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Canada

Education

**GENDER
EQUALITY**



CIDA  ACIDI

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Acronyms

AIDS	Acquired Immunodeficiency Syndrome
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CIDA	Canadian International Development Agency
CRC	Convention on the Rights of the Child
EFA	Education for All
FAWE	Forum of African Women Educationalists
HIV	Human Immunodeficiency Virus
INEE	Inter-Agency Network for Education in Emergencies
MDG	Millennium Development Goals
MIS	Management Information System
PBA	Program-Based Approach
SIDA	Swedish International Development Cooperation Agency
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
USAID gestion	United States Agency for International Development SIG ... Système d'information de
UNESCO	Organisation des Nations Unies pour l'éducation, la science et la culture
USAID	Agence américaine pour le développement international
VIH	virus de l'immunodéficience humaine

1 Introduction

Why Promote Gender Equality in Education?

Girls continue to comprise the majority of out-of-school children, and women the majority of the world's adult illiterates. As long as they do, Education for All (EFA) and Millennium Development Goals (MDG) goals will not be met, fundamental human rights will not be realized, and key indicators for poverty reduction will not improve significantly. The stakes are high.

The potential **costs** of not meeting international commitments on gender equality in education are well-known and include:

- Missed opportunities to increase per capita economic growth;
- Missed opportunities to lower fertility rates; and
- Missed opportunities to reduce child mortality rates.

More importantly, the education sector has enormous potential to challenge and transform existing social relations, as well as to influence the acceptance of gender equality as a fundamental value and human right in society.

The potential **benefits** to girls and women of achieving gender equality targets in education include:

- Higher earning potential;
- Better protection from HIV/AIDS and domestic violence; and
- Greater political participation and influence.

Gender Parity and Gender Equality in Education

Over the last two decades, international efforts in education have focused largely on gender parity – closing the enrolment and completion gaps between girls and boys – while insufficient attention has been paid to retention and achievement, or the quality and relevance of education. The good news is that international focus on gender parity goals in education since 1990 has helped all regions improve enrolment rates for girls. Enrolment ratios in basic education in most regions of the world were close to parity in 2000. The exceptions are in South Asia and sub-Saharan Africa, where significant challenges remain despite increases of ten per cent (10%) or more in the gross enrolment rates for girls.¹

1 Grown, C., Rao Gupta, G., and Kes, A., (2005). *Taking Action: Achieving Gender equality and Empowering Women*. UN Millennium Project Task Force on Education and Gender Equality.

Gender parity is attained when the same proportion of boys and girls, relative to their respective age groups, enter the education system and complete and advance through different cycles of education.

Gender equality is ensuring the fair and equitable treatment of all girls and boys, women and men in the education system.

Source: UNESCO (2003). *Gender and Education for All: The Leap to Equality*.
Paris: UNESCO

In some parts of the world it is boys' educational opportunities and outcomes which lag behind those of girls. These regional disparities point to the need for both mainstreamed and targeted initiatives:

- Targeted initiatives to eliminate identified inequalities in education access, opportunity or outcome for specific groups of boys and girls, and
- Mainstreamed efforts to address systemic weaknesses across the education sector

Getting girls and boys into school at the intended age is crucial, but ensuring that they stay in school, learn and achieve, requires a more comprehensive approach to education investment. Gender parity indicators do not help us in understanding why some categories of girls remain out of school, nor why, once enrolled in school, girls tend to participate less in class, be less present in certain subject specializations, progress to higher levels of education less frequently and drop out more often, than boys.

Achieving gender parity is only a first step. The challenge today is to go beyond parity, and to broaden the focus of our efforts towards gender equality in education. **Gender equality** focuses on three dimensions: *equality of access*, *equality of opportunity* and *equality of outcome* between boys and girls, women and men, in the education system (see Table 1). Gender equality promotes equal access but goes further to focus on education relevance and quality in order to ensure equal education opportunities and outcomes for girls and boys.

TABLE 1: GENDER EQUALITY DIMENSIONS DEFINED	
Equality of Access	Girls and boys are offered equal opportunities to gain admission to basic education. Note: Actual attendance, rather than enrolment, is a better indicator of performance here.
Equality of Opportunity	Girls and boys receive equitable treatment and attention in education and have equal opportunities to learn. They are exposed to the same curricula but could be taught in different ways to accommodate different learning styles. They are exposed to teaching methods and materials which are free of stereotypes and gender bias. They have equal freedom to learn, explore and develop skills in all academic subject specializations and extra-curricular activities, in a safe and secure environment.
Equality of Outcome	Girls and boys enjoy equal opportunities to achieve, and education outcomes are based on their individual efforts and talents. Tests, examinations and assessment methods are free of gender bias. Messages transmitted through assessment processes do not discourage boys and girls from progressing through education cycles and exploring different subject specializations.
Source: Adapted from EQUATE Project/Management Systems International (May 2008). <i>Education from a Gender Equality Perspective</i> . Washington DC: USAID	

Gender Equality and Education at CIDA

In keeping with its international commitments with regard to gender equality and education for all, CIDA is committed to contributing towards gender equality in basic education², with a focus on primary education. One of CIDA's four priority objectives in basic education is “to increase access and quality, including gender equality in education”.

