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Achieving gender equality



Gender equality needs to address the representation and the achievement of both boys and girls along the whole educational chain.

By Michaela Martin ▲ IIEP
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The *Dakar Framework for Action* (2000) set out ambitious goals: to eliminate gender disparities in primary and secondary education by 2005, and to achieve gender equality in education by 2015. The focus was on ensuring girls' full and equal access to and achievement in good quality basic education. The gender objective of the *Dakar Framework for Action* is somewhat different from the MDG Goal 3

(Target 1): "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015". MDG Goal 3 does not comprise a reference to learner achievement and good quality basic education, but goes beyond the school level.

While the 2005 target for eliminating gender disparities was not achieved in many

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countries, globally much progress was made towards gender parity, particularly at primary school level,¹ as a consequence of overall expansion of enrolment. From 1999 to 2006 (*Global Monitoring Report 2009*, UNESCO), 20 more countries had reached gender parity in both primary and secondary education, bringing the number up to 59 out of 176 countries for which data are available. At the primary level, 116 countries have reached gender parity, while 62 countries have a Gender Parity Index (GPI) in favour of boys, and 9 in favour of girls. In some countries where girls were at a severe disadvantage, such as Ethiopia, Liberia and Nepal, the GPI increased by 30% between 1999 and 2006.

However, at the tertiary level, gender disparities tend to be more prominent and globally in favour of girls. It is interesting to see that at this level, out of the 136 countries with available data, only four countries had gender parity in 2006, but 46 countries had a GPI favouring males and 86 countries (!) had a GPI favouring females. These data show that gender parity remains a persistent issue, yet is also a moving target.

Literary and science tests reveal positive change

With regard to the second dimension of the Dakar Framework for Action - gender equality in terms of equal access to good quality education for girls - it is useful to note research on how well boys and girls perform in learner achievement tests. Student assessment results demonstrate large gender differences in overall performance and in performance by subject. Girls continue to outperform boys in reading literacy and language arts. The 2006 Progress in International Reading Literacy Study (PIRLS) demonstrated that average scores on the combined reading literacy scale were significantly higher for girls than for boys



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in 43 of the 44 countries. Research also demonstrates that girls are no longer systematically performing at lower levels in mathematics and sciences. In 2003, the Trends in International Mathematics and Science Study (TIMSS) demonstrated that as many countries showed gender differences in favour of girls as in favour of boys.

A holistic approach to gender in education

The above discussion alludes to many of the regional and country experiences described in the articles of this Newsletter. First, it is important to re-emphasize that gender equality is not a matter of girls' education only (even if international frameworks set out their goals specifically for females), but that it is about parity and equality of both sexes. Boys' underrepresentation at advanced levels of education and their underachievement has become a real policy concern in some regions.

Second, the concern with gender parity in education must look beyond the MDG 3 and address issues from kindergarten to labour market access. One study conducted by the European Training Foundation in Egypt shows

that, while there is improved gender parity in access to education, there is still no gender equality in the entry to the labour market. Females also encounter discrimination and prejudice elsewhere in labour market entry.

Third, the proportion of female staff in teaching and in educational planning and management is a particular concern. There is a growing trend towards the feminization of the teaching profession, mainly due to low salaries and flexible working hours in some countries. Yet, females are still underrepresented in decision-making positions within ministries of education, where the glass ceiling, stereotyping and the difficult balance between professional and family-related duties still play against females. This deserves the attention of IIEP as well as of other international organizations and national policy-makers. ■

¹ Gender parity is defined as Gender Parity Index (GPI) of Gross Enrolment Ratio (GER) ranging from 0,97 to 1,03.

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Persistence and Unexpected Reversals

The drive for gender equality has a long history and has passed many milestones in a centuries-long journey. Importantly, it was a focus in the 1948 United Nations Declaration of Human Rights.

The articles in this newsletter contain much good news. They show considerable achievements over the decades, particularly in expanded access to education for females. This is evident at all levels of education, and in all parts of the world.

However, continuing persistence is needed. Enrolment rates in some regions are still heavily biased against females, and advances in access have not always been matched by advances in achievement. IIEP, in line with the overarching UNESCO priority, works not only in advocacy but also in research to identify obstacles to greater participation of females in education, and in the development of capacity to overcome those obstacles.

At the same time, several articles in the Newsletter show unexpected reversals. At some levels of education, and in some parts of the world, the enrolments and achievements of males fall behind those of females. For the goal of gender equality, this situation is as problematic as the disadvantages faced by females. The obstacles faced by males in some societies also demand attention alongside those faced by females in other societies. This point again stresses the need for constant monitoring and alertness to the possible need for adjustments to policies and plans. ■

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Mark Bray concludes his period as IIEP Director



This is the last issue of the Newsletter for which Mark Bray will provide an Editorial in his capacity as Director. After four years at the helm, Mr Bray will reunite with core members of his family and will return to his post as Chair Professor of Comparative Education at the University of Hong Kong.

