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Gender mainstreaming in education –  
Moving beyond theory, sharing practical insights  
(Brussels, 25 November 2014)

Plenary Session 1

# Gender and education: an overview of the current global situation



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# In this presentation...

1. Global overview on gender equality to, in and through education
2. UNESCO's efforts to promote gender equality to, in and through education
3. Gender equality and the Post-2015 Global Education Goal
4. Zoom-in on teachers to realize gender equality in education in the post-2015 context



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# 1. GLOBAL OVERVIEW ON GENDER EQUALITY TO, IN AND THROUGH EDUCATION

How far have we come since EFA/MDG?





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## We have come far since 2000...

- **Gender equality TO:** Gender parity at primary education level achieved in 101 countries (up from 91 in 1999) out of 161 with data in 2011.
  - in lower secondary level, 66 countries out of 160 achieved parity
- **Gender equality IN:** Girls performance improving, sometimes outperforming boys...
  - Retention, completion, transition, etc.
  - Learning outcomes in STEM subjects, particularly in Southeast Asia
- **Gender equality THROUGH:** Political participation of women is increasing
  - 46 countries had more than 30% of members of parliament women (as of Jan 2014)



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# Progress in the legal and policy context

- Girls and women's right to education: a fundamental human right guaranteed by international normative instruments, notably:
  - 1960 UNESCO Convention against Discrimination in Education (CADE), notably Articles 1-5
  - 1966 International Covenant on Economic, Social and Cultural Rights, Article 13
  - 1979 Convention on the Elimination of All Forms of Discrimination against Women, Article 10
- 40 Member States, out of 58 reporting Member States provided specific information on the status of girls and women's education (8<sup>th</sup> Consultation of CADE).
- Explicit references on girls' and women's right to education in national legal and policy frameworks show positive trends and progress.



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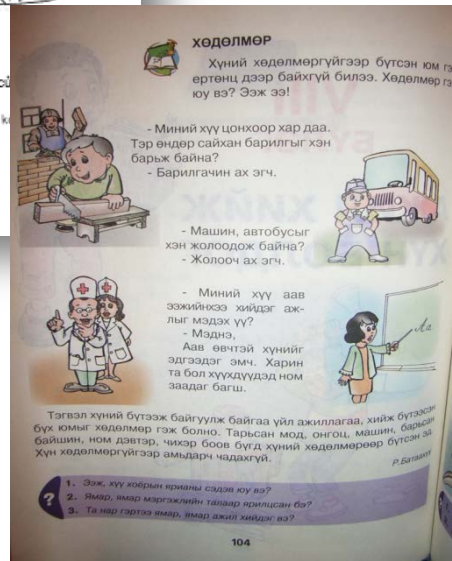
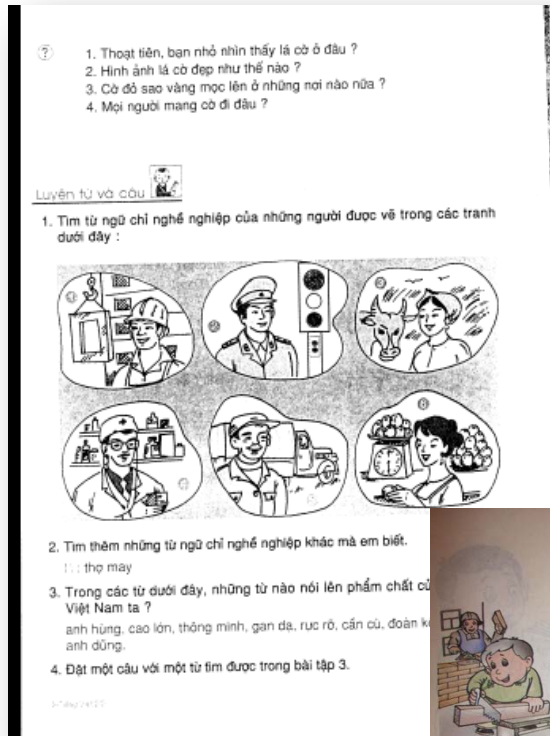
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## But clearly not enough...

