

Gender Analysis in Education: A Conceptual Overview

Working paper

No. 05



July 2012

Gender Analysis in Education

Prepared for UNGEI
July 2012

United Nations Girls' Education Initiative (UNGEI)

July 2012

© United Nations Girls' Education Initiative (UNGEI), New York, 2012

This report is a working document. Its purpose is to facilitate rapid exchange of knowledge and perspectives and to stimulate discussion. The contents of this paper do not necessarily reflect the policies or the views of UNGEI. The paper has not been edited to official publications standards, and UNGEI accepts no responsibility for errors.

This report was prepared by Takudzwa Kanyangarara (takudzwa_Kanyangarara@mail.harvard.edu), Beth A. Mayberry (beth_mayberry@mail.harvard.edu), Anitha Pai (anitha_pai@mail.harvard.edu), and Meaghan Shanahan (meaghan_shanahan@mail.harvard.edu) as part of the distance internship programme at the Harvard Graduate School

Photo credit: © UNICEF/NYHQ2006-2540/Pirozzi

Section I: Analytical overview

Introduction

Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity – an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education.

One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society. Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

While gender equality in education necessitates that girls and boys have equitable educational conditions, treatment and opportunities, policymakers and practitioners have different rationales for improvement. The need to address gender inequality permeates the Millennium Development Goals (MDGs), United Nations Educational, Scientific and Cultural Organization (UNESCO) Education for All (EFA) goals, and development-agency policy and practice. Yet, reasons for gender equality range from arguments for social and economic efficiency to the fulfilment of human rights and/or empowerment of girls and women.

Gender analysis is a prerequisite to ensuring that every step of design, planning, implementation

Box 1. Gender terms

Gender: The social and constructed differences in women's and men's roles and responsibilities, which are learned, vary from culture to culture and change over time (Adapted from UNESCO, 2009).

Sex: Biological differences between women and men (Adapted from UNESCO, 2009).

Gender equality: Provision of equal conditions, treatment and opportunity for both men and women to realize their full potential, human rights and dignity, as well as opportunities to contribute to and benefit from economic, social, cultural and political development (Adapted from Status of Women Canada, 2007).

Gender mainstreaming: The process used to ensure that women's and men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes. This leads to equal benefits for women and men, and ends the perpetuation of existing inequality (Adapted from the United Kingdom's Department for International Development (DFID), 2002).

Gender parity: A numerical concept concerned with the relative equality in terms of numbers and proportions of women, men, girls and boys. In education, this means that the same number of boys and girls receive educational services at different levels and in diverse forms (Adapted from UNESCO, 2009; UNICEF 2012).

and monitoring and evaluation of education policies and programmes takes into account existing gender disparities. It creates the opportunity for users to address gender needs throughout the life cycle of the intervention. By illuminating differences of gender, it allows users to evaluate the way in which interventions will impact gender roles, relations or responsibilities. In order to ensure the effective

planning and implementation of gender analysis, it is essential that all stakeholders use common language and have a shared understanding of gender terms. A few of the key terms are defined in *Box 1*.

This document consists of two sections: an analytical overview and an annotated bibliography. The **analytical overview** of gender analysis in education is informed by an extensive review of literature, including documents from academia and major development organizations that focus on the issues of gender analysis in development and its application to education. The analytical overview defines gender analysis and its importance, provides a description and history of gender approaches and gender analysis frameworks and their application to education, and shares guidelines and approaches for planning and implementing gender analysis to increase gender equality in education. The **annotated bibliography** includes an overview of the sources reviewed, which serve to guide the analytical overview.

Gender and development: An overview

Historically, four main gender narratives can be identified in the development discourse: the Women in Development (WID) approach, the Gender in Development (GAD) approach, post-structuralism theory, and the human rights-based approach (HRBA). It must be noted that elements of all narratives coexist and each narrative builds on the next, rather than replacing it.

Women in Development approach

In the late 1970s and early 1980s, the WID approach became popular in the development field as a result of the concern that women were being left out of economic development processes. The approach focused on the inclusion of women in development as a tool to increase the economic and social efficiency of development processes (DFID, 2002). When applied to education, the WID approach is marked by an emphasis on expansion of education for girls and women, which is linked

to economic growth and social efficiency. For example, WID advocates for investments in girls' education, citing increased societal benefits such as reduced child mortality rates, reduced fertility rates and increased gross domestic product per capita. The WID approach is prominently featured in the concept of *gender parity*, the notion that an equal proportion of girls and boys should be enrolled in and complete schooling (Canadian International Development Agency (CIDA), 2003).

Gender in Development approach

By the late 1980s, the GAD approach came to the forefront. This approach sought to challenge root causes of gender inequality and increase women's access to resources and decision-making (DFID, 2002). The GAD approach focused on 'empowerment', or increasing the agency of women and giving them the power to take control of their own lives (UNESCO, 2009), often through targeted trainings and workshops. This approach also emphasizes *gender equity* as an objective, which refers to the process of being fair to women and men and challenging policies that unfairly bias men or women.

Post-structuralism and development

Post-structuralism theories critique a number of development practices and methodologies, particularly the power relations perpetuated by concepts such as 'development', 'development-assistance' and 'women' in the developing world. These theories draw from post-colonial literary and cultural studies and assess the influence of colonialism on the development and conceptions of gender. Post-structuralist theories are concerned with questions of identity and view gender as a malleable form of identification rather than a fixed definition present in conventional development discourse. From the post-structural perspective, schooling is, in part, a process that should serve to acknowledge and critique set notions of identity, including gender and marginalized identities. While there are many strands of post-structuralism, one important view presents schooling as a post-colonialist institution

that disrupts and weakens the power of local or indigenous knowledge (Unterhalter, 2005).

One of the key political and theoretical objectives is the recognition of difference (Mannathoko, 1999). While post-structuralist theory is influential within academia and in various political movements that focus on the rights of marginalized populations, it has not greatly influenced government and non-governmental organization (NGO) policies or practices.

Human rights-based approach

An overarching development approach that has been applied to education is the HRBA. It is based on the belief that education is a universal, inalienable human right that is interdependent with other basic human rights. This approach aims to ensure that all traditionally marginalized groups, including but not limited to girls and women, indigenous people, persons with disabilities and linguistic and/or cultural minorities, have access to education (UNICEF, 2007).

After the adoption of the Beijing Platform for Action at the 1995 United Nations International Conference on Women, the concept of *gender mainstreaming* was also widely adopted by the development community. Gender mainstreaming is a “commitment to ensure that women’s as well as men’s concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated” (DFID, 2002, p. 9). This approach as it relates to education is further discussed in *Box 2*.

Why gender analysis in education?

Gender analysis is a critical step in the gender mainstreaming of legislation, policies and programmes and, in turn, in achieving gender equality. Gender analysis is necessary to determine the existing gender balance, and to assess the way in which a policy or programme will impact women and men. According to CIDA, gender analysis “provides an understanding of the different impact that legislation, cultural practices, policies and

programs can have on women and men” (2007a). In fact, if a gender analysis is not conducted during the design of a policy or programme, it may inadvertently increase current gender inequalities or lead to further gender inequalities (Status of Women Canada, 2007).

Gender analysis reveals differences in women’s and men’s activities, conditions, needs, access to and control over resources and benefits, as well as decision-making power (UNESCO, 2005). Identifying these differences can help policymakers and programme managers understand why the differences exist and reveal entry points for designing policies and programmes that can successfully address gender disparities and challenge deeply ingrained systemic inequalities in order to remove or reduce these obstacles to gender equality.

Girls’ education is an “important entry point to begin tackling gender inequality in developing countries” (CIDA, 2003, p.5). Gender equality cannot be achieved in schools without a focus on full and equal access to a good quality education for both boys and girls (UNESCO, 2000). While much progress has been made towards increasing female enrolment in schooling, many girls still face cultural, societal and physical barriers to attending school. Increasing girls’ access to education, however, does not necessarily lead to the promotion of gender equality. Longwe notes that schools are institutions founded on a dominant male culture and they can advertently or inadvertently perpetuate societal gender inequalities through power relations within schools, pedagogy and portrayal of male and female roles in textbook and learning materials (1998).

Gender analysis can be integral to understanding the gender inequalities that currently exist and possible routes to removing and reducing them. It can bring to light areas where improvements must be made, allowing practitioners and researchers to develop plans and policies to meet the needs of their unique context. This process can be aided and scaffolded through the use of various

frameworks, which will be discussed in the next section.

and monitoring and evaluation of development and

Box 2. Human Rights-Based Approach

The HRBA as described in the EFA Global Monitoring Report articulates a three-prong framework for understanding the rights agenda in schools.

- 1) **Rights to education** focus on the challenges of access to schools. Denial of the right to enrol in schools is based primarily on family and societal constraints that can result from deeply entrenched gender roles and social norms, which are often passed on from generation to generation. For example, discrimination against girls within the family, child labour, early marriage, disability and violent conflict are some of the reasons why girls may be denied their right to attend school.
- 2) **Rights within education** emphasize the way in which girls' needs are addressed during the schooling process. For example, violence against students, sexual exploitation, discriminatory teaching practices or learning materials, and the lack of female teachers are some of the reasons girl students feel unsafe, unwelcome or underserved in the school setting, which can lead to high drop-out rates and underachievement. In addition, the cost, distance and infrastructure of schools can result in under-enrolment.
- 3) **Rights through education** point to the outcomes of schooling, including girls' achievement and resulting economic and social opportunities. In many cases, despite educational achievement by girls, they are unable to translate those gains into opportunities in their communities. Unemployment, lower wages than their male counterparts and occupational stereotypes are some of the causes of gender disparity upon completion of schooling.

One of the greatest constraints for effective implementation in education is that HBRA requires stakeholders to be aware and accept that education is a right and that it should be provided to all students. The challenge is in finding effective ways to address situations where governments are unwilling or citizens are unaware of their rights. HBRA requires sector-wide approaches in order to address situations where rights are interconnected. As with many of the other frameworks, data collection can be problematic, particularly when assessing less mainstream indicators, such as school violence, inclusion and participation.

Source: United Nations Educational, Scientific and Cultural Organization, EFA Global Monitoring Report 2003/4: Gender and Education for All – The leap to equality, UNESCO, Paris, 2003, available at <<http://unesdoc.unesco.org/images/0013/001325/132513e.pdf>>.

Gender analysis frameworks: A comparative overview

Gender analysis frameworks enable policymakers and practitioners to structure the application of research on gender and conceptual theory into gender-sensitive planning, design, implementation

education interventions. The frameworks are designed to ensure that gender needs and roles can be identified, addressed and monitored (Leach, 2003). Although the most commonly used

gender analysis frameworks were designed to address issues in the development sector more broadly, many have been modified recently to meet the unique needs of the education field. In education, they have been particularly useful to identify issues of gender bias and discrimination, and to assess inequities at the classroom, school and national levels.

This section provides an overview of the five key frameworks that have been adapted for gender analysis in education: the Harvard Analytical Framework, Moser Framework, Gender Analysis Matrix, Women's Empowerment Framework, and the Social Relations Approach. Each of these frameworks and elements of many of these frameworks have been altered, combined and implemented for a variety of purposes by practitioners and policymakers in the field of education. The following description briefly highlights some of the conceptual theories and the opportunities and challenges for implementation of gender analysis.

Before considering the utility of gender analysis frameworks in education, it is important for users to keep in mind that each framework has limitations and must be tailored to meet the circumstances of a particular context. Most of the tools associated with the gender analysis frameworks can be adapted to a variety of levels and stages. Yet, each is based on a certain approach and set of values that need to be acknowledged by the user (Leach, 2003). In addition, gender analysis frameworks are not a panacea to the issues of gender inequality in development or education. They enable the user to better examine gender disparity, but without necessarily revealing all of the underlying causes or consequences related to men, women, boys and girls. Rather than serving as an end, the frameworks are simply a "starting point for collective analysis and discussion and for the identification of strategies and action plans" (Leach, p. 3). As there is a risk of over-generalizing findings, it is imperative that the frameworks be integrated into a comprehensive gender strategy.

Gender analysis frameworks

Harvard Analytical Framework

The Harvard Analytical Framework is based on an economic argument for the analysis of access and control of resources. Developed at the Harvard Institute for International Development in 1985, the framework serves as a starting point in the design, implementation, or monitoring and evaluation process to reveal implications for women, men, girls and boys. The framework has been commonly used in schools to reveal formal and informal discrimination and stereotyping. It can lead to raised awareness, discussion of the causes and consequences of discrimination and, possibly, changes in policy and practice.

One of the limitations of the Harvard Analytical Framework is that it is "not aimed at gender transformation but at an equitable share of resources, which in itself may not help women," and may even be detrimental to their position (Leach, p. 54). The framework does not focus on the underlying causes of gender inequity, but rather argues for the inclusion of women as a mechanism for efficiency. Unlike some of the later frameworks, it does not examine the relationships between those of different genders, nor does it connect interventions with strategic gender goals. While easy to use, the tools can be overly simplistic, which "distort the reality and underestimate the complexity of most situations" (Leach, p. 54). The challenges of implementation also include facilitating constructive discussions about findings, designing strategic plans based on data collected, and generating sex-disaggregated data when unavailable.

Women's Empowerment Framework

The Women's Empowerment Framework, developed by Longwe in the late 1990s, is designed to assess commitment to women's empowerment, the existence of empowerment in the context being analysed, and the impact of empowerment on community members. In this context, empowerment relates to women's participation and control of processes and benefits. The framework is based on the notion of four levels of equality. In descending order of equality control they are: participation, conscientisation, access

and welfare (Leach, 2003). This framework advances on the categories determined in the Harvard framework by creating a hierarchy for measurement. It should be noted that lower levels do not need to be achieved for higher levels of equality, but users should maintain realistic expectations when designing interventions.

