



### Overview

Education is universally recognised as playing a key role in sustainable social and economic development. It is always cited as a priority area for attention and resources.

The *GMS Education* manual gives guidelines for mainstreaming gender into the education sector, in particular formal education. It provides an overview of gender issues in the sector, including global and Commonwealth mandates. It examines such traditional indicators as literacy, enrolment, access to education and attainment, as well as legal and administrative frameworks, women in decision-making positions, resource allocation, curriculum development and the organisation of schools and classrooms. It also examines ways in which gender inequalities are perpetuated through the education system.

The manual provides tools for gender analysis and proposes a number of policy interventions that governments may consider. The challenges include:

- obtaining a clear quantitative picture of gender roles and ratios using sex-disaggregated data;
- identifying possible factors related to any gender gaps and inequalities identified, and planning to eliminate them;
- assessing the special educational needs, immediate and strategic, of girls and boys, women and men, and planning to meet them;
- ensuring that women and men share equitably in such areas as the planning, management and delivery of education, and also benefit equitably in terms of access, participation and resources.

Specifically, gender mainstreaming in education should seek to:

- make explicit the importance of gender along with race/ethnicity and social class/caste;
- ensure gender equity in access both generally and in relation to studies that lead to better careers and jobs;
- overcome structural barriers (legal, economic, political or cultural) that may influence access and participation;
- increase awareness of the role women play in development;
- increase the participation of women in decision-making in management and implementation.

Gender inequalities and inequities are both manifested in the education sector and perpetuated through educational structures and processes such as:

- gender role socialisation
- school organisation
- general content and structure of schooling
- curriculum
- educational materials
- perceptions and attitudes
- sex-based harassment
- girls at risk
- vocational training
- informal interaction among students

## Points of entry

- Educational institutions are agents of socialisation, therefore all factors relating to the socialisation process need to be analysed from a gender perspective.
- Integrating gender into education policies and plans should address such issues as literacy, enrolment, access to education, attainment, legal and administrative frameworks, the organisation of schools and classrooms, increasing the numbers of women managers, policy makers and decision makers, teacher training, curriculum development, textbook-stereotyping and male underachievement in some areas.

## Barriers

- Women are the majority of the human resources of this sector in most developing countries, especially at the level of classroom teachers, but there are typically more men at the level of policy-making and senior management.

## What's in this module?

This module contains six training activities relating to mainstreaming gender in education. Activities 1 – 3 are more general sessions, looking at reasons, barriers and gender bias. Activities 4 – 6 are to do with applying gender mainstreaming tools – the use of data, gender-sensitive indicators and gender analysis.

## Checklist

- Make sure you are familiar with the contents of the *GMS Education* manual before you start to deliver the training activities in this module.
- The Toolkit Action Guide Unit 4 'Using the GMS sector manuals' will give you an overview and help you find out what is in the manual and where, and which sections will be most useful.
- Look through the 'To help you choose' table in the Introduction to this Trainer's Guide for activities, topics, methods and handouts from other modules and sectors that you can adapt to fit your purposes.
- Always start planning your training with an analysis of your learners and their needs.
- Use the 'How to' briefings in the Introduction to this Trainer's Guide to help you design your training.

## Background

Besides Education, relevant manuals are *Using Gender-Sensitive Indicators, Science and Technology, and Information and Communications*.



## ACTIVITY C1

### Educating girls and women: why is it important?

**Aim** To show that educating girls and women is backed by practical and moral reasons, and also meets governments' commitments to global and Commonwealth mandates

#### Outcomes

- Present and discuss ideas about why it is important to educate girls and women
- Relate these to global and Commonwealth mandates

