[Panel Session]

RE-CASTING GENDER EQUALITY TARGETS FOR BASIC EDUCATION IN EASTERN AND SOUTHERN AFRICA: REGIONALISING POST 2015 DEVELOPEMNT AGENDA

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In this 21ˢᵗ millennium, the world has great expectations in increased visibility of the practical implementation of commitments to deliver on the principle of equity as part of the global mission for the survival of children, especially girls in Africa whereby, like in and South East Asia, education and health have bleakly lagged behind the rest of the world. It is noteworthy that the safety of a child's arrival in this world remains subject to the chance of where s/he was born and whether a family is of good fortune. Often the privileges associated with birth of a child tend to influence direction of inequities that extend throughout and beyond childhood whereby it is estimated that for instance, the richest 20 per cent of the world's women are 2.6 times more likely than the poorest 20 per cent to have a skilled attendant present at delivery and that one-third of the girls that remain out of school come from the most poorest families in the most disadvantaged regions of the world. Hence, in the context of education, regardless of wealth status, gender inequalities that characterize the development of children tend to impact negatively on more girls than boys and comparatively in more diverse ways especially for girls in the African region (UNICEF, 2014).

This paper foregrounds the equity approach which entails the equality framework of opportunities for all children as a moral imperative that will continue to hold the promise to realise children's rights (girls and boys) everywhere in a manner that exceeds what has ever been possible in specific contexts. The paper acknowledges that interaction between equity and equality yields the most effective driver in the pursuance of the rights of every child to, and through, education in which protection, health care, shelter and good nutrition are key complementary components as articulated in the Convention on the Rights of the Child (1990) as well as in the African Charter on the Rights and Welfare of the Child (1999). Because these rights are sacrosanct and hence, non-negotiable for all children regardless of their status in life, the re-casting of strategies to achieve the gender equality and equity targets must consequently remain a priority in securing the wellbeing of girls and boys through an educational process that is innovative, inclusive, participatory and responsive to individual and societal transformation.

Notably, there was near-panic that was articulated globally at the realisation many of the developing countries including those in the Eastern and Southern African Region (ESAR) as well as those in South East Asia were arriving at the "deadline of Year 2015" with explicit shortfalls of the outlined MDG targets. However, in the recent years, this situation has gradually been rationalised and transformed into a visionary re-orientation of what has become popularly known as the Post 2015 Sustainable Goals. This paper makes a keen focus on educational developments in the ESAR with regard to attainment of the set targets for *quality education* that "*promotes gender equality and*

empowers women" (see MDG3) as well as in the "*elimination of gender disparity in primary and secondary education*" which remain a priority in the Post 2015 development agenda. Of importance to this focus is the Education for All goal 5 which complements the education development goals by stressing not only the elimination of gender disparities in education but also, "*achieving gender equality in education with focus on girls' full and equal access to and achievement in basic education of good quality*". Contextually, this paper makes special reference to the ESAR by addressing *what has worked in enhancing gender equality and equity and what has not worked* and locating the discussion within two perspectives that are used to describe education in terms of *progress attained and to be up-scaled, sustained, replicated* and *challenges to be overcome through targeted and evidence-based* interventions *as well as through synergic innovations* during Post 2015 era.

Structurally, this paper endeavours to firstly, provide a conceptual discourse around the influence that gender continues to have on education based on the fluid and relational nature that must continue to be contextually interrogated, re-defined and interpreted rationally and sensitively. Secondly, this paper proceeds to interrogate, qualitatively and quantitatively, the gains made through linking education for gender equality with the nexus of human capital investment and human rights investment that seeks to ensure equality of every person regardless of status and without any discrimination. Thirdly, the discussion will weave-in insights from community histories and cultures that have tended to intervene and hamper progress of attainment of the gender targets in specific regions of ESAR with explicit implications on gender equality that is now spilling beyond Year 2015. Fourthly, the capabilities approach which resonates the essence of human rights as the basis for nurturing empowerment and agency is foregrounded with the aim of generating discussion on "viable strategic frameworks" for accelerating attainment of gender equality and equity in education within targeted contexts in the ESAR and in the spirit of Post 2015 Sustainable Goals.