One of the limitations of this framework is that it provides a static picture of the situation rather than measuring change over time. Like the Harvard Analytical Framework, it lacks complexity and fails to address gender relations. Furthermore, the hierarchy of equality provided in the framework tool does not necessarily provide a realistic view of the context.

Moser Framework

The Moser Framework, developed by Caroline Moser at the Development Planning Unit of the University of London, is often used in conjunction with the Harvard Analytical Framework to better understand the way in which productive, reproductive and community work can impact the gender division of labour. It specifically focuses on “integrating gender in all types of intervention, and to confront power relations in organizations, communities, and social institutions” (Moser, 1999, p. 55). The framework assumes a more nuanced view of gender planning by arguing that it is political as well as technical, and that conflicts exist in the planning process. The approach introduces the idea of the triple role of women in productive, reproductive and community work and aims to examine the implications that these roles have on women’s participation in the development process. Moser makes a distinction between practical needs or the needs that women or girls would themselves identify based on their existing position in society – for example, health services – and strategic needs or needs that challenge their subordinate position in society, such as legal representation. These categories have been applied in education to recognize and identify the needs of girls regarding their access to and the process of schooling.

This framework has been criticized for its terminology and design. For example, the term ‘role’, used to describe the various work of women, is said to ignore the unequal power disparity between genders. Like many of the other frameworks, it does not allow users to understand the often-intersecting forms of inequality, such as class, disability or race (Moser, 1999). In addition, divisions between strategic and practical needs are said to create an unrealistic dichotomy that does not suit the complicated needs of girls and women in society.

Social Relations Approach

The Social Relations Approach, developed by Naila Kabeer in the 1990s, is unique in that it focuses on social relations between men, women, boys and girls, and their relationship to resources and activities. The framework uses a social-justice lens to examine the aspects of social relations shared by institutions: rules, resources, people, activities and power. In many contexts, the Social Relations framework can replace the Harvard framework, which will allow the user to move beyond merely the identification of activities and access/control to highlight other forms of marginalization – such as class, ethnicity and race – that can exist in conjunction with gender.

In the education sector, the framework can be used to analyse education as a stand-alone, state-run service, as well as its relation to other state services. An organizational-level analysis can be applied at the school level as well. Since the Social Relations Approach looks at inequality at a range of levels, it can be one of the more complicated frameworks to implement, and is less suited for a participatory methodology. It requires users to possess a detailed understanding of the interdependence of institutions and the ways in which they perpetuate gender inequality.

Gender Analysis Matrix

One of the unique features of the Gender Analysis Matrix is that it measures impact over time. Rather

than looking at the current situation of gender equality, the framework asks communities to consider their expectations for an intervention. It is specifically designed so that development practitioners serve as facilitators, and community members are believed to have the knowledge and expertise necessary to carry out the analysis. The matrix was designed by Rani Parker in 1993 and features four levels of analysis: women, men, household and community. There are also four categories of analysis: labour, time, resources and culture. Rather than emphasizing overarching generalities or simplifying the causes of gender inequality, the matrix creates a space for dialogue on the issues of gender at the community level.

As the matrix is implemented on a reoccurring basis, the facilitated discussions give rise to unexpected outcomes, issues or changes within the community. Because the focus of this framework is to mobilize community members to assess their needs, a well-trained facilitator is particularly critical for effective implementation, which can serve as a challenge. In addition, addressing the unexpected issues that arise is not always feasible, particularly in resource-constrained environments. Finally, the framework unrealistically assumes that community members are agreeable to one another and are able to work in a cooperative manner.

Comparing the frameworks

As discussed earlier, the dominant approaches to gender analysis have been the WID and GAD discourses, which emphasize efficiency and empowerment, respectively. The Harvard Analytical Framework and Gender Analysis Matrix subscribe to the efficiency approach to gender equality. On the other hand, the Women's Empowerment Framework and Social Relations Approach support the empowerment claim, which argues for gender equality on the basis of women's agency. Given the varying approaches of the five frameworks, the emphasis on gender varies. The Harvard Analytical Framework, Moser Framework and Women's Empowerment Framework were designed to address women's needs, unlike the Gender Analysis Matrix and Social Relations

Approach, which examine men's activities alongside women's.

The frameworks were also designed to address different levels of interventions. For example, the Gender Analysis Matrix is not particularly useful for organizational analysis, but can be effective for project-level interventions. The Women's Empowerment Framework is more suited to analyse projects and programmes. The Moser Framework and the Harvard Analytical Framework are suitable for planning at all levels. The Social Relations Approach is designed for inter-institutional analysis, where gender relations are assessed within the context of family, labour market, community and state. This approach can also be adapted to assess a single institution, just as all of the frameworks can be modified to fulfil the objectives of researchers, practitioners and policymakers.

Local participation has become increasingly emphasized in development work, and participation is also underscored in the gender analysis frameworks. The participatory approach is central to the Gender Analysis Matrix and Women's Empowerment Approach, and the three other frameworks can be modified to varying degrees for participatory design and implementation.

A promising approach to gender analysis

The findings from the literature review demonstrate that there is no proven strategy for gender analysis that is applicable to all settings. Instead, key themes and strategies have been identified to recommend a holistic approach for gender analysis. This approach, discussed below, includes methods that bridge disparate ideologies and can be supported by a number of major aid development partners.

In order to transform the status of gender equality on a national level, gender analysis must be carried out at policy, institutional and community levels. It can be carried out at different stages, from conception of a policy, programme or project to the design, implementation and evaluation. It is

paramount that the organization or government performing the gender analysis first determine its objective in order to find the approach that will best meet its needs. Below we have summarized a promising approach to gender analysis in education, based on best practices. We have also included some guidelines for implementation, based on the extensive experience of DFID (2002).

Step 1: Measure and analyse the existing gender balance

Once an organization, government or sector has decided to undertake a gender analysis, it is important to begin by collecting data. There are four main areas that must be considered when carrying out a gender analysis. The first is roles and responsibilities. What are the productive, reproductive, community-level and political roles played by members of each gender? Do these responsibilities differ for men and women? Second, it is vital to analyse whether men and women differ in their access to assets, resources and opportunities. These may be human, natural, social, physical or financial. Third, analysts must examine if and how power and decision-making power are divided by gender. Does this differ as the lens changes from the household level to the community level? What about from local government to national government?

Finally, it is important to determine whether men and women share the same needs, priorities and perspectives. These may be based on the situation already at hand or may require addressing areas that may need to be changed in the future. In order for a gender analysis to be thorough and complete, data must be collected and analysed, and all of these areas must be considered (DFID, 2002; New Zealand Aid Programme (NZ AID), 2006).

DFID differentiates between two important types of data: quantitative sex-disaggregated data and qualitative gender analytical information (DFID, 2002). Both types of data are necessary to examine the existing gender balance within the context. Sex-disaggregated educational data should include information such as enrolment, retention and

completion rates for students in pre-primary, primary, secondary and tertiary schools (Ramachandran, 2010; UNICEF, 2006). It is also helpful to collect and analyse data about broader issues that affect educational access and achievement, such as distance between a child's school and home, measures of parental awareness about educational opportunities, and adult literacy rates (Oxfam, 2007; UNICEF, 2008a). School quality, socio-economic status of families, regional constraints on accessibility to qualified teachers, health barriers and nutrition should all also be considered and measured on school, community, regional and/or national levels (NZ AID, 2006; Ramachandran, 2010).

Equally important is qualitative data regarding the school and community environment in which a child is being raised. School environments where gender-based violence, discrimination or harassment occurs are not safe for female students, nor conducive to their learning (Ramachandran, 2010). Even when discrimination is not immediately evident, those conducting a gender analysis should give careful attention to more insidious ways that gender disparities exist in classrooms. For example, the subtle lowering of expectations for girls in classes such as math and science can lead to very real differences in performance. When girls aren't encouraged to achieve, either by discriminatory treatment in classes or textbooks and curricula that enforce restrictive gender stereotypes, achievement suffers (FAWE, 1997; Oxfam, 2007; Ramachandran, 2010; UNICEF, 2008a). All of these environmental factors within a school must be taken into account when analysing gender roles in education.

It is also important to keep in mind that schools are a reflection of their larger society. Gender analysts must collect information about external factors that may affect girls' ability to access education, be they physical, psychological or cultural. Data regarding average age when girls begin to marry and have children can provide insight into potential causes for extended absences

or dropouts. Sexual and reproductive health data, including HIV/AIDS infection rates, information about sexual debut, and maternal health statistics can be useful in determining some of the root causes for gender inequalities, as they are reflective of health-sector factors that affect education (CIDA, 2007a; UNICEF, 2006). Even if a girl is healthy and able to attend school and achieve, she may not have equal opportunities for employment and continued education (UNICEF, 2008a). This in itself can be motivation to leave formal schooling and can lead to a widening gap between demographic groups.

There are a variety of sources that can be used to collect and sort data from the areas discussed above, as well as others that may shed light on the gender balance within a given context. These include international, national and local databases collected by governments, multilaterals, NGOs and aid organizations. The Swedish International Development Cooperation Agency (Sida) has compiled a list of databases and indices that can be used as data sources for gender equality research in its 2010 document, 'Tool: Indicators for Measuring Results on Gender Equality', including demographic and health surveys, databases of work and employment laws, and human-rights data. They also include potential indicators that can be used to measure gender equality in various sectors, one of which is education (Sida, 2010b). Once these data have successfully been collected, they must be analysed to determine whether they are sufficient to truly answer the question at hand: What is the existing gender balance? If the data are not adequate, special tools and surveys may need to be employed to collect the necessary data.

Guidelines for implementation of Step 1

Gender analysis at community and institutional levels must entail examination and data collection on the following issues:

Community level

- The division of labour productively and reproductively for men and women.
- The resources and assets that are available, and who controls them (NZAID, 2006).

- The levels of participation and control in decision-making of men and women.
- The needs of men and women, and how these needs can be addressed.

Institutional level: Policies

- The gender-specific policies that exist within an institution, and how these policies have been implemented.
- The level to which gender is integrated in all of the policies.
- The level to which gender issues are exhibited by the attitudes and behaviours of employees, particularly those in influential positions.
- The role of external agencies in influencing internal approaches to gender issues.
- The levels of participation and control in decision-making of men and women.

Institutional level: Culture

- The extent to which the mission and values incorporate gender equality.
- The attitudes and behaviours of the employees within the institution.
- Gender-specific employee data – that is, the number of men and women at each hierarchical level within the institution.
- Earnings of men versus women.
- The safety and practicality of the environment for women and men (DFID, 2002).
- Recruitment procedures.
- The existence of policies that advocate for gender equality, such as the Equal Opportunity Act.

Step 2: Raise awareness and identify allies

Once potential gender-related issues have been discovered during the data collection phase, it is important to gauge and most likely raise community awareness about the discrepancies in treatment and education that exist. Understanding the level of awareness can involve learning about the policies and programmes currently in place that foster or support gender equality, speaking to high-level policymakers to determine their

viewpoints, or examining how various funding streams are used to promote or decrease gender inequality (DFID, 2002). During this process it is important to identify allies, including both international and domestic organizations, law-making bodies and champions (UNESCO, 2009).

These allies can be of great help when creating programming that raises gender awareness and knowledge by ensuring that all parties understand the role that gender plays in daily life, regardless of the sector. It is also important to be certain that stakeholders understand the language and vocabulary associated with gender analysis. UNICEF points out an important distinction between gender parity and gender equality by reminding readers that “measures must be available to compensate for historical and social disadvantages that prevent girls and boys from operating on a level playing field” (UNICEF, 2008a, p. 5). Once stakeholders share a mutual understanding of the terminology and issues, the planning of policies and programmes can begin.

Guidelines for implementation of Step 2

Gender analysis must be participatory in nature so that the needs of women and men within a given context can be successfully incorporated into policies, programmes or projects. Additionally, women and men should both be actively involved in decision-making at the institutional and community levels.

Community level

In many communities women are often left out of decision-making processes, as societal norms and beliefs have denied women of power. In instances where women have been allowed to partake in such processes, they are often given roles that still encourage them to be passive (DFID, 2002). The following steps can be taken to help promote the full participation of women in decision-making:

- Understanding the social dynamics and constructs of gender roles and responsibilities within the community.
- Developing strategies based on these

societal norms.

- Creating activities that bring together community members in a space where they are comfortable and willing to discuss gender issues within their communities.
- Collaborating with other organizations that work to promote the status of women.
- Working with men to encourage attitudes and behaviours that support women by helping them understand the benefits of women’s equal status.
- “Building gender-sensitive partnerships between community representatives and local authorities” (DFID, 2002, p. 21).

Institutional level

At this level, women need to be represented and given a space where they are able to have a voice that can be heard. In order to work towards this, institutions can do the following:

- Collaborate with one another – that is, governments, international organizations and civil society need to work together.
- Create gender networks.
 - Internally, units that focus on gender can be created.
 - A network of organizations that work towards advancing women’s status can be formed.
 - Media, including Internet platforms, can be used for information sharing of best practices and challenges (DFID, 2002).
- Gather individuals who are ‘gender-equality’ champions at all levels (civil society, organization and government) so that they can share ideas and strategies and advocate for women.

Step 3: Plan and implement policies and programmes that promote gender equality

Once gaps in policy and programming are identified, awareness about their importance is raised and allies are identified, it is time to design policies and programmes that address areas of gender-based discrepancies in access, achievement

and acceptance. Barriers and constraints within the context or sector should be specifically addressed. In education, this may include preparing or revising existing policies regarding access, quality and management, or developing programmes that transform or improve gender relations and make participation, benefits and effectiveness of schools more equal, regardless of gender (EFA Fast-Track Initiative and United Nations Girls' Education Initiative (UNGEI), 2010; NZAID, 2006).

