

# Guidelines for Implementing, Monitoring and Evaluating Gender Responsive EFA Plans



United Nations Educational,  
Scientific and Cultural Organization  
UNESCO Bangkok

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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<sup>1</sup> 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 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, 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 some cases and increasingly, boys are more disadvantaged within education systems. Users coming from such contexts need to do a gender analysis to understand the reasons for low enrolment or early drop-out of boys. However, problems with boys’ retention does not necessarily mean that there is gender equality in learning achievement or outcome. Here girls can still be at a disadvantage.

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

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

participate on an equal footing in the development of democratic, non-discriminatory and non-sexist societies. Such education systems are also necessary in order to combat HIV/AIDS, trafficking, poverty and other socio-economic development problems. Assuming that your Education for All plan (EFA plan) has been approved by the Government, it is essential to identify entrance points for gender relevant interventions. There might be areas where the analysis is insufficient or where more research needs to be undertaken. It may be a question of developing comprehensive gender mainstreaming plans and building gender capacity at decentralized levels where plan implementation will take place.

## **The Process**

As stated in UNESCO's guidelines for preparing EFA plans<sup>2</sup>, the process should be participatory and aimed at building consensus and partnerships. This is equally true for the implementation and monitoring phase. It is important to make sure that women's organizations and individual female educationists are involved in the EFA work and that gender experts – men and women - are included in training and monitoring 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.

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

# Situation Analysis and Identification of Issues

## 1. Formal Primary and Secondary Education

Several critical questions should be asked when conducting a situation analysis and identifying gender issues in education<sup>3</sup>. In regards to **formal primary and secondary education**, issues such as access, quality, relevance and management need to be considered.

### A. 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, primary to lower secondary, lower secondary to higher secondary, and so on), and what are the reasons for any gender disparities?
- **How many schools are there in each district?** Are these schools located where the learners live?
- **How long does it take students to get to school?** Do they walk? If not, how do they get to school? Do the cost, time or safety issues involved in getting to or from school exclude boys or girls from attending?

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3. This part of the document is based on the United Nations Girls Education Initiatives (UNGEI) Guidance Note to UN country teams, November 2001.

To answer 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 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. Depending on the context, other issues, which exclude children from accessing education and which may need to be surveyed, are:

- mother tongue and language of instruction
- citizenship and mandatory registration
- formal and informal costs of education
- lack of services for nomadic or migrating populations

### ***B. 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’ greater household responsibilities and the higher opportunity costs of sending girls to school, girls have little or no time to waste. Therefore, the time girls spend in school has to be used effectively. If parents consider 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:

- a) Learning environment<sup>4</sup>
  - What is the physical quality of schools? Are buildings safe and accessible? What is the availability of safe drinking water and separate, functioning toilets for girls and boys?
  - What is the quality of the learning environment? Is it child-friendly and healthy?

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4. The structuring of the key question in five categories: learning environment, content, learning, process and outcome has been borrowed from UNICEF.

- Does the learning environment offer challenges and role models for both boys and girls? Are there male and female teachers who can serve as rolemodels at both primary and secondarylevels? 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 thefrequency of visits or the quality of supervision provided by men compared to women? If so, why?
- Are school feeding/lunch programmes provided?
- 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?

“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.

b) Content:

- What is the quality of the curriculum? To what extent is it relevant? Is it gender sensitive? Does it build on and value girls and boys' life experience outside school? In many contexts, boys and girls' lives differ widely.
- Does it provide sex education to both boys and girls? Does it include information to help girls and boys protect themselves from trafficking, HIV/AIDS, exploitative child labour, alcoholism and drugs?
- Do boys and girls participate on an equal footing in extra-curricular activities, such as sports, arts, music, etc.?
- 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 do such different portrayals of the sexes have on learners, and, in the cases of young pupils, on the formation of their self-concept, character, and career choice?<sup>5</sup>

c) Learning:

- 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 to accommodate such differences? How are teachers/educators prepared or trained to take these differences into account?