- 2005 gender parity target as missed by 94/149 countries.
- 30.6 million girls of primary level and 34.3 million girls of lower secondary level were out of school (2011).
  - Of the primary level OOS girls, on current trends, 55% are expected to never enroll
- By 2015, 56% of countries will achieve parity in lower secondary education, but there will still be 31 countries with severe gender disparities.
- 774 million adult illiterates – 2/3 (493 million or 64%) are women: a proportion unchanged for 20 years!

# Gender bias persists clearly... Inside a textbook



Job options are already decided for our boys and girls... ?



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# Gender equality THROUGH education: gender gap persists in the broader outcomes

- Progress in gender parity is not translating in visible and sustainable manner into equality outcomes:
  - On average, only 1 in five (20%) parliamentarians is a woman
  - Globally, women hold only 17% of ministerial positions
  - Only 13 out of 193 heads of government are women.
- Gender equality is not only an issue for developing countries but is a global concern:
  - Sex differences in math scores for OECD countries was 10.5 points while for non-OECD countries it was 5.4%
  - Women's hourly gross earnings was on average 16.4% below those of men in European Union (2012)
  - Among OECD countries, Rep of Korea had the biggest gender wage gap at 37.4% in 2012 (2011 OECD average 14.8)



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# With current pace of progress and trends ...

- Many countries will still not have reached gender parity by 2015
- Girls from the poorest families in sub-Saharan Africa are expected to achieve lower secondary education completion only in 2111.
- The poorest young women in developing countries may not achieve universal literacy until 2072.
- The gender targets in education set for 2015, the ultimate goal of which is gender equality in education, will not be achieved.





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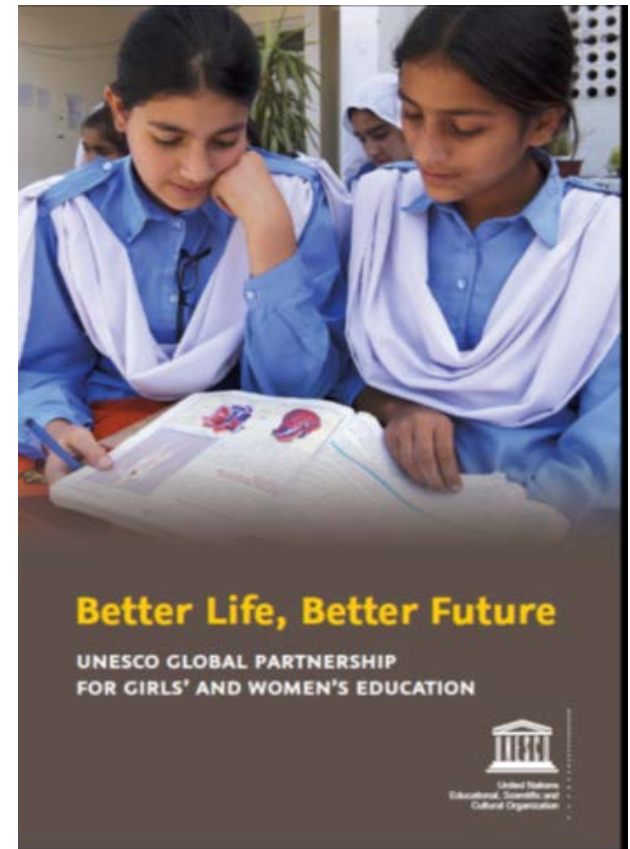
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## 2. UNESCO's efforts to promote gender equality to, in and through education





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# Gender Equality in Education UNESCO's response

UNESCO's efforts focus on **reversing the effects** of legal, institutional, social, cultural, attitudinal, or other **discrimination** that girls and women face starting with the promotion of **gender equality in educational settings**