One area in which gender should be a focus of planning is that of budgeting. It is essential that gender-supportive programmes be adequately funded if they are expected to make sustainable change. Gender-responsive budgeting looks at the impact of funding on men and women, and girls and boys. There are three types of gender-responsive budgeting: gender-targeted funding, employment-equity funding, and general or mainstream funding (Oxfam, 2007). Gender-targeted funding is used to specifically eliminate sources of gender inequality, and might include scholarships that allow previously underserved girls to attend school. Employment-equity funding promotes equal employment among public servants. One example might be additional training for women so that they are qualified to become teachers. Finally, general or mainstream funding involves providing additional money to specific sectors that are chosen based on their gendered impact (Oxfam, 2007).

One example of general or mainstream gender-responsive budgeting is the funding of early childhood care and development programmes, which disproportionately benefit girls and women. First, it provides equal care and support for female babies and children that may not have otherwise received it, eliminating the gender gap before schools begin. Second, it relieves girls and women from the burden of childcare that often prevents them from attending schools or holding a steady, well-paying job. Gender-responsive budgeting is just one way to ensure that gender issues are considered during the planning stages of effective gender-awareness programmes and policies.

After careful planning, policies must be implemented. Governments, external organizations and other stakeholders must work together to ensure that the programmes are effectively funded, and that the resources and expertise necessary to carry out the projects and policies are available (Ramachandran, 2010). These resources may include human resources, effective trainings, or the development of tools that can be used on the ground (Danida, 2008).

Specific activities must be designed to target particular areas or issues related to women's empowerment within the context or sector being analysed. These might include holistic early childhood care and development programmes, transformations in the curricula to challenge stereotypes, training teachers to be more gender sensitive in their classrooms and create safer learning environments, efforts to engage men and boys, or creating distance learning programmes (Plan International, 2011; Ramachandran, 2010; UNESCO, 2009). Each country or context will have to pick relevant policies and programmes to address their specific needs.

Guidelines for implementation of Step 3

Gender policies need to be translated into sustainable practice, but research shows that institutions fail at gender policy implementation because they lack institutional capacity in gender issues (DFID, 2002). Thus, in order to build capacity in gender issues, institutions need to consider the following:

Community level

- Understanding and acting on the gender issues that are identified by the community.
- Improving access to resources and assets where there is a need as identified by the community.
- Increasing and improving the participation levels of women and men in decision-making.
- Working with communities to create dialogue on the social dynamics of gender and addressing ideas that may be barriers to

the achievement of gender equality.

Box 3. Holistic approach to gender analysis based on best practices

Step 1: Measure and analyse

Accurate and in-depth data collection is integral to a successful gender analysis. Data should include both qualitative and quantitative information in order to measure all aspects of gender inequality within a society or sector. A holistic approach must also include multiple levels of analysis, including both institutional and community levels.

Step 2: Raise awareness and identify allies

After data have been collected and weaknesses identified, steps must be taken to raise the awareness of community members, politicians and organizations. The identification of those who can serve as allies, both locally and internationally, will aid this process and ensure that what is learned in the gender analysis will actually be put into practice.

Step 3: Plan and implement

Programmes and policies must be designed and implemented based on the unique characteristics of the context being studied. Programmes should address the specific problems identified during the data collection process, and utilize the full scope of support garnered during awareness raising and identification of allies.

Step 4: Monitor and evaluate

The final step in the process is the monitoring and evaluation of the programmes and policies that have been implemented. The design of future initiatives should reflect what is learning during this monitoring and evaluation to continually ensure that the needs of the community in question are effectively being met.

Institutional level

- Improving gender equality in hiring processes and the organizational structure of the institution.

- Creating a unit that focuses on gender issues within the institution. “The role of these staff is not to take full personal responsibility for gender work, but to act as *catalysts* supporting and promoting gender-related skills and approaches amongst professional colleagues” (DFID,

2002, pg.33).

- Creating gender-responsive budgets that include the allocation of funds towards the implementation of strategies used to increase gender equality.
- Developing strategies that promote gender development, such as gender trainings for employees.
- Developing strong political will, leadership and commitment to addressing gender issues internally and externally.
- Allowing for equal opportunities within the institution.
- Openness to change and new ideas.

Step 4: Monitoring and evaluating new programmes and policies

The final step in this process is to monitor and evaluate the programmes and policies that have been put into place. Gender issues should be a focus in monitors’ reports, quarterly or semi-annual progress and performance reports, and end-of-project analyses (CIDA, 2007b). Specific indicators should be identified and measured throughout the duration of the project to ensure that it is having its intended effect. In addition to gathering this information, there must be increased accountability for the results that are found (Ramachandran, 2010). Implementing agencies or governments must be responsible for analysing a programme’s effects and making the necessary changes to ensure that it is as effective as possible. Monitoring and evaluation data should also be used to design the next round of interventions and policies, ensuring continued progress until gender equity is achieved.

Guidelines for implementation of Step 4
Qualitative and quantitative data on gender

relations and the needs of men and women can be used to monitor and evaluate progress towards achieving gender equality. Institutions can carry out the actions below to monitor and evaluate policies and programmes.

Institutional level

- Developing information systems that contain gender-specific data.
- Developing appropriate gender indicators.
- Improving and supporting research on gender issues.
- Disseminating findings from the gender analysis.
- Using gender analysis findings to inform gender policies and practice.

Conclusion

In a development arena increasingly focused on measurable and quantifiable results, the implementation of policies to increase gender equality in schools has mostly focused on gender parity (enrolment rates, completion rates, achievement, representation of women and men in textbooks, etc.). Although these are important measures, in order to achieve gender equality in education, it is necessary to conduct gender analysis that is not only quantitative, but also takes into account deeply entrenched social and institutional inequalities.

As research increasingly focuses on the challenges particular to the field of education, it is imperative that institutions implement gender-mainstreamed strategies to address the educational needs of women, men, girls and boys. This includes policies and programmes based on comprehensive quantitative and qualitative gender analysis that are adapted to the local context.

Extensive research of existing gender analysis strategies has yielded a set of four main steps that are useful for researchers, practitioners and policymakers. First, steps must be taken to collect sex-disaggregated data that truly reflect the current state of the situation. Next, awareness within the community, government and institutions must be raised, bringing gender

equality to the forefront. During this time, allies can be identified, both domestically and abroad, whose resources could be used to address gender inequalities. Third, the information and resources collected should be used to design and implement effective, far-reaching programmes that promote equality and provide a platform for increased understanding and respect. Finally, these programmes and policies should be carefully monitored to ensure that the needs of all members of the community are being met. Information gathered should also inform the design of future policies that will be used to work towards a more just and equal society.

While there is no single solution to the issues of gender disparity, it is imperative that all stakeholders take the steps necessary to create a world that allows women, men, girls and boys to thrive and realize their full potential.

Gender Analysis in Education: An Annotated Bibliography

Section II: Annotated bibliography

Key themes

The following annotated bibliography is divided into five key themes:

- **Causes of gender inequality and analysis** – In this section the documents examine the reasons for gender inequality within education and society at large. Due to societal and cultural beliefs, girls often face discrimination across the life cycle and bear the burden of domestic work, early marriage and marginalization. Within education, issues of discrimination in the classroom, unequal access to schools, physical and sexual violence and classroom materials that promote stereotypes are discussed in detail.
- **Gender analysis in education** – In this section, the sources provided highlight various components of the design, purpose and outcomes of gender analysis in education. It is argued that all stakeholders need to play a role in addressing gender inequality; yet, the approach for gender analysis varies based on an organization's particular objectives. A number of sources also explain how gender analysis fits into the broader process of gender mainstreaming.
- **Frameworks used to analyse gender** – This section presents a broad overview of the frameworks that have been used to conduct gender analysis. While some of the sources focus on development issues, all frameworks can be applied to education. Case studies are included that discuss how frameworks can be used during various aspects of the program cycle. The sources point to the conceptual theories, limitations and outcomes of the application of gender analysis frameworks.
- **Tools, guidelines and trainings related to gender analysis** – This section outlines how gender analysis can be carried out at community, institutional and policy levels. The sources also discuss the challenges for implementation and make recommendations to a variety of stakeholders. One of the challenges of implementation at the institutional level is to build capacity where gender analysis and interventions can be carried out. At the community level, encouraging the participation of men and women in decision-making is a challenge due to existing norms. At the policy level, a challenge is to create synergies between stakeholders and develop a balanced approach to inclusive policies that best serve the needs of the communities. Tools are provided in formats that are easily accessible, such as e-learning modules.
- **Gender reviews and evaluations** – In this section, a number of sources point to the lack of effective practices for gender mainstreaming within multilateral and bilateral organizations. It is particularly troublesome that these institutions advocate for gender equality; yet, so few have made measurable progress towards gender mainstreaming internally.

Methodology

This annotated bibliography includes a comprehensive literature review to assess different approaches to gender analysis used by various international development organizations, including Sida, the United States Agency for International Development (USAID), Danida, CIDA, DFID and Oxfam International, as well as a review of academic articles on the subject.

Search strategy

Gender Analysis in Education: An Annotated Bibliography

A search for broad organizational reports on gender analysis and development was followed by focused research on the implications of gender analysis in the education sector. The research focuses on material published after 2000, and some of the seminal work produced in the 1990s. Although academic research was reviewed and included when relevant, most attention was given to documents published by international development organizations.

Causes of gender inequality and analysis

Brock, Colin, and Nadine K. Cammish, 'Factors Affecting Female Participation in Education in Seven Developing Countries', Revised edition, DFID Education Research Series (Serial Number 9), Department for International Development, London, 1998.

Keywords: aid effectiveness, case studies, cross-sectoral application, implementation, planning, promotion of equality, public-private partnerships

This document would be most useful for those with little understanding of the complex factors that result in gender inequalities in schooling, especially in the developing world. The document focuses on prohibitive factors that affect girls' schooling in Bangladesh, Cameroon, India, Jamaica, the Seychelles, Sierra Leone and Vanuatu. The authors found that there were nine interrelated factors that prevented girls from accessing educational opportunities, including: geographic barriers and difficulties of physical access, which influence female students more than males; socio-cultural beliefs and practices that favour boys and adversely affect the opportunities afforded to girls; malnutrition of girls, who bear the brunt of domestic work but do not receive preferential feeding; harsh economic circumstances that leave parents unwilling or unable to financially support their daughters' education; religious and political beliefs that prevent the education of girls and women; and legal precedent for discrimination against women, in education and beyond. The authors then go on to outline 23 major recommendations for policies that could be used to increase gender awareness and gender equity. These include: increasing the number of public-private partnerships that work to integrate and coordinate work in various aspects of development; provision of the necessary materials for schooling to girls, eliminating some of the preventative costs associated with education; providing scholarships to girls in order to support the advancement of education; raising awareness about gender equality in communities; and ensuring the safety, security and availability of female teachers.

Joshi, Govinda Prasad, and Jean Anderson, 'Female Motivation in the Patriarchal School: An analysis of primary textbooks and school organisation in Nepal, and some strategies for change', *Gender and Education*, vol. 6, no. 2, 1994, pp. 169–181.

Keywords: case studies, classroom materials, gender-based expectations, girls' education, institutional approach, marginalized populations, Nepal, policy, recommendations, training

This article provides interesting insight into the gender disparities occurring in a specific context, Nepal. It would be useful for practitioners, government officials and researchers interested in understanding the historical, cultural and political causes of inequality in the country. Nepalese society is regulated by religion and strict patriarchal beliefs. In the past 1,500 years or so, the status of women in Nepal has declined with the widespread acceptance and practice of child marriage and the implementation of laws created to regulate people's conduct. These societal rules, called the laws of Manu, accorded women a lower status in society, which has had a negative effect on the educational and career opportunities available for girls and women. At

Gender Analysis in Education: An Annotated Bibliography

the time of printing, overall female literacy was only 18 per cent, with only 16.1 per cent of women in rural areas able to read, exacerbated by families' reluctance to send girls to school. Traditional gender roles and gender-based expectations prevent many families from seeing the value of educating their daughters, and without women in positions of power in the government, there was little hope of changing the trend. The authors conducted research to examine the status of girls and women as reflected in primary-school textbooks, and to examine how the structure of schools affected girls' educational opportunities. They found that male characters, both in words and pictures, heavily dominated textbooks, with math textbooks having the least integration of female characters. This trend only increased as grades progressed. Structural decisions in schools also favoured boys, including sex-segregated seating where girls were told to sit in the back of the room, more restrictive uniforms for female students, and lack of female teachers for subjects such as science or math (they were relegated to 'soft' subjects instead). The authors then go on to provide some suggestions for ways in which the environment of Nepalese schools could be changed to be more supportive of female students. The suggestions included: guidelines outlining how to create gender-neutral textbooks and materials, in-service and pre-service training on equity for teachers, and increased research and community awareness.

O'Connor, Joseph P., 'Difficulties Faced by Girls in the Study of Science, Mathematics and Technology Subjects: Findings of the Female Education in Mathematics and Science in Africa (FEMSA) project', *Connect: UNESCO International Science, Technology & Environmental Education Newsletter*, vol. 23, no. 3, 1998, pp. 1–3.

