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ABSTRACT
         These guidelines have been prepared to assist individuals and
"teams" to produce EFA (Education for All) plans that are gender responsive.
The guidelines aim to raise awareness about issues that need to be considered
to produce plans leading to the achievement of gender equality in education.
Further information and guidance regarding gender issues in education can be
found in books and Web sites referred to at the back of these guidelines. For
general planning issues, refer to the EFA planning guide, produced by United
Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok
(Thailand). The guidelines are divided into five sections: (1)
"Introduction"; (2) "Situation Analysis and Identification of Issues"; (3)
"Setting Objectives and Identifying Strategies"; (4) "Implementation,
Monitoring and Evaluation"; and (5) more information and resources. (BT)

Guidelines for Preparing Gender Responsive EFA Plans
-Education for All-

UNESCO Asia and Pacific Regional Bureau for Education

EDUCATION FOR ALL

Guidelines for Preparing Gender Responsive EFA Plans

To EFA planning teams,

These guidelines have been prepared to assist you and your 'team' to produce EFA plans that are gender responsive. The document aims to raise awareness about a number of aspects that you need to consider in order to produce plans leading to the achievement of gender equality in education. Further information and guidance regarding gender issues in education can be found in books and websites referred to at the back of this document. For general planning issues, please refer to the EFA Planning Guide, produced by UNESCO Bangkok. If more detailed guidance and technical assistance are needed, please contact UNICEF or UNESCO locally, or UNESCO's Regional Bureau for Education in Bangkok (gender@unesco-proap.org).

Sheldon Shaeffer

Sheldon Shaeffer
Director
UNESCO Asia and Pacific Regional Bureau for Education, on behalf of the Sub-regional EFA Forum (SRF) for East and Southeast Asia and the UN Thematic Working Group on EFA (TWG)

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Introduction

Background

The 2000 Education for All (EFA) Assessment revealed that progress — and in some cases considerable progress - has been made in improving access to primary education. However, in many cases little or no success has been achieved in narrowing the gender gap. When governments were confronted with these findings during the World Education Forum in Dakar, Senegal, in April 2000, they decided to increase efforts to close the gender gap, and commitments were made to achieve gender equality in education by 2015. At the opening of the Dakar conference, the United Nations Secretary-General, Kofi Annan, expressed the strong commitment throughout the UN system to this cause, by launching the United Nations Initiative on Girls' Education.

The Commitment to Gender Equality in Dakar, April 2000

Goal 2: Ensuring that by 2015 all children, particularly girls...have access to, and complete, free and compulsory education of good quality.

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to, and achievement, in basic education.

The Agreement Among Countries of Asia and the Pacific in Bangkok, January 2000

The Asia and Pacific Regional Framework for Action[1] states:

> "It is essential to eliminate systemic gender disparities, where they persist, amongst girls and boys, throughout the education system — in enrolment, achievement and completion; in teacher training and career development; in curriculum, and learning practices and learning processes. This requires better

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[1] Adopted by the Asia-Pacific Conference on EFA 2000 Assessment, Bangkok, 17-20 January, 2000.

appreciation of the role of education as an instrument of women's equality and empowerment."

What 'Eliminating Gender Gaps' and 'Gender Equality' mean

Eliminating gender gaps and gender inequality means bringing the disadvantaged sex at par with the favoured. It ensures that both sexes leave the school system with an education that provides life skills and permits them to pursue higher levels of education or vocational training according to their capabilities and is free from gender stereotyping. Most importantly, they should be equipped with skills and attitudes that will help them to pursue their potential regardless of their sex. In most countries girls constitute the disadvantaged sex, but in a few cases boys are more disadvantaged within education and socio-economic systems. Users coming from such contexts are asked to substitute the term "boys" for "girls" where relevant. Please consult the "key concepts" section at the end of this document for further explanation of gender terms.

The Task Ahead

The challenging task ahead is to reform education systems so that they offer equal opportunities to all children, and produce citizens who can participate on an equal footing in the development of democratic, non-discriminatory and non-sexist societies. A first step in this direction is to ensure that EFA plans are gender sensitive and responsive, have fixed objectives and pertinent strategies, and have allocated the necessary funds and human resources to implement and monitor progress towards these goals. Please note that countries are expected to have a sole and comprehensive EFA plan, extensive EFA components in a national education development plan which is gender responsive, rather than a separate plan for girls' and women's education. The criteria for assessing plans will include the extent to which they are gender responsive, and will thus eventually influence whether they are recommended for funding.