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5. See Gender Lens to create curriculum and textbooks free of gender bias in annex.

d) Process:

- What is the quality of teacher training pre-service, refresher and in-service? Do female teachers or facilitators participate as much as their male counterparts in various training activities? Is the training delivered in a gender-responsive fashion? Is gender sensitization part of the teacher-training curriculum?
- Is there a guidance and counselling system in place? Are girls guided into technical and science streams or actively or passively discouraged from doing so? What fields are boys encouraged to move into? Are home economics and carpentry classes at the same time, depriving girls of carpentry and boys of home economics? Or are all students actively encouraged to gain these life skills? Is there enthusiasm and support for boy and girls to spend equal time on computers and to gain equal skill in math, science, humanities and technical education?

e) Outcome:

- 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 the students proceed through grades? If so, why?
- Is there a gender bias in some or all teachers' evaluation of learners?

## Gender-responsive Classrooms

Gender bias can appear in the class in many forms. Boys can be favoured over girls, or girls over boys, in both visible and less obvious ways. Much gender bias can be eliminated using this checklist.

- **Class décor:** posters, pictures, slogans and quotations equally feature male and female characters of equal status and as heroes, leaders and authors. Girls and boys' work and life experience is reflected in the student story boards, art and displayed work.
- **Class layout:** boys or girls are not clustered at either the front or the back of the room. Nearly equal numbers of girls and boys sit at the front, where they can hear and focus better, sit near the windows for light and sit near the heat for warmth.
- **Class structure:** boys and girls are presidents, heads of activity groups, etc. Girls and boys equally share all class and school chores.
- **Student resources:** teachers facilitate the sharing of textbooks and learning supplies so that all girls and boys have equal access to learning. Mothers and fathers are encouraged to equally support and supply their sons and daughters with school materials. Teachers use their creativity to reduce the stigma felt by poor children who do not have supplies or clothing like their classmates.
- **Playground:** male and female teachers supervise the playground and discipline boys and girls who are bullies, do not share equipment, or disadvantage other children. Play space, activities and equipment are equally shared by girls and boys.
- **Curriculum, textbooks and teaching/learning materials:** boys and girls are equally valued and depicted in all school materials.
- **Student-Teacher Interaction:** Teachers try to give equal eye contact and attention to each girl and each boy whether sitting at the back or the front. Boys and girls answer the same number of questions. They are asked a similar mix of easy and difficult questions. Teachers give both boys and girls who are having difficulty answering the same response time and assistance. Teachers require each boy and girl to express their own thoughts and use their imagination and analytical abilities. Teachers move about the class and give feedback to each individual student on the work.
- **Tasks and responsibilities:** tasks and responsibilities are allocated to boys and girls according to their difficulty or level of responsibility.
- **Discipline:** discipline in the class and on the school grounds makes girls and boys know they are safe, valued and protected from sexual harassment or other forms of violence and humiliation. All students are aware that abusing or mistreating others will not be allowed. Male and female teachers use appropriate and creative forms of discipline but do not use corporal punishment.
- **Language:** teachers, pupils and textbooks use inclusive language that is free of gender bias.
- **Use of materials and tools:** books, computers, calculators, sports equipment, laboratory supplies and vocational equipment is used equally by boys and girls.

To answer 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 analysed with a view to identifying possible gender gaps. More difficult questions relate 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 are 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 early implementation of the EFA plan, with a view to revising strategies at a later stage, when and if research points to such a need.

### ***C. Management***

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

- **Do equal numbers of women and men hold positions at each level in 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? In countries with a large percentage of female teachers, women still occupy very few head of school positions not to speak about district or provincial level education directors. Are there affirmative action policies in place to change this? In many countries there is a significant **gender imbalance in the teaching force** both at primary and secondary level in favour of one sex or the other. Neither case is optimal. Both boys and girls need role models and efforts should be made to bring at least 40-60 percent balance. Due to security

issues which usually are more important for girls than for boys, having at least one female teacher per school is both a necessity and urgent.

- **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 procedure in place for backstopping** when administrators or teachers are not available? Does that procedure involve stakeholder (including parents/community) input?
- **Does the Ministry of Education have a policy addressing sexual harassment issues at school level as well as in the education administration at various levels?**

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.

## **2. Early Childhood Care and Education**

The first goal set in Dakar was the expansion of early childhood care and education (ECCE). Early childhood programmes play an important role 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 programmes can have in this respect.

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 programmes 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 programmes can play a crucial role in contributing to the **improved efficiency** of the primary education system by providing a place for young children.

