

Chapter 6

**GENDER**

SECTION 3

ACCESS AND INCLUSION



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# Chapter 6

## GENDER

### ➔ MAIN OBJECTIVES

- **To achieve gender parity, equality and equity in education, even and especially during emergencies and early reconstruction.**

### CONTEXT AND CHALLENGES

Exposure to conflict is likely to affect any child's educational opportunities. Its impact on access to schooling, however, will be different for boys and girls, according to their age and maturity. Gender has a significant impact upon a child's life from a very early age. For example, in many societies, discrimination against girls begins when they are young – they are given less nutritious food, work earlier, and do not have the same educational opportunities as their male siblings. In most cultures, discrimination against girls becomes more apparent as children get older – girls are less likely to stay in school after the early years of primary education and, in some places, may be subject to early marriage, which generally results in their dropping out of school.

While some vulnerabilities (such as susceptibility to disease) decrease as children grow older, maturity often brings new threats. At the onset of puberty, and sometimes before, girls are vulnerable to sexual abuse, rape, kidnapping and trafficking. While these situations occur during times of peace, they are compounded during times of conflict, as normal protection systems within the family and community are less effective or cannot be sustained.

Standard I, on access and learning environment, in the handbook, *Minimum standards for education in emergencies, chronic crises and early reconstruction*, deals with equal access: "All individuals have equal access to quality and relevant education opportunities" (INEE, 2004: 41) (see the *Guidebook, Chapter 1, 'Introduction'*, for more information on the standards). Achieving equal access will require appropriate tackling of gender issues.

## **DAKAR 'EDUCATION FOR ALL' (EFA) GOALS RELATED TO GENDER**

- 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 of good quality.
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women.

Source: World Education Forum (2000).

## **MILLENNIUM DEVELOPMENT GOAL**

Promote gender equality and empower women. Target 3: Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.

Source: United Nations (2000).

## **UN GIRLS' EDUCATION INITIATIVE**

The goal of this 10-year programme is to improve the quality and level of girls' education, a fundamental human right and an essential element of sustainable human development.

Source: UNESCO (2002).

Situations of emergency change the dynamics of gender – dynamics that may be reinforced or challenged in the classroom – through role models, curriculum and teaching methods. For example, the diversion of men and boys into armed forces is likely to increase the workload for girls and women, and may also alter their status in the family and in society. This can be both an opportunity and a barrier to enhancing girls' access to education. Being in an emergency may deprive young men and women of their traditional gendered tasks and from access to traditional rites that cultivate their gender identity (rites and ceremonies of passage to adulthood, initiation rituals, etc.). This may increase alienation and despair. At the same time, emergencies may, by necessity or opportunity, create an environment for more equal gender roles and opportunities. For example, girls residing in refugee or IDP camps may have more opportunities to go to school than in their home country as international organizations often place a priority on girls' education, and some basic needs are potentially met by food rations, etc. In a refugee or IDP setting, it may also be possible to recruit more women as teachers to serve as role models and counsellors for girls, if there are enough educated women in the population. However, this may not always be the case, especially in rural populations. Moreover, inaccessibility may mean that female education supervisors do not visit refugee and IDP camps regularly. Interruptions of secondary education make it difficult to recruit women teachers for the re-opening or expansion of schooling, especially in protracted emergencies.

Emergencies can also exaggerate gender inequalities. Particularly in conflict, there is a danger that masculine and feminine roles and stereotypes will be reinforced. Aggressive and violent behaviour mainly from men and boys is sometimes praised and often considered necessary. The ‘masculinity’ of war may instruct men and boys to devalue their bodiliness and emotionality. Sexual abuse and harassment thus tend to increase in crisis situations, and are made worse with the breakdown of governmental and community protection structures. Rape is frequently used by soldiers and militia as a weapon of war to harm a particular community or ethnic group, and women and young girls are at particular risk. In crises situations, for many, commercial sex or the exchange of sex for protection or food may become survival strategies.

