

EDUCATION

a) Education

Gender Division of Labour

Many families cannot afford to educate girls because their labour is often needed in the home and in the fields. When household income is limited, the family may be unable to bear the indirect costs of sending to school girls who perform tasks that are essential to the household economy (UNICEF 1992: 21). The roles and responsibilities of girls in the household and in production can prevent their enrolment in school or severely limit their level of attendance. The time required to travel to and from school can keep girls away from domestic chores for longer periods, which further discourages attendance. Time, workload and mobility factors also prevent women from pursuing higher education, vocational and technical education opportunities.

Access and Control of Resources and Benefits

The majority of children without access to primary and secondary schooling are girls. The gender gap in education varies from one region to another (UN 1995: 91-92), reflecting both limited access and lower parental demand for female education. Although female adult literacy rates have improved in recent years, more than two-thirds of the world's illiterate adults are women. Limited access to safe transport and the costs of clothing, fees and school supplies can present significant barriers to women's and girls' participation in education and training. There is a tendency, when faced with limited resources, for families to accord higher priority to boys' education than for girls. Access

to safe transport to and from school, especially if there is a significant distance to travel, can also affect attendance, as can parental fears for the safety of girls and young women while away at school. Limited access to basic education and poor literacy prevent women from benefiting from other vocational education and skills training opportunities throughout their lives. Sexual harassment, inadequate physical facilities, inflexible timing of classes and lack of childcare services constrain girls' and women's educational opportunities at all levels.

Factors and Trends

Cultural, religious and social factors have a heavy influence on girls' participation rates in education. Frequently there is little recognition of the value of educating girls or women. Moreover, there is often an emphasis placed on 'traditional' subjects for them, and less encouragement to study subjects such as mathematics, science or business training. Gender bias in curricula at all educational levels reinforces stereotypes about the roles of girls and boys. Cultural and social factors such as early marriages, pregnancy and household responsibilities affect the likelihood that girls will remain in school. There is also concern in some societies that education may change girls' attitudes and make them less desirable for marriage. When barriers to women's participation in the workforce exist, such as lower wage rates and limited opportunities for employment, families may anticipate lower monetary returns on their investments for girls' schooling.

Implementing a gender and development policy

Key aspects of a gender and development policy relating to education planning and programming could be:

- Goal:
- to promote equal opportunities for women and men as participants and beneficiaries of development
- Objectives:
- to promote women's access to education
 - to improve women's access to economic resources (including access to programs which promote financial, technical and professional skills)
 - to promote women's participation and leadership in decision making at all levels
 - to incorporate a gender perspective in all aid activities
 - to promote equity in the distribution of education opportunities and resource allocation, particularly for women, girls and rural communities.

Guiding Questions for the Identification and Preparation of Programme & Project Activities & Policies

- *These questions are to be used as a guide only. It is not expected that every question will be relevant to all activities.*
- *The questions are designed to assist activity managers with their assessment and appraisal of development activities.*
- *The questions are also designed to assist contractors to incorporate gender perspectives into activity preparation and design.*

Key Areas of Concern	Guiding Questions
<i>Project Objectives and Target Group</i>	<ul style="list-style-type: none"> • Do project objectives explicitly refer to males and females? • Has an assessment been made of the education and training needs of both males and females?
<i>The Gender Division of Labour</i>	<ul style="list-style-type: none"> • Are families in the target community reliant on girls' work in the household for income? • Are there time and distance constraints for girls and women to attend classes? • What other constraints prevent males and females from continuing their education? • Would flexible education schedules help females fit in their other tasks? (<i>consider time of day, duration and location of courses</i>)
<i>Access and Control of Resources</i>	<ul style="list-style-type: none"> • Has sex disaggregated data been collected on education levels? (<i>e.g. literacy rates, participation and retention rates, levels of educational attainment</i>) • Do girls/women have access to safe transport? • How do recruitment, nomination and selection procedures constrain male and female access to education? (<i>e.g. recognition of non-formal educational achievements, age of entry, pre-requisites</i>) • Have all the methods of education delivery been considered? (<i>e.g. distance education classes may be more accessible for females</i>) • Are there financial costs for participation which may restrict females' attendance? (<i>such as fees, uniforms, shoes and class materials</i>) • Are scholarships or other incentives equally accessible to males and females?
<i>Access and Control of Benefits and Project Impacts</i>	<ul style="list-style-type: none"> • Does the project design include strategies to address the major constraints to male and female participation and achievement in education? • Is information readily available to both males, females and families about educational opportunities? • Have assumptions been made in the project design about male and female preferences for "traditional" subjects? (<i>gender "streaming"</i>) • Do vocational and technical education programmes provide follow-up and support to course participants? (<i>e.g. counselling, credit support and assistance with job placement in .non-traditional fields after course completion</i>)

<i>Social, Cultural, Religious and Economic Factors and Trends</i>	<ul style="list-style-type: none"> • Has consideration been given to the cultural, religious and social attitudes towards the value of women's and girls' education, and what strategies the project can use to address attitudinal constraints? (e.g. <i>segregated education, distance education, targeted community information promoting the benefits of female education, use of local role models and women's groups to advocate in favour of female education in non-traditional areas</i>) • Has consideration been given to supporting male and female role models to challenge gender stereotypes? (e.g. <i>female teachers</i>) • Are education facilities culturally appropriate? (e.g. <i>separate toilet facilities for girls and boys, safe study areas, campus security, secure living quarters</i>) • Does the project address gender stereotyping in curricula & education materials? • Are efforts being made by education institutions to address gender "streaming" (sex stereotyping of education subjects and courses)? (e.g. by providing <i>training and support to careers guidance staff, and developing appropriate materials</i>)
<i>Participation and Consultation strategies</i>	<ul style="list-style-type: none"> • Are community groups of men and women involved in determining priorities for the project? • Are both men and women involved in project planning and implementation? • Have strategies been identified for increasing the skills and participation of female staff?
<i>Women's Social Status and Role as Decision Makers</i>	<ul style="list-style-type: none"> • What practical needs and strategic interests of women and girls are addressed in the project? • Do curricula reinforce or challenge gender-based stereotypes? • Are female education staff supported as decision makers?
<i>Counterpart Agency Capacity</i>	<ul style="list-style-type: none"> • Does the Recipient Government or counterpart agency have a national policy or other statements promoting the importance of girls' and women's' education? • Has a sex disaggregated employment profile of the counterpart agency been undertaken? • Has an affirmative action plan been developed to support and resource female staff? • How does the project plan to increase counterpart capacity to provide gender-sensitive education programs and materials?
<i>Project Monitoring</i>	<ul style="list-style-type: none"> • Will the drop-out and absenteeism rate for females and males be monitored? (<i>and the reasons for these</i>) • Will the selection of subjects to be studied by males and females be monitored? • Will educational attainment by males and females be monitored? • Have targets been set for male and female participation in the project, both staff and students? • Will there be on-going consultation with community groups, including women's groups?
<i>Project Resources</i>	<ul style="list-style-type: none"> • Are project resources adequate to deliver services and opportunities to males and females? • Is gender expertise being utilised throughout the project?