Keywords: classroom interaction, curriculum, gender attitudes, gender-based violence, girls' education, policy, science/technology/engineering/math (STEM)

This research provides insight into the causes for gender disparities in education, with special attention to the STEM subjects and careers. This article outlines the basic findings of the first phase of the Female Education in Mathematics and Science in Africa (FEMSA) study. National surveys were collected from 21 African nations that assessed participation of female residents in scientific and vocational education and careers, underlying reasons for inequalities, and steps that could be taken to remedy the situation. The article identifies several factors that prevent girls from accessing education and employment in the STEM field, namely, limited primary and secondary education access that do not foster skills, and notions of gender roles that restrict opportunities for women. The project found that girls who wished to participate in STEM activities and careers were actively discouraged by teachers and harassed by male classmates. Parents also discouraged participation, fearing it would hinder marriage prospects. The author reports that there were three main lessons learned during the first phase of the project: 1) most felt that gender inequality in STEM participation was "inevitable", 2) when people learned of the curable causes of inequality, they were keen to identify feasible solutions and wanted to work to change the situation, and 3) even when there was goodwill and a desire to change, few knew where to begin or what steps to take. They also warn of "evaluation fatigue," or a wariness of nations to submit themselves/their residents to continued testing, questioning and evaluating. The first phase of the FEMSA study seems to indicate that attitudes and cultural norms will need to be addressed before policies are able to truly extend equal opportunities in the STEM fields to women.

Tembon, Mercy, and Lucia Fort, 'Girls' Education in the 21st Century: Gender equality, empowerment and growth', World Bank, Washington, D.C., 2008.

Gender Analysis in Education: An Annotated Bibliography

Keywords: smart economics, gender disparities, social exclusion, human capital, female mortality, productivity, economic opportunities, labour market, cash transfers

This publication would be of interest to policymakers, economists, researchers, practitioners and those interested in understanding the global challenges pertaining to education and gender equality and how they affect society. This book is a compilation of papers written by different authors that were presented at a World Bank symposium on gender equality and women's empowerment in 2007. The chapters outline the progress that has been made, the lessons learned and the challenges that remain in working towards gender equality and women's empowerment.

Part 1 of the book focuses on issues of education quality, skills development and economic growth. Research shows that many students in developing countries are not acquiring the relevant skills necessary for success in schools. The authors present evidence that improving the quality of education leads to not only social benefits but economic ones as well. Part 2 focuses on the actual factors that are holding many countries back from achieving gender equity in education. The authors present solutions that can be used to improve access, quality and equity in low-income regions and regions that are going through conflict. Chapter 8 by Changu Mannothonko will be particularly useful, as it discusses frameworks and approaches that have been used as tools to achieve the global education goals (EFA and MDGs) pertaining to gender equality and equity. The four approaches addressed are: WID, GAD, post-structural, and the rights-based approaches. Part 3 of the book focuses on best practices from the field, such as the use of conditional cash transfers to lower the costs associated with schooling. The last chapter in Part 3 presents a summary of five strategies to achieve gender equity in education. These strategies are: improving the quality of education, reaching the most vulnerable populations, focusing on post-primary education, increasing research and strengthening partnerships.

Wamahiu, Sheila Parvyn, 'The Pedagogy of Difference: An African perspective', in *Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys*, edited by Patricia F. Murphy and Caroline V. Gipps, United Nations Educational, Scientific and Cultural Organization, Paris, 1996, pp. 45–57.

Keywords: Africa, classroom, gender ideology, pedagogy, policy

This chapter is useful for those interested in understanding the causes of gender inequality in the classroom. It concentrates on the "complex interplay between macro-level policy (both international and national) and micro-level practices, beliefs and attitudes" (p. 45) and how gender ideology disadvantages girls in Africa. This systematic process of female disenfranchisement is called the 'pedagogy of difference' by the author, who believes that in order for gender parity to be a reality, it will need to be replaced with a 'pedagogy of empowerment'. The author begins by providing details about the history of the pedagogy of difference and how it is expressed in societies throughout Africa. This style of interaction and education features the differences between men and women, rather than the similarities, and de-emphasizes the role and importance of women in society. A pedagogy of empowerment, on the other hand, would encourage girls to recognize and realize their potential. A history of the pedagogy of difference points out that it was in existence in pre-colonial times, and was only reinforced during the colonial era. Gender-based expectations reinforced the idea that women were inferior in the family, community and school. The colonial education system also gave preference to African males, while female students were kept out of school or had their education restricted to skills for homemaking. In contemporary African society, gender-based

Gender Analysis in Education: An Annotated Bibliography

violence is common, both inside schools and in the community. Girls are socialized to believe that they are less than men, with lower intelligence, limited usefulness outside of the home, and few real skills or strengths. This often leads to lower self-esteem in girls, reinforced by differential treatment in schools. Teachers commonly downplay or refuse to recognize that female students are as skilled as their male counterparts, affecting girls' willingness to participate in class and be successful students.

The author asserts that these practices must be abandoned in favour of a pedagogy of empowerment that teaches social responsibility, critical thinking, flexibility and creativity. Education must be gender-responsive, without losing sight of common human rights that are applicable regardless of gender. This shift, from a system of oppression to empowerment, must occur before Africa can truly reach gender equality in education or daily life.

Ramachandran, Vimala, 'Gender Issues in Higher Education: Advocacy brief', United Nations Educational, Scientific and Cultural Organization's Asia and Pacific Regional Bureau for Education, Bangkok, 2010.

Keywords: gender awareness gender-based violence, gender equity, gender mainstreaming in education, guidelines, marginalized populations, promotion of equality, recommendations, STEM

This advocacy brief is especially useful for those concentrating on gender equity in higher education. It includes an overview of issues preventing equity in higher education, as well as best practices for overcoming these barriers. The brief discusses the role gender plays in access to and completion of higher education and the problems that stem from inequitable access. In the past, there has been little research done on the barriers female students perceive or experience when striving for higher education. Thus far, attempts to increase access to higher education for women have been narrowly focused on the following areas: affirmative action using quota systems, incentives to increase the number of women studying STEM subjects, creation and support of women's studies programmes, and providing administrative and managerial seats at higher education institutions to women. The goal of this brief is to inspire greater discussion and research regarding the role gender plays in higher education. The key higher education issues that are affected by gender are: access, retention and completion; interplay between girls' schooling and their families' socio-economic status; gender imbalance in certain fields of study, such as the STEM fields; the environment of schools where including gender-based violence and discrimination and sexual harassment are prevalent; and the role various other factors, such as school quality, socio-economic status and regional differences have in restricting access to higher education.

In order to address the issues of inequality discussed above, the brief proposes a process of creating knowledge about, awareness of, and a responsibility for gender equality known as gender mainstreaming. This process includes identifying gaps in gender equity, raising awareness about the inequalities, building support for change, devising strategies and programmes to promote change, delivering resources and expertise necessary to carry out the new policies and practices, monitoring progress, and increasing accountability for results. The author includes some best practices, including increasing political commitment to the cause, providing opportunities for distance-learning programmes, creating safer learning environments, and providing stipends, scholarships and childcare facilities to support the enrolment of female students.

Gender Analysis in Education: An Annotated Bibliography

United Nations Children’s Fund, *The State of the World’s Children 2007: Women and children – The double dividend of gender equality*, UNICEF, New York, 2006.

Keywords: child mortality, discrimination, economic productivity, empowerment, health, nutrition, maternal mortality

This document reports on the status of women and children globally. The document would be useful for policymakers, practitioners and gender experts. It highlights how achieving gender equality can aid in moving all of the MDGs, by specifically focusing on the third MDG, which pertains to promoting gender equality and women’s empowerment. The livelihoods of women play a role in the well-being of children. Discrimination towards women can have a negative impact on the lives of children. Thus, achieving gender equality and empowering women can be viewed as a double dividend whereby the livelihoods of both women and children are positively affected. The report discusses the challenges that women and girls face, such as child marriages, high maternal mortality rates, physical and sexual violence, and lower wages. In chapter 1, the report provides an overview of gender discrimination across the life cycle. Subsequent chapters focus on gender equality in the following areas: household, employment, and politics and government. The last chapter discusses ways in which countries can benefit from the double dividend of gender equality through a variety of actions. Education is highlighted as an area whereby the root cause of gender discrimination can be addressed. This can be done by increasing girls’ access and creating girl-friendly schools.

World Bank, *World Development Report 2012: Gender equality and development*, International Bank for Reconstruction and Development and World Bank, Washington, D.C., 2011.

Keywords: economic prospects, human capital, signalling, skill, talent

This report will be useful to policymakers, economists, practitioners and those who desire to understand the economics of gender equality and development. The report is written from an economics perspective and thus discusses how gender equality is a fundamental objective for economic development. The report argues that women are getting close to representing half of the global labour force, thereby ensuring gender equality will lead to increased productivity. Thus, any barriers that discourage women to participate in the labour force need to be removed so that women’s skills are not underused. The report also makes the case that gender equality is beneficial for future generations. At the household level, women tend to spend in a manner that benefits their children and can help the growth of countries. Additionally, research shows that children whose mothers are educated and in good health have better future prospects. Chapter 3 of the report focuses on education and health. Much progress has been made towards closing schooling gender gaps and at the tertiary level there is actually a bias towards women. However, problems still persist, such as girls from low-income households dropping out of school first, curriculums that cater to the elite and differences in the career pursuits of boys and girls. The report provides lists of priorities for policy recommendations. One recommendation is to shrink the educational gaps for disadvantaged populations with strategies such as conditional cash transfers and school construction projects. Another recommendation is to limit the reproduction of gender inequality across generations by reaching out to young people. This can be achieved by reducing segregation in academics such that girls and boys are free to pursue studies and careers of their choice. Although written in economics language, the report is useful in that it makes a case for gender equality by addressing the societal benefits that may be accrued.

Gender Analysis in Education: An Annotated Bibliography

Gender analysis in education

Canadian International Development Agency 'Educating Girls: A handbook – A basic reference guide for CIDA staff in Canada and in the field', CIDA, Quebec, 2003, available at <www.ungei.org/resources/files/CIDAEducatingGirlsHandbook.pdf>.

Keywords: curriculum, girls' education, human rights-based approach, school management, teacher professional development

This handbook would be useful for organizations planning and implementing gender analysis in education and seeking generic interventions, which could be adapted to local contexts to address gender analysis findings. The handbook focuses on making a case for the importance of girls' education, lays out steps for informing girls' education programmes and policy and provides practical tools to conduct a gender analysis as well as practical activities for improving gender mainstreaming in education. The handbook makes the case for investing in girls' education from a human-rights perspective as well as emphasizes the high rate of social and economic return to education, specifically the role of girls' education in improving family health, personal development, social development and human capacity development. Girls' education is advocated as "an important entry point to begin tackling gender inequality in developing countries" (p. 5).

CIDA advocates the use of gender analysis on all aspects of education in order to achieve gender equality. The handbook includes a tool that consists of guiding questions for gender analysis and focuses on assessing institutional and school management, community involvement and local governance in girls' education, teachers' development, gender sensitivity in curriculum and learning materials, addressing sexual violence and school safety, improving school infrastructure and addressing health issues (especially gender and HIV/AIDS). The handbook offers practical intervention suggestions for addressing issues of interest from gender analysis findings. These interventions can be adapted to different contexts.

CIDA promotes transformative gender strategies that change attitudes and practices that create barriers to equal participation of girls and women in educational systems and recognizes that gender inequality must be addressed through working with a variety of partners in multidimensional and cross-cutting ways.

Kabira, Wanjiku Mukabi, and Masheti Masinjila, 'ABC of Gender Analysis', Forum for African Women Educationalists, Nairobi, 1997.

Keywords: classroom interaction, classroom materials, curriculum, gender analysis tools

This document is useful for policymakers and practitioners to consider how gender analysis can be conducted at the school and classroom levels. It provides tools that can be used to facilitate gender-sensitive practices. Specifically, the authors provide tools for teachers, researchers, curriculum developers and others to assess gender-awareness in textbooks, educational materials and classroom settings. The manual was commissioned upon the recognition that the portrayal of gender roles and relationships in educational material can lead to the propagation of gender stereotypes. The authors argue that the Harvard Framework is effective in the analysis of development projects; however, a different methodology is needed when assessing perception, bias and portrayal of gender as they relate to educational tools. Using narrotological

Gender Analysis in Education: An Annotated Bibliography

analysis, the manual highlights how efforts to humanize concepts and make situations relevant to students have led to educational material with narration and illustrations that create and perpetuate gender stereotypes. The initial section of the manual deals with presentation in educational material. Focusing on narration and illustration, the authors propose questions to ask when assessing action, locus of activities, help, visibility, power and language use to determine representations of gender. The final section points out interactions within schools and highlights situations of gender-discrimination of which teachers and school administrators should be aware. To a lesser degree, the manual discusses how teachers can address this in their classrooms.

This manual is useful in that it details how gender analysis methodology can be applied in the classroom. By focusing on the content of educational material and classroom interaction, the framework helps school staff consider how they can assess situations and implement gender-sensitive policies. One of the shortcomings of the article is that it does not provide detail on actions to be taken based on the gender analysis findings. It also does not address how administrators can implement school-wide gender-aware policies and manage teacher resistance.

Gaynor, Catherine, 'The Supply, Condition and Professional Development of Women Teachers', United Nations Educational, Scientific and Cultural Organization's International Institute for Educational Planning, Paris, 1997, available at <<http://unesdoc.unesco.org/images/0010/001097/109763eo.pdf>>.

Keywords: education planning, gender equality, policy, teacher professional development

This article discusses the challenges that female teachers around the world face due to gender inequality within the teaching profession and education administration system, underlying causes of these inequalities and suggestions for improving gender equality within the teaching profession. While many efforts towards gender equality in education focus on increasing girls' enrolment, often seeking to recruit and retain more female teachers, many initiatives fail to address gender inequities within the teaching profession. This article seeks to give an overview of the current status of female teachers; identify priority issues in the supply, deployment and career development of female teachers; and recommend possible interventions for overhauling gender imbalances and biases embedded in many education systems.