Emergencies may exacerbate some of the practical barriers to equal access, especially for girls. There may be an increase in the number of child mothers due to cases of rape. These young women may be harassed, humiliated and forced to drop out of school. Head-teachers may themselves refuse to allow child mothers to attend school. Because girls can be at risk of rape or sexual assault during daily activities such as fetching water or firewood, attending or travelling to school or going to the latrine, families often severely curtail their daughters’ movements. Additionally, with the onset of menarche, girls have special sanitary needs. In areas of crisis, as well as peace, lack of sanitary towels and soap can inhibit girls entering public areas. All of these factors disrupt girls’ school attendance, and in some cases result in their dropping out of school completely.

During and after conflict, educational authorities must carefully consider factors that are preventing girls from attending school and take steps to increase their participation. On the other hand, it is wrong to define ‘gender’ issues solely as the concerns of girls and women. This is a serious and often punitive mistake with regard to many issues, school access among them, as boys and male youth are also vulnerable, and compromised by narrow gender stereotypes. Boys may not be as vulnerable in numbers as large as their female counterparts, but the risks and difficulties facing boys are serious none the less.

In situations where children are recruited or abducted to serve as soldiers, boys and adolescent males are particularly at-risk. (See also the *Guidebook, Chapter 9, ‘Former child soldiers’.*) Military work threatens the physical and mental well-being of boys and generally prevents them from continuing their education. While girls are also at risk of military recruitment, the threat is generally more serious for boys. In addition to the risks associated with military recruitment, boys may also be called upon to sneak out of secure areas (such as camps, villages or neighbourhoods in more-or-less safe areas) to visit their families’ land in the areas from which they fled. Boys may also migrate in search of work, often to obtain jobs in extremely dangerous occupations such as mining or in the sex industries.

For both boys and girls, growing older often means that they are increasingly able to work and increasingly susceptible to exploitative labour. During and following wars, economic pressures often overwhelm families, including those headed by youth. Boys and girls must

often contribute to securing food and shelter for their families. Parents begin to think about the cost of education and potential long-term benefits compared to the immediate gains of their children's labour. In areas of crisis, where resources are scarce, there are many children (especially girls that do attend school), who drop out as soon as they are able to perform some income-earning task. The necessity to contribute to their families' income, therefore, can prevent both boys and girls from starting, attending, or continuing school.

## CONCEPTS RELATED TO GENDER

**Gender:** Refers to the different characteristics of men and women that are socially determined. In contrast, the term 'sex' refers to the different biological characteristics between males and females. Gender refers to the different roles men and women have in a particular society. It defines culturally acceptable attitudes and behaviours of men and women, including their responsibilities, advantages, disadvantages, opportunities and constraints. Gender roles are learned, vary within society or culture, and are thus changeable.

**Parity:** Refers merely to numerical proportions. In education, gender parity would involve the same proportion of boys and girls entering the school, or the same proportion represented in overall enrolment figures, or the same proportion of candidates sitting an examination.


**Equality:** Refers to a much wider concept than parity, and signifies equality in both number and quality. In education, gender equality means that boys and girls experience the same advantages or disadvantages in terms of access, opportunities, treatment and outcomes.

**Equity:** Goes beyond parity, equality and the administrations of justice. It embraces the notions of fairness, social justice and the 'level playing ground'. It addresses the need to right the wrongs, and the fact that there are some severely disadvantaged groups in society, and that equal treatment of all social groups will not bring about equal outcomes. Providing equity will imply providing disadvantaged groups, for example girls, with favourable conditions.

Sources: NRC (2004); Obura (2004).

## SUGGESTED STRATEGIES

In emergencies, most girls are likely to have reduced access to education, while others may have new educational opportunities, for example if they move nearer to a school, or the arrival of humanitarian agencies is accompanied by the construction of new education facilities. Gender issues should be considered in relation to all the topics covered in the *Guidebook*. Readers are also encouraged to review the guidance notes in the general overview of the *Guidebook*, *Chapter 4*, 'Education for all in emergencies and reconstruction', for a thorough discussion of access and inclusion. Some key strategies are noted below.