On behalf of both the Governing Board and the IIEP staff, I sincerely thank Mr Bray for his service. IIEP has moved through significant transitions with strength and effectiveness under his direction. The 2008-2013 Medium-Term Plan was prepared under Mr Bray's leadership, and will remain the guiding framework in the years ahead. He brought to the role outstanding qualities and direct experience of training,

research and technical assistance in all regions of the world.

I know that many readers will wish to stay in touch with Mark Bray in the years to come. His e-mail address in Hong Kong is mbray@hku.hk.

Raymond E. Wanner
Chairperson, IIEP Governing Board



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Priority to gender equality: what will it take?

By Irina Bokova ▲ Director-General of UNESCO



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The battle for gender equality is not over, and girls' education plays an essential role.

The 1995 Beijing Conference energized women from around the world. It produced one of the most visible platforms for advancing women's rights, and placed empowerment of women at the core of the global development agenda. It spurred new approaches to policy making through a gender lens. This conference was a defining moment: it gave women courage and inspiration, symbolizing a universal commitment to women's human rights and fundamental freedoms.

However, 15 years later, the battle for gender equality is far from won. There have been impressive advances: the participation of girls and women has increased at all levels of education, with large strides in some of the world's poorest countries. Gender equality laws have been widely adopted. But of the world's one billion poorest people, three fifths are women and girls. In sub-Saharan

Africa young women above the age of 15 are at least three times more likely to be infected by HIV than men of the same age; and women are more vulnerable to the life-threatening effects of climate change.

The impact of girls' education

We cannot let this happen: women's rights are human rights that must be promoted, upheld and enforced. Empowering girls and women is also the most powerful channel for reaching the internationally-agreed development goals. Studies demonstrate the positive impact of girls' education on child and maternal health, fertility rates, poverty reduction and economic growth. Educated mothers are more likely to send their children to school. Women who participate in literacy courses can more confidently make decisions and have a say in their households and in their communities.

Despite this evidence, being born a girl is still cause for discrimination in large parts of the world, notably across the Arab States, sub-Saharan Africa and South and West Asia. More than half of the world's out-of-school children are girls. Early marriage and domestic chores take girls out of school before they even complete the primary cycle. Two-thirds of adult illiterates are women, carrying negative consequences for their children's well-being. Gender interacts with poverty, minority status, language and other markers of disadvantage to severely curtail opportunities. And even though women are making breakthroughs in higher education in all regions, they still only account for 14 percent of researchers. Everywhere women remain under-represented at all levels of the political system. In short, in no society are women and men on equal terms.

Gender: from Beijing to UNESCO priority

For all these reasons UNESCO has made gender equality one of its two global priorities from 2008 to 2013. The aim is to ensure that all our programmes contribute fully to empowering women. From policy dialogue

to capacity development, gender equality will be mainstreamed in all our initiatives and programmes.

Disaggregated data have helped us gain a much sharper understanding of inequalities. But when it comes to education, gender equality goes well beyond ensuring that equal numbers of girls and boys attend school. It is about changing attitudes and relationships and about the sharing of power. Discriminatory traditions are deeply entrenched, but they are not cast in stone. By ensuring that all children enjoy equal access to safe schools and making the classroom a place where stereotypes are challenged and not reinforced, education can lay the foundations of a more equitable society.

Focusing gender policies

Our focus must be on carefully targeted policies that counter disadvantage in the family, in schools and more widely in society. UNESCO will place a special focus on four areas deemed critical for reaching Education for All: teachers, literacy, skills, and planning. To address the global teacher shortage, we will assist Member States to integrate gender-sensitive teaching and learning approaches in training programmes. More than half-way through the UN's Literacy Decade, we will campaign to empower women through relevant, good quality literacy programmes. Policies for technical and vocational education and training policies will be scrutinized to

ensure that girls and boys have equal access to adequate skills and employment. We will strengthen national capacities to design gender-responsive rights-based education sector plans. We will expand strategic partnerships and alliances to make gender equality a priority in all societies.

As the first woman elected to the post of Director-General, I am deeply committed to advancing the rights of girls and women through education everywhere. Our Organization will initiate and champion positive change for all women – change that protects their rights and inherent dignity. As a result, the world will be more peaceful and just, the aspiration to which we committed in Beijing 15 years ago. ■

Gender, education and human rights

By Linda King ▲ IIEP
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Ensuring the right of girls and women to equal access to education, and educating them about their other human rights, is at the core of UNESCO's mandate.

The *Universal Declaration of Human Rights* (1948) guarantees the rights of both women and men, but their unequal status in education in many parts of the world led to UNESCO's *Convention against Discrimination in Education* (1960). It proscribes any distinction of access based on gender. This Convention was reinforced in 1979 by the UN *Convention on the Elimination of All Forms of Discrimination against Women*. Its Article 10 deals with equality of opportunity in education. The *Convention on the Rights of the Child* (1989) deals with the rights of the female child in relation to education, security and safety.