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KEY OBJECTIVES
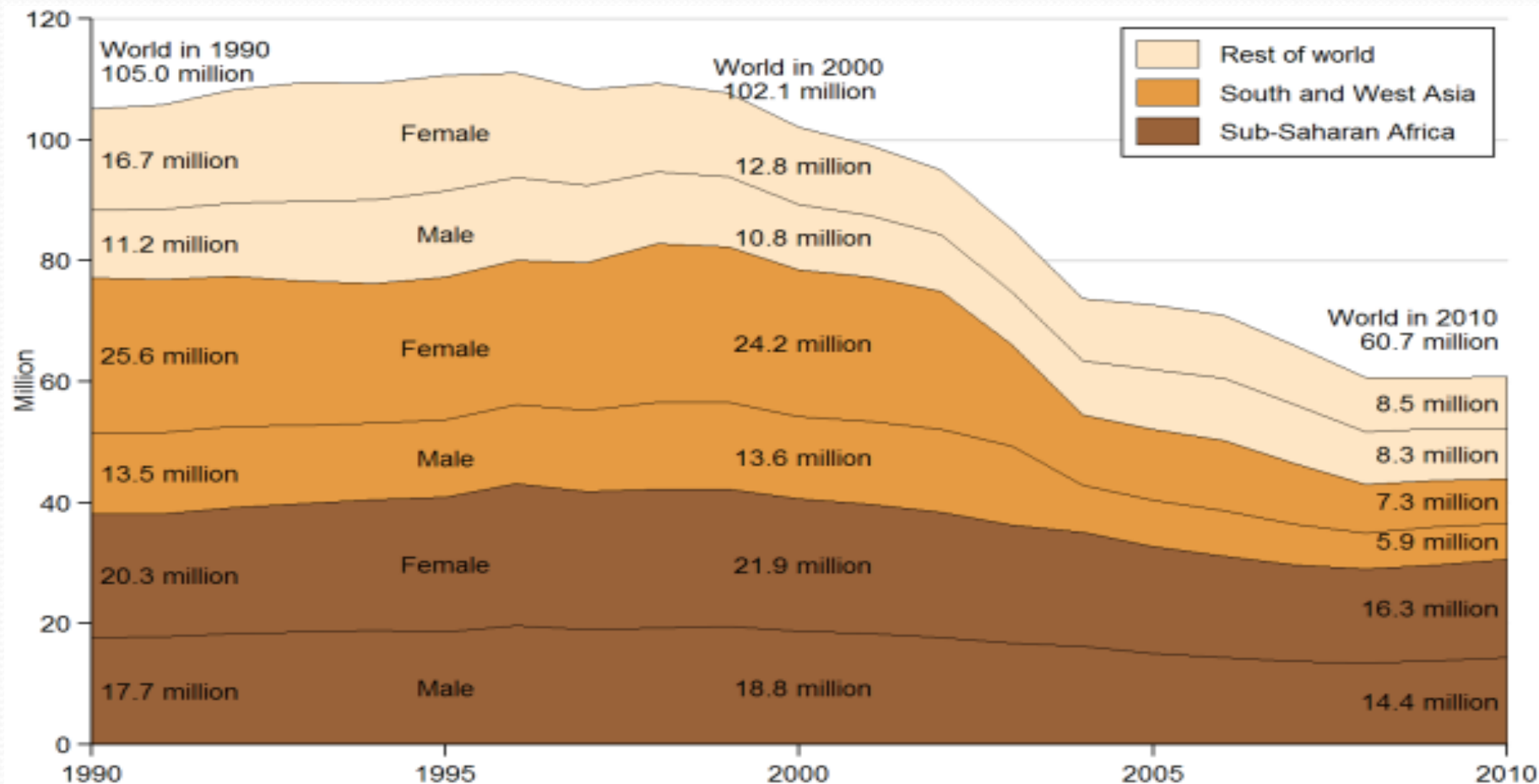
1. Provide synopsis of status & trends in gender and education in ESAR

