violence against women and girls; and</li> <li>• recognising and addressing the needs of women and girls with disabilities.</li> </ul> </li> </ul> <p><a href="http://www.commonwealthfoundation.com/sites/cwf/files/downloads/10WPF%20Recommendations.pdf">www.commonwealthfoundation.com/sites/cwf/files/downloads/10WPF%20Recommendations.pdf</a></p>
20. Charter of the Commonwealth (2013)	<p>This agreement was developed as a way for members of the Commonwealth to work together as a force for good and a network for co-operation and development. The Charter affirms and supports: democratic rights; human rights; international peace and security; tolerance, respect and understanding; freedom of expression; separation of powers (between elected politicians, the cabinet and the legal system); the rule of law; sustainable development; protecting the environment; access to health, education, food and shelter; gender equality; the importance of young people; recognition of the needs of small states and vulnerable states; and the role of civil society.</p> <ul style="list-style-type: none"> <li>• In terms of education, the focus is on education being affordable, and promotion of health and well-being.</li> <li>• In terms of gender equality, it is recognised as essential to human development and basic human rights.</li> </ul> <p><a href="http://thecommonwealth.org/sites/default/files/page/documents/CharteroftheCommonwealth.pdf">http://thecommonwealth.org/sites/default/files/page/documents/CharteroftheCommonwealth.pdf</a></p>



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## INFORMATION TOOL 3

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# Quiz on international commitments to gender equality

**Note:** This tool is one example of how knowledge about the international conventions related to gender and education might be assessed. Other options include asking for the dates of these conventions, or asking students to organise the data into categories such as children’s rights, teacher education, etc., or asking how these conventions are applicable to participants’ work.

**Instructions:** Read through the chart of international agreements (Information Tool 2), then answer the questions below, writing your answer in the space below each question. This exercise can be done on your own or discussed in small groups — whether face-to-face or through technology.

### Questions

1. What was the first international agreement that said primary education should be available to all children and be free?

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2. Which Millennium Development Goals are specifically about education?

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3. What rights do teachers have under the UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel?

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4. Do children of migrant workers have the legal right to receive the same education as local people in that country?

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5. In what year did an international agreement first say that training for teachers must be provided without discrimination?

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6. Which education initiative was started by U.N. Secretary-General Ban Ki-moon?

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7. In which year did an international agreement first say that marriage, pregnancy and maternity leave should not stop women from teaching?

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8. What is the overall objective of the Dakar Framework for Action?

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9. What final large meeting of government and civil society representatives set out an action plan to improve the status of women in many areas, including education?

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10. What convention aims to provide quality education in emergency, reconstruction and post-emergency situations?

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## CHAPTER 3

**Progress in meeting education goals**

*I am deeply concerned that education is slipping down the international priority list . . .  
We must place education at the heart of our social, political and development agendas.*

– Ban Ki-moon, United Nations Secretary-General (2012, p. 3)

**Looking behind the statistics**

Because education is so important for developing individuals, communities and countries, it helps to look at how well the global efforts to reach the Millennium Development Goals and Education for All goals are doing. The next two tables give an overview of education worldwide. We then discuss some specific challenges.

**Table 1: Improvements in education: 2000 to 2011**

	2000	2011
Children who complete primary education	58%	75%
Children with access to lower-secondary school	38%	58%
Average completion rate in lower-secondary education	30%	44%
Number of girls for every 100 boys in school	83	93



**Table 2: Participation in education in 2009 (based on data from 162 countries)**

	Total number	Percentage
Children and young people (aged 5–19)	1.8 billion	
Children enrolled in primary school	691 million	48% girls
Primary school-age children <i>not</i> in school	61 million	52% girls
Children enrolled in secondary school	531 million	49% girls
Secondary school-age children <i>not</i> in school	71 million	48% girls
Children who cannot read, write or count well (estimate)	250 million	
Boys and girls have equal chance to complete primary school	91 countries	
Girls are more likely to complete primary school	24 countries	
Boys are more likely to complete primary school	47 countries	
Primary-school teachers	28 million	62% women
Secondary-school teachers	30 million	52% women

These statistics show that gains have been made in the number of children and the number of girls enrolled in school, and that there are more female teachers than male. However, they hide gaps and other challenges in meeting the Education for All goals. When looking into these gaps, it is important to recognise that the expected age for leaving school is different from country to country, so “dropout” statistics may include students who have reached the age of school leaving in their country and students who have completed their education in private, vocational or other settings.

The gaps and challenges behind these statistics fit into four broad categories.

#### 1. Increases in enrolment are uneven:

*The progress seen [after 2000] has slowed considerably. That means that, at the current rate, the world is unlikely to meet the target of universal primary education by 2015.*

– U.N. Millennium Development Goals Report 2013 (p. 15)

- Girls in many countries are still being denied their right to education, especially at the primary and secondary level. As children move up to lower-secondary school, the gender gap widens, including for girls from better-off households. However, it is important to recognise that at the tertiary level of education, the situation is reversed, with enrolment of women greater than men in 62 per cent of countries; only in countries with low enrolment rates do men usually outnumber women at that level.
- Almost half of the total increase in secondary-school enrolment between 1970 and 2009 was from China and India.



- Increases in girls' enrolment tend to be amongst wealthy urban girls. Girls who are poor, live in rural areas or belong to communities that are discriminated against have less access to and success in education.
- Of the 137 million children who started Grade 1 in 2011, 34 million (25 per cent) are likely to leave before completing primary school. This early school leaving rate is the same as in 2000.
- When children start school late, they are more likely to drop out. In 2011, 38 per cent of children started primary school two years late. For children from poorer families, reasons for such delays include poor health and nutrition, and the risks of travelling long distances to go to school.

## 2. Quality of learning needs improvement:

*Whilst access to education has been at the forefront of the global agenda in education, the issue of learning has not received sufficient attention until recently.*

– Global Partnership for Education (2013b, p. iii)

- From 1990 to 2011, the literacy rate for women increased ten per cent compared to a seven per cent increase for men. However, in 2011, 123 million youths between the ages of 15 and 24 did not have basic reading and writing skills, and two-thirds of illiterate adults worldwide were women.
- A person is thought to need four years of schooling to become fully literate and numerate. In about 60 developing countries involved in the Global Partnership for Education in 2009, 66 per cent of all children either reached Grade 4 without learning appropriate skills in reading, writing and numeracy or did not get as far as Grade 4.
- Girls are less likely to start school than boys, but if they do go to school, they are more likely to complete primary school, except in Western and Eastern Asia. On the other hand, boys are more likely to have to repeat a grade, which can increase their risk of dropping out of school. Numerous other gender differences affect learning outcomes for boys or girls in different countries and regions.

## 3. Funding for education affects results:

*The failure to invest simultaneously in access and quality of education has created a world in which at least an estimated 250 million children are not able to read, write or count well.*

– U.N. Global Education First Initiative (United Nations Secretary-General, 2012, p. 6)

- Funding for lower-secondary school grew twice as rapidly as for primary education from 2000 to 2011. Limited education budgets mean that many developing countries are still far from achieving universal public education by 2015.
- The economic slowdown since 2008 has resulted in lower and more targeted investments within countries and by donor governments, including greater reductions to education budgets, and even greater reductions in fragile or conflict-affected countries.

- From 2008 to 2011, the number of children who should have been but were not in primary school decreased by only three million.
- Lack of investment in gathering good data on education in some countries, especially financial figures and information on learning outcomes, makes it harder to achieve success in reaching global goals for education.

#### 4. Special cases: conflicts

- According to the U.N. *Millennium Development Goals Report 2013*, “the number of people uprooted by conflict or persecution is at its highest level in 18 years.”
- In 2012, 8.5 million refugees were living in developing countries, or 85 per cent of all refugees who fall within the mandate of the United Nations High Commissioner for Refugees (UNHCR). In addition, 2.5 million of those refugees were living in the least-developed countries.
- It is no surprise that children who live in fragile or conflict-affected countries are less likely to have access to education. In fact, 42 per cent of children not in school are in conflict-affected countries.

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**INFORMATION TOOL 4**

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**Quiz on statistics about  
educating children**

**Instructions:** Review the information on pages 27–30 before doing this quiz. Circle the letter beside the correct answer. This exercise can be done on your own or discussed in small groups — whether face-to-face or through technology.

1. How many more children had access to lower-secondary school in 2011 than in 2000?
  - a) 12%
  - b) 20%
  - c) 29%
  - d) 34%
  
2. How many children could not read, write or count well in 2009?
  - a) 120 million
  - b) 195 million
  - c) 250 million
  - d) 325 million
  
3. Almost three-quarters of the total increase in secondary-school enrolment between 1970 and 2009 was from China and India.
  - a) True
  - b) False
  
4. For every 100 boys, how many girls were in school in 2011?
  - a) 104
  - b) 93
  - c) 86
  - d) 79
  
5. Two-thirds of illiterate adults worldwide are women.
  - a) True
  - b) False

6. Boys are more likely to have to repeat a grade.
  - a) True
  - b) False
  
7. What was the average rate for children to complete lower-secondary school in 2011?
  - a) 17%
  - b) 23%
  - c) 32%
  - d) 44%
  
8. In 2000, 25 per cent of children left school early. How did that number change by 2011?
  - a) More children left school early.
  - b) The same number of children left school early.
  - b) Fewer children left school early.
  
9. When children start school late, they are more likely to leave school early.
  - a) True
  - b) False
  
10. According to the 2013 *Millennium Development Goals Report*, what percentage of children who were not in school lived in conflict-affected countries?
  - a) 26%
  - b) 35%
  - c) 42%
  - d) 48%

## CHAPTER 4

# Gender mainstreaming

*When it comes to developing girls' capacity to enter into respectful relationships and be valued in their families and communities, the way in which education teaches boys and girls about what is socially appropriate could be more important than the actual skills or knowledge they are taught. This applies equally to giving boys an opportunity to engage with issues of masculinity, as giving girls an opportunity to think about their roles in society. Education can, especially during the crucial stage of adolescence, set patterns of behaviour that affect choices throughout adult life.*

*– Because I am a Girl. The State of the World's Girls 2012: Learning for Life  
(Plan International, 2012a, p. 103)*

## Introduction to gender mainstreaming

Gender mainstreaming is important because it is a very effective tool for achieving gender equality. Gender mainstreaming means that gender equality issues are integrated into all activities. The term “mainstream” is used because gender issues are often treated as a “side dish” rather than something really significant, something that needs to be included in how policies and programmes — including budgets — are developed and in how plans and activities are implemented. In education, gender mainstreaming requires that schools and teachers consider the living situations, needs and perspectives of girls and boys, and of female and male teachers.

Gender mainstreaming is not a one-time activity. Instead, it requires ongoing attention when developing education programmes and budgets, designing schools, developing curricula, governing and managing schools and, of course, teaching and using learning materials.

The range of activities involved in gender mainstreaming includes identifying gaps in gender equity, raising awareness about inequality, promoting and building support for change, providing resources and expertise to make needed changes, monitoring results, evaluating progress and providing information about the results of gender mainstreaming activities.

Gender training is an important tool for gender mainstreaming. It provides people with awareness, knowledge and practical skills about gender equality that help them reflect on and change their self-perception, their ways of relating to others, their beliefs, their

problem-setting and problem-solving skills, and their competence and knowledge. It also motivates people to implement gender mainstreaming and to work towards gender equality.

It is important to realise that some of the activities identified to address gender inequities may target specific gender-based issues or gaps, and may require working with partners in government, donor organisations and civil society.

## **Good practices in gender mainstreaming**

A number of elements that have consistently proven vital to successful gender mainstreaming are listed in “Information Tool 8: Top ten requirements for gender mainstreaming” later in this chapter. A working definition of good practices in gender mainstreaming establishes basic principles and requirements:

- There is a top-down approach with clear political will and adequate resources.
- Realistic gender-equality objectives are developed from gender analyses.
- There is appropriate implementation of activities at all levels — planning, management, monitoring and evaluation.
- Strategies involve people from the whole system, because the responsibility for gender mainstreaming is system-wide.
- Content-specific gender equality and/or gender mainstreaming knowledge and expertise is available to people involved at all levels in the system.
- There is balanced participation of women and men in decision-making.

## **Taking action on gender mainstreaming**

When we review the tools in this chapter, it will be clear that there is a lot involved in mainstreaming gender. However teachers and school managers don’t need to feel discouraged by the work ahead. Every action institutions or teachers take to move towards gender equality will have a positive impact on the girls/women and boys/men at school and in their futures, and on the teachers themselves.

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## INFORMATION TOOL 5

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# Key steps to gender mainstreaming<sup>3</sup>

**Instructions:** Read through the following steps to learn the basics of gender mainstreaming. Gender mainstreaming can be done at the institutional or even the national level through policies and programmes developed in consultation with educators and NGOs — particularly women’s groups — and with the support of local, national and international partners. Gender mainstreaming can also start at the level of a school or region and build from there. Every teacher and staff person at a school or education institution can become an advocate for action on gender mainstreaming. For more information on gender mainstreaming, see the References at the end of this toolkit.

## Purpose

Gender mainstreaming is necessary for several reasons: (1) to identify gender differences and inequality, (2) to make the case for taking gender issues seriously, (3) to design policies and plans that meet women’s and men’s needs and (4) to monitor the differential impact of policy, project and budget commitments on women and men.

## Step 1: Conduct a gender analysis

It is essential to base gender mainstreaming on gender analysis to understand what the issues are. Start by looking at sex-disaggregated statistical data about the intended beneficiaries. Then think about the management and organisation that will make implementation of gender mainstreaming effective. As part of the gender-analytical research:

- data about people should always be disaggregated by sex;
- gender analysis should routinely be part of social and institutional planning, monitoring and evaluation processes; and
- studies should examine particular issues of concern or interest and address information gaps.

## Step 2: Involve women and men in creating the agenda

Women will only win equality when they are able to act on their own behalf, with a strong voice to ensure their views are heard and taken into account. This means promoting the involvement of women as well as men in decision-making at all levels, and ensuring that men and women committed to the promotion of gender equality are influencing decision-making. “Gender advocates” within government, civil society and donor organisations are most effective when they work in collaboration, identifying and developing strategic

<sup>3</sup> Adapted from Derbyshire (2002), p. 11.

“entry points” for the promotion of gender equality. Whenever possible, it is important to also involve teacher trainees of both sexes as well as girl and boy students.

### **Step 3: Develop actions that fit the context**

Actions can be developed based on information from a gender analysis, and a clear understanding of women’s and men’s priorities within each context and set of realities. Actions need to be clearly stated in policy and activity documents and frameworks, backed up with staff and budgets, and monitored and evaluated using gender-responsive indicators. Remember that actions are more likely to be implemented when every stakeholder involved has been fully consulted.

### **Step 4: Build capacity for change**

Gender mainstreaming depends on the skills, knowledge and commitment of the staff involved. For gender mainstreaming in education, that includes teachers, principals and administrative staff. One of the challenges in gender mainstreaming is the widespread “evaporation” of commitments to gender equality after the process starts. Developing understanding, commitment and capacity for addressing issues of gender inequality is a long-term process of organisational change that requires champions and ongoing attention.

### **Actions teachers, teacher educators and other education staff can take**

For gender mainstreaming to be effective, all staff should take responsibility for:

- understanding the different roles, responsibilities and experiences of women, men, girls and boys in accessing and succeeding in school;
- finding opportunities to involve women and men in consultation and decision-making processes;
- acting on women’s as well as men’s concerns;
- seeking out ways to improve benefits for women as well as men;
- being personally informed about gender issues and gender mainstreaming, and looking for ways to promote understanding and commitment with colleagues and partners; and
- being aware of their own attitudes and behaviour and the ways in which these affect students, other teachers and other partners in the education system.



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## INFORMATION TOOL 6

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# Good practices to promote gender equality in local institutions<sup>4</sup>

**Note:** These practices are based on extensive experience in gender mainstreaming and gender analysis from the Department of Foreign Affairs, Trade and Development Canada (DFATD). Use this checklist to integrate gender mainstreaming throughout your organisation.

**Instructions:** Individuals can reflect on these points by themselves, or small groups of teachers, policy makers or multistakeholders can collaboratively look at how they can integrate some of these approaches into their institutions.

### A. At the corporate level

- Senior management is committed to gender equality. There are sufficient resources and knowledgeable personnel, along with an enabling corporate environment, to promote gender equality.
- There are accountability frameworks that ensure the gender equality policy is implemented.
- Qualified gender-equality specialists (especially locally based ones) are employed on a regular basis.
- Gender equality is treated as an objective in and of itself.

### B. In the planning process

- Gender equality is recognised as relevant to every aspect of international co-operation, from macroeconomic reform to infrastructure projects.
- Gender analysis is carried out at the earliest stages of the project or programme cycle, and the findings are integrated into project or programme planning.
- Institutional weaknesses or cultural biases that could constrain the achievement of gender-equality results are recognised in policy, programme or project design, and strategies are developed to address them.
- Means are identified to ensure there is broad participation of women and men as decision makers in the planning process.
- Clear, measurable and achievable gender-equality results are developed in the earliest phases of the process.
- Gender-responsive indicators, both qualitative and quantitative, are developed (this requires the collection of baseline data disaggregated by sex as well as by age and socio-economic and ethnic groups).

<sup>4</sup> Adapted from DFATD's "Gender Analysis Guidelines" in their Policy on Gender Equality, [www.acdi-cida.gc.ca/equality-policy#a5](http://www.acdi-cida.gc.ca/equality-policy#a5).

- A specific strategy and budget is provided to support the achievement of gender-equality results.
- Partners and implementers are selected on the basis of their commitment and capacity to promote gender equality.
- Gender-equality specialists are involved from the start of the planning process.

### **C. During implementation**

- Gender-equality specialists are part of project teams.
- External support is sought from women's organisations and from key female and male decision makers, leaders and allies.
- The objective of gender equality is not lost in rhetoric or in preoccupation with agency processes.
- There is flexibility and openness to respond to new and innovative methods, and to opportunities for supporting gender equality that present themselves during implementation.
- There is broad participation of women in the implementation.

### **D. Performance measurement**

- Gender-equality results are expressed, measured and reported using qualitative and quantitative indicators.
- Data is collected, disaggregated by sex as well as by age and socio-economic and ethnic groups.
- Qualified gender-equality specialists (especially locally based ones) are involved in performance measurement.
- Information on progress in reducing gender inequalities is collected and analysed as an integral part of performance measurement.
- A long-term perspective is taken (i.e., social change takes time).
- Participatory approaches are used, with women and men actively taking part in the planning of performance measurement frameworks, in their implementation and in the discussion of their findings.

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## “HOW-TO” TOOL 2

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### Checklist for gender-responsive design<sup>5</sup>

**Instructions:** This checklist can help you to get started in designing programmes or activities or developing policy that includes gender mainstreaming as a core part of the overall approach, not just one very small part of the analysis. If the project or programme is gender responsive, you should be able to answer “yes” to each consideration and issue included in the checklist. Individuals can reflect on these questions by themselves, or small groups of teachers, policy makers or multistakeholders can think about these questions and develop ways of making their plans gender responsive by working together.

#### Overall considerations

- Does the proposed activity seek to promote a fair share of benefits for women and men, and/or to promote women’s rights?
- Do the leaders and main partners have the commitment and capacity to manage and implement the activity in a gender-responsive way?
- Are sex-disaggregated statistics available to help with analysis and design?
- Will women/women’s organisations be consulted during design and evaluation?

#### Specific issues






- Do the expected outputs and outcomes seek to promote a fair share of benefits for women and men, and/or to promote women’s rights?
- Will relevant gender policies be available and used for reference?
- Have gender considerations influenced the design?
- Are women as well as men included as key stakeholders?
- Are sex-disaggregated statistics available to analyse how the issue affects women and men, including barriers to equality?
- Do the leaders and main partners have the commitment and capacity to manage and implement the activity in a gender-responsive way?
- Will the activity support gender-responsive capacity building?

<sup>5</sup> Adapted from *The Gender Manual* (Department for International Development, 2008), p. 21.

- Does the activity show an understanding of current attitudes towards gender equality and women's rights, and of the forces for and against change?
- Does the activity seek to strengthen the voice of women in policy decisions?
- Is the activity informed by an understanding of good practices in promoting gender equality and women's rights?
- Will data be gathered to assess whether women and men receive a fair share of benefits from the activity, and/or women's rights have been strengthened?
- Is the activity adequately funded, including money for targeted activities to address any barriers to equal benefit and/or specifically to women's benefit?

## INFORMATION TOOL 7

**Gender mainstreaming ladder<sup>6</sup>**

<b>6. Learning and action mainstreaming</b> 	<p>Gender equality changes have clearly been acted on, systems for monitoring and evaluating results are set up, further gender analysis is done based on the new data, and more changes are introduced as needed.</p>
<b>5. Implemented mainstreaming</b> 	<p>It is clear how the institutions and teachers acted on the gender-equality changes recommended by the gender analysis, and integrated them into the curricula.</p>
<b>4. Institutionalised mainstreaming</b> 	<p>The results of the gender analysis are evident in some aspects of how the institutions or teachers acted on the findings, including by changing the curricula.</p>
<b>3. Integrated mainstreaming</b> 	<p>A gender analysis is done, but there is little evidence of how the institutions or teachers consistently acted on the findings or made changes to the curricula.</p>
<b>2. Pro forma mainstreaming</b> 	<p>A token sentence or paragraph is found in institutional or curriculum design documents, with no evidence that it affected the structures, how teachers are trained or how classes are taught.</p>
<b>1. Zero mainstreaming</b>	<p>There is no mention of gender equality anywhere, or just an obviously superficial reference.</p>

<sup>6</sup> Adapted from Kartini International (2004) and Mikkelsen et al. (2002). For information on how to conduct a gender analysis, see Chapter 12.



