A GUIDANCE NOTE FOR GENDER REVIEW IN EDUCATION

In addressing unequal access to and inadequate educational opportunities, Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective into all policies and programs, so that, before decisions are taken, an analysis is made of the effects on women and men, respectively (Paragraph 79, Platform for Action, Fourth World Conference on Women, China, September 1995)

The United Nations Girls' Education Initiative (UNGEI) was launched in April 2000 at the World Education Forum in Dakar by UN Secretary General Kofi Annan with the goal of narrowing the gender gap in primary and secondary education by 2005 and to ensure that by 2015, all children would be able to complete primary schooling, with boys and girls having equal access to all levels of education. UNGEI is a critical complement to the concerted efforts in achieving EFA and MDG goals.

1. Introduction

This guidance note to Gender Review Tool is designed to assist with the process of conducting a conduct a gender-based review of the education sector as a means of analyzing the situation and identifying key intervention points to realize every child's right to learn in rights-based, child-friendly, gender sensitive schools. The tool incorporates as much as possible all the international and national targets in basic education, including the EFA, MDGs, UNGEI, etc. Specific attention should be given to the second and third MDG goals, namely:

a) Provide all children, particularly those living in rural areas and those living in poverty, especially girls, with the access and opportunity to complete a full course of primary education.

b) Eliminate gender disparity in primary and secondary education by 2005, as provided in the Dakar Framework for Action on Education for All, and at all levels of education no later than 2015 to meet the development goals contained in the Millennium Declaration, with action to ensure, inter alia, equal access to all levels and forms of education, training and capacity-building by gender mainstreaming, and by creating a gender-sensitive educational system.

2. What is the purpose of the Gender Review?

The purpose of the Gender Review is to identify key gender issues, and the extent and nature of discrimination in education. Drawing on the overall Situation Analysis, program experience and the findings of the Gender Review, MOEs and EFA partners should be in a strong position to identify areas in girls' education/ gender issues (in enrolment, attendance, completion and achievement) for which interventions for equality are necessary. The information gathered during the Review process and the gaps identified will therefore help to inform the design, management and implementation of programs in girls' and gender education.

3. What is the context of the Gender Review?

The context of a review of gender issues in education is EFA and global recognition that one of the largest obstacles to the achievement of Education for All is **gender discrimination.** In response, there is commitment to the promotion of equality in education through quality education.

4. What are the main components of the Gender Review?
The template provided for the Gender Review is made up of two main components: statistical tables and a gender analysis of quality issues.

4.1   *Statistical Tables*
In order to make measured progress towards the transformation of education systems so that they become gender-sensitive throughout, and in order to work towards the overall achievement of gender equality in education, Countries will need to build a full picture of the political, financial and cultural influences on education from a gender perspective.

Therefore, in the Gender Review each Country should include gender disaggregated national and sub-national level data, including on access related issues, as well as information on trends coming to the surface through the Situation Analysis and CCA.
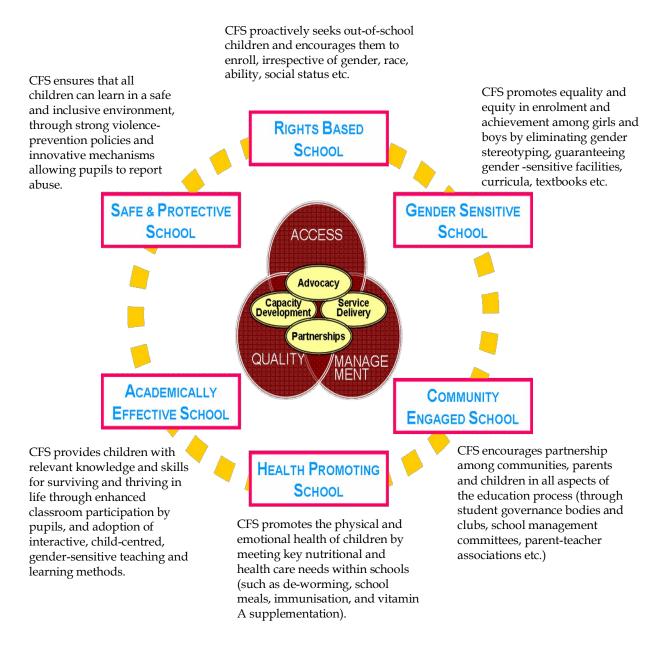
4.2   Gender Sensitive National Policy
National policies provide the overall framework for implementing gender sensitive education programs. Analysis of national policies must be done with a gender lens, with clear, but not limited, focus on mainstreaming. Analysis of gender mainstreaming policies requires systematic determination of the extent of integration of equality concerns in the conceptualization, analysis and formulation of policies, projects and programmes in education with the objective of ensuring positive impact on girls and boys and in bridging existing gender disparities. The concept takes on board the inclusion of interest, needs and experiences of girls and boys in the design of education development approaches, policies and programmes and in determining the overall educational development agenda. Mainstreaming gender concerns requires deliberate and positive action to improved situation of girls and boys within and outside the school system. The analysis must therefore be carried out both at the micro (national) and the micro (institutional/school) levels.