**Summary of suggested strategies**

**Gender**

1. **Review the gender-related goals found in the Education for All (EFA) declaration, Millennium Development Goals (MDG) and United Nations Girls' Education Initiative (UNGEI), and adopt appropriate targets for emergency-affected populations.**
2. **Ensure that gender disaggregated data are collected and analyzed as a matter of urgency.**
3. **Assess the threats to safety – real and perceived – in school or travelling to and from school, for boys and girls respectively.**
4. **Make schooling safer.**
5. **Design physical facilities to make education more accessible for girls.**
6. **Consider ways of making the school environment more accessible and inviting to girls.**
7. **Consider ways of making education available to young mothers.**
8. **Consider educational activities such as off-site schooling, flexible school hours or distance education, in order to meet specific needs of older girls and boys.**

## Guidance notes

**1. Review the gender-related goals found in the Education for All (EFA) declaration, Millennium Development Goals (MDG) and United Nations Girls' Education Initiative (UNGEI), and adopt appropriate targets for emergency-affected populations. (See text box on page 2 of this chapter.)**

- What are the gender issues in your country, and how do they relate to whether these international goals can be achieved in general, and in emergency-affected areas?
- Determine whether international donors have specific policies on reaching gender equity in education. Do these policies agree with or conflict with your country's strategy for reaching gender equity?
  - Communicate your country's gender goals to the donors.
  - Discuss methods to reach the same aim – education for all – even when there are conflicting policies/approaches.
  - Consider forming partnerships with donors and other organizations in order to increase girls' access to schooling (see point 1 in the 'Tools and resources' section for specific suggestions).

**2. Ensure that gender disaggregated data are collected and analyzed as a matter of urgency.**

It is important throughout the emergency to collect statistical data on school enrolments, retention and teachers, etc., with separate data for female and male teachers, and for female and male students. The data should be improved over time (e.g. grade level (school year) of students, examination results, teacher qualifications and training, infrastructure, equipment, textbooks, supplies) to constitute an orderly 'education management information system'. Data should also be collected with the help of small household and community group surveys to determine which boys and girls are not in school. (See also the *Guidebook*, Chapter 34, 'Data collection and education management information systems (EMIS)').

- In many countries and emergency situations, girls tend to drop out of primary school after the first three years. Since completion of primary school is a key educational objective, determine through consultations and household sample surveys which girls stay in school, which girls drop out and *why*.
- Consult with teachers, students, parents and community members to determine reasons why girls and boys are not attending school and, if applicable, their daily activities and schedules that prevent them from attending school. (See also the 'Tools and resources' section for examples of barriers to girls' education and possible responses).



## RECOMMENDATIONS TO PREVENT FEMALE DROP-OUT IN IRC REFUGEE SCHOOLS IN GUINEA

1. **To improve young girls' perceptions of their academic capabilities.**
  - Gender training programme for all teachers.
  - Showcase girls' work in early primary grades.
  - 'It's not too late' campaign for girls aged 13 or older to return to school.
2. **To increase adult involvement in their daughters' education.**
  - '20-minute a Day' campaign for parents to hear their daughters read.
  - Parent/daughter school days.
  - Female education campaigns in target areas of low enrolment and high dropout.
3. **To provide academic support for girls who have no adult assistance.**
  - Assist female students living alone to organize study groups.
  - Organize an academic 'buddy system' where each of these girls is paired up with a girl from the next class up.
  - Organize monthly conferences with the education co-ordinator for the zone.
4. **To ease the economic burden that school poses for girls.**
  - Provide clothing.
  - Implement scholarship programmes for the very poor who are academically talented.
  - Provide a space in school for income-generating activities.
5. **To address reproductive health and contraceptive issues.**
  - Start contraceptive education sooner (at grade three).
  - Revise the contraceptive curriculum for upper primary, including negotiation skills.
  - Organize young men's social clubs to discuss responsible sexuality (girls' clubs already exist).
  - Organize reproductive health seminars with parents.
  - Experiment with conducting separate classes for pregnant students.
  - Initiate co-operation with United Nations agencies and other international NGOs regarding sanction for any worker who impregnates a student.

Source: Rhodes, Walker and Martor (1998: 21-23).



## GENDER AND ACCESS: THE CASE OF MEDICAL HIGH SCHOOLS IN KOSOVO

Whilst girls constitute 48 per cent of Kosovo's primary school student population, in secondary schools, female dropout is more common. Only 42 per cent of the secondary school student population are girls, and a large proportion of the girls attend so-called medical high schools. Serious questions can be asked about the relevance of the education provided in the high schools, and job opportunities for graduates who are poor. The schools have therefore been threatened with closure.

