

Gender Mainstreaming in education and the post 2015 agenda

Elaine Unterhalter

Institute of Education, University of London

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

Health

Poverty



universal primary
education

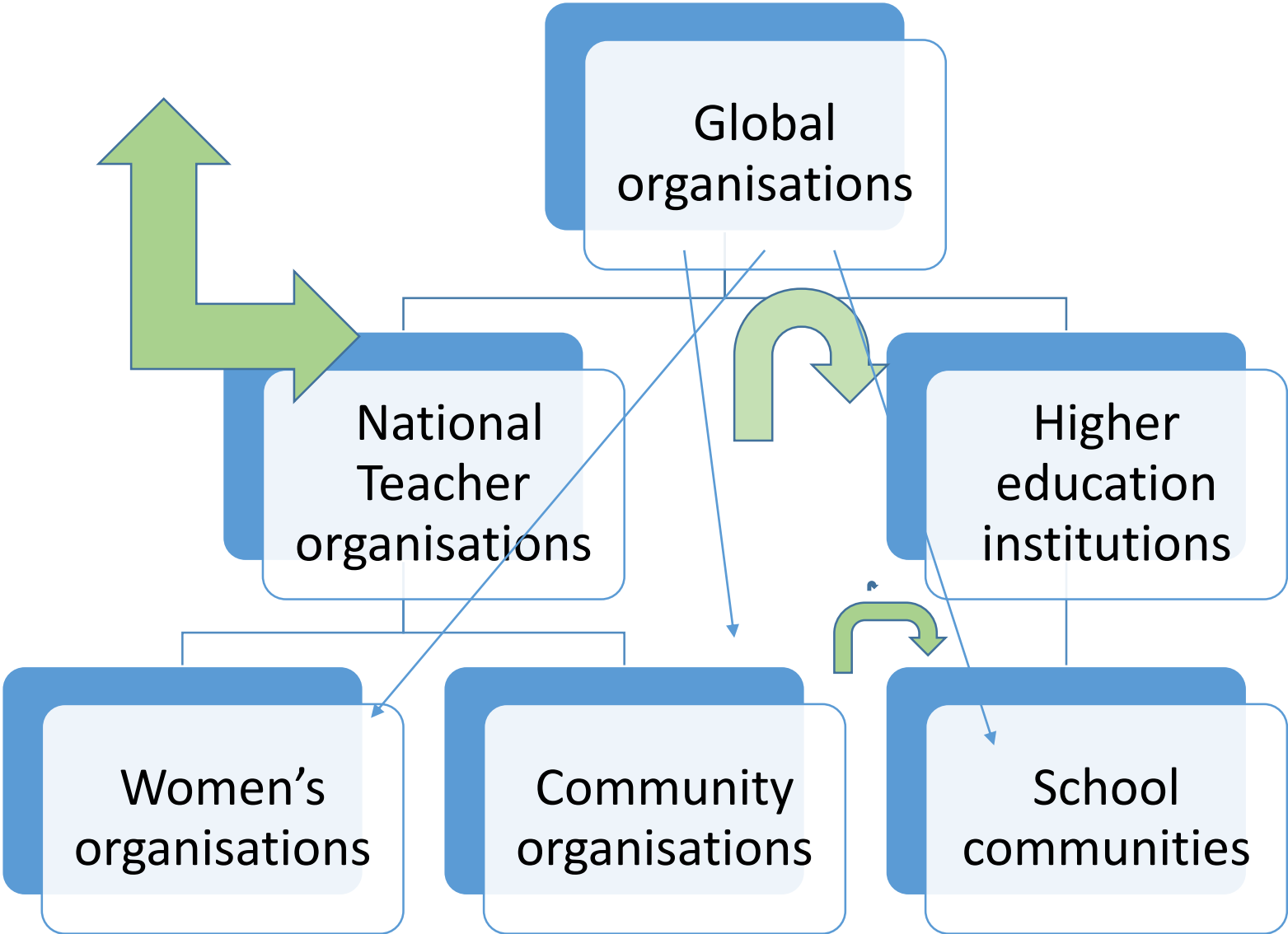


maternal
mortality
ratio



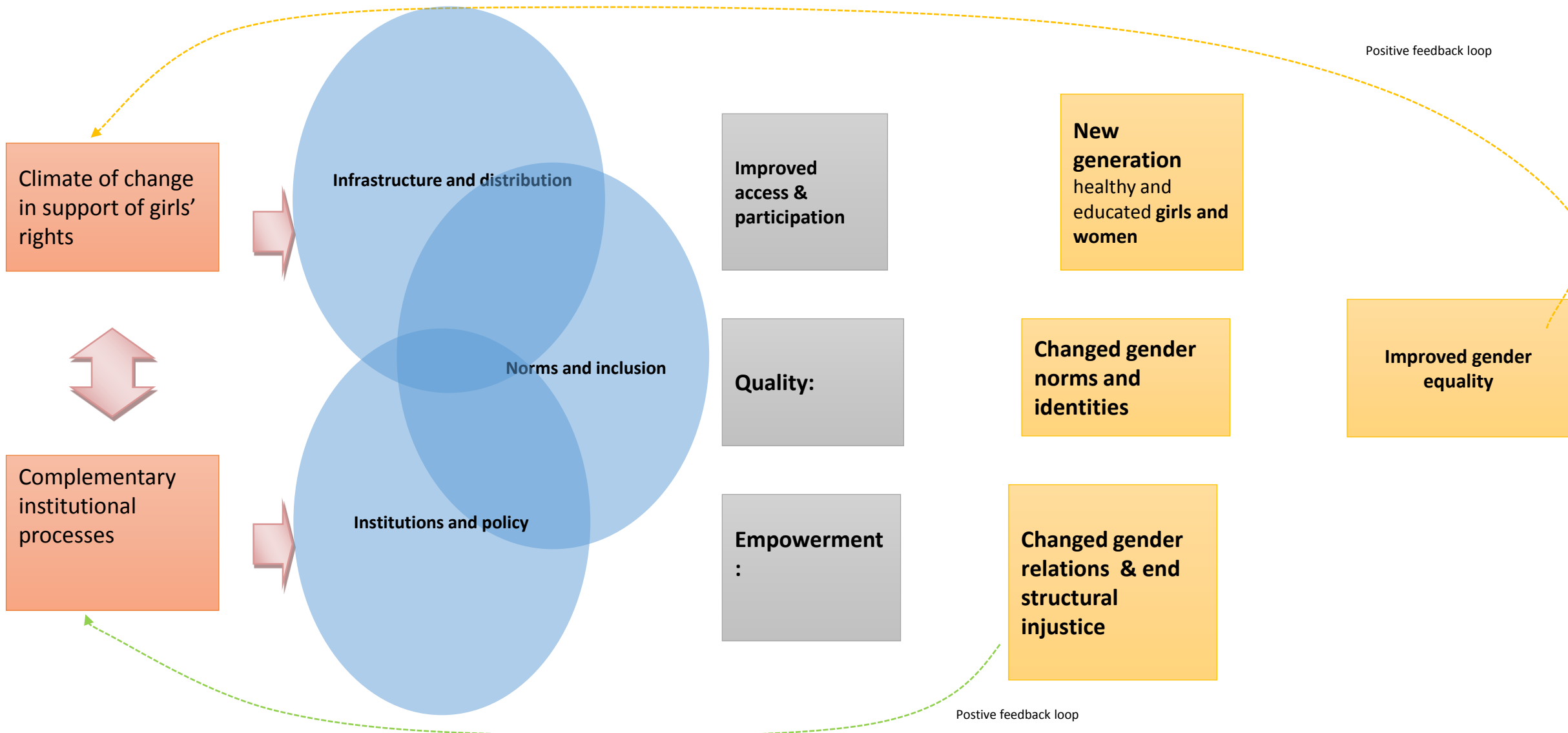
1 \$ per day





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



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