In 2008, the UN Secretary General, Ban Ki-moon, drew international attention to one of the most severe and

common violations of human rights – the growing violence against girls and women, which seriously affects their education, health and civic participation.¹ “Men must teach each other”, he said, “that real men do not violate or oppress women and that a woman's place is not just in the home or the field, but also in schools and offices and boardrooms”. The inter-agency campaign: *UNiTE to End Violence against Women* focuses on raising men's awareness of women's rights. Education is both part of the problem and the solution, as schools themselves are often scenes of different kinds of violence, affecting girls more than boys, particularly in bullying and sexual harassment.

UNESCO promotes the right of girls to education by monitoring implementation

of these international conventions. It formulates policy advice on the prevention of gender violence in schools and on eliminating gender stereotyping in textbooks. Within the UN-coordinated *World Programme for Human Rights Education*, it highlights gender equality, respect and tolerance as key elements in quality education for all.² ■

¹ Worldwide, 70% of women will suffer some form of physical or sexual violence in their lives and one in five will be a victim of rape or attempted rape. www.un.org/en/women/endviolence/about.shtml

² See, for example, *Stopping Violence in Schools. Guidelines for Teachers*. Paris: UNESCO, 2009; *Promoting Gender Equality through Textbooks*. A methodological guide. Paris: UNESCO, 2008; *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*, OSCE, Council of Europe, UNHCR, UNESCO. Warsaw: OSCE.



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From parity to equality in Asia

A new focus on equality is needed.

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The Asia-Pacific region has made considerable progress in closing the gender gap in education, particularly in primary education where gender parity was already a reality in 1999 in East and Central Asia.¹ Many countries in the region are now steadily reducing gender disparity in secondary education; the Gender Parity Index (GPI) for Gross Enrolment Ratio (GER) has risen from 0.96 in 1999 to 1.0 in 2006 in East Asia and the Pacific.² If this trend continues, many countries in the region are likely to achieve gender parity in secondary education by 2015.

Gender parity is about equal numbers of boys and girls enrolled in education. But achieving this has not led to gender equality in education and beyond it. The Asia-Pacific region continues to face many challenges in

achieving gender equality in education at all levels.

Gender parity is not gender equality – challenges for education

The most critical challenge is complacency: as countries come close to gender parity in education, they think that there is ‘no gender issue’ in education. Countries tend to equate gender parity with equality. But it should not only mean ensuring equal opportunities to attend school, but also equal participation in the learning process, equality in learning outcomes, and even in job opportunities and earnings for both sexes based on the education and training received.

Another challenge is that most countries in the region continue to see gender as issues of females and not of males. A number of countries, such as Malaysia, Mongolia, Philippines, and Thailand, are consistently reporting that more girls are participating in education than boys, both in primary and secondary education. These so-called “reversed disparities” where boys are disadvantaged compared to girls in access, participation, or learning achievement are gaining more attention, but are not seen as a “gender issue”.

The lack of quality of female teachers and their low status throughout the region has often been an obstacle to promoting gender equality in education. At one end, South Asia faces chronic shortages of female teachers, while Central Asia and Southeast Asia face serious shortages of male teachers, thus risking a too strong feminization of the teaching profession.

Changing attitudes

Gender equality is a challenging concept for the Asia-Pacific region, since it often requires fundamental change in mindset. Both regional and national efforts are aimed at mainstreaming gender and developing and strengthening the institutional capacities of the Ministries of Education and other stakeholders in promoting gender equality. Among these are eliminating

gender stereotypes in school textbooks and curricula, gender responsive budgeting, and gender training as an integral part of teacher training.

Five years before 2015 much still needs to be done to ensure that gender parity and gender equality are achieved in education throughout the region. Countries must accelerate their efforts and reorient their strategies and policies with strong political will, and a full understanding of the goal of gender mainstreaming.

This will require awareness raising and training to develop skills to assess situations and actions from a gender perspective. More importantly, gender issues must be present in every sphere of our lives and not remain the concern of a few. Failure to achieve gender equality in education infringes on the right to education for both females and males. Gender equality must be everyone's business, as an important step to achieving Education for All. ■

¹ Global Monitoring Report (GMR) 2008

² GMR 2009

Why are boys under-achieving in the Caribbean?

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Results of a recent study in the Dutch Caribbean region.

There has been much debate recently about the underachievement of boys in education in the Caribbean and Latin America. Although most countries in this region have achieved gender parity in enrolment in primary education, disparities favouring females become clear in secondary and higher education.¹ This pattern is becoming more widespread, as many countries around the world report the underperformance of boys in school, especially after primary education.

This is the case in the Netherlands Antilles. The repetition rate among boys is higher, many more boys than girls are referred to Special Education, and their school dropout rate is high as well. Young male students tend to disappear more frequently than girls from the regular educational system without a diploma. Unlike their male counterparts, many female students continue an educational career in secondary education and

beyond. This phenomenon has recently led to a change in legislation in the Netherlands Antilles, extending compulsory education from 4 to 18 years, instead of 6 to 16 years as it was before.