The Deadlines

The Dakar Framework states that gender disparities in primary and secondary education should be eliminated by **2005**, and that gender equality be achieved by **2015**. However, in order to achieve any of these goals the first step must be the formulation of gender responsive EFA plans by **2002**. In the event that research and baseline surveys cannot be completed in time to be used in formulating the plan, descriptions of information gaps and what is being done to fill them should be mentioned.

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The Process

As stated in UNESCO's guidelines for preparing EFA plans[2], the process should be participatory and aimed at building consensus and partnerships. In this respect, it is important to make sure that women's organizations and individual female educationists are involved in the EFA Fora and that gender experts – men and women - are included in planning and drafting teams. Equally important is the need to sensitize both male and female policy makers to gender concerns so that they will be convinced that gender-sensitive education is indeed beneficial not only to individual male and female learners, but also to society as a whole. The process can be broken down into three phases[3].

1. Implementing a comprehensive situation analysis and identification of relevant issues.

2. Setting objectives, identifying strategies for achieving the objectives, and planning appropriate actions.

3. Implementing, monitoring and evaluating the strategies.

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[2] *Preparation of National Plans of Action: Country Guidelines*, UNESCO, 2000.

[3] For more detailed guidance on the general planning process, please refer to *EFA Planning Guide*, UNESCO, Bangkok, 2000.

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Situation Analysis
and Identification of Issues

Several critical questions should be asked when conducting a situation analysis and identifying issues in girls and women's education[4]. In regards to formal primary and secondary education, issues such as access, quality, relevance and management need to be considered.

Access

Answers should be sought for the following questions:

- **What are the enrolment and completion rates,** differentiated by geographic area, administrative level (e.g. province or district), rural/urban location, sex and disadvantaged groups in primary and secondary education?

- **What are the most critical stages for promotion in the system,** broken down by sex (from grade 1 to 2, grade 4 to 5, primary to lower secondary, lower secondary to higher secondary, and so on), and what are the reasons for any gender disparities?

- **What are the number of schools and their distribution** by districts, relative to the population? **How much time do pupils need to get to school** and how does that impact upon their access to education? (factors include terrain, transport mode)

To answers these questions, the first step should be to consult the national Education Management Information System (EMIS), which should contain a wealth of relevant information. However, in some cases it will require extra efforts to get the sex disaggregated data. In depth, qualitative surveys to understand the reasons behind enrolment disparities may be needed. The "distance to school"/transportation issue may require a special survey as well.

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[4] This part of the document is based on the United Nations Girls Education Initiative's (UNGEI) Guidance Note to UN country teams, November 2001.

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Quality and Relevance

Quality and relevance are important factors for both boys' and girls' school attendance, but in some countries/contexts these issues are even more critical for girls. Due to girls' larger household responsibilities and the higher opportunity costs of sending girls to school, girls have little or no time to waste. Therefore, the time in school has to be utilized effectively. If parents consider the school a "waste of time," girls are more likely to be pulled out in order to engage in more productive tasks for family survival. Key questions to consider are:

- What is the physical quality of schools? Are buildings safe and accessible? What is the availability of safe drinking water and separate toilets for girls and boys?

- Are school feeding/lunch programmes provided?

> "All students should have access to all school offerings, but in their daily lives students often have different needs and skills. For instance, girls may be responsible for, and skilled at, small-plot farming and food preparation, while boys may be skilled at herding. Gender is a marker for many of these differences. However, responding to these gender specific skill needs in the classroom can be regressive because it reinforces gender stereotypes. Girls may need to learn about cooking or vegetable gardens or traditional dancing, but if these are taught only to girls, stereotypes and gender barriers are reinforced. When the girls of today are women, they may need technical, scientific, mechanical and mathematic skills formerly needed only by men. When today's boys are men, they may need domestic skills, which their fathers did not. If the skills each sex requires are taught to all students, all students will be equipped for whatever world awaits them." *Beyond Enrolment: a Handbook for Improving Girls' Experiences in Primary Classrooms, ABEL/USAID, 1996.*

- What is the quality of the curriculum? To what extent is it relevant? Is it gender sensitive? Does it build on and value girls' life experience outside school, which in many contexts differs widely from that of boys?

