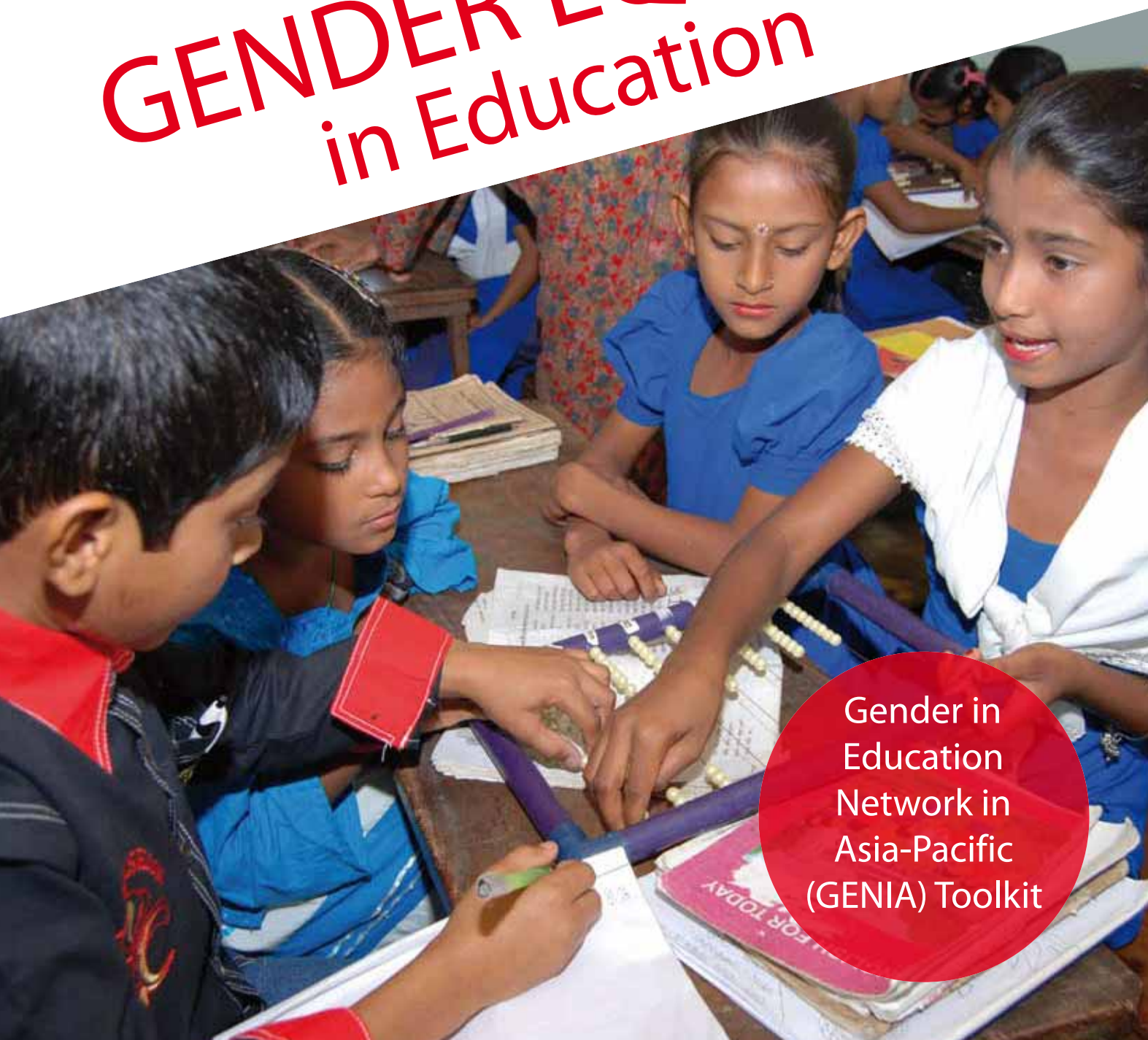




United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional
Bureau for Education

Promoting GENDER EQUALITY in Education



Gender in
Education
Network in
Asia-Pacific
(GENIA) Toolkit

Promoting
GENDER EQUALITY
in Education

Gender in
Education
Network in
Asia-Pacific
(GENIA) Toolkit

Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education.

Bangkok: UNESCO Bangkok, 2009.

126 pp.

1. Gender equality. 2. Toolkit. 3. Gender-responsiveness. 4. GENIA.

ISBN 978-92-9223-296-2 (Print version)

ISBN 978-92-9223-297-9 (Electronic version)

© UNESCO 2009

Fourth Edition, 2009

Published by the
UNESCO Asia and Pacific Regional Bureau for Education
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand

Chief Editor: Caroline Haddad

Design/Layout: Sirisak Chaiyasook

Photo Credits: © Mamun Mahmud Mollick, Bangladesh (front cover) and © Chuah Huat Beng, Malaysia (Back cover)

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

APL/09/OP/050-1000

Acknowledgements

This publication is the fourth revised edition of the Gender in Education Network in Asia-Pacific (GENIA) Toolkit, which is updated regularly to reflect the most recent developments in gender in education. This edition has been shaped by GENIA focal points and gender specialists across the Asia-Pacific region who gathered in September 2009 for a technical workshop to finalize this Toolkit: Stefan Bengtsson, David Clarke, Usha Dixit, Jyotsna Jha, Koto Kanno, Jon Kapp, Yangxia Lee, Pimjai Mestsuksai, Chembra Raghavan and Hyunjoo Song.

Special thanks go to the United Nations Girls' Education Initiative (UNGEI) partners and the participants of the "Workshop on Evidence-Based Advocacy for Gender: Gender Equity and Equality in Education" in Bangkok for participating in the pilot testing of the initial draft of the Tools from this Toolkit. Inputs received from Phu Hunyh, International Labour Organization (ILO) Regional Office for Asia and the Pacific, and Reina Ichii and Sanjuga Vas Dev, both from the University of South Australia, are also very much appreciated.

Valuable contributions were also made by Maki Hayashikawa, Johan Lindeberg, Ashima Kapur, and Adrien Boucher at APPEAL/UNESCO Bangkok, as well as the UNESCO Bangkok publishing team, Caroline Haddad and Sirisak Chaiyasook.

We thank all who have been involved in the revision process for this edition, and those who have been involved in the earlier versions of the Toolkit.

Table of Contents

Acknowledgementsiii
----------------------------	------

Toolkit Guide	1
-------------------------	---

Part 1: Tools for Raising Gender-Awareness. . . . 21

Tool 1	Definitions of Terms and Concepts Related to Gender	23
Tool 2	Worldwide Commitments to Gender Equality in Education	28
Tool 3	Gender Issues in Education	30
Tool 4	How Gender-Responsive is Your Work Environment?	32

Useful Resources 35

Tool 5	Gender and Sex: What's the Difference?	36
Tool 6	Gender Quiz	38
Tool 7	Gender Stereotypes	43
Tool 8	Gender Equality Cart	45
Tool 9	Gender Equality Bird	47

Part 2: Tools for a Gender-Responsive Educational Environment 51

Tool 10	Developing Gender-Responsive Curriculum and Teaching/Learning Materials	53
Tool 11	Measuring the Gender-Friendliness of Schools	55
Tool 12	A Gender-Sensitive Teacher	58
Tool 13	Analyzing the Gender-Responsiveness of Teaching/Learning Materials.	60
Tool 14	Guidance on Gender-Responsive School Observation	63
Tool 15	Promoting Gender-Responsive Community Learning Centres (CLCs)	65

Useful Resources 69

Tool 16	Gender-Responsive School Observation Tools	70
----------------	--	----

Part 3: Tools for Gender-Responsive Educational Management. 81

Tool 17	(a) Gender Mainstreaming in Education	83
	(b) Gender Mainstreaming Cycle	87
Tool 18	Gender-Responsive Budgeting (GRB) in Education	88
Tool 19	Developing Gender-Responsive Education Projects and Programmes . .	94
Tool 20	Developing Gender-Responsive Terms of Reference (TOR) for Research and Surveys	97
Tool 21	Organizing Gender-Responsive Training Sessions, Meetings and Conferences.	99
Useful Resources	103
Tool 22	Gender-Responsive Budgeting Quiz	104
Tool 23	Example of a Gender Training Workshop	108
Tool 24	Eleven Ways to Obtain Participation at a Workshop	110
Tool 25	Build Your Network for Promoting Gender Equality in Education.	113

References 117

Toolkit Guide



For whom is the Toolkit made?

This publication was originally designed in 2003 when the Gender in Education Network in Asia-Pacific (GENIA) was established. Few gender in education resources were available at that time, and until the 2006 version, documents were mainly intended to be used by GENIA members, who are representatives (gender focal points) from ministries of education in the Asia-Pacific region. GENIA members have been using the Toolkit to sensitize and train their national counterparts ever since.

However, the Toolkit has not only been distributed and used by gender focal points, but also by other people who have heard about GENIA, and/or who were interested in the resource materials published by UNESCO Bangkok. For this reason, the Toolkit has been accessible via the UNESCO Bangkok website¹ since 2006. As a result, anyone searching the Web for information on gender equality can easily access the Toolkit. This fourth edition of the Toolkit, thus, expands the scope of the target audience. The content has likewise been adapted accordingly in order to meet the needs of all who could potentially access it.

The Toolkit also integrates existing information and tools designed by other national or international organizations dedicated to promoting and providing training on gender equality in education and other sectors. Further information from these sources is obtained by consulting the references section at the end of the Toolkit.

The Toolkit is designed as a user-friendly resource. As such, a matrix is provided on pages 4 and 5 to indicate each tool's potential for use, based on its relevance to each prospective user group. Still, every tool will have relevance to many contexts or situations and, therefore, we encourage you to make use of all the materials by adapting them to your country context.

1 <http://www.unescobkk.org/en/education/appeal/programme-themes/gender/genia/genia-resources/>

Tool / Target Audience	All	Policy-Makers and Planners	Project/ Programme Officers	Teaching/Learning Material Developers	Teachers/ School Heads	Teacher Trainers	Gender Trainers	Researchers
Part 1: Tools for Raising Gender-Awareness								
1. Definitions of Terms and Concepts Related to Gender	X							
2. Worldwide Commitments to Gender Equality in Education		X	X		X	X	X	
3. Gender Issues in Education	X							
4. How Gender-Responsive is Your Work Environment?	X							
Useful Resources								
5. Gender and Sex: What's the Difference?						X	X	
6. Gender Quiz		X	X			X	X	
7. Gender Stereotypes	X							
8. Gender Equality Cart					X	X	X	
9. Gender Equality Bird					X	X	X	
Part 2: Tools for a Gender-Responsive Educational Environment								
10. Developing Gender-Responsive Curriculum and Teaching/ Learning Materials				X	X	X		
11. Measuring the Gender-Friendliness of Schools			X		X			
12. A Gender-Sensitive Teacher					X	X		
13. Analyzing the Gender-Responsiveness of Teaching/ Learning Materials			X	X	X	X		
14. Guidance on Gender-Responsive School Observation			X		X	X		X
15. Promoting Gender-Responsive Community Learning Centres			X	X	X			
Useful Resources								
16. Gender-Responsive School Observation Tools					X	X		X

Tool / Target Audience	All	Policy-Makers and Planners	Project/ Programme Officers	Teaching/Learning Material Developers	Teachers/ School Heads	Teacher Trainers	Gender Trainers	Researchers
Part 3: Tools for Gender-Responsive Educational Management								
17(a) Gender Mainstreaming in Education		X	X					
17(b) Gender Mainstreaming Cycle		X	X					
18. Gender-Responsive Budgeting in Education		X	X					
19. Developing Gender-Responsive Education Projects and Programmes		X	X					
20. Developing Gender-Responsive Terms of Reference for Research and Surveys		X	X					x
21. Organizing Gender-Responsive Training Sessions, Meetings and Conferences			X			X	X	
Useful Resources								
22. Gender-Responsive Budgeting Quiz		X	X					
23. Example of a Gender Training Workshop			X			X	X	
24. Eleven Ways to Obtain Participation at a Workshop						X	X	
25. Build Your Network for Promoting Gender Equality in Education	X							

What will you be able to do with the Toolkit?

The Toolkit will serve several purposes. Depending on your needs and interests, it will help you to:

Learn

The first step before being able to promote gender equality and develop gender-responsive attitudes is to be aware of gender issues: to know what it means, what needs to be done and how to do it. As a self-learning base, this is what this resource will help you achieve.

Analyze

Various tools in the Toolkit will assist you in assessing the gender awareness, sensitivity or responsiveness of your environment and work practices. This stage is crucial: You may think that you have no gender issues or that your environment and attitudes are not gender-biased, but try analyzing these with a gender perspective and you may well see things differently.

Act

The information you will gather from analyzing your environment and work practices with a gender perspective will allow you to improve these in a more gender-conscious way, if need be. Action starts with you first, but you will also certainly need to communicate with and engage others around you on your way to making gender equality a reality.

Advocate

Advocacy is key to reaching gender equality in education, since there are still blatant disparities between boys and girls/women and men in education, but also in all other social, cultural, economic or political areas. You will be able to use all the tools within these pages for this purpose, whether you want to inform people around you about gender issues or persuade them that their environment and/or behaviours are not gender-responsive.

Train

Convincing others to act is not an easy task, especially if people you want to engage in this process are not familiar with gender issues or with practical methods to help reach gender equality. What will then be needed is to train them. Information and tools provided in this Toolkit will support you in this task.

Where can you use the Toolkit?

Anywhere! You may use it at work, within the walls of your organization or in the field, and even at home.

When can you use the Toolkit?

This Toolkit has been designed so that it can be used at different times, depending on your needs: when you want to know more about gender equality in education, when you want to analyze the gender sensitivity of a project on which you are working, when you want to advocate for more gender equality in your organization, when you visit a school and wish to assess the gender responsiveness of its staff, when you want to organize a gender training session to sensitize your staff, etc. There are multiple occasions when you can use it.

How can you use the Toolkit?

Refer to categories

For better consistency and visibility, the tools are distributed into three categories according to their potential use:

- Part 1: Tools for raising gender-awareness
- Part 2: Tools for a gender-responsive educational environment
- Part 3: Tools for gender-responsive educational management

Use tools individually or combine them

You may choose to use each one of the tools separately or combine several of them irrespectively of the categories they are assigned. The Toolkit is yours, and you are free to come back to one document or another depending on your needs. Numbers have therefore been assigned to each tool for easy reference, but it does not mean you need to use them in the order given.

Customize

Tools have been designed so that they remain simple, practical and useful in different contexts. This guide gives you tips on how to best use them. However, you will only fully benefit from the Toolkit content if you adapt it to your own specific context and needs. You are therefore encouraged to modify, develop and update the content as much as needed.

For instance, one way of adapting *Tool 12: "A Gender-sensitive teacher"* into an assessment/questionnaire is to turn the suggested statements into direct and more developed questions:

e.g.: "A gender-sensitive teacher should try, be encouraged and trained to call on or address both female and male learners a balanced number of times and for all subjects."	(Statement)
• How many female learners are there in the classroom?
• How many male learners are there in the classroom?
• How many times does the teacher call on or address female learners?
• How many times does the teacher call on or address male learners?

Translate

A good way to customize the Toolkit is to translate it in the language(s) spoken in your country. This will allow more people to access its content and make it a resourceful material. If you decide to translate it, remember to keep its user-friendly tone and avoid complex terms. For specific terms, such as 'gender', which may not exist in your language, it is important to translate them accurately. If you find terms that you are not sure how to translate, check with professionals or agencies that may already be using the terms and may have already translated them.

Copy, print, protect and share

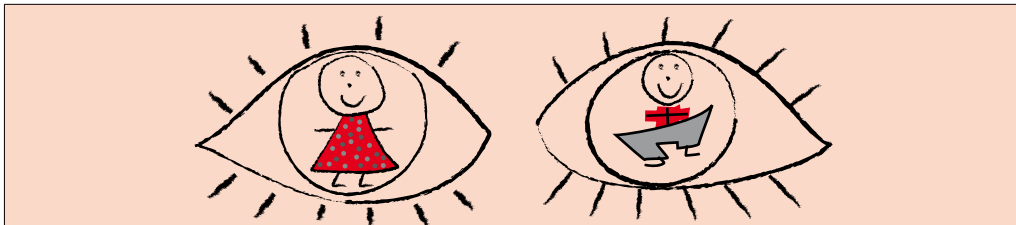
The Toolkit format has been designed to allow you to easily print or copy the tools and distribute them. You can also laminate them to ensure that they are well protected and long-lasting. You may even print or copy them on to coloured paper to make them attractive and easy to find on desks that are usually piled with white paper !

Guidance on the use of each tool

Information presented in this section will introduce the tools one by one and guide you on how to use them. Remember that these are only suggestions - you can modify and adapt the tools to meet your needs as you wish.

Among the tools presented, several consist of what we call "gender lenses".

What is a gender lens?



Out of one lens of the spectacles, you see the participation, interests and realities of women. Out of the other lens, you see the participation, interests and realities of men.

Your sight or vision is the combination of what each eye sees.

A gender lens can be many things. A form of gender lens that is gaining popularity is a tool that governments and NGOs can use in their regular operations. (e.g., a gender lens for training programmes would be used every time you conduct training; a gender lens for planning could be used for developing each annual work plan; a gender lens for research can be routinely used in data collection).

This operational gender lens often has these characteristics:

Design

- It is a list of questions, a checklist or a list of criteria.
- It is routinely used.
- It is created in a participatory manner by those who will use it.
- Each point focuses on the distinct realities of men and women.
- Where appropriate, the distinct realities of girls and boys/women and men are included.
- It is recorded in words or in pictures where literacy is low.

Use

- At least two copies are always kept at the same place in your organization's files so that people can easily find the gender lens to use it.
- The key people who do planning and programme development are given copies of the gender lens and orientation in why and how to use it (e.g., senior management staff and planners, pertinent stakeholders).
- Many gender lenses include: planning, implementing, monitoring and evaluating. Other gender lenses focus strictly on one of these functions (e.g., for monitoring the gender sensitivity of communication tools like posters, brochures, street theatre etc.; to guide project evaluators, etc.).

It is useful to add artwork to the gender lens, make copies on coloured paper, and then laminate them. The lamination gives them durability. The colour makes them attractive and easy to find.

Remember also that a gender lens is more effective when it is made by the people who will use it, through a participatory process. Tools provided in this kit can be used to design your own gender lens.

How to use a gender lens?

Take your time

When a gender lens consists of a list of questions, you should not answer by 'yes' or 'no' to one question and then move on to the next question. You may not even be able to answer the question right away. So take your time to search for the necessary information and then reflect on it.

Develop

You may feel questions are too general in some cases, or limited. So try to develop them. If your first answer is 'yes' or 'no', try to see 'why' or 'how.'

Share

A gender lens should preferably be designed by a team, and so it should be used the same way. The analysis process and following intervention will be quicker, more consistent and relevant if you work with others.