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## INFORMATION TOOL 8

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# Top ten requirements for gender mainstreaming excellence

A review of successful gender mainstreaming practices in institutions around the world shows that the following ten conditions are necessary to produce the desired results.

### Requirements

1. Gender considerations are found everywhere: in the culture of the institution, in its operation and in the actions of the staff.
2. Active champions are working at every level of the institution to keep gender mainstreaming interests and the commitment to learning and action alive.
3. There is an interested, informed and committed leadership that finds enough resources to make things happen.
4. There are clear policies, strategies and guidelines that help the institutional culture and operation to be gender responsive, based on the practical situation of the institution and community.
5. User-friendly tools are easily accessible to staff and adaptable to different contexts and needs.
6. There is a critical mass of interested, committed and capable staff to carry out and advocate for gender mainstreaming work.
7. There is continuous gathering of knowledge and sharing of lessons learned, forming a spiral of learning and action.
8. There is a strong information base — both qualitative and quantitative — to ensure high-quality gender analysis.
9. There is good communication flow to ensure both downward and upward accountabilities.
10. There are supportive allies amongst key partners.





## CHAPTER 5

**Challenges and issues in education**

*Household decisions to send children to school are strongly influenced by the economic, social and cultural contexts in which they find themselves.*

– *Gender Education for All* (UNESCO 2003, p. 135)

*Gender inequality is a cross-cutting issue in every type of educational disadvantage.*

– *Equity and Inclusion in Education* (EFA Fast Track Initiative, 2010, p. 3)

**Major factors influencing educational access and success**

Much work has been done to identify the many barriers that affect access to education, participation in education and quality of learning.

**Culture and tradition**

Whilst important decisions about participation in school are made by parents, gender roles and responsibilities at home usually reflect the values and customs of the country and community.

Religious and political beliefs may prevent the education of girls and women. Greater gender inequalities are generally found in cultures where women are confined to the home and sons are strongly preferred. If the gender roles of men and women are quite different, education of the girls/women in the family may not be a priority, partly because there are limits on what girls and women “should” do or not do.

One in three girls in the developing world is married by age 18, one in nine by the time she’s 15. Child marriage is most prevalent in countries with the fastest growing populations. Early and forced marriages almost always lead to the end of school for girls. Parents may think they are ensuring a good future for their daughters by marrying them off early, or want to reduce the financial burden of raising a girl, or want to pay the lower dowry expected with younger brides. In some places, girls may even be kidnapped on their way to school or at school and forced into marriage.

Long-standing beliefs about social and cultural roles can also be difficult for boys/men because they are expected to have the power in relationships with girls/women and to use violence to demonstrate their power.



### **Child labour**

The need for children to work is one of the most common reasons for them not to attend school. A lot of their work is unpaid, either in the household or on the family-run farm, for example. However, the more children have to work, the less likely they are to get a good education.

There are clear gender differences in terms of child labour and the division of labour within the home. For example, girls have significantly more responsibilities for unpaid household chores, such as caring for younger siblings or elders, cleaning, preparing food, and fetching water and firewood. Boys are more likely to be paid for their work, although girls are being hired more now because they can be paid less than boys. Boys who work tend to get more food and other child-specific goods than non-working boys, but girls do not get additional benefits from working. On the other hand, when husbands and wives have equal power in the household, it is less likely that their children will be expected to work.

When children have to work whilst going to school, whether on household chores, in agriculture or in other industries, work has a negative impact on their education. Rural children are less likely to attend or complete school, because of other demands on their time. If they work in seasonal agriculture — which is mostly done by girls — they may have to leave school for six to eight weeks at a time. Learning success is also lower because they have less-regular attendance and less time for schoolwork, and are too tired to do well in school.



### **Cost to attend school**

Although many countries have signed on to the MDGs and other international commitments to free primary education, it still costs families money to send their children to school. Expenses can include buying textbooks, school supplies and uniforms, transportation to school, and tuition and other fees for higher levels of education or private schools.

Because of cost, women and children from poorer families are more at risk of not attending or not completing school. This risk is greater for girls/women because parents may be unable or unwilling to pay for their daughter's education. Reasons for some families to choose not to educate girls/women include cultural traditions that favour educating boys/men, and parents' belief that girls/women are more likely to be living with their husband's family, whereas their boys/men will have better job possibilities and help provide for them in their old age. However, parents are also reluctant to send boys and girls to school unless they are sure that education will lead to technical and other skills needed in the workplace. As well, some girls/women and boys/men are forced into sex work to meet their basic needs and to pay for school fees and learning materials.

### **Health and puberty**

Poor health itself is a barrier to enrolment and educational success. If a family member has contracted HIV and developed AIDS, girls/women may need to stay home to care for that person or take on other roles at home. Boys or girls may become the head of the household and have to go out to work. Teachers may quit or die as a result of developing AIDS.

Hunger and poor nutrition are also factors that affect the enrolment, attendance and academic success of girls/women and boys/men from poorer families. As well, in some cultures, women and girls eat last, and eat what the men and boys do not want, resulting in malnutrition and diets low in protein and vitamins, which can lead to inattention and poor performance in school.

Often girls reach puberty around the time they finish primary school, when social or cultural pressures and risk of sexual harassment, other violence and unwanted pregnancy may cause them to quit. Lack of money may lead to girls/women staying home whilst menstruating each month because they cannot afford sanitary pads, negatively affecting their learning and success in exams. Lack of information about nutrition means that based on cultural traditions, girls/women may avoid “rich” food during menstruation, leading to widespread anaemia. Pregnancy, whether the young soon-to-be mother is married or not, also almost always means school is over for her.

### **Distance to school**

It is well documented that distance to school has an impact on enrolment, especially for girls/women. For example, in Pakistan, it was found that if a school is half a kilometre further away, girls’ enrolment decreases by 20 per cent. Lack of transportation and lack of rural development also reduce enrolment, as can lack of adequate lighting. Generally, people who live in remote rural communities are less likely to complete school.

### **Lack of education resources**

With enrolment expanding to meet the MDGs, there can be too few classrooms. Some of the results of school overcrowding are: very large numbers of students in one classroom; a big age range in a single class, partly because of many students repeating each grade; and even students having to go to school in shifts or start school late due to lack of room. As well, in countries or regions where having separate schools for girls and boys is standard, priority may be given to schools for boys.

Schools may be in poor condition and may lack water, sanitation, hygiene and other basic facilities. No separate toilets for girls/women and a lack of emergency sanitary wear make it very difficult for girls/women to attend school, especially after they reach puberty. Narrow hallways and stairs, small desks and inaccessible bathrooms are other barriers faced by girls/women and boys/men with disabilities, who also may need help in the bathroom, especially girls/women who are menstruating. Girls/women may be given seats at the back of classrooms and fed last, if food is provided, discouraging their participation. Lack of adequate learning materials, including exercise books, pencils and pens, also affects student achievement. Many schools have too few textbooks and other learning materials, and the materials schools do have may be old and based on gender stereotypes that harm students and teachers.

Schools may not be able to afford enough qualified teachers or teacher training and may have poor systems for evaluating students’ learning. Lack of women and men teachers affects girls’/women’s and boys’/men’s participation in school, due to lack of role models and concerns about safety. Teachers may not teach in the mother tongue of the students, making it harder for them to learn.

## **Violence**

Children and adults experience many types of violence at home, at work, in the street and at school. Instead of being safe locations for learning, schools are often where harassment, discrimination and other kinds of violence take place. Much of the violence at school does not get reported by students, parents or communities.

Involvement in violence is very complicated. Boys/men and girls/women can be the aggressors or the receivers of violence in education settings. Cultural and peer pressures encourage boys/men to prove their manhood by being physically aggressive and sexually active, and to think it is okay to force sex on others. Gender-based expectations of “normal” behaviour also prevent boys/men from seeking help when they need it — and the anger and violence they experience can then be turned outward towards others or inward towards themselves. Because boys/men are expected to be able to handle those pressures, there are no processes in place to help deal with them. In addition, homophobic violence — verbal insults, sexual taunts and homophobic comments — is more likely to be directed at boys/men as a way to keep them to heterosexual norms.

Violence that happens at school and education institutions can be from staff and teachers, too. Some teachers use corporal punishment against girls/women to teach them to be obedient wives and mothers, and against boys/men to toughen them up. Teachers can also be physically or sexually abusive to students and fellow teachers.

Sexual harassment is faced by girls/women and boys/men every day at school, although girls/women experience a very high rate of sexual harassment by male students and male teachers. In fact, because of negative attitudes towards girls and women, sexual harassment is often not considered serious. Just like other forms of violence, sexual harassment is rarely reported, but the victims have to stay in the same place — the education institution or classroom — as the person who harassed them. Sexual harassment makes victims feel ashamed and embarrassed, and they are at risk of pregnancy, HIV and other sexually transmitted infections.

Teacher misconduct is another significant barrier to student success and can create an environment of mistrust and fear in the case of abuse or sexual harassment against students. Teachers themselves may physically abuse or sexually harass students, especially girls/women, even to the point of unwanted sexual activity. Having to sit in the classroom with a teacher who has abused them is very hard —even traumatic — for a student and may very well stop individuals from learning or from staying in school. So, too, are female teachers at risk of sexual abuse from male teachers, which creates a poisonous and dangerous work environment for them.

It is believed that a lot of gender violence in schools does not get reported because girls/women and boys/men are afraid they will be subjected to more violence for reporting the acts. Sexual harassment and other forms of violence can lead to poor performance in school or dropping out, as well as any of the health risks arising from unwanted sexual activity.



## **Teachers**

Teachers are both educators and role models. As a result, how they behave and interact with students plays a very important part in the success of each student.

Teachers can reinforce gender biases. Based on the gender stereotypes they learned, both male and female teachers tend to spend more time and attention on boys/men: calling on them to answer questions; praising, helping and correcting them; expecting them to do well at school; and giving them leadership roles, such as monitor or group leader. These actions all encourage students to succeed. On the other hand, girls/women may be asked to answer questions less often, and criticised and disciplined more quickly. Boys/men may be assumed to be better at math, girls/women better at reading. Boys/men may be asked to do harder physical tasks, such as brush clearing or grass cutting. Girls/women may be given domestic work, such as cleaning classrooms or toilets and fetching water, and are often asked to do more chores at school than boys/men.

## **Discrimination**

Girls/women face many barriers to access and success in education. Plus, once they have completed school — and even though they outperform boys/men in school in some countries — girls/women are less likely to find equality in work or in political participation.

Children and adults with disabilities face large barriers to education, yet not much work has been done to address their education needs. However, UNESCO has created a very practical “Equity and Inclusion in Education” guide for the education system as a whole, as well as a guide for teachers, called “Understanding and Responding to Children’s Needs in Inclusive Classrooms.”

People from ethnic or other minority groups, or living with or affected by HIV and AIDS, and indigenous people all face extra challenges in accessing education, staying in school and achieving academic success.

## **Fragile and conflict-affected countries**

In conflicts, natural disasters and other humanitarian emergencies, all of the barriers to education still exist and often get worse. Men and boys are pulled into armed conflicts at great personal risk, and the violence and other pressures they experience or cause result in increased violence at home. Because more men and boys are away during natural disasters and other humanitarian crises, women and girls often end up with even more responsibilities at home. Rape is used as a weapon of war. During a natural disaster, it is even less safe for students to travel to school. Landmines cause disabilities for many children and adults, making it harder for schools and teachers to provide a good education to everyone. Schools themselves can be targets in conflict-affected areas, especially schools that girls/women attend, and access to education can be very limited for everyone during a humanitarian crisis or conflict. Large numbers of refugees — often women and girls — have to flee their homes and communities as a result of natural disasters or in armed conflicts; many do not get back into school, and the ones who do put a big stress on the education system where they end up living.

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## INFORMATION TOOL 9

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### Quiz on challenges and issues

**Instructions:** Review the information presented on pages 45–50 of the toolkit before answering these questions. Circle the letter beside the correct answer. This exercise can be done on your own or discussed in small groups — whether face-to-face or through technology.

#### Questions

1. Even though primary school is free, what might families need to buy for each child who goes to school?
  - a) Textbooks
  - b) Uniform
  - c) Transportation to school
  - d) All of the above
2. When boys and girls work for pay, they usually get more food at home.
  - a) True
  - b) False
3. Which school-age children usually work more on family farms?
  - a) Girls
  - b) Boys
4. In Pakistan, if a school is half a kilometre further away, girls' enrolment decreases by how much?
  - a) 5%
  - b) 10%
  - c) 20%
  - d) 30%
5. What groups face discrimination in school?
  - a) Children with disabilities
  - b) Children living with or affected by HIV and AIDS
  - c) Indigenous children
  - d) All of the above

6. Why might poorer parents encourage their daughter to get married young?
  - a) She can have a good future.
  - b) Her husband and his family are financially responsible for her.
  - c) They can pay a smaller dowry.
  - d) All of the above
  
7. What kind of violence are boys less likely to face?
  - a) Physical assault
  - b) Homophobic violence
  - c) Sexual harassment
  - d) Corporal punishment
  
8. Why do girls or boys not report being victims of violence?
  - a) They don't want anyone else to know.
  - b) They might be subjected to more violence.
  - c) They might be laughed at.
  - d) All of the above
  
9. What can happen when schools are overcrowded?
  - a) Too many students are in each class.
  - b) There is a big age range in each class.
  - c) Students go to school in shifts.
  - d) All of the above
  
10. How does armed conflict affect students' education?
  - a) Other barriers to access or success do not matter.
  - b) The risk of violence at home increases.
  - c) Schools are usually not affected by conflict.
  - d) Refugees don't have time for education.



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## “HOW-TO” TOOL 3

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# Talking about barriers

## Instructions

1. Organise into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking or connecting virtually with other teachers at your school or education institution or in your district about what they think can be done, or read more about the ideas by using some of the resources in the References. If you find some of the reading emotionally difficult, talk to a friend or another teacher to get some support.
2. Ask everyone to agree that they will keep any personal stories told during the discussions confidential, and to be aware that people may have some strong feelings when telling their stories or hearing others' stories.
  - If the small groups are meeting virtually, ask each person to agree in writing to keep personal stories confidential.
3. In small groups, read over the statements on the next page, and agree on three barriers discussed in this chapter that group members want to learn more about. Individuals start by choosing the one or two topics that are most important to themselves. Share the individual choices, and agree on the three topics the small group will discuss.
  - If the small groups are meeting virtually, share your one or two topics with each other, and build consensus on the three topics you will work on together.
4. For each issue the small groups have chosen, discuss the following questions, taking some notes so you can remember the ideas:
  - a. What are the reasons the statement is true, or not, where you live? Is it any different for boys/men or for girls/women?
  - b. Can you think of small things you could do as teachers to make it easier for the affected students to go to school and succeed?
  - c. Can you think of small things the school could do to help these students?
  - d. Can you think of small things other people in the community could do to make a difference?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their stories and ideas, covering questions b, c and d.

## Statements

1. Boys/men or girls/women miss a lot of school because they are working.
2. Some people have to travel a long distance to go to school.
3. Families can't afford to send all of their children to school.
4. Not very many girls/boys go to secondary school.
5. There are too many children in each primary or secondary school class.
6. Boys/men and girls/women have to use the same toilet.
7. Textbooks and other learning materials are full of gender stereotypes.
8. At school and in education institutions, sexual harassment is common.
9. Some teachers and teacher educators use a lot of corporal punishment or verbal abuse.
10. There are very few people with physical, mental or other disabilities at school and in education institutions.

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 “HOW-TO” TOOL 4
 

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## Checklist for dialogue on gender-based violence<sup>7</sup>

**Note:** This checklist is intended for policy makers and other community leaders involved in developing national or regional approaches to reducing gender-based violence.

In many countries, gender-based violence (GBV) is surrounded by silence and considered a private issue. The purpose of this checklist is to provide information on key steps for having a dialogue about GBV. It is hoped that such a dialogue will raise awareness and commitment and contribute to a reduction in gender-based violence. Because many people have personal experience with violence, it is important to be aware that discussions about violence may be very difficult for some. Confidentiality will need to be addressed and supportive resources available if necessary.

- Legal framework for discussion of GBV.** This should be based on the existing principles/commitments of the country, such as signing the U.N. Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). It is recommended that the dialogue be frank and “call a spade a spade.” For example, the practice of female genital mutilation (FGM) is not “culture” — it is a violation of human rights.
- Knowledge about the local context.** Connect your country’s international commitments with any national policies and action plans on gender equality and/or combating GBV. Link up with national debates and national circumstances related to GBV. Know what are considered traditional practices in your area. Knowledge is very important for meaningful dialogue.
- Timing and opportunity.** Ideal opportunities might be in times of change, such as post-conflict situations or after the election of a new government.
- Use and try to create political will.** Time and resources may be needed to put gender equality and GBV on the political agenda. Link up with NGOs and multilateral organisations (e.g., U.N., World Bank and regional institutions) to provide technical support and help initiate dialogue around GBV; raise GBV in local media; create links between GBV and other sectors in meetings; support studies, reports and publications that aim to increase awareness around GBV; and support contributions aimed at combating GBV.
- Link words to action.** Dialogue on GBV is strengthened if resources are also allocated to combat GBV, whether as part of another project or as targeted support.

<sup>7</sup> Adapted from the Swedish International Development Cooperation Agency’s *Gender Equality in Practice* manual (Sida Gender Equality Team, 2009), pp. 64–67.

- ❑ **Draw in information from neighbouring countries.** GBV is a global problem and a societal problem in every country. Use information from other countries in the area to illustrate similarities — not differences. Find examples of legal frameworks and action plans in other countries that show similarities to those in your country.
- ❑ **Balance local experiences and national policy issues.** Dialogue and action need to include specific local issues that draw upon experience and knowledge provided by GBV victims, local communities and women's organisations, as much as national policy issues related to GBV. Both perspectives are necessary to make an impact.
- ❑ **Rights-based approach.** Treat people affected by GBV as powerful actors and strong individuals, not just as victims of violence.
- ❑ **Efficiency approach.** GBV has devastating consequences, not only on individuals but on a society as a whole. The impact of GBV is often underestimated and includes increased health service, police and justice costs. GBV also incurs socio-economic costs in terms of lost earnings and productivity. If possible, use national and local facts and figures that show those costs.
- ❑ **Support dialogue between actors.** Ensure that policy activities about GBV are driven by both government and civil society advocates. To combat GBV, a multisectoral approach is needed that links prevention with legal reforms, services and care. Greater co-operation is also needed between local organisations, national governments and international partners/institutions.
- ❑ **Engage men.** Support the development of prevention strategies that challenge the social values promoting GBV. Work with men who have been violent and with those who promote rejection of violence.
- ❑ **Be persistent and stick with combating GBV for many years.** Reducing GBV is a long process that requires changes in attitudes and practices. Relevant activities take time to plan, unfold and yield results.

## CHAPTER 6

## Challenges to boys' participation in education

*There is no doubt in my mind that male alienation from the school system does contribute to all the social problems that we have come across. To put it another way, if they were educated, I think that the negative trends that we have been emphasising — violence, irresponsible sexual behaviour and so on — would be much less.*

– Barry Chevannes, Professor of Social Anthropology,  
University of the West Indies (Plan International, 2011, p. 62)

*If teachers and others, consciously or unconsciously, falsely communicate that boys are less able to learn languages, or that girls are less capable of mathematics and science, the students' self-confidence may suffer, and they may lose interest for such subjects.*

– Norwegian Ministry of Children and Equality's white paper,  
*Men, Male Roles and Gender Equality* (2008, p. 26)

### The current situation

Around the world, there is increasing concern about the academic performance of boys in school. Whilst enrolment has been on the rise everywhere for both sexes, women now outnumber men in colleges of all member nations of the Organisation for Economic Co-operation and Development (OECD). The alarm has also been sounded amongst members of the Commonwealth experiencing a similar trend, from Australia, New Zealand and Samoa to Canada, Jamaica and Lesotho. In some Commonwealth Member States in Africa and the Caribbean, boys' poor academic performance and high dropout rates have caused serious unease.

Research has shown that the academic difficulties experienced by boys and young men can be seen at all levels of education, starting from the early years. Globally, around 30 per cent of boys are reading below their grade level by Grade 6, and this stays the same throughout their schooling. The world's largest non-governmental organisation, BRAC, from Bangladesh — which is recognised as a trail-blazer for gender equality in girls' and women's access to education and health — has recently revised their 70:30 female-to-male admission ratio to 60:40 so that they are educating more boys, albeit still a minority.