- Does it provide sex education to both boys and girls?

- What is known about boys' and girls' learning strategies? Do they differ? And if yes, how is that addressed in the pedagogical techniques utilized? How open are the curriculum and educators in accommodating such differences? How are teachers/educators prepared or trained to take these differences into account?

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- What is the quality of the learning environment? Is it child-friendly and healthy? Does it offer challenges and role models for both boys and girls? Are there male and female teachers who can serve as role models at both primary and secondary levels? Does it provide equal opportunity for girls and boys to participate and develop leadership skills? If so, how? Does school and classroom management create a safe, nurturing, and harassment-free environment for girls and boys? If so, how? If not, what are the issues? Is there any distinct difference in the frequency of visits or the quality of supervision provided by men compared to women? If so, why?

- Can girls and boys walk safely to the school in this location? Is safe, dependable and locally affordable transportation available and used by girls and boys who live too far away to walk? Is there enough student space in the classroom to accommodate social codes and personal comfort for girls and for boys?

- Do boys and girls participate on an equal footing in extra-curricular activities, such as sports, arts, music, etc.?

- What are the quality of teacher training, pre-service, refresher and in-service training? Do female teachers or facilitators participate as much as their male counterparts in various training activities? Is the training delivered in a gender-sensitive fashion? If so, give some examples. Is gender sensitization part of the teacher-training curriculum?

- What systems are in place to assess learning achievement? Are achievement results broken down by sex and by rural-urban situations? Are there differences in male and female achievement in the various subjects, and as they proceed through grades? If so, why?

- Is there a gender bias in some or all teachers' evaluation of learners?

- Is there a guidance and counselling system in place? If yes, how does it function? Are girls guided into technical and science streams or actively or passively discouraged from doing so? What fields are boys encouraged to move into?

- What is the quality of textbooks and other learning aids, and how available are they? Do books and other learning resources present a balanced number of women and men? What images of girls and women/boys and men are transmitted through those materials? What effect such different portrayals of the sexes have on learners, and in the cases of young pupils in their forming of self-concept, character, and career choice?

To find answers to these questions, remember that most education ministries have EMIS which will contain information on the numbers of teachers and supervisors broken down by sex, educational profile, promotion record, and so on. However, not all information has necessarily been analyzed with a view to identifying possible gender gaps. More difficult questions are related to quality, the learning environment, the curriculum and the teaching–learning process in the classroom. Qualitative in-depth research will have to be carried out in many cases, but sometimes research findings may exist as unpublished thesis work, papers and articles in libraries at education research institutions or be available through non-government organizations (NGOs). Materials will have to be compiled and analyzed, gaps identified and plans made to fill in the information gaps.

As mentioned above, plans or strategies for closing information and research gaps can be part of the EFA plan, with a view to revising strategies at a later stage, when and if research points to such a need.

Management

Management is another critical area that must be taken into consideration. Relevant questions include:

- **What is the percentage of female participation** at various levels of education? What are their positions in educational management at all levels? Do they have equal access to professional development and career growth? Do they have appropriate encouragement and 'allowances' to participate in professional development programmes? Are there measures to help ease women's home responsibilities to allow them time for involvement in training?

- **Are wages and benefits, including housing entitlements, equal and appropriate for male and female managers?** Are there systems in place to ensure wages and benefits, including housing entitlements, are equal and appropriate for female and male teachers?

- **Is there a Human Resource Development procedure for backstopping** when administrators or teachers are not available? Does that procedure involve stakeholder (including parents/community) input?

To answer these questions, disaggregation and analysis of existing statistics will probably have to be carried out, as well as specific surveys of the status of women in educational management.

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Setting Objectives
and Identifying Strategies

After a thorough gender analysis of the education sector, the need for integrating gender in EFA planning should be evident. The important first step will be to ensure that actors in the EFA plan formulation are sensitized to gender concerns; for example, through seminars/workshop focusing on participatory methods. Then, gender concerns should be systematically incorporated at all stages of planning, implementation and evaluation. Gender issues should be considered in the definition of problems, in goal and objective setting, and in the definition of strategies. Gender specific indicators will have to be identified so that progress can be monitored.