With funding through UNESCO's Participation Programme and the Government of the Netherlands Antilles, a study was undertaken to address this problem through a data-driven gender policy. The study had three parts: an examination of literature on gender differences in school; re-examination and analysis of data and reports, including enrolment, repetition and completion rates; and data collection with special attention to educational experience and expectations of male and female students and dropouts, school practices, teachers' perceptions of student potentials, and parents' vision on gender in education at home.

The research shows that several factors contribute to the underperformance of boys. Primary socialization at home prepares girls much better for a school career. The institution of school itself seems to be more female oriented, including the high level of feminization of the teaching staff. Schools disregard the differences in development pace between boys and girls, and create an imbalance in favour of girls in the first years of primary education. This disadvantage for males in the early school years can have a negative impact on the rest of their school careers and beyond, and must be addressed to achieve full participation of both females and males in the Antilles. ■

¹ See also publications by the Institute of Gender and Development Studies of the University of the West Indies: www.uwi.edu/cgds/publications.html



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Teachers in Latin America

The role of teaching attracts women, but rewards are few.

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A study of the social and cultural characteristics of primary and secondary school teachers in four countries in South America has provided figures to define a profile of the gender composition according to level of teaching and age group.¹

Female teachers dominate the primary level in the four countries. Argentina has the highest number of females in its work force (84.7%), while Peru, where the presence of women continues to be dominant, recorded a comparatively high percentage of males (37.5%). The prevalence of women is far higher at primary level than at secondary level. Almost 90% or more of primary school teachers in Argentina, Brazil and Uruguay are female, while in Peru three quarters of the teachers are female. At secondary school level, the proportion of women teachers is approximately two thirds of the total, except in Peru where the figures are more or less

equal. However, gender composition may vary with the age of the teachers.

Teaching is not for heads of households

The predominance of women in the teaching profession can be explained by some of the distinctive characteristics of the teaching profession in Latin America. The majority of teachers, and in particular female teachers, claim that they are not “heads of household”, that is, that their income from teaching is not the main source of income for the household. The relatively low weight of teachers’ salaries vis-à-vis other sources of household income is possibly linked to the unusual fact for Latin America that, at least in Argentina (68.6%), Brazil (57.2%) and Peru (87.4%), the majority of teachers claim to work in only one establishment.² In these countries the majority of schools do not provide full-time employment, implying that most teachers (particularly women) do not work a full working day.

This limiting nature of teaching hours is a factor which attracts women, who, often combine employment with domestic work.

The structural nature of the educational labour market and the low level of material and symbolic rewards of this profession in the majority of Latin American societies account for the high proportion of women. The research conducted by IIEP Buenos Aires raises questions about the inter-relationship of teachers’ working conditions, the feminization of the teaching profession, and the quality of education. ■

¹ Figures are taken from a comparative study of primary and secondary school teachers carried out at the IIEP office in Buenos Aires since 2000.

² In Uruguay, only 44.7% of teachers work in only one establishment.

Gender inequality in Egypt

An ETF¹ study in the Middle East and North Africa (MENA) shows that females still participate less in education and the labour market than males.

MENA has the world's lowest participation rates of women in the labour force. The ETF project **Women and Work** promotes sustainable gender-equality policies in Egypt, Tunisia and Jordan. This project has increased awareness of the obstacles facing women in education and the work force, and has provided national authorities with recommendations to strengthen the role of females in the world of work.

In Egypt, the Constitution states that all citizens are equal, regardless of religion, sex or origin. In practice the gender gap exists on all levels of social engagement – from primary school to the workforce. A World Economic Forum study (2005), *Women's Empowerment: Measuring the Global Gender Gap*, ranked Egypt lowest of 58 countries in all five areas analysed: economic participation, economic opportunity, political empowerment, educational attainment and health and well-being.

While most Egyptian children attend school, economic conditions prevent some parents from providing education for all their children. Persistent traditions view men as bread-winners and women as child-bearers. This colours family decisions. Early marriage also restricts female education levels.



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However, in higher education females have higher rates of enrolment than men. Males have more job opportunities, and find employment more easily, so females continue schooling. Nevertheless, in spite of women's education and certification, men are viewed as more qualified and competent for work. Employers also do not hire women to avoid paying social insurance contributions and maternity leave.

The majority of women occupy unskilled, low-paying jobs with few attaining higher positions. This professional imbalance between men and women is evident in most fields, including tourism and ICT. These two sectors provide important financial resources for Egypt and increasing work opportunities. This ETF study of young females (15 to 29) considers tourism and ICT as the most income-generating fields, providing many work opportunities. The ICT sector itself has seen an increase in the number of related companies to around 2,100 in 2007. A labour shortage of 40.9% is anticipated which can be addressed by promoting women's education and training in these fields and easing their access to employment.