Go beyond

The purpose of a gender lens is not for you to answer questions. It is about helping you to reflect on your practices and environment, and possibly change them. So after using the gender lens, if you have found that improvements can be made, try to find out how you can make these improvements and act!

Part 1: Tools for Raising Gender-Awareness

Here you will find tools that can be used to learn more about gender issues and give you content support to sensitize and raise the awareness of others, or even organize advocacy actions for gender equality in education.

Tool 1

Definitions of Terms and Concepts Related to Gender

This tool presents definitions of terms and concepts that are commonly used when talking about gender in education. You will not then be caught off-guard if someone quizzes you on gender terms.

You can use this tool for your own benefit. You may also distribute and comment on the definitions when conducting a training workshop.

You may wish to expand this list and include other definitions, which you can find if you search sources given at the end of this Toolkit.

Tool 2

Worldwide Commitments to Gender Equality in Education

This tool summarizes some of the major commitments taken at the global level to promote and ensure gender equality in education. Among them, the Dakar Framework for Action, Education for All and the UN Millennium Development Goals are particular initiatives that set out specific targets to address gender inequality in education.

It can be combined with *Tool 3: "Gender issues in education"* as a reference material for sensitization and advocacy.

You are encouraged to search the links provided in this tool for more information, in particular to learn more about who participates in each initiative, what they do, and how you may contribute.

Tool 3

Gender Issues in Education

This tool presents quick facts and figures regarding the disparities between men and women, around the world and in the Asia-Pacific region.

It is a reference material that can be used to sensitize people about the necessity to tackle gender issues and advocate for gender equality in education.

Tool 4

How Gender-Responsive is Your Work Environment?

This tool is the first gender lens in the list. It is a practical tool, as it helps you analyze your work environment with guiding questions.

The expected outcome of using this tool is to be aware of the extent to which your work environment is gender-friendly (with respect to both men's and women's interests) and facilitates gender equality. Once you know that, you can start acting to improve the situation.

This tool is for a wide target group. It can be used by virtually anyone working in a small or large organization, whether it is a school, a ministry, a non-governmental and/or international organization, etc. The content is quite long, so you may choose to adapt it to your specific context.

Useful Resources

Tool 5 Gender and Sex: What's the Difference?

This tool is an exercise comprising of nine statements regarding the notions of sex and gender (see definitions of these terms in Tool 1). The purpose is to reflect on the differences between these two notions.

This tool is primarily intended for trainers, who should facilitate discussion among participants on the statements suggested. Participants can reflect on other statements they have heard or even made, and question whether they often refer to men and women according to their biological characteristics or to the roles they are assigned based on their sex. Questioning the roles we attach to women and men, and understanding why we do so, may further lead us to correct these perceptions if they are biased and detrimental.

Tool 6 Gender Quiz

This tool consists of a quiz, which is always a fun exercise to assess one's general knowledge and learn more.

Fifteen questions are presented in this tool, along with their answers, and you will find related information from the references provided. Questions cover general gender issues. They are, thus, not necessarily directly related to education, which is useful since we know that gender issues in education are also applicable to other fields. Gender equality can only be fulfilled once it prevails in all these fields.

You can use this tool on your own or while conducting a training session.

Tool 7 Gender Stereotypes

This tool helps one reflect on and sensitize to the cultural stereotypes women (and men) face. It presents a list of statements that are commonly heard in some Asia-Pacific countries. The statements are quite striking in terms of gender bias.

Read the statements and reflect on them. Do you agree with them and why? Do you also think the ideas and perceptions of women and men conveyed through these statements should be transformed? If so, how could they be transformed?

The last statement ('Educate a woman, educate a nation') is a statement that can appear to be positive at first sight. It, indeed, acknowledges the positive power and influence women can have on a large scale. However, one may argue that it discriminates against men, who are not considered here. Would you agree with this argument?

You can use this tool on your own or during a training session. You can also add other stereotypes you may have heard or told, and comment on them. It is also possible to turn this tool into an exercise sheet and ask participants if they agree or not with the statements, or if they think the stereotypes reflected through these statements should be changed then add 'yes' and 'no' boxes to be ticked.

Tool 8 Gender Equality Cart

This tool comprises a picture with comments for guidance and explanation. It provides a simple, visual and fun way of explaining gender equality.

The picture represents a cart with two uneven wheels pulled by an ox, which can only move in circles. It is an image of the partnership between men and women, and symbolizes the fact that we cannot move forward without equality between women and men.

This tool can be printed on bigger-sized paper, posted on walls and used as a training and discussion tool.

Tool 9 Gender Equality Bird

This tool can be used in the same way as *Tool 8: "Gender equality cart"*, to train and stimulate discussion.

Part 2: Tools for a Gender-Responsive Educational Environment

Attitudes of teachers and school administrators, as well as biased curriculum and teaching/learning materials, often act as hurdles to girls' and boys' equal learning. Gender-sensitive education, on the other hand, is one that treats women and men/girls and boys equally and encourages them to achieve their full potential.

Gender-sensitive attitudes and learning materials promote non-stereotyped images of women and men, which are vital for creating a learning atmosphere that is fair and sustainable for all. Teachers and other facilitators must be aware of learners' (both sexes) needs and of the need to redress this imbalance and avoid sexist material.

This second part of the Toolkit therefore provides tools you will be able to use to create the teaching/learning environment with a gender perspective.

Tool 10 Developing Gender-Responsive Curriculum and Teaching/Learning Materials

This gender lens is intended for all people involved in the process of creating curriculum and teaching/learning materials. It includes questions that need to be reflected upon at every stage of the process of creating materials and curricula.

For example, consider the question, "Is the committee meeting atmosphere conducive to open discussion and exchange of diverse opinions from both women and men?" Try to analyze the roles and activities both men and women are given as members of the committee: Do they perform equal tasks? Are they given equal responsibilities? etc.

Another example would be responses to the question, "Are the subject experts in each curriculum/teaching-learning materials working group properly trained in gender sensitivity?" Please remember that experts should be trained so that they adopt gender-responsive attitudes and produce gender-responsive content.

With another example, "Are the writers and illustrators of the teaching/learning materials gender-sensitive? Have they received training for gender sensitivity?" it is important to make sure that the writers and artists are aware of gender issues, believe in gender equality, and that they are not supporting gender stereotyping.

Tool 11 Measuring the Gender-Friendliness of Schools

This gender lens should help all who are involved in school management (not only project/programme officers, but also teachers and school heads) to better reflect on the gender-sensitivity and responsiveness of schools. They can then more effectively make all necessary changes so that gender equality prevails in their schools.

As for all gender lenses, suggested questions are meant to help you reflect. They are not questions that should be answered by 'yes' or 'no' right away, and then be dropped-off. If you want to conduct a practical assessment, questions should be transformed and developed.

You are also encouraged to adapt this material to fit to your own context and needs.

Tool 12 A Gender-Sensitive Teacher

Teachers play a crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign duties and homework, are important factors in a child's schooling.

This is why Tool 12 focuses on teachers' attitudes and practices. The primary target users of this gender lens are teachers themselves, for use as a self-analysis aid. The lens can also be used by all people involved in activities related to teachers and teaching, such as school heads, teacher trainers, and education managers.

This tool can be used as part of pre-service or in-service teacher training. Indeed, teachers may use it on their own, but further guidance on how to analyze one's practices and how to modify them may be necessary.

Unlike other gender lenses presented in the Toolkit, this one does not consist of questions. Instead, it recommends which attitudes and practices should be adopted by every teacher, with a gender-sensitive perspective. Since only suggestions are given, you are invited to discuss with others and comment on this lens.

Tool 13 Analyzing the Gender-Responsiveness of Teaching/Learning Materials

Teaching/learning materials are frequently gender-biased. In teaching/learning materials, women and girls are mentioned less frequently than men and boys. In fact, whenever mentioned, girls and women are being projected as passive, shy and weak, while boys and men are adventurous, inquisitive, courageous, heroic and clever. Women's potential for excelling in non-traditional tasks may not be often mentioned, and women may be rarely referred to as managers, pilots, lawyers, scientists, doctors or heads of state. Stereotypes used in textbooks may determine how girls and boys choose their subjects and, ultimately, their careers.

This tool is, therefore, intended for all those wishing to assess the level or lack of gender-responsiveness of the teaching/learning materials they use, create or need to update.

The reflection initiated through this gender lens (and any other lens) should open the way to further remedial action, if needed.

Tool 14 Guidance on Gender-Responsive School Observation

The content of this tool should be read prior to using the sheets contained in *Tool 16: "Gender-Responsive School Observation Tools."* It presents guidelines for conducting classroom visits and gathering school-level data.

Tool 15 Promoting Gender-Responsive Community Learning Centres (CLCs)

Community learning centres are local places of learning outside the formal education system. Located in both village and urban areas, they are usually set up and managed by local people and for local people, and their focus on lifelong learning often makes them a central component of community development. They may offer diverse learning opportunities, but all share a common goal: helping people to improve their quality of life through education and skills development.

Many CLCs target women and girls, responding to women's practical needs and immediate perceived necessities, thus contributing to empowering women and girls in many ways. However, planning and management of CLCs do not necessarily adopt a gender mainstreaming strategy. CLC personnel may not be aware of gender equality issues, CLCs may lack female teachers/facilitators and supervisors, and teaching-learning materials are often not gender-responsive. CLC programmes also often emphasize gender-stereotypical skills and knowledge, and do not impact on the gender roles in the community.

Therefore, this gender lens serves as a base to guide all people involved in CLC management and operation to analyze the gender sensitivity and responsiveness of their programme. The next step would be to discuss and plan for changes in the CLC's organization, the training delivered and the way programmes are delivered, as necessary.

Useful Resources

Tool 16 Gender-Responsive School Observation Tools

This tool comprises seven task sheets that can be used by teachers, teacher trainers, school heads and inspectors when they observe a class. You should adapt these sheets if there is not enough space to fill out the information requested.

This tool primarily targets co-educational classrooms. It can be adapted to accommodate the observation of single-sex classrooms, as well.

Questions also need to be adapted to the contexts of the school/classroom under observation.

You can use these tools during a visit to a school and in a classroom observation. The analysis of the results will help you identify gender bias/issues in the school and classroom environment, as well as in the teaching/learning process.

Part 3: Tools for Gender-Responsive Educational Management

Tools offered in Part 3 are particularly intended for people involved in policy, decision-making, and project or programme management.

Tool 17 (a) Gender Mainstreaming in Education

This tool provides information on what gender mainstreaming is, what its benefits are, and how to make it happen.

If you are new to gender mainstreaming, this tool will help you become more familiar with it, and help you start applying strategies to achieve gender mainstreaming within your activities and organization.

(b) Gender Mainstreaming Cycle

This is a simple visual aid that will help you clearly understand and explain how gender mainstreaming happens at every stage of the programme cycle. At the core of the gender mainstreaming cycle requires a gender-responsive organizational culture which allows both men and women to participate equally in all stages of the programme cycle. This cycle can be printed on large paper and posted on walls. It can serve as a planning tool, a human resource management tool and a facilitation tool (during a training session).

Tool 18 Gender-Responsive Budgeting in Education

This tool introduces gender-responsive budgeting (GRB). This tool will help you to know more about GRB and how to conduct it.

Tool 19 Developing Gender-Responsive Education Projects and Programmes

This gender lens consists of a list of questions to be asked at every stage of a project/programme management cycle: identification, design, implementation, monitoring and evaluation. To some extent, it also guides you when the training is needed. This tool is meant to trigger thinking and generate discussions in order to make each stage of the project/programme cycle more gender-responsive.

Tool 20 Developing Gender-Responsive Terms of Reference for Research and Surveys

This gender lens will be useful for those involved in planning for research and survey activities. It focuses on making the following processes more gender-responsive:

- Identifying the topic, target group and geographic area
- Selecting the lead consultant and research/survey team

- Setting the research/ survey requirements
- Identifying the impact of the research/survey

These set of questions is not exhaustive and could be taken as cues for framing more similar questions for specific research.

Tool 21 Organizing Gender-Responsive Training Sessions, Meetings and Conferences

This gender lens is intended for those involved in planning, preparing, monitoring and evaluating training sessions, meetings and conferences.

This tool will help you ensure that training sessions, meetings and conferences are conducted in a gender-responsive way, respecting both female and male participants' interests and needs.

Useful Resources

Tool 22 Gender-Responsive Budgeting Quiz

This tool is a quiz to assess your level of knowledge about gender-responsive budgeting. It consists of eleven questions, along with their answers. This Tool can be used for discussion and training.

Tool 23 Example of a Gender Training Workshop

This tool presents a training workshop programme on gender in education. Dates and details of the sessions have not been mentioned, so that you feel free to use it for creating your own programme.

This provisional programme covers three days, but you may choose to organize a gender training over a shorter or longer period of time, depending on the participants and their needs/interests.

Tool 24 Eleven Ways to Obtain Participation at a Workshop

This tool offers guidance in strategies to obtain participation during a workshop. It is not necessary to use all of them, but different ways could be tried out in different sessions. You may also adapt them and add other items to this list.

Tool 25 Build Your Network for Promoting Gender Equality in Education

This tool contains general information and guidelines for building/joining a network to promote gender equality in education.

Further Information

For more information you may contact the Gender team (APPEAL unit) at UNESCO Bangkok:

APPEAL Unit
UNESCO Bangkok
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road, Prakanong
Bangkok 10110, Thailand
Tel: +66 2 391 0577
Fax: +66 2 391 0866, 391 0293

The e-version of this Toolkit can be accessed:
<http://www.unescobkk.org/education/appeal/programme-themes/gender/genia/genia-resources/>

For more information, please write to us at gender@unescobkk.org

Part 1

Tools for Raising Gender-Awareness





Definitions of Terms and Concepts Related to Gender²

Target audience: All

This tool defines the main terms and concepts related to gender in education. The definitions will be helpful as you use the Toolkit.

Sex describes the biological differences between men and women.

Gender is a social and cultural construct, which distinguishes differences in the attributes of men and women, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is also useful in analyzing how commonly shared practices legitimize discrepancies between sexes.

Sexuality³ is a fundamental aspect of human physiology. It encompasses sex, gender identities and roles, sexual orientation, and reproduction. Sexuality is experienced and expressed in various forms and manners, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. Sexuality is not always experienced/expressed openly and in a direct manner. It is influenced by the interaction of physical, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

Gender parity is a numerical concept. Gender parity in education implies that the same number of boys and girls receive educational services at different levels and in diverse forms⁴.

Gender equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the disadvantages that prevent women and men from operating on an even playing field. For instance, countries where female students outnumber their male counterparts at the tertiary education level (particularly in science and technology fields) can introduce a quota system or affirmative action. This helps to ensure that the same or increased number of female students are enrolled in this field at the university level.

Gender equality means that women and men have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefiting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, community and society. Gender equity is one means of achieving gender equality.

² Adapted from various national organizations and international cooperation agencies

³ This definition is adapted from proceedings of the WHO Technical Consultation on Sexual Health in 2002. It does not represent an official WHO position.

⁴ Adapted from UN ECOSOC Resolution 1997/2

Gender equality in education would imply that girls and boys are ensured and actually offered the same chances and treatment in access, process and outcome of an education of good quality and which is free from any stereotypes⁵.

Gender mainstreaming in education is the process of assessing the implications for girls and boys/women and men of any planned action, including legislation, policies or programmes, at all levels of the education system. It is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes so that girls and boys/women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education.⁶

Empowerment is about people, both women and men, taking control over their lives: setting their own agendas, developing skills (including life skills), building self-confidence, solving problems and developing self-reliance. Education facilitates this process of empowerment, enables boys and girls to question existing inequalities, as well as act for change.

The Mahila Samakhya programme of the Department of Education, India, offers an example of the importance of women's empowerment as a critical pre-condition to facilitate greater inclusion of women and their daughters into education. This programme has provided an alternative approach to women's mobilization and empowerment. By placing the empowerment agenda in the hands of collectives of women at the village level, Mahila Samakhya has seen the emergence of a locally articulated development agenda, including health, livelihoods, income generation, savings and credit, with women developing their own strategies to address issues of importance to them. This includes participation in local governance, ensuring the effective functioning of government service delivery and dealing with broader social issues that have a negative impact on women's lives such as violence. The greatest impact of women's mobilization has been in the area of girls' education. Often, women have taken the difficult decision of withdrawing children (especially girls) from work and providing them an opportunity for education. Many women have been motivated to bring a change in the lives of their daughters in order to ensure that their daughters have better opportunities and a different life from their own.⁷

Women in Development (WID) is a concept which is based on a recognition that women play important roles in the development process. The WID approach, however, does not necessarily result in changing male-female hierarchical gender relations. Rather, it intends to support women-specific practical needs, such as women's skills development for income generation.

Gender and Development (GAD) approach focuses on intervention to address unequal gender relations in the entire development cycle (access, processes and outcomes) that prevent women from full and equal participation in, and benefits from development. GAD is a concept developed out of lessons learnt from the experiences gained through WID programmes and activities. It seeks to have both women and men participate, make decisions and share benefits. This approach emphasizes long-term strategic concerns in order to reach the ultimate goal of gender equality.

5 Adapted from Gender Analysis, Learning and Information Pack, UNDP, 2001

6 Adapted from UN ECOSOC Resolution 1997/2

7 Adapted from 'Scaling Up' Good Practices in Girls' Education, UNESCO/UNGEI, 2005, p. 27

The main difference between WID and GAD is that WID projects traditionally provide practical, women-specific services to meet the immediate needs and concerns of women and their families without a comprehensive gender analysis.

Practical needs are immediate, material daily needs such as water, shelter, clothes and food. Addressing women's practical needs means focusing on releasing women from water fetching, promoting skills development education, and supporting income-generating activities that improve impoverished conditions faced by women and their families.

Strategic gender interests are long-term in nature, not necessarily material, and often related to structural changes in society. Interventions based on strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. In education, strategic gender interests focus on creating an enabling educational environment to prevent gender-biased attitudes and practices from taking hold, and promoting the empowerment of women and girls so that they can take control over their lives, by being active change agents.

Gender analysis investigates the different experiences, knowledge and activities of women and men in a given context. It explores these differences so that policies, programmes and projects can identify and meet the different needs of men and women.

It is, therefore, an intrinsic dimension of policy analysis, which specifically identifies how public policy affects women and men differently. It demonstrates that policy and implementation cannot be gender-neutral in societies where specific roles are attached to sexes. Gender analysis is usually supported by the use of sex-disaggregated information and data⁸, and requires good understanding of and sensitivity to the socio-cultural context.

In the area of education, gender analysis can be integrated into curriculum analysis to assess how a given curriculum may have an impact on boys' and girls' learning attitudes, motivation and achievements, as well as how they perceive themselves.

Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender-blind do not take into account these different roles and their diverse needs, maintain status quo, and will not help transform the unequal structure of gender relations. For instance, a gender-blind teacher may think that school education is gender-neutral because there is no difference between boys and girls in teaching and learning. However, in reality, teachers' unconscious gender-stereotyped attitudes and biases can affect classroom practices, and result in differential treatment towards both boys and girls.