The popularity and social significance of the medical high schools is important, however. First, it is the only option of secondary schooling available to many girls, especially from rural areas. Second, parents clearly understand that a job may not be waiting for their daughters when they graduate from medical high school. However, the skills and knowledge gained at a medical high school are considered useful, regardless of the employment situation. Unemployed graduates can still apply their medical knowledge and skills to 'help their families' as daughters, wives and mothers. This idea of medical high schools became particularly significant during what some Kosovar Albanians referred to as the 'war years' (1990-1999). As a medical high-school director recalled, "Medical high-school student graduates had a high status during the war because of their ability to aid others". Girls with medical high-school degrees aided the injured during the war, while in flight to refugee camps, and following their return to Kosovo.

Source: Sommers and Buckland (2004)

### 3. **Assess the threats to safety – real and perceived – in school, or travelling to and from school, for boys and girls respectively.**

In many cases, parents hesitate to send their children, in particular their older daughters, to school when they are worried about insecurity or sexual harassment. If they belong to a minority group, there may be special hazards, and older girls may be held back from attending school. Standard 1, on analysis, in the *Minimum standards handbook*, deals with initial assessment: "A timely education assessment of the emergency situation is conducted in a holistic and participatory manner." One of the key indicators for this standard is the conduction of an initial rapid education assessment, taking into account security and safety. When doing assessments, the participation of the concerned population is crucial. Standard 1 on community participation in the MSEE handbook requests that: "Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme" (INEE, 2004: 14). To find out the threats perceived by the children and their families or community:

- Ask parents.
- Ask community groups such as women's groups, community leaders.
- Ask children and youth (boys and girls) about their concerns, and their own and other children's experiences.
- Ask head-teachers and teachers who live far away from school, especially women teachers.
- Rank the threats in order of severity, and according to what resources may be required to eliminate or reduce the threats.

#### 4. Make schooling safer.

Once the threats have been identified, determine how access to education can be made safer. Standard 2, on access and learning environment, in the *Minimum standards handbook*, deals with protection and well-being: “learning environments are secure, and promote the protection and emotional well-being of learners” (INEE, 2004: 41). Standard 3 on access and learning environments regards facilities and request that these are “... conducive to the physical well-being of learners”. Consider the following:

- Children, particularly girls and minorities, are susceptible to abuse when travelling to and from educational activities.
  - In some situations, it may be possible to establish schools (or places of learning) that are closer to the students.
  - In extreme situations, more targeted interventions may be required.
    - Recruit parents or students from the community to escort at-risk children to school.
    - Minimize police or military escorts as their presence will help to militarize the school environment, and will also diminish the community’s responsibility for protection.
- Children are also vulnerable to abuse while at school. Teachers may abuse their authority by offering better grades or money to pressure girls for sexual favours or ‘dating.’ Girls may have sex with teachers for better grades. Students may also abuse or harass other students. Some of the ways student safety can be tackled include:
  - Incorporate a code of conduct into teachers’ and school administrators’ contracts. (See also the *Guidebook*, Chapter 16, ‘Teacher motivation, compensation and working conditions’.) In addition to training the teachers and administrators on this code of conduct, ensure that students are also trained or oriented.
    - Students should be made aware of their rights with regard to sexual harassment, corporal punishment and discrimination.
    - The code of conduct should specifically forbid sexual relations between teachers and students, stating that the teacher should be automatically dismissed and criminal proceedings initiated should any form of sexual relations occur.
    - The code of conduct should define sexual harassment and punishments. These should be developed in collaboration with students to define the kinds of abuses that tend to occur, including sexual advances, fondling, lifting girls’ dresses, boys entering girls’ toilets or girls’ dormitories.
    - Administrators and teachers should be instructed to avoid stigmatizing those who are victims of abuse. In the case of sexual harassment of both boys and girls, this kind of stigmatization can permanently interrupt their education, as well as affect their emotional and social well-being.