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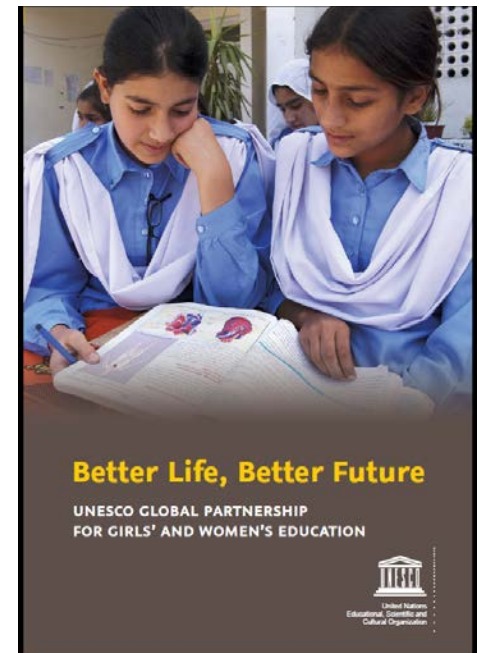
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# “Better Life, Better Future”: Global Partnership for Girls and Women’s Education

- Launched by the Director-General on 26 May 2011 with the participation of the US Secretary of State Hillary Rodham Clinton
- Specific focus: Secondary education & adult literacy
- Strategies: Strong advocacy and partnership through innovative interventions, with emphasis on:
  - Transition period from primary to lower secondary education
  - Scaling up women’s literacy programmes
  - Linking adult literacy and secondary education
- Supported by dynamic public-private sector partnership (PPP)

***Gender equality in  
education is not only the  
right thing to do,  
but the smart thing to do”***





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# Why focus on Secondary Education for Girls

- From at around the age of 10, girls begin to experience a wide range of physical and psychological transformations that expose them, in certain contexts, to compounded forms of discrimination, both in and out of schools, that threaten their development and thwart their ambitions.
- Secondary education refers to the age-group typically called the “adolescent” – diverse socio-cultural context lead to diverse interpretations of ‘adolescents’ especially for girls – neither a child nor an adult.
- In education/schools – education content and teaching/learning process become strongly associated with the “expected” gender-role of girls and boys – preparing them for adulthood where gender-roles are defined.



# Secondary education and women's literacy: the double edge sword

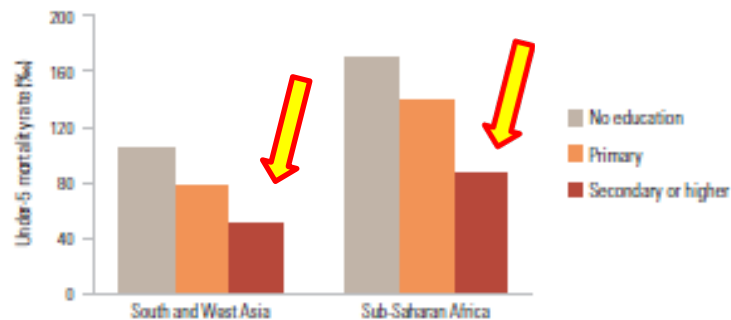
- Lack of education for girls translates into disproportionate number of adult women without literacy skills.
- The benefits of secondary education and adult literacy are mutually reinforcing

**Figure 1.7: The education dividend could save 1.8 million lives**  
*Estimated number of under-5 deaths under different maternal education assumptions in sub-Saharan Africa, 2003-2008*



*Note:* Under-5 deaths are for 2008. Estimates are based on twenty-six countries with data for the most recent year available during the period specified.  
*Sources:* ICF Macro (2010); UNICEF (2010a).

**Figure 1.6: Education saves lives – mortality rates fall with maternal schooling**  
*Under-5 mortality rate, regional weighted average, by mother's education, 2004-2009*



*Note:* Regional averages are calculated using countries with data for the most recent year available in each region (four in South and West Asia and twenty-five in sub-Saharan Africa) and weighted by the population under age 5.

*Sources:* ICF Macro (2010); United Nations (2009).



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### 3. GENDER EQUALITY AND THE POST-2015 GLOBAL EDUCATION GOAL

What are the implications of the current debate?