As in all of its programming, CIDA has a two-pronged approach to achieving gender equality outcomes in education programming: mainstreaming and targeted initiatives.

Gender Mainstreaming

CIDA promotes **gender mainstreaming** in all of its education programming in order to ensure the elimination of gender inequalities in education for all girls, boys, women and men. CIDA requires the integration of gender equality in the analysis of all aspects of education policy, programming and results achievement. CIDA is convinced that all aspects of the education process – policy, curriculum, teacher training, inspection, assessment and infrastructure – must be analysed through a gender lens if equality is to be achieved.

Targeted Initiatives

In some contexts, however, gender mainstreamed or integrated programming may be inappropriate or insufficient to achieve results related to equality between girls and boys, women and men within the education sector. In these instances, CIDA supports **specific initiatives which target the particular education needs of under-served girls and boys** in order to increase their educational access, quality, opportunity and benefits.

Both forms of support, integrated or targeted, are relevant and potentially complementary, depending on the context.



2 Basic education is defined as early childhood education plus the first ten years of formal schooling (primary plus early secondary).

INTERNATIONAL COMMITMENTS FOR EDUCATION FOR ALL AND GENDER EQUALITY

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1981):

Article 10 concerns equal rights in education.

Convention on the Rights of the Child (CRC 1990):

Appendix 1 as well as Articles 28 and 29 emphasize the equal right to education for children.

The Beijing Platform for Action (1995) was reviewed in 2000 (Beijing +5) with further commitments calling for the elimination of discrimination in education at all levels, the creation of gender-sensitive education systems with a particular focus on quality and gender-sensitive curricula, as well as emphasizing the critical impact of girls' education.

Education for All Goals reaffirmed in Dakar in 2000, emphasized a focus on gender equality in education within two of its six goals:

- (1) Ensuring that all children, especially girls, would have access to and complete free, compulsory primary education by 2005;
- (2) Eliminating gender disparities in primary and secondary education by 2005 and achieving 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.

The UN Millennium Development Goals (2001) included MDGs 2 and 3 which aim to achieve universal primary education and to promote gender equality and the empowerment of women.

About These Gender Equality and Education Tip Sheets

The following tip sheets were developed to support CIDA program officers in better understanding what it means to reach beyond gender parity and address gender equality considerations in key aspects of CIDA education programming.

These tip sheets are by no means an exhaustive treatment of the issues surrounding gender equality in education. They were developed to provide quick and easy reference to salient points on gender equality and education by theme. Key questions to ask for a situation analysis and suggested actions for follow-up, both within program based Approaches (PBAs) and project funding, have been developed for each theme. The tip sheets also provide examples of results statements that could apply to programming related to each theme.

The tip sheets can be read as stand alone references for a given education theme, or taken together as an overview of some of the key issues facing programming staff when promoting gender equality results in education. Tip sheets below have been developed for each of the following four (4) education themes:

- Education Policy
- Education Statistics / Management Information Systems (MIS)
- Teacher Training and Development
- Curriculum Development

Additional Resources to Consult³

Documents

Aikman, S. and Unterhalter, E. (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. London: Oxfam Publishing.

CIDA (2003). *Educating Girls: A Handbook*.

Schalkwyck, J., Thomas, H., and Woroniuk, B. (1997). *Handbook for the Integration of a Gender Perspective in the Education Sector*. Stockholm: SIDA.

UN Millennium Project (2005). *Taking Action: Achieving Gender Equality and Empowering Women*. London: Earthscan.

UNGEI (2008). *What's the Difference? Confronting Factors that Affect Gender Equality in Education*. Prepared by East Asia and Pacific Regional UNGEI.

UNESCO (2003). *Education for All Global Monitoring Report – Gender and Education for All: The Leap to Equality*. Paris: UNESCO.

3 While this is in no way an exhaustive list of resources, those included provide an overview of current international efforts to reach beyond gender parity and to move towards a more effective focus on gender equality in education.

UNESCO (2005). *Exploring and Understanding Gender in Education: A Qualitative Research Manual for Education Practitioners and Gender Focal Points*. Paris: UNESCO.

UNESCO (2009). *Education for All Global Monitoring Report – Overcoming inequality: why governance matters*. Paris: UNESCO.

UNESCO/UNGEI (2005). *Scaling Up Good Practices in Girls' Education*. Paris: UNESCO.

USAID (2008). *Education from a Gender Equality Perspective*. Washington DC: USAID Office of Women in Development.