**Time** 1 hour

**Materials** Handout C.1 'Global and Commonwealth mandates', flipchart paper, markers

#### Steps

- 1 Remind participants that education is universally recognised
  - as playing a key role in sustainable social and economic development
  - as a priority area for attention and investment of resources.Tell them that this activity is going to focus on the importance of educating girls and women.
- 2 Divide them into small groups. Ask each group to come up with five reasons why it is important to educate girls and women. At least three of the reasons should be practical. Show them the example on the flip chart. Give each group flip chart paper to write their points. (20 mins)
- 3 Bring the groups back together and have them present their reasons. Add all new ideas to the main flipchart. (20 mins)
- 4 If any of the groups have said 'meeting commitments to global and Commonwealth mandates' or similar, put an asterisk next to that point. If not, suggest that as an additional reason. Give out the handout and read through it. (10 minutes)
- 5 Sum up by saying that the education of girls and women is important for practical as well as moral reasons. As they have seen, it is also something to which governments have committed themselves in a number of international documents.

#### Notes

- Before the session, prepare a flipchart sheet headed 'The importance of educating girls and women'. Put the example: 'Promotes health – educated women are healthier and have healthier children'.
- Other points might include: improves the quality of life; makes women better prepared for paid employment; enables women's social and political participation; increases productivity; promotes national economic growth and development; respects women's human rights and principles of justice, fairness and equity; has a multiplier effect on the next generation – educated mothers have better educated children.

## Global and Commonwealth mandates

### The Millennium Development Goals (MDGs)

Two of the eight Millennium Development Goals (MDGs), agreed to by governments at the UN Millennium Summit in 2000, relate to education. Goal 2 (achieve universal primary education) has the target of ensuring that all boys and girls complete a full course of primary education. Goal 3 (promote gender equality and empower women) has the target of eliminating gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015.

### Beijing Declaration and Platform for Action (PFA)

Commonwealth member states are all signatories to the PFA, agreed on at the Fourth World Conference on Women in Beijing (1995). It includes a section on the education and training of women that identifies the following strategic objectives:

- ensure equal access to education;
- eradicate illiteracy among women;
- improve women's access to vocational training, science and technology, and continuing education;
- develop non-discriminatory education and training;
- allocate sufficient resources for and monitor the implementation of educational reforms; and
- promote lifelong education and training for girls and women.

### The 1995 Commonwealth Plan of Action on Gender and Development and its Update 2000-2005

This plan sets as a strategic objective of member governments to "take positive and/or affirmative action to provide equal opportunities in educational institutions...." To realise this and other strategic objectives, the Plan of Action proposed a number of action points that governments may wish to consider adopting, including action for human resource development – literacy, training and education, and science and technology.

Specifically, the Plan of Action recommends the following actions:

- undertake diverse and special training as well as informal and formal education programmes directed at women, including programmes to strengthen their self esteem; and
- encourage gender-inclusive curricula and devote particular attention to the participation of women in training-related programmes leading to occupations such as science and technology, industry and commerce.



## Barriers to girls' attendance at school

### ACTIVITY C2

**Aim** To identify barriers to girls' access to education and brainstorm solutions

#### Outcomes

- Identify barriers in a country and compare with case study information
- Suggest and prioritise strategies for tackling barriers

**Time** 1 hour

**Materials** Handout C.2 'Case studies of Ghana and Pakistan', flip chart

#### Steps

- 1 Give each participant a copy of the handout. Read (or have a participant read) the text. If possible, compare the figures for school enrolment from Ghana and Pakistan with the national figures. (5 mins)
- 2 Draw a line down the middle of the flipchart. Head the LH column 'Barriers' and the RH column 'Strategies'. Ask participants whether the reasons given in the handout for girls not going to school are also true for their country. If so, write them on the LH side. Ask participants to identify other possible barriers to education faced nationally by girls and add these below. (15 mins)
- 3 The Ghana policy states the need for special attention "to ensure that there is increased enrolment of girls in basic schools"; the Pakistan policy suggests more specific actions. Ask participants for suggestions on how each of the barriers could be tackled. Write these on the RH side of the flip chart. (20 mins)
- 4 Ask participants to prioritise the strategies and also to look for linkages between them (for example, might some have to be tackled first for others to be effective?). Sum up by emphasising the importance of addressing both problems in schools and barriers outside the formal education system. (10 mins)