- Develop multiple channels through which students can report abuses. Possibilities include:
  - Clarification of students' rights during the student orientation.
  - Designation of a female staff person in whom girls can confide.
  - Election of student representatives who can take issues forward to the school administration or the parent teacher association.
- Develop and inform all stakeholders about reporting procedures. Make information widely accessible through the use of posters, handbills, etc. Emphasis must be put on:
  - Confidentiality, meaning that information is kept private between consenting individuals. Information can only be shared with those who need to know in order to provide assistance and intervention, and only with the consent of the offended party.
  - Consent, implying mutual agreement. Informed consent means making an informed choice freely and voluntarily by persons in an equal power relationship.
- Consider alternatives such as all girls' schools if parents refuse to send their girls to school. In some cultures, it will also be necessary to ensure that female teachers teach girls.
- Ensure that women are represented on school management committees and support their input regarding school safety.



#### **THE USE OF FEMALE CLASSROOM ASSISTANTS TO MINIMIZE SEXUAL EXPLOITATION OF STUDENTS**

In order to prevent male teachers from exploiting female students by trading good grades for sex, the International Rescue Committee (IRC) hired female classroom assistants for its refugee schools in Guinea. These assistants monitor the grading of students, provide confidential referral and counselling services, monitor the progress of students, organize academic extracurricular activities for girls and follow-up with parents who do not send their girls to school. In addition, the IRC provides training on gender-based violence issues for staff, teachers, parents, youth leaders and students.

Source: IRC (2003).

## 5. **Design physical facilities to make education more accessible for girls.**

To facilitate girls' participation in schooling, talk with girls, mothers and female teachers from the affected community to identify factors that they consider important. Participatory drawing/mapping of school compounds with girls and boys can assist in this process. Factors to consider are:

- School should not be too far from home; there should be a safe route (perhaps using escorts or buses).
- Facilities for girls and female teachers to pray should be made available.
- Water access and separate toilets for girls and boys and for teachers and students should be close to the classroom and preferably visible from the staffroom.
- If necessary, schools should have a provision of appropriate clothing and sanitary supplies.

## 6. **Consider ways of making the school environment more accessible and inviting to girls.**

- Place special emphasis on hiring and training women teachers, classroom assistants, administrators and other education workers.
- Review the curriculum and textbooks for gender bias, and eliminate and adapt content as necessary. Ensure that the text, as well as examples and illustrations, refer to both boys and girls. Make special efforts to include curriculum content that challenge dominant notions of masculinity and femininity, for example by using pictures/drawings of women performing traditional men's tasks and vice versa.
- Make special efforts to include elements in the curriculum and reference material that has special relevance for girls.
- Offer appropriate sports and recreation activities for girls.
- Offer education on reproductive health.
- Provide leadership opportunities for girls in the classroom and in the school.
- Train teachers on the importance of ensuring that girls have equal access to resources, including the teacher's time and attention. This point is reflected in Standard 2 on teaching and learning in the MSEE handbook, and requires that "teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances". If teachers are expected to sensitize their students on gender issues, they themselves must first be sensitized.



## HOME SCHOOLS FOR GIRLS IN AFGHANISTAN

Afghanistan has one of the lowest literacy rates in the world; less than one third of the population over the age of 15 can read and write. Under the Taliban, it was estimated that only 39 per cent of boys and 3 per cent of girls had access to education. Most schools in Afghanistan were destroyed during the Soviet war after 1979 and about 85 per cent of the country's teachers fled.

Until November 2001, a large number of home-based schools had mushroomed in the major cities, mostly under female teachers who were no longer permitted to work in the formal sector. The Taliban responded to agencies' assistance to support these non-recognized schools by closing all externally supported home schools in 1998, decreeing that schools could no longer teach girls over the age of 8 years, and were required to use curricula based on the Koran. Still, it was estimated that more than 45,000 girls under the age of 10 years were engaged in secret learning at primary level in Afghanistan up to the fall of the Taliban regime in November 2001. Despite the new developments and a massive government-led back-to-school campaign, a large proportion of Afghan children still did not have access to formal schooling three years later. For many of them, especially girls, home-schools continue to play an important role in providing alternative education.

Sources: Campbell (2001); Nicolai (2003); and TDH (2004).