Relevant Newsletters

Catalyst for Gender Equality in Education: A quarterly newsletter published by UNICEF, available at www.unicef.org/

Programme Insights – Education and Gender Series available at www.oxfam.org.uk/resources/learning/education/index.html

Equals Newsletter available at www.oxfam.org.uk/resources/learning/education/index.html

Relevant Websites

Forum of African Women Educationalists (FAWE) www.fawe.org

Inter-Agency Network for Education in Emergencies (INEE) www.ineeserver.org (More specifically, the INEE Gender Task Team at www.ineesite.org/index.php/post/gender/)

Institute of Education University of London – Educational Foundations and Policy Studies at www.ioe.ac.uk/study/departments/358.html

OXFAM - Beyond Access Project: The entire book can be found at publications.oxfam.org.uk/oxfam/add_info_010.asp and a summary paper can be found at www.oxfam.org.uk/resources/policy/education/downloads/edpaper1.pdf

UN Girls' Education Initiative (UNGEI) www.ungei.org

2 Promoting Gender Equality in Education Policy

Introduction

First and foremost, government policy commitments in education need to go beyond a focus on gender parity. To effectively promote gender equality, education policy needs to be developed with a clear understanding that girls and boys do not start on a level playing field, and that the constraints they face in education are a reflection of broader inequalities between women and men in society. In many countries, research has demonstrated that a uniform approach to education delivery – where girls and boys receive the same inputs – overlooks the different educational needs of girls and boys and can serve to reinforce existing social biases and inequalities, to the detriment of girls. These biases and inequalities are both internal to the education system (education supply factors) as well as external to education, emerging in the family, community and broader society (education demand factors).

A gender equality approach to education policy analyses and addresses factors in the broader social context which affect a family's decision to send their girls and boys to school (education demand factors—see Table 2) and, once in school, to address any inequalities or biases in the treatment of girls and boys and the opportunities open to them, which affect their willingness to stay in school and to achieve academically (education supply factors – see Table 3).

TABLE 2: SAMPLE EDUCATION DEMAND FACTORS
Education demand factors are the social, cultural and economic factors, emanating from within family, community and the market, which influence whether a family decides to send their child to school:
<ul style="list-style-type: none">• Poverty and a family's ability to pay the direct and indirect costs of education.• The opportunity-cost of sending a girl or boy to school rather than keeping him/her home to fulfill reproductive and productive roles.• Cultural norms and values regarding traditional gender roles and the relevance of education.• The perceived relevance and quality of schooling available for girls and boys.• The perceived benefits of educating girls and boys.• The perceived safety and security of girls and boys at school, as well as traveling to and from school.• Early marriage practices/dowry.• Sexual harassment and the physical and emotional vulnerability of girls and boys.• Lack of employment or income opportunities for female or male graduates.• Lack of access for girls to higher levels of education.

Through an in-depth understanding of the education supply and demand factors which contribute to inequalities in education for girls and boys, education policy can articulate a *clear vision of desired change* in terms of more equitable education access, opportunity and outcome. Stated policy objectives and their performance indicators need to clearly articulate how specific inequalities and biases in education supply and demand will be reduced or eliminated.

TABLE 3: SAMPLE EDUCATION SUPPLY FACTORS
Education supply factors are factors within the education system which influence how girls are treated in school and the opportunities open to them, relative to boys:
<ul style="list-style-type: none"> • School fees and indirect costs. • The placement of schools and relative travel distance for girls and boys. • Pre- and in-service training of school inspectors, head masters and teachers in gender equality. • The proportion of women/men in management, among school inspectors, head masters and teachers. • School infrastructure: <ul style="list-style-type: none"> – latrines for girls – safe transport or accompaniment for girls • School environment: <ul style="list-style-type: none"> – enforcement of policies on discrimination, sexual harassment – allowing pregnant students to remain in school – flexible schedules to accommodate students’ domestic and productive responsibilities – adaptations of curriculum to reflect local needs for girls and boys – encouragement of girls’ entry into non-traditional subjects • Classroom environment: <ul style="list-style-type: none"> – teaching and learning materials devoid of gender stereotypes – promoting positive female role models – teaching and learning methods adapted to the needs of girls and boys – equal time and quality of attention paid by teachers to girl and boy students • Access and admission for girls and boys to higher education institutions.

Policy objectives need to be supported by special initiatives targeted at eliminating specific gender inequalities as well as by systemic changes in the way education is conceived of, delivered and financed, for the benefit of all girls and boys. Ongoing research, analysis and evaluation are crucial to effective policy development, implementation and review. This will help determine what works, what does not work and why, as well as what successful initiatives can be scaled up from a local to a more systemic level.

The process of determining what works and what does not work begins by providing meaningful opportunities for girls, boys, women and men to express their education needs and interests. It also involves ongoing evaluation of pilot projects and targeted interventions for girls to determine what has been successful, in what context and why?

Policy-makers, planners, practitioners and civil society actors need ongoing support to understand the importance of gender equality goals, to identify relevant and reliable sources of information, to undertake sex disaggregated data analysis from a gender perspective and to apply the data analysis effectively to policy review and reformulation.