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# The starting point: learning from the lessons of EFA and MDGs

- Parallel MDG and EFA: narrowed the agenda to access at primary level
  - Neglected other key areas of education
- Focus was on poorest countries
  - Diminished perceived relevance of EFA to middle income and developed countries
- EFA remains unfinished – continued relevance
  - New agenda need to go beyond current goals
  - Define measurable targets and indicators



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# Post -2015 Education Agenda – vision and principles

- Education is a fundamental human right and is a **public good**
- Aspirational, transformative and holistic, an integral part of the broader post-2015 development agenda.
- Must have **universal** relevance and **rights-based**, ensuring equity and inclusion.
- Particular attention to **gender equality** and to overcoming all forms of discrimination in and through education.
- One **standalone goal** on education in the post-2015 Development Agenda, with measureable global targets and related indicators.



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# The Muscat Agreement (May 2014)

## *Overarching Education Goal:*

***“Ensure equitable and inclusive quality education and lifelong learning for all by 2030”***

- 7 targets – 5 outcome and 2 input targets:
  - ECCE
  - Basic Education
  - Literacy and skills
  - Post-basic education
  - ESD and GCE
  - *Teachers*
  - *Finance*





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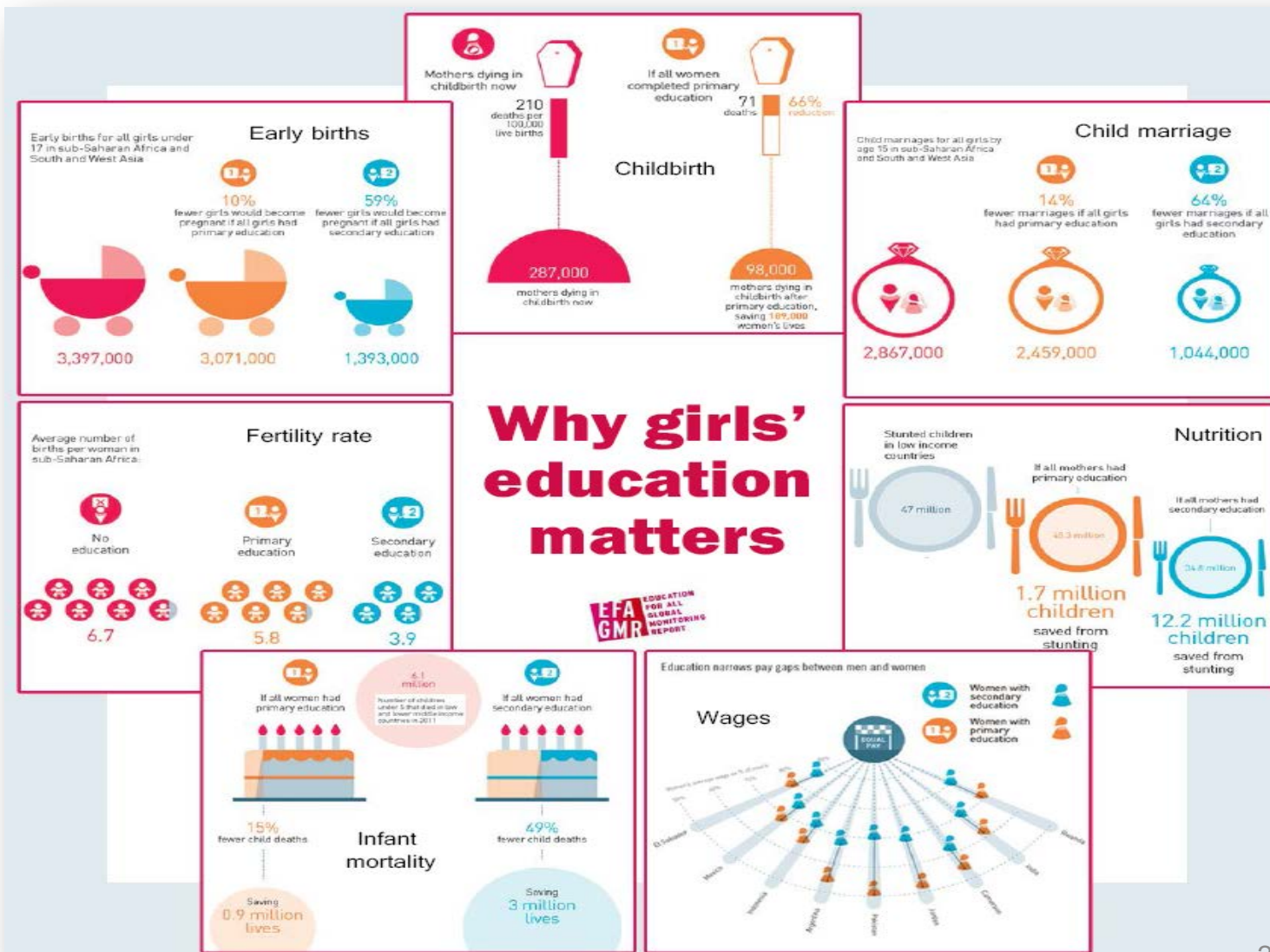
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# Evidence is abundant - impact of girls' and women's education