Availability of child caring facilities is in many cases a pre-condition for **women's participation** in literacy or non-formal education (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 programmes can perpetuate gender stereotyping at home and in the community. On the other hand, early childhood programmes 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 education also offers the opportunity for men, as well as women, to be kindergarten and preschool teachers. This role is far more than 'looking after' children; it is developing the human potential of young girls and boys at their most formative stage.

### **3. 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) programmes 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. In different parts of Asia, boys are pulled out of school to herd animals, to work as porters in markets and in many forms of exploitative child and labour. Girls are denied schooling to care for young siblings, the elderly and the sick. Increasing numbers of girls are taken from school to pick cotton or do other field work, or are trafficked into industrial or sex trade work.

All these children should be provided with an education which empowers them to make choices, to protect themselves from abuse and to live better lives.<sup>6</sup>

As many more girls are pulled out of school than boys, many NGOs and governments have experimented creatively and successfully with programmes for adolescent girls<sup>7</sup> in the last decade. There is now a huge pool of innovative experiences and lessons learned to provide insight to educators<sup>8</sup>. 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 programmes 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 10 to 15 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 programmes and projects in this area. The government can support and disseminate research, produce training materials, monitor programmes, provide certification and facilitate transition of the learners to the formal mainstream system.

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6. For more information visit the UNESCO/UNFPA website on Adolescent Reproductive and Sexual Health, [www.unescobkk.org/ps/ach-web/index.shtml](http://www.unescobkk.org/ps/ach-web/index.shtml)

7. 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.

8. Leveling the Playing Field. Giving Girls and Equal Chance for Basic Education: Three Country Efforts, Economic Development Institute of the World Bank (no date).

Orzen, 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>

## 4. Non-formal Education and Literacy Training for Adults<sup>9</sup>

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

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.

If girls have little time to waste on ineffective schooling, this is even more true of adult women and literacy programmes. 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 programmes. While programmes 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.

Because of the many competing demands on women's time, women often drop out from adult literacy programmes or stop attending before they have reached a sustainable level of literacy. This, combined with little or non-existent post literacy materials and primers (especially in rural areas), leads to a high rate of relapse back into illiteracy. The real literacy figures are, therefore, often lower than official statistics indicate, and the need for (post) literacy inter-ventions thus are much higher than initially anticipated.

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9. 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.

As with adolescent girls' programmes, many programmes have been tried out with varying success over the years - especially by NGOs and community based organizations (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 programmes 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 co-ordination and sharing, and to promote effective utilization of economic and human resources.

## **5. Theme: HIV/AIDS, Gender and Education**

The HIV/AIDS pandemic *infects* and *affects* young children, teenagers, and adults. This is the reason why education is not only impacted by the epidemic but also has a role to play in terms of prevention and support to infected and affected people. The interface between education, HIV/AIDS and gender needs to be analyzed and understood to better answer both the challenges of gender equality in education and the eradication of the epidemic.

Reducing the impact of the HIV/AIDS threat on individuals and communities; promoting gender equality and improving educational access and retention for all are three objectives which mutually support one another.

Disparities in access and retention for both boys and girls, gender stereotyping in content, teaching-learning processes, participation, and achievement, as well as inequalities in educational management, have repercussions on the role that education can play to face the threat of the epidemic.

In addition, the problems of teacher supply due to the death of teachers infected by HIV/AIDS or of teacher stress due to the pandemic may lead to a decrease in the quality of education. This will affect both boys and girls.

Girls are hit harder and younger than boys by HIV/AIDS for physical, socio-economic and cultural reasons. Infected girls face greater stigma and rejection than boys, and are more likely to drop out of school, while boys and men may feel pressure from cultural expectations or from peers leading to unsafe sex. Drug and alcohol abuse as well as migration reinforces this risk behaviour. These elements have to be considered when addressing gender equality and HIV/AIDS prevention in education.

Working on the triple fronts of HIV/AIDS, gender equality and education at the same time results in improved outcomes for each one. Areas of focus must therefore concentrate on:

- getting girls in school, pulling them through secondary education and preventing boys from dropping out;
- improving safety inside and outside schools especially in regard to boarding schools for both boys and girls;
- designing good quality sex and reproductive health education curriculum and delivering it in a gender-sensitive way;
- empowering boys and girls to make choices and to participate in decision making;
- working on self-esteem and negotiation skills to allow boys and girls to have more control over their sex lives;
- training teachers to explore ways in which sex discrimination can be challenged, and on how to react when they meet discrimination;
- promoting effective HIV preventive interventions among teachers; and
- training teachers on how to deal with pupils infected or affected by HIV/AIDS.