More specifically, support to education decision-makers can take the form of:

- Ongoing policy dialogue with senior government officials on the importance of gender equality strategies to the achievement of Education for All (EFA) and other sectoral priorities such as health, HIV/AIDS, economic development, etc;
- Gender equality training for policy-makers and senior managers in ministries of education in order to help them understand how gender considerations can be mainstreamed within their work;
- Financial and technical support to ongoing research, data collection and analysis on existing inequalities and biases in the education system;
- The provision of senior gender equality specialists to assist policy-makers in using research and data to support policy analysis and the formulation of policy goals, resulting action plans and corresponding budgets which address identified inequalities and biases in education access, opportunity and outcome; and finally,
- Assistance to governments in the development of effective systems to monitor progress and learning for policy review and action plan revision.

Examples of Result Statements

ULTIMATE OUTCOME

Better educated girls, boys, women and men in country X

INTERMEDIATE OUTCOMES

Improved integration of gender equality principles (such as equality of access, opportunity and outcome) in education policy by the Ministry of education of country X

Improved implementation of gender-sensitive education policy by the Ministry of Education in country X

IMMEDIATE OUTCOMES

- Increased understanding of gender equality issues in education by policy makers and civil society in country X
- Increased access to performance information by education planners and policy makers for ongoing policy and action plan revisions
- Improved research capacity at the Ministry of Education into education supply and demand factors that contribute to gender inequalities in education access, opportunity and outcome
- Increased ability of the Ministry of Education to use gender-based research in policy formulation
- Improved skills of education planners to translate education policy objectives into time-bound, measurable and budgeted plans to reduce gender inequalities in education
- Improved systems and procedures to monitor the performance of action plans for gender equality in education by the Ministry of Education
- Increased opportunities exist for girls and women, in their roles as students, teachers, administrators, parents and civil society actors, to express their education needs and influence education policy objectives and action plans

* Officers will ensure that results statements will be supported by appropriate activities and outputs.

Key Questions to Ask

- ❑ Has policy research been carried out to analyse both supply- and demand-side constraints which limit education access, opportunity and outcome for girls and boys, women and men?
- ❑ Do education policy objectives target the reduction or elimination of key demand- and supply-side constraints in education for girls and boys, based on policy research?
- ❑ Do performance indicators exist that clearly define how specific inequalities and biases in education supply and demand will be reduced or eliminated?
- ❑ How have girls and women been consulted on, and given the opportunity to influence, education policy objectives and plans?
- ❑ Are senior education officials and policy makers knowledgeable about supply and demand factors that are linked to inequalities in education?
- ❑ Is there a time-based plan for the achievement of gender equality in education and education policy objectives that includes a realistic budget and measureable indicators?
- ❑ To what extent is performance information and learning available on targeted initiatives in girls' education, small projects and pilots which promote gender equality at the local, community and school levels?
 - How is this information influencing policy and planning?
- ❑ Who are influential champions, inside and outside of government, who can advocate and negotiate for the implementation of these policy objectives?
 - What support do they need to ensure their effectiveness?
- ❑ How is research and performance data in education used in education policy development, planning and sector review?



Key Actions to Take

- ❑ Engage government policy-makers in policy dialogue on gender equality in education.
- ❑ Confer with like-minded donor partners to effectively promote and align gender equality approaches and initiatives in education sector plans and program-based approaches.
- ❑ Support policy research on gender equality in education to better understand supply and demand factors influencing education access, opportunity and outcome.
- ❑ Support government in formulating gender equality and education policy objectives and implementation plans.
- ❑ Support evaluation of pilot, alternative and innovative education initiatives in order to identify and disseminate learning which can inform policy and planning.
- ❑ Engage a senior gender specialist to build the capacity of education policy-makers and planners to analyse, review and reformulate education policy from a gender equality perspective, and on the basis of performance data and evaluation learning.
- ❑ Provide senior-level gender equality champions within the education sector (in government, civil society and academics) with the capacity and support necessary to promote greater understanding of, and commitment to, gender equality policy objectives in education.
- ❑ Include gender equality advocates and champions in education policy consultations and review processes.
- ❑ Network with and provide support to women's groups, academics, journalists and ministries promoting gender equality for policy analysis, policy dialogue and policy review

3 Gender Equality Issues in Education Statistics / Management

Introduction

International gender indicators in education focus largely on enrolment and completion rates for girls and boys in primary and secondary education (i.e. gender parity). Unfortunately, this data provides little information about the girls and boys who are not in school: who and where they are, and why they have dropped out or do not attend school regularly. Data on enrolment and completion also yield no clues as to how girls and boys experience learning in the classroom, what skills they come away with or what education opportunities are open to them. Without access to this crucial information, it is difficult for policy-makers and education planners to formulate or assess the effectiveness of education policy objectives, or targeted strategies that reach beyond access.

