Gender in Education

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"Limited educational opportunities for girls and barriers to completing 12 years of education cost countries $15 trillion to $30 trillion dollars in lost lifetime productivity and earnings." – CIFF, GPE, Malala Fund, World Bank
https://www.globalpartnership.org/content/missed-opportunities-high-cost-not-educating-girls
2018

- In Sub-Saharan Africa – Gender parity in access in primary enrolment, but fewer girls already at lower secondary. Worse in STEM and TVET.

- Primary Education is not enough!

Gender equality is core to SDG 4, *Targets 4.1., 4.2., 4.5*
Education is necessary for SDG 5.

What works – *Policy design*

Policies need to:

- Be developed in consultation with **beneficiaries** *(girls themselves)* and **users** *(teachers, school leaders etc)*

- Address **barriers** to education opportunities – *Context is king!*

- Be evidence-informed – *What is expected to work – what do we already know works, and how can we contextualise it?*

- Based on data – *we need to know exactly what we are planning for*

- Achievable – *why set ourselves to fail by over planning?*

Policy design – *Teaching and Learning*

Key area = Gender responsive pedagogy

- Is the teaching and learning environment conducive to both boys and girls?

- Are the learning needs of both boys and girls taken into account?

- Are materials used in the class discriminatory? Do they reinforce negative stereotypes? If so, do teachers know how to use them critically?

- Are boys and girls equally encouraged to opt for STEM or caring professions?

- Are teachers supporting the empowerment and assertiveness of girls in the classroom and in extra curricular activities?

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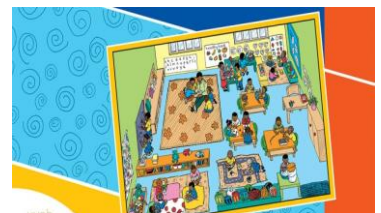
Policy design – *Learning Environment - I*

Key area = Safe and Supportive Schools

- Are school leaders, teachers, parents and school communities aware of the positive impact of supporting girls' education?

- Is the school community trained on how to handle sexual maturation issues? (menstrual hygiene; risks of early marriage and pregnancy; risks of sexual violence)

- Are WASH facilities in place to cater for needs of boys and girls?

Policy design – *Learning Environment II*

**Key area = *Safe and supportive schools - School-related gender-based violence (SRGBV)***

- Are staff aware of national policy and legal framework on SRGBV?

- Is there a shared understanding among school leaders, teachers, students and parents of what SRGBV is?

- Are procedures in place for the safe reporting of SRGBV? Are referral systems in place to ensure victims are supported?

- Is learning planned to reduce the incidence of SRGBV?

- Are the school premises safe? (incl. WASH facilities, surrounding areas…)

Successful implementation – *Key takeaways*

- Actionable policies require **budget support – political will**

- **Awareness is key:** All stakeholders need to be aware of the problems, the policies and their role.

- **Backing of Leadership:** at all levels of the education system as well as in-school and community

- **Holistic & coordinated approach** – a gender focal point cannot do it alone!

- Consistent **collection & analysis of sound and reliable data** at all levels; & **Monitoring and Evaluation**

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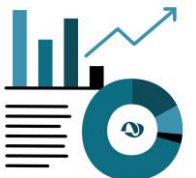
Policy implementation – *What **does not** work*

- Developing policies as desk exercises

- Copying policies from other countries- without considering context

- Expecting a Gender Focal Point to single-handedly mainstream gender in education – no backing from leadership at all levels

- Making overambitious plans that cannot be sustained by resources available (human and financial)

- Imposing measures without consultation and awareness of stakeholders and users

- Collecting wrong data; not collecting data; not investing in sound M&E

THANK YOU