Gender-neutral is an adjective that is often attached to language. Using gender-neutral language implies that words we use do not reflect any bias against women or men. Imprecise word choices may indeed be interpreted as biased, discriminatory or demeaning, even if they are not intended to be. An example in the English language is to use the word "humankind", which includes women and men, instead of "mankind", which seems to exclude women.

8 Adapted from *Gender Analysis, Learning and Information Pack*, UNDP, 2001.

Gender analysis is crucial because the prevailing cultural, social, political and economic systems and institutions are not necessarily gender-neutral.⁹ The belief that school education is gender-neutral is based on one's gender-blindness.

Gender awareness¹⁰ is an understanding that there are socially and culturally determined differences between women and men based on learned behaviour, which affect their ability to access and control resources.

A school head who is gender-aware will understand that special attention should be given to the way education is delivered to both male and female students because society (and, more specifically, teachers), may value girls and boys differently. This has implications for their learning.

Gender sensitivity¹¹ encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities, and incorporate these into strategies and actions. However, it does not mean that someone who is gender-sensitive has gender-responsive attitudes because a gender-sensitive person does not necessarily take action.

Gender-responsive policies and interventions associate with actions or concrete measures that reflect the unique needs, aspirations and capacities of men and women. However, they do not necessarily challenge biased and discriminatory policies, practices, ideas and beliefs. For example, in communities where women are faced with social constraints that prevent them from being out of their homes in the evening, for instance, a gender-responsive intervention would be to offer training to these women only when they are able to attend training sessions. This kind of intervention therefore addresses women's needs (of training), but it does not challenge the discriminatory idea that women cannot be out of their homes during certain hours of the day/night.

Gender-transformative policies and interventions challenge biased and discriminatory policies, practices, ideas and beliefs. It is an approach that addresses the transformation of unequal gender relations through working with both women and men in ways that seek to reconstruct power relations in a more egalitarian way.¹²

The Female Stipend Programme (FSP) was created in 1994 in Bangladesh to help increase the enrolment and retention of girls in secondary schools, and sought to help keep adolescent girls in secondary school to delay their marriage and motherhood. One of the criteria to receive the stipend was for girls to stay unmarried until they either sat for the Secondary School Certificate exam or turned 18. This policy was therefore gender-transformative because it sought to change the practice of early marriage.¹³

Gender discrimination¹⁴ refers to any distinction, exclusion or restriction made on the basis of socially and culturally constructed gender roles and norms which prevents a person from enjoying full human rights. Girls who are discriminated against are discouraged to specialize or learn further those subjects thought to be masculine, such

9 UNESCO, Guidelines on Gender-Neutral Language, 1999.

10 UNDP, Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff, 2001.

11 Ibid.

12 Adapted from 'Scaling Up' Good Practices in Girls' Education, UNESCO/UNGEI, 2005, p. 68

13 Ibid. p. 38

14 OSCE (Organization for Security and Co-operation in Europe).

as mechanics. Boys can be discriminated against in the same way when they are teased for learning so-called “feminine subjects”, such as nursing.

Gender parity index (GPI) is a ratio of female-to-male values (or males-to-females, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.¹⁵

Gender parity can, however, be attained at a very low level of participation for both boys and girls (such as in early childhood education and secondary education). Hence, it is important to consider both absolute figures along with the parity index.

Gender-responsive budgeting (GRB) refers to an analysis of the “impact” of actual government expenditure and revenue on women and girls, as compared to men and boys. It neither requires separate budgets for women, nor does it aim to solely increase spending on women-specific programmes. Instead, it helps governments decide how policies need to be adjusted, and where resources need to be re-allocated to address gender inequalities.¹⁶

15 UNESCO, EFA Global Monitoring Report, 2009.

16 <http://www.gender-budgets.org>

Worldwide Commitments to Gender Equality in Education

Target audience: Policy-makers and planners, project/programme officers, teachers/school heads, teacher trainers, gender trainers

This tool gives you an overview of international commitments and suggested actions that need to be taken in order to achieve gender equality in education. Follow the links to learn more about these commitments, sensitize others and learn how to take action at your own level.

Dakar Framework for Action, Education for All, 2000

<http://www.unesco.org/education/efa>

It proposes 12 major strategies and sets 6 major goals to achieve quality education for all by 2015. The gender specific goals are as follows:

Goal 2 is to “ensure that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.”

Goal 4 is to “achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

Goal 5 is to “eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.”

UN Millennium Development Goals (MDGs), 2000

<http://www.un.org/millenniumgoals>

The 8 MDGs form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest. The education related goals are as follows:

Goal 2 is to “ensure that all boys and girls complete a full course of primary schooling.”

Goal 3 is to “eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.”

Beijing Declaration and Platform for Action, 1995

<http://www.un.org/womenwatch/daw/beijing/platform>

The Platform for Action is an agenda for women’s empowerment. It seeks to remove all the obstacles to women’s active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.

World Declaration on Education for All, 1990

http://www.unesco.org/education/efa/ed_for_all/background/world_conference_jomtien.shtml

The World Declaration on Education for All adopted by the World Conference on Education for All, in Jomtien, Thailand spells out targets and strategies to meet the basic learning needs of all. The goal is to have universal access to learning; focus on equity; emphasize learning outcomes; broaden the means and the scope of basic education; enhance the environment for learning; and strengthen partnerships.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979

<http://www2.ohchr.org/english/law/cedaw.htm>

The Convention was adopted by the United Nations General Assembly. It defines discrimination against women and establishes an action agenda for putting an end to sex-based discrimination. In particular, Article 10 of the Convention stipulates specific rights to education that governments ought to ensure.

UNESCO Convention against Discrimination in Education, 1960

http://www.unesco.org/en/education_ar/themes/promoting-rights-and-freedoms/the-right-to-education/monitoring/unesco-instruments/convention-against-discrimination-in-education/

The Convention states unequivocally that discrimination in education is a violation of rights enunciated in the Universal Declaration of Human Rights. It is UNESCO's first international instrument in the field of education to have binding force in international law. Its purpose is not only the elimination of discrimination in education, but also the adoption of measures to promote equality of opportunity and treatment.

Universal Declaration of Human Rights, 1948

<http://www.un.org/en/documents/udhr>

The right to education for all was recognized by Article 26 of the Universal Declaration of Human Rights, which was adopted in 1948 by the General Assembly of the United Nations.

Target audience: All

This tool provides a short overview of the many existing disparities between boys and girls/ men and women.

Gender parity in school enrolments is not achieved.¹⁷

- **In the world**, only 59 of 176 countries with data available have achieved gender parity in both primary and secondary education.
- **In Asia and the Pacific:**
 - In **primary** education: Out of 47 countries with data available, **20 countries have not achieved gender parity.**
 - In **secondary** education: Out of 43 countries with data available, **30 countries have not achieved gender parity.**
 - In **tertiary** education: Out of 30 countries with data available, **29 countries have not achieved gender parity.**

Out-of-school children are mostly girls.¹⁸

- 38% of all out-of-school children are in Asia and the Pacific.
- Of the 72 million out-of-school children in the world, 55% are girls.
- 58% of the out-of-school children in South and West Asia are girls.

Adult illiterates¹⁹ are mostly women.

- Of the 757 million adult illiterates, two-thirds live in Asia and the Pacific.
- Two-thirds of adult illiterates in Asia and the Pacific are women.
- Female illiterates account for:
 - 55% in the Pacific
 - 63% in South and West Asia
 - 68% in Central Asia
 - 71% in East Asia

National data hides sub-national disparities.

- National data may show gender parity, but if we look at the sub-national data, we may find disparities that disadvantage girls and boys.

For instance, if we look at national data, Sri Lanka has achieved gender parity at the primary level, with a Gender Parity Index of 1 for primary net enrolment.²⁰ However, in some provinces, reports indicate that girls can be significantly disadvantaged.²¹

17 UNESCO, EFA Global Monitoring Report 2009, Paris

18 UNESCO Institute for Statistics, www.uis.unesco.org

19 Aged 15+. UNESCO Institute for Statistics, www.uis.unesco.org

20 UNESCO Institute for Statistics Database, September 2007

21 Sri Lanka EFA Mid-Decade Assessment draft report

Boys, too, are concerned.

- In Central Asian countries and some East Asian countries, disparities favour girls.
- Disparities that disadvantage boys within secondary education are growing, especially in East Asia and the Pacific.
- Girls tend to do better once in school, stay longer in school than boys, and have lower repetition and drop out rates.

There is a strong link between poverty and gender inequalities in education.

- Children in poor households are less likely to attend school than children from wealthier families.
- Children of illiterate mothers (predominant in poor households) are more likely to be out-of-school.
- Gender disparities are inversely related to wealth. They rise for girls born into the poorest households.
- Countries with the smallest educational gaps between men and women have higher Gross National Product rates.²²

Education is a feminized profession, but:

- There are gradually less female teachers as we look at figures from lower to higher levels of education.
- The lack of female teachers is one of the major obstacles to girls' access to education in South and West Asia.
- Education and school systems throughout the region are largely managed by men.

Gender equality in education is more difficult to achieve.

- Gender differences persist in learning outcomes and subject choices.
- School-based factors partly explain these differences.
- There are also social, cultural and economic forces that structure different expectations, aspirations and performance for girls and boys, women and men.

²² King and Hill, 1993, cited in IIEP, *Increasing Girls' and Women's Participation in Basic Education*, 1997.

Tool 4 How Gender-Responsive is Your Work Environment?

32

Target audience: All

This tool should be used to assess the gender-responsiveness of your work environment. The questions suggested are meant to help you reflect on this environment. They are not meant to be answered by yes or no, or to be dropped right away. Based on your reflection, you should try to promote and make any necessary changes at work so that gender equality is promoted.

Looking at your organization's gender culture

1. Organizations usually promote certain values/principles. What are they in your organization?
2. Is gender equality one of them?
 - a) If so, how is the gender equality principle spread across the organization?
 - (i) Is it listed in recruitment announcements and documents?
 - (ii) Is it put into effect or addressed during staff meetings?
 - (iii) Is it mentioned in the organization's policies?
 - (iv) Are there visible messages in the work environment?
 - (v) Through other means?
 - b) If not, and in your opinion, what are the chances to promote gender equality in your organization?
3. In your opinion, is gender equality considered important by all staff members?
4. Is there a Gender Focal Point or any staff member in charge of promoting gender equality in your organization?
 - a) Is it a team or a single person?
 - b) A female or a male? In case of a team, what is the distribution of the members?
 - c) When were they appointed? At which level?
 - d) Is it an additional task, on top of other previously assigned tasks?
 - e) Were they provided with additional resources (time/budget/staff)?
 - f) Do they have an impact on the organization?
 - (i) Are they participating in decision-making processes of your organization? If so, at what level?
 - (ii) Are they in regular contact with all staff for either disseminating information or receiving comments and being asked for advice?

Looking at your organization's policy

5. Does your organization have an explicit gender policy stating the objectives, visions and strategies?
6. Are there explicit rules and regulations to ensure gender equality in your organization?

The scope of this question is quite broad. You may check if there are rules and regulations to ensure:

- a) equal opportunities for placement, career development and promotion for both men and women at all levels;
 - b) Availability of appropriate facilities, depending on the needs of men and women;
 - c) Any other.
7. Are these rules and regulations respected in your organization?
 8. If not, then what are the mechanisms for change/improvement?

Looking at your organization's human resources management

9. Is there gender parity in staff distribution in your organization?
 - a) How many females and males are there in your organization?
 - b) How many females and males are there in each unit/section/department?
 - c) How many females and males are there at each level of hierarchy?
10. Is sex a criterion for selecting staff, consultants, and partners? Is there an explicit mechanism to move towards gender parity?
11. Is being a female (or male) perceived as an advantage or an inconvenience for certain jobs/tasks?
12. Are there equal opportunities for training of both females and males?
13. Are there equal opportunities for promotion of both females and males?
14. Is working outside office hours/days a practice that is valued?
 - a) Is this practice more prevalent among men or women?
 - b) What are the reasons for the difference?
15. Can both women and men take paid leave for a child's birth/adoption?
 - a) For how many children is the paid leave given?
 - b) How many paid days can be given to fathers? And how many to mothers?
 - c) Do you feel free to announce that you will be taking parental leave? If not, why?
 - d) Do you think taking parental leave will affect your future career development and promotion?
16. If there is a staff union, how is the staff union composed?
 - a) How many men and women are there in the staff union?
 - b) Is the head of the staff union a woman or a man?
 - c) In your opinion, through the staff union, can concerns of female and male staff be considered and voiced equally?

Looking at your organization's decision-making

17. How many female and male staff members take part in policy formulation and decision-making?

18. In your opinion, when decisions are made, are the views of female and male staff considered equally?

Looking at your organization's gender awareness training

19. Is there information and technical knowledge on gender equality and gender mainstreaming available to all female and male staff members?
- How can staff members access this information?
 - How many of them can access this information?
 - If they don't access this information, what are the possible reasons?
20. Is there sensitization and training in gender offered to all male and female staff members?
- Is it compulsory or on a voluntary basis?
 - What incentives are there to motivate staff to join gender training sessions?
 - How often is sensitization and training offered?
 - How many female and male staff members have been sensitized and trained?
 - Is the trainer appropriately trained, and familiar with gender issues of the organization?
 - Is the trainer the Gender Focal Point or someone outside the organization?
 - Has the impact of sensitization and training been assessed?
 - What are the organization's future plans for further sensitization and training?

Looking at your organization's gender-friendly facilities

21. Are there adequate facilities for female and male staff members? Guiding questions:
- Are the numbers of toilets proportional to the number of female and male staff members?
 - Is there a medical unit? Is the medical unit staff male or female?
 - Is there a child care facility available?

Looking at your organization's gender evaluation

22. Is there a mechanism to recognize the personal efforts of staff members to promote gender equality?
23. Has there been any gender-related evaluation in your organization?
24. Are there gender benchmarks, indicators and monitoring tools?
25. Has the gender-responsiveness of your organization been evaluated?
- If yes, then:
 - Was the evaluator internal or external?
 - A female or a male?
 - Were the results shared among the whole staff?
 - Have arrangements been made following the recommendations of the report?
 - If no, then:
 - What are the possible reasons for not having an evaluation?
 - Is your organization planning to have an evaluation?
 - Who could advocate for an evaluation, and how?

Useful Resources

Target audience: Teacher trainers, gender trainers

Gender and sex are not the same. The analysis and discussion of the following statements can help understand and raise awareness about the differences between them.

Think if the following statements are based on our perception of gender roles or sex differences.

1. Most women give birth to babies; men do not.
2. "Girls are gentle; boys are rough."
3. In all OECD countries, median wages for men are higher than those for women. The average difference is more than 15%, and exceeds 20% in several countries.²⁴
4. Most women can breast-feed babies; men can bottle-feed babies.
5. Most construction workers in Asia are men.
6. Most men's voices break at puberty; women's do not.
7. According to UN statistics, women do 40% of the world's work.²⁵ In a majority of countries, women's wages represent between 70% and 90% of men's wages.²⁶
8. A girl gets expelled from school for being pregnant, while the boy who impregnated her is neither judged nor expelled.
9. Boys learn to do the same work as their fathers, and girls learn to do the same work as their mothers.

²³ Part of the statements reported here are adapted from the *Gender Training Manual*, Oxfam, 1994

²⁴ <http://www.oecd.org/dataoecd/19/14/38172488.pdf>

²⁵ ILO, Trends Econometric Models, July 2009.

²⁶ ILO, Global Employment Trends for Women, March 2009, p. 19.

Comments

1. "Women give birth to babies; men do not."
This is a physical attribute based on biological differences between women and men.
2. "Girls are gentle; boys are rough."
These are assumptions based on cultural beliefs.
3. "In all OECD countries, median wages for men are higher than those for women."
This situation persists based on societal practices. Almost all OECD countries legislate to ensure equal pay for equal work regardless of being a woman or a man, but there are all sorts of reasons why this is insufficient to close the gender gap. Discrimination may continue if legislation is not or cannot be applied. More generally, women may end up in lower-paid occupations than men, and may struggle to be promoted as often as men.
4. "Most women can breast-feed babies..."
This is a physical attribute based on a sexual difference between women and men.
5. "Most construction workers in Asia are men."
The proportion of women in some sectors may be low due to traditional representations of women's roles – these sectors are seen as more 'masculine.'
6. "Most men's voices break at puberty, women's do not."
This is a physical attribute based on a sexual difference between women and men.
7. "According to UN statistics, women do 40% of the world's work..."
This is another example of the consequences of unequal perceptions of the roles attached to women. Throughout most regions and many occupations, women are paid less money than men for the same job.
8. "A girl gets expelled from school for being pregnant..."
Girls can suffer from unequal treatment based on their status in society.
9. "Boys learn to do the same work or job as their fathers..."
Societies can have different expectations about boys' and girls' likely behaviours.

Tool Gender Quiz

6

38

Target audience: Policy-makers and planners, project/programme officers, teacher trainers, gender trainers

This quiz will test your knowledge on issues related to education and gender. It is primarily intended for those who are already familiar with these issues, but it is a good sensitizer and may be used by all.

(Please mark a ✓ for the most appropriate response(s) to the questions mentioned below)

1. If sex refers to the biological differences between men and women, gender refers to:
 - a) Socially constructed roles and responsibilities of men and women
 - b) A concept that may change over time and vary within and between cultures
 - c) Femininity and masculinity
 - d) All of the above
2. Gender equality is an issue that is relevant to:
 - a) Only girls and women; it is a women's issue
 - b) Developing countries; it is only there that gender gaps exist
 - c) All societies, women and men alike
 - d) Ministries dedicated to women's affairs
3. Which Millennium Development Goal (MDG) focuses on gender?
 - a) MDG 1
 - b) MDG 2
 - c) MDG 3
 - d) MDG 5
4. Why are girls more likely than boys to miss out on secondary education in the developing world?
 - a) Because of high school fees, only boys go to school
 - b) Many adolescent girls are expected to help out at home
 - c) Child marriage restricts girls' mobility and freedom
 - d) All of the above
5. According to the 2009 UNICEF *State of the World's Children Report*, what is the proportion of girls in the developing world who get married before the age of 18?
 - a) 12%
 - b) 25%
 - c) 36%
 - d) 54%

6. Many women who become HIV positive have not practiced high-risk behaviours, and are either married or in, what they believe to be, a monogamous relationship (with only one partner who does not have other partners).
 - a) True
 - b) False
7. What fraction of the world's working hours is worked by women and girls?
 - a) 1/4
 - b) 1/2
 - c) 2/3
 - d) 3/4
8. As of May 2009, how many countries worldwide have met the goal of having women comprise a critical mass of 30% of parliamentarians?
 - a) 19
 - b) 24
 - c) 39
 - d) 49
9. Obstacles faced by women entering the world of information and communication technologies (ICTs) include:
 - a) Women's limited access to financial resources for buying ICT equipment
 - b) Unequal access to education and training
 - c) Isolation of women in their homes or in remote places
 - d) All of the above
10. Between 1901 and 2009, the Nobel Prizes have been awarded to 806 individuals and 23 organizations. How many women have received the Prize?
 - a) 12
 - b) 41
 - c) 77
 - d) 158
11. Looking at the issue of violence against women from a gender perspective recognizes that...
 - a) It is the nature of men to be violent. Women have to accept a certain degree of violence.
 - b) Violence against women is a manifestation of prevailing unequal power relations between women and men.
 - c) It is also women's fault if men are violent with women.
 - d) It is women's responsibility only to cope with men's violence.
12. In 2000, the UN Security Council passed Resolution 1325, a historical resolution that calls for:
 - a) the exclusion of women from all combating forces, both in military and para-military structures
 - b) the full and equal participation of women in all peace and security initiatives

- c) women's equal participation in efforts of war
- d) the exclusion of men from all formal peace-building processes

13. Which strategies help women become more socially and economically empowered?

- a) Women working together to challenge discrimination
- b) More income sources for women
- c) Improved access to education
- d) All of the above

14. National policies that promote gender equality contribute to:

- a) Poverty eradication
- b) Achieving Education for All goals
- c) Reduction of HIV infections
- d) Ending violence against women
- e) All of the above

15. Why are there more women in the teaching profession at the lower levels of education?

- a) Men prefer women to be involved in the teaching profession
- b) Women have fewer chances of being qualified to work in higher level positions
- c) Teaching is considered as a more suitable profession for women
- d) Women are considered as being more nurturing
- e) All of the above

Gender Quiz - Answers

1. d) All of the above

The concept of gender is vital because it reveals how women's subordination is socially constructed. It is not biologically predetermined, nor is it fixed forever.