4.3 Child Friendly Schools Framework and Gender-based Examination of Quality Issues
It is not possible to realise the dimensions of quality detailed above in just any environment. Children need an inclusive, safe, healthy and conducive physical environment within the schools, sufficient, understanding, tolerant teachers qualified in child psychology and pedagogical processes, adequate supply of textbooks and other teaching and learning resources, among others. In brief, quality education would be ideally provide a learning environment that provides children, their parents and communities opportunities for participation in the educational process and recreational activities that complement formal instructional activities. This is the concept of Child Friendly Schools (CFS). CFS framework promotes the holistic and multi-sectoral approach in an effort to create conditions that will attract children to school, keep them there and support them learn effectively. The approach is diagrammatically presented in Figure 1.

Figure 1: The Child Friendly Schools Framework

CFS proactively seeks out-of-school children and encourages them to enroll, irrespective of gender, race, ability, social status etc.

CFS ensures that all children can learn in a safe and inclusive environment, through strong violence-prevention policies and innovative mechanisms allowing pupils to report abuse.

CFS promotes equality and equity in enrolment and achievement among girls and boys by eliminating gender stereotyping, guaranteeing gender -sensitive facilities, curricula, textbooks etc.

RIGHTS BASED SCHOOL

SAFE & PROTECTIVE SCHOOL

GENDER SENSITIVE SCHOOL

ACCESS

Advocacy

Capacity Development

Service Delivery

Partnerships

QUALITY

MANAGEMENT

ACADEMICALLY EFFECTIVE SCHOOL

COMMUNITY ENGAGED SCHOOL

HEALTH PROMOTING SCHOOL

CFS provides children with relevant knowledge and skills for surviving and thriving in life through enhanced classroom participation by pupils, and adoption of interactive, child-centred, gender-sensitive teaching and learning methods.

CFS promotes the physical and emotional health of children by meeting key nutritional and health care needs within schools (such as de-worming, school meals, immunisation, and vitamin A supplementation).

CFS encourages partnership among communities, parents and children in all aspects of the education process (through student governance bodies and clubs, school management committees, parent-teacher associations etc.)

The review should endeavour, as much as possible to probe and capture some of the strategies and interventions in promoting child friendly schools in the country. Strategies in promoting CFS typically encompass:

a) Combining the 'upstream' work (i.e. support to strategy development, evidence-based policy advice etc.) and 'downstream' work (i.e. implementation and demonstration of CFS) for evidence-based advocacy aiming at scaling up;

b) Adopting holistic, synergistic and multi-sectoral approach for quality education;

c) Supporting the decentralization process in the country;

d) Leveraging financial resources of the Government and other partners;

e) Striking the right balance between the capacity development and service delivery to respond to the needs of the country and communities concerned;

f) Working with others with the spirit of partnerships.