While the overall EFA goals were identified in the Dakar Framework for Action, it will be necessary to set more specific country objectives and deadlines and identify appropriate strategies. A key strategy should be the **mainstreaming of gender concerns** into the overall national education system. This will ensure the sustainability of action in favour of the disadvantaged sex, as well as countrywide and system wide impact.

Gender concerns should be part and parcel of the core EFA programme. However, governments should avoid falling into the trap of adopting such a mainstreaming policy without ensuring that staff possesses the necessary degree of awareness and the skills to conduct gender analyses. To adopt a mainstreaming strategy, most governments would need to conduct **gender awareness and skills training** for staff at all levels - from the most senior management down to the school level. For the purpose of training and supporting/facilitating the implementation of the mainstreaming strategy, gender experts would need to be appointed or hired.

Gender mainstreaming requires the use of gender analysis to ensure that the distinct needs and realities of women, men, girls and boys are visible. Once visible, educationalists can respond. Gender mainstreaming requires **vigilant, regular analysis** so gender realities stay in the forefront of decision-makers' minds. Depending on the outcome of a gender analysis, it may be advisable to maintain specific targeted interventions to address girls' and women's special needs, or in some

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cases, the special needs of marginalized boys or men. In fact, as long as there are sharp gender disparities, some gender-specific interventions are not only justified, but essential.

Multi-sectoral partnerships for girls' education involving civil society organizations, non-government organizations, the business community, the media, and religious organizations, as well as governments and international organizations have proven very successful in many countries[5].

Specific objectives and strategies to meet EFA goals will depend on the results of the situation analysis. The table below gives some examples, although not exhaustive by any means, of other possible objectives and strategies.

Objective	Strategies
Closing gender gaps in primary and secondary education	• Provision of subsidies/incentives • Providing transport and/or boarding facilities • Providing single-sex learning environments
Reducing the drop-out rate for girls by x%	• Improving the quality of the learning environment and the relevance of the education provided • Improving relations between school and home and convincing parents to keep girls in school to at least the end of the primary cycle • Adjusting learning programmes to be friendly to learners of both sexes.

Increasing girls' pass rate from primary to junior secondary	• Improving access to, and quality of secondary schools

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[5] For more information on principle and practice refer to Williams, H., *Multisectoral Strategies for Advancing Girls' Education*, SAGE, Washington DC, 2001.

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education by y %	• Providing female teachers as role models, ensuring that learning contents and teaching methods are fair and facilitating learning of both sexes, influencing changes in social and cultural practices such as child marriage • Lobby for legal changes which will still keep girls in school after pregnancy
Closing learning achievement gaps by year xxxx	• Training of teachers in gender responsiveness • Change of teaching-learning practices with emphasis on inclusiveness • Child-centered learning, and team work
Increasing the number of girls in science and math streams by year yyyy	• Providing girls with positive role models, and relating science and math contents and teaching methods to the everyday lives of both boys and girls • Demystifying myths, such as women scientists cannot find husbands

All of these interventions have been tried out in various contexts with varying degree of success. Before embarking on any strategy it is advisable to seek as much information as possible about other countries' experience with these strategies.

Institutional, Staffing and Financial Resource Needs

It is important that the costs of achieving gender equality goals be calculated and spelled out in the EFA plans. At the same time, it is important to make widely available in clear terms, and with supporting data, the positive impact that gender-sensitive education will have on society. Likewise, deployment of the necessary human resources, **training, retraining and upgrading** of staff including supervisors and managers, to deal with gender-related issues needs serious consideration.

To better implement EFA plans and the gender mainstreaming strategy, education ministries may wish to undertake some institutional changes. In fact, in most countries such changes would be needed. For instance, change may be needed to move a girls' education unit from being a mere implementer of girls' education projects to being more of a cross-cutting policy advisory and monitoring body with access to senior education management. **Gender focal points or program officers** may need to be appointed at provincial or district levels as well as in various departments, divisions or specialized agencies (such as the NFE centre, the curriculum department and so on) of the education ministry. It is crucial, though, to **allocate resources and authority** to local levels to allow them to implement activities.