Gender inequality exists because men and women are being valued differently and consequently, have unequal opportunities and life chances.

2. c) All societies, women and men alike

Gender equality is not directly correlated to economic development. Gender inequalities also exist in industrialized countries with high Gross National Product (GNP) per capita.

Gender equality is not a so called "women's issue." Women's empowerment is necessary, but only a step in the process towards achieving gender equality-which has yet to be achieved in any country of the world.

3. c) MDG 3

MDG 3 focuses on the promotion of gender equality and women's empowerment.

However, as indicated in the 2005 World Summit Outcome Document (para 59), gender equality and women's empowerment are fundamental for the achievement of all MDGs, whichever number they are given.

4. d) All of the above

Poverty and gender inequality are important factors that prevent girls from going to secondary school. At the same time, girls' education is essential for poverty eradication.

5. c) 36%

Globally, 36% of women aged 20-24 were married or in union before they turned 18, most commonly in South Asia and sub-Saharan Africa.

6. a) True

Violence against women, gender discrimination and lack of education increase women's vulnerability to HIV.

Marriage alone, without mutual exclusivity and/or the use of proven effective prevention methods (condoms), does not guarantee protection from infection.

7. c) 2/3

Women work 2/3 of the world's working hours, yet receive only about ten percent of the world's income. This is because women are responsible for most of the world's unpaid labour, which often goes unrecognized – like childcare, cooking and cleaning.

8. b) 24

The 24 countries are: Andorra, Angola, Argentina, Belarus, Belgium, Burundi, Costa Rica, Cuba, Denmark, Finland, Germany, Guyana, Iceland, Mozambique, Nepal, the Netherlands, New Zealand, Norway, Rwanda, South Africa, Spain, Sweden, Uganda and United Republic of Tanzania.

It is to be noted that 7 of these 24 countries are developing countries, and none of them are in the Asia-Pacific region.

9. d) All of the above

Women's ability to take advantage of ICT depends on conducive policies, an enabling environment in their countries to extend communications infrastructure to where women live, and increased educational levels.

10. b) 41

Women comprise only 4.3% of all Nobel Laureates.

Women have won Nobel Prizes in all categories - Physics (2), Chemistry (4), Physiology or Medicine (10), Literature (12), Peace (12) and Economic Sciences (1).

11. b) Violence against women is a manifestation of prevailing unequal power relations between women and men

Violence affects us all, but in most cases it targets women and girls and is perpetrated by men. This is not to say that men are genetically designed to be violent, but that as long as gender inequalities persist in our societies and that serious efforts are not made to build more balanced and mutually supporting gender roles, women will continue to suffer.

12. b) The full and equal participation of women in all peace and security initiatives

In adopting Resolution 1325 on Women, Peace and Security in 2000, the UN Security Council discussed specifically for the first time the roles of women in the context of armed conflict and peace-building initiatives. This resolution is one of the strongest normative documents in this field.

13. d) All of the above

Education, assets ownership and increased income empower women. Ensuring that women have opportunities to earn income, own assets and get an education can help to strengthen their influence in household decisions.

14. e) All of the above

Gender equality is an essential dimension for ensuring political participation and accountability; economic empowerment and effective development planning; crisis prevention and conflict resolution; access to clean water, sanitation, energy services and education; the best use of new technologies for development purposes; and society-wide mobilization against HIV/AIDS.

15. e) All of the above

This situation is the result of gender stereotypes and the structural way teachers are selected, trained, placed and promoted.



Gender Stereotypes²⁷

Target audience: All

The following statements present strong gender bias. The aim of this tool is to strike people's attention and make them reflect on their own beliefs and attitudes.

Would you say the following statements reflect stereotypes that should be changed?

"Women in the field damage the crop."	(Bangladesh)
"Men are the front legs, women are the hind legs of an elephant."	(Thailand)
"A woman has to live nine lives to be born a man."	(Bhutan)
"Behind a loser stands a woman."	(Philippines)
"Women are incapable. They can't even circle a stove."	(Pakistan)
"Respect men, degrade women."	(Japan, Viet Nam)
"Without a man, the family is a house with no roof."	(Viet Nam)
"Married daughters are water thrown out of the house."	(India)
"A boy inherits my name. A girl has no name."	(Papua New Guinea)
"Parents of a son in monkhood gain merit."	(Myanmar)
"Find me a woman and I'll give you a snake."	(Philippines)
"Daughters-in-law feel like ghosts in the house."	(Lao PDR)
"Having a baby boy brings more joy than having a horse."	(Bhutan)
"Daughters are temporary in the house. Sons are its honour."	(Pakistan)
"Daughters grow up for others, and sons for their family."	(China)
"A boy inherits my land. A girl becomes another man's wife."	(Papua New Guinea)
"A hundred sons are not a burden, but one daughter bows our heads."	(Pakistan)
"Men are rice grains and women are cooked rice."	(Thailand)
"Don't trust elephants, cobras, servants and your wife."	(Thailand)
"Women are vines – they cling to whatever they reach, are capricious and untrustworthy."	(Thailand)

²⁷ Some of these statements are taken from *Gender Sensitivity, A Training Manual*, UNESCO, 1997 and others have been collected from series of GENIA workshop participants

"Sons open the doors of heaven. Daughters open the doors of trouble."	(Nepal)
"A stick controls a wife."	(Bangladesh)
"A daughter who looks like her father is rich, but a son who looks like his mother is unhappy."	(Viet Nam)
"Three steps out of the house the man is a bachelor."	(Myanmar)
"A son is a master; a husband, a God."	(Myanmar)
"Obey father when young, follow husband when married and do as son says when old."	(Japan)
"An ideal woman is a good wife and a wise mother."	(Japan)
"A barren woman is like a stone in a river."	(Philippines)
"A man is the master in the house."	(Japan)
"A woman's place is in the kitchen."	(Papua New Guinea)
"Having daughters is like constructing toilets in front of one's house."	(Thailand)
"Long hair, short mind."	(Russia)
"Women are weak furniture."	(Madagascar)

Would you like to add other statements to this list?

Finally, consider this statement: **"Educate a woman, educate a nation"**. Is it discriminatory?



Gender Equality Cart

Target audience: Teachers/school heads, teacher trainers, gender trainers

There are hungry animals waiting for this cart to bring them the fodder. The cart has two wheels.

If the wheel on one side of the cart is large and the wheel on the other side is small, what will happen?

- The cart will either overturn or go around in circles.
- We may get a dizzy ox, but we won't go forward.

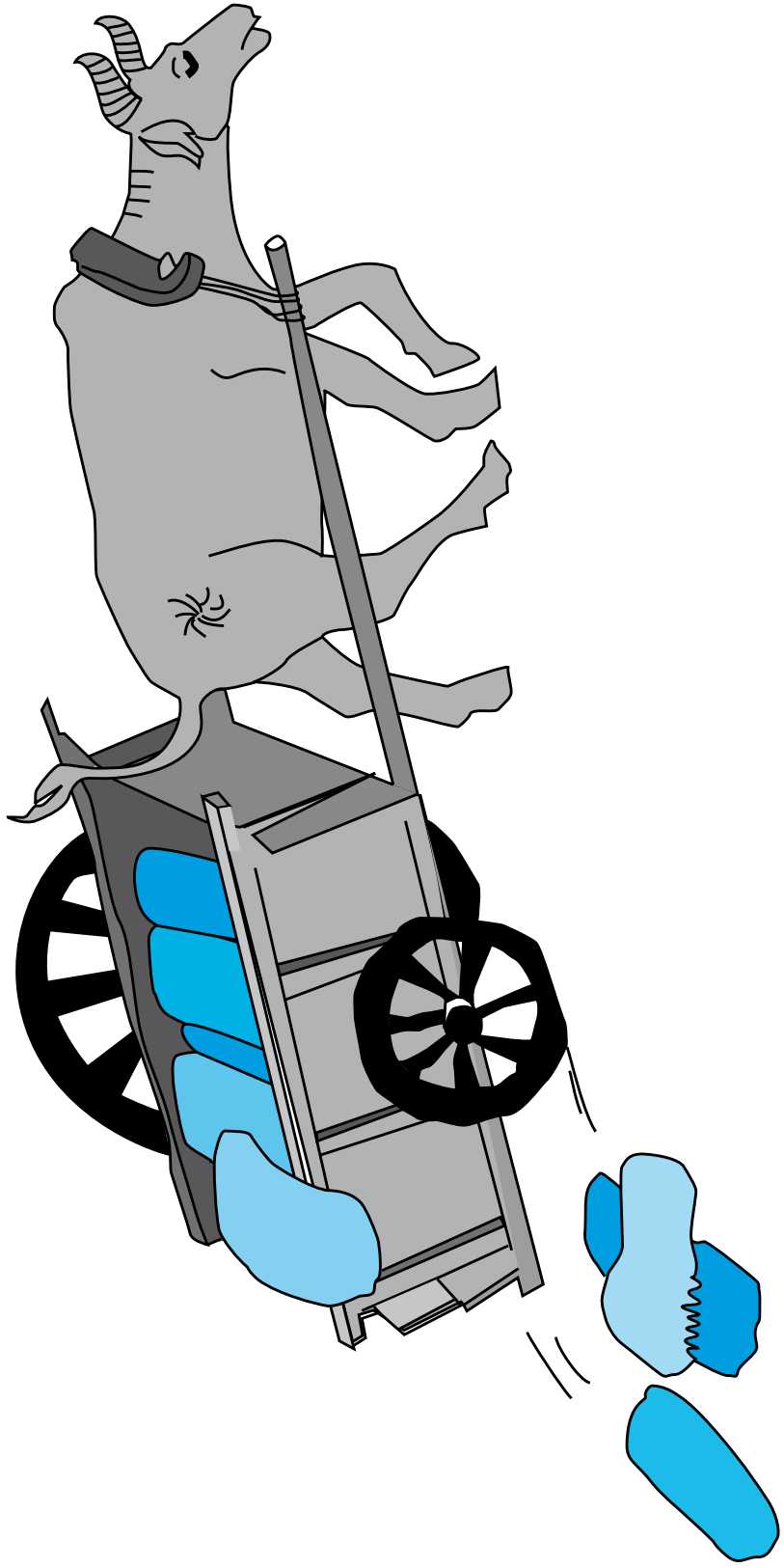
What happens if the two wheels are of the same size?

- The cart moves forward.

The same is true with men and women:

- The way forward depends on women and men being valued equally in society.
- The starting point is ensuring equality between boys and girls.

Gender Equality Cart





Gender Equality Bird

Target audience: Teachers/school heads, teacher trainers, gender trainers

This graphic uses analogy of a bird's wings compared with the males and females.

Any bird needs a pair of equally developed wings. Similarly in order to have a society develop, it is important that both male and female population develop equally.

Gender Equality Bird



The human race is a two-winged bird:

- one wing is female,
- the other is male.

If one wing of the bird depicting the human race is large and the other wing is small, what will happen?

- The bird will not be able to fly

What happens if the two wings are equally developed?

- The bird will be able to fly.

Part 2

Tools for a Gender-Responsive Educational Environment



Tool 10 Developing Gender-Responsive Curriculum and Teaching/Learning Materials

Target audience: Education material developers, teachers/school heads, teacher trainers

This tool will help you verify if gender-responsive mechanisms are used throughout the process of curriculum and teaching/learning materials development.

Planning

1. How many men and women are there as part of the steering committee?
2. Is the steering committee composed of equal numbers²⁸ of women and men who are trained in gender-sensitivity?
3. Is the committee meeting atmosphere conducive to open discussion, and does it allow exchange of diverse opinions from both women and men?
4. Is there a needs assessment process in curriculum planning, and does it equally reflect the voices of both boys and girls so that both their needs and interests are identified?
5. Are the subject experts in each curriculum/teaching-learning materials working group properly trained in gender sensitivity?
6. Do the contents and outline of the curriculum and teaching/learning materials address the needs of both boys and girls? If yes, then how? If not, what can be changed in the process so that their needs are reflected?
7. If male and female teachers have different needs, do the topics and outline of the teaching materials meet/reflect these different needs? If yes, then how? If not, what can be changed in the process so that their needs are reflected?
8. Are gender issues (such as gender-biased subject choices and division of labour) taken into consideration when planning workshops for curriculum and teaching/learning materials development? If yes, then how?

Design

9. Have you had gender experts review the text, language and pictures for possible gender biases?
10. Are the text, language and pictures free of gender bias? If yes, then how?

(For more information about this, you may refer to *Tool 13: "Analyzing the Gender-Responsiveness of Teaching/Learning Materials"*).

²⁸ Equal numbers are not mandatory, but you should seek a balance so that both men's and women's experiences, interests and needs are taken into account. If "equal numbers" do not exist, it is important to have a 'critical mass' of women and men. A critical mass is a number large enough to influence decision-making.

11. What are the domestic, volunteer and community roles of boys and girls? Are they given equal space and value in the curriculum and teaching/learning materials?
12. Do the exercises and stories feature girls and boys equally, and are they relevant to their life experiences?
13. Are girls and boys depicted in photos and graphics in equal numbers?
14. Are the practices/behaviours depicted according to existing stereotypes?
15. Are the writers and illustrators of the teaching/learning materials gender-sensitive? Have they received training for gender sensitivity?
16. Is there a gender balance of authors and artists, if available?
17. Are boys and girls equally encouraged to participate in classroom decision-making, and to what extent are they encouraged to make their voices heard?

Review

18. Have you pilot-tested the curriculum and teaching/learning materials on a small, but representative, sample of both boys and girls students?
19. If yes, how many boys and girls students are involved in the pilot testing?
20. Do they easily understand the materials?
21. Do both boys and girls rate the materials as relevant to their life experiences?
22. Are the members of the final review committee trained in gender-sensitivity?
23. Are the raised gender issues in the review considered during curricula and textbook development?

Training

24. Are men and women both trained as lead trainers in the use of the new curriculum/materials?
25. Are all female and male teachers trained to teach the new curriculum in a gender-responsive way?

Access

26. Are the new textbooks available to all boys and girls?
27. Do both girls and boys have equal access to all other instructional materials: supplements, classroom computers, maps, study guides, etc.?

Target audience: Project/programme officers, teachers/school heads

This gender lens could help you to understand a school's gender-sensitivity and responsiveness to the different needs of girls and boys, and help you make necessary changes to ensure that gender equality is promoted in schools.

Security and Health Issues

1. Is the school close enough for all school-age boys and girls to walk to?
2. Can both boys and girls be safe on their way to school? Are services provided to ensure their safety, such as transportation?
3. In the school and on the way to/from school, do girls and boys feel safe from:
 - bullying?
 - discrimination?
 - sexual harassment?
4. Are girls who get pregnant supported by the school, and do they feel free to continue schooling?
 - Is there a clear policy on reproductive health?
 - Are teachers and school officials aware of existing laws on this matter?
5. Are boys or girls who are living with/affected by HIV/AIDS (or other diseases) supported equally by the school?
 - What kind of support do boys and girls receive, if any?
 - Is there any special provision to reduce stigma/discrimination that girls and boys may face? Is it different between boys and girls?

School and Classroom Facilities

6. Are there well-maintained and adequate number of functional latrines for both girls and boys?
7. Is there clean drinking water in school available and accessible for all students, including girls and boys?
8. Are there enough seats and seating space for both girl and boy students?
9. Does seating arrangement give an equal opportunity for both boys and girls to participate in class and interact with the teacher and other students?
10. Is there sufficient amount of light and fan/heating arrangements for both girls and boys?

Curriculum

11. Does the curriculum reflect the needs and life experiences of both boys and girls?
12. Do both boys and girls feel confident in making subject choices that may not be traditionally male or female subjects?
13. Do girls participate and achieve equally with boys in maths and sciences, and boys in disciplines such as literature and history?
14. Does the curriculum promote peace and equality for boys and girls regardless of their race, class, caste, disability, religion or ethnic background?
15. Do curricular/extracurricular activities equally attract the participation of both boys and girls?
16. Are there activities to counter existing social stereotypes about boys and girls?
17. Are there activities (such as sports, cultural events, etc.) organized by teachers and/or students that intend to eliminate gender-based discrimination and promote fair and mutually supportive gender-friendly culture in the school?

Teaching and Learning Materials

18. Does each boy and girl have essential schoolbooks and other learning materials?
19. Do teaching and learning materials portray girls and boys of varying socio-economic and religious background, including those with disabilities, with equal prominence, potential and respect?
20. Are the materials and resources used by the students free from gender stereotypes?

Student Participation in Decision-Making

21. Do students take part in deciding the school's rules?
22. Does the school decision-making body listen to the voices of both girl and boy students? If yes, how?
23. Does the school encourage both boys and girls to express their opinions, needs and concerns freely?
24. Do both boys and girls have equal opportunities to participate in all school and classroom activities?
 - What kind of activities are boys and girls offered or assigned by teachers?
25. Are both boys and girls given equal opportunity in the management and leadership of school clubs, teams and associations?
 - Is there a class or activity leader/leader team?
 - Is the leader a boy or a girl? How is the leader's team composed?

Guidance and Counseling

26. Does the school have some kind of guidance/counseling programmes and facilities?
- What kind of aspects do these services include? Does it include sexuality/reproductive health/specific subject choice?
 - Can both girls and boys have equal access to these programmes?