Some of the specific interventions in the promotion of CFS may include:

a) School construction and rehabilitation (with community involvement);

b) Provision of school facilities, equipment and materials (safe drinking water, hand-washing facilities, furniture, textbooks, sport and play materials);

c) Teacher training and curriculum reform to improve learning achievement through the adoption of child-centred methodologies that encourage participation of children in the learning process;

d) Health, sanitation and hygiene education in the classroom;

e) School-based health and nutrition services (check-ups, de-worming, nutritious meals, immunisation, vitamin A supplementation);

f) Life skills and HIV prevention education and activities;

g) Provision of special care and support to orphans and other vulnerable children;

h) Strengthening of linkages/partnerships between schools and communities;

i) Support to the establishment of national education quality frameworks and strategies based on CFS principles and experiences.

j) Support to the promotion of social communication activities in the communities to strengthen the link between the schools and the communities via community radios, community theatre, mobile units and other communication tools.

5. What methodology should be used for the Gender Review?

Country Offices will decide exactly what methodology to use, but Education Specialists should keep in mind one important consideration during the Gender Review process: the Gender Review has been designed as a **desk review** based on **available** information. It is possible that not all the information required will be available (or perhaps pertinent to a local context). In cases where the information is unavailable, Education Specialists are not expected to launch a research project in order to be able to provide the required data/facts. Analysis of what information *cannot* be provided may also lead to identification of areas in which future action is required. As the template provided is for a desk review, it is suggested that up to four weeks be allocated to its completion.

ANNEX: TOOL FOR GENDER REVIEW IN EDUCATION

Country: _____

Date of Review: _____

Section I. NATIONAL DATA

A. Basic Indicators	Total	Female	Male	Source + Year
1. Population (000s)				
2. Population under 18				
3. Population under 5				
4. Life Expectancy at birth (years)				
5. % of Population Urbanized				
6. GNI per capita ($US)				
7. Unemployment rate (%)				
B. Rankings				Source + Year
8. Ranking in Human Development Index				
9. Under 5 Mortality Rate				
10. Comment on any regional, e.g. rural/urban, provincial differences				

Section II. NATIONAL EDUCATION DATA

A. Early Childhood Education		Total	Female	Male	Gender Gap	Source + Year	Comments
11. No. of ECE institutions							
12. Percent of children participating in early childhood education including public, private and community-based programs	GER						
	NER						
13. Percent of new entrants to primary							

	Total	Female	Male	Gender Gap	Source + Year	Comments
Grade I who have attended an organized early childhood education program						
14. Comment on any regional, e.g. rural/urban, provincial differences						
B. Primary Education Level	**Total**	**Female**	**Male**	**Gender Gap**	**Source + Year**	**Comments**
15. No. of primary schools				N/A		
16. Gross Enrolment Rate (%)						
17. Net Enrolment Rate (%)						
18. Net Enrolment Rate (RURAL) (%)						
19. Net Enrolment Rate (URBAN) (%)						
20. Net School Attendance (%)						
21. Number of children in NFE institutions (Specify, e.g., girls and women centres, mobile schools, distance learning etc)						
22. Number of children of primary school age out-of-school						
23. Drop-out Rate (%)						
24. Repetition Rate (%)						
25. Completion Rate (%)						
26. Performance – Percent of pupils attaining average pass at the end of primary school cycle – graded)						
27. Transition Rate to Secondary Level (%)						
28. Comment on any regional, e.g. rural/urban, provincial differences						
C. Secondary Education Level	**Total**	**Female**	**Male**	**Gender Gap**	**Source + Year**	**Comments**
29. No. of secondary schools				N/A		
30. Gross Enrolment Rate (%)						
31. Net Enrolment Rate (%)						
32. Net Enrolment Rate (RURAL (%))						
33. Net Enrolment Rate (URBAN (%))						
34. Number of children of secondary school age out-of-school						
35. Number of children in Non						

	Formal Education institutions (Specify, e.g., girls and women centres, mobile schools, distance learning, etc)						
36.	Drop-out Rate (%)						
37.	Repetition Rate (%)						
38.	Completion Rate (%)						
39.	Number of children involved in second chance education						
40.	Transition Rate to Tertiary level (%)						
41.	Performance – Percent of pupils attaining average pass at the end of secondary school cycle – graded)						
42.	Comment on any regional, e.g. rural/urban, provincial differences						