The undereducation of boys/men has large negative consequences for society. A study on violence against children found that men who have completed secondary education are less likely to use violence against women, more likely to be present during childbirth and to be involved in child care, and hold more gender-equitable attitudes. On the other hand, in Jamaica, the rise in the number of dropouts amongst boys correlates directly with the rise in the incidence of domestic abuse, gang lawlessness and crime.

For boys/men as well as for girls/women, education is important not only for the subjects they learn at school, but also for the skills and experience they gain during their learning journey. Whilst education has huge potential for building a positive foundation for their adult lives, negative experiences of school may also put children off learning forever. Boys' and girls' images of themselves and of each other are formed and solidified during those early years. Their experience in schools can cultivate positive images that lead to self-confidence and respect for one another or, conversely, can entrench stereotypes and misconceptions as well as destroy self-esteem and trust.

It is important to recognise that a focus on all boys as underachievers is misleading. Some groups of boys are very successful at school, and some groups of girls are not. Achievement gaps for social class and ethnicity are often larger than those for gender. These differences combine to affect the access and success of girls/women as well as boys/men.





## Specific challenges

Researchers, policy makers, teachers and others have been trying to understand why boys and young men are having difficulty succeeding in school. The following list of factors affecting boys' success in school presents the most commonly cited ideas — based on collective experience and research from around the world — although broad consensus about them has not been reached:

- **Learning styles:** An increased emphasis on using varied teaching methodologies to encourage girls'/women's participation, such as sitting quietly and working rather than more active and hands-on learning approaches, may discourage boys'/men's participation. As well, what is considered bad behaviour for boys in school is good behaviour for young men in the workplace, such as taking risks and being entrepreneurial. Making this a “boys versus girls” issue is detrimental to the promotion of inclusive education that benefits both boys and girls. It would be more constructive to assess how girls and boys are socialised and make sure that schools and education institutions support all learning needs, styles and preferences.
- **Absence of role models for boys/men in school:** In many countries, there are very few male teachers, except in leadership positions. So, boys/men — particularly in the early years of education — do not have good male role models in school. However, research shows that for boys/men, having role models of the same sex at school is not as important as having good role models, because they have other male role models to look up to outside the classroom.



- **New technologies:** New technologies may have a greater effect on boys than on girls when it comes to the effort and time they put in to studying and working. Some studies on boys with access to videogame systems showed that their scores on reading and writing assessments were a lot lower than other boys'. On the other hand, teachers often say that boys do not pay attention in class, but if they are given a computer, they turn into attentive learners. Boys'/men's interest in using technology can be harnessed to improve their learning, but this will require teachers and school administrators to receive training so that they can become more technology-savvy themselves.
- **Hiding their feelings:** Boys/men are often raised to believe that they have to be strong and tough, stoic, self-sufficient and in control. From an early age, boys are socialised into hiding characteristics thought to be "feminine," such as emotion, weakness or uncertainty. Some researchers think that when boys/men hide their feelings, they limit not only their vocabulary but also their ability to show other qualities valued in the school environment, such as compliance, co-operation and teamwork. In some cases, the loss of those abilities and sense of connection means that boys/men lose their self-confidence and sense of control, which can lead to anger, bullying and even violence.
- **Poor preparation for adult life:** Common practices of giving boys wider leeway in behaviour and excusing non-social behaviours by saying "boys will be boys" do not teach boys responsibility or help them understand what will be expected of them. When teachers let boys/men act up in class or other learning environments, they don't learn the material being taught or other important life skills. When men are then asked to take on responsibilities in their adult life, in increasingly complex contexts, they have little support or preparation for the tasks. In contrast, challenging students to achieve and providing them with practical skills and life skills is very important for boys/men and girls/women to succeed as adults.
- **Gender stereotyping:** Of all causes associated with the problems of boys' underachievement, this is likely the most fundamental. Teachers' gender biases about boys/men and girls/women affect what happens in the classroom. Many boys think academic success is "nerdy" and "uncool" and don't want to be called the "teacher's pet." Whilst academic success usually requires a commitment to hard work and a willingness to ask questions, some boys see these as "girly" traits and signs of weakness. These attitudes, in turn, often lead teachers to expect boys to be disruptive and not to work. Another challenge related to gender stereotyping is the expectation that boys/men will be breadwinners. When it is difficult to find any job, boys/men may feel that they have no option but to turn to crime or other underground activities.

It is important to recognise that these and other causes of boys' underachievement in school are still being debated, and different reasons are likely to be significant factors in one place and not another. However, three major types of challenges facing boys have been identified:

- **Schooling:** Dropout, low return rate, low performance and inadequate teaching or school management.



- **School-to-work transition:** Lack of required job skills and training structures, and lack of support for entrepreneurial activities.
- **Community involvement:** Lack of a sense of community and role models, lack of after-school activities, and being the victims and/or perpetrators of violence and crime.

Boys' underachievement should neither be ignored nor be the only focus of attention. Instead, it should be seen as part of a broader picture of addressing challenges and gaps in access to and success in education. Gender-biased expectations, curricula and teaching and learning practices, as well as violence in school, all contribute to the difficulties. Success in education is something that both girls and boys and their parents can, and do, aspire to. Educators — decision makers in educational institutions, education policy makers, teachers and teacher educators — have a tremendous opportunity as well as responsibility to reverse negative trends.

We have seen that boys and men as well as girls and women can all help remove barriers to educational equality. It is up to those in charge of education to make sure that both sexes have the same opportunities to build the skills they need to make a real difference in the world.



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 INFORMATION TOOL 10
 

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## Common myths about boys and education

The search for answers to explain why boys underachieve in schools has produced a wide range of speculations, from wild guesses to conjectures that can be traced to deeply held, albeit faulty, beliefs. The following table presents some of the most common myths.

Myths		Realities
1.	All boys underachieve, and all girls now do well at school.	Many boys do well at school, and many girls underperform. Research shows that there are many variations in the levels of student success within and amongst schools, and that such variations are more strongly affected by social class than by gender. Other factors include the family's economic status, the parents' — particularly the mother's — literacy level, and perceptions of gender roles in the students' particular cultural and educational settings.
2.	Girls are naturally better students. Boys underachieve across the curriculum.	It is sometimes assumed that girls as a group outperform boys across the curriculum, but in fact, boys broadly match girls in mathematics and science at all levels of education. The one area of the curriculum where boys do tend to underachieve is reading and writing, where the mean attainment of girls is higher than the mean attainment of boys for all social groups.
3.	Boys are naturally less able to learn compared with girls.	There is no scientific evidence that suggests boys have different learning abilities. However, boys and girls do seem to prefer different ways of learning. Most boys are more likely to be drawn to hands-on and physical activities as well as technology, whilst most girls are strong learners through reading and listening. Those realities vary amongst countries, education settings and social norms and are affected by intersections of gender, race, class and other differences. Teachers' role in broadening learning approaches to accommodate different ways to learn is vital.
4.	Boys' educational performance suffers because the existing school curriculum doesn't meet boys' interests.	Gender stereotypes in the curriculum and gender bias in the classroom and in virtual learning environments in most countries still confine girls/women to traditional feminine roles with limited choices. However, attendance at school is also affected by whether students and their families believe that what all students are learning is relevant to their futures, such as the technical skills required for relatively higher-paying positions in the job market.

Myths		Realities
5.	Changing or designing the curriculum to be “boy-friendly” will increase boys’ motivation and aid their achievement.	Caution is needed in making changes to curricula to make them specifically appeal more to boys, because such changes have not necessarily been shown to improve boys’ achievement. As well, these changes tend to involve further gender stereotyping, which can lead teachers to ignore pupils’ actual preferences and limit the choices that either boys or girls can make. Instead, it is suggested to develop a broader, inclusive approach to address the specific challenges of girls and boys as well as other “disadvantaged” groups, such as ethnic and language minorities. There should be an emphasis on competency-based education, with economically productive skills being demanded for boys and girls alike.
6.	Coursework favours girls, and high-stakes examinations favour boys.	In the UK, changes in assessment practices in the 1990s that reduced the value of the General Certificate of Secondary Education coursework component have had little impact on differences in achievement patterns between boys and girls.
7.	Boys prefer male teachers.	The teacher’s gender has little bearing on boys’ and girls’ preferences for a teacher. The teacher’s ability, teaching approaches, attitude and level of care for their students are seen as more important by boys and girls alike. In countries where girls’ access to education is limited and most role models are male, the presence of a good female teacher can attract more girls to school. However, this is due mostly to the teacher’s ability to empathise and to parents feeling positive about their daughter’s safety and chances of future success.
8.	Single-sex classes are the best means to improve boys’ and girls’ achievement.	Single-sex classes have produced very mixed results and have not been shown to be the main ingredient in lifting boys’ achievement. On the other hand, they have, in several cases, improved girls’ achievement.
9.	Boys prefer non-fiction.	Of the small minority of children who say non-fiction is their favourite kind of reading material (roughly ten per cent of all students in the UK), the majority are boys. However, in overall large-scale datasets, the majority of boys who read prefer fiction.
10.	Boys benefit from a competitive learning environment.	Competitive learning practices may actively disengage those boys who do not immediately succeed. Boys, who are socialised to be competitive, tend to develop a dislike and/or fear of “losing.” Those boys who fail to “win” academically may be turned off and disengage, or find alternative ways of “winning,” such as by becoming disruptive or violent.

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 INFORMATION TOOL II
 

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## Gender-based stereotyping is a double-edged sword

The table below lists some of the prevalent, serious consequences of gender-based stereotyping for boys/men and girls/women that have been documented around the world.

Boys	Girls
Boys are more likely to drop out of school in many regions of the world.	Girls are less likely to go to school to begin with, as their education is not valued.
Pressure to conform to stereotypes leads boys to act in harmful and violent ways, including increased instances of substance abuse and homicide.	Harmful traditional practices such as female genital mutilation and early marriage specifically target girls to control their sexuality.
Rigid norms of masculinity can lead to violent policing of boys who are seen as deviating from the norm, often in the form of exceedingly harsh punishment.	Violence against women and girls causes as much ill health and death as cancer, and more ill health than malaria and traffic accidents combined.
Traditional masculine behaviour and gender stereotypes prevent fathers from taking an active part in raising their children. Those same stereotypes mean that men and boys are less likely to seek healthcare provisions and support, which leads to high incidences of sexually transmitted infections. When combined with risky sexual behaviour, this can affect their partners.	150 million girls under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact. Girls in sub-Saharan Africa are up to five times more likely to be HIV positive than boys.



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## “HOW-TO” TOOL 5

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# Using appreciative inquiry to learn from positive experiences

**Note 1:** This tool uses components of *appreciative inquiry* processes as the basis for engaging learners about their positive experiences in teaching boys. However, this same tool/process could be used to build on positive experiences in any subject area. For more information about the appreciative inquiry method, see: <http://appreciativeinquiry.case.edu/> (and there are many other resources available on the Internet).

**Note 2:** This tool is only effective for working in groups face-to-face.

**Instructions:** Go through the steps outlined below to share positive experiences and lessons learned about:

- Engaging boys in learning. [Note that this statement could be changed to engage learners, organisations and/or communities about any issue of importance to them, using the same following steps.]

### Steps for building on positive experiences/successes

1. Individuals: Think about a positive experience you had or heard about for engaging boys in learning.
2. Pairs: Share your story with your pair partner.
3. Small groups: Tell your partner's story to the group, with someone taking brief notes.
4. Small groups: Develop from the stories a list of issues identified, lessons learned and promising practices.
5. Small groups share ideas in plenary.





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## “HOW-TO” TOOL 6

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### **Actions to overcome challenges in boys' underachievement**

There are several practical actions that education policy makers, education institution leaders, teacher educators and teachers can each take to counter the challenges of boys' underachievement. The following list may offer some ideas with which to start. Dialogue within each institution, involving leaders, teachers, students — both boys and girls — and their parents, accompanied by gender awareness and sound gender analysis, can lead to additional creative ideas and actions.

**Please add to this list of actions.** What is important is to **put good ideas into practice.** Remember that schools that have a small or no gender gap in their performance do well not because they tailor their reading curriculum to boys'/men's interests or champion “boy-friendly” teaching. Instead, they have high expectations of boys/men and girls/women to excel/achieve, they provide a high-quality and inclusive curriculum, and they are very successful both in teaching the basic skills involved in learning to read and write, and in providing many opportunities for students to use and extend the skills they have developed in rewarding ways.

#### **A. For leaders in educational institutions**

- ❑ **Make schools safe spaces for both boys/men and girls/women.** When every student thrives, all benefit. Pay attention to how gender, social class and ethnicity are factors in your particular institution and community.
- ❑ **Promote gender-sensitive attitudes and behaviours.** Write clear institutional policy supporting principles of equality. Be clear about what attitudes and behaviours are acceptable. Organise gender-awareness activities periodically and through special events.
- ❑ **Adopt gender-responsive curriculum.** Actively encourage adding a gender lens to existing curriculum, and use extra learning materials as well as teaching and learning techniques to improve gender awareness in working with boys and girls.
- ❑ **Support efforts to make teaching and learning more gender responsive.** Improve gender awareness amongst teacher educators through (i) training, (ii) examination of gender biases in existing curriculum and materials, and (iii) discussion — amongst teacher educators, teacher trainees, parents and students — of the causes and consequences of boys'/men's and girls'/women's underachievement.

## B. For teacher educators

- ❑ **Watch for gender biases.** Learn to see the difference between myths — however long they have been held — and reality. Catch myths when you see them displayed — including by you. Be aware of the reasons that formed and sustain these myths, and be patient in your efforts to debunk them.
- ❑ **Impart high-quality teaching, learning methods and resources** that are gender aware, inclusive of all needs and supportive of educational success for all.
- ❑ **Educate early.** Start incorporating gender awareness from Early Childhood Education/early learning through higher and adult education. Adapt curricula to challenge traditional masculinities and to promote healthy, supportive behaviours, such as men as fathers and caregivers.

## C. For teachers

- ❑ **Be mindful of your own gender biases.** Don't assume how boys/men and girls/women are supposed to behave. Reduce negative punishment, such as demerit and detention. Increase encouragement, and provide positive learning experiences to which boys and girls can respond.
- ❑ **Develop competence in a wide range of teaching approaches,** including active learning and use of technology, to engage boys/men and girls/women with varied learning preferences.
- ❑ **Involve parents and parent-teacher associations** in addressing the challenges faced by boys and girls, so that the good work you put in at school does not get undone at home. Work together to become more gender aware whilst considering their particular circumstances.

## D. For education policy makers

- ❑ **Identify which boys need targeting and why,** taking into account other similarities and differences between boys/men and girls/women.
- ❑ **Invest in the development of teachers' capacity,** particularly cultural re-sensitising and exposure to theory and practice on gender equality and different learning styles.
- ❑ **Provide gender-aware curriculum.** Revise and update curricula that lack gender responsiveness.
- ❑ **Ensure gender-analytical expertise** is available during curriculum development processes.

- ❑ **Support appropriate remedial measures.** For example, in the United Kingdom, a programme that introduced a daily literacy and numeracy hour to primary-school boys improved test results. Addressing boys' literacy shortcomings improves their competence and performance in other subjects.
- ❑ **Broaden secondary-education curriculum content by increasing relevance to requirements in the workplace,** such as vocational courses linked to job opportunities or entrepreneurship. In a number of countries, such an improvement has been shown to help boys and girls and reduce the number of adolescents who leave school with no qualifications or competencies.

## **E. For students — both boys/men and girls/women**

- ❑ **Look out for gender inequality and stereotypes.** Learn about what they are, why they exist and how to separate myths from reality. Learn how to spot them.
- ❑ **Stand up to unfair practices** that continue gender inequality. Stand up for yourself, and help others when they are experiencing or witnessing such practices.
- ❑ **Take action** to promote fairness and mutual respect between boys/men and girls/women. Talk to your friends and teachers, and to parents and elders in your community. Organise gender-awareness campaigns that involve both boys/men and girls/women.

## **F. For everyone**

- ❑ **Challenge stereotypes about what it is to be a man and how men should behave towards women.** This involves a process of self-examination, dialogue, reflection and redefinition of masculinity and femininity, including learning to separate long-held stereotypical myths from realities, and changing one's own attitudes and behaviours.
- ❑ **Work with boys and young men directly.** Involve boys/men in addressing violence and gender bias, to begin to break the cycle of inequality and violence that moves down the generations from father to son. Build relationships in formal and non-formal settings.
- ❑ **Facilitate opportunities for discussion amongst boys/men and girls/women** to help each other understand the concerns from diverse perspectives.



## CHAPTER 7

## Gender-sensitive teacher educators and teachers

*Teachers have a particular responsibility for ensuring that all children participate fully in society and that they have equality of opportunity in education . . . When teachers take on the challenge of making their classrooms and schools more inclusive they become more skilful and better practitioners.*

– UNESCO's *Understanding and Responding to Children's Needs in Inclusive Classrooms* (2001, pp. 10, 34)

### Attitudes and behaviours

Teachers are role models in school. By being teachers, they demonstrate how to be professionals and show that teaching is a job suitable for both men and women. They also, intentionally or unintentionally, teach the hidden curriculum of appropriate roles for boys/men and girls/women, and how gender relations work.

Here are some of the ways teachers may communicate bias, even if they don't intend to:

- Showing, through their comments and interactions, that they believe boys/men are naturally superior to girls/women, boys/men perform better than girls/women and women/girls should not challenge men.
- Praising, encouraging and helping boys/men more; criticising girls/women and giving them little feedback or indicating surprise when they get the right answer.
- Using harsh or abusive language, and shrugging the shoulders or rolling the eyes when a student is answering a question — even speaking in particular tones of voice can show bias in what a teacher thinks about boy or girl students.
- Using gender stereotypes when providing feedback, such as telling a girl/woman to stop acting like a boy/man when she is being assertive, or telling a boy/man to stop acting like a girl/woman when he shows emotion.
- Asking more questions of boys/men than girls/women, or not calling on girls/women because they take longer to raise their hand or to answer a question.
- Expecting boys/men to do well in math and science, and expecting girls/women to do well in reading.

- Having different standards for boys/men and girls/women, such as praising a girl/woman for getting 70 per cent on a math test but criticising a boy/man who got 80 per cent. On the other hand, teachers — and parents — might show that they think boys/men are not going to do as well academically as girls/women.
- Using stories and examples in which boys/men are active and girls/women are passive.
- Expecting boys/men to do heavier chores and girls/women — and female teachers — to do the larger number of “domestic” chores, such as sweeping the classroom, cleaning the latrine or making tea.

Teachers’ conduct is a very important issue in education because it impacts on students’ participation and success in education opportunities as well as in their life choices. As discussed in a previous chapter, male teachers may physically abuse or sexually harass students, especially girls, even to the point of forcing unwanted sexual activity.

Female teachers are more likely to be absent from school, often as a result of family responsibilities, such as a sick family member or a death in the family, or because of safety concerns when their posting is a long distance from their home.

The culture of a school itself, and what is considered acceptable conduct outside of formal lessons and on the playground, make a difference. Are children with disabilities set to the side and “helped” rather than being supported as agents in their own learning? Do schools allow sexual harassment or physical violence without consequences? Is gender bias tolerated or reinforced? All of these factors show the culture of a school and affect whether students continue attending school and how well they can learn.



## Steps teachers can take to be gender responsive

Teachers need to understand that all people they teach are unique because of their family backgrounds, experiences, abilities and ways of learning. Teachers need to adapt their approaches, methodologies and strategies to meet the needs of each child, based on that child's unique personal and academic situation, including ethnicity and socio-cultural setting. And teachers need to be able to respect, engage, listen to, involve and inspire all students — boys/men and girls/women equally.

It is very important that teachers recognise any attitudes, biases or stereotypes they may have learned in school, in their communities and in their homes. All teachers need to work to overcome the gender biases and stereotypes they have absorbed. They can accomplish this through training, reading, peer support, and faithfully implementing national and school policies on gender equality. They can put these policies into action by embracing a culture that is inclusive and respectful of every learner.

Male teachers, as well as female teachers, must remember that they are responsible for the students' safety, welfare and well-being, and must avoid any situation that leads to sexual harassment of girls, boys or female teachers. They need to support and encourage boys/men and girls/women equally, and ensure students share in all of the chores involved in running the school. Male teachers have a very important role to play in achieving gender equality, by questioning gender roles and building collaborative and supportive relationships with female teachers in their schools or regions. However, male teachers need training to help them be gender-responsive agents of change in their schools and communities.

Female teachers need to be aware of how important they are as role models, especially for girls/women, and to do their own work to overcome their learned gender biases. They need to speak up for girls, women and female teachers, take on leadership roles, work to see benefits and responsibilities shared between female and male teachers, involve male teachers in changing attitudes towards women and girls, and join with other teachers to create gender-responsive learning environments.

To be gender responsive means that teachers include gender considerations in all of their activities as teachers, including:

- lesson planning;
- calling on, engaging, supporting, praising, criticising and evaluating students;
- working with other teachers and education staff;
- assigning chores and other responsibilities to students or other teachers; and
- their own conduct inside and outside of school.





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## “HOW-TO” TOOL 7

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# Checklist for a gender-responsive teacher and teacher educator

**Instructions:** Go through the checklist below and reflect on your teaching practices. Answer the questions as honestly as you can.

