Improving gender equity in Education

WOMEN IN INDIA WHO ENROLLED IN HIGHER EDUCATION

▲1,350%

1.2 million
(2010-11)

➡ 17.4 million
(2017-18)

A Massive Climb

- In M.Phil. courses, nearly 70% of students are female, while in post-graduation, they account for 60% of students.

- *"Number of women in higher education has been on a constant rise, and this is because of the policy intervention by the central government - such as scholarship schemes and transport facilities for women,"* S.K. Thorat, former chairperson, UGC.

However,

- There isn't much change in nature of courses that women are pursuing.

- More women are seeking admission in courses that have traditionally been considered women's forte.

- Like M.A., M.Com., M.Sc. (Nursing), Master of Library Science, Master of Physiotherapy, Architecture, Hospital Administration and Fashion Designing.

- In engineering and technology — Girls account for just 28.6%,

How ?......Where ?

- This journey…women have undertaken on their own.

- Women have come this far on their own, which shows the self-willed motivation of girls/women.

- Of Course, Some policies have framed bore fruit.

- The upward mobility of women after higher education is very low.

- The only place where women are equal to men are in contractual labour; beyond that, at any position, men are far beyond.

- At the university level, women are only 25% at the top level.

You never know how STRONG you are

Until being STRONG is the only choice you have

Remembering.........U

We have come a Long Way

- 14% women in higher education in 1950-51; 43% in 2011-12.

- But, even then 11% in engineering, 4% in medicine; 5% in PG & Phd.

- 56% of boys and 49% of girls are now able to go for higher education.

Theory of Change

Impacts

1. Girls and boys gain valuable knowledge and skills through education in gender-responsive environments free from all forms of violence, neglect and abuse or the threat of such

2. Education systems, through formal and informal settings, actively contribute to the development of more gender-equitable societies, where VAWG is not tolerated

Outcome

Safe learning environments are established with curricula and teaching practices that reduce VAWG and promote gender-equitable norms

Outputs

Teachers and school staff understand the harmful effects of VAWG, know what appropriate sexual behavior towards girls is, and use positive discipline techniques that teach and model nonviolence

Effective prevention of and response to VAWG are explicit goals of the education system and included in the curriculum

Education staff, including teachers and administrators, have the knowledge, skills and professional support and coaching to address VAWG in education

Curricula are gender-aware, developmentally appropriate, culturally relevant and context specific and promote attitudes and behaviors that reduce VAWG

Schools provide safe, secure, healing and welcoming learning environments for girls

Interventions

Provide training for teaching and non-teaching school staff on how to reduce VAWG and promote gender-equitable norms

Ensure that school heads and teachers are trained and supported in the use of positive discipline practices and classroom management measures

Life skills educational training that builds resiliency in girls and promotes their social and emotional development and economic, human and material assets

Review and revise curricula and textbooks to promote gender-equitable norms and model nonviolent behavior toward building the social, emotional, physical and cognitive well-being of girls

Increase girls' safety on the way to and from school

Create safe, secure and welcoming environments in schools (e.g., private sanitation facilities with locks, improved lighting, playgrounds)

Gender Bias in Education

- **Nearly 40% girls reported being made fun of because they are girls**; 10% of boys are made of fun.

- Girls were generally seen as better at 'soft' subjects such as languages, history, art and music, while boys better at sports, mathematics and computing.

- Pupils felt that male teachers are 'more intelligent' than female teachers, but female teachers were 'more caring' than male teachers.

- **33% female teachers reported discrimination**; 7% male teachers reported discrimination.

Gender Responsive Approach to Education Sector

Demonstrated political will and commitment to girls' education and gender equality at the highest levels; commitment to global and regional mandates like the CEDAW, the CRC, EFA, and the SDGs.

Comprehensive institutional and legislative frameworks conducive to advancing girls' education and gender equality, including those addressing discriminatory social institutions relating to inheritance, child marriage, child labor, gender-based violence and teenage pregnancy, among others.

Ammu Swaminathan, Dakshayani Velayudhan, Begum Aizaz Rasul, Durgabai Deshmukh, Hansa Mehta, Kamla Chaudhary, Leela Roy, Malati Choudhury, Purnima Banerjee, Rajkumari Amrit Kaur, Renuka Ray, Sarojini Naidu, Sucheta Kriplani, Vijalakshami Pandit, Annie Mascarene,

Enabling Environment

- **Strong community engagement** such as well-developed and autonomous civil society organization and networks. Community can play a crucial role in shaping policies, monitoring programs and holding governments accountable for their commitment to girls' education and gender equality.

- **Adequate human and financial resources** specifically allocated to promoting gender equality in education and society as a whole, including donor aid and technical assistance.

- **An Enabling Environment for Safe Schools/colleges**: Policy Responses to Prevent School Related Gender-Based Violence and homophobic Bullying.

Applying a Gender Lens to Education Sector Policy

❧What are the broad vision, principles and values that guide planning and program design in the education sector ?

❧To what extent do gender considerations feature in the education policy context ?

❧Do education policy documents show commitment or intent to address girls' education or advance gender equality?