### 7. Consider ways of making education available to young mothers.

- Ensure that head teachers do not refuse to allow young mothers to attend school.
- Make it possible for female students and teachers to bring their children to school, perhaps by providing nursery or preschools. (See also the *Guidebook, Chapter 13, 'Early childhood development'*).
- Consider providing food and other supplies for babies at the school.
- Organize home schools or evening classes, and set up a buddy system that allows girls to walk in groups from their homes.
- Organize non-formal literacy/numeracy programmes that are offered at flexible times and/or provide childcare.
- Organize distance education (for those who have completed primary education).

**8. Consider educational activities, such as off-site schooling, flexible school hours or distance education, in order to meet specific needs of older girls and boys.**

If children must work to support themselves and their families, consider designing flexible educational activities such as off-site schooling, flexible school hours or distance education in order to provide education at times and places where children and youth can attend.

- Find out from children, their family and community members which gender-sensitive conditions and timeframes are needed to ensure that both girls and boys have access to effective education.
- Consider programmes such as vocational education and apprenticeships when youth, especially boys, perceive a lack of relevant educational opportunities.
- Establish what non-formal educational practices already exist, including traditional rites and ceremonies related to gender roles (initiation rituals, traditional ‘training’ for adulthood, etc.). Encourage and facilitate the continuation of these practices where appropriate. Bear in mind that they may be an important part of young people’s learning and maturing process, but may also help sustain gender inequalities and discriminatory practices.

# TOOLS AND RESOURCES

## 1. Examples of barriers to girls' education and possible responses

*Note:* These barriers may be intensified in times of emergency and early reconstruction.

BARRIERS	POSSIBLE APPROACHES/RESPONSES
<b>HOUSEHOLD BARRIERS AND FAMILY RESOURCE LEVELS</b>	
<ul style="list-style-type: none"> <li>• Direct costs:               <ul style="list-style-type: none"> <li>- School tuition fees</li> <li>- Clothing and shoes</li> <li>- School books/supplies</li> </ul> </li> <li>• Indirect costs:               <ul style="list-style-type: none"> <li>- Household girls'/boys' work</li> <li>- Fetching wood, fodder, and water</li> <li>- Market activity</li> <li>- Girls' malnutrition</li> <li>- Disabilities</li> </ul> </li> <li>• Poverty</li> <li>• Low status for women</li> <li>• Parental illiteracy/lack of awareness about education</li> <li>• Early marriage</li> <li>• Family values</li> </ul>	<ul style="list-style-type: none"> <li>• Economic incentive programmes (e.g. small scholarships, subsidies, school supplies and clothing/uniforms)</li> <li>• School fee waivers</li> <li>• Vouchers (clothing, shoes, supplies)</li> <li>• Micro-enterprise programmes</li> <li>• Child-care programmes for siblings</li> <li>• Labour-saving technologies</li> <li>• Reallocation of household labour</li> <li>• Mothers'/parent education</li> <li>• Mothers'/parent participation</li> <li>• Social mobilization campaigns</li> </ul>
<b>POLICY BARRIERS</b>	
<ul style="list-style-type: none"> <li>• Insufficient national budget for primary/secondary education</li> <li>• Absence of policies to address dropout caused by examinations/pregnancy, etc.</li> <li>• Absence of child labour laws</li> <li>• Lack of enforcement of compulsory education policies</li> <li>• Policy favouring boys/males as workers</li> <li>• Fees policy</li> <li>• The policy of free education is weak or not implemented</li> <li>• Formulation of curricula</li> <li>• Support of conventional role for women</li> <li>• Education policy against married students</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis, planning, and implementation of policies supporting girls' education</li> <li>• Analysis and implementation of labour laws</li> <li>• National dialogue</li> <li>• National media campaign</li> <li>• Resource reallocation of national budget to education</li> <li>• Variety of approaches to make education available</li> <li>• Laws to ensure girls' safety and prevent harassment by teachers</li> </ul>
<b>INFRASTRUCTURE BARRIERS</b>	
<ul style="list-style-type: none"> <li>• Distance to school</li> <li>• Absence of roads/transport</li> <li>• Inadequate basic services in communities (e.g. water, electricity, fuel)</li> <li>• Inadequate basic services in schools (e.g. separate, clean latrines)</li> <li>• Absence of/poor facilities</li> <li>• Poor design, not meeting pedagogical and cultural requirements</li> </ul>	<ul style="list-style-type: none"> <li>• National budget analysis, reallocation, and implementation</li> <li>• Rural electrification/water programmes</li> <li>• Infrastructure programmes (e.g. road building; rural housing for female teachers)</li> <li>• Improved latrines, especially for adolescent girls</li> <li>• Community support programmes (labour contributions, etc.)</li> <li>• School mapping to further policy goals</li> <li>• Schools close to home</li> <li>• Small school strategies such as multi-grade, cluster schools</li> <li>• Programmes that make schools safe and protective environments</li> </ul>