Although the participation of Egyptian females in education and work has improved, the large gender gap must still be addressed. Policy analysis can promote equal access to education and productive resources, and can facilitate the reconciliation of work and family life for women. ■

¹ European Training Foundation (ETF). For more information, consult www.etf.europa.eu



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and management positions than in teaching positions, and their share and voice in planning and management positions grows only slowly. This may be because these are considered more “technical” and less “pedagogical” areas, and according to some stereotypes, therefore less appropriate to women. Working hours are also less flexible in administrative than in pedagogical positions, and would thus more easily attract males.

Lack of female representation in management impacts on gender issues

The scarcity of women among planners and managers may help explain the lack of reflection on the impact in gender terms of some popular management reforms. Take the example of school-based management (SBM). While the teaching profession is increasingly feminized, the position of head teacher remains male-dominated in many countries. As a result of greater school autonomy, the administrative and managerial workload of principals increases, to the detriment of their role as pedagogical leaders. This provokes the question of the impact of school-based management on the prevalence of women as head-teachers.

This question has received little attention and empirical information is scant, but two contrasting hypotheses can be proposed. On the one hand, a successful leader in a school with SBM needs to be supportive and collegial, willing to negotiate, so as to bring all teachers along on the road to reform. This may describe the type of leadership with which women are generally more comfortable. On the other hand, increased pressure, especially in terms of time, may render it more difficult for women, who also have domestic responsibilities, to occupy such posts. Opposite examples can also be given (the Caribbean springs to mind) where men are the “threatened” species among education professionals and where the difficulty for boys to progress in schools is easily ascribed to laziness, indiscipline or disinterest rather than to social stereotypes and economic opportunities.

Is educational planning gender-neutral?

Women often make up the bulk of the teaching profession. Are they as well represented in planning and management?

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For many decades, educational policies have given much attention to the need for equal participation of boys and girls in schools. Most education plans contain strategies to ensure greater gender equality. However, the need for equality in the educational planning itself, as well as in the management domain and in decision-making on education receives much less emphasis. Not surprisingly, in countries where girls are a minority in schools, women tend to be an even smaller minority among education professionals. Individual country situations differ, but in general, women are less well represented in educational planning

Women are scarce in training courses

Unfortunately, gender questions receive little attention within capacity development programmes in educational planning and management. Regularly, the concept of capacity development is translated in practice into training. Although training programmes such as the ones conducted by the IIEP,

give preference in their selection to women, the number of women in the profession is frequently so small that they make up a very small share of participants, particularly when it comes to overseas training. When women form such a small minority, they may also opt less for available training opportunities in educational planning. The preconceived idea that they are less interested in technical matters

may be thus reinforced. The answer lies partly in using approaches other than the traditional training courses. For instance, core groups of women planners can be built and supported, not only to strengthen women's technical skills but to change the "strategic" positions they occupy in their administration. ■

Making a difference: IIEP's a-gendered mandate

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Do some investments yield better dividends than others?

When we approach gender issues, or any development issue for that matter, timidly raised queries relating to "equality" give way to the more quantifiable ones of "equity" and "parity". The question could be: why? One reason resides in our predilection for assessing progress and development by employing metrics that allow quantification.

Another reason may very simply lie in our difficulties in accessing not just the meaning of equality but more crucially the question: equality of what?¹ Most answers make us recede back into equity. Freedom from this equity fixation, Nobel Laureate A.K. Sen would say, can come through shifting the focus on "capabilities" or the ability to be or to do.

IIEP's core mandate is development of capacities in educational planning and management. Conceived at a time when our minds and indeed our approaches to development were less cluttered with issues of "adjustments", the mandate is essentially a-gendered, or non-gendered. It is so, precisely because its focus

is on building competency and not on adjusting "dearth"; the flipside of the equity/parity coin where the number belonging to one group (in this case, women) will always be measured against the already insufficient number belonging to the other group (in this case, men).

By focusing on capacity development, IIEP's mandate places the issue of gender equality on a radically different footing. The ambition here is not just to have more women in educational planning and management but also to have more women with the same or similar competencies as required of a "competent" - and not necessarily a male - planner or manager.

Increasing the number - be that of pupils, teachers or workforce - does not guarantee development, and as the vertiginous

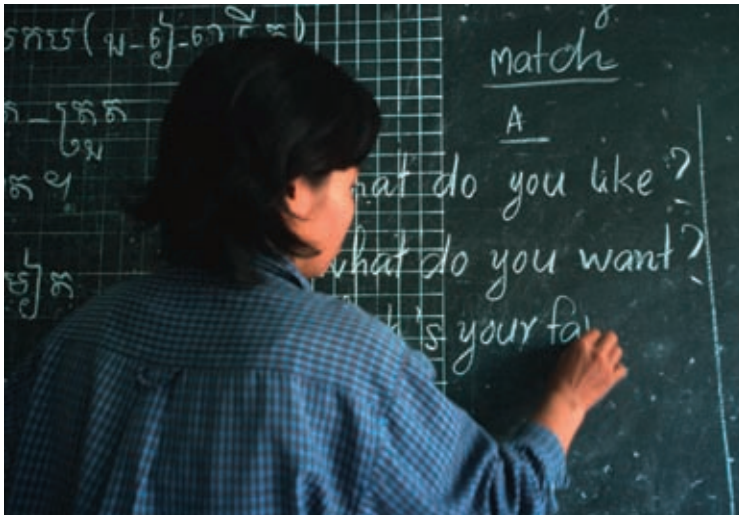
increase in primary school admission rates has shown, it does not guarantee participation, much less achievements. Participation, agency or empowerment can remain crudely vacant objectives when unaccompanied by adequate competency and skills.