- If you are working on this exercise by yourself and there are topics that you have particular difficulty with, try talking or connecting virtually with other teachers about how they manage those issues, or read more about how to handle those situations, or see if you can get some training to help you be more gender responsive on those issues.
- If you are working in small groups — whether face-to-face or through technology — each person could raise an issue that they have particular difficulty with, and the group could brainstorm ideas for how to be more gender responsive on the topic. Work through at least a few topics together.

### Questions to consider

- Are you aware of your own gender biases, and are you trying to change how you act to be more gender responsive?
- Do you know that you are an important role model to girls/women and boys/men? Are some of the ways that you speak, write or act with female students different than how you speak, write or act with boys/men? And what about how you act with teachers of the opposite sex?
- Is sexual harassment a problem at your school or education institution? Do you and/or your colleagues need training and support to stop abusing students? Does your school or education institution have a policy to prevent sexual harassment, and, if so, do you help enforce it?
- Is physical, verbal or written abuse a problem at your school or education institution? Does your school or education institution have a policy (e.g., anti-bullying) to prevent physical, verbal or written abuse? If it does, do you help enforce it?
- What kind(s) of teaching approaches do you usually use? Which ones encourage equal participation of boys/men and girls/women?
- Have you been able to help students with disabilities participate actively in the full range of classroom activities? Do you need training or peer support to learn ways of involving them more?

- During your lesson planning, how do you take into account gender issues?
- Are examples used in lessons gender inclusive, such as using examples from cooking and science when teaching the concept of “volume” in mathematics, or inviting both a woman and a man from the community to talk about their experience on a subject you are teaching? Do you phrase questions to reflect gender representation, such as using names of both men and women and both male and female characters?
- When you have students work in small groups, do you ensure that each group includes boys/men and girls/women, and that people with different levels of academic ability are included in each group? Do you organise the groups so that boys/men and girls/women are group leaders, record the discussions and present the results?
- Do you have students work in pairs or small groups, and have same-sex groups some of the time as well as mixed-sex groups at other times? Do you design some lessons so that students engage in more collaborative activities, such as small-group problem-solving, and also use hands-on exercises? Do you use music or other creative activities, and include friendly, gender-neutral competition in some activities?
- Are learning materials equally available to all students? Do you relate the materials and activities to everyday life? Are boys/men and girls/women encouraged to handle the equipment and other materials, and are any fears they may have about some of the materials addressed? Are boys/men and girls/women active participants in experiments or games?
- What kind of language do you use to encourage and support girls/women and boys/men? Is your language or tone different for girls/women and boys/men? And do you take into consideration other differences, such as mother tongue, class and ethnicity?
- Do boys/men or girls/women answer most of the questions? Do boys/men or girls/women need to be given more time or prompted before they answer questions? Do you ask questions on harder topics only to boys/men or girls/women? Do boys/men or girls/women ask you the most questions?
- Do you spend more time and attention on boys/men or girls/women — such as in praising, helping and correcting them, and in expecting them to do well?
- Do you assess girls/women and boys/men compared to other girls/women or boys/men only, or to all students in the class? If it feels unfair to compare boys/men with girls/women, are there ways you can help the students be more equal in terms of both participation and learning?

- ❑ For what reasons are girls/women or boys/men punished? And what forms of punishment do you use for boys/men or girls/women? In classrooms, for example, do you send the boy/man out but tell the girl/woman to sweep the classroom? In online environments, when you want to punish students, do you ask fewer questions of girls/women or boys/men, or do you mark girls/women or boys/men harder?
- ❑ Are girls/women and boys/men both given leadership roles, such as monitor or group leader? And are boys/men and girls/women given different responsibilities or expected to do different amounts of caretaking work in face-to-face learning environments?



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**“HOW-TO” TOOL 8**

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**Checklist for hiring and keeping gender-responsive teachers****Instructions**

1. Read over the questions below, and agree on two to three actions you think will have the most benefit at your schools or education institutions.
  - If the small groups are meeting virtually, share your top one or two choices with each other, and build consensus on the two or three questions you want to explore together.
2. For the questions you have chosen, discuss the following additional questions, taking some notes to remember your ideas:
  - a. For each question, what is your experience with it? Was gender a consideration? If not, why not?
  - b. Can you think of small things you could do as teachers to make change in this area?
  - c. What do you think your school could do?
  - d. Are there any things you learned from this discussion that you would like to work on at your school?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences — i.e., their response to question (a). Then each person takes a turn adding their stories and ideas, covering the rest of the questions.

**Questions to consider**

- Are the life experiences and responsibilities of females — as mothers, wives, daughters, aunts and community workers — applied to (i) developing programmes and policies, (ii) recruiting teachers, (iii) training teachers and (iv) planning for gender-responsive education? And what about the diverse roles filled by men?
- Are there general policies in place to support women and men becoming teachers? Are any policies in place to support more women and men teaching in rural areas? And are we providing good role models?
- What kinds of career guidance are we offering to women and men educators? What support is there to encourage more women and men to go into secondary-school teaching, especially in subjects where they are not well represented? And are we providing mentoring programmes for women and men staff members where needed?

- Are there any special policies or programmes in place to encourage more male teachers where their numbers are low and where they could serve as role models to boys and girls?
- What specific promotion policies exist to ensure that women and men teachers can be fully represented in senior management and policy positions?
- Are special efforts made to nominate talented women and men as members of important and influential committees and boards — not only within an institution but nationally and internationally?
- Are women and men teachers safe from sexual harassment and other forms of violence? What policies and procedures are in place to protect them? And what special programmes are in place to let teachers know that sexual harassment and sexual violence will not be tolerated, and to help them be aware of sexual harassment and violence in the classroom?
- Is there any special training given — as part of professional development or teachers' training — on gender equality, including masculinity and boys' education?
- Do teachers have to travel long distances and spend time away from their families to take more training? Are any accommodations made that take into account a woman's multiple responsibilities? These allowances may include flexibility on completing assignments, use of ODL as much as possible, or financial compensation to cover the family's extra costs whilst she is away. And what about specific policies that ensure pregnant teacher-learners can continue with their education?
- Do schools provide supports for female teachers, such as access to childcare facilities?

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 “HOW-TO” TOOL 9
 

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## Checklist for gender-responsive lesson planning<sup>8</sup>

Lesson planning involves a wide range of decisions: teaching methodologies, content, learning activities, learning materials, language use, classroom interaction, classroom setup, learning assessment, etc. A gender-responsive lesson plan takes into consideration the specific needs of girls/women and boys/men in all of these teaching–learning processes. Based on the content to be taught, gender-responsive lesson planning asks teachers to do the following:

- Teaching and learning materials:** Review the teaching and learning materials. Does the material contain gender stereotypes? Does the language of the materials contain bias? If so, what techniques can be used to address these issues? For example, if the images or active participants in the stories are all men and boys, or only show women and girls in traditional roles, teachers could find examples of women or girls who contribute in similar ways. Watch for any language bias in the teaching and learning materials.
- Teaching methodologies:** Choose teaching methodologies that support more equal participation of both girls/women and boys/men. Examples include group work, group discussions, role playing, debates, case studies and co-operative teaching strategies. Encourage all students to participate, and be ready to help if some students dominate the discussions or roles and others rarely contribute.
- Learning activities:** The lesson plan should be designed so that all students can participate in the learning activity. Make sure girls/women and boys/men can share the learning materials and any equipment and other materials; this is particularly important in face-to-face learning when supplies are limited.
- Classroom setup and interaction:** In face-to-face learning, lesson plans should consider the classroom setup to allow for equal participation of girls/women and boys/men: how to arrange any tables and chairs, and how people can move around in the room. Think of inclusive questions to ask during the lesson, and remember to direct questions to both girls/women and boys/men.
- Manage other gender constraints:** Make sure you have time to deal with gender-specific problems, if any, such as girls/women who have missed class due to menstruation, household chores or other family responsibilities. Watch for signs of violence, sexual harassment, peer pressure, the impact of HIV and AIDS, and other problems.

<sup>8</sup> Adapted from *Gender Responsive Pedagogy* (Mlama et al., 2005), pp. 10–11, published by the Forum for African Women Educationalists (FAWE).

- ❑ **Feedback and assessment:** Make time to get feedback from both girls/women and boys/men to ensure that both genders have understood the lesson. Also, be open to feedback about your teaching methods and style, and don't hold any negative comments against the students.



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## “HOW-TO” TOOL 10

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# Addressing the uniqueness of each student<sup>9</sup>

**Instructions:** Go through each of the activities below and reflect on your teaching practices.

- If you are working on this exercise by yourself and there are topics that you have particular difficulty with, try talking or connecting virtually with other teachers or teacher educators about how they include such activities in their teaching, or read more about how to handle those situations, or see if you can get some training to help you be more gender responsive to inclusion.
- If you are working in small groups — whether face-to-face or through technology — brainstorm ideas for how to build these approaches into your teaching methodologies.

### Activities

- ❑ **Addressing specific needs of students:** Learn about students’ lives — socio-cultural, family, health issues, etc. Develop and update a profile about each student, and keep sensitive information confidential. Look for such characteristics as shyness, arrogance, distraction and lack of confidence. Take into account that some students are slow learners, some are gifted and most are better in some areas than others. But it is necessary to go beyond academic ability. Bear in mind that some learners come from disadvantaged situations — orphaned, widowed, displaced, very poor, living with HIV and AIDS or other illnesses. Watch out for gender-specific needs of students, such as girls/women who have many family responsibilities, boys/men who spend a lot of time working outside of school hours and girls/women who are afraid of speaking out because of their cultural background. Also be aware of girls/women and boys who may have been sexually harassed or abused.
- ❑ **Feedback:** Whether face-to-face or learning via ODL, interaction is a two-way process involving the teacher and the learner. The teacher teaches and the student is expected to respond, either verbally in the classroom or in writing when using ODL. It is important for the teacher to make sure that the students are learning. Teachers should try to create an environment where they can receive feedback from the students to confirm that learning is taking place. The teacher should encourage — and be willing to accept — feedback from the students in order to improve the teaching and learning process. If the teacher is male, it may be particularly difficult for girls/women to give feedback, as they may be socialised not to ask questions of a man or to answer back. Teachers need to encourage girls/women and boys/men to ask and answer questions that help them understand.

<sup>9</sup> Adapted from *Gender Responsive Pedagogy* (Mlama et al., 2005), pp. 19–20.

They also need to be patient and listen carefully to students' questions and answers, trying not to interrupt them. This is especially important when dealing with female students, who may need more time to express themselves, as they may not be used to speaking out in public.

- ❑ **Establishing rapport with students:** Learning is more likely to take place in an environment where there is comfortable and easy communication between the teacher and students and amongst students. Some of the barriers that make this difficult include cultural restrictions on communication between women/girls and men/boys, the expectation that teachers will act “professionally” by keeping their distance, and any loss of trust due to verbal, physical or sexual harassment or abuse by the teacher or other students. It is important for teachers to make a deliberate and conscious effort to strike a balance between being too distant and too friendly in order to build and nurture the good relationships necessary for effective teaching and learning to take place. In ODL, teachers have to make an extra effort to reach out to students from the start, and provide ongoing feedback, encouragement and support so that students are engaged and know the teacher is available to facilitate their learning.
- ❑ **Violence at school:** Negative gender-based behaviour by both teachers and students can detract from the teaching and learning process. In primary and secondary schools, the examples are numerous — boys bullying girls, bigger boys and girls bullying smaller ones, teasing, abusive language and gestures, sexual advances, touching and groping, passing notes, unkind graffiti, spreading rumours. In teacher education institutions and ODL, verbal abuse of other students might be an issue, such as the posting of negative comments on others' contributions, or any kind of personal attack. Teachers need to find ways to eliminate this sort of behaviour, and schools need policies that show such behaviour is not acceptable.
- ❑ **External pressures:** Classroom dynamics are also affected by forces from outside the classroom, such as drug abuse, alcoholism, domestic violence, homophobia, religious fundamentalism, fanaticism, gangs, vandalism and mass hysteria. All these issues can have a negative impact on the teaching and learning processes. Through socialisation, girls/women tend to be more vulnerable to becoming targets for religious fundamentalism and mass hysteria. Boys/men tend to be targets for gangs, alcoholism and drug abuse. However, it is important to realise that boys/men and girls/women can all be affected by these pressures, and that the impact may be different on girls/women than on boys/men. For girls, apart from its other negative impacts, alcohol and drug abuse can lead to very serious consequences, such as rape and early pregnancy. HIV infection is often associated with the sort of unplanned sexual encounters that may result from alcohol and drug abuse. The teacher needs to be able to identify the signs of students in trouble and take preventive action. Schools also need to have policies that address these issues and access to resources to help students affected by them.

## CHAPTER 8

**Gender-responsive learning environments**

*The physical environment includes factors such as classroom spaces, classroom infrastructure, arrangement of furniture, level of noise, class size, classroom displays and resources. It is critical for teachers to consider these factors when trying to meet the learning needs.*

– *Guidelines for Responding to Diversity in the Classroom*  
(Republic of South Africa, 2011, p. 7)

**Physical learning environments**

The safety of girls/women when getting to school and at school is an issue of serious concern. In some places, girls/women run the risk of being harassed, assaulted, abducted, or even murdered on the way to and from school. The greater the distance girls have to travel to school, the more fear parents have about sending them there, which often results in girls leaving school before they have been able to acquire even minimal levels of learning. Some solutions include building new schools within a one-kilometre radius of homesteads, based on demand, and arranging for education staff or helpers to collect students from their homes every morning and take them home at the end of each day.

Children and adults also need a secure and welcoming learning environment at school. Safer education facilities can become centres for community activities and provide other services that are critical to reducing poverty, illiteracy and disease, such as training in hand washing and other hygiene. As discussed in Chapters 5, 6 and 7, teacher–student physical violence and sexual abuse or harassment are significant factors affecting safety at school and must be addressed. It may not seem obvious, but lack of separate, private toilets for girls/women, especially during puberty and for people with disabilities, makes it very hard for these students to stay in school. In boarding schools or at workshops away from home, separate toilet facilities are very important, and girls/women need access to them during the day, especially when they are menstruating. An option for some countries or regions may be to set up girls-only and boys-only schools.

Teachers also need to manage the amount of noise in the classroom to make it easier for students to concentrate. It is important to provide breaks, educational games and other physical activities to let growing children burn off some of their energy in safe and productive ways.

Another physical issue in schools is how classrooms are set up and used. Typically, students sit in rows, all facing the teacher. Unfortunately, this arrangement often reinforces gender stereotypes because girls/women who sit at the back of the class are less likely to participate unless the teacher makes a special effort to involve them. An option is for teachers to assign seats or mix the boys/men and girls/women in other ways, and place shy or quiet students closer to the front of the class. Teachers can also divide the class into small groups that sit in circles instead of rows.

Some schools do not have enough furniture or learning materials, and many are overcrowded, so teachers have to be creative about sharing space and resources and pay attention to gender dynamics whilst doing so. Students might sit on the floor in groups and take turns using any desks and chairs. Students can be asked to contribute ideas for other ways to share limited classroom resources.

## Open and distance learning

Given the importance of reaching and teaching all children and of lifelong education, developing good practices in education includes embracing distance learning as a viable and important contributor to educational change. At the same time, open and distance learning (ODL) must also draw from good practices in traditional settings and integrate gender-responsive considerations into planning and delivery.



Photo credit: Ian Pringle, Commonwealth of Learning

ODL offers some significant benefits, including:

- Flexibility in how curriculum can be delivered and personalised to suit individual learners. As long as learners' participation is carefully monitored, with attention to equal participation and leadership from girls/women and boys/men, flexibility can be of great benefit to all learners.
- Learners can study where they live, at times that suit them and at their own pace, which makes it possible for all learners to fit their education into their other work and family responsibilities.
- Larger numbers of people can access the learning materials at lower cost.

Whilst ODL can provide more cost-effective delivery, it is critical that ODL not be seen just as a way to save money and reduce the number of teachers. Gender-responsive ODL will help achieve the Millennium Development Goals by increasing access to education and promoting gender equality, but education systems will need to change and adapt, and develop new systems to support ODL. Teachers will also need to develop skills in the following areas:

- Academic support in designing, facilitating, sustaining, assessing and managing gender-responsive distance learning. This must include skills in teaching via ODL or with flexible and blended approaches, and also at the school-based or classroom level.
- Administrative support that recognises different learning styles and comfort levels of girls/women and men/boys in:
  - use of new technologies, including multimedia materials, videos, radio programmes, mobile phones, desktop computers, laptops, tablets and the Internet;
  - connecting to and accessing materials through technology; and
  - trouble-shooting technical problems.
- Personal support, both as students struggle to master new ways of learning and for the events in students' personal lives that make learning difficult. Sensitivity to the different barriers and life situations of boys/men and girls/women is essential for effective personal support.



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## “HOW-TO” TOOL II

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# Checklist for gender-responsive physical school environments<sup>10</sup>

**Note:** This tool is designed to examine face-to-face learning environments, and some questions are more applicable to the education of children than of adults.

**Instructions:** Go through each of the questions below and reflect on your teaching experience or your experience as a learner.

- If you are working on this exercise by yourself and there are questions that you don't know how to address, try talking or connecting virtually with other teachers about how they include such activities in their teaching, or read more about how to handle those situations, or see if you can get some training to help you be more gender sensitive to inclusion.
- If you are working in small groups — whether face-to-face or through technology — brainstorm ideas for how to address these questions in your teaching methodologies.

### Questions to consider

- What kinds of resources are available, such as games, learning tools, etc., and which ones are used by boys/men? By girls/women?
- Is separate space available for boys/men and for girls/women, whether inside the classroom or around the school?
- How are the spaces used by boys/men and girls/women separated?
- Do boys/men or girls/women interfere with the others' space?
- Which spaces are neutral and what characterises them?
- Who uses the neutral/shared spaces most and why?
- When there is very little space, who uses it?

<sup>10</sup> Adapted from FAWE's *ABC of Gender Analysis* (Kabira & Masinjila, 1997), pp. 33–34.





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## “HOW-TO” TOOL 12

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# Options in the delivery of ODL<sup>11</sup>

### Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking or connecting virtually with other teachers at your school or education institution or in your district about their experiences with ODL, or read more about the ideas by using some of the resources in the References.
2. In small groups, read over the delivery options and considerations below, and agree on at least three issues you want to learn more about.
  - If the small groups are meeting virtually, share one or two of your own choices with each other, and build consensus on the three you will work on together.
3. For each issue groups have chosen, discuss the following questions, taking some notes so you can remember the ideas:
  - a. For each option or consideration, what experience have you had with it? Were you the teacher or the learner? What did you find difficult about it? And what did you like about it?
  - b. Have you participated in any blended delivery approaches? Were you the teacher or the learner? What did you like about the blended approach?
  - c. Are there any things you learned from your experiences that you would like to add to your own teaching practices?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their stories and ideas, covering the rest of the questions.

### A. ODL delivery options

- In *synchronous delivery*, the teacher/instructor and learner engage in direct communication, whether face-to-face or through some kind of communication technology. Synchronous delivery contributes to the learning experience by bringing additional dimensions and dialogue to the knowledge-building process. All of the issues relevant for engaging boys/men and girls/women in ways that support gender equality apply to synchronous delivery mechanisms.

<sup>11</sup>Adapted from the Commonwealth of Learning's *Open Educational Resources (OER) for Open Schooling Teachers' Guide* (2012).

- ❑ In *asynchronous delivery*, the teacher/instructor and learner communicate indirectly and at different times from each other. Asynchronous learning can develop deep reflection and alleviate the stress of timed responses. Special attention needs to be paid to facilitating the different learning needs of girls/women and boys/men.
- ❑ In *paced learning*, the teacher/instructor and/or learner decide on a schedule and use flexible time to plan and work through the course material. Typically, paced learning has a fixed start and end point for a group or learning cohort. Flexibility may be offered within the start and end points. How barriers to learning affect girls/women and boys/men differently needs to be considered, especially if individual learners are falling behind and may require extra academic, administrative or personal support.
- ❑ *Self-paced* learners can start and complete a course according to their own schedule. You as the teacher/instructor may or may not have input into deciding the course schedule. Self-paced learning is also less likely to have a fixed start or finish date, beyond a loose framework set out by policy or institutional registration protocols. However, if self-paced learning is too lacking in structure, it is at risk of becoming “no-pace,” and learners will not complete their course successfully. Whilst learners work independently of each other, they should still be connected to you and the institution co-ordinating their learning. Just as with paced learning, careful attention needs to be paid to individuals who are falling behind, whether girls/women or boys/men are having particular difficulties and, in each instance, why.

## B. ODL delivery considerations

- ❑ Teachers and tutors are a learner’s main contact but are invisible to the learner at first. They need to reach out to learners at the beginning of a course to start to build a relationship and presence.
- ❑ Whilst administrative support work might not seem like a part of teaching, it is important to remember that a learner who runs into such problems cannot learn.
- ❑ A positive relationship is created when teachers and tutors can help solve small problems quickly and show that they are resourceful. Teachers and tutors report very positive responses to simple ways of reaching out to learners.
- ❑ Teachers and tutors will find patterns of common problems. Preparing a few standard email responses or a list of FAQs will ease the burden of having to answer the same questions over and over. Not only will the teacher or tutor save time, but the learners will appreciate quick answers to their questions as well.
- ❑ Some students may need help understanding how to behave when learning through ODL. It is important that teachers and tutors set out clear expectations and standards for learners in ODL and blended environments.
- ❑ Just as teachers and tutors need to let students know about expectations and standards, it is also important for teachers and tutors to let students know when they will be available for questions, how long they will take for marking and whether some of the mark in a course will be based on participation.