Gender parity data on access is quantitative and relatively comparable across contexts. Measuring gender equality, however, is more qualitative in nature and much more contextually specific. Certain quantitative data can be collected for measuring progress towards gender equality (examination scores by subject for girls and boys, for example); however, the measurement of progress in promoting gender equality with regard to changed attitudes, behaviours and opportunities relies more heavily on qualitative indicators. Data collection and analysis also employ more varied sources of information and methodologies.

Indicators

In strengthening government MIS (management information systems), there is a need to support the ministry of education in expanding the range of indicators and sources of information required to reach beyond gender parity and towards measurement of gender equality results (see Table 4).

Identifying which indicators to track depends on a number of factors: the stated education policy objectives and their corresponding action plans, as well as the resources and capacity available for data collection and management within government generally, and within the ministry of education, in particular.

Indicators and performance information in the education sector need to be sex-disaggregated to track progress in the elimination of targeted inequalities in access, opportunity and outcome.

TABLE 4: SAMPLE INDICATORS OF GENDER EQUALITY IN EDUCATION		
Equal Access	Equal Treatment and Opportunity	Education Outcomes
Sex disaggregated: <ul style="list-style-type: none"> • Gross/net enrolment rates by location, region, ethnicity, religion, socio-economic status, etc. • Survival rates (+5 years of schooling) • Drop-out rates • Completion rates • Absenteeism/attendance rates • Repetition rates • Average years of schooling • Transition/progression to higher levels • Proportion of female to male teachers, head teachers, school administrators, inspectors 	<ul style="list-style-type: none"> • Subject choice by gender • Gender-awareness in curriculum content and teacher training • Gender balance within classroom • Level of training of male/female teachers • Gender discrimination within classroom (context specific indicators needed) • Other factors shaping participation and performance by gender (e.g. reproductive/productive responsibilities, nutritional and health status of girls, boys) 	<ul style="list-style-type: none"> • Exam performance by gender • Male/female employment across different levels of education • Gender differentials in teaching (recruitment, wages, positions) • Gender differentials in wages across different levels of employment/sectors
Source: Adapted from Subrahmanian, R. (2005). Gender Equality in Education: Definitions and Measurements. <i>International Journal of Educational Development</i> . Vol. 25, No. 4.		

Data Collection and Analysis

The ministry of education is by no means the sole source for data used to assess education sector performance. Census data, economic and labour statistics, for example, are all relevant for measuring change in education performance indicators. Assessing the performance of policy and plans in gender equality and education requires both qualitative and quantitative information from a broad range of sources including, but not limited to:

- national statistics offices;
- different levels and departments of government;
- non-governmental education providers;
- donors involved in education programming;
- academics;
- other researchers.

Sex-disaggregated, quantitative data from these other sources that can be used to evaluate performance in access, opportunity and outcome in education needs to be collected and collated by the ministry of education. There is a need to ensure a minimum level of compatibility between the data collected by other sources and the information needs of the ministry of education.

At the same time, qualitative information is needed to track more complex performance issues in education, particularly relating to how supply and demand factors influence education access, opportunity and outcome. Qualitative data collection can be undertaken by government, donors, NGOs (non-governmental organizations) or independent researchers. This data can be obtained through a number of sources and activities including, but not limited to:

- community consultations;
- household surveys;
- pilot project evaluations;
- analytical research.

Ministries of education need support in identifying, coordinating and managing both quantitative education statistics that provide a snapshot of national performance as well as the more qualitative information which helps them understand what is working, where, for whom and why.

Using Information

Finally, government and civil society actors need support in using education performance information for reviewing and reformulating gender equality in education policy and plans.

Education planners and policy-makers need support in analysing problems from a gender perspective and formulating objectives and approaches that will have a positive impact on gender equality in education. They need to be able to use all relevant information available – both quantitative and qualitative – to assess progress in the achievement of policy objectives and plans and to review and reformulate policy directions and action planning where necessary.

Civil society actors need support in networking, policy analysis, monitoring and effective advocacy in order to enrich the education policy debate and hold government accountable for the implementation of policy objectives.

Examples of Result Statements

ULTIMATE OUTCOME

Better educated girls, boys, women and men in country X

INTERMEDIATE OUTCOME

More effective monitoring of education policy performance with regard to equality of education access, opportunity and outcome by the Ministry of Education in country X

Improved decision making by the Ministry of Education based on performance information on equality of education access, opportunity and outcome

IMMEDIATE OUTCOMES

- Improved, timely access to relevant performance information for decision makers
- Improved government information management and ICT (information and communications technology) systems for the production of more reliable, sex-disaggregated education performance data
- Enhanced capacity of the Ministry of Education to identify, collect and analyse relevant education performance information from multiple sources in a timely way
- Enhanced capacity of education decision makers to use education performance information in analysing, reviewing and reformulating education policy and plans from a gender equality perspective
- Enhanced capacity of civil society organizations to use qualitative and quantitative education performance data to hold government accountable for the achievement of gender equality policy objectives and plans in education

* Officers will ensure that results statements will be supported by appropriate activities and outputs

