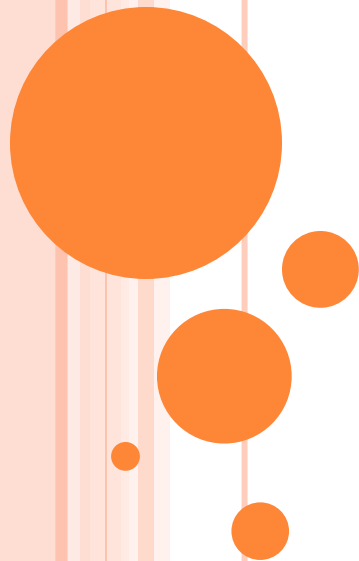


12th Regional Meeting of the National EFA Coordinators
(25-28 July 2011, Seoul, Rep of Korea)

END OF DECADE NOTE ON EFA GOAL 5

**Progress and remaining challenges to gender
parity and gender equality in education**

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UNDERLYING RATIONALE

Key ambitions with the EDN:

- To focus on the priority areas that have been identified by the gender group at the 11th EFA Coordinators meeting
- To highlight the need to move from a focus on issues of gender parity in education to a focus on gender equality
 - Message of the gender group: From gender parity to true gender equality in education
- To explore at the 11th EFA Coordinators meeting identified challenges:
 - Disadvantage of boys in education; gender issues in the teaching profession; gender analysis of learning materials and curricula; transition from primary to secondary (learning outcomes); School-to-work transition

SECTION 1 & 2

1. Introduction

- Shared by all EDNs.

2. Understanding the “Gender Goal” of EFA

- Historical background of EFA Goal 5 from a regional perspective
- Defining the scope of Goal 5
 - Defining the two targets of Goal 5
 - Specifying the differences between gender parity and gender equality in education. -> focus gender equality
 - Linkages between the promotion of gender equality and education quality
 - Requirements for achieving gender equality in education

SECTION 3: PROGRESS REVIEW

3. Progress Review

3.1 Review of the gender parity target

- Review of remaining disparities in primary and secondary level of education
- Review of sub-regional trends in GPIs at primary and secondary level of education

3.1: GENDER PARITY TARGET FINDINGS

Gender parity target (Based on latest available UIS data):

- Primary education: Countries missing the parity target:
 - Gender disparities in favor of boys (4 countries): India (2005 estimations), Lao PDR (2008), Pakistan (2009) Tajikistan (2005)
 - Gender disparities in favor of girls (1 country): Bangladesh (2009 estimations)
- Secondary education: Countries missing the parity target:
 - Gender disparities in favor of boys (6 countries): Cambodia (2006), Lao PDR (2005), Pakistan (2009), Solomon Islands (2007), Tajikistan (2008), Vanuatu (2004 estimations)
 - Gender disparities in favor of girls (11 countries): Bangladesh (2005), Bhutan (2008), Cook Islands (2005), Fiji (2004 estimations), Kiribati (2005 estimations), Malaysia (2008), Mongolia (2009), Philippines (2008), Samoa (2004 estimations), Thailand (2006), Tonga (2004 estimations)
- Gaps seem to increase at secondary level of education

3.2 GENDER EQUALITY TARGET

3.2 Review of the gender equality target

3.2.1 Gender equality in learning outcomes

- Review of GPI survival rates
 - In 4 countries higher survival rates for boys are reported
 - In 18 countries gender parity exists in the survival to last grade of primary education
 - In 9 countries higher survival rates for girls are reported.
- Percentages for male and female repeaters in primary and secondary education
 - Boys overrepresented among repeaters in primary and secondary education

3.2.2 GENDER EQUALITY IN LEARNING PROCESSES

- Linkage to 2. gender equality and education quality
 - Gender stereotyping in teaching (differential treatment of boys and girls) -> unequal opportunities to participate in and benefit from learning
 - Gender stereotyping in learning materials: e.g. boys and men portrayed as active in the public sphere/ girls and women portrayed as active within the private sphere

Q1. Request for additional case studies, experiences on eliminating gender stereotyping in education or good practices in the provision of gender sensitive/responsive education

3.3 REMAINING CHALLENGES

3.3.1 From policy to action

- The need to ensure that rights and values embodied in policy and laws are implemented into teaching and become enacted at the classroom level

3.3.2 Challenges towards girls education and full participation

- Hidden disparities (differ from country to country):
 - Rural/urban gap in GPI for primary and secondary education
 - Socio-economic status: enrolling girls from poor families
 - Ethnicity: Providing education for girls from ethnic minorities
 - Enrolment of girls from the urban poor

Q2. Request for additional national data on GPIs for rural/urban enrolment in primary and secondary education. Additional data and case studies on the enrolment of girls from ethnic minorities and girls living in slums.

