

Measuring Gender in Education



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Different Conceptualizations of Gender



Parity

- Redistribution
- Equal representation or distribution across groups
- Easily measurable - by EFA and MDGs
- Gender parity indices - 1.0 for boys; girls are the variation



Different Conceptualizations of Gender

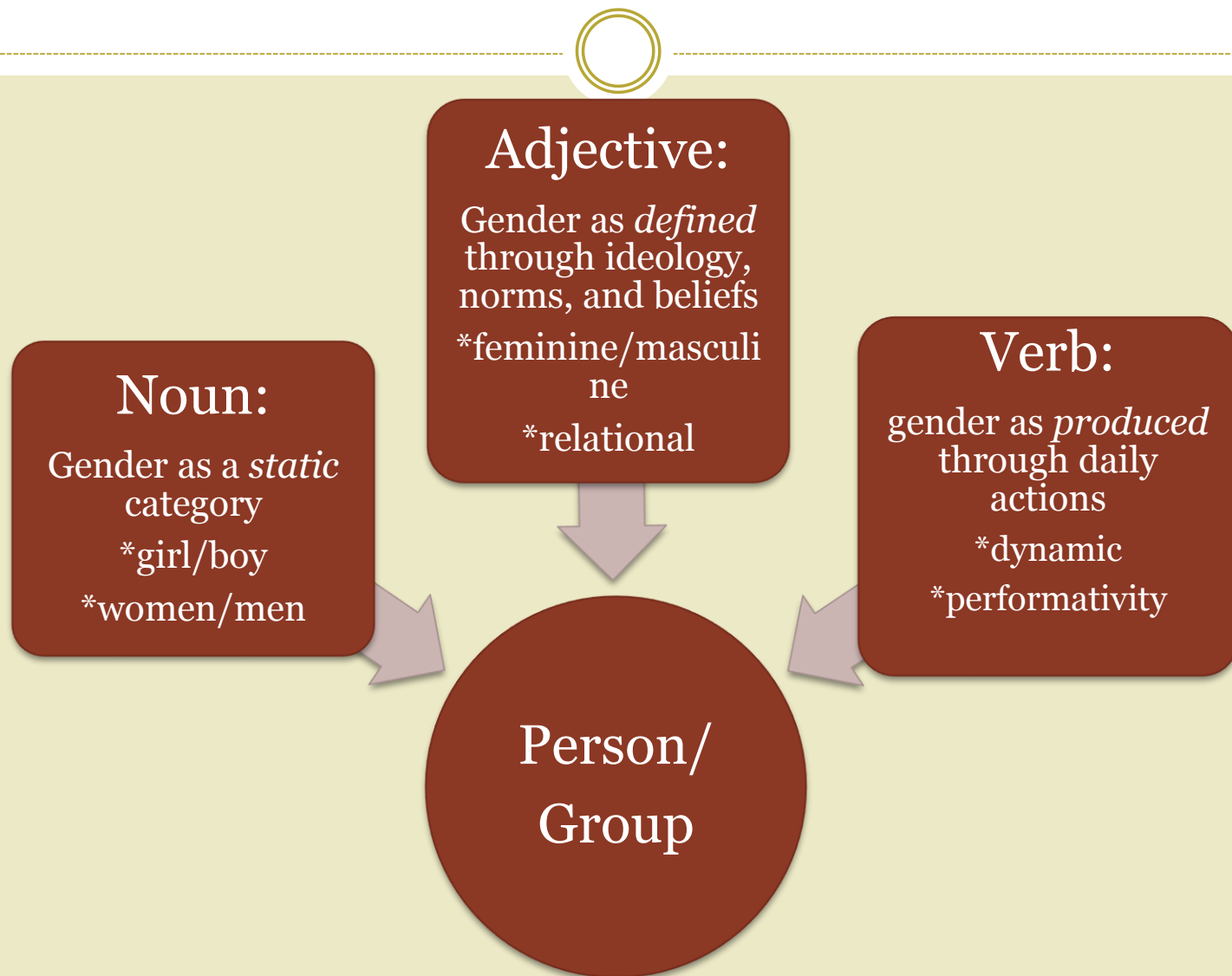


Equity

- Assumes different experiences, and in turn, different inputs, processes and outcomes
- Is multidimensional and dynamic
- Considers historical differences affecting present conditions and experiences
- Complex and diverse measures



Conceptualizing Gender



Epistemological Considerations for “Measuring Gender”



- What are the historical, social and economic dynamics that construct “gender” in the sites where you work?
- How is gender understood (differently) by different actors?
- How does gender relate to material realities and other social identities (e.g. class, race, ability)?
- How do local knowledges help to understand how to transform inequalities?