2. Interrogate what has worked/ not worked (bottlenecks) and role of policy & programming to enhance education access, retention, performance & transition

3. Position synergic gender responsive pedagogy for gender equality in educational process and outcomes

4. Reflect on what needs to be done to fast track gender equality & equity in education in the ESAR

GENDER EQUALITY AND INTERSECTIONALITIES OF DIVERSITY

1. Multiple overlapping of various inequalities
   - Ethnicity, class, poverty, age, regional locality (urban/rural), disability etc.
2. Pre-requisites for gender equality actions in education:
   - awareness, knowledge , skill and relevant attitude
   - Strategic planning, gender polices, gender budgeting/resourcing, content rationalisation, M&E, transparency & accountability
3. Legislation on structural gender inequalities focus on:
   - Education, socio-economic, political, environmental
   - Holistic approach to gender dimensions

BROAD BLEAK PICTURE (SSA OOSC)

World in 1990
105.0 million

Female
16.7 million

Male
11.2 million

Female
25.6 million

Male
13.5 million

Female
20.3 million

Male
17.7 million

World in 2000
102.1 million

12.8 million

10.8 million

24.2 million

13.6 million

21.9 million

18.8 million

World in 2010
60.7 million

8.5 million

8.3 million

7.3 million

5.9 million

16.3 million

14.4 million

Legend:
- Rest of world
- South and West Asia
- Sub-Saharan Africa

Y-axis: Million (0, 20, 40, 60, 80, 100, 120)
X-axis: 1990, 1995, 2000, 2005, 2010

sub-Saharan Africa Region consistently portrayed a bleak picture in
1)   schooling of children and adolescents, 2)education of women and girls
2)   relevant skills training for youth who are out of school

PROGRESS IN GENDER AND EDUCATION IN ESAR

- **Regions in Africa have trailed** other world regions in **gross** and **net** enrolment rates of **girls and boys**
- SACMEQ 2011 ESAR recorded:
  - **GER** that compared relatively well with overall Africa region (**boys and girls at 113% and 107% respectively**)
  - **NER 88% and 87%.**
  - **Attendance 68% boys & 69% girls**
- (GMR, 2012) Many ESAR countries **steadily narrowing gender gap** between Year 2000 and 2010,
  - A few countries slipping backwards
  - e.g.. **Eritrea GPI of 0.90 to 0.84 & Girls GER dropping from 47% in 1990 ton 41% in 2010**
- Exemplary progress:
  - **Ethiopia GPI from 0.65 - year 2000 to 0.91 - year 2010** (UNESCO, 2012).

PERFORMANCE AND GENDER (LITERACY & NUMERACY)

IMPORTANT QUESTIONS "WHICH GIRLS – WHICH BOYS – WHICH REGIONS - WHY?"

ESAR COUNTRIES	READING				MATHEMATICS		
	Boys mean	Girls mean	Mean Difference		Boys mean	Girls mean	Mean Difference
Botswana	519.7	549.4	29.7		517.5	523.6	6.1
Kenya	544.1	542.1	-2		576.3	550.9	-25.4
Lesotho	463.5	471.5	7.9		477.1	476.8	-0.3
Mozambique	478.4	473.2	-5.3		488.2	478.6	-9.6
Namibia	489.6	503.7	14		472	470.1	-1.9
South Africa	483.5	506	22.5		491.2	498.4	7.2

CONT...	READING				MATHEMATICS		
	Boys mean	Girls mean	Difference		Boys mean	Girls mean	Difference
Swaziland	545.2	553.6	8.4		545.5	536.2	-9.3
Tanzania (Mainland)	586.1	569.7	-16.5		568.5	537.5	-30.9
Zanzibar	526.2	539.6	13.4		486.7	477.2	-9.5
Uganda	481.5	475.9	-5.6		440.8	429.2	-11.5
Zambia	437.1	431.5	-5.6		489.3	483.9	-5.4
Zimbabwe	501.5	512.5	11		520.8	519	-1.7