## CHAPTER 9

## Gender-responsive teacher education institutions and schools

*Schools must be places where stereotypes are undermined, not reinforced, through gender-aware curricula and professional teacher training. Recruiting women teachers, particularly for rural or isolated schools, remains a high priority. Locating schools closer to homes, providing sanitary facilities and furniture, together with acceptable class sizes, are all investments that encourage parents to send their [children] to school. HIV/AIDS prevention and sexual and reproductive health education should be a priority in its own right, with adequate support given to teachers.*

– EFA Global Monitoring Report 2003/4 (UNESCO, 2003, p. 19)

### Formal and informal governance

Male-dominated systems of government tend to result in male biases in decision-making on opportunities, services and resource use. Without women's participation in local, national and international governments and institutions, it is unlikely that gender equality and gender considerations will be integrated into policy-making, programme development or budgeting, or that women's many paid and unpaid contributions to the economy and our communities will be recognised and valued.

In schools and teacher education institutions, women are needed on governing boards, on school committees, as head teachers and as teachers at all levels in the education system. It is also important to hear the voices of girls as well as boys when making decisions at the school level, both to improve those institutions and to provide girls with experience in contributing to political decision-making. Specific policies and active encouragement of women/girls to take on leadership roles may be required.

Whether or not educational authorities are engaging with schools and teachers about gender issues, informal networks within a school or between schools can take the lead on projects and activities that address challenges and make their schools more gender responsive. Some examples are:

- A group of teachers from schools or education institutions in the area could work on gender-responsive topics such as curriculum adaptations, teaching methods and learning assessments. Those materials could be shared with all teachers in the area.

- Teachers could visit each other's schools or education institutions to learn about the ways they have made their classrooms and schools more gender responsive.
- Schools or education institutions could work together to provide teacher training. For example, an expert on a specific issue of concern could be brought in, and teachers from schools and education institutions in the area could attend the training session. Teachers who attended could share what they learned with teachers at their own school or education institution and become resources for other teachers in the area.
- Teachers and school committee representatives from several schools could work together to develop policies on affirmative action, sexual harassment and other issues essential to address when making schools and education institutions welcoming to all students.
- Head teachers from all schools or education institutions in a district could collaboratively set goals and then collect and share data about: whether all the children in the district are enrolled in school and how that changes at each grade level; how many students with disabilities are enrolled; how distance from school affects enrolment; what resources each school has (textbooks, other teaching materials, equipment, furniture, toilets, etc.); teacher-pupil ratios, etc. For the data to be gender responsive, it must be sex disaggregated.
- Head teachers and representatives of school boards and the boards of education institutions in a region could meet at least once a year to review gender issues of common concern.
- Districts could set up a shared resource centre, with teaching aids and equipment, books, magazines, videos and other resources that teachers and families can use. If there is a local teacher education institute, it could be asked to be a supporting partner with the resource centre.

By working together, each school or education institution and each teacher does not have to figure out on their own how to adapt the curriculum or improve classroom dynamics, and good practices discovered in one school or education institution can be shared with another.

For all of these issues, involvement of women and men in key roles and as decision makers is essential to ensure that the different experiences of women/girls and men/boys are fully taken into consideration.

Finally, there are a number of ways that students can be included as participants in primary- and secondary-school decision-making. They can be peer educators and mentors for younger students or students with disabilities. They can help set up and run student councils, both to gain experience in political roles and to provide an organised forum for addressing students' concerns. They can provide feedback on the curriculum, teaching methods, etc. They can contribute to developing school policies, such as codes of conduct and discipline procedures. And they can contribute to the design and use of the physical space in a school, such as playground design and toilet location. In all of these kinds of participatory activities, it is very important that gender equity is considered, including making extra efforts to get girls and boys actively involved.

## Women leaders and managers

A number of key factors result in few women being in leadership and management positions. To begin with, long-standing gender stereotypes block women's participation, even in primary schools, where there are large pools of women teachers. Myths include that men are natural leaders, women don't want to be leaders, women are too emotional and men manage whereas women teach. Two school-specific myths are that women teachers find it hard to teach more senior grades, and lower grades often have larger class sizes that are very challenging to manage. Women have been socialised to believe that they should be followers, or they are uncomfortable putting themselves forward for leadership roles. Many hiring and promotion decisions are still gender- rather than merit-based, and many employees do not expect to have a female manager.

The ability to progress in one's career is harder for women. In their 20s and 30s, men are getting promoted to middle-management positions. At the same stage of life, women are taking maternity leave or periods of time out of the workforce to raise their small children and look after other family responsibilities. Low numbers of women in middle management result in fewer opportunities for women to show their management and leadership skills, and few role models and mentors for women starting their teaching careers. At the most senior levels, very few women are in leadership positions. Male networks in politics and in the teaching profession are additional barriers to women's management and leadership opportunities.

Educational pressures also affect women's opportunities for management and leadership positions. Girls and boys are often streamed into different disciplines. Girls are encouraged to take subjects in the arts, and boys are encouraged to study scientific or technical subjects. This is one reason why there are fewer women teaching high-status subjects like science and math. In addition, not enough women complete the tertiary (post-secondary) degrees necessary for directorships and other leadership roles.

All of these factors result in fewer women in positions of authority and decision-making, limiting the number of role models that help girls aspire to leadership and the number of boys and men who recognise the skills and contributions women can make in these positions. Female teachers' participation in some of the informal governance projects and activities described above will help male teachers and others see how much women can add to improving access to and quality in education. Male teachers can contribute to encouraging women to take on leadership and management positions by examining their own gender biases, collaborating with women on projects and activities that make schools more gender responsive, encouraging girl students to study all subjects, opening their networks to women, encouraging other men to hire and promote women, and mentoring and supporting female teachers as leaders and managers.

## Actions to support gender equality

There are many ways that schools and teacher education institutions can integrate gender responsiveness into their curricula, policies and programmes. These ideas have been integrated into the tools that are included in this chapter.



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## “HOW-TO” TOOL 13

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# What schools and education institutions can do for gender equality

**Note:** This tool is designed to help teachers and teacher educators address gender equality issues in schools and teacher education institutions. Most of the actions included in this tool apply equally to face-to-face, ODL and blended learning mechanisms.

## Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking with other teachers at your school or education institution or connecting virtually with teachers in your district about what they think can be done, or read more about the ideas by using some of the resources in the References.
2. Read over the actions below, and agree on two to three actions you think will have the most benefit at your schools.
  - If the small groups are meeting virtually, share one or two of your choices with each other, and build consensus on the two to three actions you want to explore together.
3. For the actions you have chosen, discuss the following questions, taking some notes so you can help work on the actions at your school:
  - a. What is your experience with each action? If you have seen positive change, do you have any lessons learned to share?
  - b. What do you think are the next steps to make change? Try to be fairly specific.
  - c. Who else do you think will need to be involved to make progress?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their stories and ideas, covering the rest of the questions.

## Actions

### A. Equality between male and female teachers

- Use non-discriminatory, participatory and transparent recruitment and selection of teachers and other education staff.
- Work towards competency-based human resource management.

- Provide equal pay, equal teaching conditions, equal representation in management positions and equitable division of work.
- Use fair assessment and evaluation.
- Provide maternity and paternity leave.
- Allow for flexible schedules and other accommodations that address female teachers' family responsibilities, such as access to adequate childcare facilities.

## **B. Gender-responsive policies**

- Develop codes of conduct for teachers, staff and students, including a zero-tolerance policy to sexual harassment and physical, verbal or sexual abuse of students or teachers by students or teachers. Ensure male teachers and other male staff have active roles in enforcing these codes of conduct.
- Commit to encouraging boys/men and girls/women to take the full range of subjects and plan for careers in any area.
- Commit to fairly sharing chores amongst boys/men and girls/women at schools and in teacher education institutions.
- Commit to ongoing gender audits and the gathering of sex-disaggregated data.
- Commit to inclusion in school, including having accessible classrooms and toilets and addressing negative attitudes towards marginalised individuals.
- Allow pregnant girls/women or girls/women with children to continue their education, with accommodations as necessary given their added family responsibilities.
- Accommodate rather than punish learners who live far away or have domestic or other work commitments that affect their attendance, as well as girls/women who have to miss school for menstruation-related reasons. Options could be to modify the timetable, change starting times, have flexible starting times or provide ways for students to make up for lost time.
- Ensure equal access to sports and extracurricular activities for boys/men and girls/women.
- Promote active participation of boys/men and girls/women in the decision-making processes at schools and teacher education institutions.
- Provide health education and services, including for sexual health, teenage pregnancy, HIV and AIDS, sanitation and hand washing.

## **C. Curriculum and training**

- Review the curriculum, textbooks, other learning materials and teachers' guides to consider how gender, disability, HIV, AIDS and other issues relevant to equity and inclusion are addressed and included in the entire curriculum. Ideally, this work is done in collaboration with other schools or teacher education institutions in the district or province, or as a nationwide effort. (For more information, see Chapter 10.)



- Ensure that local content — people, stories, examples — is added to the curriculum and that men/boys and women/girls are clearly visible in that content, and not only in traditional roles. Where appropriate, provide equal opportunities for male and female students to be involved in developing learning material.
- Train teachers and principals in gender-responsive teaching, including: equity issues and inclusive education; gender-responsive teaching approaches and tools; non-violent communication; addressing and preventing sexual harassment and physical and sexual abuse; and school management and leadership. (For more information, see Chapter 7.)
- Ensure that teachers are aware of local, regional and national sex-disaggregated data on access and success in schools at different grade levels.
- Train boys/men and girls/women in peer-to-peer action to fight gender inequality, such as anti-violence initiatives and the inclusion of people with disabilities.

#### **D. Cost and infrastructure barriers**

- Encourage the establishment of scholarships or stipends for poor girls/women, boys at risk or other vulnerable children and families, as well as income supplements for child-headed households.
- Develop and look for funding for second-chance/re-entry programmes and bridging programmes for child workers and illiterate adults returning to school or other learning environments.
- Look for funding to abolish school fees and reduce hidden costs, such as uniforms and books.
- Look for funding to provide incentives for teachers, including females, to work in rural areas.
- Look for funding to provide food at schools and education institutions, as well as access to health services in schools.
- Look for funding to have an adequate supply of teaching and learning materials, and to develop new, gender-responsive teaching materials.
- Look for funding to upgrade schools and teacher education institutions with water, electricity, sex-segregated toilets, and adequate desks, chairs and other equipment, including ones that students with disabilities can use.

#### **E. Connecting with the community**

- Share information within your communities on: the importance of educating girls/women and boys/men; sexual health, including HIV and AIDS; sexual harassment; and physical, verbal and sexual abuse. Consult with traditional leaders and elders in preparing these information sessions, work with community partners and get input from women in the community.
- Create participatory projects that involve local schools and education institutions, students, teachers, administrations, parent-teacher associations, other parents and the community at large in developing local solutions to increase the participation of boys/men and girls/women in education.

- Work with the community to address the safety of male and female students and teachers when they travel to and from school.
- Involve members of the community in school committees and parent–teacher associations, and in developing gender-responsive policies and programmes for the school. Ensure that women are well represented.

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## INFORMATION TOOL 12

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# Scorecard for a gender-responsive school<sup>12</sup>

**Note:** This tool is designed to examine primary and secondary schools and face-to-face learning. Some components do apply to teacher education institutions and adult learners.

**Instructions:** Read through the scorecard, and reflect on how well your school or education institution is doing in each of the activities on the scorecard. You could also discuss with other teachers at your school how your school measures up, or talk with other teachers at a teacher education institution.

### Scorecard

A. Accessible to all students, especially the most marginalised, the school is:

- affordable;
- physically accessible;
- inclusive; and
- socially and culturally acceptable.

B. Accountable to all students:

- School governance involves girl and boy students, their families and their communities in school management.
- Governance systems are in place to support dropouts as well as girls and boys with extended absences.
- The school's charter contains an explicit commitment to promoting girls' and boys' education.

C. Supports the learning and success of all students by providing:

- school materials;
- ICT and vocational training, and learning programmes relevant to their needs; and
- mentors and peer support.

D. Is a safe place for all students, with:

- clear policies to prevent and respond to violence against students perpetrated by staff or students, including all forms of sexual coercion;
- appropriate systems of reporting;
- separate toilets for girls/women and boys/men; and
- same-gender staff members assigned as counsellors.

<sup>12</sup>Adapted from Plan International (2012a, p. 123).

E. Curriculum and policy is free from discrimination and stereotyping:

- School materials promote gender equality.
- Comprehensive sexual and reproductive health is a core part of the curricula.
- Girls and boys have equal access to all school provisions and equal support from staff.
- Girls and boys are equally encouraged to participate in class.

F. Maintain motivated staff who support all students, by having:

- at least 40 per cent female staff;
- gender-equality training for all teachers; and
- a maximum teacher–pupil ratio of 1:40.

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## INFORMATION TOOL 13

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### Advice to leaders

**Note:** This tool is based on advice for women leaders offered by Brenda Gourley and Sushmita Mitra, in their chapters in *Women and Leadership in Open and Distance Learning and Development*, edited by Asha Kanwar, Frances Ferreira and Colin Latchem (COL: Vancouver, 2013).

**Instructions:** Go through the checklist below, and reflect on your teaching and leadership. Think of some leadership qualities you already have. Think of a time when you used one or more of these qualities with great results — it can be an example from teaching or from home or from any other situation.

- If you are doing this exercise on your own, write down some of the things you did at that time that really helped you to accomplish your task. Who were the other people involved? What did you do on your own? What did you contribute to the team's efforts? What are you happiest about in that story?
- If you are working in small groups — whether face-to-face or through technology — take turns sharing a story of when you used one or more of these leadership attributes with good results. After each person's story, brainstorm how their leadership qualities contributed to the good results.

### Qualities

- Integrity.** Lack of integrity is at the heart of many a leadership crisis. To inspire confidence, you must be trusted — and without integrity, there can be no trust. You must show integrity in how you conduct your personal life, in your relationships, in how you work, and in how you manage, support and encourage other people.
- Orientation to service.** If your agenda is mostly based on personal motives, you may never become a successful leader. Built into good leadership is the idea of serving others. We have only to think of Nelson Mandela, Mahatma Gandhi, Martin Luther King and Aung San Suu Kyi to appreciate this point.
- Optimism and vision.** You can't lead others into new areas if you are negative and pessimistic. People need leaders to be cheerful, hopeful of positive results and optimistic in the face of difficulties. The world can be seen as full of problems that can't be solved or of challenges that are possible for us to address. You need to hold the latter view to be a leader.
- Decisiveness.** It's a complex world, and you are not likely to have all the information or easy answers for every decision you have to make. And sometimes, you'll have to make quick decisions. If you spend a lot of time trying to figure out the very best answer, your followers are likely to lose confidence in you and fall away.

- ❑ **Courage.** You will face issues that are difficult and uncertain. There will be times when you have to do or say something that's not popular. It can be lonely out there in front, on your own, being in the public eye or having to face up to the media or your community. So, you need to show personal courage.
- ❑ **Resilience.** There will always be failures and setbacks in your efforts as a leader. It never works to take these too badly, too personally. You need to develop the ability not only to learn from failure but also to pick yourself up and try again.
- ❑ **Self-reflection.** You need to be open to new experiences, to listen, to seek advice, to pay attention to criticism. This all helps you to learn and grow. But you also need to learn more about your nature, purpose and essence. By understanding yourself, by moving beyond what you want people to think of you and beyond what is comfortable, you will be a stronger leader.
- ❑ **Motivating manager.** You choose staff well and then look after them, giving them the time, technology and support they need to do their jobs really well. You are kind and fair, recognise great performance, give and share credit generously and take time to understand. You are humble. And you help, guide and mentor your staff.
- ❑ **Discipline.** It is very important that you work long and hard when necessary, control what you say and how you say it — even when you are angry or hurt — know what you are doing and look like you know, too.
- ❑ **A sense of humour.** Use humour and laughter to relieve tension in difficult situations. Don't take yourself too seriously, and use humour to help others let go of tension as well. Many situations can be dealt with so much more easily if the leader is able to use humour.

## CHAPTER 10

**Gender-responsive curricula**

*Gender equality needs to be a central part of the development of the school curriculum and ways of teaching. Innovative approaches to ensuring girls have greater and safer access to schools are extremely important, as are increasing the conditions for girls and boys to participate equally in learning.*

– Oxfam GB's *Girls' Education in South Asia* (2006, p. 8)

**Educating teachers and teacher educators**

Pedagogy can be described as the methods and activities involved in teaching. Using that definition, “gender-responsive pedagogy” involves teaching methods and activities that pay attention to the specific learning needs of girls/women and boys/men. To teach using gender-responsive pedagogy, teachers need to include gender considerations in everything from lesson planning, to teaching, to classroom management and performance evaluation.

Teachers and teacher educators cannot be expected to be able to teach using gender-responsive pedagogy without any training on gender equality and gender considerations that affect students, teachers and education institutions. Training that will prepare teachers to teach gender-responsively can include:

- Examining their own gender biases and stereotypes, including the influence of those biases on marking, giving feedback and assessing students.
- Learning about how well girls/women and boys/men access school, based on sex-disaggregated data.
- Information on barriers that prevent access to and success in education for girls/women and boys/men, and how to address them.
- Specific training on topics that affect participation in education, including: gender, equity and inclusion; sexual health, HIV and AIDS; disability; sexual harassment and other forms of violence.
- Innovative, participatory teaching and learning methods, including how to adapt curricula to meet the unique needs of learners.
- ODL technologies and teaching methodologies.
- Leadership and management skills.

Gender training of teachers and teacher educators is most effective when:

- **It is learner centred.** All training should be based on looking at the participants and their needs. It is important to give trainers enough preparation time to conduct some form of *learning needs analysis* before the training, including identifying differences for boys/men and girls/women.
- **It uses participatory methods.** Effective training uses participatory methods such as case studies, brainstorming and problem-solving to help participants actively engage with the subject matter and learn by doing. The choice of methods will depend on the topic, the group, the trainer and practical factors. Using different methods helps boys/men and girls/women with different learning needs participate more fully. It is also important to use country-, culture- and sector-specific case material relevant to the lives of the participants. The participants' own knowledge and experiences should be the principal materials for discussion.
- **It introduces skills as well as awareness.** Effective training is based on an understanding of the teachers' job responsibilities, the school where they work and how the school is organised and functions. Gender training should help teachers and teacher educators identify and discuss their own biases, opportunities and constraints, leading to the development of a gender-equality perspective, and should encourage the development of personal action plans (including follow-up).
- **The trainer has credibility with the participants.** The trainer needs to have knowledge, understanding and status appropriate to the group. In all circumstances, trainers need to adopt a non-threatening approach that allows for discussion and exploration of different viewpoints. It is often best for external experts to work with internal staff to ensure the relevance of the training to the organisation.
- **It uses a blend of face-to-face and ODL approaches.** If possible, using a blend of in-person and ODL teaching methods provides the flexibility of delivering training that fits into the lives of teachers and teacher educators, and gives them time to reflect and act on what they are learning during the training programme.
- **Training is followed up.** Developing new skills is a process, not something that happens in one training session. Training needs to be followed up with discussion, feedback workshops, more tailored training and/or on-the-job support.

In addition to the follow-up for individual learners, other complementary activities support and build on gender training, including:

- developing, through participatory processes, gender policies with clear, measurable and achievable objectives;
- promoting leadership and senior management support;
- ensuring staff have access to gender expertise and to professional support;
- including gender equality issues in teacher evaluation;
- forming gender networks and committees to work on gender issues with the support of external advisors;
- establishing funds specifically for pilot projects; and
- actively monitoring gender policy implementation.



Barriers to participation in gender training must be addressed, including cultural norms that might prevent women from staying away overnight or being trained by male teachers. As well, male teachers may want to avoid speaking about personal experiences and difficulties in front of women, or even other men, and vice versa.

When designing gender training, innovative methods are needed. Blended delivery options, such as a mix of face-to-face group sessions, periods of independent study, and learning through ODL technologies, make it more possible for teachers to find the time to learn whilst taking care of their other responsibilities. Drawing on a teacher-learner's own experience through activities such as storytelling, reflection, brainstorming, case studies and research into their own teaching practice is important for participatory learning. Learner-centred participatory approaches also include collaborative work, real-life examples, and situations in which students teach each other.

## Developing teaching and learning materials

Just as teachers and teacher educators learn better when they can build on their own experiences, girls/women and boys/men need to be able to see themselves in the curriculum for effective learning to occur. Using stories, examples and images that reflect their local context engages students in learning by relating complex subjects to things that they know. As well, education needs to be relevant to students' future opportunities and life choices in order for their families to invest in education.