Key Questions to Ask

- ❑ What indicators is government currently using to assess performance in basic education?
 - To what extent are these indicators adequate measures of gender equality in education (i.e. access, opportunity and outcome)?
 - What indicators are missing?
- ❑ Is reliable and valid data available to measure progress towards these indicators?
 - Is the data sex-disaggregated?
 - Is there both quantitative and qualitative data available?
 - For which indicators is reliable and valid information lacking and why?
 - Is data available from a variety of sources (i.e. from outside the ministry of education)?
 - Are there sources of information on gender equality in education in the country that are unknown to, or overlooked by, the ministry of education?
- ❑ To what extent does the ministry of education have the capacity, resources and implementation structures necessary to support an enhanced focus on gender equality in education?
 - Who in government is driving performance assessment in gender equality in education?
 - How effective is the ministry of education in managing the collection and analysis of performance information from a variety of sources?
 - What additional capacity and resources would be required by the ministry of education to effectively coordinate data collection and analysis on gender equality in education (i.e. equality in access, opportunity and outcome)?
- ❑ How can the capacity of government policy-makers and planners be improved to more effectively use performance information on gender equality for enhanced education decision making?
 - What skills are needed?
 - What resources and inputs are required to use performance information effectively?

Key Actions to Take

- ❑ Support government in managing the collection and analysis of all relevant performance information available in the country on gender equality in education (i.e. equality in access, opportunity and outcome).
- ❑ Support government MIS in prioritizing data collection on sex-disaggregated learning outcomes, with a focus on primary school pass rates.
- ❑ Coordinate with like-minded donors and government decision makers on moving current performance indicators for assessing education sector policies, plans and programs beyond gender parity, towards a greater focus on gender equality in education.
- ❑ Complement quantitative government statistics with qualitative information through support to targeted studies, research and evaluations that improve the knowledge base on gender equality in education.
- ❑ Assist government in developing a plan and mobilizing resources for capacity building in education MIS, with a focus on the identification of performance information needs, data collection systems, data analysis and data application—all from a gender perspective.

4 Gender Equality Issues in Teacher Training and Development

Introduction

The ways that girls and boys experience teaching and learning in the classroom can be markedly different, influencing their class participation, educational achievement and learning outcomes:

- Social and cultural values and stereotypes about gender can be inadvertently reinforced in the classroom and at school through teacher-pupil and pupil-pupil interaction (see text box below for specific examples).

EXAMPLES OF HOW GENDER VALUES AND STEREOTYPES MAY BE INADVERTENTLY REINFORCED THROUGH TEACHER-PUPIL INTERACTION:

Teachers may confer more attention on boys if the education of boys is seen to be more important socially.

Teachers may reinforce traditional beliefs about what subject specializations are appropriate for girls and boys (home economics and languages vs. math and sciences).

Teachers may replicate traditionally engendered roles at school (girls not boys are asked to clean the classroom while boys not girls play team sports after school).

- Teaching approaches and methods used to reach, engage and assess students, may also favour boys, particularly in societies where girls are discouraged from speaking in public, expressing their opinions or questioning male authority.
- Finally, sexual harassment and sexual abuse by teachers or peers can be widespread and its sanction is often ignored by authorities; the teacher's behaviour may be treated as either unexceptional or the victim's fault, despite how frequently it may result in early pregnancy and school drop-out.

In response, many countries have delivered training to teachers on gender equality and gender-sensitive teaching practices. Training on gender equality for teachers is most effective when it is integrated into both the pre- and in-service training programs of teacher training institutions. To deliver this training, teacher training institutions need adequate capacity in gender equality, in both training development and in the skills and knowledge of teacher trainers delivering the material.

There is an equally pressing need to increase gender equality training for school administrators and school inspectors, in order to promote a girl-friendly learning environment at school. Gender-sensitive teaching is more likely to be applied in the classroom if school management is committed to gender equality. This means that school administrators are committed to instituting school policies, codes of conduct, staff hiring and appraisal processes, as well as resource allocation decisions which promote gender equality.

School inspection processes and performance standards should also include assessment criteria related to gender equality for reviewing school equality policies, codes of conduct, management practices, staff ratios, classroom practices, etc.

Finally, promoting the equal representation of women and men – among teachers, head teachers, school administrators and school inspectors – is also a very powerful signal as to the importance of equality in education and can contribute to a school environment that is more responsive to the needs of both girls and boys.

IDEALLY, TEACHER TRAINING IN GENDER EQUALITY SHOULD COVER THE FOLLOWING AS A MINIMUM:

- General awareness-raising for teachers of the inequalities between men and women in society, as well as the existing national commitments and legislative frameworks in place to promote equality;
- Clearly articulated expectations for teachers with regard to the values, attitudes and behaviours they should transmit at school;
- Guidance on how to deliver curriculum and use educational materials with a view to promoting gender equality;
- Analysis of teaching practices which tend to reinforce gender inequalities and corrective strategies to promote greater equality between girl and boy students.