HIV/AIDS has a great impact on the schooling of children, both in terms of access and quality. In households affected by the pandemic, increased poverty leads to decreased access for children: girls will drop out to take care of ill parents or relatives; boys will drop out to find a job and support the family financially. Children remaining in school may have difficulties to concentrate leading to performance problems because of the

consequences of the pandemic in their families or communities. Orphans are especially at risk of dropping out, because of financial and psychological reasons.

Unlike in Africa, it is not possible to say in Asia what the impact of AIDS is on teachers in terms of affecting their numbers. What is clear though is that psychological impact is there, and that female teachers' workload in terms of caring for patients or taking on single mother responsibilities will have an impact on the quality of their teaching and attendance.

Finding solutions to keep boys and girls in schools, helping them cope with the pandemic now and preventing them from being infected later is, therefore, a main task for the education system.

It is evident that designing strategies for combating AIDS requires a comprehensive analysis and intervention at a multi-sectoral level. Partnership with stakeholders outside the Ministry of Education is therefore – once again – a condition for success.

## Setting Objectives and Identifying Strategies

If a thorough gender analysis of the education sector was not carried out in the planning phase, it can still be done during the implementation phase. All plans will be subject to revision sooner or later and new information, data and analytical work can and should inform revised strategies. The important first step will be to ensure that the major players in the EFA plan implementation are sensitized to gender concerns; for example, through seminars or workshops making use of participatory methods. Then, gender concerns should be systematically incorporated at all stages of implementation, monitoring and evaluation. Gender-specific indicators will have to be identified so that progress can be monitored.

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 their 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 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 for short or longer periods of time.

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 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.

Specific objectives and strategies to meet EFA goals will depend on the results of the situation analysis. The table 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 by the year xxxx.	<ul style="list-style-type: none"> <li>• Providing subsidies/incentives</li> <li>• Providing transport and/or boarding facilities</li> <li>• Providing single-sex learning environments</li> </ul>
Reducing the drop-out rate for girls and or boys) by x%	<ul style="list-style-type: none"> <li>• Improving the quality of the learning environment and the relevance of the education provided</li> <li>• Improving relations between school and home and convincing parents to keep girls in school to at least the end of the primary cycle</li> <li>• Revising textbooks to equally portray the realities of girls and boys and the rights of both to be leaders and active participants in their families, communities and societies</li> <li>• Increasing relevant life skills teaching for girls and boys to assist children in acquiring self-protection and coping skills (Re: trafficking, HIV/AIDS, forced labour etc.)</li> </ul>
Increasing girls' transition rate from primary to junior secondary education by y%	<ul style="list-style-type: none"> <li>• Improving access to, and quality of secondary schools</li> <li>• 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</li> <li>• Lobbying for legal changes which will keep girls in school after pregnancy</li> </ul>
Closing learning achievement gaps by year xxxx.	<ul style="list-style-type: none"> <li>• Training teachers in gender responsiveness</li> <li>• Changing teaching-learning practices with emphasis on inclusiveness</li> <li>• Creating child-centred learning environments, and team work</li> </ul>
Increasing the number of girls in science and math streams by year yyy	<ul style="list-style-type: none"> <li>• Providing girls with positive role models, and relating science and math contents and teaching methods to the everyday lives of both boys and girls</li> <li>• Demystifying myths, such as women scientists cannot find husbands</li> </ul>
Increasing the number of boys in social sciences courses by year yyy	<ul style="list-style-type: none"> <li>• Providing boys with positive role models, and relating social science contents and teaching methods to the everyday lives of both boys and girls</li> </ul>

All of these interventions have been tried 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 and to pilot new interventions, carefully monitoring and evaluating them before going to scale.

## 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 progress 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 (intersectoral 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 suitable to their needs in terms of responsiveness to gender equality, synergies and integration with existing national EFA mechanisms.

The development of **indicators** and the 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.

During or after development of the EFA plan, educators will need to establish a system of monitoring and evaluation to collect reliable data that will provide information on the progress made toward achieving the goals of gender equality. Decisions need to be made: Who will

collect the data to monitor each indicator and how frequently, and who will be in charge of the data and data analysis? What are the timelines for reporting the data? If data indicate slippage rather than progress, who will be notified and who is responsible for developing equity mechanisms to bring about progress?