Many textbooks and other learning materials in use today are based on gender stereotypes — showing men and boys as powerful, assertive and intelligent as well as leaders in society, and either not including women and girls at all or showing them as weak, passive and submissive, and mostly involved in domestic, caregiving and supportive roles. As a result, teaching and learning materials reinforce gender stereotypes.

A first step in developing gender-responsive teaching and learning materials is to review the existing textbooks and other learning tools. In the review, the curriculum needs to be examined to answer questions such as:

- Are issues of equity and inclusion part of the educational standards?
- How are learning outcomes monitored and measured? Are there any differences between boys/men and girls/women?
- Is the content free from discrimination?
- Do the stories, case studies and examples include men/boys and women/girls as active participants in roughly equal numbers?
- Do the photographs and other images show women/girls doing a wide range of activities, or are women/girls mostly absent or in passive, helping roles?
- Are the views of men/boys and women/girls represented equally, both as narrators and as authors, in textbooks, other learning materials and references?
- Are women included as role models, leaders and historical figures in learning materials?
- Do learning materials meet the needs of students with disabilities — e.g., are there large-print versions for people with vision problems?

- Is local content included in the learning materials, and does that content reflect local concerns and priorities?
- Is the curriculum sufficiently inclusive? Are any groups under-represented or forgotten?
- Does the curriculum cover basic education important to healthy, safe, productive lives, such as:
  - literacy and numeracy;
  - health and nutrition;
  - sexual maturation, from puberty to adulthood;
  - HIV prevention;
  - life skills;
  - human rights;
  - gender and relationships, including the concepts of masculinity and femininity;
  - economic and social development; and
  - sustainable development.

Whilst it would be ideal if textbooks and other learning materials were reviewed and updated on a national level, that may not be the priority of the national or district government. Individual schools and education institutions and even individual teachers may need to get involved in a review on their own or in collaboration with other teachers. In addition, there always will be a role for education institutions, schools and teachers in bringing local content to the curriculum.

Existing textbooks or other learning materials can be adapted at the classroom or course level to make the materials gender responsive. Whenever gender-biased illustrations, examples or statements appear in a textbook or other learning materials, the teacher can add interpretations and her/his own examples that show the participation of women/girls and men/boys in different roles. When adapting the curriculum, it is important to think about the differences between and amongst girls/women and boys/men so that the learning materials are inclusive. Teachers and teacher educators can develop their own gender-responsive teaching and learning materials. Gender-responsive illustrations, charts, pictures and diagrams can fill the gender gap in textbooks. These images can also be posted on classroom walls or shared via technology to help create a gender-responsive environment.

An individual teacher or teacher educator is not going to be able to adapt the entire curriculum to make it gender responsive. However, they can make changes to the way they teach a subject. They can do this in part by revising/updating learning materials to reflect local contexts and to show women/girls and men/boys taking on a wide variety of roles and responsibilities at home and at work, and by using gender-responsive teaching methodologies and activities to engage all learners.

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## INFORMATION TOOL 14

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# Overview of standards for developing curricula<sup>13</sup>

**Note:** The following minimum standards provide a high-level overview of gender-responsive curriculum development. The Inter-Agency Network for Education in Emergencies (INEE) has developed a detailed set of minimum standards for education. Below are their high-level minimum standards for curriculum development, adapted slightly to include more of an emphasis on gender. Much more information about these standards is available in the References.

**Instructions:** Read through the minimum standards, and reflect on how well your school or education institution is doing in each of the activities on the scorecard. You can also discuss how your school or education institution measures up in comparison with other schools or education institutions.

### Minimum standards

- Education authorities lead the curricular review and the development or adaptation of the formal curricula, involving all relevant stakeholders and assessing materials for gender responsiveness.
- Curricula, textbooks and other learning materials are right for the age, developmental level, language, culture, capacities and needs of learners, and include examples, stories and other materials that feature girls/women as well as boys/men in leading and active roles.
- Formal and non-formal curricula teach gender awareness, disaster risk reduction, environmental education and conflict prevention.
- Curricula, textbooks and other learning materials cover the core competencies of basic education, including literacy, numeracy, early learning, life skills, health and hygiene practices, using examples, stories and other materials that feature girls/women as well as boys/men in leading and active roles.
- Curricula address the psychosocial well-being and protection needs of boys/men and girls/women.
- Learning content, materials and instruction are provided in the language(s) of the learners.
- Curricula, textbooks and supplementary materials are gender responsive, recognise diversity, prevent discrimination and promote respect for all learners.
- Sufficient, locally relevant teaching and learning materials are provided in a timely manner.

<sup>13</sup>Adapted from INEE's *Minimum Standards for Education* (2<sup>nd</sup> edition, 2010), pp. 77–82.



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## “HOW-TO” TOOL 14

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# Ways to make curricula more gender responsive

**Instructions:** Read through the list of actions below, and reflect on how well your school or education institution is doing in at least one of the categories. Share stories with other teachers or teacher educators about what you have seen at your school or education institution or in the district. Then brainstorm ideas of what you, as teachers or teacher educators, could do to make one small improvement.

## Actions

### A. Governments and other providers

- Ensure that curriculum development involves consultation — at all levels of society — about gender equality. Also ensure that it takes into account what decisions mean for women/girls and men/boys, especially those who may be marginalised because of language or social practice.
- Develop and implement government-agreed standards for quality and equality in education.
- Ensure that there are strong legal measures to outlaw sexual violence and harassment in school, along with clear, widely communicated procedures for dealing with abuse.
- Ensure that training in gender equality is included in teacher education programmes, in both pre-service training and in-service ODL-based, college-based or school-based training.
- Develop the capacity and role of the inspectorate and gender units to support gender equality in the classroom and in ODL environments.
- Assess the planning and budgeting processes, and ensure that officials at all levels have the capacity to implement them. Put in place any necessary training.

### B. Teacher educators, head teachers and teachers

- Inform themselves about existing policies for gender equality.
- Develop school- or institution-level policies for gender-equitable approaches to teaching and learning.
- Move beyond gender stereotypes and develop common values, culture and aspirations for gender equality.
- Get trained and empowered to analyse and challenge gender stereotyping and gender bias in curriculum materials, in language use and relations within the school, and in the community.
- Recognise the many pressures on female teachers, and encourage supportive networks and practices.

### **C. Parents and community members**

- Take an active interest in education, and ensure that the school's or education institution's learning environment is healthy and safe.
- Play an active part in the management of the education resources to ensure they are used equitably for the benefit of girls/women and boys/men.
- Involve parent–teacher associations in developing policies that promote gender equality in education.

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## “HOW-TO” TOOL 15

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# Checklist for developing teaching and learning materials

### Instructions

1. Select one of the textbooks or other longer learning materials you are using, and look through it for images or passages that reflect gender stereotypes.
2. Divide into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking with other teachers at your school or education institution or connecting virtually with teachers in your district and ask them to do the exercise with you, or read more about the ideas by using some of the resources in the References.
3. For the textbook you have chosen, discuss the questions listed below, taking some notes so you can reflect on the ideas later.
  - If the small groups are meeting virtually, ask one person to start the discussion by answering each of the questions below in relation to one of their chosen images or passages.
  - Once each member of the group has presented an image or passage this way, brainstorm ideas for images that would be gender responsive.

### Questions

- How many times do women/men and boys/girls appear in the textbook, whether in passages or in images?
- What roles are they playing? Are there images or passages depicting both women/girls and men/boys engaged in *doing*, not just watching or assisting?
- Could some of the roles be reversed?
- Are there any images or passages presenting girls or women engaged in non-traditional activities (like driving a truck or working as a doctor or principal)?
- Does the textbook include such gender-inclusive terms as “fire fighter” instead of “fireman,” or “flight attendant” rather than “airline hostess”?
- In your opinion, is the material gender responsive?

- How many men and how many women do you see?
- What roles are men playing?
- What roles are women playing?
- Are these images or passages gender responsive?
- Can you pick one illustration or sample of text in the textbook that is not gender responsive and think of how to make it gender responsive?

**Note:** Another very detailed checklist for developing gender-responsive teaching and learning materials can be found in UNESCO Bangkok's *Gender in Education Network in Asia-Pacific (GENIA) Toolkit*, pp. 53–54.



## CHAPTER II

**Gender-responsive policies, plans and programmes**

*We are facing a learning crisis in developing countries, and we need to focus on this crisis . . . Learning will be a key priority in the years to come.*

– Global Partnership for Education (2013b, p. iii)

*In societies where women and men do not enjoy equal influence, opportunities, and resources, the default is that policies and programmes reinforce gender inequality unless active steps are taken to make sure that girls' and women's interests are addressed and women are actively involved.*

– *The Gender Manual* (Department for International Development, 2008, p. 16)

**Creating conditions for gender-responsive programming**

Effective gender mainstreaming in education is based on a clear and consistent policy framework of legislation and other general policies, and programming that supports and enhances gender equality. This framework can help build consensus on the importance of gender mainstreaming and ensure clarity on policy priorities. The MDGs are an international framework that lays the groundwork for the development of country-specific frameworks.

Progress on gender equity in education requires equitable distribution of educational resources, strengthening of public service institutions, and dialogue with civil society. Investments in other sectors can also support gender mainstreaming. For example, investing in accessible clean water reduces the workload of children, most often girls, in fetching water. The active co-operation and participation of all the schools within a district — pre-school, primary, secondary and any education institutions — increases the effectiveness of education reforms. Without attention to a broader framework of good governance, education-specific policy efforts are likely to fall well short of their intended outcomes.

An education sector gender analysis will identify differences in boys'/men's and girls'/women's access and success (see Chapter 13 for how to conduct a gender analysis). Developing gender-responsive indicators and gathering and analysing sex-disaggregated

data will make it possible to identify gender differences and develop appropriate strategies to reduce imbalances and target positive change. Without adequate gender analysis, the resulting gender-blind policies will not be enough to create gender equality within the education system.

Training teachers — including providing gender responsiveness training — and addressing gender inequities in their employment are necessary steps. Providing adequate financial resources, making schools safe, including gender issues within the curriculum and improving education quality are essential to promoting gender parity. Targeted efforts specific to women/girls or men/boys may be required to address serious gaps.

Policy reforms in gender equality and gender mainstreaming in education call for strong political backing at all levels. Commitments need to come from government, educators, local leaders, NGOs and international partners, all working together. These leaders and managers can benefit from sensitively delivered gender training that builds support for education reform and creates champions for change.

## **Stakeholders in designing gender-responsive policies, plans and programmes**

To design effective, gender-responsive policies, plans and programmes, it is important to engage with a broad cross-section of the community through participatory methodologies. Women and men with a wide range of views, needs and experiences must participate equally in consultations and decision-making. Good partnerships need to be developed between the teachers and teacher educators, policy makers and researchers who will be developing the policies or programmes and engaging with the community.



Many other stakeholders whose views could be considered include: parents; students; community workers and leaders; NGOs, including women’s groups; head teachers; school board members; parent–teacher associations; district, regional and national government policy makers; education ministries; development agencies (especially those involved in the Education for All initiative); and other education sector partners.

## **Developing gender-responsive policies, plans and programmes**

The steps involved in developing gender-responsive policies, plans and programmes include the following:

1. Clearly define the challenge or issue to be addressed.
2. If possible, conduct a gender analysis (see Chapter 12).
3. Undertake a stakeholder analysis (see “How-To” Tool 16 below).
4. Based on the findings of the gender analysis and/or any other knowledge and information, draft the policy, plan or programme, ensuring that gender issues and considerations are integrated throughout the draft (see “How-To” Tool 17 below).
5. Engage stakeholders in a review of the draft policy, plan or programme, ensuring that there is equal representation of women and men, as well as girls and boys if appropriate (see “How-To” Tool 19 in this chapter, and ideas about connecting with the community in “How-To” Tool 13).
6. Finalise the policy, plan or programme, and develop:
  - a gender-responsive budget;
  - gender-sensitive indicators for measuring results (see Chapter 13); and
  - a plan for gathering relevant sex-disaggregated data.
7. Implement the policy, plan or programme, ensuring that key staff are trained in gender equality and that one or more gender experts are available to support staff throughout implementation.
8. Monitor and evaluate results using a gender lens (see Chapter 13).
9. Reflect on evaluation results and lessons learned, and make changes to the policy, plan or programme based on that review.

Other tools to support gender-responsive policy development, planning and programming are included in this chapter. The Global Partnership for Education (GPE) has created a strong and well-tested model for developing national education policies, although it could be adapted to be more gender responsive (see GPE’s *Guidelines for Education Sector Plan Preparation and Appraisal* in the References).



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## “HOW-TO” TOOL 16

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# Stakeholder analysis<sup>14</sup>

### Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - You can certainly work on this exercise by yourself by following the steps.
2. In small groups, agree on a gender-related issue that you would like to get input on from the community.
3. Identify types of stakeholders involved or affected, using the questions below to help you think of everyone who has an interest in the issue:
  - a. Who is affected by the issue?
  - b. Who has an interest in change?
  - c. Who can influence change?
  - d. Who will be affected by change?
  - e. Who will work against change?
  - If the small groups are meeting virtually, each person can share one or two suggestions first, and then you can develop a group list.
4. Develop a list of stakeholders that also includes all of your suggestions, grouping similar answers together. Think about whether women/girls and men/boys in each stakeholder group would have similar views; if not, list them as different stakeholders.
5. Use the blank Stakeholder Analysis Worksheet on the next page to assess how each stakeholder could contribute to improving gender equity. Add extra pages as needed.

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<sup>14</sup>Adapted from the *Gender Equality Toolkit: CIDA China Program* (CIDA, 2007); CIDA (the Canadian International Development Agency) is now the Department of Foreign Affairs, Trade and Development Canada.

### Stakeholder analysis worksheet

Stakeholder Group (List each stakeholder, one per row.)	Interest (How could change affect them?)	Influence (How could they help or try to block change?)	Strengths (How could they contribute to change?)	Weaknesses (What could stop them from helping?)

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 “HOW-TO” TOOL 17
 

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## Checklist for gender-responsive policy planning<sup>15</sup>

**Instructions:** The following checklist, which continues on the next page, provides a high-level overview of gender-responsive policy planning. When working on policy development, planning or programming, use this checklist to help you work through the process without skipping key steps or missing opportunities to build gender equity into the development process.

POLICY OBJECTIVES
Has achieving or contributing to gender equality been taken into account in the overall policy objective?
Is gender equality a central pillar of the policy (must have) or a contributing element (nice to have) to achieve the desired policy objective?
Has it been spelled out explicitly?
Is it in one, several or all of the specific objectives?
EXPECTED RESULTS
Do all the expected results address the existing conditions experienced by girls/women and boys/men?
Do the anticipated results distinguish between the possible impacts of the policy on girls/women and on boys/men?
How have positive or negative indirect effects of the policy on girls/women and boys/men been considered?
BENEFICIARIES
Is it possible to specify characteristic groups of girls/women and boys/men amongst the intended beneficiaries of the policy?
Is the proportion of girls to boys and/or women to men appropriate for promoting greater gender equity in the long run?

<sup>15</sup>Adapted from Leowinata (2007).

<b>PROCESS</b>
Have the needs and practical realities of girls/women and boys/men been taken into account when designing the consultation process? (E.g., time in view of their various responsibilities, location, etc.)
How does the policy development process ensure active participation by girls/women and boys/men?
Has the plan for policy implementation addressed how girls/women and boys/men can access the necessary resources (e.g., information, technology, materials), and does it include recourse or corrective measures to ensure equitable access and benefit for girls/women and boys/men?
<b>RESOURCES</b>
Is specialist gender expertise available in the policy development process?
Are additional human and material resources required to properly address gender concerns during policy implementation?
When funds are limited, what creative use of resources can be put in place to ensure that the policy's gender equality objectives can still be achieved?
<b>PROJECT TEAM</b>
Is the policy or project team gender balanced? Have responsibilities, workload and decision-making been distributed equally between both sexes on the team?
Does the project team have any knowledge or training related to gender equality?
Is there a clear accountability mechanism for the achievement of a gender-equality policy?
<b>EVALUATION</b>
Has the evaluation of the gender issues in the policy been explicitly planned?
How does the evaluation methodology ensure the equal participation of girls/women and boys/men in the evaluation process?
What must be put in place to follow up on the evaluation findings and recommendations, including building on the positive and addressing the negative or unforeseen?



## INFORMATION TOOL 15

## Gender equality policy evaporation and other challenges<sup>16</sup>

**Note:** “Policy evaporation” refers to a phenomenon in which policy commitments fade or evaporate in the development or implementation of policies and projects.

Why Does Policy Evaporation Occur?	Steps to Prevent Policy Evaporation
Gender equality appears only in passing references or is confined to a separate section/chapter	Integrate references to gender equality throughout the policy and in subsequent programmes, projects and initiatives, including in: <ul style="list-style-type: none"> <li>• objectives;</li> <li>• anticipated results;</li> <li>• implementation strategies;</li> <li>• participation;</li> <li>• indicators and monitoring mechanisms; and</li> <li>• reporting frameworks.</li> </ul>
Lack of clear indicators to monitor	Define clear indicators (qualitative and quantitative).
Lack of consistent leadership in embracing and promoting the policy	Get ongoing support from decision makers and staff at all levels.
Lack of clear accountability mechanisms	Establish clear accountability mechanisms with clear institutional targets and objectives where possible. Define responsibilities for each staff person relating to gender integration and gender equality (and incorporate these into job descriptions).
Lack of expertise and lack of comfort with gender integration and gender-equality issues	Provide training and ongoing technical assistance, as well as documentation and dissemination of good practices with the organisation.
Organisational culture — gender-equality issues are not seen as important compared to other issues	Ensure an ongoing commitment at senior levels, and send messages throughout the organisation that gender equality is important for effective development.

<sup>16</sup>Adapted from Kartini International (2004).



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## “HOW-TO” TOOL 18

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# Myth busting<sup>17</sup>

**Note:** The sceptical arguments described in this tool might be something teachers, policy makers and others hear when trying to work on gender-equality issues. This tool encourages teachers and others to explore the realities and the myths.

### Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - You can certainly work on this exercise by yourself by following the steps.
2. In small groups, read over the arguments below, and agree on two or three you would like to talk about.
  - If the small groups are meeting virtually, share one of your own choices with each other, and build consensus on the two or three you will work on together.
3. For each issue groups choose, discuss the following questions, taking some notes so you can remember the ideas:
  - a. Have you seen or heard something similar said about this issue? Were you involved in the situation or just listening? What did you find difficult about it? And what did you like about it?
  - b. Brainstorm ideas for what might be said to help people look at the issue from a gender-equity perspective.
  - c. Looking at the brainstorming ideas the group came up with, build consensus on one or two things you will try to say if you hear something similar in the future.
    - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their suggestions, covering the rest of the questions.

### Some sceptical arguments

1. According to our tradition, some jobs have always been done by women and some by men. This has always worked well enough in the past. This is just a sensible division of labour, not inequality. If a bus driver drives the bus, somebody has to stay home and look after the children. Are we now to have women bus drivers? And if so, how are we men supposed to stay home to do the breastfeeding?

<sup>17</sup>Adapted from Leowinata (2012).

2. Our society has always operated on the principle that the man is the head of the household. Obviously, there can be only one head, and having two will only bring confusion. We cannot start the Western feminist fad here, even if we need Western development aid. Development doesn't mean Westernisation. They must leave our traditional society alone. Otherwise, we shall finish up like them, with everybody divorced and lesbians getting married.
3. Policy proposals to give equal shares to women sound very fine and egalitarian, until you actually see what it means. Women already have equal opportunity in this country. But they are reluctant to take advantage of the opportunities offered to them (e.g., schooling, training, loans, etc.). The proposed "positive discrimination" is — in plain language — discrimination against men. In fact, this would be unconstitutional, since the constitution ensures that all citizens must be given equal treatment. If we adopt this policy, we will be brought to court, and the policy will be declared unconstitutional.
4. I would like to know precisely where these proposals come from. We cannot alter all policy purely on the basis of some abstract principles. Policy must be rooted in the will of the people. This is a popular government. But where is the grassroots support for these sorts of policy reforms? We have heard no complaint about discrimination from our women in the village committees. On the contrary, they are very happy with the efforts that we are making to extend credit, repair roads, rehabilitate clinics, etc. The trouble is, you must have picked up Western ideas whilst doing your master's degrees! Now that you are back here, you should readjust to (*your country*).
5. I am all in favour of our ministry making sure women get equal access (to land, credit, education, clinics, etc.). But it is equality of opportunity that matters. We cannot define equality of opportunity in terms of equality of result. We cannot say that equality in, for instance, education means that half the students must be female. This would be all wrong. All we can say is that females have the same opportunities for the same entry qualifications. Then whether they go to university is a matter of choice, brains and hard work.
6. In principle, I like the suggestion that we should work towards bringing our women up to be equals with men in all walks of life. But in practice, this is (*country name*). We cannot overlook the long history of the traditional relations between men and women. The trouble is that your advisory team wants to do everything at once. If we approach the problem like that, we shall end up getting nowhere. We need to make a slower and more cautious start. Let us seek policy direction from the ordinary, grassroots women. Let us have a national conference to seek their opinion on ministry policy. Once we begin with our new policy, when it is finally decided, let us start with one or two women's projects. In this way we shall learn by experience.
7. There may be gender gaps, but these do not arise because of any discrimination by this organisation. On the contrary, we have always been keen to involve women in everything we do. If there are gender gaps, these arise because of inequality within the home. Naturally, parents believe that it is less necessary to educate girls to a high level, since they will get married, have children and have little opportunity to use

high-level qualifications. I am not saying this is right. I am just saying that these are family matters, decided in the home. Our organisation is concerned with the provision of public facilities and services. We cannot interfere in family matters. That would be oppression.