The author notes that a "lack of gender analysis weakens the possibilities for making effective interventions in teacher management as it leads to the erroneous assumption that the experiences of male and female teachers are the same" (p. 5). The article argues that an understanding of women's and men's different roles, needs and constraints is essential to designing and implementing policies and programmes that are gender-responsive. Without adequate gender analysis in the teaching profession, resulting gender-blind policies and equal treatment and access to teaching opportunities are not sufficient for creating gender equality within the teaching profession and the education system at large. Instead, a starting point for addressing gender issues should begin with a gender-awareness approach, which challenges traditional assumptions about female teachers, their place in the home, society and the teaching profession. The education system must become gender sensitive and the existing power structure must be altered to better reflect women's practical and strategic needs. The author defines 'practical gender needs' as needs arising from existing societal roles, for example, the need for female teachers to have access to adequate childcare facilities for their children and to take maternity leave. 'Strategic gender needs' are related to changing power relations

Gender Analysis in Education: An Annotated Bibliography

between male and female teachers, including equal pay, equal teaching conditions, equal representation in management positions and equitable division of labour.

The author names many factors that influence the supply of female teachers, including socio-cultural factors, a gender-biased education system, safety and living conditions, multiple societal demands on women, lack of women in education management positions, few opportunities for career advancement and sexual harassment. These barriers, as well as the subordinate role of women in many parts of the world, has led to a concentration of female teachers at lower levels and grades of education with few opportunities for education management and decision-making, few female teachers teaching science and math and few leadership positions for women in education.

Suggestions given by the author for possible interventions for enhancing the supply and deployment of women teachers include incorporating adequate gender analysis in teaching policies and interventions, improving monetary and non-monetary incentives, offering more flexible schedules and accommodations, offering local recruitment and training and other more 'family friendly initiatives', and codifying rules and regulation to outlaw sexual harassment and guarantee labour rights, such as maternity leave for women and paternity leave for men. The author suggests that future research should focus on ensuring gender equality, not only for learners but also for teachers and education administrators.

Longwe, Sara Hlupekile, 'Education for Women's Empowerment or Schooling for Women's Subordination', *Gender and Development*, vol. 6, no. 2, 1998, pp. 19–26.

Keywords: critical consciousness, empowerment, gender training, subordination

This article will be useful to those interested in women's empowerment. It is written by the creator of the Women's Empowerment Framework. Thus, it is a useful tool for policymakers, practitioners and researchers. The article contrasts education for women's empowerment with education for subordination. Longwe describes empowerment as a collective action to overcome gender inequality. That is, women acknowledge and address the gender issues that prevent their advancement within society. Development organizations can use gender training to design their programmes such that they account for gender issues that may prohibit development. Longwe presents a conservative and radical definition of gender training as seeking to address women's access to resources. Thus gender training equips women with productive skills that will enable them to have increased access to resources. The radical definition of gender training encompasses the issues that the conservative definition fails to address. Longwe points out that the conservative definition fails to acknowledge that the manner in which labour and access to resources are divided is a result of the male privilege that is embedded within communities. Radical gender training addresses the root of the gender inequalities by taking into account the patriarchal structures that exist within communities.

Longwe also discusses how education plays a role in changing these beliefs that exist. Contrary to popular belief, increasing female's access to education does not necessarily translate into promoting the status of women and achieving gender equality. The author argues that schools actually contribute to women's lack of advancement, as they are institutions that are founded on the values of a male-dominated culture and thus teach students the rules of this culture. In order for schools to promote the rise of women, empowerment of women needs to occur. The

Gender Analysis in Education: An Annotated Bibliography

article ends by discussing how radical gender training can be used to address and shift the power dynamics within society and the education system.

Ministry of Foreign Affairs of Denmark (Danida), 'Gender Equality Toolbox', Danida, Copenhagen, 2008.

Keywords: aid effectiveness, cross-sectoral application, gender mainstreaming, governance, health, promotion of equality, public-private partnerships

Policymakers and practitioners across development sectors will find this toolbox to be a useful introduction to gender analysis and how gender sensitivity can be incorporated into their work. Broken down into sub-documents, Danida's 'Gender Equality Toolbox' offers an overview of the role of gender analysis in development, as well as practical suggestions that can be used to guide programming and policy. The Toolbox aims to help practitioners and policymakers as they navigate the challenges of analysing gender's role in a country and working to increase gender equality. It begins by giving an overview of gender mainstreaming, challenges to gender equality, and lessons that have been learned in the past (Book 2: Gender Equality in Context). Book 3 (Gender Equality in the Aid Effectiveness Framework) examines the steps that can be taken to integrate gender awareness and equality into the administration of aid, while Book 4 (Gender Equality at Country Level) provides insight into the role of a country gender analysis and steps for implementation. Book 5 (Gender Equality at a Sector Level) is broken down into the areas of agriculture, education, health, private sector partnerships and governance. Each booklet describes how gender equality can be integrated into sector programmes, issues that should be considered before and during implementation, and examples of successful programmes. The final book (Book 6: Gender Equality Programming) provides an overview of how gender equality can be integrated at multiple stages of the programme cycle and includes tools for monitoring and evaluation. This document is extremely helpful in providing a broad overview of gender analysis, as well as an understanding of how gender equity can be incorporated into many different development sectors. It provides step-by-step suggestions for implementing a gender analysis on a country level, which will be useful in guiding future module design. The information seems unbiased and applicable to a wide range of countries and settings.

Oxfam Great Britain, 'Practising Gender Equality in Education', Oxfam GB, Oxford, UK, 2007.

Keywords: access, gender equality, gender equity, capacity, quality

This document gives an overview of the key issues pertaining to gender equality in education and thus would be useful for developing policies and for aiding practice. Specifically, it would be of use to ministries of education, NGOs, practitioners and educators. The information included in this book comes from the Beyond Access, Gender, Education and Development project that was a partnership between Oxfam GB, the Institute of Education at the University of London and DFID. The book is written as a tool to help stakeholders understand the main issues that are hindering the progress towards achieving gender equality in education. It is written to not just influence policy but also practice. As the issues are addressed, examples of best practices in a variety of contexts are provided. The chapters are framed around five main themes:

1. Partnerships between practitioners, policymakers and researchers
2. Multiple interventions and actions
3. Advocacy for policy and practice change
4. Government commitment to and responsibility for basic education

Gender Analysis in Education: An Annotated Bibliography

5. Adequate and sustainable financing.

Chapter 2 discusses the need for schools to build a welcoming culture so that once girls are in school, they remain in school. This can be done by ensuring that the curriculum is gender sensitive. However, in order for the curriculum to be effective, pedagogical methods, learning and interactions also need to change. The authors end the chapter by providing the recommendation that school curriculums be made gender equitable. Additionally, they outline the roles that teachers, governments, parents and community members can play. Chapter 3 explores gender equality and adult basic education. The majority of illiterate adults are women. Although adult basic education is not highlighted specifically in the MDGs, along with gender equality it can empower women and girls and advance the progress of the MDGs. Thus it is important for governments to prioritize adult basic education. Adult literacy workers, teachers and facilitators need to be trained in participatory practices that include both females and males. In chapter 4 the authors discuss the need for gender-equitable education to also reach those who are not a part of the formal education system – that is, nomadic and pastoralist children. These children have not been able to take full advantage of their basic right to education. School participation rates for these children are low, particularly for girls. Gender analysis is necessary to help the generation of policies that are in the best interests of these children. Chapter 5 and 6 provide the requirements and steps for achieving gender equality in education. There is a need for commitment, leadership, responsiveness and capacity development. Chapter 7 focuses on gender-responsive budgeting and cites country examples of how this is being done. The last two chapters explore girls' education in Africa and South Asia.

Miske, Shirley, Margaret Meagher and Joan DeJaeghere, 'Gender Mainstreaming in Education at the Level of Field Operations: The case of CARE USA's indicator framework', *Compare: A Journal of Comparative and International Education*, vol. 40, no. 4, 2010, pp. 441–458.

Keywords: gender equality indicators, gender mainstreaming, NGO educational operations

This article summarizes some of the challenges of gender mainstreaming in education and examines the use of CARE USA's Common Indicator Framework. It is useful for researchers, practitioners and policymakers to understand the benefits and possibilities to improving gender-mainstreaming processes. Gender mainstreaming in education particularly at the operations level in communities and schools has received little attention. In this article, the authors explore the limitations of gender mainstreaming practices in development agencies and examine CARE USA's Common Indicator Framework to see how findings can generate better ways of gender mainstreaming. The Framework, which uses a number of education-specific frameworks and the Social Relations Approach, aims to address educational attainment, quality, equality and girls' empowerment. The CIF consists of 12 qualitative and quantitative indicators and was piloted in Cambodia, Honduras, Mali and the United Republic of Tanzania. Results indicate three implications for gender mainstreaming: 1) qualitative indicators need to be embedded to examine the underlying causes of gender issues; 2) gender relations need to be explored more deeply; and 3) empowerment needs to be understood in relation to children and youth. The authors note that one of the most promising results of the Common Indicator Framework is that it was able to generate dialogue about gender relations and gender mainstreaming at the operations level, and that information generated was sent to the higher levels of the institution. In addition, dialogue and learnings were shared from south to south.

Gender Analysis in Education: An Annotated Bibliography

This article provides a useful alternative to common gender-analysis frameworks. The Common Indicator Framework, which utilizes a combination of education and development frameworks, highlights opportunities for improving gender-mainstreaming processes.

United Nations Educational, Scientific and Cultural Organization, 'Promoting gender equality in education: Gender in education network in Asia-Pacific (GENIA) toolkit', UNESCO's Asia and Pacific Regional Bureau for Education, Bangkok, 2009, available at <<http://unesdoc.unesco.org/images/0018/001864/186495E.pdf>>.

Keywords: gender-responsive education, gender mainstreaming in education, gender-responsive budgeting, gender-responsive curriculum, gender-responsive classrooms, gender-responsive teachers, toolkit, project design and management

This toolkit contains gender-responsive tools designed for a wide variety of education stakeholders, including policymakers and planners, programme officers, curriculum developers, teachers, school heads, teacher trainers and researchers. The tools can be used to design and implement gender-responsive education programmes, products and/or policies and to assess existing programmes, products and policies. Furthermore, the toolkit could be used as a guide for gender workshops. There is a matrix at the beginning of the manual with an explanation of all tools and the intended user(s) indicated for each tool. This comprehensive, user-friendly and gender-responsive toolkit is very well designed and practical and it appears to be based on the Social Relations Approach framework. Although it was designed for the Asia-Pacific region, the tools seem to be applicable to a wide range of countries and settings. The toolkit is open source and UNESCO encourages reproduction and translation of the materials. The toolkit is divided into three parts:

- Part 1: Tools for Raising Gender-Awareness
- Part 2: Tools for Gender-Responsive Educational Environment
- Part 3: Tools for Gender-Responsive Educational Management

Part 1 includes a thorough glossary of gender terms and definitions, a resource list and a summary of major global commitments to gender equality in education, a fact sheet about gender issues in education – mostly pertaining to the Asia-Pacific Region – and a tool to assess the gender responsiveness of an organization. Part 2 includes a tool to help curriculum developers use a gender-responsive mechanism during the development of their teaching and learning materials; a tool for assessing the gender friendliness of schools; a set of recommendations for how teachers can adopt gender-sensitive attitudes towards students; a guide for assessing the gender responsiveness of teaching/learning materials; guidelines for collecting school-level data on gender; and a gender-responsive school observation tool, which offers an easy to use and thorough data collection tool for programme officers, researchers and school heads.

Part 3 includes an accessible overview of gender mainstreaming in education, including the benefits of gender mainstreaming and specific strategies that can be used for gender mainstreaming. It also includes a gender-responsive budgeting in education tool; a guide for developing gender-responsive education programmes; a tool for developing gender-responsive terms of reference for research and surveys; and a tool for organizing gender-responsive trainings, meetings and conferences. The useful resource section includes a sample gender-training workshop agenda, as well as tips for facilitators. At the end of the manual, there is an extensive reference section with links to gender training materials, gender glossaries, and

Gender Analysis in Education: An Annotated Bibliography

additional resources on gender analysis, gender mainstreaming, gender statistics, as well as a list of organizations supporting gender equality, with website links.

United States Agency for International Development, 'A Gender Analysis of the Educational Achievement of Boys and Girls in the Jamaican Educational System', USAID, Washington, D.C., 2005, available at <http://pdf.usaid.gov/pdf_docs/PNADE595.pdf>.

Keywords: Caribbean, gender parity, gender equity, Jamaica

This document is useful to policymakers, researchers, practitioners and those interested in a country example of gender analysis in education. It provides a case study for gender analysis in education that was done in Jamaica. The study was done at a time where there was general concern regarding the low performance of boys in literacy at the primary level and the weak representation of males in tertiary institutions. Thus, the purpose of the analysis was to investigate the role of gender in male and female development, academic achievement, and schooling outcomes in an effort to develop effective strategies to address the educational challenges. The study looked at gender dynamics at various levels, including household, school and community levels. The methods that were used to assess the current status were participatory in nature and involved focus group discussions with students, parents, teachers, principals, policymakers and other relevant stakeholders. Classrooms were also observed. Additionally, quantitative data were used. Among the findings were: insensitivity in the classroom, limited teacher understanding of gender issues, a disproportionate representation of boys who perform below grade level, and strong gender stereotypes engrained within parents, teachers and children. The end of the document provides recommendations for addressing the findings, such as the creation of child-centred classrooms, expanding literacy interventions, and developing gender training modules for parents and teachers.

Unterhalter, Elaine, 'Fragmented Frameworks? Researching women, gender, education and development', in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, edited by Sheila Aikman and Elaine Unterhalter, Oxfam Great Britain, Oxford, UK, 2005, pp. 15–35.

Keywords: frameworks, gender and development, human development approach, women in development

This article is useful for those interested in understanding the background and influences of different approaches to gender equality. It provides an introduction to the strengths, limitations and application of the four approaches to gender equality in education. Unterhalter discusses the assumptions and theories behind each approach and points out the implications for policy and practice.