To ensure that data are collected and reported systematically, carefully and accurately, personnel need to be trained at the school, district, regional, and national levels. Optimally, about 5 per cent of a programme budget should be devoted to monitoring and evaluation activities.

Evaluations are scheduled periodically to determine if mid-course changes need to be made in order to achieve established goals (formative). Evaluations are also conducted at the end of a particular intervention to help determine the impact and judge the value of the programme (summative). Evaluators from outside the system can be called on to conduct or participate in either formative or summative EFA evaluations, but high level administrators need to ensure that the evaluators have the skills, knowledge, attitudes, and tools to effectively assess the gender responsiveness of a system at all levels.

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; and
- Number of older girls mentoring younger girls in leadership positions.

The following table gives an example of quantitative and qualitative data needed for policy makers and educators to take appropriate action<sup>10</sup>:

Quantitative data	Qualitative data
<ul style="list-style-type: none"><li>• More boys than girls do science and mathematics at secondary level. <i>This gender difference is significant, and therefore qualitative data should be sought.</i></li></ul>	<ul style="list-style-type: none"><li>• Science options are offered at the same time as home economics and office procedures. Girls are chaneled into the latter options.</li><li>• Science texts refer to scientists in masculine terms, and do not feature women as scientists</li><li>• Mathematical problems are usually framed in terms of “masculine” activities.</li><li>• Most science teachers are men.</li><li>• In science classrooms, male teachers rarely interact with female students, and such lack of interaction is usually demotivating for the girls.</li><li>• Boys have a similar experience in classes on home economics and office procedures, where the teachers are predominantly female.</li></ul>

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10. Leo-Rhynie, E., “A Quick Guide to Gender Mainstreaming in Education”, Institute of Deveopment and Labour Law, University of Cape Town, South Africa, page 48, 1999. [www.thecommonwealth.org/gender/publications/gsms.pdf/educaa5.pdf](http://www.thecommonwealth.org/gender/publications/gsms.pdf/educaa5.pdf)

## **Mainstreaming Gender into Education**

The boxed suggestions below are steps that can be taken to effectively mainstream gender into EFA implementation. For detailed step by step guidance please refer to Annex 1 on Guidelines for Gender Mainstreaming EFA implementation.

The engine of gender mainstreaming is having a gender-responsive organizational culture within the Ministry of Education. Characteristics of a gender-responsive education ministry include having a gender policy, strategy, actions, budget and staff. All support delivery of education that helps each girl and each boy reach their individual potential. Most significant is that all ministry employees, male and female, do their personal and professional best to advance gender equality in their own work and in their interaction with others. This should be recognized and valued equally with the performance of all other key functions. The visible support and good example of the minister and senior ministry officers are essential in creating this gender-responsive organizational culture.

Process	Procedures
<ul style="list-style-type: none"> <li>• Work on developing a strong political commitment to an institutional policy and framework on gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up a network of gender focal points at a national level located in different ministries and institutions.</li> </ul>
<ul style="list-style-type: none"> <li>• Build institution capacity by giving gender orientation and training to implement, monitor and evaluate national EFA plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring of gender consultants in education to provide training in gender mainstreaming to practitioners from top-ministry level and to politicians at school level, as well as other stakeholders, such as local government officers.</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct policy dialogue and promote 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up a gender equality unit with access to resources (trained people and budget) to advise, sensitize, promote and work across boundaries with other education units/departments to ensure implementation.</li> <li>• Organizing of implementation and follow-up teams with gender focal points at different levels of the education system.</li> </ul>
<ul style="list-style-type: none"> <li>• Design a strategy to promote gender-responsive EFA plans based on various means of consultation and communication (e.g. to integrate flagship<sup>11</sup> programme content, especially related to gender equality; to feed civil society's inputs regarding gender equality).</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an inter-sectoral ministry advisory committee including gender experts.</li> <li>• Creating a civil society advisory committee or, if such already exists, insuring that representatives from women's organization, and gender specialists are included.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop indicators (quantitative and qualitative), and means of verification for gender sensitive EFA implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying of phased development outputs</li> <li>• Earmarking funds for achieving goals 2, 4 and 5 of Dakar over a period of x years.</li> </ul>

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

## Financial and Human Resource Needs and Partnerships

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, deploying the necessary human resources and **training, retraining and upgrading** of staff including, supervisors and managers, to deal with gender-related issues need 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 programme 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 each level to allow for implementation activities.