Examples of Result Statements

ULTIMATE OUTCOME

Better educated girls, boys, women and men in country X

INTERMEDIATE OUTCOME

Improved hiring, promotion and compensation of teachers, school administrators and inspectors in keeping with gender equality policies

Improved enforcement of country X's national policies and practices for teacher appraisals and school inspections, which include attention to gender equality

IMMEDIATE OUTCOMES

- Enhanced ability of the education system to respond to the differing needs and promote the rights of girl and boy students, and female and male staff
- Enhanced capacity of teacher training institutes to design, deliver and assess the effectiveness of gender equality training
- Enhanced capacity of male and female teachers to identify and effectively address gender inequalities and gender biases in their general conduct, teaching methods, classroom management practices, assessment techniques and teacher-pupil relations
- Enhanced capacity of male and female school administrators to identify and effectively address gender inequalities and biases in school policies, school culture, school safety, management practices, resource allocations, hiring and performance appraisal systems, as well as relations between male and female staff and students
- Enhanced capacity of male and female school inspectors to assess and improve a school's progress in promoting equality of access, opportunity and outcome
- Improved school capacity to promote equality of access, opportunity and outcome

* Officers will ensure that results statements will be supported by appropriate activities and outputs.

Key Questions to Ask

- Is gender equality training consistently provided to new and existing teachers, head teachers, school administrators and inspectors?
- Does gender equality training help teachers question social values, attitudes and behaviours with regard to gender relations, as well as help them adapt curriculum content, teaching practices and assessment techniques to the differing needs of girl and boy students?
 - Is the effectiveness of this training regularly assessed?
- Does gender equality training for school administrators and school inspectors build their capacity to develop, implement and assess strategies to improve gender equality at the school level?
 - Is the effectiveness of this training regularly assessed?
- What additional support (materials, guides, resources, mentoring, etc) do teachers need, beyond pre- and in-service training in gender equality, to help them continuously learn and improve their practice of applying greater gender equality in the classroom?

- ❑ What additional support (materials, guides, directives, resources, mentoring) do head teachers and inspectors need to promote improved gender equality at the school level?
- ❑ What are good practice and lessons learned with regard to successfully applying gender equality to teaching and learning in the classroom?
- ❑ How widely and effectively have these lessons and good practice been shared and what is the feasibility for their replication or scaling up?

Key Actions to Take

- ❑ Partner with teacher training colleges to improve gender equality modules in pre- and in-service teacher training and to increase the knowledge and skills of teacher trainers in gender equality.
- ❑ Support government to institutionalize gender equality training/re-training for head masters and school inspectors.
- ❑ Support government in developing follow-up support and assessment strategies in gender equality for teachers to ensure that the new skills and knowledge acquired through training are being applied in the classroom.
- ❑ Encourage government to include gender equality as a mandatory component of teacher appraisal and school inspection processes.
- ❑ Assist government in developing appraisal/assessment criteria and processes, reporting methods, incentive and reward systems for good practice.
- ❑ Invest in pilot or demonstration initiatives that model good practice in teacher training, teaching practice and teacher assessment that reflect respect for gender equality.
- ❑ Assist government in pooling, documenting and analysing lessons learned and good practice from across the country on gender equality in teaching and classroom organization.
- ❑ Assist government in disseminating lessons learned and good practices as well as plan for replication and possible scaling up of these successful initiatives

5 Gender Equality Issues in Curriculum Development

Introduction

National curriculum is the bridge between education policy objectives on the one hand, and the delivery of education services on the other. Curriculum determines the purpose and content of education, the mode and length of delivery, and provides guidance material for educators regarding how the content should be taught and how learning outcomes should be assessed.

A country's national curriculum translates its values, beliefs and philosophies about education into decisions about what should be taught, to whom, how, and using what materials.

National curriculum can reinforce existing social and gender inequalities by implicitly upholding traditional gender stereotypes or by disregarding the diversity of learning needs and learning styles among girls and boys throughout the country. Alternatively, national curriculum can be a vehicle to promote positive messages about equality between women and men and to integrate human rights education.

National curriculum that promotes gender equality includes attention to the following:

Learning objectives and curriculum content which are relevant to the different learning needs of girls and boys from different urban/rural settings, minority cultures or socio-economic groups across the country.

In developing curriculum, education decision-makers need to ensure that all girls and boys across the country can develop the values, attitudes, knowledge and skills which are necessary for their future well-being, social development and economic prosperity.

Textbooks and learning materials which are free from gender bias and which also promote positive messages about equality between women and men.

Education decision-makers need to ensure that all instructional resources are reviewed with two complementary objectives in mind: (1) to eliminate gender stereotyping and (2) to actively promote positive and non-traditional roles for girls, boys, women and men in society, such as women and men in math and science and men and women as caregivers in the family.

Guidance materials for teachers that promote gender-sensitivity in the classroom and offer diversity in teaching approaches and methods that are relevant to the learning needs and styles of both girls and boys.