BARRIERS	POSSIBLE APPROACHES/RESPONSES
<b>COMMUNITY BELIEFS AND PRACTICES</b>	
<ul style="list-style-type: none"> <li>• Lack of knowledge of the social and private benefits of education</li> <li>• Gender and cultural stereotypes</li> <li>• Perceptions of insecurity</li> <li>• Limited roles for girls and women</li> <li>• Differential treatment of girls (e.g. poor nutrition and health care)</li> <li>• Lack of economic and social opportunities for educated girls</li> <li>• Early marriage</li> <li>• Glorification of 'motherhood'</li> <li>• Female seclusion</li> <li>• Sexual abuse/harassment</li> <li>• Domestic violence</li> <li>• Belief that girls should leave school as soon as they have enough education to make money</li> <li>• Men viewed as breadwinners</li> <li>• Inheritance patterns</li> <li>• Male-dominated education system</li> <li>• Gender-differentiated child rearing practices</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally appropriate schools</li> <li>• Endorsement by religious leaders</li> <li>• Practices that ensure girls' safety</li> <li>• Media programmes/social marketing</li> <li>• Motivational materials</li> <li>• Village committees organized to promote culturally acceptable female education</li> <li>• Female social promoters who tutor girls and provide encouragement</li> <li>• Motivational materials (e.g. posters, story books)</li> <li>• Incentives for female teachers in rural areas</li> <li>• Incentives for female students</li> <li>• Equal access to economic opportunities for educated girls (property laws, etc.; hiring standards)</li> <li>• Family planning, health education: advocacy for men and women</li> <li>• Mobilization, parent-teacher associations, radio, television, literacy: all with gender considerations given priority</li> <li>• Gender-awareness training</li> </ul>
<b>EDUCATIONAL BARRIERS</b>	
<ul style="list-style-type: none"> <li>• Lack of gender-sensitive teachers/curriculum/materials</li> <li>• Lack of role models</li> <li>• School calendar/schedule in conflict with girls' domestic or market responsibilities</li> <li>• Curriculum and instructional strategies not relevant to girls' learning needs</li> <li>• Threatening/non-supportive learning environment</li> <li>• Expensive books/school costs/budgets</li> <li>• Teacher quality</li> <li>• Poor management</li> <li>• Lack of confidence in girls as learners</li> </ul>	<ul style="list-style-type: none"> <li>• Community school programmes</li> <li>• Teacher education</li> <li>• Curricula and educational materials that address girls' learning needs</li> <li>• Gender-sensitive teachers</li> <li>• Flexible school calendar and schedules</li> <li>• Improved quality of education</li> <li>• Safe and secure learning environment</li> <li>• Female education personnel</li> <li>• Incentives for female teachers in rural areas</li> <li>• Tutoring and girl-to-girl programmes</li> <li>• Increased school places</li> <li>• Programmes to increase enrolment</li> <li>• Better designed, cheaper learning environments</li> </ul>

Source: Adapted from UNICEF (2000).