❧Are there other policies (on school fees, school feeding or construction, for example) that do not explicitly mention gender but that may impact girls and boys differently?

❧Discontinue school practices that regard some activities as the exclusive domain of boys and others of girls.

Governments must apply a gender lens to every stage of an education plan

MANY COUNTRIES ARE NOT PUTTING A GENDER LENS OVER THEIR POLICIES BEFORE FINALIZING THEM

GENDER LENS

#WHOSACCOUNTABLE

Applying a Gender Lens to Education Sector Policy

☯Eliminate the gendered curriculum that still prevails, especially at secondary level.

☯Implement behavior and discipline policies firmly but equitably, with good pastoral support, so the school is a place where boys feel comfortable with learning.

☯Do not develop any school policy that focuses exclusively on boys, since this reinforces gender differences and encourages teachers to think in terms of the strengths of children apropos of their sex, and accommodate, rather than address, their weaknesses.

☯Exploring the Education Policy context for Early and unintended Pregnancy.

It's all about the money.

Using Data to Analyze Challenges to Gender Equality in Education

☙Understanding the difference between Gender Parity and Gender Equality.

☙Data Sources and Indicators for Analysis.

☙Measuring Gender Equality in education.

☙Percentage of new entrants to Grade 1 of primary education with early childhood education experience: The total number of new entrants to Grade 1 of primary education who have attended some form of organized early childhood education program, expressed as a percentage of the total number of new entrants to primary education.

☙Gross Intake Ratio (GIR) in the first grade of primary: The total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age. The same method is utilized to calculate the GIR for the first grade of lower secondary.

☙Dropout rate by grade: The proportion of pupils from a cohort enrolled in a given grade in a given school year who are no longer enrolled in the following school year.

Using Data to Analyze Challenges to Gender Equality in Education

- **Repetition rates by grade**: Proportion of pupils from a cohort enrolled in a given grade in a given school year who study in the same grade in the following school year.

- **Gross Intake Ratio** to the last grade of primary (Proxy measure for completion): The total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary. The same method is utilized to calculate the GIR to the last grade of lower secondary.

- **Transition rate from primary to lower secondary education**: The number of pupils (or students) admitted to the first grade of lower secondary education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of primary education in the previous year.

- **Gross Enrolment Ratio** (GER): The total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

- **Out-of-school children**: The rate of out-of-school children is the number of children of official primary, secondary and higher school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official primary school age.

- **Learning outcomes**: Average grades or pass rates on national examinations, results on student assessment surveys (such as Sciences, Mathematics, English).

Gender Sensitive Stakeholders Consultation and Participation

- Engaging various stakeholders in the Education Sector Planning planning process.

- Ensuring that the views of women and girls are adequately represented and incorporated.

- Planning for community participation in implementing the ESP and ensuring that gender equality is a central theme.

- Helping ensure sector planning is based on a good understanding of the context. (Different stakeholder groups have different concerns, capacities and interests that can enhance the process of problem identification, objective setting and strategy selection in education planning)

- Promoting ownership of education policies and programs, which in turn can enhance Sustainability.

- Securing additional human and financial resources through the engagement of civil society actors, parents and caregivers in school committees, the private sector and others.

- Strengthening Civil Society Engagement in the Education Sector

Strategies and Interventions to Address Gender Disparities

- Gender Analysis and Strategy Selection.
- Evidence-based Strategies.
- Targeting barriers faced by girls
- Interventions and Practices:
- To reduce costs paid by the family, or opportunity costs.
- Provision of bursaries, stipends, scholarships and cash transfers
- Elimination of school fees and other costs for textbooks, uniforms and transport.
- Elimination of hidden, voluntary or school administrative charges.

- Schools /colleges close to communities.
- Safe transportation.
- Safe Places for Girls, Safe school policies, practices, including codes of conduct, reporting mechanisms.
- Gender Equality in syllabus.
- Flexible schedules and study and delivery models
- Re-entry policies for pregnant or married schoolgirls and school-aged mothers.
- Water, sanitation and hygiene facilities, such as separate toilets,
- Employment of female teachers
- Gender training for teachers.

To make Schools/colleges more accessible, more responsive to girls' needs

To Enhance School Quality

- Provision of sufficient and trained teachers
- Use of mother tongue instruction in schools
- Deployment of teachers to rural areas, including female teachers
- Provision of performance-based incentives for teachers
- Development of bias-free teaching and learning materials, curricula and pedagogy

To Engage community Support

- Mobilization of communities through outreach and awareness programs on child marriage and early pregnancy
- Engagement of female mentors and role models
- Transformation of attitudes in the community by working with: (i) family, religious and traditional leaders, and men and boys and (ii) media to support positive messages
- Involvement of parents in schools, e.g., school management committees and parent-teacher associations.
- Creation of mothers' clubs.

GOVERNMENT

NON-DISCRIMINATORY CURRICULA / TEXTBOOKS

SANITATION FACILITIES

REGULATIONS AND POLICIES

GENDER SENSITIVE TEACHER PROGRAMMES

PROFESSIONAL NORMS

TEACHERS

STUDENTS

GOOD BEHAVIOUR

SCHOOLS

COMPREHENSIVE SEXUALITY EDUCATION

TRAINING TEACHERS

RESPECT REGULATIONS

WHOLE SCHOOL APPROACH on SRGBV

ENSURING SAFE and SUPPORTIVE LEARNING ENVIRONMENTS

Gender-Responsive M & E Frameworks and Mechanism

☯ Understanding and Integrating the Result Chain.