IIEP's a-gendered mandate has the ability to make a vital difference for women in educational planning and management because it has the ability to go beyond issues of gender and equity into the more dividend-prone issue of effective participation. ■



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¹ "Equality of what?" is the title of A.K. Sen's 1979 Tanner Lecture on Human Values, which laid the foundations of the "Capability Approach".



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Are women in academia breaking the glass ceiling?

The glass ceiling is still obstructing the roles of women as researchers and in academic leadership positions.

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Over the past decades, females have progressed rapidly in gaining access to higher education. According to the *Global Education Digest 2009* (UNESCO Institute for Statistics), between 1970 and 2007, female enrolments multiplied by 6 while those of males by only 4. In 2007, the global gender parity index (ratio: female to male enrolment) or GPI, stood at 1.08, the enrolment of females in higher education exceeding that of males. However, this world average hides considerable regional differences: the lowest GPI for women was 0.66 in sub-Saharan Africa and 0.77 in South and West Asia, while it stood at 1.05 (UIS estimation) in the Arab

region, where females have been traditionally disadvantaged.

Although females are participating in higher education, what is the situation in post-graduate studies and academic positions? While the majority of countries have established gender parity at the undergraduate level, UIS data sets show that only 20 % of countries have significantly more women than men graduating from PhD programmes, and only 8 % of countries specifically in science and technology fields. Only 14 percent of the world's researchers are female. The gender gap thus clearly reappears at the advanced levels of higher education.

In 2007, 42% of the teaching staff in higher education worldwide was female, ranging from 26% in sub-Saharan Africa to 50% in Central Asia. Combining these figures with the relatively lower number of females graduating from PhD programmes, it is easy to hypothesize that many females hold teaching positions without a PhD. This seriously limits their opportunities for promotion and leadership positions within academia. For instance, in Argentina 59% of all higher education graduates are female, but only 10% of leaders in academia are female. Issues of work-life balance and social stereotyping interfere ever more strongly as stumbling blocks when females try to advance in their academic careers.

Although well known, this problem needs to be better documented. With this objective in mind the European Union is preparing the "Glass Ceiling Index" to compare the proportion of women in leadership positions with the proportion of women in academia. At EU-27 level, the glass ceiling effect can be observed in all countries, although its magnitude varies. The glass ceiling is still present globally, even if in certain regions it intervenes earlier and more strongly in the education chain than in others. ■

The SITEAL Report 2009

Addressing early childhood education

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Early childhood is becoming more important on the agenda of social and educational policies in Latin America. What is the role of education in its broadest sense? According to UNESCO, the purpose of early education and care is to provide support for the survival, growth, development and learning of children. This implies dealing with their health, nutrition and hygiene in addition to their cognitive, social, physical and affective development, in the various contexts required.

The SITEAL report 2009¹ covers some of the areas with greatest impact on this age group and describes early childhood and the context in which it evolves. It tackles the changes in demographic profiles, transformations in families, and the characteristics in the material standard of living of the children. It defines inequalities and how they manifest themselves in personal and school careers. The study also analyses relevant international legislation and the national regulations in Latin America. It highlights the needs of children and their right to an education which is multi-faceted and involves partnerships with societies and Governments.

In addition to emphasizing progress in this area, the SITEAL report points out ongoing challenges and the conditions required to address them. These include political support at the highest levels together with participation of the different organizations involved. Such synergies strengthen the policy alignment and help to mobilise resources. They also provide new energies for this priority on regional and national agendas. ■

¹ The Information System on Educational Trends in Latin America (SITEAL) is a joint initiative developed by the IIEP-UNESCO Regional Headquarters, Buenos Aires and the Organization of Latin American States. See: www.siteal.iipe-oei.org

Interview with Michael J. Kelly

Barbara Tournier ▲ IIEP
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"In countries of Southern Africa, where the [AIDS] epidemic hasn't leveled off significantly to give good hope for the future, it must be kept at the top of the agenda. In Zambia 85,000 new infections are expected this year, that is 230 a day or one in every 5-6 minutes."

Father Michael J. Kelly is one of the most prominent speakers on HIV & AIDS and education. He is also a member of IIEP's Council of Consultant

Fellows. Despite turning 80 this year, Father Kelly is still as active as ever. In October 2009 he spoke of how he started working in this field.