ESAR COUNTRIES	SURVIVAL RATE TO LAST GRADE OF PRIMARY		TRANSITION RATE (PRIMARY TO SECONDARY)		SECONDARY GER	
	Male	Female	Male	Female	Male	Female
Malawi	50	52	76	75	36	33
Mozambique	32	29	47	51	27	25
Namibia	82	87	81	84	59	69
Rwanda	35	39			35	37
Somalia					11	5
South Africa					92	96
Swaziland	81	87	90	90	61	59
Tanzania	76	87	45	37	37	33
Uganda	25	25	60	57	31	26
Zambia	55	52	61	51		

SOURCE: UIS, Data Centre 2012. Data un-available for Comoros, South Sudan and Zimbabwe

GENDER DIFFERENCES WITHIN COUNTRY-MOZAMBIQUE (transitions to secondary school)
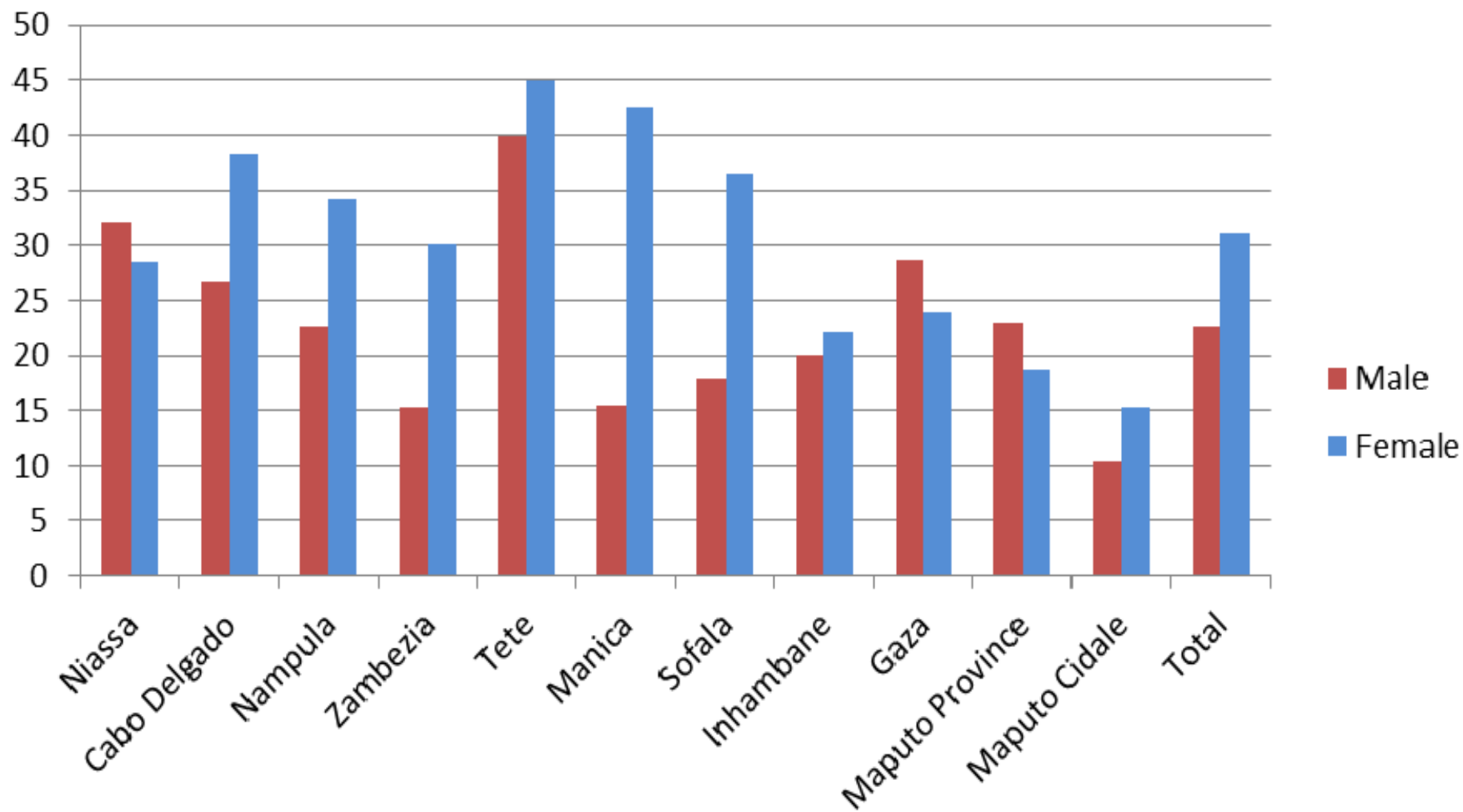
Percentage of lower secondary school age children in Mozambique who are not in school (girls overwhelmingly more than the boys)