3.3 REMAINING CHALLENGES (CONT'D)

3.3.2 Challenges for girls access to and full participation in education (cont'd)

○ Female enrolment in TVET:

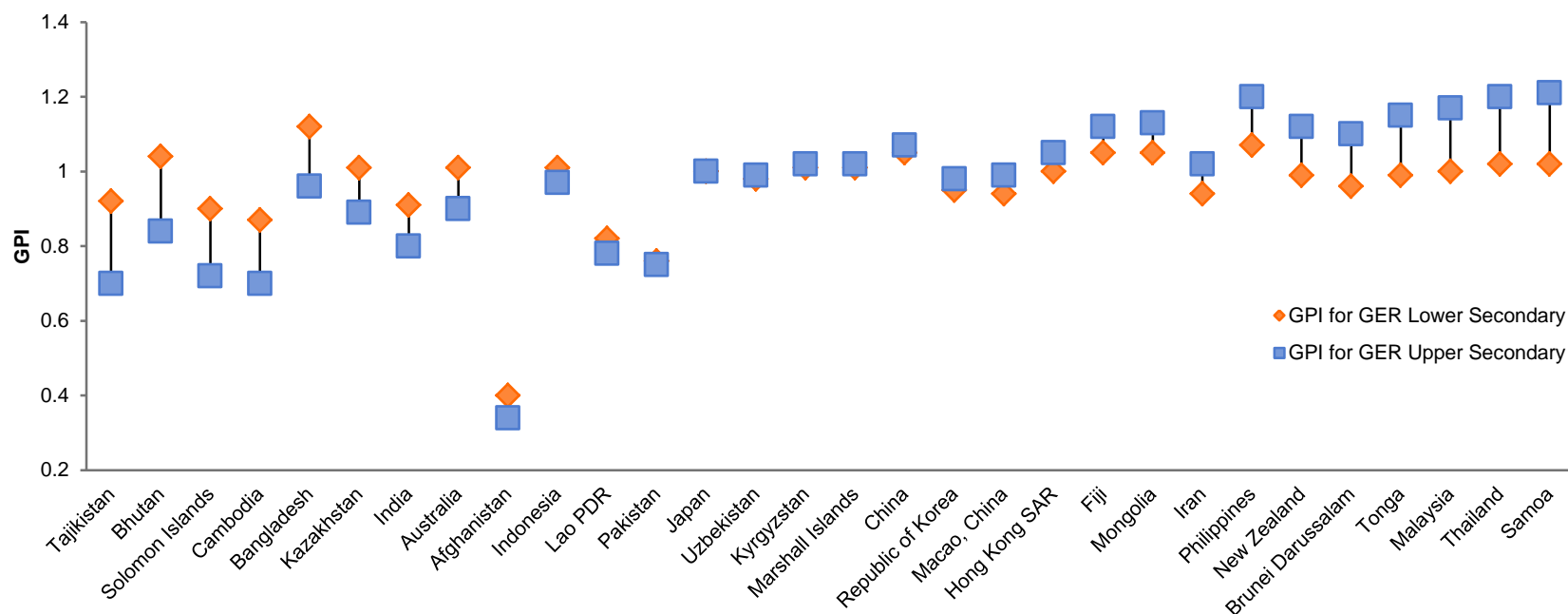
- In 24 out of 26 countries for which data is available, girls are underrepresented in enrolment in TVET

3.3.3 Challenges that boys are facing in education

○ Boys dropout:

- Transition rates from primary to secondary education
 - GPI < 1 (disadvantage for girls) reported for 10 countries
 - GPI > 1 (disadvantage for boys) reported for 11 countries
 - Dropout in transition not only a boys issue!

3.3.3 GENDER DISPARITIES IN DROP OUT IN THE TRANSITION FROM LOWER TO UPPER SECONDARY EDUCATION (UNESCO-UIS 2010)



In 11 countries, GPI for upper secondary is lower than for lower secondary (less girls)

In 11 countries, GPI for upper secondary is higher than for lower secondary (less boys)

3.3.3 CHALLENGES THAT BOYS ARE FACING IN EDUCATION (CONT'D)

Education performance:

- PIRLS 2006 & PISA 2009: Boys average performance with regards to literacy related skills is lower than that of girls in all of the countries participating from the region
- TIMSS 2007: shows significant variation among countries within region with regards to the gender gap in average test scores of boys and girls in the area of mathematics
- PISA 2009: In 9 out of 13 countries from the region that participated in the study boys were performing better in mathematics
- Discrepancy in results is likely to be due to difference in the construction of the test
 - TIMSS closer to curricula
 - PISA focus on applying knowledge in real-life situations

Q3. Request for national experiences on boys education performance: What particular problems are boys facing in national examinations? In which subjects are boys underperforming?