In some social contexts, for example, girls have been found to learn better through group and written work while boys respond better to individual work and oral presentations. The interest and confidence of girls and boys in pursuing specific subject areas can be significantly influenced by the methods of instruction and teaching approaches used (along with the attitudes and behaviours of the teacher). Accommodating different learning styles, and ensuring that girls and boys are encouraged to explore all subject specializations, are crucial measures in ensuring a more level playing field for girls and boys.

Examination and assessment techniques that recognize the different learning styles of girls and boys across the country to ensure equality of opportunity and outcome.

Tests, exams and assessments can inadvertently reinforce gender bias and stereotyping in their language and in the examples and images used. Teachers must be made conscious of how their perceptions and attitudes of female and male students can influence their assessment of student progress, the way they prepare and mark exams or provide feedback to students. Tests and examinations need to include a variety of question types which respond to the learning styles of all students and that are weighted in ways so that no one is unduly penalized.

Flexibility and adaptability of delivery

Flexibility to adapt education delivery at the local level is needed in order to reach marginalized girls and boys who might be prevented from going to school or progressing normally through school because of productive and reproductive responsibilities. Flexible school hours and seasonal accommodations for school schedules, flexible age/grade progression for those who start school late or lag behind, and accreditation of non-formal education to enable the integration of marginalized girls and boys into formal schooling, can all be useful strategies to reach out-of-school or under-schooled girls and boys.

Ongoing capacity development in gender equality for those who develop, review and revise national curriculum.

To ensure that national curriculum promotes gender equality, individuals and institutions involved in developing, approving and reviewing curriculum content, textbooks, teaching and learning materials must be receptive to and capable of identifying gender biases. They must also be able to promote more positive messages in this regard. Ongoing capacity building for gender equality is important as curriculum is always evolving, while new reforms, education materials, textbooks and guides are constantly being prepared to reflect social evolutions and identified needs.

Examples of Result Statements

ULTIMATE OUTCOME

Better educated girls, boys, women and men in country X

INTERMEDIATE OUTCOME

Improved responsiveness of the national curriculum to the different learning needs of boys and girls across the country

Increased alignment between curriculum content and national education policy and action plans related to gender equality in country X

IMMEDIATE OUTCOMES

- Enhanced capacity of the Ministry of Education to review and revise national curriculum in keeping with policy objectives in gender equality and education
- Improved access to instructional resources free from gender bias and supportive of positive and non-traditional roles for girls, boys, women and men
- Improved capacity of institutions that develop, review and approve national curriculum, to effectively identify gender inequalities and propose more gender equitable alternatives in education frameworks, guidelines, materials and delivery methods

* Officers will ensure that results statements will be supported by appropriate activities and outputs

Key Questions to Ask

- Is there adequate capacity among those involved in curriculum design, review and revision to identify gender bias and to ensure the promotion of gender equality in education content and delivery?
- To what extent does national curriculum reflect a range of knowledge, skills, competencies and capabilities that respond to the varied learning needs of different girls and boys throughout the country (i.e. across rural/urban settings, socio-economic, ethnic, minority or religious groups)?
- To what extent does national curriculum promote flexibility and adaptability in education content and delivery to reach out-of-school or under-schooled boys and girls?
- To what extent does national curriculum promote flexibility and adaptability in education content and delivery to respond to different regional or minority needs/contexts?
- What models of teaching and learning underpin the national curriculum?
- How varied are teaching methods, approaches and assessment techniques?
 - What is their relevance to the learning needs and styles of different boys and girls?
 - How might they inadvertently contribute to gender inequalities in education quality and achievement?

- ❑ Have textbooks and instructional and education materials been reviewed to eliminate negative gender stereotyping and to promote positive messages about equality between girls, boys, women and men?
 - Are new textbooks and materials being developed with an appropriate focus on gender equality?
- ❑ To what extent are modules on human rights and gender equality integrated into national curriculum, teacher training, teaching and learning materials?

Key Actions to Take

- ❑ Provide gender equality training to individuals and institutions that prepare, approve, revise curricula and engage a senior gender specialist to support these institutions in integrating gender equality into curriculum reform processes.
- ❑ Support government in instituting a regular and inclusive consultation process to assess the relevance of national curriculum to both girls/women and boys/men.
- ❑ Support government in developing norms and guidelines to assist education administrators and educators in adapting the curriculum to the local learning needs and styles of girls and boys.
- ❑ Support government to eliminate gender stereotyping and bias from all instructional and learning material and revise them to promote positive messages about equality between girls, women and boys, men.
- ❑ Support government in developing modules on human rights, gender equality and HIV/AIDS for integration in teacher training and national curriculum.
- ❑ Support government in developing capacity and mechanisms for ongoing assessment/review of curriculum content, pedagogy and materials in keeping with the specific learning needs and styles of girls and boys in different contexts (urban/rural, ethnic, religious, minority, linguistic, etc).
- ❑ Support the implementation and evaluation of pilot projects that explore new education content and delivery approaches, to counter identified gender biases and inequalities in existing curriculum.