## 2. Common interventions to assist girls' and women's participation in emergency situations

ISSUE	POSSIBLE INTERVENTION
<p><b>SECURITY</b></p> <ul style="list-style-type: none"> <li>• Insecurity of travelling to or from school or educational activity</li> <li>• Threat of sexual violence</li> </ul>	<ul style="list-style-type: none"> <li>• Providing escort or transport to and from educational activity</li> <li>• Providing training in assertive behaviour and negotiation skills</li> <li>• Creating safe schools through participatory policy development</li> <li>• Forming girls and boys groups to discuss and act against sexual violence</li> <li>• Raising community awareness about how to prevent sexual violence</li> </ul>
<p><b>CULTURAL</b></p> <ul style="list-style-type: none"> <li>• Cultural views against female education; often compounded if there is no certification or possibility for employment</li> <li>• Education beyond a certain level is not valued</li> <li>• Early marriage or betrothal</li> <li>• Gender roles requiring girls to undertake home duties during school hours</li> <li>• Gender work roles limiting time for homework</li> <li>• Lack of separate facilities in schools (latrines and in some cultures separate classrooms or schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Improving access to firewood, water and childcare</li> <li>• Building equal numbers of latrines for male and female students and teachers</li> <li>• Distributing food through schools</li> <li>• Providing extracurricular activities</li> <li>• Providing girls with opportunities and spaces for play</li> <li>• Hiring and empowering female teachers and school administrators</li> <li>• Sensitization of community as to benefits of girls' education in terms of employment, childcare, etc.</li> <li>• Empowering Parent Teacher Associations to facilitate and monitor girls access to education</li> <li>• Construction of separate facilities in school</li> <li>• Inclusion of girls' education issues in teacher training, e.g. equal questioning of girls and boys, group work</li> <li>• Scholarships</li> <li>• Facilitating discussion and removal of gender-biased policies and practices</li> <li>• Provision of child care</li> </ul>
<p><b>ECONOMIC</b></p> <ul style="list-style-type: none"> <li>• Preference for boys' education if the family is poor</li> <li>• Lack of proper clothing, sanitary materials and soap</li> </ul>	<ul style="list-style-type: none"> <li>• Economic programmes focusing on low-income households, with the condition that girls in the household attend school</li> <li>• Providing educational materials to all students to decrease burden on parents</li> <li>• Provision of sanitary towels, soap, and clothing to girls attending school</li> <li>• Discourage or make optional the use of school uniforms</li> </ul>

Source: INEE (2002).

### 3. Partnership and social mobilization

The very ambitious Millennium Development Goals (MDG) goals for education cannot be achieved by ministries of education alone, or by educators, though both are critical to the effort. A broader coalition of partnerships is essential and education must be taken beyond the domain of the technical, turning it into a public movement in each country from the community grassroots level to the political leadership. The following actions should be considered, with appropriate adaptation, where emergency conditions apply:

- Engage the government at national, governorate and district levels. Engage the ministry of education as well as the ministries of information, finance, and religious affairs should they exist. If child labour is an issue, encourage the participation of the ministry of labour. The judiciary department should be involved if laws concerning the right to education are violated.
- Encourage business leaders involved in education to mobilize their possible engagement in local financing of girls' education.
- Support communities to engage fully in mobilizing efforts for girls' education, both in order to understand what they want for the upcoming generation and to mobilize their support to schools and educators in their community, including local financing.
- Facilitate NGOs and civil-society organizations, especially those representing minority and marginalized groups, and professional and workers' associations (e.g. farmers' association, teachers' association, doctors' association) to lobby for girls' education.
- Enlist parliamentarians as partners for girls' education. Remain in touch with their views, to keep them sensitized to education issues, and to ensure that they support the girls' education needs of their constituencies and support national funding and education reform legislation, especially as it relates to access to quality education for girls.
- Engage religious leaders as critical partners and mobilizers of parents and communities so that families enrol their children, especially girls, in school and keep them there. The networks of houses of worship are an indispensable when mobilizing communities for girls' education.
- Enlist the media to raise awareness and public demand for education, and keep girls' education issues constantly on the minds of leaders at national and sub-national levels.
- Consider children's views and recommendations in programme planning and advocacy for girls' education to help understand needs and concerns. Children have the right to be consulted about decisions that affect them.
- Involve donor partners who can provide technical, advocacy and financial support, including the World Bank and regional multi-lateral funding institutions.
- Through a national education policy, ensure that both private and public education efforts complement and support each other and that both demonstrate a commitment to girls' education.

Source: UNESCO (2002).

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CHAPTER

# 6



SECTION 3



United Nations  
Educational, Scientific and  
Cultural Organization



International  
Institute for  
Educational  
Planning