QUALITATIVELY SPEAKING: SOME BOYS ALSO FALL THROUGH DIFFERENT CRACKS

Kenyan urban school (Female head teacher)

They (girls and boys) are entering nursery class; the boys are many. Like now I have more boys in nursery class. I have got about 63 pupils and the way they are coming up, the **boys get lost on the way**. Now it is not the girls who get lost on the way, it is the boy …)

- **Positive change in access & performance** noted in specific contexts of girls' education–
    - when schools and homes make learning environment responsive/friendly/sensitive to girls' learning needs
- **Boys tend to have different challenges** within & outside school

WHICH BOYS ARE LIKELY TO DROP OUT OF SCHOOL TO WORK & WHY DO THE BOYS HAVE TO WORK?

Boy child labour in motorbike transport industry (rural and urban settings)

-attraction to primary school boys dropouts

-negatively impacting on male

Huge preference of boy-child labour in rice paddies located near schools

-Parental sponsorship for rice farming for sons

-negatively impacts on male schooling (Kenya, Mwea)
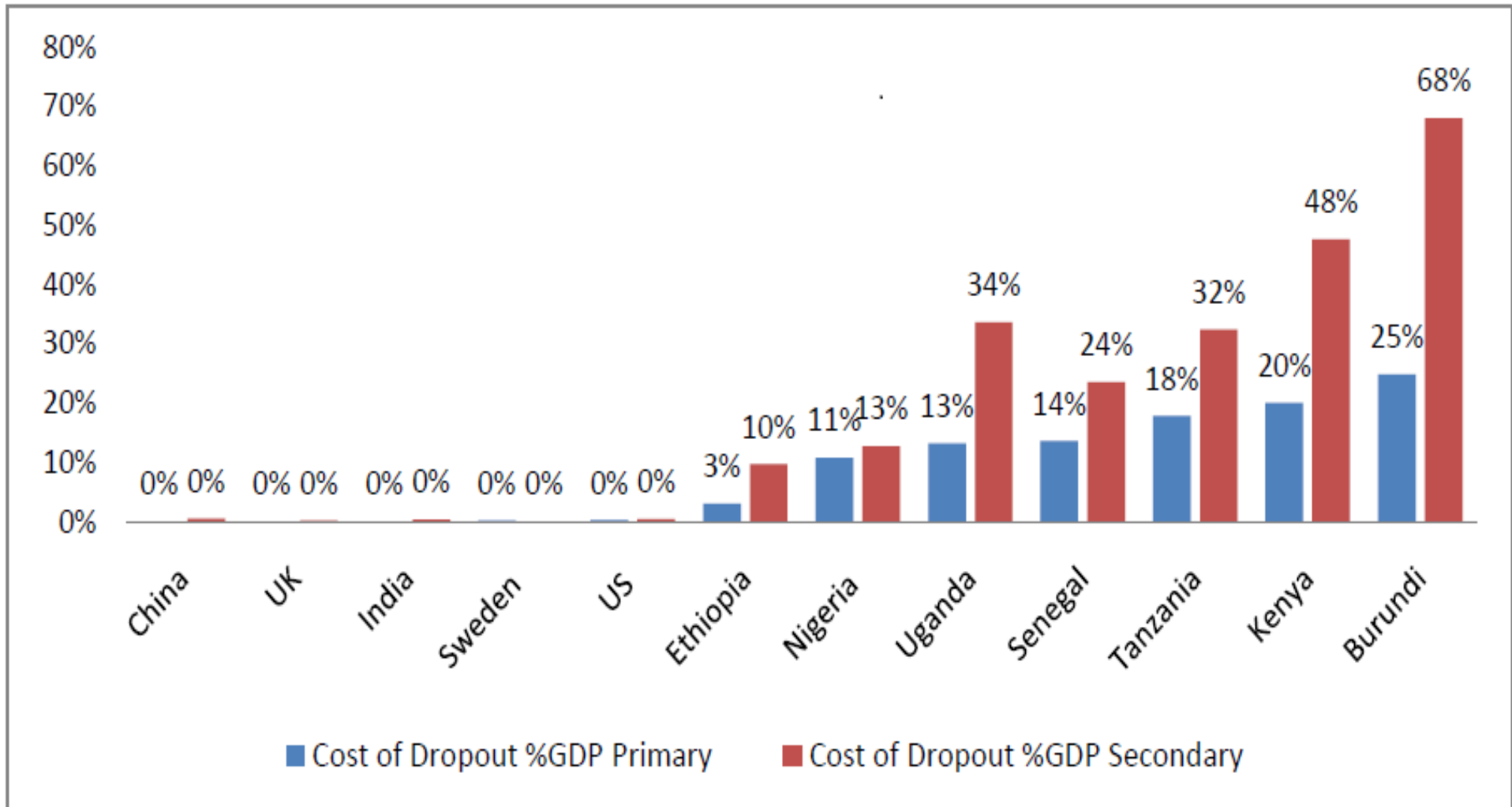
A CASE REMAINS FOR EQUALITY FOR ADOLESCENT GIRLS?