D. Other education rates		Total	Female	Male	Gender Gap	Source + Year	Comments
43. Tertiary Gross Enrolment Rate	a) Mid level						
	b) Technical/ Vocational level						
	c) University level						
44. Adult Literacy Rate	a). National						
	b). Urban						
	c). Rural						
45. Comment on any regional, e.g. rural/urban, provincial differences							

E. Impact of HIV/AIDS on children and education systems							
46. How many children, 0 -14 yrs, are living with HIV/AIDS?							
47. How many AIDS orphans are there under 15 years?							
48. How many children are under ARV treatment							
49. How many children are under supplementary feeding							
50. HIV/AIDS		0-14 yrs					

infection rate by	age	15-23					
		24-49					
51. Comment on any regional, e.g. rural/urban, provincial differences							

Section III. NATIONAL POLITICAL AND ECONOMIC CONTEXT

A. Institutes/Institutions	Yes or No	Name(s)	Year Created	Comments
52. Do Institutes/Institutions dealing with gender issues exist?				
53. Are there institutions dealing with girl child issues				
54. Is there a specific gender desk/division at the Ministry of Education				
B. UN and Partnerships				
	Yes or No	Year Created /or expected	Composition and level of representation	Comments
55. Is there a UN Gender Theme Group?				
56. Is there active collaboration within the UN Girls' Education Initiative (UNGEI)?				
57. Does the Girls Education Movement (GEM) exist in the country?				
58. Do any other partnerships for girls' education exist?				
C. Nationwide policies or plans	Yes/No	Details – indicate the national plans details of what is reflected (include information on National Development Plans or PRSPs; SIPs or SWAPs in Education; EFA National Plans; any other plans)		
59. Is girls' education reflected in national plans?				
60. Has the government introduced any gender responsive policies in education?	Yes or No	Details		

61. Is there a readmission policy for girls who get pregnant while still in school?			
62. are there any other measures in gender mainstreaming in education?			
63. Has the government made a budget provision to address the related issues in the plans/policies?			
D. Budgetary commitments to gender issues in education	Proportion	Remarks	
64. What is the Percent of total national budget goes to education			
65. What percent of education budget goes to:	ECD		
	Primary level		
	Secondary level		
	TVET		
	Higher education		
66. What proportion of this budget addresses gender issues			
E. Conventions and law	Yes or no	Year introduced	Comments (including name of law where applicable)
67. Is there free primary education?			
68. Is there a compulsory education law?			
69. Is there a law to protect children against child labour?			
70. Are there any laws or policies that ensure attendance by pregnant girls, or return to school of school-age mothers after birth of children?			
71. Is there a law on age of marriage?			
72. Is there a gender policy?			
73. Is there a policy on:	a) OVC?		
	b) Disabilities?		
74. Is there a law on sexual abuse and harassment?			
75. Is there a desk/ division that deal with	Judiciary?		

gender issues in the:	Police?			

F. Others		Yes or no	Details	
76. Are school or tuition fees charged?				
77. Are school levies (building fund, activity fee, etc) charged?				
78. Is school uniform a mandatory for pupils?				
79. Is information available on annual income levels by gender?				
80. Is sex-disaggregated information available on any public professions?				
81. Is there a legal definition of minorities (e.g. race, religion, gender, ethnic group, etc)?				
82. If yes, do the laws define and guarantee the rights of minorities, e.g. to education?				

Please insert any other questions pertinent to the National Political and Economic Context below. Add more rows if necessary

Section IV. CONTEXT

A. Gender Issues in UNICEF Country Program	
83. When was the last Situation Analysis completed?	
84. Were gender issues explored in the Situation Analysis	
85. Did the Country Office undertake a MICS?	
86. If so, when?	