The WID approach, which argues for equality from an efficiency perspective, equates “gender with women and girls, who are identified in terms of biological differences. Education is understood as schooling and development or empowerment is linked with economic growth or social cohesion and sometimes improved governance” (p. 18). The author notes that this is one of the dominant approaches as the concern with equal access to resources is easily quantifiable. One of the limitations is that it doesn't deal with issues that underlie the causes of inequality such as exploitation and subordination. In contrast, “GAD theorists consider equality in terms of the removal of the structural barriers to gender equality: unfair laws; labour-market practices; management regimes in institutions; barriers to women's decision-making in all settings; inequitable processes with regard to the distribution of time, money, and schooling” (p. 22). The

Gender Analysis in Education: An Annotated Bibliography

GAD approach is used less often in the education sector and is utilized more often by small-scale projects rather than large INGOs. The post-structuralist approach uses literary theory to critique development practices and its influence remains predominantly in academia, while the human development approach focuses on the equality of human rights and capabilities. This article provides a useful description of the frameworks that can be used by trainers, practitioners, researchers and policymakers.

United States Agency for International Development, 'Women, Men, and Development, USAID, Washington, D.C., 2006.

Keywords: case studies, cross-sectoral application, economic growth, gender-based violence, health, HIV/AIDS, human trafficking, implementation, promotion of equality

'Women, Men, and Development' discusses USAID's work to improve equity between men and women through its development projects around the world. It concentrates on the areas of education, economic growth, women's health, HIV/AIDS, trafficking in persons, gender-based violence, and the legal rights and political participation afforded to women. Each section focuses on the rationale for increasing gender equity in that sector, often citing the economic and health benefits associated with educating girls and women, and outlines the remaining challenges faced by aid organizations. This information is then followed by descriptions of USAID programmes on the ground in various countries that have experienced success in addressing issues of gender inequality. The final section addresses threats to progress in the areas of gender equality that should be considered when developing plans for gender analysis. These include the increasing proliferation of HIV/AIDS, gender-based violence and regions in conflict. Demographic shifts towards younger generations and increased globalization are also potential challenges in the struggle for gender equity. The document provides descriptions of gender analysis and work towards gender equality in practice. It also provides some useful examples of how one organization is working to increase gender equity in multiple sectors, including education. The challenges discussed in the document are also valid and must be considered by those who hope to design and implement an effective gender analysis programme. It is also interesting to see how USAID incorporates pieces of multiple frameworks into its gender equity work.

[Frameworks used to analyse gender](#)

Canadian International Development Agency, 'Gender Equality between Women and Men', CIDA, Quebec, 2007, available at <www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/JUD-31192610-JXF>.

Keywords: gender analysis, human rights

This website would be useful for practitioners, policymakers and researchers looking for a basic overview of gender analysis. It includes information on CIDA's gender equality policy, which is based on the social relations and human rights-based frameworks. CIDA's gender equality policy seeks the advancement of women's equal participation with men as decision-makers, the realization of full human rights for women and girls, and the reduction of gender inequalities in access to and control over resources and benefits of development. It includes brief sections on the purpose of gender analysis and what to ask during a gender analysis. There is also a link to another section of the website specifically focused on gender analysis. This section provides a brief overview and answers the questions of: what is gender analysis, what can gender analysis

Gender Analysis in Education: An Annotated Bibliography

tell us, when is the process of gender analysis applied, and who undertakes gender analysis? This section also includes elements of gender analysis and links to gender analysis tools and frameworks.

Kabeer, Naila, 'Gender Equality and Women's Empowerment: A critical analysis of the third Millennium Development Goal', *Gender and Development*, vol. 13, no. 1, 2005, pp. 13–24.

Keywords: access, agency, employment, political participation

This article will be useful to policymakers and those with an interest in the MDGs. In the article, Kabeer discusses the third MDG, which pertains to gender equality and women's empowerment, and the indicators that can be used to monitor this goal. There are three indicators that have been used to monitor MDG3: 1) Eliminating the gender disparities at all education levels; 2) Increasing women's wages; and 3) Increasing women's political representation. Kabeer argues that in order for gender equality to be achieved in education, employment and political participation, there needs to be a shift in the social relations through which access to these resources is generated. She presents some other important resources that the MDGs have not taken into consideration when addressing the issue of gender equality and empowerment. The concept of empowerment is addressed through three areas: agency, resources and achievements. Agency refers to how choices are made, and Kabeer argues that resources are the mechanism through which choices are made and enacted while achievements are the results of having choice. The author states that empowerment entails not only the ability to have a choice but to make a choice that challenges the power dynamics in society. The article mainly focuses on transformative agency, which is the ability to make choices that have long-term impact. The article discusses the relation between this transformative agency and education, employment and political representation. The positive effects and the limitations of each of these resources are addressed. Kabeer concludes by discussing the need for the indicators specified for MDG 3 to bring about long-term change by increasing women's agency, as opposed to being a "token gesture of paternalist benevolence" (p. 23).

Leach, Fiona, *Practising Gender Analysis in Education*, Oxfam Great Britain, Oxford, UK, 2003.

Keywords: frameworks, Gender Analysis Matrix, Harvard Framework, Social Relations Approach, Women's Empowerment Framework

This book would be of interest to policymakers, educationists, researchers and practitioners interested in applying gender analysis frameworks to education. In this book, Leach provides an overview of existing gender analysis tools and how they can be used to achieve gender equity in education. Social justice and human rights are the core principles guiding the book. Leach discusses the difficulty that she has had applying frameworks for development to education settings, and presents ways in which these frameworks can be modified and applied to the education context. The book begins by explaining the key concepts in gender and education. Four frameworks are addressed in the book: the Harvard Framework, the Women's Empowerment Framework, the Gender Analysis Matrix and the Social Relations Approach. Leach presents background information, key components, and strengths and limitations of each framework. The frameworks are accompanied by case studies that highlight their application in the context of education. Leach advocates that the frameworks be used in ways that involve the target populations (Participatory Rural Appraisal). This book is particularly useful when trying to understand the various gender analysis frameworks that have been used. Through the case studies it gives a picture of what the frameworks would look like in practice.

Gender Analysis in Education: An Annotated Bibliography

United Nations Children’s Fund and United Nations Educational, Scientific and Cultural Organization, *A Human Rights-Based Approach to Education for All: A framework for the realization of children’s right to education and rights within education*, UNICEF and UNESCO, New York and Paris, 2007.

Keywords: conceptual frameworks, education, gender mainstreaming, guidelines, human rights, marginalized populations, planning

This document is especially useful to aid workers interested in promoting the recognition of education as a human right, and using that belief as a basis to promoting gender equality in education. The document provides a broad overview of UNESCO/UNICEF’s HRBA to education for all, including background and validation for considering education to be a basic human right, and the guiding principles that should inform programme and policy design. This framework aims to ensure that traditionally marginalized groups (including but not limited to: indigenous populations, girls and women, people with disabilities, and linguistic and/or cultural minorities) have access to education. The belief that education is a human right means that it is universal, inalienable and interdependent/interrelated to other basic human rights. This document recognizes the interplay between human rights and the fact that many hinge upon others, making it necessary to meet the right of education to successfully reach others. Further, it provides steps for applying a human rights approach to educational programming and planning, including key information that should be looked at when completing a gender analysis in a given country. The tenets of this approach must be incorporated into the design of gender analysis tools that will be used by the organization. The HRBA integrates nicely with the Social Relations Approach, and together the two can be used to provide strong rationalization for why gender equality is necessary and how it can be better implemented in policy and programmes.

United States Agency for International Development, ‘Gender Analysis Frameworks (A training resource guide)’, USAID’s Middle East Bureau, Cairo, 2008.

Keywords: conceptual frameworks, online training module, training

This document is most useful for practitioners and policymakers who are in the preliminary stages of determining which framework would be the most useful for completing a gender analysis in their context. This short resource guide on gender analysis frameworks was created as a supplement to a Gender Integration Workshop run by USAID’s Middle East Bureau. The document provides a short description of gender analysis before outlining five major gender analysis frameworks (Harvard Analytical Framework/Gender Roles Framework, Moser Gender Planning Framework, Gender Analysis Matrix, Women’s Empowerment Framework and the Social Relations Approach). These outlines include a brief description of the history of each framework, areas in which each framework might be applied, pros and cons of use, and additional resources that can be used to find out more. While very basic, the document provides concise summaries of the different frameworks used to analyse gender, which is useful when trying to get a broad overview of the topics each framework examines. The links and suggested sources for additional information are also useful as we strive to gain a deeper understanding of the many frameworks that can be used to carry out gender analysis.

United States Agency for International Development, ‘Education from a Gender Equality Perspective’, USAID, Washington, D.C., 2008, available at

<www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf>.

Keywords: education interventions, education quality, girls’ education, gender equality

Gender Analysis in Education: An Annotated Bibliography

This document could be particularly useful for education practitioners and policymakers when searching for possible interventions as a result of gender analysis findings. The document discusses current development challenges to girls' education and introduces a gender-equality conceptual framework for reaching all learners. It focuses on moving beyond equal access for boys and girls to equal quality of education, which would allow both boys and girls to receive the maximum benefit from their education. The document also includes equality of access, learning process, educational outcomes and external results. It offers policymakers and programme officers practical lists of examples of interventions that might improve gender equality in each area. It also mentions the current trend of boys lagging behind girls in some developing countries and recommends policy attention for this issue without diverting attention from girls' education issues. In addition, the document draws comparisons between quality and equality in education and how they relate to each other.

This document could be useful for making the case for conducting gender analysis in education, and for not just focusing on equal access to education and gender parity, but also the quality of education experiences and outcomes that girls and boys receive. It could also be useful in the gender modules, perhaps as a way to assist education stakeholders decide on possible appropriate interventions as a result of their gender analysis findings.

[Tools, guidelines and trainings related to gender analysis](#)

Canadian International Development Agency, 'Gender Equality Toolkit: CIDA China program', CIDA, Quebec, 2007, available at
<[www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/China/\\$file/China-Prog.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/China/$file/China-Prog.pdf)>.

Keywords: gender sensitive, gender terms, human rights, implementation, log frames, monitoring and evaluation systems, planning, project design, toolkit

This document would be useful for practitioners and policymakers seeking to create gender-sensitive programmes and policies and/or seeking to build a strong argument for gender equality and gender analysis. Although this toolkit was designed for the CIDA China programme, most of the tools are applicable to a variety of contexts. This toolkit for gender equality includes a glossary of gender terms, a section on making the case for gender equality and tools for integrating gender equality in project design, planning, implementation and analysis. The toolkit is based on CIDA's policy on gender equality, which seeks to advance women's equal participation with men as decision-makers, the realization of full human rights for women and girls and reducing gender inequalities in access to and control over resources and benefits of development. The toolkit and CIDA's gender equality policy draw on social relations and human rights frameworks.

Many of the tools are geared towards creating gender-sensitive programme designs and monitoring and evaluation systems. These tools could be adapted for use in planning education programmes. There is a useful tool for integrating gender into logical frameworks and a detailed tool for creating results-based gender indicators for a variety of desired gender outcomes. One tool is a stakeholder matrix, which allows development practitioners to examine and assess the interests of different stakeholders in the area of gender equality in order to find entry points for the integration of gender equality in programmes. The other tool is an interesting table listing

Gender Analysis in Education: An Annotated Bibliography

common examples of arguments that people may make to avoid integrating gender into projects and constructive counterarguments.

Hanson, Cindy, 'Canadian Gender-Based Analysis Training in South Africa', *International Feminist Journal of Politics*, vol. 9, no. 2, 2007, pp. 198–217.

Keywords: gender training, hegemony, international development, mainstreaming, reflexivity, transnational feminism facilitation

This article is useful for those interested in the development and implementation of gender analysis training. It is particularly relevant for trainers, practitioners, supervisors and policymakers wanting to consider the challenges of conducting gender analysis trainings in a variety of contexts. In the article, the author uses a transnational feminist lens to evaluate gender-based analysis training. As a Canadian gender-based analysis trainer, she defines her role as a transnational feminist through her “belief in community-based struggles, solidarity, and transformation” (p. 200). She does not provide information about the content of the training or the gender analysis framework that is used, but rather uses her experience in South Africa to critique the process by which gender-based analysis training is conducted. Some of the challenges in conducting effective training are as follows:

- Training materials are often created by those in the North for the purpose of educating those in the South. Frameworks and practices are often prescribed as universal and appropriate for the homogenous ‘poor third world woman’, without acknowledgment of the ‘feminist and elite-driven agendas’ from which they may come from. The author notes that such divisions of power legitimize some voices over others and establish false binary constructs that reinforce the power of the North over the South.
- Training curricula are designed without participation from those being trained. The training content, pedagogy and materials are often determined by the funding agency, whereby they are developed in the North and distributed throughout the South without consideration to contextual differences.
- Trainings are often resource and funding constrained, and therefore limited in their ability to enact real change.
- Trainings are conducted in contexts where there is a strong workplace hierarchy. When senior managers and lower-level staff are trained in the same programme, those without official power can feel silenced. The author notes that developing support of management, the agency of lower-level staff, and integrating the mainstreaming process into the workplace are critical challenges to be addressed.

To ameliorate some of the challenges that exist, the author suggests creating time and space for relationship building. She argues that the trainer must have knowledge of local history and use culture-specific examples in trainings. In addition, co-facilitating with a member of the group that is being served is a useful means to build inclusivity. She argues that there is potential to use transnational feminist methodologies to work towards solidarity and challenge power relations; yet, more research needs to be conducted. Although this article doesn't discuss gender analysis of education planning, it is pertinent to gender analysis training in the education sector.

Department for International Development, 'Gender Manual: A practical guide for development policy

Gender Analysis in Education: An Annotated Bibliography

makers and practitioners', DFID, London, 2002, available at <www.allindiary.org/pool/resources/dfid-gender-manual.pdf>.