Implementation, Monitoring and Evaluation

Experience gained during the Jomtien decade indicates that once plans have been made momentum tends to fade, and activities are never implemented or are stopped half way through. In some cases lack of funds or human resources present an obstacle to the implementation of plans. But the absence of **monitoring mechanisms** to systematically follow-up and keep reminding policy makers about progress, or lack of it, is doubtless also part of the explanation.

In this context, countries are expected and advised to create monitoring mechanisms for **continuous assessment**, ensuring feedback during the implementation period. This will allow policy makers to follow the development toward eliminating gender gaps and gender inequality in education and undertake strategy revision as needed. Monitoring mechanisms can take different institutional forms depending on the context (inter-sectoral ministry advisory committees including gender experts, gender equality units, implementing and follow-up teams with gender focal points at different levels of the education system, etc.). Countries must identify which type of monitoring system is more adequate to their needs in terms of responsiveness to gender equality, synergies and integration with existing national EFA mechanisms.

The development of **indicators** and collection and analysis of data are vital functions in providing information to governments to set priorities, design strategies and follow up on advancements made towards achieving gender equality in access to quality education.

The 18 core EFA indicators, of which many are broken down by sex, monitor countries' progress in terms of closing the numeric gender gaps. Disaggregating data by sex does not reflect the gender relations, processes and factors that play a major role in hampering girls' access to quality education. Therefore, countries may also wish to define some indicators or proxy indicators for the purpose of monitoring progress towards achieving the gender equality goals. For instance, these could be:

- Closing of gender gaps in learning achievement

- Changes in the streaming of girls and boys at secondary/vocational/ higher education levels

- Number of women participating in decision making bodies

- Number of women in management positions in the public sector

The following table gives an example of quantitative and qualitative data needed for policy makers and educators to take appropriate action [6]:

Quantitative data	Qualitative data
• More boys than girls do science and mathematics at secondary level. *This gender difference is significant, and therefore qualitative data should be sought.*	• Science options are offered at the same time as home economics and office procedures. Girls are channeled into the latter options. • Science texts refer to scientists in masculine terms, and do not feature women as scientists • Mathematical problems are usually framed in terms of "masculine" activities. • Most science teachers are men. • In science classrooms, male teachers rarely interact with female students, and such lack of interaction is usually demotivating for the girls. • Boys have a similar experience in classes on home economics and office procedures, where the teachers are predominantly female.

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[6] Leo-Rhynie, E., "A Quick Guide to Gender Mainstreaming in Education," Institute of Development and Labour Law, University of Cape Town, South Africa, page. 48, 1999 www.thecommonwealth.org/ gender/publications/gms_pdf/educaa5.pdf

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Implementation: Mainstreaming Gender into Education

The below suggestions for procedures are steps in a process, which will favor gender mainstreaming.

Process	Procedures
• Integrated strategy to promote gender responsive EFA plans based on various means of consultation and communication (e.g. to integrate flagship[7] programmes content, especially related to gender equality; to feed civil society's inputs regarding gender equality).	• Creation of inter-sectoral ministry advisory committee including permanent gender experts. • Creation of civil society advisory committee or if it exists, ensures that representatives from women's organizations, and gender specialists are included.
• Institutional capacity building, gender orientation and training to implement, monitor and evaluate national EFA plans.	• Hiring gender consultants in education to provide training in gender mainstreaming to practitioners from school level to top-ministry level and politicians, as well as other stakeholders such as local government officers.
• Building policy dialogue and consensus on institutional and administrative reforms oriented towards ensuring that a gender perspective is included in the policy-setting and decision-making processes, as well as in implementation.	• Development of a gender equality unit with access to resources (trained people and budget) to advise, sensitise, promote and work across boundaries with other education units/departments to ensure implementation. • Establishment of implementation and follow-up teams with gender focal points at different levels of the education system.

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[7] For more information on the flagship programmes, please consult the websites indicated at the end of the document.

• Development of a strong political commitment to an institutional policy and framework on gender equality.	• Establishment of a network of gender focal points at a national level located in different ministries and institutions.
• Reviewing education national plans and other national policy documents to ensure allocation of funds and resources in Ministries of Education annual budgeted plans to implement a gender mainstreaming strategy.	• Definition of priorities and estimation of the economic costs of achieving gender equality in education. • Development of measurable indicators related to gender equality. • Integration of gender mainstreaming in all education documents. • Mobilization of resources from different ministries.