87. What (and by what means) have UNICEF and the government identified as the main barriers to **access** to quality girls' education?	
88. Does the Country have a UNGEI Task Force If so, please describe the role?	
89. Has gender training for office staff taken place? If so, when?	
90. Was the MOE supported to conduct gender training for its staff?	
91. Does the government have a gender focal point person?	
92. Please insert any other questions pertinent to the UNGEI Context	

Section V. WHAT THE LEARNER BRINGS

A. Early Childhood Education	Total	Female	Male	Gender Gap (%)	Source + Year	Comments
93. What Percent of parents are involved in parenting programs?						
	Yes or No		Details			
94. Do girls and boys have equal opportunities for sleep, rest and play?						
B. Birth registration	Total	Female	Male	Gender Gap (%)	Source + Year	Comments
95. Percent of children registered at birth?						
96. Estimated Percent of unregistered children?						
	Yes or no	Comments				
97. Are birth certificates required for entry into school or eligibility for examinations?						

C. Working children	Total	Female	Male	Gender Gap	Source + Year	Comments
98. Number of working children under 15 years						
99. Percent of working children under 15 years						
100. Percent of working children engaged in domestic labour						
101. Percent of children who have been subjected to sexual exploitation, child trafficking, and other forms of violence and abuse						

	Yes or No		Details			
102. Are there seasonal factors or certain tasks that keep children out of school at certain times?						

D. Crisis, Conflict and Instability	Yes or no		Details			
103. Has the country, or part of the country, been affected in the last 5 years by	a) Crisis (including natural disaster)					
	b) Conflict or instability in?					
	c) Refugee influxes					
111. Are the children in the above conditions accessing school?						
112. Have any psychosocial programs run for children and/or teachers?						

	Total	Boys	Girls	Comments
113. Proportions of children affected				
114. Number of children affected by the instability situation above				

Section VI. CONTENT

A. Curriculum Development	Yes or No	Details - with particular reference to the process, discussion on gender dimensions, new approaches and discussion of introduction of new learning areas; or conversely, observations on lack of innovation.	
115. Has a review of the curriculum been undertaken in the last 5 years?			
116. I f yes, what are the main features of the review?			
117. Have basic learning competencies been defined?			
	Details - with particular reference to the **outcomes** – such as introduction of new learning areas or approaches, gender analysis and sensitivity; or conversely lack of innovation; or any other observations.		
118. If a curriculum reform was undertaken, what were the outcomes?			
119. Is the curriculum developmentally appropriate for girls?			
	Yes or No	Date	Details
120. Has a recent gender analysis of the curriculum been undertaken?			
121. Has a recent gender analysis of teaching learning materials (including textbooks) been undertaken?			
	Yes or No	Comments	
122. Are teaching learning materials, including textbooks readily available?			
	Yes or No	Comments (including whether it is a formal or non-formal curriculum and what Percentand age of children receive it)	
123. Is life skills-based education included in the curriculum?			
124. What learning areas or issues are addressed in life skills based education?			

125.	Is writing (composition) included in the curriculum as well as reading?		
		Yes or No	Comments including the type of programs and play materials available for play for boys and girls.
126.	Are there co curricular activities programs for girls and boys		
127.	Is there space and adequate play materials and equipment for girls and boys?		
128.	Please insert any other questions relevant to the country situation.		

Section VII. EDUCATIONAL PROCESSES

A. Teachers and Principals	Total	Female	Male	Gender Gap	Source + Year	Comments
128. Number of trained ECC caregivers/ teachers						
129. Number of teachers at primary level						
130. Number of teachers at secondary level						
131. Number of school principals at primary level						
132. Number of school principals at secondary level						
133. Percent of principals at secondary level with training in school management and administration						
134. Percent of principals at primary level with training in school management and administration						
B. Qualifications	Details (eligibility, length of training, any notable components etc)					
135. What are the qualifications required to teach at ECC centres						
136. What are the qualifications required to teach at primary level?						

	Total	Female	Male	Gender Gap	Source + Year	Comments
137. Percent of qualified teachers at ECC centres						
138. Percent of qualified teachers at primary level						
139. Percent of qualified teachers at secondary level						
140. Average annual intake to governmental teacher training programs						
141. Average annual intake to governmental in service teacher training programs						
	Yes or No	Details				
142. Do modules for gender sensitivity in the classroom and beyond exist in teacher training programs?						
143. Do modules for guidance and counselling exist in teacher training programs or in short training packages for teachers?						
144. Do modules for psychosocial support and child protection in school and out of school exist in teacher training programs or in short training packages for teachers?						
145. Do modules for life skills exist in teacher training programs or in short training packages for teachers?						
146. Have teachers undergone	a). Guidance and counselling					
	b). Life skills					
	c). Psychosocial support and child protection					

training in:	d). Gender sensitivity in the classroom		
147. Have any school management programs for gender sensitivity been introduced?			