4. PRIORITY AREAS

4.1 Content of education: the role of values in education

- The need to address gender stereotyping and the reproduction of gendered perceptions in and through education
- Gender-based violence
 - Linkage between norms, gender and sexuality
 - Eve-teasing -> keeping girls out of school
 - Existence of gender-based violence indicator of the absence of equality within society/education
 - Life-skills based education as a means for increasing the gender responsiveness of education

Q4. Request for good practices on working with gender-based violence in education and cases on
-the effects of gender-based violence on girls and boys
- impact of gender-based violence on girls/boys' learning and education opportunities/outcomes

4. PRIORITY AREAS (CONT'D)

4.2. Learning outcomes: Bringing attention to boys

- Boys dropouts and disenchantment with education
- The need to identify which particular group of boys (but also girls) is dropping out.
 - The role of ethnicity and socio-economic background.
- The need to promote alternative images (types of masculinity) in education -> e.g. boys as good readers

Q5. Request for additional case studies and national experiences on “which boys” are dropping out of education as well as good practices on how to keep them engaged in education.

4. PRIORITY AREAS (CONT'D)

4.3 Teachers – Mainstreaming gender equality into the teacher workforce

○ **Feminization** of the teacher workforce

- Primary education: Significant variation at the sub-regional level
 - In Central Asia 88% of teachers in primary are female (2008)
 - up 4% from 1990 (84%)
 - In South and West Asia 46% of teachers are female (2008)
 - Up 15 % from 1990 (31%)
- Secondary education: Significant variation at the sub-regional level, but in general fewer female teachers than in primary education
 - In Central Asia 70% of teachers in primary are female (2008)
 - Up 13% from 1990 (57%)
 - In South and West Asia 35% of teachers are female (2008)
 - Up 1 % from 1990 (34%)

4. PRIORITY AREAS (CONT'D)

4.3 Teachers (cont'd)

- **Lack of female teachers** in remote/urban areas
 - Request for additional country experiences and data on the lack of female teachers in certain areas or among certain ethnic groups.
- Gender inequality in the teacher workforce
 - Studies from Nepal and Lao PDR show that gender stereotyping and gender discrimination can be seen to exist.
- Female leadership in education
 - Women are underrepresented at decision-making levels in the education sector.

Q6. Request for additional country data on the representation of women at the decision-making level or studies on the barriers that women are encountering in promotion and professional development within the education sector.

4. PRIORITY AREAS (CONT'D)

4.4 Gender equality in education outcomes

- Females overrepresented among unemployed within the region (except East Asia)
- Females overrepresented in forms of vulnerable employment
- Female labor force participation rate lower
- Gender wage gap existent
- Gendered patterns in choices of educational programmes in tertiary education

5. RECOMMENDATIONS AND STRATEGIES

1. Institutionalize gender mainstreaming at all levels of education

- Transition from gender policy to action
- Gender budgeting (allocation of resources in order to enable action)
- Need to provide legal/policy guidelines on what practices can be labeled gender discrimination or gender stereotyping

Q7. Request for good practices and national experiences from working with transforming gender policies into action, gender budgeting, development of guidelines that help educators to identify gender stereotyping and gender discrimination

5. RECOMMENDATIONS AND STRATEGIES (CONT'D)

2. Awareness raising on the difference between the target of gender parity and gender equality among decision makers
3. Capacity building in conducting and utilizing qualitative research

Q8. Request for concrete cases where qualitative research has been utilized in order to shed new light on previous blind spots

5. RECOMMENDATIONS AND STRATEGIES (CONT'D)

4. Review of curricula and teaching/learning materials in order to eradicate gender stereotyping

Q9. Request for findings from recent reviews of learning materials

Q10. Request for successful strategies for sensitizing authors and agencies/publishers responsible for the development of learning materials

5. Mainstreaming gender into the training of teachers and principles

*Q11. Request for national experiences on what works and what not
What are challenges and how are gender courses organized*

PLENARY DISCUSSION GUIDE

- General comments and feedback, and clarifications on the draft EDN report on goal 5.

Open discussion:

1. What issues and challenges have emerged since the last meeting in November 2010 and why?
2. What kind of cases/practices would you like to see reflected and introduced in the report?
 - What would you see as the essential elements or criteria for a case/practice to be labeled as “successful” hence worth referring to in the report?
3. What other **Recommendations** should be proposed in the EDN report at what level/area (policy, programme, evaluation, etc.) and why?

CONCRETE FEEDBACK

Requested information to be send to the
following email address:

edngoal5@gmail.com

Thank You!