Monitoring and Evaluation: Assessing Progress towards Achieving Gender EFA Goals

Process	Procedures
• Follow up on the progress made towards achieving goals 2, 4 and 5 of the Dakar Framework for Action	• Establishing reporting mechanisms • Identifying quantitative and qualitative indicators
• Development of indicators (quantitative and qualitative), and means of verification for gender sensitive EFA implementation.	• Identify phased development outputs • Earmark funds for achieving goals 2, 4 and 5 of Dakar over a period of X years.

Expansion of Early Childhood Care and Education

The first goal set in Dakar was the expansion of early childhood care and education (ECCE). This is particularly important from a girl's perspective. Taking care of younger siblings is first and foremost the task

of older sisters. Similarly, serving as "mothers' helpers is almost always an exclusive domain of girls. In many countries, girls drop out of school or have low and/or irregular attendance due to their care responsibilities for younger siblings. Expansion of ECCE programs could therefore be one strategy to **increase girls' attendance rates.** In some countries, enrolment of under-aged children in grade one is a frequent reason for early drop-out, repetition and failure. In this respect ECCE programs can play a crucial role in contributing to the **improved efficiency** of the primary education system.

Availability of child caring facilities is in many cases a pre-condition for **women's participation** in literacy or NFE activities, so they can avail themselves of income-generating or employment opportunities and be active in community development and political work.

It is a well-known fact that children's socialization starts from a very early age, some would say from birth or even before. In most cultures, socialization to specific gender roles is no exception. Girls and boys are treated differently in most cultures from birth - one is fed and cared for better than the other, receives better health care, and is stimulated differently long before school. Both sexes are certainly expected to carry out a number of gender specific tasks in the household. Traditionally, early childhood programs can perpetuate gender stereotyping at home and in the community. On the other hand, early childhood programs can contribute to the elimination of gender-biased practices if they are carefully designed to deal with boys and girls in a fair manner. Early childhood programs have an important role to play in preparing girls and boys physically and intellectually for primary education. When designing strategies explicitly related to achieving Dakar goals 2, 4 or 5, it is important to consider the role and impact ECCE programs can have in this respect.

Education for All: Adolescents

The overriding goal is to reform the school to be able to accommodate all children regardless of sex, ethnicity, social background or abilities. However in the shorter term, more non-formal approaches to education will still be needed to provide opportunities for those who did not attend school. **Non-formal education** (NFE) programs need to be provided for girls who were pushed or pulled out too early to have attained any sustainable level of literacy or who never got a chance to go to school, in order to equip them with necessary academic and life skills. They should

be provided with an education which empowers them to live better lives and enables them to participate in the development of their communities[8].

Over the past ten years many NGOs and governments have experimented creatively and successfully with programs for adolescent girls[9], and there is now a huge pool of innovative experiences and lessons learned to provide insight to educators[10]. The challenge over the next ten years, to be addressed in EFA plans, will be to devise strategies on how to offer such good quality programs on a more **systematic and large-scale** basis.

Without close collaboration among government organizations, NGOs, communities and researchers in this field, we are unlikely to succeed in achieving the Dakar goals. The task is even more difficult when it comes to the non-formal sector. It may be difficult to estimate both the precise quantitative needs in this area, as well as available resources to meet those needs, over the next ten to fifteen years. However, governments can make progress by creating a legislative framework and **political environment** which encourages governments to collaborate effectively with NGOs and community based organizations (CBOs) to implement programs and projects in this area. The government can support and disseminate research, produce training materials, monitor programs, provide certification and facilitate transition of the learners to the formal mainstream system.

Non-Formal and Literacy Training for Adults[11]

Achieving Dakar goal 4 will first and foremost require a major financial boost to, and expansion of, existing programs. It will also require continuous hard work to improve the **quality and relevance** of programs.

In many countries, women's literacy is much lower than men's. Efforts to markedly increase adult literacy will not succeed unless the barriers to women's participation are specifically addressed.