Teachers

27. What is the ratio of male teachers to female teachers?
28. Do community leaders and parents value female and male teachers equally? Does it translate into formal recognition?
29. Does the school head (male or female) treat both male and female teachers equally? Are they given equal responsibilities and opportunities?
30. Do all teachers encourage girls and boys to speak and contribute equally?
31. Do all teachers value the views of boys and girls equally?
32. Have both female and male teachers and the school head participated in gender training courses?
33. Do both male and female teachers have relevant training to support both girls and boys on reproductive health issues?

Community Members and Parents

34. Are community leaders and parents equally supportive of both boys and girls to attend school?
- Guiding questions:
- Is there a system of community funding in place?
 - Are community members and parents volunteering in the school?
 - Are donations made to the school?
 - Are fundraisers supporting the school?
 - Is there any in-kind support received by the school?
35. Are community women and men with special knowledge or skills brought into the class as resource persons?

Target audience: Teachers/school heads, teacher trainers

This tool presents a set of recommendations for all teachers to adopt gender-sensitive attitudes towards their students.

A gender-sensitive teacher should be encouraged and trained to:

Perception of Learners' Abilities

1. Value equally the learning ability of both female and male learners (girls/women, boys/men)
2. Facilitate both female and male learners' abilities to learn and progress equally and develop their potential to the fullest

Learners' Attitudes Towards Each Other

3. React cautiously to unfriendly and potentially gender-biased attitudes that learners may demonstrate towards other female and male learners
4. Help learners question these attitudes in order to prevent them from happening in the future

Learners' Participation in the Classroom

5. Call on or address both female and male learners a balanced number of times and for all subjects
6. Give both female and male learners equal opportunity to write on the writing board a balanced number of times and on all subjects
7. Give both female and male learners equal opportunity to present their work or answers to the class on equal regularity and for all subjects
8. Give similar duties to both female and male learners (example cleaning, moving furniture, etc.)
9. Support and encourage both female and male learners to be class leaders, possibly having one female and one male as co-leaders

Teaching/Learning Environment

10. Use materials that portray female and male characters in equal numbers and involved in similar activities; if not, the teacher should try to call on learners and help them challenge stereotypes in the portrayal of female and male characters in the teaching/learning materials used
11. Display posters on the walls that portray female and male characters in equal numbers and involved in activities together

12. Have a classroom seating plan that enables both female and male learners to participate and have equal opportunities to learn

Mentoring, Guidance and Counseling to Learners

13. Provide guidance and counseling, if possible, as well as mentoring support to both female and male learners with regard to the continuation of their studies, job perspectives or psycho-social needs. This support should be delivered in a gender-sensitive way so that both boys and girls do not choose stereotyped paths (for instance, girls should not be led to select subjects that are traditionally regarded as being more “feminine” or boys should not be led to select subjects that are regarded as being more “masculine”).

Personal Development and Training

14. Seek advice on teaching methods that are more gender-sensitive
 - from other teachers
 - from the school head
 - from the school inspector
 - from the ministry’s gender focal point
 - from gender experts and attending formal training courses
 - from parent-teacher associations, whenever relevant
 - from NGOs, whenever relevant
 - by his/her own means through self-study (printed and/or online materials etc.)

Tool 13 Analyzing the Gender-Responsiveness of Teaching/Learning Materials²⁹

Target audience: Project/programme officers, material developers, teachers/school heads, teacher trainers

This tool will help you assess the level of gender-responsiveness of the teaching/learning materials you are using, have created or need to update. The reflection initiated should open the way to further remedial action, if necessary.

Overall View

1. Briefly examine the text, pictures or part of the material you wish to analyze.
 - Summarize the content of the material that you are analyzing.
 - What is your overall opinion on the ways that boys and girls are depicted in the teaching/learning materials from a gender perspective? What is the central message?
2. Is the document easy to read/understand?
3. What part of the teaching/learning materials seem to promote gender equality? Why?
4. What part of the teaching/learning materials seem to perpetuate gender bias and stereotypes? Why?

Frequency of Appearance of Female and Male Characters

5. How many men and women are portrayed or mentioned in the texts and pictures?
6. When and how often do female characters appear compared with male characters?
7. When does the first named man appear? When does the first named woman appear?

For instance, female characters in a text can be referred to without being named, whereas male characters are named; this leads to an impression that male characters are given more importance.

8. How often are men and women characters named in the teaching/learning material?

Nature of Appearance of Female and Male Characters

9. What kind of activity (productive/reproductive/community) is each person involved in?

²⁹ Adapted from Obura; *Changing Images*; Styles Emily; *Mirrors and Windows*; UNESCO Gender Sensitivity: *A Training Manual* and FAWE, *ABC of Gender Analysis*, 1997.

10. How are women and men portrayed?
 - Nurturers
 - Economic producers
 - Leaders
 - Victims
 - Others
11. What psychological traits (resourceful, smart, brave, coward, gentle, etc.) are attributed to female and male characters?
12. How are family roles distributed between male and female characters (caring for children, helping children with their homework, playing with children, cleaning the house, cooking, repairing, etc.)?
13. In what specific activities are girls and boys involved?

Illustrations

14. How are both women and men portrayed in pictures/drawings? How do women appear in comparison with men especially in terms of their picture sizes?
15. Are the illustrations culturally appropriate and/or gender-responsive?
16. Do the illustrations portray both women and men positively and in ways that are free from gender bias?

Places

17. Where is the action/activity taking place in pictures/drawings? Is it in a public area or in the private domain?
18. Which places signify importance and why? Are women and men both portrayed in these places?
19. What impact does positioning of each person have on his/her visibility?

Results

20. What are the implications of the activities in which the people are involved in terms of hierarchy, importance and portrayal of gender relations? Are men and women portrayed on an equal footing?
21. Are female characters presented as autonomous individuals or only shown in relation to males?
22. What issues are prominent?
 - The multiple roles of women/girls
 - Women taking initiative to control their lives
 - Women/girls questioning their life conditions
 - Women leaders/girls as classroom, school leaders
 - Women/girls as equal partners of men/boys
 - Women in non-traditional employment/girls in non-traditional roles

- Others

23. Is the content realistic in terms of women's/men's, girls'/boys' roles and responsibilities in your community?
24. What kinds of individual role models are presented for both girls and boys? Are there any differences you can note?
25. Can you see any changes in the respective roles of women and men in society based on the teaching/learning materials? What are these changes?
26. Would these same changes be possible in your own community? Why or why not?
27. Do the teaching/learning materials promote gender equality, women's self reliance/girls' empowerment?
28. How do the teaching/learning materials promote equal partnership between women and men, girls and boys?
29. Do the teaching/learning materials reinforce gender stereotypes? If so, in what way?
30. Is there anything you would like to improve in the teaching/learning materials to make them more gender-responsive?

Tool **14** **Guidance on Gender-Responsive School Observation**

Target audience: Project/programme officers, teachers/school heads, teacher trainers, researchers

This tool gives guidance on how to use the school observation sheets that are given in Tool 16: "Gender-Responsive School Observation Tools."

Before using the observation sheets, please read the following guidelines:

Guidelines for Classroom Visits

1. **Limit the number of observers.** The presence of visitors changes students' and teachers' classroom behaviour; change it as little as possible by limiting the number of observers to two, if possible. Divide up tasks with your partner so that one person can fill in all the charts within one class period.
2. **Determine how long you will observe.** Spending one day or at least half a day gives a better view.
3. **Decide whether observers should intervene** or not. For instance, during a class observation, observers can sit at the back of the classroom to avoid disturbance or they can also participate and interact with the teacher and the students. Both approaches have different implications that you should ponder.
4. **Be clear about your objective** for the class observation and discuss it with the teachers and the school head.
5. **Tell the teacher you are here to learn** from her/him and her/his students, so you will be writing down many things while you are there. Have your pencil/pen and worksheet ready so you can begin as soon as you sit down.
 - Take off your "teacher's or supervisor's hat" and put on your "researcher's hat." Your role is to watch carefully, and not judge what the teacher is doing.
 - Use what you know as an educator to help you think about what you are seeing. You may also participate in the class by giving suggestions to the teacher or participate in the class, depending on your approach to class observation.
 - Watch. Record. Take notes. When observing, do not focus only on those speaking up and responding to the teacher. Observe and pay attention to those who are not actively participating, and why.
 - After the class, ask to interview five students (volunteers) and the teacher. (Make sure that both girls and boys are included possibly in equal numbers)
 - After you interview the teacher, you may show her/him what you have done (e.g., drawing the classroom map as shown in the example in *Tool 16: "Gender-Responsive School Observation Tool"*).

Guidelines for Collecting School-level Data

6. All observers should look around the school as they are walking to and from their classrooms to take note of:
 - a) images of males and females on the school walls (posters).
 - b) how spaces are used by girls and boys (e.g., seating arrangements with sufficient number of desks for both boys and girls, medical facilities, counseling facilities, football/basketball/lawn tennis field, location and use of separate toilets, drinking water).
 - c) other setting characteristics: Opportunities for athletics, extracurricular opportunities for both sexes (eg. art, cooking classes for boys and sports for girls).
7. Prior to the school visit, administrative school data should be collected from relevant services. You may verify them with the school teachers/head.
8. Observers can collect the enrolment information and data on teachers from the school head, if it has not been collected before.
9. In addition to what is asked for on your observation sheets, ask “child-seeking” questions:
 - a) See if the school has a record of how many girls and boys have dropped out of school in the last three years.
 - b) See if the school have a record of children in the community who are in the school-going age.
 - c) See if the school know how many children in the community are not in school and may never have enrolled (e.g., physically/mentally challenged, slow learners, dyslexic children whose parents are keeping them at home, children who are working, baby sitting, helping in family occupation, taking care of a sick family member, doing household chores and not enrolled in school).
 - d) See if the school has ever tried to reach those out-of-school children, girls and boys, and/or their parents, so that they can come to school.

Synthesize

In case you conduct multiple visits and observations, you may need to draw a summary sheet to compare your findings.

Adapt the Observation Tools

You are encouraged to adapt the observation sheets according to the context of the school or classroom you are visiting. The sheets you are given in Tool 16 can not be applied to all school/classroom contexts.

When you create your own observation tools, you can also make use of other materials given in the Toolkit, in particular, materials included in *Part 2: Tools for a Gender-Responsive Educational Environment*.

Promoting Gender-Responsive Community Learning Centres (CLCs)

Target audience: Project/programme officers, teaching/learning material developers, teachers/school heads

This tool helps you to assess and reflect on the gender sensitivity and responsiveness of the CLC's environment, management and training delivered.

Learners

1. How many male and female learners are participating in each CLC course?
 - Look for trends and differences in the courses that are usually taken by men and by women.
2. What are the sex-disaggregated age groups?
 - Is there an equal number of total male and female learners at the CLC?
 - Are there more male or female learners?
 - Is there any age-group specific trend in the proportion of female and male learners?

Teachers and Facilitators

3. How many male and female teachers/facilitators are there in the CLC?
 - Note the number of male and female teachers/facilitators.
4. What subjects do male and female teachers/facilitators teach?
 - Look for differences in the subjects they teach. Do men usually teach a certain kind of subject, while women teach other kinds?

Facility and Learning Environment

5. Is there enough space in the classrooms/learning environments (the way in which the seats and tables are arranged, etc.) for male and female learners to feel comfortable during the class/session?
6. Are the men/boys and women/girls featured in equal numbers in posters/wall decorations and in a manner that is free from gender biases and stereotypes?
 - Note the number of men/boys and women/girls in each poster and wall decoration.
7. Is the CLC facility located in a safe environment (safe against crime/abuse, etc.) for men/boys and women/girls?
8. Is the location of CLC courses convenient to access by both men/boys and women/girls?

9. How many separate-functioning, clean and lockable toilets are there for men/boys and for women/girls?
10. Is there a child-friendly area/space for girls and boys at the CLC, such as a playground or a child-care centre?

Courses

11. What are the course timings?
 - Does the timing of the courses take into account the responsibilities and schedules of men, women, boys and girls?
 - Are girls' and boys' school schedules considered when deciding on when to offer the course?
12. Do the courses offered target both men/boys and women/girls or are they more inclined to only one sex?
13. Are the teaching/learning materials gender-responsive and free from gender bias?
 - You may refer to *Tool 13: "Analyzing the Gender-Responsiveness of Teaching/Learning Materials."*
14. Are there enough learning materials for both women and men?
15. What course contents do women and men want?
 - Are these contents relevant to their needs?
 - Are there differences in the preferences between women and men?
 - Do women tend to want courses which are different than, what men want?
16. What expectations do women/men and girls/boys have from the services and programmes offered by the CLC?
 - Is there any difference in the level and type of expectation between women and men?

Information on CLC courses

17. Is the information on CLC courses sent to all household members?
18. Do both women and men have the information on CLC courses?
19. Do both women and men feel comfortable speaking with the main contact person for information at the CLC?

Management

20. Is there a balance in the number of female and male members in the CLC management committee?
21. What are the specific titles and roles of female committee members?

22. Do they take part in:
 - Needs assessment?
 - Planning?
 - Curriculum development?
 - Implementation/organization of activities?
 - Monitoring and evaluation?
23. What kinds of decisions do they make?
24. How does the committee identify the needs of male and female learners?
25. Do they consult both male and female learners?
26. Does the selection/election process of the management committee allow for or encourage equal opportunities for both men and women to be part of the committee?
 - How are members of the committee chosen or elected?
 - Are they elected on a voluntary basis?
 - Do they receive any support? If yes, then from whom?
 - Do men and women receive equal support for their nomination as members?
27. Who supervises the CLC?
 - Is it a woman or a man?
 - Who does she/he interact with during her/his visits?
 - Does she/he interact equally with male/female CLC staff members?

Useful Resources

Target audience: Teachers/school heads, teacher trainers, researchers

You can use these tools during a visit to a school and in a classroom observation. The analysis of the results will help you identify gender biases/issues in the school and classroom environment, as well as in the teaching-learning process.

The tools you will find here are intended for observation at a co-educational primary school. You need to adapt them if observation is conducted at a different level of education and in single-sex schools.

Questions should also be applied in and adapted to the contexts where they are relevant. Please also refer to Tool 14: "Guidance on Gender-Responsive School Observation."

30 The tables, lists of questions, and teacher/student interview questionnaires were initially designed by UNESCO Consultant Shirley Miske. They have been adapted since then.

Sheet #1 - School Information

Ask the school head or collect from school records in advance:

1. How many students in each class and leaders in the school are females/males?

Table 1. Information on students in the school

Students in the School	Girls	Boys	Total	Class monitor/ leader girl or boy?	Deputy monitor? girl or boy?
# Students in Grade.....					
# Students in Grade					
# Students in Grade					
# Students in Grade					
# Students in Grade					
# Students in Grade					

2. How many teachers in the school are female/male?
3. Do they have similar qualifications and training?

Table 2. Information on teachers in the school

	Grade	Qualification	Training	Sex
Teacher 1				
Teacher 2				
Teacher 3				
...				

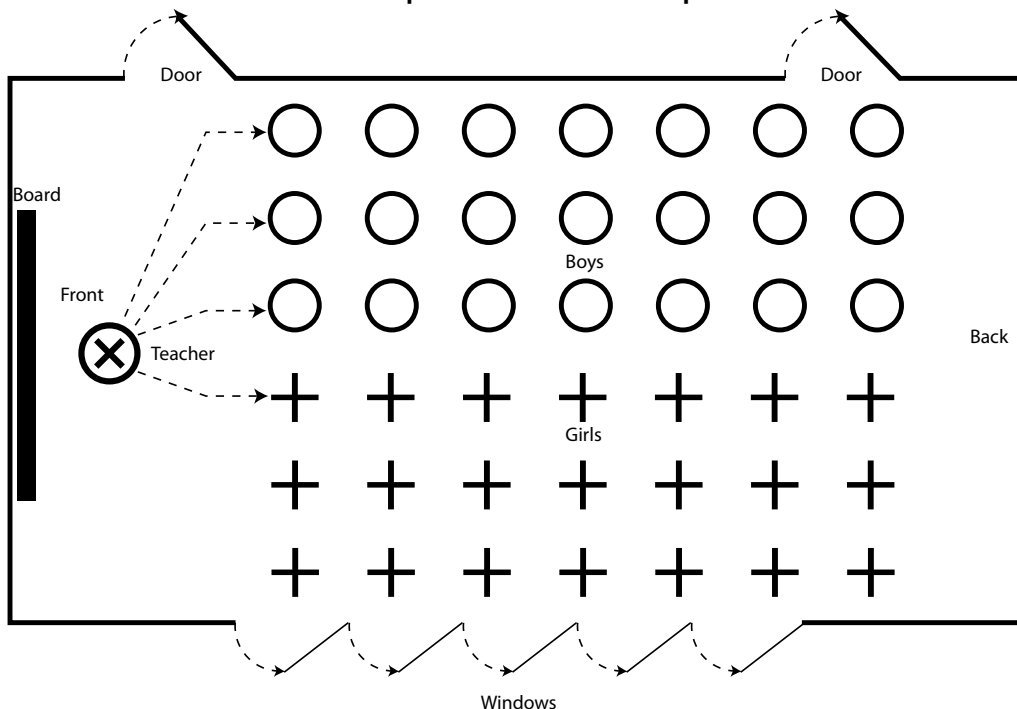
4. Is the school head male or female?
 5. How many deputy school heads are there?
 6. What is their distribution (male/female)?
- a) Do girls and boys have the same curriculum? (In case of secondary school students, you may ask if they study identical subjects)
 - b) If not, then what do girls study that boys do not?
 - c) If not, then what do boys study that girls do not?

Sheet #2 – Classroom Map

1. Draw a map of the classroom (please see the example below). Label the front, back, door, windows, board, fans, and heaters.
2. Where do the girls and boys sit?
 - a) Mark "+" for girls and "o" for boys; "⊗" for the teacher. Are student seating patterns segregated according to sex?
 - b) Students who sit near the teacher are often called on more frequently or receive more of the teacher's attention. Where do girls and boys sit in the classroom in relation to the teacher? Count the number of girls and boys who sit closest to the teacher (i.e., all students in the front row or the ten students who sit nearest to the teacher).
 - c) Is the seating arrangement decided by the teacher? Or are students free to sit wherever they want?
3. When the teacher walks around the classroom, does she or he walk near and stop to talk to the girls and boys equally?
 - a) Draw a broken line to show where the teacher walks. Draw an arrow pointing to the boy/girl every time she stops to talk to him/her.
 - b) When the teacher asks a question, does s/he look at any specific student? If so, is it a boy or girl?
 - c) After class, keep a record of how many times the teacher talks to girls and boys.

Attention should also be given to the quality of communication between the teacher and the students (not only to the quantity).

Example of a Classroom Map



Sheet #3 – Classroom Information

1. Is student group discussion used in the teaching and learning activities?
2. If yes, how do girls and boys act together?
3. Do the pictures or charts on the wall show equal numbers of male and female characters?
4. Are these male and female characters portrayed in gender-stereotyped ways?

Table 3. Wall posters

	# Girls/Women	# Boys/Men
Wall posters (Total #:)		

5. Do girls and boys have equal access to materials?
Count the number of textbooks you see girls and boys using during the lesson(s) you observe. Does every child have a pen or pencil and an exercise book?