8. I think the members of the advisory team seem to have misunderstood their terms of reference. When we asked them to put forward proposals for improved gender orientation in policies, we were thinking of how to better address gender issues within our present projects and programmes. We were not asking them to invent a new policy so that all our efforts are now to be directed first and foremost at gender equality, and only secondarily at (*ministry area*). This is the Ministry of (*Agriculture, Labour, etc.*) with a secondary interest in gender. This is not the Ministry of Gender with a secondary interest in (*agriculture, etc.*). When we have grasped this simple point, we will be able to see whether we can pick any of their suggestions that might be relevant to our primary focus. I must say that at first glance, I don't see much that would be relevant to us. These policies are for the Ministry of Gender, not our ministry. We cannot have a situation where the Ministry of Gender is taking over all other ministries. This would be a petticoat government.



## CHAPTER 12

**Conducting a gender analysis**

*Gender analysis is a critical step in the gender mainstreaming of legislation, policies and programmes and, in turn, in achieving gender equality.*

– *Gender Analysis in Education* (Takudzwa Kanyangarara et al., 2012, p. 5)

**Introduction to gender analysis**

Gender analysis, also called gender-based analysis, is an essential tool for analysing the impact of development on women and men. It involves considering sex-disaggregated data as well as other information that helps understand who does what work, how work is valued and how it is rewarded. This other information includes the varied roles played by women/girls and men/boys in the home, the community, the economy and politics, as well as the practical needs and strategic interests of men/boys and women/girls.

Gender analysis provides information on the following:

- The different perspectives, roles, needs and interests of women/girls and men/boys, including their practical needs and strategic interests
- Differences in men's/boys' and women's/girls' access to and control over resources, benefits and decision-making processes
- The potentially different impact of policies, programmes or activities on women/girls and men/boys
- Social and cultural barriers and opportunities, as well as possible places to reduce gender inequalities and promote more equal relations between women/girls and men/boys
- The capacity of institutions to create programmes for gender equality
- The differences amongst women/girls and men/boys and the diversity of their circumstances, social relationships and status (such as class, race, caste, ethnicity, age, culture and abilities)

With the information from a gender analysis, schools, education institutions, and regional/national/international organisations and governments can take the necessary steps to ensure that their education policies, plans and programmes support gender equality. This may include specific actions to address differences in access and success for women/girls or men/boys, as well as for people with disabilities or other differences.

## Different approaches to gender analysis

The first and still commonly used approach to gender analysis is the Women in Development (WID) approach, which was first introduced in the 1970s to make sure that women were included in economic development processes. Applied to education, WID focuses on increasing efforts to educate women and girls because that is expected to reduce child mortality and fertility rates, increase lifespans and boost gross domestic product per capita. In the late 1980s, another approach, called Gender and Development (GAD), became more common; it focuses on women’s empowerment and gender equity. In the 1990s, post-structural analysis started looking at (i) how identities can change over time, (ii) how factors other than gender — such as race/ethnic identity, class, ability and age — also affect development and (iii) the impact of colonialism on development. At the same time, a big-picture, human rights-based development approach founded on the belief that education is a universal human right became more widespread; it focuses on:

- **Rights to education:** Access to education, and the economic, social and cultural barriers that stop girls/women from going to school.
- **Rights within education:** How girls’/women’s needs are met (or not) at school and how this can influence their success at school.
- **Rights through education:** Results from educating girls/women and boys/men, including their social and economic opportunities in the future.

It is important to realise that all of these approaches are still used in different places or for different purposes, and they build on rather than replace each other.

A number of different frameworks have been created to conduct gender analysis in the context of development. More recently, these frameworks have been adapted to fit the unique contexts and needs of the education sector, especially to identify issues of gender bias and discrimination, and to assess inequities in classrooms, schools and education institutions and at regional/national levels. The four most commonly used gender analysis frameworks are described in the next section.

## Pros and cons of different gender analysis frameworks

### Harvard Analytical Framework

This framework, based on the WID approach, was developed by the Harvard Institute for International Development and focuses on economic arguments for investing in women/girls as well as men/boys. It involves collecting information at the community and household levels on the following components:

- **Activity profile**, which asks, “Who does what?” and separates the answers on the basis of gender, age, time spent and activity location.
- **Access and control profile**, which identifies the resources used to carry out the work described in the activity profile, who has access to those resources and who controls their use, by gender.



- **Analysis of influencing factors**, which looks at factors that influence gender differences in the above two profiles.
- **Project cycle analysis**, which looks at policies, plans, programmes and other activities on the basis of sex-disaggregated information.

The framework also contains checklists with key questions to ask at each stage of a project cycle: design, implementation, monitoring and evaluation.

Pros of this framework:

- It is practical and hands-on.
- Once the data have been collected, they give a clear picture of who does what, when and with what resources. The framework makes women's/girls' roles and work visible.
- It distinguishes between access to and control over resources.
- It is easily adapted to a variety of settings and situations.
- It is relatively non-threatening because it relies on "facts" only.
- It is based on economic considerations, which are important in many communities.

Cons of this framework:

- It usually results in gender-neutral or gender-specific interventions rather than the transformation of gender relations.
- It does not focus on the causes of gender inequality, but instead includes women/girls because doing so is good for socio-economic reasons.
- It can be too simple because the tick-the-boxes approach to data collection ignores complex realities and relationships within the community.
- As a top-down planning tool, it excludes girls'/women's and boys'/men's own analyses of their situations.
- It ignores other underlying inequalities, such as class, race/ethnicity and disabilities, encouraging an erroneous view of men and women as homogeneous categories.
- It does not consider how situations change over time.

### **Gender Analysis Matrix**

The matrix was designed by Rani Parker. It compares four levels of analysis (women, men, household and community) with four categories of analysis (labour, time, resources and culture). Completing the matrix is based on the following principles:

- All knowledge needed for gender analysis exists amongst the people whose lives are the subject of the analysis.
- Gender analysis does not require the technical expertise of those outside the community being analysed, except as facilitators.
- Gender analysis cannot be transformative unless the analysis is done by the people being analysed.

Pros of the matrix:

- It is intended to create a space for dialogue on gender at the community level, with the knowledge of community members at the centre of the data gathering.
- It is designed to hold these community discussions over time, giving a long-term view of gender-equity issues.

Cons of the matrix:

- The facilitated discussions may result in unexpected outcomes, issues or changes within the community. Addressing the unexpected issues that arise is not always easy.
- Because the matrix seeks to engage the community in assessing their needs, a well-trained facilitator is needed.
- The matrix assumes that community members get along with each other and can work together co-operatively on the gender analysis.

### **Women's Empowerment Framework**

This framework was developed by Sara Hlupekile Longwe, a gender expert from Lusaka, Zambia. It is designed to assess commitment to women's empowerment, the existence of empowerment in the context being analysed, and the impact of empowerment on community members. In this context, empowerment relates to women's participation in and control of processes and benefits.

The framework is based on five levels of empowerment, in descending order of the amount of equality. They are: control, participation, conscientisation (awareness of one's power/privilege), access and welfare. (See Information Tool 17: Ladder of Empowerment for an understanding of how these levels fit together, and also see FAWE's *ABC of Gender Analysis*, listed in the References, for detailed instructions on how to use this framework.) It should be noted that lower levels of equality do not need to be achieved before higher levels of equality. However, people who use this framework should set realistic expectations when designing interventions.

Pros of this framework:

- It builds on the categories in the Harvard framework by creating a hierarchy that can be measured.
- It includes practical and strategic gender needs in a progressive hierarchy.
- It shows that empowerment is an essential element of development and makes it possible to assess interventions based on empowerment.
- It is political and aims to change attitudes.

Cons of this framework:

- Using a very strict hierarchy for levels of equality is questionable.
- It does not consider how situations change over time.
- It does not include consideration of rights, responsibilities and other areas of inequality.
- Like the Harvard Analytical Framework, it lacks complexity and fails to address gender relations.

### **Social Relations Approach**

Developed by Naila Kabeer, this framework uses a social justice lens to focus on social relations between men/boys and women/girls, as well as their relationships to resources and activities. In many cases, this framework can be used instead of the Harvard framework, making it possible also to examine other forms of marginalisation — such as class, ethnicity and race — that can exist along with gender. The framework looks at five dimensions of relationships that are especially relevant for gender analysis:

- Rules, or how things get done. Do they help or stop? Rules may be written or unwritten, formal or informal.
- Activities, or who does what, who gets what and who can claim what.
- Resources, or what is used and what is produced, including human resources (labour, education), material resources (food, assets, money, land) or intangible resources (goodwill, information, networks).
- People — who is in, who is out and who does what — in the school, education institution or other organisation.
- Power, or who decides and whose interests are served.

In the education sector, the framework can be used to analyse education as a stand-alone government service, as well as its relation to other government services. An organisational-level gender analysis can be done at the school level as well.

Pros of this framework:

- It counts the social and material effects of poverty.
- It makes gender the centre of development thinking, not an add-on.
- It links micro-factors to macro-factors.
- It highlights interactions between various forms of inequality, such as gender, class, ethnicity and race.
- It can be used for different levels of analysis.

Cons of this framework:

- Since it looks at all cross-cutting inequalities, gender can get lost in the analysis of other categories.
- It can seem complicated.
- It can be one of the more complex, detailed and demanding frameworks to implement.
- It is less suited for a participatory methodology.
- It requires people to have a very good understanding of the relationships between the institutions that are involved and the ways in which they contribute to gender inequality.

## **Summary**

The major gender analysis frameworks described above build on each other and are sometimes used in combination. It is important to understand that there is no proven strategy for gender analysis that works in all settings. However, an holistic approach is included in “How-To” Tool 19 on the next page, based on key themes and strategies identified through an extensive literature review. It bridges different approaches used in a variety of frameworks.

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## “HOW-TO” TOOL 19

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# An holistic approach to gender analysis<sup>18</sup>

## Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking with other teachers at your school or education institution or connecting virtually with teachers in your district about what they think can be done, or read more about the ideas by using some of the resources in the References.
2. Imagine that you want to conduct a gender analysis at a teacher education institution or school you know. Brainstorm what you think are key gender concerns that need to be addressed, and select one to work through. (If the group is thinking about different institutions, some of the ideas will not apply in your situation, but that is okay. The purpose of the brainstorming is simply to start thinking about gender issues in an educational institution you know.)
3. For each of the steps below, discuss the following questions:
  - a. What do you think are the important activities to do to complete the step?
  - b. Where might you get any information you need?
  - c. Who should be involved in working on that step?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their ideas (question a); each person then takes a turn adding their comments and ideas, covering the rest of the questions.

## The holistic approach

### Step 1: Measure and analyse

Accurate and in-depth data collection is integral to a successful gender analysis. Data should include both qualitative and quantitative information in order to measure all aspects of gender inequality within a society or sector. A holistic approach must also include multiple levels of analysis, including institutional and community levels.

### Step 2: Raise awareness and identify allies

After data have been collected and weaknesses identified, steps must be taken to raise the awareness of community members, politicians, organisations and international donors. The identification of those who can serve as allies, both locally and nationally, will aid this process and ensure that what is learned in the gender analysis will actually be put into practice.

<sup>18</sup> Adapted from Kanyangarara et al. (2012); for a more detailed step-by-step explanation of this process, see pp. 10–14 of that source.

**Step 3: Plan and implement**

Programmes and policies must be designed and implemented based on the unique characteristics of the context being studied. Programmes should address the specific problems identified during the data collection process and utilise the full scope of support garnered during awareness raising and identification of allies.

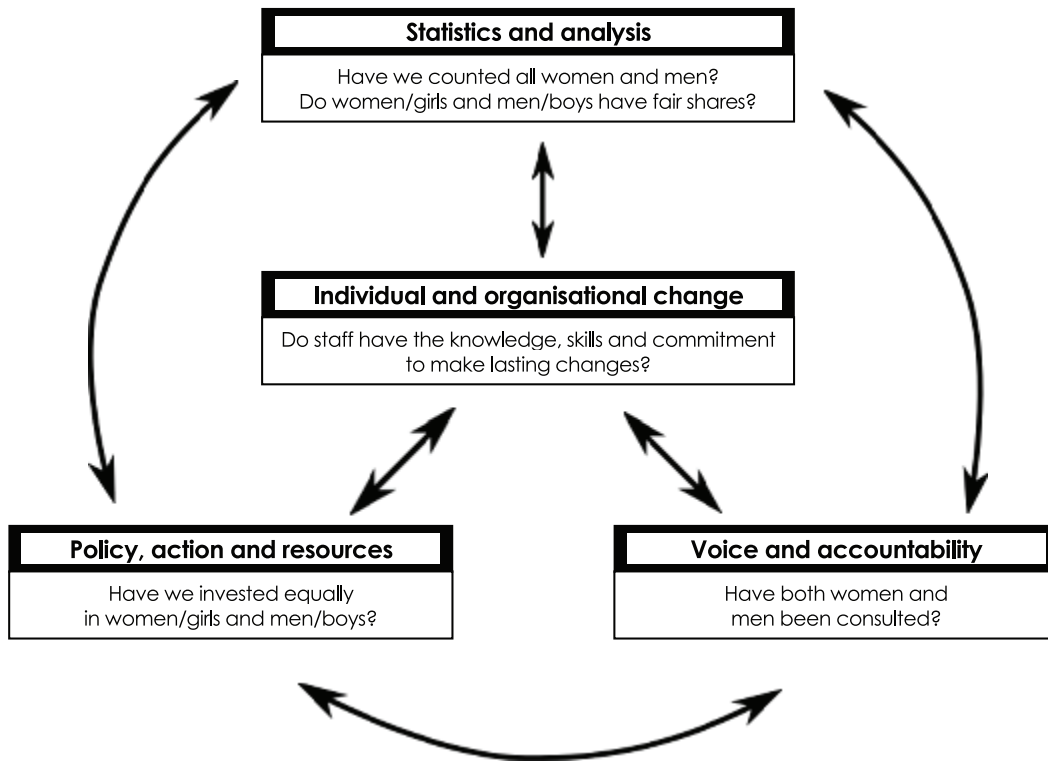
**Step 4: Monitor and evaluate**

The final step in the process is the monitoring and evaluation of the programmes and policies that have been implemented. The design of future initiatives should reflect what is learned during this monitoring and evaluation, to continually ensure that the needs of the community in question are effectively being met.

INFORMATION TOOL 16

**DFID’s Gender Equality Framework<sup>19</sup>**

**Note:** The following illustration gives an overview of how the different parts of the gender analysis framework created by the Department for International Development (DFID) work together. It sets out four distinct but interconnected areas of work that are essential for progress on gender equality; it then asks the key questions that need to be explored for each area of work. Other, more detailed questions will need to be explored to answer these key questions.



<sup>19</sup>Adapted from DFID's *The Gender Manual: A Practical Guide* (2008), p. 13.



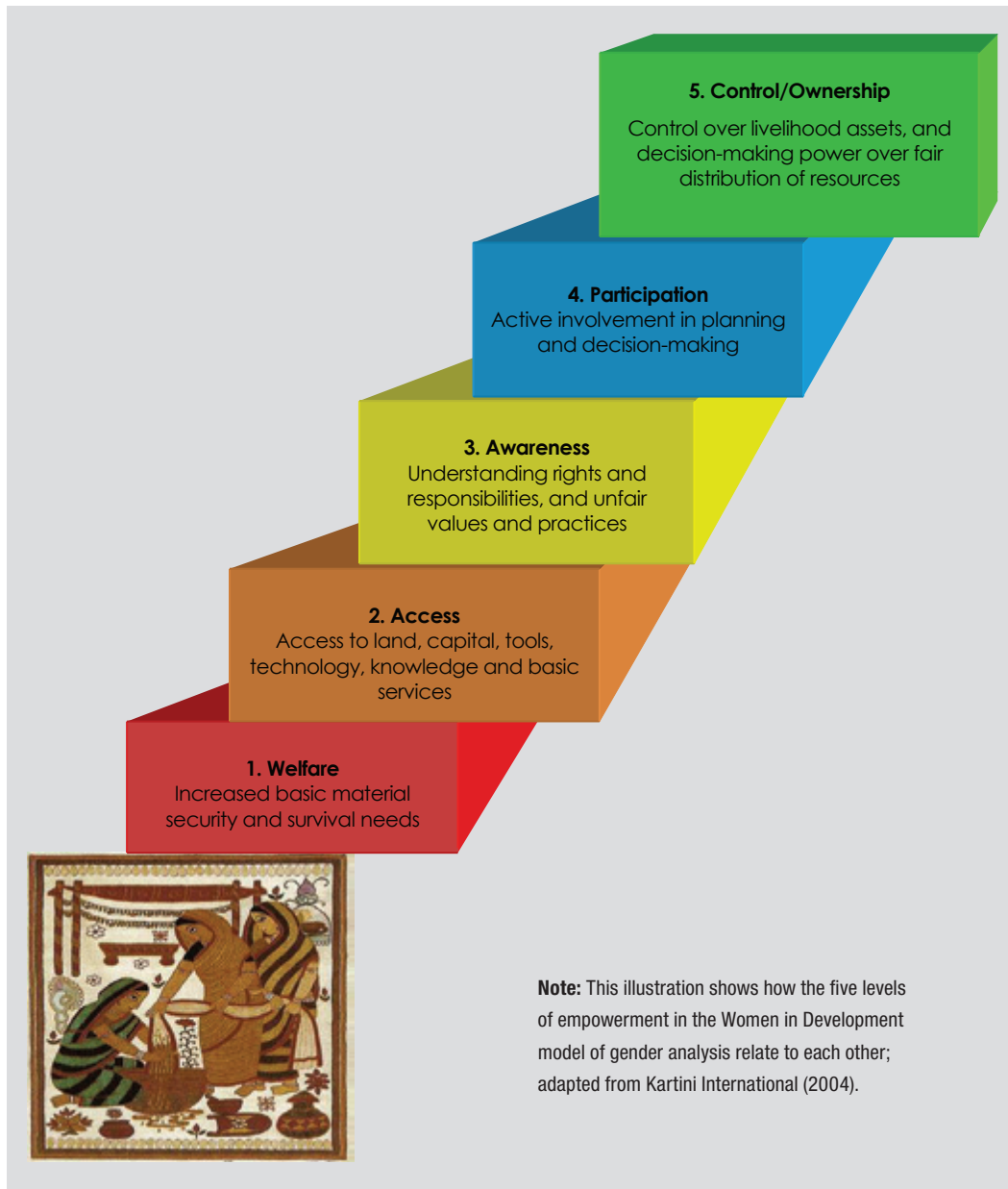


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INFORMATION TOOL 17

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## Ladder of empowerment



**Note:** This illustration shows how the five levels of empowerment in the Women in Development model of gender analysis relate to each other; adapted from Kartini International (2004).



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## “HOW-TO” TOOL 20

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# Gender analysis in a school or teacher education institution<sup>20</sup>

**Note:** This tool is designed to help teachers and teacher educators tackle gender analysis in schools and teacher education institutions at the local level. The following checklist of questions builds on steps 1 and 3 of the holistic approach to gender analysis (“How-To” Tool 19) and can be used as a starting point in guiding your day-to-day work. It is important to note that not all of these questions may be appropriate for all circumstances and that there may be some other questions not identified that should be asked.

## Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - If you are working on this exercise by yourself, try talking with other teachers at your school or education institution or connecting virtually with teachers in your district about what they think can be done, or read more about the ideas by using some of the resources in the References.
2. Read over questions on the following page, and agree on the one category you would like to work on.
  - If the small groups are meeting virtually, share your one or two choices with each other, and build consensus on the one category you want to explore together.
3. For the category you have chosen, discuss the following questions, taking some notes so you can help work on it at your school:
  - a. For each question in the category, has your school or teacher education institution addressed this issue? If yes, how?
  - b. What do you think are the next steps to make change? Try and be fairly specific.
  - c. What do you think are some of the concerns or challenges that have or will come up as you try to address the issues in this category?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their ideas, covering the rest of the questions.

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<sup>20</sup>Adapted from Indian and Northern Affairs Canada’s *Gender-based Analysis Policy* (2006).

## Questions

### A. Identifying the issue

- In what ways are women's/girls' and men's/boys' experiences considered in identifying the issue?
- How are both men/boys and women/girls involved?
- Is diversity being considered? If so, how?
- What do women's organisations and gender-responsive researchers say about this issue?
- Does the issue take into account the institution's policies about gender equality?

### B. Defining desired/anticipated outcomes

- What does the institution want to achieve, and how does that fit into its stated commitments to equality between women and men?
- How can this be measured in practical and statistical terms?
- How will you determine whether diversity, in addition to gender, will be a factor in the outcomes? What information have you sought (statistics, studies, consultations) to determine this? Do you need some help from other groups or stakeholders? If yes, from whom?
- Who will be affected? How will the outcomes of this policy, programme or legislation be different for women/girls and men/boys? What other policy outcomes may be anticipated by looking at sex and diversity?