Gender issues in education are very complex. The many factors related to the school and the socio-economic and cultural context call for a wide range of stakeholders to be involved in identifying issues and strategies. *Multisectoral partnerships, support groups etc.* 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<sup>12</sup>.

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

More and more countries also have adopted *sector wide approaches* to education gathering a number of donors and technical agencies around a comprehensive development plan for the education sector led by the government. Research shows that when all partners are committed and sensitive to gender issues, sustainable change can occur in the education sector. This is, however, not always the case and intensive advocacy and awareness raising activities might be necessary among all partners. Gender training in connection with yearly or half-yearly implementation reviews of all participants (government officials as well as donor representatives) might be one way of creating consensus and collaborative action among stakeholder.

Gender-responsive education is critical to poverty alleviation and to maximizing the positive grassroots change and growth. Yet, many development projects pay lip service or token attention to gender issues and, in particular, to the role of gender-responsive education. Education ministries and non-government education stakeholders must be vigilant. The education sector, as a whole, needs to monitor that gender-fair education is enhanced, not set back, by gender blind development initiatives. Gender-responsive education can bring much added value and deeper, sustained success to water and natural resource management, health and rural development initiatives. This calls on education stakeholders in both formal and non-formal education to engage and collaborate with the public, civil and private sectors as well as the international community. There is a vital place for gender and education expertise in helping to achieve the Millenium Development Goals, Poverty Reduction Strategies and Programmes and other major development targets.

# More Information and Resources

## Some Key Concepts

**SEX** describes the biological differences between men and women which are universal and determined at birth.

**GENDER** refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity).

These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept of gender is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

**GENDER ANALYSIS** is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

**SEX-DISAGGREGATED DATA** is data that is collected and presented separately on men and women.

**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.<sup>13</sup>

**LITERACY GENDER PARITY INDEX (GPI)** is the ratio of the female to male adult literacy rates which measures progress towards gender equity in literacy and the level of learning opportunities available for women in relation to those available to men. It serves also as a significant indicator of the empowerment of women in society.

**GENDER EQUALITY** means that women and men have equal opportunities for realizing their full human rights 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, their community and their society.

**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 historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality and equitable outcomes are the results.

**EMPOWERMENT** is about people both women and men taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions, including international cooperation agencies, can support processes that can nurture self-empowerment of individuals or groups.

**GENDER DIVISION OF LABOUR** is the result of how each society divides work among men and among women according to what is considered suitable or appropriate.

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13. UN's Economic and Social Council (ECOSOC) conclusions 1997/2.

**WOMEN IN DEVELOPMENT (WID)** The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women's multiple roles or that they miscalculate the elasticity of women's time and labour.

The biggest difference between WID and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven.

There is definitely a need for women-specific and men-specific interventions at times. These complement gender initiatives. Research shows that the success of both sex-specific and gender activities is directly linked with the depth of the gender analysis that informs them.

**GENDER AND DEVELOPMENT (GAD)** The GAD approach focuses on intervening to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. This approach often aims at meeting practical needs as well as promoting strategic interests. A successful GAD approach requires sustained long-term commitment.

**PRACTICAL NEEDS** are immediate material daily needs such as water, shelter and food.

**STRATEGIC (GENDER) INTERESTS.** Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making.

## 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:

- <http://www.undp.org>*** gives access to information related to gender and UNGEI, such as key documents, resources, training material, good practices, and links to other relevant websites.
- <http://www.undg.org/gender/>*** contains comprehensive gender mainstreaming, learning, and information packages.
- <http://www.sage.aed.org/>*** a substantive website providing manuals and work documents on strategies to promote girls' education.
- <http://www.fawe.org>*** provides experiences in girls' education in Africa.
- <http://www.unescobkk.org/gender>*** provides information on experiences in girls' education in Asia and the Pacific as well as resources, guides and studies aimed at promoting Gender Equality in Education.
- <http://www.ioe.ac.uk>*** gives update on the Gender, Development and Education: Beyond Access Project, funded by DFID and co-ordinated by academics from the Institute of Education, London and Oxfam UK.
- <http://www.id21.org>*** id21 is a fast-track research reporting service, with a special focus on education, aimed at bringing UK-based development research findings and policy recommendations to policy makers and development practitioners worldwide. Includes many items on girls, gender and HIV/AIDS in the context of education.