Table 4. Access to materials

	# Textbooks	# Pencils or pens	# Exercise books
# Girls present.....			
# Boys present.....			

6. Is there enough light in the classroom for both boys and girls?
7. If there are chairs and tables in the classroom, then does every child have one?
How many boys do not have chairs?.....
How many girls do not have chairs?.....
8. Is there a fan or a heater in the classroom?
9. Does the air/heat reach every child?
10. Is there is any offensive/bad language addressed to girls and/or boys, written on desks, tables and walls?

Sheet #4 – Teacher Calling Students/Students Writing on Board

1. How many times does the teacher call on or address a girl or a boy during the lesson?
Place a tick(✓) in the box below. Later count the total number of ticks.
2. How many times do girls or boys go to the chalkboard to write during the lesson?

Table 5. How often do girls and boys participate in class?

	Girls	Boys	Total
Teacher calls on student			
Student goes to the board			

3. Who cleans up the board for the teacher? A boy or a girl?
Ask the teacher if and how the board cleaning is assigned.
Are both girls and boys equally assigned this task?

Sheet #5 – Textbook Analysis

Examine the textbooks

1. Do the textbooks represent girls and boys equally and fairly?
 - a) Are there equal numbers of girls and boys in the pictures?
(Count the total number of girls and boys)
 - b) Are the girls and boys doing similar tasks?
What are the boys doing in the pictures? What are the girls doing?
Do they have stereotyped roles?

Table 6. Pictures in textbooks

	#pictures girls	#pictures boys	#times girls appear	#times boys appear
Textbook #				
pages:				
.....				

2. What are the girls and boys doing in the pictures?
Are these activities all stereotyped according to sex (e.g., mothers always hold babies or cook, boys always play soccer, fathers always watch TV or read newspapers)?

Table 7. Activities

What are the girls doing?	What are the boys doing?

Sheet #6 – Schoolyard and Canteen Observation

Examine the schoolyard

1. Observe students on the playground during break time.
 - a) What are the girls doing?
 - b) What are the boys doing?
 - c) Do girls and boys use the same amount of space on the playground?
2. Are there separate toilets for girls and boys?
 - a) Do they all work properly?
 - b) Are there enough toilets for girls and boys based on their numbers?

Examine the canteen when students are having their meals

1. Is the seating arrangement of the canteen (or the place where children eat their meals) assigned to students or can they choose where they sit?
2. Can boys and girls sit together if they want?
3. Do students have to clean their dishes or do other cleaning tasks?
4. Do girls and boys have different tasks to do?

Sheet #7 - Interviews

Interview the teacher. Ask her/him:

1. How many of the boys do you expect will go on to secondary school?
2. How many of the girls do you expect will go on to secondary school?
3. Think of the top two girls in the class. What work do you think they will do after they finish their education? Why?
4. Think of the top two boys in the class. What work do you think they will do after they finish their education? Why?
5. How are the class leaders chosen?
6. Who is the class leader (monitor) in this class? (girl or boy)
7. What are her/his duties?
8. Who is the assistant class leader (monitor) in your class? (girl or boy)
9. What are her/his duties?
10. How are the school leaders (leader/assistant leader) chosen?
11. What are her/his duties?

If information is available:

Table 8. Student Achievement – The top 20 students in the class in Grade.....

	Mathematics	Language	Science
# Girls			
# Boys			

Interview the students. Ask 5 girls and 5 boys:

1. Where do you sit in your classroom? Do you like sitting there?
2. Do you often participate in the class (talking with the teacher and classmates, and going to the chalk board)?
3. Do you like to go to school and to be in your classroom? Why or why not?
4. What is your favourite subject?
5. What is the subject you like the least?
6. How much education do you hope to receive? (lower secondary, upper secondary, university or other)? Up to which grade do you think you can study?
7. What kind of work do you want to do when you finish school?
8. What kind of work should girls/women do? Why?
9. What kind of work should boys/men do? Why?

Part 3

Tools for Gender-Responsive Educational Management



Target audience: Policy-makers and planners, project/programme officers

What is gender mainstreaming in education?

Gender mainstreaming in education is the process of assessing the implications for girls and boys/women and men of any planned action, including legislation, policies or programmes, at all levels of the education system. It is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes so that girls and boys/women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education.

Adapted from UN ECOSOC Resolution 1997/2

The graphic of the Gender Mainstreaming Cycle (see *Tool 17(b): "Gender Mainstreaming Cycle"*) depicts the two core elements of gender mainstreaming:

- 1) Gender mainstreaming is an approach used to integrate women's and men's needs and experiences into decision-making at every stage of the planning and programme cycle.
- 2) The heart of gender mainstreaming is a gender-responsive organizational culture. The organization commits itself to advancing gender equality and demands that every employee, at all levels, do so. All employees (whether male/ female) coming from different backgrounds and working at different levels respond positively to the organization's requirement that they internalize and actively advance gender equality in their daily work and interaction with others.

Gender mainstreaming should be conducted in all education institutions whether private or public, as well as government and international organizations who have a stake in education.

Why is gender mainstreaming needed?

Gender mainstreaming is the ultimate process in efforts towards achieving gender equality in education or any other sector. Until a country succeeds in reaching the goal of mainstreaming gender fully into education (as well as other fields), specific efforts are needed to reach that stage. Different countries are at different stages of gender mainstreaming, and almost all are far from achieving it fully.

What are the benefits of mainstreaming gender concerns?

- Successful programmes

Programme objectives are more likely to be reached if interests and experiences of both women and men are taken into account at all stages of the programming process. Needs and interests of all intended beneficiaries are more likely to be satisfied in this way.

- Budget efficiency

The success of programmes where gender issues have been mainstreamed means that the budget was allocated effectively and that no extra costs will be needed to remedy failures, since differentiated needs of women and men have been considered at the onset of budgeting.

- Enhancing democracy within organizations and society

An organization becomes more democratic and respectful of plurality, if both women and men equally shape decisions and processes and participate in the results.³¹

- Ending discrimination

Discrimination becomes visible and can be dismantled.³²

How to make it happen?

There are many ways gender mainstreaming can be effected, and several agents can play their role in this process. At whatever level you are working, whether at a senior level in the ministry or as a teacher/head teacher in a school, you can introduce certain changes that would lead to gender mainstreaming.

It is important to have a strategy, including plans for monitoring of gender mainstreaming in education. The strategy could include the following steps:

- Developing and implementing a gender equality policy

Your organization should state its commitment to addressing gender inequalities, both within the organization, in the programme design, and in implementation. The policy should set out clear objectives, outline the responsibilities and introduce mechanisms to monitor the progress made towards achieving gender equality.

- Conducting gender analysis

Gender analysis is a critical step towards gender-responsive planning and programming. It involves the collection and evaluation of sex-disaggregated information and experiences in order to understand the differences, similarities and interactions between women and men. It examines both women's and men's specific activities, conditions, needs, access to, and control over resources, and access to development benefits and decision-making power. It then studies the linkages of these and other factors in the larger social, economic, political and environmental context.³³

31 www.fit-for-gender.org, Angelika Blickhäuser and Henning von Bargen, Berlin, 2007.

32 Ibid.

33 Adapted from UNESCO Paris, *Handbook for Gender Focal Points in UNESCO National Commissions*, June 2005.

"Gender analysis in the education sector would begin from a consideration of the ways in which boys and girls/men and women participate differently in the education system. This would entail not only looking at enrolment at one specific time in the school system, but also completion issues, transfer rates to more advanced levels, various quality concerns, etc. Secondly, as part of a mainstreaming strategy, the gender analysis would seek to identify structures and processes – legislation, social and political institutions, cultural practices, learning and teaching institution practices, etc. The outcome of this exercise would be education policies, programmes and projects which will serve both men and women and contribute to achieving more equal gender relations in the education sector, at large."³⁴

- Gender analysis necessarily involves application of both quantitative and qualitative methods. You can use the tools presented in this toolkit or others provided by different national and international organizations (see References section).

- Acting on the basis of the gender analysis findings

The gender analysis that has been conducted may have shed light on realities that had never been known or addressed before. The task is then to take action by designing and implementing policies, programmes and projects that meet the different needs and interests of both women and men.

Depending on the specific context and situation, gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. Some measures could be temporary, whereas others could be long-term. Temporary measures are needed to combat the direct and indirect consequences of past discrimination.

- Implementing a gender-responsive budgeting process

Gender budgeting is a critical component of a gender mainstreaming strategy (see *Tool 18: "Gender-Responsive Budgeting in Education"*).

- Appointing a gender focal point/team

Efforts towards mainstreaming gender issues in your organization can be further strengthened if they are monitored by one staff member, or even by a team.

The gender focal point (or a team) can serve as a resource element (e.g., for training) and be responsible for circulating information on gender issues to all staff.

He/she can also actively take part in all decision-making processes, or conversely serve on a consultative mandate.

Missions and activities of the focal point can be formalized under specific terms of reference. Incentives such as extra salary or reduction of other duties can also be planned, so that the focal point (team) does not feel this new assignment is an extra burden, decreasing his/her commitment.

³⁴ OECD-DAC, 1999, as found in Ramya Subramanian, *Gender in Primary and Secondary Education*, Commonwealth Secretariat, 2007, p. 121.

- Training staff on gender issues

Training is highly valuable because trained staff can:

- Understand the issues related to gender and reflect on how they manifest in their contexts
- Understand the need to tackle gender inequality at all levels and in all activities
- Adjust their behaviour and working methods to promote and enforce gender equality
- Make gender-responsive decisions
- Spread the word about the importance of gender equality to many others

There are several ways training can be provided:

- By the gender focal point (or team) within the organization or from a related organization (for instance from the Ministry of Education to a local school)
- By an external agent (for instance from an NGO or an international agency)
- On a self-study basis, with resources from the Internet/library or by any organization
- A combination of the above

Gender related trainings are more effective if they include reflective and analytical exercises, and address different kind of issues personal, inter-personal, organizational and larger social ones. One-time training does not help. It has to be a continuous process.

- Working in partnership with gender-specialized organizations and experts: Look beyond education sector for partnership and expertise to support teams. Please refer to the References section, to identify different partners working in the field of gender mainstreaming.
- Monitoring and evaluation plans

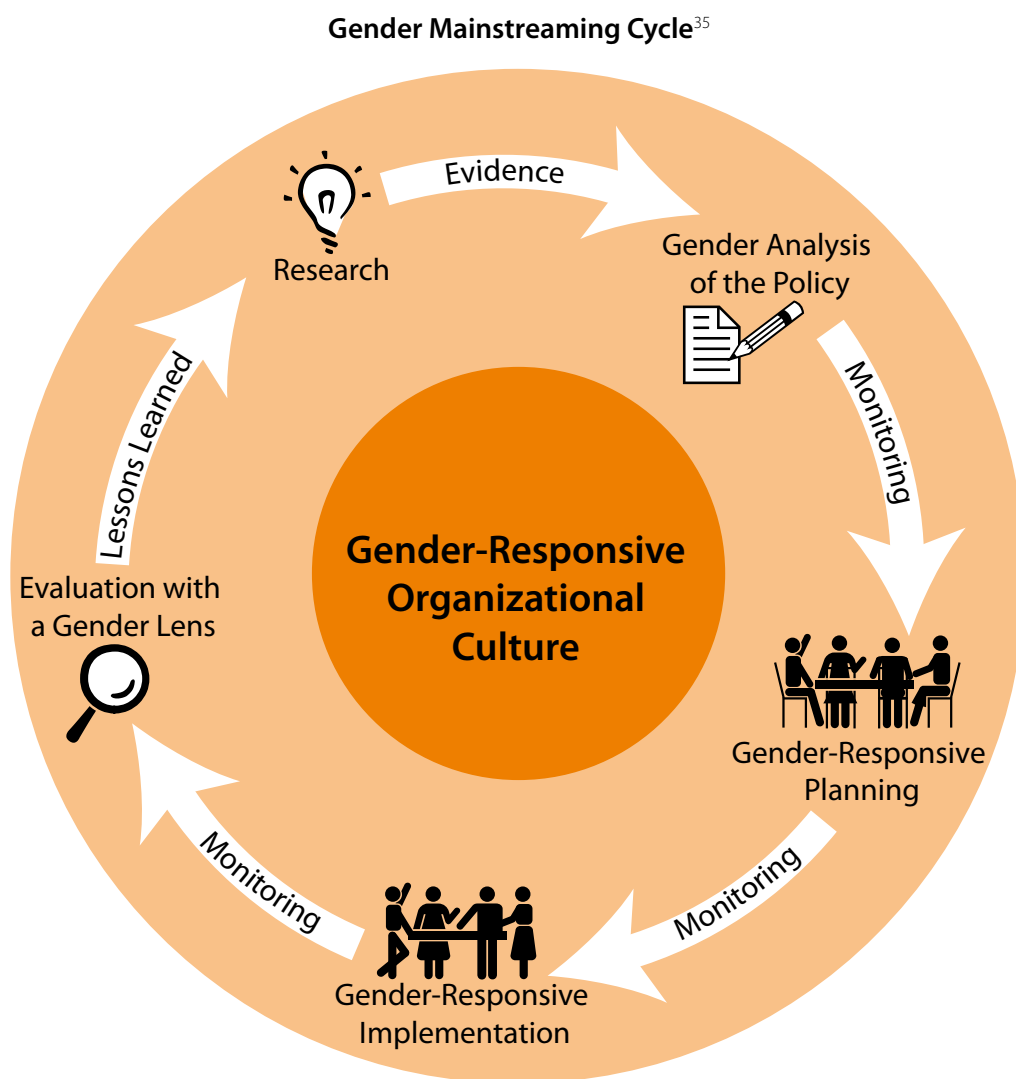
All efforts towards gender equality need to be monitored and evaluated so that adjustments during the process can be made and lessons learnt can benefit future progress.

Monitoring and evaluation can be conducted in different ways, but all staff should at least be involved in these processes. One example would be for them to monitor gender indicators through a regular checklist.

Tool 17(b) Gender Mainstreaming Cycle

Target audience: Policy-makers and planners, project/programme officers

Information on how to use this tool is given in Tool 17(a): “Gender Mainstreaming in Education.”



³⁵ Adapted from the original developed by Linda Pennells, (2003) UNESCO gender consultant. Monitoring mentioned here must be conducted with a gender lens.

Tool 18 Gender-Responsive Budgeting (GRB) in Education³⁶

Target audience: Policy-makers and planners, project/programme officers

1. How would you classify your organization's budget?

In your opinion, what is the impact of your organization/country's budget on the existing pattern of gender differences and inequalities?

- It leaves inequalities between women and men/girls and boys unchanged or is "gender neutral."
- It reduces gender inequalities.
- It increases gender inequalities.
- You don't know.

Budget documents are generally thought to be "gender-neutral." But in some cases, rather than being gender-neutral, budgets are more likely to be unaware or blind to their gender impacts. Most governments/organizations have little idea of the impact of expenditures and revenues on women and men/girls and boys.

2. What is gender-responsive budgeting?

- It is a budgeting initiative that promotes linking the sets of knowledge on gender and budget.
- It is a process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets in a gender-sensitive way.
- It involves analysis of actual expenditure and revenue on women and girls/men and boys.
- It helps governments to decide how policies need to be made, adjusted and reprioritized.
- It is a tool for effective policy implementation where one can check if the allocations are in line with policy commitments and the desired impact.
- It is a tool or means to achieving gender equality and women's empowerment.

3. What is not addressed by gender-responsive budgets?

- They are not separate budgets for women and men.
- They do not divide the budget equally between women and men, "50% - 50%."
- They are not limited to government budgets.
- They are not an increase in budget allocation for women.

³⁶ This Tool is based on materials developed by Dr. Reina Ichii, University of South Australia, for the GENIA workshop in 2008.

- They are not primarily concerned with increasing expenditures spent on gender specific programmes, such as health care programmes for pregnant mothers or medical examination of breast cancer.
- They are not an end in itself, but a tool to move towards the goal of gender equality.

4. Why are gender-responsive budgets (GRBs) important?

Budgets are the most important policy tools of a government/organization and they reflect its priorities and values, that is why making them gender responsive is crucial.

- GRBs mean advancement towards realization of women's human rights
GRB must address socio-economic discrimination against women.
- GRBs question equality and equity
The way a government/organization raises and spends money can have a negative impact on women.
- GRBs help alleviate poverty more effectively
Women are generally worse off than men belonging to the same socio-economic strata, and women and men experience poverty differently. Women are more affected by poverty than men.
- GRBs help monitor the achievement of policy goals
Many policy commitments can only be achieved if sufficient funds are allocated for their implementation.
- GRBs help achieve good governance
The delivery of goods and services to women, men, girls and boys can be improved in a fair, just and responsible way.
- GRBs enhance accountability and transparency
Gaps can be highlighted between international/national/organizational commitments and the amount of public/organizational spending.
- GRBs enhance economic efficiency
There is a positive correlation between diminishing gender inequality and higher growth rates. Women's productivity increases with their access to information/credit and the general productivity goes up in a society that is more equal.

5. Who are the players in GRB?

- The Government
- The Parliament
- All ministries and departments (e.g., Ministry of Finance, Ministry of Education, Ministry of Women's Affairs, Ministry of Health, etc.)
- Research/training institutions
- NGOs/CSOs
- Media

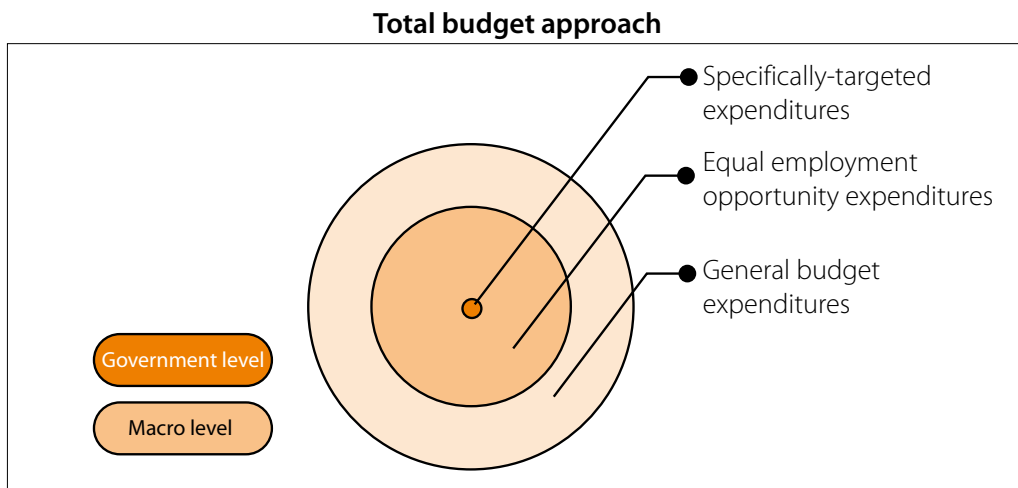
- Development partners (including donors)
- Educational institutions (including schools)

6. Four core goals of gender-responsive budgets

- To raise awareness and understanding about gender issues and the impact of budgets and policies.
- To change and refine government/organizations budgets and policies to promote gender equality.
- To make governments/organizational accountable for their budgetary and policy commitments on gender equality.
- To eliminate the gaps between stated policy objectives and practice.