While a professor at the University of Zambia, in the mid-1980s Father Kelly introduced HIV & AIDS into the course on educational development. He was later inspired by an IIEP 1994 workshop report on the impact of HIV & AIDS on

education, at a time when very little literature on the topic was available.

Twenty years on, development partners play an important role in keeping the epidemic at the forefront,

funding the response, and increasing the availability of drugs. IIEP works with partners to build national capacity to respond to HIV

and AIDS. Michael Kelly is adamant about the need for a more sustained effort:

"There is no significant sense of urgency within ministries of education and health and the media. We are losing human resources, financial resources; the [AIDS] epidemic is undercutting economies and is having a personal tragic effect on the lives of many." ■

Read more about the work of IIEP on HIV: www.iiep.unesco.org/research/highlights/hivaids/in-brief.html

Read the full article and watch video extracts: <http://hivaidsclearinghouse.unesco.org>



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2009/2010

Study visit to South of France



A group of ATP participants visiting a vocational upper secondary school in Marseille with the Inspector.

Provence-Alpes-Côte d'Azur was the region to welcome this year ATP's participants for the traditional study visit of the French Education System.

Natalie Frederic ▲ IIEP
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After travelling by TGV (High Speed Train) to Valence, the cities of Saillans and Gap were the first to welcome the IIEP's participants. Our group was then greeted by Mr Roger Didier, the Mayor of Gap, at the Domaine de Charance. This is a beautiful botanical garden overlooking the city, where we enjoyed a spectacle of music and dance typical of Provence. Presentations at the Academic Inspection by local education officers introduced us to the functioning of pre-school, primary and lower secondary education, and subsequent group visits brought us to primary and secondary schools.

In Aix-en-Provence, the visit continued with an overview of the higher levels of education and of the Rectorate administrative offices. Discussions with the regional education officers, school heads and the pupils were enriching. Throughout the visit, the group had an opportunity to reflect on topics such as decentralization, the battle against school failure, educational quality, and relationships between school, the world of work and the teaching profession. The

trainees presented their findings on these issues during a final session with the Rector of the Academy of Aix-Marseille.

The exceptionally fine weather was complemented with several invitations for good food and drink, making for a memorable trip to appreciate the region's very specific cultural identity. Besides the educational core focus of the study visit, cultural rendez-vous included a guided tour and dinner at the 'Domaine Terre de Mistral' where the group became acquainted with the olive oil and wine making processes, discovered the Euro-Mediterranean Project, and went to some of the lovely areas of Marseille, including the old harbour.

Once again, the UNESCO French National Commission showed its ability to mobilize a large number of institutions and education officials, making the French study visit another success. ■

For information on all IIEP training activities:
www.iiep.unesco.org/capacity-development/training

WHERE ARE THEY NOW?

News of former IIEP trainees

Career changes

Mrs Ghizala KAZI, Pakistan (1992/93), recently was offered a position as Specialist on Gender in Planning Commission of Pakistan at Islamabad.

Laura ATHIE, Mexico (2006/07), has recently been nominated as Chief of Cabinet at the Planning and Evaluation of Educational Policies Unit.

For more information

on former IIEP trainees, subscribe to the IIEP Alumni Network by writing to:
alumni-anciens@iiep.unesco.org

Forthcoming activities

January

25-29 January 2010

Workshop within the framework of the *Proyecto de Apoyo a la Enseñanza Primaria (Support to Primary Education), PAEP*.

Phases two and three of the project will be held in February and March 2010.

Angola.

Contact: s.peano@iiep.unesco.org

27 January 2010

Workshop on Self-assessment and decision-making aimed at coordinators in civil society organizations participating in the Program Constructs T (Upper Secondary Education).

Mexico City, Mexico.

Contact: nneirotti@iipe-buenosaires.org.ar

February

February-April 2010

Registration for the XIIIth regional IIEP Buenos Aires course on Development and planning of educational policies, to be held between August and November 2010.

Contact: cursoregional@iipe-buenosaires.org.ar

10-12 February 2010

Policy Seminar on Decentralization in education: Overcoming challenges, achieving success.

Organized in collaboration with the Ministry of Education and Sports of Uganda.

Kampala, Uganda.

Contact: c.lugazi@iiep.unesco.org

March

1 March to 23 April 2010

Specialized Courses Programme

Eight bilingual (French/English) advanced level courses in key areas of educational planning and management.

For more information: www.iiep.unesco.org (training)

Contact: tepuvt@iiep.unesco.org

15 March to 2 July 2010

UNESCO/IIEP Distance Course on External Quality Assurance of Higher Education for CIS and South-East European countries.

Organized in partnership with Asia-Pacific Quality Network (APQN), UNESCO/CEPES and UNESCO/IITE.

For more information: www.iiep.unesco.org (training)

Deadline for applications: 22 February

Contact: m.martin@iiep.unesco.org

Using ICTs for Education in Emergencies and Fragile Contexts

Technology can inspire and improve children's learning

The IIEP Experts' Seminar on Using ICTs in Education in Emergencies and Fragile Contexts (24-25 November 2009) brought together professionals from various contexts.