C. Community and School Processes	Yes or No	Details (including any information on gender composition, roles, modus operandi and access to resources etc)	
148. Are parent/teacher, community/ school committees widely in existence?			
149. Has gender training been undertaken at the community level for any of the groups?			
150. Have child-seeking policies such as school mapping been introduced at the national, community or school level?			

	Details (including official recognition and equivalency for integration into formal education)					
151. Please describe any non-formal approaches currently used (by UNICEF and other partners).						
	Total	Female	Male	Gender Gap	Source + Year	Comments
152. Number of children benefit from non-formal approaches						

Section VIII. THE LEARNING ENVIRONMENT

A. Infrastructure and Distance to School	Number	Source	Comments and details of the initiatives undertaken so far
153. How many schools are there in your country?			
154. How many schools have initiated the Child friendly Schools Initiative?			
155. How many Child rights clubs exist in and out of schools			
	Average Distance	Source	Details

		Category (I – excellent; V - very poor)		Details		
156. What is the average distance that primary school children are required to travel to attend school?	Urban					
	Rural					
		Category (I – excellent; V - very poor)		Details		
157. How would you generally describe the physical conditions of school buildings?	Urban					
	Rural					
158. How would you generally describe the safety and security of children in school and generally in their environment?	Urban					
	Rural					
B. Inside the Classroom						
		Details				
159. What is the average class size and teacher/pupil ratio?						
160. What is the average text book/pupil ratio?						
161. What teaching/learning methods are employed?						
C. School Hygiene		Yes or No	Details and include the Percent of latrines as well as the pupil/ latrine ratio			
162. Do all schools have separate latrines for boys and girls?						
		Yes or No	Comments			
163. Does the country have health-promoting schools?						
164. Do all schools have safe drinking water points?						
D. Safety and Security in School		Details and Comments				
165. Please provide details on use of corporal punishment in schools, and existence of any laws banning its practice.						

166. Please provide any details and sources relating to gender-based violence, harassment or discrimination in schools?		
167. Is violence considered to be a problematic issue in your country's schools? Please describe any initiatives to combat violence, and in particular gender-based violence and harassment (including sexual violence) in schools.		
168. Please provide information on social cultural practices relating to any gender biases, access to education an active participation in learning.		
169. Please insert any other questions pertinent to the country context		

Section IX. LEARNING OUTCOMES

A. Nationally Defined Learning Outcomes	Yes or No	Source	Comments and Details
170. Are there nationally defined learning outcomes in literacy?			
171. Are there nationally defined learning outcomes in numeracy?			
172. Are there nationally defined learning outcomes in life skills based education?			
		Details	
173. Please provide details of standard assessment procedures for all nationally defined learning areas.			

174. How often are learning outcomes measured? At what level, and how are results analysed?		
175. Please provide details of gender disaggregated analyses in learning outcomes at all levels		
	Yes or No	Comments
176. Is there an expectation of positive learning outcomes by children?		

Section IV ANALYSIS OF RESULTS

This section should be 3-5 pages of analysis of the results and main findings of the review. This should focus on: 1: emerging common patterns, e.g. on participation, learning achievement, school environment, etc, clearly outlining major changes since last assessment; 2. Main challenges constraining government and community e.g. resources, policy and laws, and, implementation capacity; and, 3. Measures being taken to address the challenges/constraints.

Section V RECOMMENDATIONS

Based on the findings and analysis, the final section should come up with a series of recommendations for working with counterparts to achieve gender equality in education.

Section VI RESOURCES

Please provide a list of major country specific studies and/or resources dealing with girls' education and/or gender issues in education that have been undertaken by UNICEF or any of its partners since 2000.