7. Gender Budget Categories³⁷

- Women-specific targeted expenditures:** Resources allocated for programmes that specifically target women.
- Equal employment opportunity expenditures:** Resources allocated to affirmative action in order to promote employment of women and men in equal numbers, equal representation within management posts, and equal pay.
- Mainstream expenditures:** The bulk of the remaining expenditures not covered by the first two categories and considered in terms of their impact on gender equality.



This figure shows that the budget allocation for women's programmes is very small. In contrast, non-targeted expenditure, such as 'general expenditure' is very large, around 95% of total budgets in most countries³⁸. Therefore, it is essential that general budgets be examined from a gender perspective, as well.

37 Sharp, R. and Broomhill, R. (1990) "Women and Government Budgets", *Australian Journal of Social Issues*, 25 (1): 1-14.

38 UNIFEM (2000) *Progress of the World's Women: A New Biennial Report*, NY: UNIFEM

8. Five Steps Framework for budget analysis³⁹

Step 1: Situational analysis of women and men, girls and boys in education sector.

Step 2: Assessment of the extent to which the sector's policy addresses the gender issues and gaps described in Step 1, including an assessment of the relevant legislations, policies and programmes.

Step 3: Assessment of the adequacy of budget allocations to implement the gender-responsive policy found in Step 2.

Step 4: Monitoring of whether the money was spent as planned, what was delivered and to whom.

Step 5: Impact assessment of whether the policy as implemented changed the situation described in Step 1 in the direction of greater gender equality.

When the budget is tabled and implemented (steps 3 and 4):

- **Conduct gender budget analysis**

This can be done by assessing the government/organizational policy and programme expenditures and revenues for their impact on women, girls, men and boys (as well as different groups of women and men categorized by income, age, ethnicity, etc.).

- **Change budgets priorities** (if needed) so that gender equality is promoted.

In light of these gender budget analyses, implement strategies and actions that result in a budget that promotes women's empowerment and gender equality.

The combination of these two actions will produce a gender responsive budget.

9. GRB in Education Sector

What to analyze:

- Enrolment of students in schools/colleges by sex
 - Is the enrolment of girls in schools/colleges similar to that of the boys, or are fewer girls (as compared to boys) getting enrolled or vice versa?
- Attendance of students in schools/colleges by sex
 - Is the attendance of girls in schools/colleges similar to that of the boys, or are fewer girls (as compared to boys) attending schools/colleges or vice versa?
- Retention of students in schools
 - Is the retention rate among girls similar or less than boys?
 - Is the proportion of dropouts among girls more than that among boys or vice versa?

³⁹ Adapted from UNIFEM-UNFPA Gender Responsive Budgeting and Women's Reproductive Rights: Resource Pack, 2006.

- Learning achievement of students in schools/colleges by sex
 - Is the learning achievement of girls in schools/colleges similar to that of the boys, or are there disparities between boys and girls?
- Percentage share of women among the teachers
 - Is there equal representation of both women and men among the teachers , or are there fewer women teachers or vice versa?
- Percentage expenditure of the budget on women/girls
 - Is the expenditure on education, at various levels, equally reaching out to and equally benefiting women and men, or is it that women are being reached less than men?

10. Seven tools of gender budget analysis⁴⁰

1. Gender-aware policy appraisal evaluation of public expenditure by sector

Aim: To analyze policies and programmes funded by the budget from a gender perspective by asking in what ways policies and their associated resource allocations are planned and actually do they reduce or increase gender inequalities.
2. Sex-disaggregated beneficiary assessment of public service delivery and budget priorities

Aim: To collect and analyze the opinions of men and women on how current forms of public service delivery meet their needs and how far current patterns of public expenditures fit in with their priorities.
3. Sex-disaggregated public expenditure incidence analysis

Aim: To analyze the extent to which men, women, girls and boys benefit from expenditure on public services.
4. Sex-disaggregated public revenue incidence analysis

Aim: To analyze the impact of the kind of revenues raised by the government on women and men.
5. Sex-disaggregated analysis of impact of budget on time use

Aim: To analyze the impact of government resource allocation on the amount and the way time is spent in the households.
6. Gender-aware medium-term macroeconomic policy framework

Aim: To question gender-blind assumptions of macro-economic models and to incorporate gender variables into models on which medium-term public expenditure planning are based.

⁴⁰ Adapted from Diane Elson's tools mentioned in Kusari, M. et al. (2006) Gender Budget Analysis and the Impact of Fiscal Policies on the Poverty Level of Rural Women in the Municipality of Gjakova, Kosovo, p. 13. Accessed at <http://www.unifem.sk/uploads/doc/Gjakova%20report%20final.pdf>

7. Gender-aware budget statement

Aim: To review the budget using some of the other tools and to summarize its implications for gender equality with different indicators.

There is no single formula for gender budget analysis. Gender budget analysis differs in:

- Political and institutional nature of the organization
- Coverage/scope
- Stage of the budget cycle (preparatory, implementation, evaluation etc.)
- Profile given to gender budget issues (evidence of the institutional commitment).

Tool 19 Developing Gender-Responsive Education Projects and Programmes⁴¹

Target audience: Policy-makers and planners, project/programme officers

The questions below are supposed to help you in analyzing the different phases of the project/programme cycle from a gender perspective. If the answer happens to be “no” in any case, you would need to act and intervene in order to change the answer to “yes.”

Project/Programme Development and Implementation Process

1. Are men and women equal participants, decision-makers and beneficiaries in all stages of the project/programme cycle (identification, design, implementation, monitoring and evaluation)?
2. How can the project/programme ensure views and voices of women of different groups and status be taken into account, together with men, at all stages of the project/programme life-cycle?

The following set of key questions could be used at each stage of the project/programme cycle:

Identification and design

Assessing needs

1. Does the needs assessment explore the distinct needs and opportunities of women, men, girls and boys?
2. Have women and girls been equally and directly consulted in identifying such needs and opportunities?
3. Have men and boys been equally and directly consulted in identifying such needs and opportunities?

Defining general project/programme objectives

4. Are project/programme objectives explicitly related to both women's, men's, girls' and boys' immediate or practical needs?
5. Do the project/programme objectives also include the long-term strategic needs with a view to achieving gender equality in education?
6. Do these objectives adequately reflect women's, men's, girls' and boys' needs?
7. Have women and men of the project/programme target populations equally participated in setting those objectives?
8. Have there been any earlier efforts towards similar objectives?
9. How has the present proposal built on earlier activity/lessons learnt?

⁴¹ Adapted from the Harvard Analytical Framework: Overholt, Anderson, Cloud and Austin, Gender Roles in Development Project/Programmes, Kumarian Press, Connecticut, 1985.

Identifying possible negative effects

10. Is there any risk that the project/programme might negatively affect the current situation/condition of the target population? If so, please explain.
11. What will be the effects of the project/programme on women and men, girls and boys in the short and longer term?

Implementation

1. Does the project/programme implementer⁴² have a gender-responsive organizational culture⁴³ and a track record of empowering people, men and women, boys and girls?
2. If not, has the project/programme implementation team been given gender training?
3. Has the implementation team been assisted to develop gender specific guidelines prior to the start of the project/programme?
4. Are the risks, high-risk behaviours and vulnerabilities of men and women, boys and girls in the target group being appropriately addressed?⁴⁴
5. Does the project/programme include women and men, girls and boys who are disadvantaged?

Monitoring and Evaluation

Data requirements

1. Does the monitoring checklist include clear gender mainstreaming requirements?
2. Does the monitoring checklist include sex-disaggregation of information?
3. Does the project/programme have sex-disaggregated baseline data, gender objectives, expected gender equality results and related indicators, so as to enable the project/programme team as well as the beneficiaries to carry out the gender audit and assessment at various stages of the project/programme life-cycle?
4. Are women and men, girls and boys equally involved in designing the data requirements?

Data collection and analysis

5. Are the data collected at sufficient intervals so that necessary adjustments could be made during the project/programme?

42 Examples of implementers: NGOs, education research groups, community learning centres, parent-teacher organizations, teacher training colleges, school management teams, curriculum development teams.

43 An organization with a gender-responsive culture equally values the knowledge and skills of women and men, and facilitates their role as partners in decision-making. It employs, promotes and builds capacity of both.

44 Examples of high-risk behaviours are behaviours that put children at risk of being infected with HIV/AIDS, being pulled into drug use or prostitution, and being vulnerable to violence or child labour.

6. Are the data fed back to project/programme personnel and beneficiaries in an understandable form and on a timely basis to allow adjustments?
7. Are women and men equally involved in the collection and interpretation of data?
8. Are data analyzed so as to provide guidance to the design of other projects/programmes?

Scaling up good practices

1. Is there a mechanism to ensure that positive lessons from the project/programme will be shared and used in other projects/programmes on a wider scale?

If the project/programme involves training

1. Are the 'life experiences' of the female and male learners valued in the training?
2. Are the content and methods appropriate for male and female learners?
3. Are female and male learners able to use the knowledge/skills gained in the local labour market, in their communities or in their homes?
4. Is there a gender balance of both trainers and learners?
5. Are follow-up (post-training) services provided to the learners/trainees, or are regular contacts made with them by the trainers?

Developing Gender-Responsive Terms of Reference (TOR) for Research and Surveys

Target audience: Policy-makers and planners, project/programme officers, researchers

The terms of reference for various research and surveys would depend on their specific purpose, objectives, time-frame and context. Therefore, this tool provides a general checklist that could be useful for different purposes. More questions/points could be added for a particular research/survey project, as necessary.

Identifying the topic, target group, and geographic area

1. Is there information already available on the situation, knowledge and experiences of women and men (girls and boys) who may be covered as part of the research/survey?
2. If so, then is that information taken into account during the identification process? If not, then how can it be accessed and used?
3. If there is no such information available, are you taking that into account in your research/survey design?
4. Does the topic relate to both women and men (girls and boys)? If yes then how?
5. Does the target group consist of both women and men (girls and boys)? And Why?
6. If yes, then how many women and men (girls and boys) can be targeted?
7. Has the existing social status and position of women and men (girls and boys) been taken into account while deciding about the objectives and target group?
8. Has the difference between the ways in which women and men (girls and boys) relate to their environment been taken into account?

Selecting the lead consultant and research/survey team

1. How was the lead consultant selected?
2. How many women and men are there in the research/survey team? Is there a gender balance? If not, why not and how will this be compensated?
3. Do the lead consultant, data collectors and analysts have proven experience in gender analysis?
4. If not, then is there a process in place to ensure capacity building for gender analysis?

Setting the research/survey requirements

1. Is the lead consultant required to factor gender perspective into planning, design and implementation of the research/survey?

2. Does the research/survey design have gender-responsive objectives that are non-discriminatory, equally benefiting both women and men, and aiming at correcting hierarchical gender relationships and building mutually respecting partnerships between both women and men (girls and boys)?
3. How have stakeholders been involved in research/survey design? Does the research/survey design have gender-responsive outcomes which address the different needs of women and men (girls and boys) so that these needs inform the policies, programmes and projects (e.g., sex-disaggregated data)?
4. Does the research/survey design have gender-sensitive indicators which help measure gender-related changes expected to be achieved by the project, as well as in society, over time?
5. Do these changes include values, attitudes, behaviours and other qualitative changes, and not just quantitative and measurable changes?
6. If both women and men (girls and boys) are in the research/survey target group, how many of them will be interviewed and be beneficiaries/stakeholders? Will there be a balance? Having a balance is not mandatory. The number of respondents/interviewers is determined by the type of research/survey and its methodological requirements.
7. Is the research/survey team required to develop gender-sensitive indicators and collect both sex-disaggregated data and qualitative information from both women and men (girls and boys)?
8. Will the research/survey tools explore the different practical and strategic needs, roles, knowledge and experiences of both women and men (girls and boys)?

Identifying the impact of the research/survey

1. What is the strategy for disseminating the gender-related research/survey findings? Will gender-related lessons learned be featured in a report and a follow-up consultation?
2. Have direct links between the gender-related findings of this research/survey and the national/local/organizational policy been clearly made?
3. Is there a mechanism to utilize the findings from the research/survey in on-going and future programmes and policies, as well as improvement at the local/school level?
4. Is there a strategy in place to help ensure that this research/survey design and its gender insights influence policy?

Target audience: Project/programme officers, teacher trainers, gender trainers

This tool is intended to help you organize training sessions, meetings and conferences in a gender-responsive way. It does not target such events on the theme of gender only, but on any theme.

Preparation and Planning

Participants

1. How many men and women will be invited to attend the event? Will there be a gender balance?
If a balance is not possible, it is important to ensure that the meeting, itself, is gender-responsive and that it takes the varying needs of men and women into account, regardless of the gender imbalance.
2. What is the distribution in terms of their level in the organization's hierarchy? Is there a balance between women and men in relation to their level? (For instance, are there more senior male staff members who are invited for the event?)

Trainer/Facilitator

3. Who is the most appropriate trainer/facilitator for the specific purpose?
4. Should it be a woman or a man?
5. What are the pros and cons of each?
6. Is the trainer gender-responsive and aware of the specific gender issues affecting the learning environment?
7. Has she/he been required to be gender-responsive (in the terms of reference issued as part of hiring the trainer/facilitator)?

Chair/Speaker/Rapporteur

8. Who is the chair? A man or a woman? Is the chairperson's role rotated between women and men?
9. Is there a gender balance or at least a critical mass of women/men (depending on who is in the minority) in the speakers and rapporteurs?
10. Are they gender-responsive or do they need to be oriented on how to perform in a gender-responsive way?

⁴⁵ Adapted from the Division for Gender Equality, Bureau of Strategic Planning, UNESCO, Paris, 2007 and a document developed by Linda Pennells, UNESCO gender consultant.

Management

11. Do the terms of reference state an objective that promotes gender equality/responsiveness for this event?
12. Do the terms of reference outline the gender-responsive outputs?
13. Have gender issues been addressed throughout in the content and agenda?
14. Does the event design incorporate knowledge and lessons learnt (assets, failures, recommendations for improvement) on the gender-responsiveness of previous events?
15. Is there a gender balance in the planning team?
16. Has someone been designated to monitor the incorporation of gender equality issues in the event content?
17. Has someone been designated to ensure that women and men equally/fully participate in the event?

Possible obstacles to participation

18. Are there obstacles to the equal and full participation of men and women? (Security considerations, financial issues, family obligations, professional duties, legal constraints, moral/religious considerations etc.).
19. Do the meeting arrangements take these into account and attempt to overcome the obstacles that exist?
20. Schedule
 - Is the time adapted to women's and men's schedule?
 - Does it conflict with other responsibilities, safety concerns, etc.?
21. Venue
 - Is the venue accessible, safe and adapted to both male and female participants?
 - What is the distance from home/work to the venue? Is the location easily and conveniently accessible by majority of the participants including women?
 - Is it equipped to accommodate women, men and children under their care? (Conditions of latrines, childcare facilities, etc.).

Process

Content

1. Is the content meaningful to both men's and women's experiences?
2. Does the oral and written text use non-sexist language?
3. Are images and illustrations reflecting and valuing both women's and men's experiences?

Training Methods/Management

4. How many women and men does the trainer call on or address? Is there a balance? Is it proportional to their representation?

5. Are training methods and learning approaches inclusive, participatory and 'gender-transformative' in order to ensure both women's and men's full and equal participation in training?
 - Methods that encourage equal participation include: group discussions, discussions in pairs, system of rotating chair, limited speaking time per participant, to go around the table and ask each participant to say a few words, etc.). *Please refer to Tool 24: "Eleven ways to obtain participation during a workshop."*
6. Is the general behaviour of the trainer non-sexist and gender-sensitive?
7. Is the male/female distribution being monitored within each meeting session/ workshop/working group? (i.e. mixed or single-sex groups, as appropriate)
8. What is the seating arrangement during the event? Does it discriminate against men or women?

Evaluation

1. Does the evaluation form identify the participants' sex in order to monitor that both women's and men's needs and expectations have been met?
2. Do the questions allow the varying needs of the participants being reflected?
3. Does the final report fully reflect the gender issues raised during the discussions?
4. Will any impact analysis on this event explore how female and male participants are applying the newly acquired skills and content?
5. Is there a mechanism to ensure that lessons learnt on the gender-responsiveness of the event will be used in future events?

Useful Resources

Target audience: Policy-makers and planners, project/programme officers

1. What is a gender-responsive budget?

- a) A separate budget for women.
- b) An attempt to break down, or disaggregate, the government's mainstream budget according to its impact on women and men.
- c) The Budget for the Ministry of Women's Empowerment only.
- d) None of the above.

2. Who can participate in implementing a gender-responsive budget?

- a) Government, parliamentarians, non-governmental organizations (NGOs) and donor agencies.
- b) The Ministry of Finance, the Ministry of Women and the Ministry of Child Development only.
- c) Civil society organizations especially women's groups.
- d) Researchers and economists.
- e) Statisticians.
- f) Media.
- g) Development partners/donors.
- h) Women and men for whom the budget is intended.

3. What are the advantages of gender responsive budgets? (Mark all which apply)

- a) Gender budgets can provide more resources for girls and women.
- b) Gender-responsive budgets will eliminate corruption.
- c) Gender-responsive budgets can strengthen the participation of civil society in economic policy-making.
- d) Gender-responsive budgets can improve good governance.

4. Which of these different types of government expenditures have a gender impact? (Mark all which apply)

- a) Budget allocations for increased public transport.
- b) Budget allocations for equal pay between women and men in the public service.
- c) Funding a new programme on stopping violence amongst male youth.
- d) Re-allocating funding to increase the number of aged care workers in hospitals.
- e) None of the above.

⁴⁶ This quiz was developed by Dr. Reina Ichii and Dr. Sanjuga Vas Dev, University of South Australia, for the 2008 GENIA Workshop

5. If all line ministries considered gender in their development and routine expenditures, gender targeted expenditure could be eliminated.

- a) True
- b) False

6. Gender-aware beneficiary assessment is the best tool for gender budget analysis.

- a) True
- b) False

7. What are the three core goals of gender-responsive budgets?

- a) To develop performance indicators.
- b) To increase awareness of gender issues in programmes and budgets.
- c) To promote accountability of the gender impacts of government policies and programmes.
- d) To change budgets and programmes to promote gender equality.

8. When proposals are submitted to a budget committee which of the following should be included? (Mark all which apply)

- a) Identification of the gender issue
- b) % of project budget/ % of total ministry budget
- c) Policy objectives
- d) Outcomes and outputs
- e) Funding required
- f) Beneficiaries

9. What are the stages of gender budgeting? (Mark all which apply)

- a) The budget preparation
- b) When the budget is tabled
- c) During implementation
- d) Post-implementation
- e) All of the above

10. What is gender budgeting? (Mark all which apply)

- a) Refers to the process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets in a gender sensitive way.
- b) Involves analysis of the impact of actual expenditure and revenue (usually of the government) on women and girls as compared to men and boys.
- c) Helps governments decide how policies need to be made, adjusted and reprioritized.