Gender as a Noun: Parity Measures



- Sex-disaggregated data on:
 - School attendance, achievement
 - Teachers
 - Representation of women/men in textbooks
- What can be missed: the case of CARE India



Gender as an Adjective: norms, representations, messages, actions



- In curriculum
- In pedagogy – teaching and learning styles
- In school culture and activities
 - Areas of study
 - Extra-curricular activities
 - Teacher expectations outside the subject of study
 - Boys-girls relations



Processes for Constructing “Measures”



- Considered the types of questions and responses; how do they construct particular ideas of gender, of equality
- Elicited ideas from local staff of the gender issues relevant in the program and in the community
- Reviewed, translated, piloted and revised questions



Gender Norms about Schooling (CARE, USA)



- Questions designed as relational – girls, boys or both
- Can be used with girls and boys, teachers, parents or community members
- May assume “both” is equality
- Change in responses over time shows equity shifts



Example Questionnaire: Gender Norms About Schooling



Girls Boys Both

- Who is more intelligent?
- Who is better at school?
- Who is able to speak up when they don't understand?
- Who is able to speak up when they know an answer to a problem?



Gender Norms beyond Schooling

CARE's Gender Equitable Index (GEI)



- Can be responded to by girls/boys
- Developed for different age groups
- Asks about desired norms in the household (private); work and community (public)
- Response is level of agreement with statement
- Focus on equality *within* and *through* education

Example GEI Questions: Public Roles and Practices Statements



Disagree Strongly

Disagree Somewhat

Agree Somewhat

Agree Strongly

- Women have the right to hold leadership positions in the community.
- It is okay for mothers to work for pay outside the home.
- Both boys and girls get better jobs if they complete primary school than if they don't.
- It is a father's responsibility to earn money for his family. (asked also about mothers)



Example GEI Questions: Household and Interpersonal Relations Statements



Disagree Strongly Disagree Somewhat Agree
Somewhat Agree Strongly

- It is okay for fathers to stay at home to care for children.
- A husband and wife should decide together if they want to have children.
- I respect a man who walks away from a fight.
- If I heard a woman insulting a man, I would tell the woman to stop. (also asked about a man)



Gender as Verb: Produced in Daily Actions



- Doing gender – how norms and social identities are enacted and reproduced in schooling processes
- Undoing gender – how identities and norms are flexible and change, slowly through individual-by-individual interactions



“Measuring Gender”: Qualitative and Longitudinal data



- Qualitative questions and observations, eg., daily diaries
- Longitudinal to capture change over time and in different contexts and situations



Understanding Gender as Performance



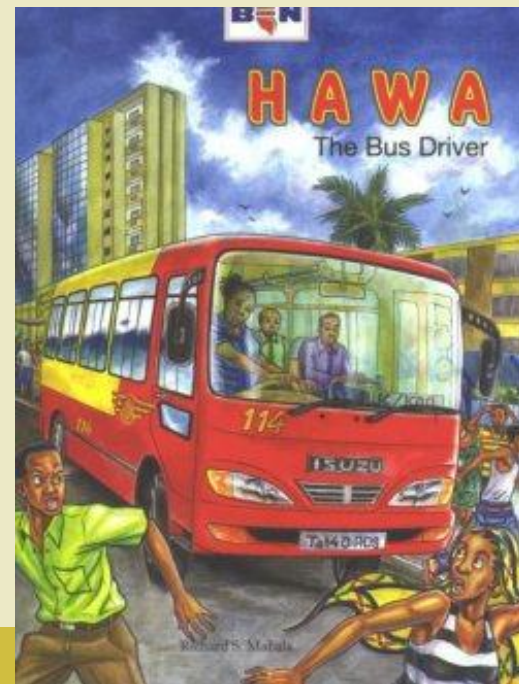
- Teachers interactions with girls and boys
 - How do teachers call on, ask questions, or respond to girls/boys?
 - What do teachers intend through these interactions? What do students implicitly learn?
 - Girls and boys interactions with each other



Gender as performed in the curriculum: doing or undoing?



- How are girls and boys discussed in terms of their education, future activities, relationships?
- How are conflicts about gendered expectations responded to in the classroom?
- Example: “women bus drivers” (Tanzania, 2010)



Gender performed through pedagogy



- Classroom of young men (13) and women (8) discussing entrepreneurship in South Africa
- Topic was discrimination and prejudice
- Female instructor showed videos of different types of discrimination and then elicited discussion –
 - to discuss both experiences student have that relate, and
 - the assumptions they hold
- Showed a BBC tongue-in-cheek video about roles of women and men, including one implying women are bad drivers and another implying men are cheaters





- Teacher: So what do you think about these roles this video portrays?
- Male: shares an example of how women don't heed traffic signs and says: "men do"!
- Teacher: Can you give me more examples of when this is true?
- Female: I don't drive but my brother does and he thinks it is women who don't drive well. (conversation continues)
- Male: "Women drive less than men"; a young woman tries to interrupt and contest this.
- Teacher: "Our assumptions are the ways in which discrimination starts".
- The discussion continues about other assumptions of men being "cheaters".
- As it becomes more heated about assumptions of women, the teacher turns to the women and says: "Women, you are not allowed to study here." She then asked them to all walk out of the class.



Constructing Gender: Being Reflexive in our Work



- What are the ways as staff that we enact gender in our daily interactions with those whom we work?
- What intentional discussions do we have about gender and how are they facilitated?
- Are we comfortable with no closure to our programmatic definitions and measures?
- How do we foster change through narratives, stories and community dialogues?

In Closing...



- Thank you
 - Merci beaucoup
 - Bedankt
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