## ***Flagship Programme Websites:***

- Literacy      [www.unesco.org/education/litdecade](http://www.unesco.org/education/litdecade)
- FRESH        For information on Effective School Health, contact Anna Maria Hoffman, e-mail: [am.hoffmann@unesco.org](mailto:am.hoffmann@unesco.org)  
You can also consult the following website:  
<http://www.schoolsandhealth.org>  
which provides information on FRESH, HIV/AIDS and Education, school nutrition, country programmes and resources on health issues in the context of the school.
- ECCE         [www.ecdgroup.com](http://www.ecdgroup.com)  
[www.ecdgroup.com/coordinators\\_notebook.asp](http://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.
- HIV/AIDS    For information on AIDS and education:  
<http://www.unesco.org> , pages related to HIV/AIDS;  
<http://www.schoolsandhealth.org>;  
[http://www.unicef.org/lifeskills/index\\_8657.html](http://www.unicef.org/lifeskills/index_8657.html)

## Publications and Documents

- ABEL/USAID, *Beyond Enrolment: A Handbook for Improving Girls' Experiences in Primary Classrooms*, Creative Associates International, Washington DC, 1996.
- Creative Associates International, *Toolkit for Assessing and Promoting Equity in the Classroom*, 2003, available online at [www.caii.net](http://www.caii.net).
- Kane, E., *Guide for Task Managers: Identifying Problems and Interventions in Girls' Education*, Asia Technical Department, World Bank, Washington DC, 1996.
- 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.
- Rush, A., *Starting Now: Strategies for Helping Girls Complete Primary Education*, SAGE, Washington DC, 2000, available on-line at <http://sage.aed.org>
- 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.
- Williams, H., *Multisectoral Strategies for Advancing Girls' Education: Principles & Practice*, SAGE, Washington DC, 2001, available on-line at <http://sage.aed.org>
- UNESCO, "Education for All: Gender equality in non-formal basic education: A strategic framework", working document, 2001.
- UNESCO, *A Toolkit for Promoting Gender Equality in Education*, Gender in Education Network, UNESCO Bangkok, 2003.
- UNESCO, *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*, UNESCO Bangkok, 2003.
- UNICEF, *HIV/IDS Education: A Gender Perspective. Tips and Tools*, 2002 (contact: [www.unicef.org](http://www.unicef.org)).

## Annex 1

# EFA Gender Mainstreaming Checklist

### Stage 1 - Research and data collection

- Gender-sensitive men and women make up the research design team, data collectors and analysts. Gender training is provided, if needed.
- Sex-disaggregated qualitative and quantitative data is provided.
- National data is broken down into pertinent data sub-sets. (i.e. urban-rural; key socio-cultural and economic subgroups).
- Qualitative data explores gender disparities.
- Teaching-learning materials are analyzed to identify if there is gender bias.
- Teaching-learning processes and teacher training processes are assessed to see if teaching methods are appropriate for male and female learners.
- Ministry of Education strengthens its own gender and education research by exchanging information with other education stakeholders (education NGOs, research centres and other civil sector sources)
- When research gaps are identified, new education research/surveys are conducted using a gender lens.

## Stage 2 - Policy and planning

- The Minister of Education and senior MoE management send clear messages throughout MoE and to education stakeholders that MoE is firmly committed to gender-equal education. This message is given at all major EFA meetings.
- The planning team is composed of gender-sensitive women and men. The Gender Focal Point is a member. Additional gender experts join the team, as needed.
- All members of the planning team are oriented in gender concepts and the major gender and education issues in their country.
- The EFA plan has gender-responsive goals, objectives and a gender mainstreaming strategy aimed at meeting these objectives.
- Central to the EFA plan is the commitment to meeting the basic requirements of girls and boys, and of the women and men who teach them.
- EFA policy and planning is grounded in the gender and education research compiled in Stage 1.
- Key education stakeholders, inside and outside government, are involved in the EFA planning process.
- Planners carefully assess the potential of affirmative action measures to help meet the special needs of disadvantaged boys and girls, men and women.
- The EFA plan includes indicators to measure gender progress.
- The EFA plan's budget clearly identifies funds for target groups and activities aimed at reducing gender disparities. Explicit funds are also identified for gender advocacy and training.
- Planning and budgeting for the design and construction of education and literacy facilities is done from a gender perspective.