- d) Is a tool for effective policy implementation, where one can check if the allocations are in line with the policy commitments and are having the desired impact.
- e) All of the above.

11. What is not gender budgeting (GB)? (Mark all which apply)

- a) GB is not about having separate budgets for men and women.
- b) GB is not about dividing the budget 50% for women and 50% for men.
- c) GB does not always imply an increase in the allocations for women – it is about prioritizing, as well.
- d) GB is not only for government budgets. Budgets of public and private sector units, institutions, CSO, and NGOs can be made gender responsive, as well.
- e) All of the above.

Gender-Responsive Budgeting Quiz – Answers

1. b) An attempt to break down, or disaggregate, the government's mainstream budget according to its impact on women and men.
2. a) Government, parliamentarians, non-governmental organizations (NGOs) and donor agencies.
3. a) Gender budgets can provide more resources for girls and women.
c) Gender-responsive budgets can strengthen the participation of civil society in economic policy-making.
d) Gender-responsive budgets can improve good governance.
4. a) Budget allocations for increased public transport.
b) Budget allocations for equal pay between men and women in the public service.
c) Funding a new programme on stopping violence amongst male youth.
d) Re-allocating funding to increase the number of aged care workers in hospitals.
5. b) False - Gender mainstreaming within the entire budget, as well as gender-targeted expenditure, is necessary.
6. b) False - It is just one of many tools that can be used for a gender budget analysis.
7. b) To increase awareness of gender issues in programmes and budgets.
c) To promote accountability of the gender impacts of government policies and programmes.
d) To change budgets and programmes to promote gender equality.
8. a) Identification of the gender issue
c) Policy objectives
d) Outcomes and outputs
e) Funding required
f) Beneficiaries
9. e) All of the above.
10. e) All of the above.
11. e) All of the above.

Example of a Gender Training Workshop

Target audience: Project/programme officers, teacher trainers, gender trainers

The following is an example of a training workshop on gender in education. It could be adapted/modified to suit the needs/interests of participants and the topic of the programme.

NAME OF THE TRAINING WORKSHOP

DATE

CITY, COUNTRY

Provisional Programme

Day 1		
Time	Activity	Facilitators/Presenters
8:00-9:00	Registration	
9:00-9:45	<ul style="list-style-type: none"> • Opening Ceremony • Opening remarks <ul style="list-style-type: none"> - President - Representative • Introduction of participants 	Organizers
9:45-10:15	Introduction to the Training Workshop <ul style="list-style-type: none"> • Overview of meeting objectives and agenda • Briefing on the concurrent sessions 	Organizers /Resource Persons
10:15-10:45	Coffee Break	
10:45-12:30	Session 1: Concurrent session <ul style="list-style-type: none"> • Orientation on gender issues in education • Questions and Answers (Q & A), Discussion 	Resource Persons
12:30-13:30	Lunch	
13:30-14:00	Session 2: Overview on the situation on gender in education.	Resource Persons
14:00-15:00	Session 3: Introduction to the topic of the Training Workshop	Resource Persons
15:00-15:30	Coffee Break	
15:30-17:00	Session 4: Sharing experiences on the topic <ul style="list-style-type: none"> • Experiences from different counterparts • Regional experiences • Q & A, Discussion 	Resource Persons

Day 2		
Time	Activity	Facilitators/Presenters
9:00-9:30	Recap of Day 1	Participants
9:30-10:00	Session 5: Sharing of country systems on the topic	Resource Persons
10:00-10:30	Session 6: Introduction to Gender analysis related to the topic	Resource Persons
10:30-11:00	Coffee break	
11:00-12:30	Session 7: Practicing the analysis tools (3 or 4 groups)	Resource Persons
12:30-13:30	Lunch	
13:30-15:00	Session 8: Group activity: (for this please refer to the tool no. 24 titled as "Eleven ways to Obtain Participation at a Workshop" on the topic)	Resource Persons
15:00-15:30	Coffee break	
15:30-17:00	Session 9: Group activity (continued)	Resource Persons

Day 3		
Time	Activity	Facilitators/Presenters
9:00-10:30	Session 10: Group activity presentation	Participants
10:30-11:00	Coffee Break	
11:00-11:30	Session 11: Introduction to group activity on developing action plan and strategies on the topic	Organizers
11:30-12:30	Session 12: Country group work to develop action plan and strategies for introducing Gender in Education into Ministry of Education (MOE)	Participants
12:30-13:30	Lunch	
13:30-15:00	Session 13: Presentations of country action plans and strategies for mainstreaming gender into national education systems	Participants
15:00-15:30	Coffee Break	
15:30-17:00	Session 14: Discussion on work plan and next steps	Organizers
17:00	Closing	

Tool 24 Eleven Ways to Obtain Participation at a Workshop

Target audience: Teacher trainers, gender trainers

These are some of the suggested ways of obtaining participation during a workshop. It is not necessary to use all of them, but different ways could be tried out in different sessions. You may also adapt them and add other items to this list.

1. Open Sharing

Description: Ask a question and open it up to the entire group without any further structuring.

Benefits: Use open sharing when you are certain that several group members want to participate. Its straightforward quality is appealing. If you are worried that the discussion may be too lengthy, say beforehand, "I'd like four or five participants to share." The facilitator could further give instruction that participants wanting to share their opinion could raise their hand.

2. Sub-group Discussions

Description: Break participants into sub-groups with freedom to select a chairperson, recorder and presenter to share and record information. This particular method is useful when the number of participants is large. Ideally each group size should be of about 5-7 persons. The facilitators could move around the meeting room for a brief introduction or facilitation for each group. There could also be observers assigned to each group (if there are a sufficient number of observers available) to see if the discussions were on track. After the discussion, the sub-groups should be encouraged to share the group's views through a selected presenter with the rest.

Benefits: Use sub-groups when you have sufficient time to process questions and issues. This is the best method for obtaining everyone's participation.

3. Pairs or Partners

Description: Have participants to work on tasks or discuss key questions with a participant seated next to them.

Benefits: Use partners when you want to involve everybody, but do not have enough time for small group discussions. Pairs are a good configuration for developing a supportive relationship and/or working on complex activities that would not lend themselves to group configurations.

4. Calling on the Next Speaker

Description: Ask the participants to raise their hands when they want to share their views and request that the present speaker call on the next speaker. When you are ready to resume your role as a moderator, inform the group that you are changing back to the regular format.

Benefits: Ask participants to call on the next speaker when you are sure there is a lot of interest in the discussion/activity and you wish to promote participant interaction.

5. Passing the Ball/ Stick

Description: Go around the group and obtain short responses to key questions. (e.g., sentences starting as “One thing that makes a gender focal point effective is . . .”) Invite participants to pass the ball/stick when they wish. Ask each participant for a new contribution.

Benefits: The facilitator can encourage everybody to participate.

6. Panels

Description: Invite a small number of participants to present their views to the entire group.

Benefits: Use panels when time permits to gain a focused, serious response to questions. Rotate panelists to increase participation.

7. Fishbowl

Description: Ask a portion of the group to form a discussion circle and have the remaining participants form a listening circle around them. Bring new groups into the inner circle to continue the discussion. Use fishbowls to help the participants select some themes for discussion. As a variation, everyone remains seated and different participants are invited to be the discussants as the others listen.

Benefits: Use fishbowls to help bring focus to large group discussions.

8. Gallery Walk

Description: Form small groups of participants and assign each group a different location in the meeting room. Each group chooses a leader and a recorder. Flipcharts on the theme of gender are posted at various locations in the meeting room. A question or a set of questions is asked at each location. The group is given a specific amount of time to answer the question at the first location. When the facilitator gives the signal, group leaders move their groups clockwise to a different flipchart in the room. The participants add their comments to the comments made by the earlier group. The participants are given the freedom to add content/comment that is different or even disagrees with points already written down. However, no one is allowed to strike out or put an “X” through anything that others have written.

Benefits: This is a brainstorming technique so the views of all participants are welcomed. After all groups have added their inputs at all locations, the facilitator and all participants go around together to discuss the content on all the flipcharts displayed in the room.

9. Anonymous Cards

Description: Hand out cards and request anonymous answers to your questions (e.g., what are the three main changes that should be implemented at your workplace to promote gender equality?). Have the completed cards passed around the group or otherwise posted up on the wall.

Benefits: Use anonymous cards to save time or to provide anonymity for personally threatening self-disclosures. The concise expression necessitated by the use of cards is another advantage of this method.

10. Questionnaires

Description: Design a short questionnaire to be filled out by the participants and compiled on the spot.

Benefits: Use questionnaires to obtain data quickly and in a quantifiable form, from each of the participants. In order to elicit genuine responses the participants could be allowed not to disclose their names. Results from the responses received can be fed back immediately.

11. Games

Description: A quiz could also be used as way of obtaining participation. For this purpose also the participants could be divided into teams and the response could be encouraged from one person from each team after discussing with each team member. As an incentive for the winning team there could be prizes such as a bag of candies could be given away to the winning team. The quiz questions should be based on the time available. Ideally the total number of questions should be between 10-15.

Benefits: Use quiz game formats and the like to elicit participants' ideas or knowledge. Use games to pick up energy and involvement. Games are also helpful to make dramatic points that participants will seldom forget.

Build Your Network for Promoting Gender Equality in Education

Target audience: All

This tool contains general information and guidelines on building/joining a network to promote gender equality in education.

What is a network?

A network is a web of individuals or institutions communicating together and working towards achieving a common goal, such as promoting gender equality in education.

Who can build a network?

Anyone with a common interest and goal can build or take part in a network. However, usually networks are built by and gather people with commonalities: they can share the same interests for a specific theme or work area; they can belong to the same profession, etc.

Why do we need networks in the area of gender in education?

- Gender is a cross-cutting theme so the network could involve people from other disciplines, as well.
- Gender issues are multi-sectoral in nature and, therefore, need a multi-sectoral response.
- Advocacy for gender equality in education is stronger when its supporters are united.
- Gender issues can be controversial and complex. They need to be open for discussion so that solutions can be sought with the largest inputs.
- The sense of belonging to a community motivates individuals to do more.
- Gender equality in education is one of the commitments that the international community made in Dakar Framework for Action, Education for All, and in order to fulfill this commitment, international cooperation must be strengthened in experience and information sharing. Networking is useful for this purpose and also effective for monitoring the progress in achieving the EFA Goal in different countries.

Typical tasks of a network

- Exchanging knowledge and experiences with other members.
- Sharing research findings and practical lessons learned from the field and their implications for policy development.
- Identifying key issues related to gender in education that need promotion and/or attention from Policy-makers.

- Joint comments and proposals on policies, plans and legislative initiatives.
- Sharing and distributing materials/resources, organizing trainings on a regular basis.

How do we make networks successful?

- Motivation of all network members is crucial. It can only be sustained if the network has clear objectives that have been subscribed to and shared by all members.
- Joint activities carried out through the network should benefit all members. A truly voluntary and autonomous modality of joint activities should be sought.
- Members should communicate on a regular basis.
- The perception that the network is an asset in achieving individual members' goals is also essential.
- Dependency on any network founder (financially, intellectually and otherwise) should be gradually removed.

How can you build your network?

- Discuss and build your project (with common goal and objectives) with colleagues or potential members.
- Select the key people who will be in charge of the network's management or define the mode of network management (instead of one management centre, it could be possible to rotate that responsibility among the members).
- Choose a medium of communication (face-to-face meetings, email discussions, website, letters, etc.).
- Seek financial and material assistance from your organization/office or potential donors.
- Start small: organize meetings, online discussions or small activities on one specific topic.
- Advertise your network to draw in more members.
- You may also join an existing network.

References



References presented here are only a selection of the many resources available in hardcopies or online. Feel free to look for more!

General Training Materials

These materials relate to different aspects of how to ensure gender equality.

UNDP (United Nations Development Programme), *Gender mainstreaming learning manual*, UNDP, January 2001 <http://www.undp.org/women/infopack.shtml>

UNDP (United Nations Development Programme), *Gender mainstreaming in practice: a handbook*, UNDP, 2001. It can be found at the UNDP women's section, publications page, along with other resources: <http://www.undp.org/women/publications.shtml>

International Labour Organization (ILO)
<http://www.ilo.org/public/english/region/asro/manila/gender/module.htm>

Canada Nepal Gender in Organizations
<http://www.cngo.org.np/pub/trainingpack.php>

Gender Toolbox
<http://www.gendertoolbox.org/>

UN INSTRAW
<http://www.un-instraw.org/wiki/training/index.php/Trainings>

UNESCO Girls' and Women's Education in Africa
<http://www.unesco.org/education/mebam/modules.shtml>

Women Watch's training resources' listing
http://www.un.org/womenwatch/directory/gender_training_90.htm#tools

DFID, *Gender Manual: A Practical Guide for Development Policy-makers and Practitioners*.

Resource for Gender Definitions/Glossaries

ILO (International Labour Organization), *ABC of women workers' rights and gender equality*, 2007

OSCE (Organization for Security and Co-operation in Europe), *Glossary on gender related terms*, May 2006 http://www.osce.org/documents/gen/2006/05/25936_en.pdf

OECD (Organization for Economic Co-operation and Development), *DAC Source book on concepts and approaches linked to gender equality*, Paris, 1998 <http://www.oecd.org/dataoecd/4/16/31572047.pdf>

Resources for Advocacy

UNESCO, *Gender sensitivity, A training manual for sensitizing education managers, curriculum and material developers and media professionals to gender concerns*, UNESCO, Paris, 2004
<http://unesdoc.unesco.org/images/0013/001376/137604eo.pdf>

A fair chance, OXFAM/ASPBAE/ActionAid/FAWE/DFID

http://www.unescobkk.org/fileadmin/user_upload/appeal/gender/AFairChanceFullReport.pdf

The Centre for Development and Population Activities (CEDPA), Advocacy: Building skills for NGO leaders, Washington, 1999
www.cedpa.org/files/666_file_advocacy_english_all.pdf

Resources on Gender Mainstreaming

Ramya Subrahmanian, Gender in primary and secondary education: a handbook for policy-makers and other stakeholders, Commonwealth Secretariat 2007

Resources on Gender Analysis

Status of Women Canada, *Gender-based analysis: a guide for policy-making*, Status of Women Canada, Canada, 1996
<http://www.swc-cfc.gc.ca/pol/gba-acis/index-eng.html>

ILO

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/mainmenu.htm>

Resources on Gender Responsive Budgeting

UNIFEM Gender Responsive Budgeting
<http://www.gender-budgets.org/>

UNFPA/UNIFEM, *Gender responsive budgeting and women's reproductive rights: a resource pack*, New York, 2006
http://www.unifem.org/attachments/products/GRB_WomensReproductiveRights_ResourcePack_eng.pdf

UNIFEM Videos

Morocco <http://www.unifem.org/resources/audiovideo/detail.php?VideoID=6>

Bolivia <http://www.unifem.org/resources/audiovideo/detail.php?VideoID=7>

Statistics

World Bank's Genderstats
www.genderstats.worldbank.org

UNESCO Institute for Statistics (UIS)
<http://www.uis.unesco.org>

Gender Quiz

UNICEF
<http://www.unicef.org/sowc07/quiz/index.html>

World Bank Quiz

<http://youthink.worldbank.org/issues/gender/quiz/index.php>

Links to organizations supporting gender equality

United Nations Agencies

UNESCO's Division for Gender Equality
www.unesco.org/genderequality

UNESCO Bangkok - Gender in Education website
<http://www.unescobkk.org/education/appeal/programme-themes/gender/>

UNESCO Bangkok – Gender in Education Network in Asia-Pacific (GENIA) website
<http://www.unescobkk.org/education/appeal/programme-themes/gender/genia/>

United Nations Girls' Education Initiative (UNGEI)
<http://www.ungei.org/>

United Nations Development Programme (UNDP)
<http://www.undp.org/women/resources.shtml>

United Nations International Research and Training Institute for the Advancement of Women (UN-INSTRAW)
<http://www.un-instraw.org>

United Nations Division for the Advancement of Women (DAW)
<http://www.un.org/womenwatch/daw/>

Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI)
<http://www.un.org/womenwatch/osagi/>

United Nations Children's Fund (UNICEF)
<http://www.unicef.org/girlseducation/index.php>

United Nations Population Fund (UNFPA)
<http://www.unfpa.org/gender/index.htm>

United Nations International Fund for Agricultural Development (IFAD)
<http://www.ifad.org/gender/index.htm>

EC/UN Partnership on Gender Equality for Development and Peace
<http://www.gendermatters.eu/>

Development Agencies

Canadian International Development Agency (CIDA)
<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-31192610-JXF>

Danish International Development Agency (DANIDA)
<http://www.danidadevforum.um.dk/en/menu/topics/genderequality/genderequality.htm>

Irish Aid
http://www.irishaid.gov.ie/development_gender.asp

Swiss Agency for Development and Cooperation (SDC)
<http://www.deza.admin.ch/en/Home/Themes/Gender>

United Kingdom Department for International Development (DFID)
<http://www.dfid.gov.uk/Global-Issues/Millennium-Development-Goals/3-Promote-gender-equality-and-empower-women/>

Other Organizations

Commonwealth Secretariat
<http://www.thecommonwealth.org/>

BRIDGE, *Gender and Development in Brief*
http://www.bridge.ids.ac.uk//bridge/Bri_bull.html

Thailand's Gender Information Center
www.gender.go.th/eng

Forum for African Women Educationalists (FAWE)
<http://www.fawe.org/>

Womankind
<http://www.womankind.org.uk/>

ActionAid - Women and Girls' page
<http://www.actionaid.org/main.aspx?PageID=21>

Eldis
<http://www.eldis.org/go/topics/resource-guides/gender>

Network Learning
<http://www.networklearning.org/gender/>

Gender and ICT
<http://www.unesco.org/webworld/en/gender-ict>

Inter-Parliamentary Union
<http://www.ipu.org/wmn-e/classif.htm>

INSTRAW
<http://www.un-instraw.org/>

Nobel Prize
<http://nobelprize.org/>

Oxfam
<http://www.oxfam.org/>

The Global Coalition on Women and AIDS
<http://womenandaids.unaids.org/>

UN Millennium Development Goals
<http://www.un.org/millenniumgoals/>

UNICEF
<http://www.unicef.org/>

Peace Women (Women's International League for Peace and Freedom)
<http://www.peacewomen.org/>

World Bank
<http://www.worldbank.org/>

2005 World Summit Outcome
<http://www.un.org/summit2005/documents.html>



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional
Bureau for Education

• Mom Luang Pin Malakul Centenary Building
• 920 Sukhumvit Road, Prakanong, Klongtoey
• Bangkok 10110, Thailand
• E-mail: gender@unesco.org
• Website: www.unesco.org/bangkok
• Tel: +66-2-3910577 Fax: +66-2-3910866