#### Notes

- Possible barriers: Early marriage; discrimination by parent/guardian; the curriculum (girls steered into 'soft' subjects); bias in educational materials/textbooks; lack of female teachers/role models; teacher attitudes (not encouraged in class, etc.); sexual harassment from pupils and/or teachers; work that girls are expected to do at home (mind siblings/help in house, etc.) – particularly in era of HIV/AIDS; high drop-out rates due to pregnancy (lack of sex education); lack of facilities and/or resources for girls.
- Suggested strategies: Enforce laws on the minimum age for marriage; give advice to young boys and girls on avoiding unwanted pregnancies; use the media to stress the importance of educating girls and women; set up parent-teacher organisations; provide access to girls in all subject areas; provide a curriculum that meets the educational needs and entitlements of girls and that recognises the contributions of women to society; provide a range of teaching methods that best promote the active participation of girls; review educational materials and textbooks to ensure that they are gender-sensitive as regards language, images and examples; actively encourage more women to become teachers in non-traditional areas (e.g. science) and ensure that they are represented in leadership positions; ensure that gender is part of the curriculum in teacher training colleges; organise gender-training workshops for teaching staff and parent-teacher associations; ask schools to submit a plan of action for achieving gender equality and make an annual report on progress made; develop policies at school level to demonstrate that sex-based harassment is unacceptable behaviour and ensure that it is punished; develop programmes that teach boys and girls effective communication and conflict resolution skills; provide programmes for parents to enable them to understand the issues that place girls at risk of not completing their education, and establish mechanisms for identifying, supporting and monitoring girls in this situation.

## Case studies of Ghana and Pakistan

1986-1992	<i>Primary enrolment gross</i>		<i>High school enrolment gross</i>		<i>Females per 100 Males</i>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>2ndry</b>	<b>3iary</b>
<b>Ghana</b>	69	84	29	47	64	22
<b>Pakistan</b>	30	54	13	29	41	22

### Ghana

The Ghanaian Programme for the Provision of Free, Compulsory and Universal Education by the Year 2005 (1994) identified two gender-specific causes of non-attendance at school: early marriage of girls and discrimination against girls by parents and guardians. The policy also contained an entire section on girls' education, which again pointed to those socio-cultural factors as being responsible for the low enrolment and attendance rates of girls.

The policy diagnoses the problem. It states the "need to focus special attention to ensure that there is increased enrolment of girls in basic schools. It is also important to identify measures to create family and community awareness, and to reform attitudes which are barriers to girls' involvement in education."

### Pakistan

A 1989 report on a Primary Education (Girls) Sector Project in Pakistan provides an example of an intervention aimed specifically at increasing girls' access to education.

Pakistan has one of the lowest literacy rates in the world, particularly for females. This project provides a good example not only of a strategy aimed at addressing gender inequity in education, but also of the constraints imposed by: (a) socio-cultural and religious factors; and (b) economic factors.

Four main factors are identified as restricting girls' access to education in Pakistan. These are the poor education system in general, lack of facilities (schools and schoolrooms, desks, etc.) for girls' schools (boys and girls are educated separately), lack of female teachers (only female teachers can teach girls), and religious and socio-cultural customs.

The project aims to provide more physical facilities, improve the education sector as a whole, and train more women to be teachers. The problem of addressing the underlying social attitudes proves difficult to solve.



## ACTIVITY C3

### Addressing gender bias in the classroom

**Aim** To develop an understanding of what constitutes gender bias in the classroom and how it affects girls

#### Outcomes

- Identify examples of gender bias in a classroom scenario
- Suggest ways of acting in a more gender-sensitive way
- Give examples of wider effects of gender bias on access to education