### Stage 3 - Implementation

- Women and men make up the implementation board or core implementation team. The Gender Focal Point is a member. Additional gender specialists join, as needed.
- Gender training is provided to the senior management team.
- A budget and process exist for providing practical gender information, tools and resources to MoE staff.
- A trainer-of-trainer network is formed to provide gender training to all deliverers of formal and non-formal education.
- A gender component is built into all training and capacity-building activities.
- Schools involve parents and others in their communities so all education stakeholders see the value of each girl and each boy getting a quality education. (i.e. parent-teacher associations, school management committees, local businesses, community leaders)
- Priority is given to creating:
  - gender-responsive teacher pre-service and in-service
  - teaching-learning materials that are free of gender bias
  - defining and delivering ‘child-friendly’ learning environments that empowers girls and boys
  - mechanisms for recognition of teachers and administrators who advance gender equality in positive and creative ways.

### Stage 4 - Monitoring and evaluation

- Monitoring and evaluation teams have both male and female members.
- All members of the M&E teams are trained in gender analysis and in gender mainstreaming.
- An M&E system is in place that identifies specific gender equality results, gender indicators and cost-effective ways to collect meaningful data.

- Whenever possible, the beneficiaries (students, teachers, communities) are consulted in identifying indicators and data collection methods.
- Gender progress is monitored regularly as an integral part of MoE's monitoring activities.
- Clear gender mainstreaming requirements are built into MoE's monitoring checklist and its evaluation checklist.
- Sex-disaggregated qualitative and quantitative data is collected.
- Monitoring reports are distributed to policy-makers, beneficiaries and key stakeholders for feedback and recommendations.

## **Stage 5 - Sharing and use of lessons learned**

- Finalized monitoring and evaluation reports, which have comprehensive analysis of gender progress, are presented in round-table discussions involving MoE senior officials and key national education stakeholders. (donors, international education organizations, education institutions and education NGOs) Comments and recommendations are given.
- Comments and recommendations on gender progress are also gathered from schools, communities and administrators.
- M&E results and recommendations from internal and external stakeholder consultations are fed into MoE's policy and planning process. They become the basis for MoE revising its objectives, strategies, training and other implementation activities.
- The media is briefed periodically by MoE senior management on gender and education issues and gender progress. The Gender Focal Point is part of the briefing team.

\* *This EFA Gender Mainstreaming Checklist was created by the GENIA Network of Asian MOE Gender Focal Points - 2003.*

## Annex 2

# Gender Lens to Create Curriculum and Textbooks Free of Gender Bias

- Is the steering committee composed of equal numbers<sup>1</sup> of women and men who are gender sensitive?
- Will the needs assessment equally involve boys and girls so that needs and interests of both are identified?
- Are the subject experts in each sub committee properly trained in gender sensitization?
- Do the topics and outline of the curriculum & learner materials fulfill the needs of boys and girls?
- Do the topics and outline of the teacher materials meet the needs of female and male teachers?
- Are gender issues taken into consideration in the workshops in which experts agree on the content of the curriculum and materials?
- Are the writers and artists gender sensitive? Is there a gender balance of authors and artists, if available?
- Are the text, language and pictures free of gender bias?
  - Is language gender inclusive?
  - Do the exercises and stories feature girls and boys equally and reflect their life experience?
  - Will boys and girls equally relate to the exercise questions?
  - Do the roles, responsibilities and activities of girls and boys equally reflect empowerment and decision-making?
  - Are the domestic, volunteer and community roles of boys and girls given equal space and value?

- Are girls and boys depicted in photos and graphics with equal frequency and with equal status?
- Will equal numbers of boy and girl students be involved in the pilot testing of the curriculum and textbooks?
- Will the members of the final review committee be gender sensitive?
- Will men and women both be trained as lead trainers in the use of the new curriculum/materials?
- Will all female and male teachers of this specific subject be trained to teach the new curriculum in a gender-responsive way?
- Will the new textbooks be available to all boys and girls?

\* *This Gender Lens was created in a GENIA workshop of Pakistan government and non-government stakeholders in education - 2002.*

For more information please contact:  
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United Nations Educational,  
Scientific and Cultural Organization  
UNESCO Bangkok

Guidelines for Preparing  
Gender Responsive EFA Plans