They emphasized that learning must break old moulds and be more open and interactive.

Technology can help children and educators to form new 'information societies' with competencies that will drive learning for the next generation.

Technological innovation is accelerating, and the digital divide is widening. Education practitioners need strong vision and leadership to provide technology spaces where youth can become critical thinkers, providing input to the global information society. This requires rethinking the normative, one-size-fits-all models of education which often produce disenfranchised populations lacking critical thinking skills (Stephen Heppell). The need for such innovation is particularly pronounced in fragile situations where communities and governments are faced with the challenges of limited resources and capacities but still have aspirations of a

better future for their children (Kurt Moses). In providing internet access to children throughout the world, Sugata Mitra has shown how technology can inspire and improve children's learning. New media and technological innovations can be used to provide essential ingredients

in child development education even in the most fragile countries with limited access to schools and teachers.

The Seminar promised a way forward: new technologies applications in fragile contexts must be documented, and best practices shared with practitioners. Pilot programmes demonstrating the effective use of technology such as mobile phones in education

(SoukTel) will be assessed, and ways to scale up will be examined. The impact and extent of technology is expanding. It is now imperative to look at new technologies to facilitate learning. ■

Join <http://groups.google.com/group/tech4agility> to learn more.



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IIEP Publications

All IIEP publications can be downloaded free of charge at:
www.iiep.unesco.org/information-services/publications

Ethics and corruption in education

Teacher codes: learning from experience

by Shirley van Nuland, 2009, 100 p.



This book examines the differences between codes of conduct and codes of ethics. It considers their purposes, how they are developed, and the different activities involved in their implementation. The use of codes, specifically by teachers and relevant authorities, is outlined and the responses of stakeholders to the value and use of codes are reviewed, with examples.

To order: info@iiep.unesco.org Price: 12€

Transparency in education in Eastern Europe

Arūnas Plikšnys, Sylvia Kopnicka, Liliya Hrynevych & Constantine Palicarsky, 2009, 99 p. **e-publication.**



Education can become the key element for combating corrupt behaviour and promoting integrity and ethics. This study considers possible strategies to establish clear and transparent systems that raise awareness on corrupt practices and create common values in society. Some of the best practices in Lithuania, Slovakia, Ukraine and Bulgaria are described.

International cooperation for education

Making education work for all

A report from the International Working Group on Education (IWGE), New York, USA, 2009, 130 p.



During the 2008 meeting of the International Working Group on Education (IWGE), a range of issues was debated, beginning with a 'show and tell' session on recent developments and initiatives in the various agencies and organizations. The three main themes were capacity development, financing for equity, and data management. The meeting concluded with a discussion on the role and future of the IWGE.

To order: info@iiep.unesco.org Price: 12€

New trends in higher education

Higher education reforms: institutional restructuring in Asia

edited by N.V. Varghese, 2009, 205 p.



Reforms in higher education have led to the transformation and restructuring of higher education institutions. They have adopted a more managerial and entrepreneurial approach and gained greater independence, introducing new governance and management structures. The book is based on research carried out in Indonesia, Malaysia, Mongolia, Thailand and Vietnam.

To order: info@iiep.unesco.org Price: 12€

Research papers

Overcoming the obstacles to EFA

by Françoise Caillods, Michelle Phillips, Muriel Poisson & Chris Talbot 2009, 43 p. **e-publication.**



Children's access to education in Africa has increased. However, enrolment statistics indicate that a high proportion of school-age children still do not have access to primary education. This paper analyzes how certain serious factors can hinder the implementation of EFA: extreme poverty; HIV and AIDS; conflict and emergency situations; and, corruption and ineffective use of resources. Suggestions are provided to help tackle these problems.

Globalization, economic crisis and national strategies for higher education development

by N.V. Varghese, 2009, 33 p. **e-publication.**



The current economic crisis could adversely affect the expansion of higher education. Loss of employment, income and investments may necessitate public financial support to revive education systems. This paper argues for active state intervention to finance and develop regulatory systems, protect national and students' interests, ensure equity, and assure quality while encouraging multiple providers in education.

Review of an IIEP publication



Cross-national studies of the quality of education. Planning their design and managing their impact

edited by Kenneth N. Ross & Ilona Jürgens Genevois, 2006, 320 p. IIEP-UNESCO/InWent
Price: 20€ (also published in Spanish).

"... Quality levels vary widely from one educational system to another, even within a single educational system (for instance, between public and private schools, urban and rural schools, majority and minority institutions) and also across gender. Within the same classroom, boys and girls may have very different learning experiences. This unevenness of quality poses big challenges for educational systems in the light of the widening economic gap between countries and its impact on development outcomes. [...] A resource book for academicians, educational researchers and planners regarding methodological aspects of cross-national research and the direct links of research results with pursuit of educational policies."

Perspectives in Education, Silver Jubilee Year 2009, Vol. 25, No. 2

Reviewer: Tripti Bassi