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# Where is gender in the post-2015 education agenda?

- No independent target on gender equality to, in and through education
  - EFA Goal 5 or MDG 3 will not continue
- Gender equality as fundamental principle and mainstreamed in all targets
- Explicit reference made to gender equality and women and girls as “particular attention” to be paid under respective targets.
- **Indicators** will be the key...
  - Need to have both quantitative and qualitative/process indicators to measure gender equality to, in and through education



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# But many issues persist

- The risk of quantitative targets/indicators: “**We have no gender issues in education**” – how to move “from access to equality”?
- Changing and diversifying nature of gender disparities –Increasing incident of boy drop outs in secondary education
- Need to pay attention to neglected dimensions of gender in education
  - Secondary education : unique challenges faced by adolescent girls
  - Teachers – implications of feminization on professionalization
  - Finance – absence of gender-responsive budgeting
  - Safe environment – increasing cases of gender-based violence
- **Measuring** gender equality outcomes in education:
  - Lack of data to monitor and track educational gains on broader social & economic outcomes
  - Impact of ICTs in education – access, use and application – on girls’/women’s learning outcomes and empowerment



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## 4. Zoom-in on teachers for realizing gender equality in education in the post-2015 context





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# Increased attention to teachers for gender equality to, in and through education

- Teachers are agents of change and transformation
- Female teachers are role models esp. for adolescent girls
  - Increase in female teachers improved girls' access to and achievement in education in 30 countries (GMR2014)
- Gender mainstreaming in curriculum and textbooks have limitations
  - Teachers could be the only source of knowledge and information in the classroom
- Institutionalizing gender training in teacher education and training – initial training and in-service – has positive longer-term impact



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# Are teachers “gender neutral”-being?

- Teachers are not a “uniform group”, nor are they ‘neutral’ beings.
- A simple fact: teaching force is composed of both male and female teachers!
  - But rarely policy-makers talk specifically about “male teachers” and “female teachers”.
- Teachers, as individuals or as a collective group, also have diverse issues and concerns, and their roles, status and quality are affected by various socio-cultural and economic (and political) factors
- As such, gender issues strongly affect the nature of professional development, career opportunities and status of teachers, especially female teachers.
- So, while teachers can play a key role in promoting gender equality in education, gender issues in the teaching profession need to be understood and addressed as well.