**Time** 55 minutes

**Materials** Handout C.3 'Gender bias in the classroom', flip chart paper

#### Steps

- 1 Give each participant a copy of the handout.
- 2 Ask for six volunteers and assign the roles of Mr Jones, Mary, Joan, John and James and also someone to read the directions. Tell the group that the story contains a number of examples of gender bias on the part of the teacher. Have the volunteers read the story aloud. (10 mins)
- 3 Divide the participants into small groups. In these groups, they should try and identify the examples of gender bias and discuss how the teacher could have acted in a more gender-sensitive manner in each case. (20 mins)
- 4 Bring everyone back together and ask each group for an example of bias. Write it on the flip chart. Ask the group to state how the teacher could have been more gender sensitive. When each group has responded, open the floor to any remaining examples of gender-insensitivity and how they could be avoided. (20 mins)
- 5 Discuss the effects that this type of bias has on girls' access to education. (5 mins)

#### Notes

- If people don't want to volunteer, assign parts using a 'fair' method such as picking every third person in the circle.
- Examples of gender bias:
  - ignoring the girls in the class (not calling on them, only referring to the boys on his entrance);
  - talking about the football game, which may well be of interest only to the boys;
  - using a "masculine" example for the problem;
  - implying that the boys are more clever than the girls;
  - responding to a boy's wrong answer with a possible explanation but responding dismissively to a girl's correct answer;
  - belittling a girl's ambition;
  - assuming that the boys will have future careers but the girls will just get married;
  - talking about a girl's appearance; harassing her sexually;
  - reinforcing stereotypes of what is 'feminine' behaviour.
- Possible effects on girls:
  - feeling embarrassed, hurt, frightened by harassment;
  - drop out of class or school – both of these may limit career options;
  - may enter relationship with teacher and become pregnant.

## Gender bias in the classroom

**The Scene:** A classroom in a secondary school.

**The Players:** Mr Jones and his mathematics class (70% male and 30% female).

[Mr Jones enters the classroom where the students are milling about.]

**Mr Jones:** Settle down, boys. I know it's a big day with the football match this afternoon, but there's work to do first. Now, who solved the problem about the fighter pilots that I set for homework?

[A number of students raise their hands. Mr Jones selects the one boy rather than any of the several girls.]

**Mr Jones:** John?

**John:** It was 57 miles, Sir.

**Mr Jones:** No, John. I think you probably left out the distance travelled on the first leg of the flight.

[Mr Jones sees that Mary is bobbing up and down, anxious to answer.]

**Mr Jones:** Stop jumping up and down, Mary. Try to be more lady-like. Do you know the answer, James?

**James:** No, Sir. I didn't raise my hand.

**Mr Jones:** You boys will have to work harder than this if you want to go to university.

**Mary:** I'd like to go to university too, Mr Jones.

**Mr Jones:** Don't be silly, Mary. I'm sure a pretty girl like you will be married with children well before the end of high school. Now, who can answer the question?

[Mary does not raise her hand again but one other girl does]

**Mr Jones:** Come on, boys. You're not going to let a girl get the better of you, are you?

[Long pause during which the boys remain silent]

**Mr Jones:** All right, Joan.

**Joan (tentatively):** Was it 70 miles, Sir.

**Mr Jones:** That's correct. Now I want everyone to solve these problems.

[He writes work on the board and begins to walk around the classroom. When he passes Mary's desk, he leans over and puts his hand on her shoulder and then strokes her arm.]

**Mr Jones (quietly):** Maybe I could give you a special lesson after school at my house, Mary. I guarantee your marks will be even better.

**Mary (nervously):** I can't stay after school, Sir. My mother expects me home at 5:00 every day.

**Mr Jones:** I thought you said you wanted to go to university. You'll need my recommendation, you know.



## Quantitative and qualitative data in educational policy-making

### ACTIVITY C4

**Aim** To show that both quantitative and qualitative data must be considered when developing gender-sensitive educational policy

#### Outcomes

- Distinguish between quantitative and qualitative data
- Draft examples of recommendations and policy suggestions based on such data