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[8] For more information visit the UNESCO/UNFPA website on Adolescent Reproductive & Sexual Health, www.unescobkk.org/ips/ach-web/index.shtml

[9] For more information refer to:
Mathur, R., *Taking Flights. Adolescent Girls Camps*, UNESCO, Bangkok, 2001.
The women's Literacy and Basic Skills Training Project in Lao PDR: Innovations for Youth, (Vol.2), UNESCO, Paris, 1999.

[10] *Leveling the Playing Field, Giving Girls and Equal Chance for Basic Education: Three Country Efforts*, Economic Development Institute of the World Bank. (no date).
Orazen, P.F., *The Urban and Rural Fellowship School Experiments in Pakistan: Design, Evaluation, and Sustainability*, World Bank, Washington DC, 2000. http://www.girlseducation.org
"*Bangladesh: Female secondary school assistance,*", World Bank, Washington DC, 2000. http://www.girlseducation.org

[11] Please refer to *Education for All: Gender Equality in Non-formal Basic Education: A Strategic Framework*, UNESCO, 2001 for more detailed discussions gender equality in non-formal education.

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If girls have little time to waste on ineffective schooling, this is even more true of adult women and literacy programs. Adult women have many competing demands on their time, lose motivation easily, and need to see immediate outcomes and improvements in their lives in order to maintain enthusiasm. These factors need to be kept in mind and addressed when designing literacy programs. While programs should offer women literacy and life skills to improve their own and their family's living standard by responding to their practical needs, they should also be **a tool for empowerment.** They should address strategic needs by enabling women to participate in decision-making in their families and communities, and provide them with information about their legal rights.

As with adolescent girls' programs, many programs have been tried out with varying success over the years - especially by NGOs and CBOs. One of the challenges is to make available at national, regional and international levels those positive lessons learned, and to find ways and means to scale up the small successful projects to programs with massive impact on numbers and quality.

Central governments also need to create a **legal framework** to facilitate the practical work of many diversified private and community actors, to ensure coordination and sharing, and to promote effective utilization of economic and human resources.

More Information and Resources

Some Key Concepts

Gender
The socially/historically/culturally constructed differences between men and women, as opposed to their biological differences.

Gender analysis
A thorough analysis of the relations between men and women and the impact that certain policies have on both sexes.

Gender mainstreaming
Based on a gender analysis, mainstreaming is a strategy for making women's, as well as men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality[12].

Gender equality
Equality between men and women entails the concept that all human beings, both men and women, are free to develop their personal skills and make choices without limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

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[12] UN's Economic and Social Council (ECOSOC) conclusions 1997/2.

Gender Equity	Fairness in the treatment of women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities[13].

Who Can Help?

Contact your local UNESCO and/or UNICEF office to discuss your technical assistance needs. The following resources may also be useful:

Websites:

www.undg.org/devlink/girls	this is substantive site created by UNGEI, and provides information, key documents, resources, good practices, and links to other relevant websites.
www.undp.org	contains comprehensive gender mainstreaming, learning, and information packs.
Sage.aed.org	a substantive website providing manuals and work documents on strategies to promote girls' education
www.fawe.org	provides experiences in girls' education in Africa.
www.unescobkk.org	follow the link to Promoting Gender Equality in Education.

Flagship program websites:

Literacy	*www.unesco.org/education/litdecade*
FRESH	For information on Effective School Health, contact Anna Maria Hoffman, e-mail: *am.hoffmann@unesco.org*

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[13] "ABC of women worker's rights and gender equality," in *Gender Equality and Equity. A Summary of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing, 1995,* UNESCO, Paris, 2000.

ECCE:	*www.ecdgroup.com*
	www.ecdgroup.com/coordinators_notebook.asp is a site in the previous website called 'Coordinators' Notebook' and provides a synthesis of the most recent information on topics of interest to people concerned about the well-being of young children and their families. You can register and receive updated information for free.
AIDS	For information on AIDS, schools and education, contact Francois Caillods, e-mail: *f.caillods@ iiep.unesco.org*

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Stromquist, N. P., "Increasing girls' and women's participation in basic education," in *Fundamentals of Educational Planning* (no.56), UNESCO International Institute for Educational Planning, Paris, 1997.

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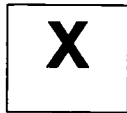
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