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## Female teachers – where are they? (School year ending in 2011, %)

Sub-regions	Pre-primary	Primary	Secondary (total)
World	94	63	52
Arab States	90	57	46
Latin America & Caribbean	96	78	58
North America & Europe	94	84	60
East Asia & Pacific	96	63	51
South & West Asia* (2008)	95	46	35
Sub-Sahara Africa	79	43	30

Source: GMR 2013/14; & \*UIS Education Digest 2010

***More female teachers may be good, but  
feminization of teaching profession takes place at  
the lower cycle of education***



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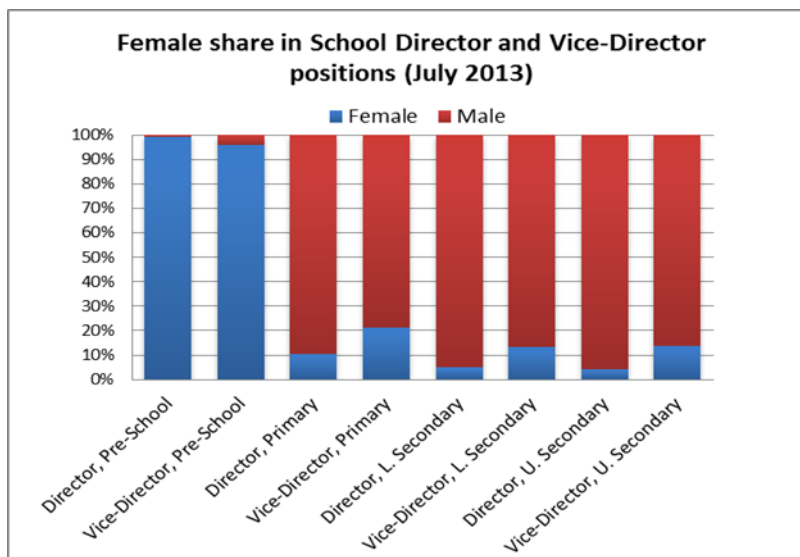
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# Case: Female share in education sector in Cambodia



## Female share in selected leadership positions in MoEYS (2008-2013)

Leadership position	2008			2009			2010			2013		
	Total	Female	% female	Total	Female	% female	Total	Female	% female	Total	Female	% female
Director General	4	0	0%	5	0	0%	5	0	0%	5	0	0%
Inspector General	1	0	0%	1	0	0%	1	0	0%	1	0	0%
Institute Director	2	0	0%	3	1	33%	4	1	25%	4	1	25%
Deputy Director General	18	2	11%	18	1	6%	15	1	7%	16	1	6%
Deputy Inspector General	2	1	50%	2	1	50%	2	1	50%	2	0	0%
Institute Deputy Director	12	2	17%	12	0	0%	12	0	0%	10	0	0%



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# Need to focus on female teachers, but with a gender lens

- There is evidence to show a correlation between the number of women teachers and girls' enrollment.
- In countries where there are more or less equal numbers of male and female primary teachers, there is close to gender parity in student intake.
- In contrast, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school.
- Female teachers in any context face challenges in terms of:
  - Lack of professional and career development
  - Double-burden of work and domestic chores
  - Gender-stereo typical role assigned to women as nurturers and thus should be good with 'young children' myth.
- Even when majority of teachers are women, management and leadership positions continue to be dominated by men.



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# The teacher challenge in advancing girls' education at post-primary level

## General issues

- Chronic shortage of trained teacher:
  - 1.6 million more teachers to achieve UPE by 2015
  - rising to an extra 3.3 million more by 2030
- Lack of female teachers
- Poor quality of working conditions and professional status and development opportunities
  - quality training, professional and career development, support, and qualification and status.

## Gender issues

- Feminization of teaching force
  - At the lower end of cycle
  - At the lower end of career ladder
- Not enough girls to become teachers
  - Lack of role models
  - At secondary level
  - Especially in STEM subjects
  - Poor working conditions, unsafe school environment