Keywords: gender and development, gender mainstreaming, history of gender and development

This manual would be useful for practitioners and policymakers seeking to create gender-sensitive programmes and policies and/or seeking to build a strong argument for gender equality and gender analysis. The manual begins with background ideas and concepts related to gender, including the history of gender and development from the 1970s to 2002 in section 1. Section 2 includes emerging best practices in gender mainstreaming and four key steps of gender mainstreaming: collecting sex-disaggregated data and gender analytical information, influencing the development agenda, action to promote gender equality; and organizational capacity building and change. Section 3 includes practical tools and guidelines for planning and implementation of the four key steps in gender mainstreaming.

The manual does not hold to a specific analytical framework, but suggests that while frameworks can be helpful for policymakers and practitioners, they should be used critically and with care, as no one framework can cater to the needs of all contexts. The author states that frameworks "should be used to inspire, not to restrict thinking" (p. 13). Although the tools are not comprehensive and cannot be taken out into the field and implemented, the guidelines are very helpful, as they offer many issues to consider during the gender mainstreaming process.

United Nations Girls' Education Initiative, 'Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal', UNGEI and EFA Fast Track Initiative Secretariat, New York and Washington, D.C., 2010, available at <www.ungei.org/resources/index_2393.html>.

Keywords: education planning, equity, inclusion, training

This manual is useful for local governments, civil society and community organizations in instituting a process to address equity and inclusion in education planning. The guide was developed to support the integration of equity and inclusion issues in education sector plans while they are being developed, revised or appraised. It is designed primarily for use by local governments, civil society organizations and community-level bodies. It includes a three-step process in the areas of baseline data on enrolment and completion, barriers to equity and inclusion, policies, strategies to promote equity and inclusion, institutional arrangements, schools, parental and community participation, teachers, curricula and budgets and unit costs. The steps are as follows:

1. Highlight key questions to investigate the status of inequity and exclusion;
2. Answer specific questions for an assessment of the focus area regarding equity and inclusion; and
3. Prepare and revise the education sector plan around access, quality and management.

The guide was created to assess inclusion and equity in a variety of disadvantaged groups, and is useful to examine gender as it relates to issues of race, caste and other sources of marginalization. The first step in the process can serve as a guideline to foster dialogue about the causes and structural and cultural barriers that impede gender equity and inclusion. The second step enables users to assess the particular circumstances in the geographic area. Finally, the third step allows the user to consider the future implications about what changes need to

Gender Analysis in Education: An Annotated Bibliography

occur for a revised plan to be implemented. While the guidelines provide a thorough list of questions that can be used at each step, the section on how to implement the assessment is not as detailed. Suggestions include hosting workshops and consultations; however, issues such as building consensus and addressing conflicting priorities are not discussed.

Warren, Hannah, 'Using Gender-Analysis Frameworks: Theoretical and practical reflections', *Gender & Development*, vol. 15, no. 2, 2007, pp. 187–198.

Keywords: conceptual theory, frameworks, gender analysis, training

The article critiques the gender analysis training and implementation process. It is particularly relevant for trainers, practitioners, supervisors and policymakers interested in the challenges of conducting gender analysis trainings. In the article, the author critiques the gender analysis training process and current application of frameworks. By discussing her experiences conducting trainings and by citing publications that critique the training and implementation process, Warren discusses the challenges that arise. These include: 1) Training is typically conducted with few low-level staff, rather than taking an inclusive approach; 2) Staff from multiple organizations are often trained together despite differences in their organizations' approaches to gender-equity; and 3) Clarity is not provided as to the why of gender-specific strategies; therefore, those who attend trainings are often looking for a technical skill rather than an understanding of theoretical and political ideologies.

Warren suggests that trainers adopt a pedagogy focused on experiential learning, so that they can use the framework that best suits their organization's needs. She also suggests implementing organization-wide training that addresses the specific capacity needs and the approach of the institution. In terms of application, the author argues that the frameworks have been reduced to checklists and gathering of data without the understanding of the theories and political ideologies that underpin them. Certain frameworks are used without an understanding of their limitations, certain data points are privileged and others excluding, and frameworks are seen as universal and therefore not adapted to local needs. This article clearly summarizes a number of the challenges in implementing gender analysis training; however, feasible options, particularly for resource-constrained environments, are not provided.

International Labour Organization, 'Online Gender Learning & Information Module', ILO's South-East Asia and the Pacific Multidisciplinary Advisory Team, Manila, 1998, available at <www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm>.

Keywords: case studies, conceptual frameworks, gender audit, gender awareness, gender mainstreaming, international agencies, online training module, tools, training

This resource is useful for practitioners and policymakers seeking a broad overview of gender analysis or examples of successful online training modules on the topic of gender analysis. This online module provides a basic introduction to gender issues, including gender analysis and frameworks. It begins by differentiating between sex and gender, before taking a deeper look at gender roles. For each step of this process there are guiding exercises included on the site, which lead participants to a clearer understanding of the issues at hand. It discusses the benefits of gender awareness, resources that can be used to complete a gender needs assessment, and tools that may be used to better understand the challenges of carrying out a gender analysis (and how to overcome them). Conceptual frameworks for gender analysis and planning are analysed based on their characteristics, applicability to various situations, strengths and

Gender Analysis in Education: An Annotated Bibliography

weaknesses, and suggestions are provided for carrying out an effective gender analysis. One effective tool that is shared is the International Labour Organization (ILO) manual for participatory gender audits, which is a useful guide that outlines the process for completing a gender analysis. The document discussing the ILO's participatory gender audit strategy is also useful. It encourages the active participation of stakeholders in order to get a deeper understanding of the issues at hand in a given context. This resource is a useful overview or background on gender analysis frameworks, processes, challenges and benefits for practitioners and policymakers. Those who are new to gender analysis may wish to go through the activities and tools in order to determine any personal biases or preconceived notions that may affect their understanding or implementation of gender analysis. The document is also useful for practitioners developing online training modules who wish to see an example of one that was crafted and used to effectively reach a wide audience.

New Zealand Aid Programme, 'NZAID Gender Analysis Guidelines', NZAID, Wellington, New Zealand, 2006.

Keywords: conceptual frameworks, gender mainstreaming, guidelines, tools, training

NZAID designed its guidelines to inform policy and practice in countries where it works. This document gives practitioners and policymakers insight into the basic tenets of gender analysis, including useful vocabulary and strategies for implementation. NZAID's document covers key gender concepts and provides an outline for methodologies commonly used in gender analysis. The guidelines introduce key terms, discuss what can be learned from gender analysis, analyse the different levels at which gender analysis can take place, provide examples of when gender analysis should be implemented, and examine commonly used approaches, complete with guidance for when each should be used. The guidelines begin with NZAID's rationale for incorporating gender awareness/equality into policy and practice, with special attention to the role of gender equality in poverty elimination. They then provide a step-by-step guide for gender analysis, taking care to point out that gender analysis in practice is often an iterative process and those implementing it must maintain flexibility. Perhaps one of the most useful sections in the document is annex 1, which includes a table discussing what issues must be considered when trying to determine the answer to various questions that play a part in gender analysis. The document also includes suggestions about what frameworks may be most useful when determining the answers to each question. There is also a chart that breaks down the most common gender analysis frameworks (Harvard Analytical Framework, Moser Gender Planning Framework, Social Relations Framework and Women's Empowerment Framework) into objectives, features, situations where they are most suitable, strengths and limitations. This broad overview is very helpful in deciding which framework is most applicable to a certain situation or topic.

Plan International, 'Because I am a Girl: The state of the world's girls 2011 – So, what about boys?', Plan International, Surrey, UK, available at <<http://plan-international.org/girls/resources/what-about-boys-2011.php>>.

Keywords: case studies, gender attitudes, gender equality, gender roles, policy, recommendations

This document is useful for those interested in illustrative descriptions of the causes and outcomes of gender inequality. The case studies and recommendations provided are relevant to policymakers, researchers and practitioners. Plan International's annual report on the status of

Gender Analysis in Education: An Annotated Bibliography

girls worldwide focuses on making gender an issue – not just about girls but also about boys. The authors argue that males need to participate in the gender discourse, as they hold much of the power in families, communities and governments. The report highlights that sharing power is empowering for both girls and boys. In discussing these issues, the report focuses on the life cycle of boys and girls and shows how ideas of gender are formed at each stage. The life cycle starts in the home, where the roots of discrimination begin, then moves to the school level, where new ideas about gender are formed, and finally to stages of adolescence and adulthood. Chapter 3, titled ‘Changing our destiny: Learning for life’, explores the reasons for gender inequality in schools. It includes vignettes of the lives of students and parents and provides short case studies of the programmatic interventions of Plan and other NGOs. The report concludes by recommending an eight-point action plan and best practices for policymakers and civil society organizations. The main goals of the plan are to educate, inspire campaigns for gender equality and encourage the development of legislation to support equity.

The Action Plan recommendations are as follows:

1. Start young: preschool education should promote equality between girls and boys and involve parents;
2. Transform school curricula to challenge stereotypes and acknowledge differences;
3. Support girls’ and boys’ participation in the creation of policies to improve sex education;
4. Make schools safe for girls and boys;
5. Launch campaigns that challenge discrimination and engage men and boys;
6. Pass laws that enable both parents to take an active part in raising their children;
7. Enforce legislation to end violence against women and girls; and
8. Legislate for equal opportunities.

The policy recommendations relevant to education include:

1. National governments and donors must adapt early childhood care and development programmes to incorporate explicit gender equality goals
 - a) Promising practice: challenging gender stereotypes through holistic early childhood care and development
2. Donors must replicate successful initiatives and proven mainstream curricula that challenge traditional masculinities and promote healthy, supportive behaviours
 - a) Best practice: analyse masculinities and re-educate youth
 - b) Best practice: work with boys and girls in schools to challenge negative behaviours
 - c) Best practice: create transformative educational curricula
3. National governments must enable and support girls’ and boys’ participation in the creation of policies on sexual and reproductive rights
 - a) Best practice: create a participatory process involving youth leaders – both girls and boys
 - b) Best practice: adopt a comprehensive gender-sensitive approach to sexual and reproductive rights
4. National governments and donors must ensure that schools are safe spaces for both girls and boys by promoting gender equitable attitudes and through gender equitable curricula
 - a) Best practice: training teachers

Gender Analysis in Education: An Annotated Bibliography

The document provides illustrative examples of how NGOs or government bodies are implementing gender-sensitive programmes. However, one of the challenges of making policy recommendations that fit a variety of contexts is that they lack specificity. The sample case studies provide evidence of how they can be implemented, yet further research is necessary to provide useful guidelines for adoption.

Swedish International Development Cooperation Agency, 'Gender Equality in Practice: A manual for Sida', Sida, Stockholm, 2009, available at <www.sida.se/publications>.

Keywords: gender analysis, gender mainstreaming, institutional approach, poverty analysis, recommendations

This document is useful for practitioners to understand the role of gender analysis in the broader gender mainstreaming process. The article includes recommendations that are relevant at policy, institutional and intervention levels. The document aims to present Sida staff with a detailed manual for gender mainstreaming. It directs staff on the use of Sida's gender-mainstreaming model and includes practical tools to examine gender in poverty analysis. Gender analysis is defined as the mandatory process before initiating any intervention. The aim is to gather baseline information in order to understand the existing context. The document also describes the need for gender analysis to address the division of labour, roles and responsibilities, types of work, access to – and control over – resources, and the relative position in society of women, men, boys and girls.

The document provides a range of tips that can be used by organizations at policy, institutional and intervention levels. Elements of the Harvard Framework, such as the access and control profile, are discussed. Also, the triple role of women as defined in the Moser Framework is also included; however, unlike the Moser Framework, Sida proposes an integrated gender mainstreaming process. As noted in the weaknesses of both the Moser and Harvard Frameworks, the causes of inequalities are not assessed. The manual also provides case studies of the gender mainstreaming process that can be used to highlight how the guidelines are put into practice. Although the majority of the document does not directly address issues in education, many parallels can be drawn from the development issues discussed.

Swedish International Development Cooperation Agency, 'Tool: Indicators for measuring results on gender equality', Sida, Stockholm, 2010, available at <www.sida.se/publications>.

Keywords: data sources, gender equality, impact measurement, indicators, monitoring, tools

This document is useful for researchers and practitioners interested in gathering quantitative data as part of the gender analysis process. It provides indicators and data sources for measuring gender equality at national and regional levels. The document provides data sources and quantitative indicators for Sida country teams to monitor gender equality of programmatic efforts. The tables in the document describe the usability of databases and indicators to monitor progress of Sida's work in the sectors of education, health, democracy/human rights/gender equality, conflict/peace and security, market development, sustainable infrastructure and services, and agriculture and forestry. Data sources are specifically chosen to enable monitoring and evaluation of outcome and impact results over time. The report indicates that Sida staff could use the information derived to determine the objectives for future interventions, derive conclusions from implemented programmes, present results to stakeholders, and advocate for policy-level changes.

Gender Analysis in Education: An Annotated Bibliography

The indicators listed focus on national- and regional-level data; therefore, it becomes difficult to correlate changes in data with the specific programme interventions of any organization. To make any conclusions from the data, organizations would have to couple results with programme-specific evaluations. The tables only provide outcome and impact indicators, and require additional sources to be used for indicators to consider during other phases of the programme cycle. Also, within each sector listed, the document focuses on Sida priority areas, which include: women's economic empowerment; women's political participation; sexual and reproductive health and rights; and women's security, including gender-based violence. While the document provides a comprehensive guide for data sources according to these priorities, the resources listed should be elaborated to cover other issues, specifically those that relate to education. It would also be useful to include information on data for programme, local and state levels.

United Nations Children's Fund, 'Gender Equality E-learning Course', UNICEF, New York, 2012, available at <www.unicef.org/gender/index.html>.

