Gender Mainstreaming in education and the post 2015 agenda

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Learning and wishing

• What we have learned from the past about global policy frameworks and transnational action on gender and education
• What we might wish for a post 2015 future regarding gender mainstreaming in education
• What, where and with whom are we mainstreaming?
Education: universal primary education
Health: maternal mortality ratio
Poverty: 1 $ per day
Global organisations

National Teacher organisations

Higher education institutions

Women’s organisations

Community organisations

School communities
Spaces for wishing about gender mainstreaming in education in a multi-polar world

• Multipolarity: education and gender positioned between development agenda(s), security agenda(s), and economic agenda(s)

• Gender sensitivity and gender transformation

• The policy space

• Practice: research, activism, interventions
Climate of change in support of girls’ rights

Complementary institutional processes

Infrastructure and distribution

Norms and inclusion

Institutions and policy

Improved access & participation

Quality:

Empowerment:

New generation healthy and educated girls and women

Changed gender norms and identities

Changed gender relations & end structural injustice

Improved gender equality

Contextual factors

Interventions

Outputs: Improved schooling for girls

Outcomes: Increased gender equality beyond school
Gender mainstreaming for post 2015 - What are the gender and education issues raised by each component of the proposed SDGs and the post 2015 EFA agenda?

The OWG education proposals – SDG 4-

• gender equitable access to all levels,

• learning about gender equality

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

• gender equitable learning environments

  Is this specific enough?
The proposed SDG gender goal is much more specific — *how does this connect with what the education sector does?*

5.2 eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation

- 5.3 eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations
- 5.4 recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies, and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life
- 5.6 ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the ICPD and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.a undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources in accordance with national laws
- 5.b enhance the use of enabling technologies, in particular ICT, to promote women’s empowerment
- 5.c adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
UNESCO EFA Steering Committee proposal for post 2015

• Prioritises access and participation at different levels (outcome and input targets)

• Sidestreams gender: ‘Gender equality should be explicitly included either directly in the target or in the indicators, with a renewed focus on enhanced access and transition to and completion of basic, secondary and higher education for both girls and women in gender-sensitive, -responsive and -transformative learning environments that are safe and supportive (Muscat draft) ;

• Target 5 Muscat agreement ‘By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development’.

• Disconnects from the SDG agenda?
Gender mainstreaming and post 2015

• Make gender equality, women’s rights and a human development orientation concrete – targets, indicators, critique and practice
• Do more – connect the silos; closer working with the health sector
• Connect top down and bottom up - Engage the middle
• Address the many sites of violence
• Think about global inequalities and multi-polarities in relation to gender
• A women’s rights caucus on EFA