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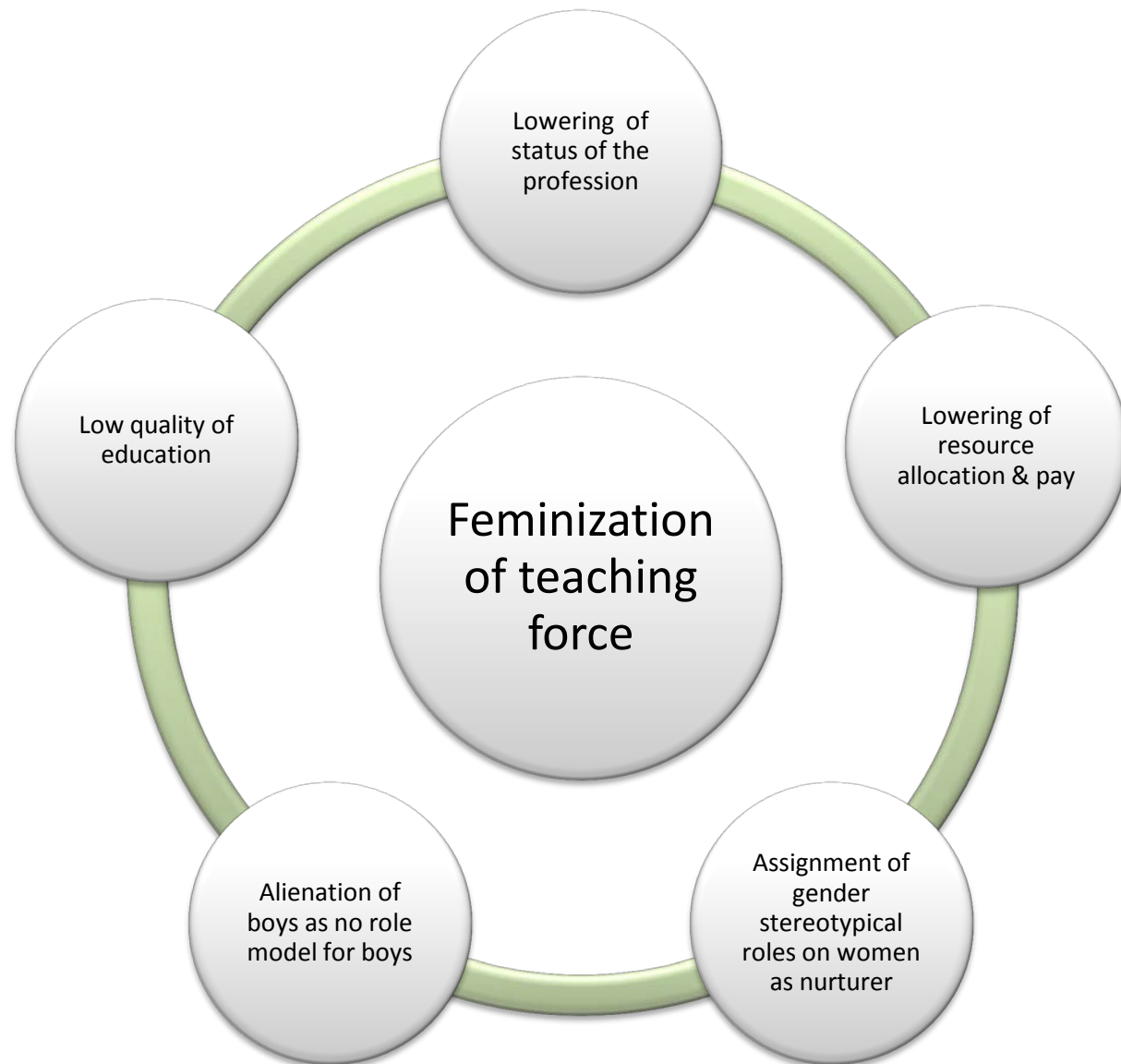
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# Implications of feminization of the teaching force





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# The need for gender-responsive teacher policies and practices

- Many countries around the world have teacher policies upholding the principle of non-discrimination in training, recruitment, deployment, and professional development of teachers regardless of sex.
- A number of countries have developed special policies and provisions to train and recruit more female teachers (e.g. Bangladesh, Nepal, Pakistan, South Sudan, etc.) esp. in view of promoting girls education.
- Most policies on teachers do not make specific reference to female teachers or to measures for addressing the specific needs and conditions of women to support their teaching work and family life.





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# Gender relations: This does not appear in statistics





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# Thank you !

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