### C. Information gathering

- Are available data disaggregated by gender at all levels of analysis? Is information regarding equity groups — including people of different ethnicities and people with disabilities — disaggregated by gender? If not, where can this information be obtained?
- In collecting basic information, have you ensured that the resulting data will support gender-based analysis if necessary?
- How will both qualitative and quantitative data be collected?
- Will you consult with women's organisations and key women about available resources and about women's experiences of this issue? If you are asking organisations or individuals to compile, fax or mail resources, or to attend consultations, how will you compensate them for their time and expenses?
- If you are conducting primary research, are data-collection questions appropriate and respectful of the dignity of the research participants? Have affected groups been invited to participate in developing the research plan?

- In what ways does the literature you read and the research you conduct look at the different people's experiences, based on gender and other diversity? Do the documents you prepare consider gender issues?
- If you are hiring consultants, have they demonstrated a capacity to perform a competent gender analysis? If yes, how?
- If you are using a computer-simulation model for collecting, managing and analysing data, are you including gender as a factor? Do you have access to the expertise of someone knowledgeable about gender issues to help interpret the results?

#### **D. Development and analysis of options**

- In what ways will an option you are considering disadvantage some groups or provide an advantage to others?
- Does the option have an impact on women's/girls' or men's/boys' socio-economic positions?
- Will further consultation take place with women's organisations and key women in the area about the impact of each policy option on women? Do you need advice from a gender expert?
- Will the analysis of each option outline how it supports gender equality and point out where gender equality may be compromised?
- Have you endeavoured to develop innovative solutions to the gender and diversity issues you have identified? What solutions have the affected groups suggested?

#### **E. Communication**

- How will any different consequences based on gender and diversity, and their socio-economic costs, be communicated to decision makers?
- In what ways will gender equality be a significant element in weighing and recommending options?
- Will the recommendations suggest how to implement the policy in a gender-responsive and equitable manner?
- Have communication strategies been designed to ensure information is accessible to men/boys and women/girls and fair to diverse communities?
- How will the information be communicated to women who are members of other equity groups (e.g., people with disabilities, people with different ethnic origins, people who are poor)?
- How will the participation and contributions of both women/girls and men/boys in the policy, programme and legislative development process be acknowledged and communicated in an appropriate and respectful way?
- How will the aspects of the policy, programme or legislation supporting gender equality be highlighted and communicated?

## **F. Evaluation**

- Are gender-equality concerns incorporated into the evaluation criteria?
- What indicators will be used to measure the effects of the policy, programme or plan on women/girls and men/boys?
- Who will analyse the quality of the analysis? To whom will the assessment be reported?
- Will women's organisations or key women in the area be consulted?

## CHAPTER 13

## Gender-responsive monitoring and evaluation

*Measurement can play a crucial role in improving the quality of education and learning. Good teachers measure learning in the classroom to adjust and individualize instruction. Effective head teachers, school administrators and school district leaders measure learning at the school and community level to target resources and improve school quality. Governments measure learning to diagnose the overall health of the national education system and develop policies to improve learning outcomes. Civil society actors, donors and development agencies use assessments to measure the effectiveness of programming and advocate for effective education policies and practices.*

*– Toward Universal Learning: Recommendations from the Learning Metrics Task Force — Summary Report (UNESCO/Brookings Institution, 2013, p. 15)*

### Logic models

Developing a logic model for monitoring and evaluating education systems makes it possible to collect the information needed to understand how well we are doing in achieving the education goals of a country, a district or individual schools or education institutions. A logic model or framework can be applied in many situations, from an education sector-wide policy to a small, locally based programme or project. Once goals have been established, the logic model provides a framework for action to reach those goals. To mainstream gender in education, the logic model needs to include specific gender-related activities and indicators and the collection of sex-disaggregated data.

A gender-responsive logic model should reflect the intention to provide fair shares of access and benefits to women/girls and men/boys. Relevant gender issues should be specifically included in the activities, the indicators and, where possible, the wording of the purpose/goal statements. If particular activities or expected outputs are targeting women/girls or men/boys, that should be stated in the framework, and the roles of men/boys and women/girls should be made clear rather than lumped into more general terms.

The following logic model framework may be a useful starting point in developing a simple logic model for use at the local or district level. (See “How-To” Tool 21 for how to

complete the template, or see the References for a link to the more detailed International Federation of Red Cross and Red Crescent Societies [IFRC] logic framework template.) To help understand how to construct a logic model using this framework, the following sample goals for a gender-responsive education system were used in the chart on the next page.

1. All children enrol at the age of six.
2. All children attend at least 80 per cent of the time, and teachers are present to teach at least as frequently.
3. No child falls more than two years behind in school; repetition is therefore rare and carefully managed.
4. No child fails to achieve learning within two years of her/his particular grade.
5. Any differences in key inputs — such as pupil-teacher ratios, class sizes and access to learning materials — show more equal or even pro-poor investment.
6. All girls and boys in the community complete basic, nine-year, good-quality education.



Photo credit: Andrew Moore



**Table 3: Example of a logic model framework**

Outcome/Goal	Activities	Indicators	Data Sources
1. All children enrol at the age of six.	Specific activities to move towards the goal, including some that may be targeted specifically to women/girls or men/boys; separate into short-, medium- and long-term activities	Observable measures to see what progress has been made on each activity	Where the sex-disaggregated data will come from for each indicator
	<i>(Add ideas in each column and row.)</i>		
2. All children attend at least 80 per cent of the time, and teachers are present to teach at least as frequently.			
3. No child falls more than two years behind in school; repetition is therefore rare and carefully managed.			
4. No child fails to achieve learning within two years of her/his particular grade.			
5. Any differences in key inputs — such as pupil–teacher ratios, class sizes and access to learning materials — show more equal or even pro-poor investment.			
6. All girls and boys in the community complete basic, nine-year, good-quality education.			

### **Gender-responsive indicators for measuring results**

It is not effective to develop gender mainstreaming policies and programmes if we do not know how well the system is doing in achieving its goals and how the system changes over time. The only way to track progress on achieving gender mainstreaming goals is through monitoring and evaluation, ideally at the local, district and national levels. In most countries, we need to do a better job of collecting data, including sex-disaggregated data, and acting on the results. It may also be helpful to gather data disaggregated by ethnicity, age, rural/urban area, region/district and other differences.

The most superficial — and most easily collected — data are on the number of desks, textbooks and toilets, the number of boys and girls in each grade, the number of female and male teachers, and the number of men and women in more senior roles such as head teacher, teacher educator and education policy maker. We can look at the exam results of boys/men and girls/women in the same level, what subjects they take, etc. This kind of comparison, with one column for girls/women and another column for boys/men, can be useful, but it is a limited picture of experiences in education and how they might need to be improved. These simple quantitative data also do not provide information on issues such as school violence, inclusion and participation. A focus on enrolment is not a good measure of access because it captures information from only one day — often the first day of classes — and does not address ongoing problems in access or quality of learning.

Missing from the simple quantitative data are the ways access and success in education have changed. These basic data also hide inequalities, such as the impact on girls/women who can't make it to school on a daily basis due to cost, distance, domestic chores or lack of support, or the pressures that cause boys/men to do poorly in academic achievement or to leave school early. A consequence of striving to achieve the MDGs has been inadequate, understaffed and under-resourced schools that cannot provide the desired quality of learning. Data are needed to show what is being learned and how well.

The Learning Metrics Task Force — a joint effort of the UNESCO Institute for Statistics and the Center for Universal Education at the Brookings Institution — has done considerable work to develop gender-responsive indicators that are fairly easy for governments to gather because they are mostly based on sex-disaggregated data already collected for UNESCO (see Table 3 below). Building on the goals of the Education for All initiative, these indicators go beyond counting the number of children enrolled in each grade and look at *what* students are learning.

**Table 4: Learning Indicators for Tracking Results in All Countries<sup>21</sup>**

Areas of Measurement	Description of Indicators
Learning for All	Combine measures of completion and learning (e.g., reading proficiency at the end of primary school) into one indicator.
Age and Education Matter for Learning	Measure timely entry, progression and completion of schooling, as well as population-based indicators that capture those who do not enter school or who leave early.
Reading	Measure foundational skills by Grade 3 and proficiency by the end of primary school.
Numeracy	Measure basic skills by the end of primary and proficiency by lower-secondary school.
Ready to Learn	Measure acceptable levels of early learning and development across a subset of domains by the time a child enters primary school.
Citizen of the World	Measure amongst youths the demonstration of values and skills necessary for success in their communities and countries and the world.
Breadth of Learning Opportunities	Track exposure to learning opportunities across all seven domains of learning: <ul style="list-style-type: none"> <li>• Physical well-being</li> <li>• Social and emotional well-being</li> <li>• Culture and the arts</li> <li>• Literacy and communication</li> <li>• Learning approaches and cognition</li> <li>• Numeracy and mathematics</li> <li>• Science and technology</li> </ul>

When developing evaluation frameworks for projects and programmes at the local level, educators, policy makers and others should think about these key components:

- Use a participatory process that includes women/girls and men/boys as stakeholders in creating gender-responsive indicators.
- Identify indicators that can measure change over time.
- Identify indicators that are both quantitative (numbers) and qualitative (stories and perceptions).
- Plan to collect sex-disaggregated data.

School districts, teacher education institutions and schools can also do their part in gathering the required data, disaggregated by sex. If you are interested in more information about gender-responsive indicators for monitoring and assessing educational success, a number of very useful resources have been highlighted in the References.

<sup>21</sup>Adapted from *Toward Universal Learning: Recommendations from the Learning Metrics Task Force — Summary Report* (UNESCO Institute for Statistics & the Center for Universal Education at the Brookings Institution, 2013), p. 11.

Key questions to address in any gender-responsive evaluation can be summarised in these five simple questions:<sup>22</sup>

- Have we counted all women/girls and men/boys?
- Have women/girls and men/boys been consulted?
- Have we invested equally in women/girls and men/boys?
- Do women and girls have a fair share?
- Do female and male staff have the skills, knowledge and commitment to make a lasting change?

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<sup>22</sup>Adapted from DFID's *The Gender Manual: A Practical Guide* (2008), p. 1.

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## “HOW-TO” TOOL 21

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# Logic model template

### Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - You can certainly work on this exercise by yourself by following the steps.
2. Read over the following sample educational outcomes listed here, and agree on one that you want to work through as an exercise.
  - a. All children enrol at the age of six.
  - b. All children attend at least 80 per cent of the time, and teachers are present to teach at least as frequently.
  - c. No child falls more than two years behind in school; repetition is therefore rare and carefully managed.
  - d. No child fails to achieve learning within two years of her/his particular grade.
  - e. Any differences in key inputs — such as pupil–teacher ratios, class sizes and access to learning materials — show more equal or even pro-poor investment.
  - If the small groups are meeting virtually, suggest one choice each, then build consensus on the one you will work on together.
3. Using the blank logic model template on the next page, write down the goal you have decided to work on.
  - a. Brainstorm a list of activities needed to accomplish the goal. Be as specific as you can. Group similar ideas together to come up with a list of the five or six most important activities to accomplish the goal.
  - b. For each activity, identify indicators that could show progress.
  - c. For each indicator, identify where the necessary data would come from.
  - d. If you need more space, add a second page.
  - If the small groups are meeting virtually, take turns suggesting activities that will help reach the goal, then build consensus on the five or six most important activities. Use the same process to decide on indicators and data sources for each activity.

## Logic model template

Outcome/Goal	Activities	Indicators	Data Sources
	<p>Specific activities to move towards the goal, including some that may be targeted specifically for women/girls or men/boys. (Use one row for each activity, separate into short-, medium- and long-term activities.)</p>	<p>Observable measures to see what progress has been made for each activity; be sure to look for differences by gender. (There is often more than one indicator per activity.)</p>	<p>Where the sex-disaggregated data will come from for each indicator. (Include quantitative data gathering and qualitative research sources as needed.)</p>

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## “HOW-TO” TOOL 22

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# Sample gender-responsive indicators

**Note:** This tool provides ideas for indicators to address different goals or areas of inquiry. Other tools throughout the toolkit have questions that could be turned into indicators as well, and there are many others described in the references for this chapter.

## Instructions

1. Divide into groups of three to four people — whether face-to-face or through technology.
  - You can certainly work on this exercise by yourself by following the steps.
2. Read over the indicator categories below, and agree on one category you think is most important at your school(s).
  - If the small groups are meeting virtually, share your choices with each other, then build consensus on the one choice you will explore together.
3. For the indicator category you have chosen, discuss the following questions, taking some notes so you can think about them more later:
  - a. Of the indicators included in the category, in which ones have you seen the most change over the last five years? How have things changed?
  - b. Is there another indicator in which it is very important to see change at your school or in your community? What could be done to create change?
  - c. Who else do you think will need to be involved to make progress?
  - d. Are these indicators measurable?
  - If the small groups are meeting virtually, ask one person to start the discussion by writing about their experiences (question a); each person then takes a turn adding their stories and ideas, covering the rest of the questions.

## Indicators

### A. Access

- Safety for students and female teachers on the way to and from schools/education institutions has been addressed.
- Gender-specific washrooms are available, and there is access to water for hand washing and safe drinking.
- People with disabilities are accommodated at schools/education institutions.

- Pregnant girls/women and mothers are able to continue their education.
- Groups of people from diverse backgrounds are participating in schools/education institutions. Attention is being paid to groups that might be most at risk of not enrolling, attending or completing.
- Attrition and dropout rates are tracked, as are differences between girls/women and boys/men.
- School attendance and dropout rates are monitored. The main causes of dropping out and the main barriers to school completion are examined.
- Specific school activities promote the participation of girls in science and math. Specific school activities promote boys in reading.
- The community has taken specific actions to support the education of girls/women and boys/men. Beyond support for sending girls and boys to school, specific efforts have been made to stop early marriage, reduce girls' pregnancy rates, reduce household chores for girls and eliminate female genital mutilation (FGM).

## **B. Learning environment**

- Schools/educational institutions have been able to engage their local communities in support of policies on codes of conduct.
- The level of sexual harassment and physical and sexual abuse, especially by teachers, has been reduced. The number of reported cases of sexual harassment is tracked, including who was responsible for the sexual harassment and who was the target.
- Girls/women have female teachers and boys/men have male teachers as role models and mentors.
- How regularly boys/men and girls/women sit in mixed groups is monitored. Where boys/men and girls/women tend to sit in the classroom is tracked.
- Both girls/women and boys/men are called upon to answer questions.
- Boys/men and girls/women are asked to do similar chores and work for similar amounts of time to help out at the schools/education institutions.
- How schools/education institutions ensure that both girls/women and boys/men have equal access to textbooks, libraries, laboratories and recreation is tracked.

## **C. Curriculum**

- Textbooks and other learning materials have been updated or changed to eliminate gender bias and stereotypes.
- Local content has been added to the curriculum, and women and girls are clearly visible in that content.
- Health education and services are provided, including regarding sexual health, HIV and AIDS, sanitation and hand washing.



**D. Leadership and management**

- Both women and men have a say in policy, administrative and budget decisions and in curriculum development.
- When planning, the needs of women/girls and men/boys are considered.
- The numbers of women/girls and men/boys in the following positions are tracked: school board, heads of departments, head teachers and student monitors.
- The numbers of male and female students are tracked.
- The numbers of female and male teachers are tracked.

**E. Teacher recruitment and retention**

- Competency-based human resource management has been introduced. Its impact on the ratio of female to male head teachers or on the number of women teaching at the secondary level is tracked.
- Female and male teachers are paid the same, and they work under the same conditions.
- Accommodations have been made for female teachers' other family responsibilities, including pregnancy.

**F. Teacher education**

- Both female and male teachers are given opportunities for learning and professional development.
- ODL and blended methodologies are being used to make it easier for female teachers to participate.
- Good practices on the use of ODL and blended methodologies are being tracked and shared.
- The number of teachers who have received training in gender-responsive methodologies is tracked.

**G. Gender mainstreaming efforts**

- The impact/effectiveness of activities designed to promote access for women/girls and men/boys to new resources, opportunities, services and/or influence is monitored.
- The impact/effectiveness of targeted activities designed to address needs or rights specific to women/girls or men/boys is monitored.
- The impact/effectiveness of activities designed to develop gender awareness and skills amongst policy-making, management and implementation staff is monitored.
- The impact/effectiveness of activities to promote greater gender equality within the education system at the national, district and school levels is monitored.

**Note:** The checklist tools in other chapters include questions that could be used to develop other gender-responsive indicators on specific topics.



## Answers to Tool Quizzes and Match Games

### **“How-To” Tool 1:**

1D, 2C, 3J, 4A, 5H, 6B, 7E, 8K, 9I, 10G, 11F, 12L

### **Information Tool 3:**

1. U.N. Universal Declaration of Human Rights (1948).
2. Goals 2 and 3 of the Millennium Development Goals (2000).
3. (One or more of the following): Civil rights; academic freedom; publication rights; the international exchange of information; a just and open system of career development; equality of opportunity and treatment of female teachers (1997).
4. Yes, with the same access and of the same quality, based on the U.N. Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (2009).
5. 1960, in the UNESCO Convention Against Discrimination in Education.
6. Global Education First Initiative (2012).
7. 1966, in the ILO/UNESCO Recommendation Concerning the Status of Teachers.
8. To meet the basic learning needs of every child, youth and adult by 2015 (2000).
9. Beijing Platform for Action (1995).
10. Resolution on the Right to Education in Emergency Situations (2010).

### **Information Tool 4:**

1b, 2c, 3b, 4b, 5a, 6a, 7d, 8b, 9a, 10c

### **Information Tool 9:**

1a, 2b, 3a, 4c, 5d, 6d, 7c, 8d, 9d, 10b



# References

## References by chapter

All references can be found in the next section, listed alphabetically and numbered. Here, reference numbers are grouped by chapter for ease of use.

### **Chapter 1. Why gender is important**

13, 15, 16, 20, 24, 31, 32, 54, 66, 73, 76, 82, 83, 88, 93, 96, 99, 103, 111

### **Chapter 2. International commitments to education and gender equality**

12, 24, 42, 82, 83, 110, 112

### **Chapter 3. Progress in meeting education goals**

42, 86, 103, 110, 112

### **Chapter 4. Gender mainstreaming**

10, 24, 32, 60, 89, 96, 109

### **Chapter 5. Challenges and issues in education**

7, 20, 25, 29, 39, 50, 54, 62, 66, 67, 73, 78, 79, 82, 85, 86, 87, 92, 101, 109, 112

### **Chapter 6. Challenges to boys' participation in education**

3, 4, 5, 6, 11, 17, 18, 19, 21, 22, 23, 28, 33, 34, 36, 37, 43, 45, 46, 47, 49, 50, 59, 64, 77, 80, 81, 85, 90, 91, 97, 100, 114, 115, 116, 117, 118, 119, 121, 122

### **Chapter 7. Gender-sensitive teacher educators and teachers**

7, 27, 29, 50, 61, 66, 72, 73, 78, 85, 86, 92, 99, 109

### **Chapter 8. Gender-responsive learning environments**

7, 14, 39, 51, 61, 70, 73, 78, 82, 86, 95, 101

### **Chapter 9. Gender-responsive teacher education institutions and schools**

7, 20, 27, 29, 35, 44, 51, 62, 66, 70, 73, 85, 86, 99, 109

### **Chapter 10. Gender-responsive curricula**

7, 24, 29, 30, 32, 50, 51, 61, 66, 67, 73, 78, 82, 86, 92, 94, 101, 102, 109, 112

### **Chapter 11. Gender-responsive policies, plans and programmes**

1, 7, 20, 25, 27, 30, 35, 42, 60, 63, 66, 67, 68, 69, 78, 85, 86, 87, 96, 99, 101, 103, 105, 109

### **Chapter 12. Conducting a gender analysis**

1, 20, 24, 58, 61, 62, 71, 101

### **Chapter 13. Gender-responsive monitoring and evaluation**

1, 7, 8, 9, 24, 29, 32, 38, 42, 51, 55, 56, 61, 62, 73, 75, 86, 104, 105

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- This five-part toolkit includes sections on how to do a country-wide gender analysis and a sector-specific gender analysis, step-by-step gender-equality programming, and gender equality in education. Section 5.2, “Gender Equality in Education,” includes mini-case studies on successful efforts to address gender issues in different countries, and lessons learned through those projects.*
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## List of abbreviations

CEART	Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
COL	Commonwealth of Learning
DFID	Department for International Development (UK)
EFA	Education for All
FAWE	Forum for African Women Educationalists
FGM	female genital mutilation
GAD	gender and development
GBV	gender-based violence
GEMS	Gender Equity Movement in Schools
GENIA	Gender in Education Network in Asia-Pacific
GPE	Global Partnership for Education
ICRW	International Center for Research on Women
ICT	information and communication technology
IFRC	International Federation of Red Cross and Red Crescent Societies
ILO	International Labour Organization
INEE	Inter-Agency Network for Education in Emergencies
MDGs	Millennium Development Goals
ODL	open and distance learning
Sida	Swedish International Development Cooperation Agency
U.N.	United Nations
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WID	women in development