Keywords: case studies, gender mainstreaming, history of gender and development, HRBA, online training module, training, United Nations conventions and conferences

These online gender-equality training modules are useful for practitioners and policymakers who want a basic overview of HRBA to promoting gender equality. This interactive online gender equality course is intended for United Nations staff, but elements could be adapted for other audiences. It is intended for use with groups and encourages engagement in targeted conversations about gender with colleagues, as well as reflection on gender issues. The eight-module course includes gender-equality background information, including the history of gender and development, definitions of key terms and the rationale for gender equality, as well as relevant United Nations conventions and conferences related to gender equality. Main topics addressed include gender mainstreaming, promoting inter-agency collaboration in gender equality initiatives, integrating gender equality into national processes, integrating gender equality in humanitarian settings, and engaging men and boys in gender equality. The modules integrate HRBA throughout, as well as the Social Relations Approach. Each module includes case studies and interactive questions, as well as interactive presentations. There are also resources that correspond to each module, such as a comprehensive glossary of gender terms and a timeline of United Nations conventions and conferences.

The course demonstrates how presentations, group discussions, case studies, interactive questions and journals can be integrated into online gender modules to make them more than just PowerPoint presentations. The module on engaging men and boys in gender equality might be extremely useful, as it is an important topic that is often absent from gender literature. It offers several successful examples of different programmes throughout the world, which have successfully engaged men and boys in gender equality, and which could be built into case studies.

United States Agency for International Development, 'Gender and Results Workshop: Building technical expertise', USAID, Washington, D.C., 1999.

Keywords: gender awareness, guidelines, international agencies, implementation, planning, tools, training

Gender Analysis in Education: An Annotated Bibliography

These documents reflect on organizational strengths and weakness and can be extremely useful to those designing new trainings and programmes. USAID takes previous experiences into account and the information contained herein will be useful to practitioners designing training programmes regarding gender analysis. This training guide was implemented for USAID mission staffers. The guide begins by presenting information and findings from previous USAID groups tasked with completing gender analyses and gathering data on gender equity. It notes the importance of developing a gender lens that can be used to critically evaluate actions, policies and programmes in a given setting to determine their effectiveness in working towards gender equality. Next, the guide provides information about the behind-the-scenes preparations undertaken in order to make the training more effective (design of specific materials, etc.). The guide then goes on to outline each day of the four-day training, including the topics addressed, how sessions were facilitated, what participants were expected to do and know, and basic take-aways from each session. The themes for the training were:

- Day 1: Introduction to Gender
- Day 2: Democracy and Governance (as it pertains to gender)
- Day 3: Economic Growth and Agricultural Development Technical Track
- Day 4: Facilitation Training

Gender reviews and evaluations

Moser, Caroline, and Annalise Moser, 'Gender Mainstreaming since Beijing: A review of success and limitations in international institutions', *Gender & Development*, vol. 13, no. 2, 2005, pp. 11–22.

Keywords: Asia, China, gender mainstreaming, international institutions, Beijing, NGO

This article is useful for those interested in examining the challenges of gender at the institutional level. It examines policies in international development institutions to assess gender mainstreaming as it relates to the adoption of terminology, the administration of policy and implementation. The authors argue that while most institutions have standardized their terminology and instituted policies, the application of gender mainstreaming practices varies greatly. Furthermore, the impact of gender mainstreaming policy on gender equality is yet to be seen. The authors review the gender mainstreaming policies of 14 international institutions, including bilateral donors, international financial institutions, United Nations agencies and NGOs. The majority of gender mainstreaming policies within these organizations share the following key components: a dual strategy of mainstreaming gender combined with targeted actions for gender equality; gender analysis; a combined approach to responsibilities, where all staff share responsibility, but are supported by gender specialists; gender training; support to women's decision-making and empowerment; and monitoring and evaluation. The authors point to the distinction between those organizations that argue for gender equality as an end in itself and organizations that cite gender equality as an instrument to achieve broader development goals. The authors also discuss possible causes of gender mainstreaming 'policy evaporation', which include lack of staff capacity, organizational culture and attitudes, the treatment of gender equality as a separate process, staff 'simplification' of the gender issue, and a lack of feeling of ownership of the policy.

This article highlights the challenges and causes of integrating a coherent gender mainstreaming strategy into institutional practices. Through the examination of a variety of international agencies, the authors demonstrate the lack of best practices across international agencies.

Gender Analysis in Education: An Annotated Bibliography

Swedish International Development Cooperation Agency, 'Promoting Gender Equality in Swedish Development Cooperation: Final report', Sida, Stockholm, 2010, available at <www.sida.se/publications>.

Keywords: evaluation, HRBA, institutional approach, policy

This document assesses Sida's gender policy and would be useful for researchers, practitioners and policymakers who are interested in understanding the opportunities and limitations of the institution's approach. This evaluation report addresses the progress and shortcomings of Sida's gender policy. Using case studies from Ethiopia and Kenya and interviews with internal staff, the evaluation team found that gender analysis is often carried out before the programme design phase, as required; however, upon implementation the focus on gender equality is not maintained. One of the identified reasons for this weakness is that a top-down approach to providing guidelines can lead to resistance from in-country partners who are responsible for implementation. A recommendation to counter this approach argues for a shift from the model where policy and theory inform practice to a focus on local-level practices to feed back into institutional norms. Another issue discussed is the broad categorization of women as vulnerable groups rather than a nuanced understanding of their varied positions. The report also summarizes the advantages and shortcomings of the HRBA approach in Sida. The report explicitly states the focus of women's empowerment and cites the research of Naila Kabeer.

The evaluation highlights the importance of incentivizing gender mainstreaming, both in internal processes and with partner organizations. Further, Sida's focus on national-level data in gender analysis lends itself to gender analysis in the planning phase and evaluation, and has had less bearing on gender equality at the programme level. The report points out that there are no frameworks whereby gender equality in specific projects can be assessed, best practices shared, or synergies developed. This document is useful to understand an institutional approach to gender analysis.

Gender Analysis in Education: References

Section III: References

Brock, Colin, and Nadine K. Cammish, 'Factors Affecting Female Participation in Education in Seven Developing Countries', Revised edition, DFID Education Research Series (Serial Number 9), Department for International Development, London, 1998.

Canadian International Development Agency 'Educating Girls: A handbook – A basic reference guide for CIDA staff in Canada and in the field', CIDA, Quebec, 2003, available at <www.ungei.org/resources/files/CIDAeducatingGirlshandbook.pdf>.

Canadian International Development Agency, '*Gender Equality between Women and Men*', CIDA, Quebec, 2007a, available at <www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/JUD-31192610-JXF>.

Canadian International Development Agency, 'Gender Equality Toolkit: CIDA China program', CIDA, Quebec, 2007b, available at <[www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/China/\\$file/China-Prog.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/China/$file/China-Prog.pdf)>.

Department for International Development, 'Gender Manual: A practical guide for development policymakers and practitioners', DFID, London, 2002, available at <www.allindiary.org/pool/resources/dfid-gender-manual.pdf>.

Hanson, Cindy, 'Canadian Gender-Based Analysis Training in South Africa', *International Feminist Journal of Politics*, vol. 9, no. 2, 2007, pp. 198–217.

International Labour Organization, 'Online Gender Learning & Information Module', ILO's South-East Asia and the Pacific Multidisciplinary Advisory Team, Manila, 1998, available at <www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm>.

Joshi, Govinda Prasad, and Jean Anderson, 'Female Motivation in the Patriarchal School: An analysis of primary textbooks and school organisation in Nepal, and some strategies for change', *Gender and Education*, vol. 6, no. 2, 1994, pp. 169–181.

Kabeer, Naila, 'Gender Equality and Women's Empowerment: A critical analysis of the third Millennium Development Goal', *Gender and Development*, vol. 13, no. 1, 2005, pp. 13–24.

Kabira, Wanjiku Mukabi, and Masheti Masinjila, 'ABC of Gender Analysis', Forum for African Women Educationalists, Nairobi, 1997.

Leach, Fiona, *Practising Gender Analysis in Education*, Oxfam Great Britain, Oxford, UK, 2003.

Longwe, Sara Hlupekile, 'Education for Women's Empowerment or Schooling for Women's Subordination', *Gender and Development*, vol. 6, no. 2, 1998, pp. 19–26.


Mannathoko, Changu, 'Theoretical Perspectives on Gender in Education: The case of Eastern and Southern Africa', *International Review of Education*, vol. 45, no. 5/6, 1999, pp. 445–460.

Gender Analysis in Education: References

- Ministry of Foreign Affairs of Denmark, 'Gender Equality Toolbox', Danida, Copenhagen, 2008.
- Miske, Shirley, Margaret Meagher and Joan DeJaeghere, 'Gender Mainstreaming in Education at the Level of Field Operations: The case of CARE USA's indicator framework', *Compare: A Journal of Comparative and International Education*, vol. 40, no. 4, 2010, pp. 441–458.
- Moser, Caroline, and Annalise Moser, 'Gender Mainstreaming since Beijing: A review of success and limitations in international institutions', *Gender & Development*, vol. 13, no. 2, 2005, pp. 11–22.
- New Zealand Aid Programme, 'NZAID Gender Analysis Guidelines', NZAID, Wellington, New Zealand, 2006.
- O'Connor, Joseph P., 'Difficulties Faced by Girls in the Study of Science, Mathematics and Technology Subjects: Findings of the Female Education in Mathematics and Science in Africa (FEMSA) project', *Connect: UNESCO International Science, Technology & Environmental Education Newsletter*, vol. 23, no. 3, 1998, pp. 1–3.
- Oxfam Great Britain, 'Practising Gender Equality in Education', Oxfam GB, Oxford, UK, 2007.
- Plan International, 'Because I am a Girl : The state of the world's girls 2011 – So, what about boys?', Plan International, Surrey, UK, available at <<http://planinternational.org/girls/resources/what-about-boys-2011.php>>.
- Ramachandran, Vimala, 'Gender Issues in Higher Education: Advocacy brief', United Nations Educational, Scientific and Cultural Organization's Asia and Pacific Regional Bureau for Education, Bangkok, 2010.
- Status of Women Canada, 'An Integrated Approach to Gender-Based Analysis', Status of Women Canada, Ottawa, 2007, available at <www.swc-cfc.gc.ca/pol/gba-acsguide/2007/gba-acsg-eng.html>.
- Swedish International Development Cooperation Agency, 'Gender Equality in Practice: A manual for Sida', Sida, Stockholm, 2009, available at <www.sida.se/publications>.
- Swedish International Development Cooperation Agency, 'Promoting Gender Equality in Swedish Development Cooperation: Final report', Sida, Stockholm, 2010a, available at <www.sida.se/publications>.
- Swedish International Development Cooperation Agency, 'Tool: Indicators for measuring results on gender equality', Sida, Stockholm, 2010b, available at <www.sida.se/publications>.
- Tembon, Mercy, and Lucia Fort, 'Girls' Education in the 21st Century: Gender equality, empowerment and growth', World Bank, Washington, D.C., 2008.
- United Nations Children's Fund, *The State of the World's Children 2007: Women and children – The double dividend of gender equality*, UNICEF, New York, 2006.
- United Nations Children's Fund, 'Gender Equality E-learning Course', UNICEF, New York, 2012, available at <www.unicef.org/gender/index.html>.
- United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization, *A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education*, UNICEF and UNESCO, New York and Paris, 2007.

Gender Analysis in Education: References

- United Nations Educational, Scientific and Cultural Organization, 'Promoting gender equality in education: Gender in education network in Asia-Pacific (GENIA) toolkit', UNESCO's Asia and Pacific Regional Bureau for Education, Bangkok, 2009, available at <<http://unesdoc.unesco.org/images/0018/001864/186495E.pdf>>.
- United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2003/4: Gender and Education for All – The leap to equality*, UNESCO, Paris, 2003, available at <<http://unesdoc.unesco.org/images/0013/001325/132513e.pdf>>.
- United States Agency for International Development, 'A Gender Analysis of the Educational Achievement of Boys and Girls in the Jamaican Educational System', USAID, Washington, D.C., 2005, available at <http://pdf.usaid.gov/pdf_docs/PNADE595.pdf>.
- United States Agency for International Development, 'Women, Men, and Development', USAID, Washington, D.C., 2006.
- United States Agency for International Development, 'Education from a Gender Equality Perspective', USAID, Washington, D.C., 2008, available at <www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf>.
- United States Agency for International Development, 'Gender Analysis Frameworks (A training resource guide)', USAID's Middle East Bureau, Cairo, 2008.
- United Nations Girls' Education Initiative, 'Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal', UNGEI and EFA Fast Track Initiative Secretariat, New York and Washington, D.C., 2010, available at <www.ungei.org/resources/index_2393.html>.
- Unterhalter, Elaine, 'Fragmented Frameworks? Researching women, gender, education and development', in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, edited by Sheila Aikman and Elaine Unterhalter, Oxfam Great Britain, Oxford, UK, 2005, pp. 15–35.
- Wamahiu, Sheila Parvyn, 'The Pedagogy of Difference: An African perspective', in *Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys*, edited by Patricia F. Murphy and Caroline V. Gipps, United Nations Educational, Scientific and Cultural Organization, Paris, 1996, pp. 45–57.
- Warren, Hannah, 'Using Gender-Analysis Frameworks: Theoretical and practical reflections', *Gender & Development*, vol. 15, no. 2, 2007, pp. 187–198.
- World Bank, *World Development Report 2012: Gender equality and development*, International Bank for Reconstruction and Development and World Bank, Washington, D.C., 2011.



United Nations Girls' Education Initiative
c/o UNICEF
Education Section
Programmes
3 United Nations Plaza
New York, NY 10017, USA

Email: ungei@unicef.org
Web: <http://www.ungei.org>