**Time** 50 minutes

**Materials** Handout C.4 'Using qualitative and quantitative data', flipchart paper

#### Steps

- 1 Ask the participants for ideas about the difference between quantitative and qualitative data. Bring out the point that quantitative data measures the quantity of something, e.g. how many girls or boys are in school, while qualitative data looks at the reasons behind the numbers. Ask why it is important to have both kinds of data. (For example, quantitative data in the Caribbean shows more young women than young men in tertiary education, which might suggest that men are lagging behind professionally. However, qualitative data reveals that males need lower levels of schooling than females to enter the labour market.) (10 mins)
- 2 Give each participant a copy of the handout. Divide participants into pairs (by counting off). Ask each pair to fill in the grid with recommendations and policy suggestions. The latter should include time-bound goals. Use the example for clarification. (20 mins)
- 3 Call the group back together. Ask for a volunteer to share what that pair has written in the first line of the grid. Solicit agreement and/or further suggestions from the other pairs. Continue until the grid is complete. (20 mins)

#### Notes

- Prepare a flipchart sheet before the session using the example below. The completed grid is on p 33 of the *GMS Education* manual.

#### Example

Quantitative data	Qualitative data	Recommendations	Policy
<ul style="list-style-type: none"> <li>• The ratio of girls to boys at secondary school has increased from 1:3 to 1:1.5 over the last five years.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls are interested in school and encouraged by their mothers to qualify themselves.</li> <li>• Teenage pregnancy rates are down.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise strategies to maintain the level of interest and build motivation.</li> <li>• Increase family planning services for young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop media programmes to highlight the successes of girls in school and encourage parents to allow daughters to complete their education.</li> <li>• Ensure that reproductive health is included in the curriculum.</li> <li>• Within five years, the ratio of girls to boys should be 1:1.</li> </ul>

**HANDOUT****C.4****Using quantitative and qualitative data**

<b>Quantitative data</b>	<b>Qualitative data</b>	<b>Recommendations</b>	<b>Policy</b>
More boys than girls do science and mathematics at secondary school. This gender difference is significant.	Science options are offered at the same time as home economics and office procedures. Girls are channelled into the latter sphere.		
	Science texts refer to scientists in masculine terms and do not feature women as scientists.		
	Mathematical problems are usually framed in terms of 'masculine' activities.		
	Most science teachers are men.		
	In science classrooms, male teachers rarely interact with female students, and such interaction as occurs is usually demotivating for the girls. Boys have a similar experience in home economics and office procedures classes where most of the teachers are female.		



## ACTIVITY C5

### Education policy indicators

**Aim** To increase understanding of the types of indicators to look at in order to mainstream gender in educational policy

#### Outcomes

- Discuss how critical policy indicators can be used to achieve change
- Develop critical policy indicators for different educational levels

**Time** 1 hour

**Materials** Handout C.5 'Critical policy indicators', flip chart paper and markers

#### Steps

- 1 Tell the participants that critical policy indicators assess gender differentials in the education system in terms of: provision, access, allocation of resources, participation and achievement. They provide detailed data that can guide the types of intervention needed to bring about change.
- 2 Give participants a copy of the handout. Divide them into three groups and assign an educational level to each (primary, secondary, tertiary). Ask each group to try as far as possible to provide the indicators for their level. (30 mins)
- 3 Bring participants back together to share their findings. Ask for input from the other groups too. (30 mins)
- 4 Summarise the discussion, picking out the highlights and filling the gaps. (10 mins)

#### Notes

- You will need to be familiar with the various policy indicators to guide this discussion.

## Critical policy indicators

### Nature of the educational provision

- level (primary, secondary, tertiary)

### Access

- eligibility criteria (what are the criteria? do more boys or girls satisfy it? what percentage of those who satisfy it are admitted?)