☯ Developing Gender Responsive M & E Framework.

☯ Institutional Requirements for supporting Gender integration in M & E.

Education to Enable Girls/Women & their Families and Society to Free & Independent Choices of Life at par with Boys/Men

As part of Mahila Kisan Sasakthikaran Pariyojana, women aged between 18 and 50 years were trained in climbing coconut trees under MGNREGS.

!!!!!!!! Why !!!!!!!!

"It would be an advantage if 40% of the trained women turn up for work as it will compensate for the shortage of men who do the same work" Project Director, Poverty Alleviation Unit, and district head of the project.

World Innovative Index

Rank	Country	Overall	Innovation Inputs	Innovation Performance
1	South Korea	2.26	1.75	2.55
2	United States	1.80	1.28	2.16
3	Japan	1.79	1.16	2.25
4	Sweden	1.64	1.25	1.88
5	Netherlands	1.55	1.40	1.55
6	Canada	1.42	1.39	1.32
7	United Kingdom	1.42	1.33	1.37
8	Germany	1.12	1.05	1.09
9	France	1.12	1.17	0.96
10	Australia	1.02	0.89	1.05
11	Spain	0.93	0.83	0.95
12	Belgium	0.86	0.85	0.79
13	China	0.73	0.07	1.32
14	Italy	0.21	0.16	0.24
15	India	0.06	0.14	-0.02

above 1   0 - .99   0 - -.99   below -1

A Strong Woman doesn't give up even though her heart may feel heavy. She courageously takes one more step, then another, and another.

Remembering...U

Strong
Women
are often
misperceived
as cold and mean
simply because
they refuse to be
disrespected, mistreated
or taken for granted.

A strong woman may remain silent when people talk behind her back. But that doesn't mean she does not notice. It simply means she chooses not to waste her energy on foolishness. She has more important things to do.

Strong women don't play victim, don't make themselves look pitiful, and don't point fingers. They stand and they deal.

- Mandy Hale

A strong woman knows how to keep her life in order, even with tears in her eyes, she still manages to say "I'm ok" with a smile

Remember. . . . .

Remembering U

Attitude to Inspiration

I fall, I rise.
I make mistakes, I learn.
I get hurt, I bounce back.
I'm not perfect, I'm human.

I have confidence; I have faith.
I will continue putting
one foot in front of the other
and moving forward.

That's what strong women do.

When life puts you
in tough situations,
don't say 'why me'.
Say 'try me'.

A successful *Woman* is one who can build a firm foundation with the bricks others have thrown at *her.*

Remembering.....U
Attitude to Inspiration

Let them
   judge you.
Let them
misunderstand you.
Let them gossip about you.
   Their opinions aren't your problem.

You stay kind, committed to love,
and free in your authenticity.
No matter what they do or say,
don't you dare doubt your worth
or the beauty of your truth.
   Just keep shining like you do.
   - Scott Stabile

"I AM A STRONG WOMAN. I DON'T SIT AROUND FEELING SORRY FOR MYSELF, NOR LET PEOPLE MISTREAT ME.

I DON'T RESPOND TO PEOPLE WHO DICTATE TO ME OR TRY TO BRING ME DOWN.

IF I FALL I WILL RISE UP EVEN STRONGER BECAUSE I AM A SURVIVOR AND NOT A VICTIM.

I AM IN CONTROL OF MY LIFE AND THERE IS NOTHING I CAN'T ACHIEVE."

Remembering U

Never bend your head. Always hold it high. *Look the world straight in the face.*

– Helen Keller

Strong women aren't simply born. We are forged through the challenges of life. With each challenge we grow mentally and emotionally. We move forward with our head held high and a strength that can not be denied. A woman who's been through the storm and survived. **We are warriors!**

R.I.P. Asia Ramazan Antar

1994 - 2016   Age 22

Died in the battle
against ISIS

Although I never knew you
The beauty in your eyes
Touched my soul
And for some reason
I feel drawn to you

I read in the news
That you died
On the frontlines
On that hot dusty plain
Fighting for freedom
Against the tyranny
Of men and their gods
In a world gone insane

In the early morning rain
Death riding machines
Came looking for you
As you stood
Straight and strong
Carrying the light
Of heavens and angels
Upon your shoulders

And I wept for you
Knowing that you
Would never be held
Close in the arms
Of a world obsessed
With pale skin propaganda

I may have been
A million miles away
Far from where
Your eyes could see
But know this
That in your fight
You set me free

When those demons
Come to call on me
I will look into
Your deep browns
As your smile
Kisses the sun

And during times of
Lightning and thunder
The wind may whisper
Your name out loud
As you carry the light
Of heavens and angels
Upon your shoulders

Remember U

Heavens & Angels

Dedicated to
All the Women
Who Fight for
Their Rights