### Participation

- enrolment (what are the figures for girls and boys?)
- legislation (is primary or secondary education compulsory? to what age? are there enforcement mechanisms?)
- curriculum (who is involved in formulating the curriculum? is there a state or school policy that makes specific reference to subject offerings for female/male students? is there a relationship between subjects being taken by larger numbers of boys or girls and the gender division of labour or occupational gender stereotyping?)
- learning environment (to what extent do teachers make an effort to provide equal attention to female and male students? to avoid sexist and discriminatory comments? to use a variety of teaching styles?)
- co-curricular activities (what co-curricular activities exist for female and male students? what gender-exclusive activities exist e.g. sports, clubs, societies?)
- student promotion (are there policies governing the mechanisms for student promotion? does this discriminate in any way against girls?)
- dropout/continuation (what are the dropout rates for girls and boys? are there gender differences?)

### Resources

- teaching staff (to what extent do teacher education programmes include awareness of gender issues and concerns? have any in-service or staff development workshops addressed these issues?)
- cost (what is the nature of the financial support provided for institutions?)
- decision-making regarding resource use (what are the criteria used for the assignment and distribution of resources?)

### Achievement

- literacy (what are the male/female literacy rates?)
- achievement (what are the graduation rates for girls and boys?)
- specific subject/course/programme achievements (is male/female achievement similar in specific subjects/courses/programmes? what is the relationship between the qualifications and the division of labour along gender lines in jobs and remuneration?)
- placement of male/female graduates (how easily do graduates find employment? are male/female graduates with similar qualifications employed at similar levels, with similar salaries/benefits?)



## ACTIVITY C6

### Educational management and decision-making

**Aim** To assess the extent to which women and men are equally involved in educational management and decision-making

#### Outcomes

- Describe the current state of gender balance in educational management and decision-making
- Suggest improvements, including changes in the law and education policy

**Time** 1 1/2 hrs

**Materials** Handout C.6 'Women in educational management and decision-making', flip chart paper and markers

#### Steps

- 1 Give participants copies of the handout. Read it out (or ask one of the participants to do so). If necessary, explain the difference between practical needs (immediate, e.g. child-care facilities) and strategic needs (concerned with long-term empowerment, e.g. laws designed to achieve gender equality). (5 mins)
- 2 Divide participants into two groups and give them flipchart paper and markers. Each group should try to answer the eight questions in the handout. The aim is to assess the current state of gender balance in educational management and decision-making. (40 mins)
- 3 Bring the groups back together. Have them present their responses alternately (one group gives their findings on Q1, the second group on Q2, and so on). Allow comments from the other group after each presentation. (30 mins)
- 4 Ask participants to what extent they feel that there is currently a gender balance in educational management and decision-making. How could the situation be improved? What legislation or policies might be needed? (10 mins)

#### Notes

- You should have the necessary information about the national context in case participants cannot answer any of the questions.

**HANDOUT****C.6**

## Gender equality in educational management and decision-making

The policy environment reflects the extent to which the policy-making/executive level management of the country's educational system is ready to integrate gender equality into all its activities.

This readiness is demonstrated in the gender balance of the power structure and policy-making bodies of the education ministry and school boards, and the gender representation in decision-making. It is clearly indicated in policy documents/statements and practices that explicitly acknowledge and reflect issues relating to gender – for example, in the code of regulations, in promotional opportunities and in compensation.

Gender analysis of an education system requires the involvement – at the levels of policy-making, management and administration – of women and men who are sensitive to practical as well as strategic gender needs, and who can take an active role in trying to meet these needs. Legislation is a powerful tool in the achievement of this objective.

Some questions that need to be asked to assess the current state of gender balance in education management/decision-making are:

- 1 What is the gender composition of the ministry of education staff at all levels?
- 2 What is the gender composition of school boards?
- 3 Does a code of regulations exist to guide the management and operations of schools and does it address gender policy?
- 4 What are the differences in male/female salaries and benefits at different age levels?
- 5 What are the differences in male/female appointments of education officer, senior education officer and chief education officer at different age levels?
- 6 What are the differences in male/female appointments at senior teacher, head of department, vice principal and principal level, at different age levels?
- 7 What effective autonomy can individual institutions exercise? Does this create problems in terms of monitoring gender policy?
- 8 Who recruits, rewards, manages and disciplines primary and secondary school staff?