- Overall in Africa, adolescent girls continue to *"fall through the cracks"* (Chaaban and Cunningham, 2011)
- Current cohort of adolescent girls -largest in human history
  - (who is outside /in-school? Which region?)
- Persistent challenges facing girls as they mature into adolescence (Levine, Lloyd, Greene & Grown 2009).
  - Cultural rights of passage (defiant male elders, female compliance)
  - Early marriage (inconsistent legislations)
  - Early pregnancy (threatens education and health targets)
    - **nearly 15% [150:1,000] Uganda girls between 15 & 19] Cf 1% in China**
  - Sexual violence (continued threat within & outside school)
  - Other forms of gender-based violence
  - Devaluation of female schooling

Adolescence in transition to adulthood remains a concern of human rights and development imperative in post-2015 (see CEDAW)

CULULATIVELY MORE GIRLS THAN BOYS OUT OF SCHOOL

Comparing 5 ESAR Countries: Lifetime Cost of Girl Primary and Secondary School Dropout, as % of GDP Loss:

Legend: Cost of Dropout %GDP Primary (blue) · Cost of Dropout %GDP Secondary (red)

Data labels by country (Primary / Secondary):
- China: 0% / 0%
- UK: 0% / 0%
- India: 0% / 0%
- Sweden: 0% / 0%
- US: 0% / 0%
- Ethiopia: 3% / 10%
- Nigeria: 11% / 13%
- Uganda: 13% / 34%
- Senegal: 14% / 24%
- Tanzania: 18% / 32%
- Kenya: 20% / 48%
- Burundi: 25% / 68%

LOCALISING GLOBAL AGENDA IN POST 2015 ERA

❖ **EFA Goal Number 5** - *eliminating gender disparities at all levels*

❖ **MDG Number 3** - *promoting gender equity and empowering women* through the *elimination* of gender disparity in primary & secondary

❖ **Post 2015 Development Agenda – attain gender equality &focus on most marginalized by ensuring equitable and inclusive quality education and lifelong learning for all by 2030**

1. **Contextually**, **concretise** concepts of "**promotion of gender equality**" *vis-a-vis* "**elimination of gender disparities**" within and through education?

2. **Link** the **two concepts** in education for boys and girls?

ANSWER:

1. **Elimination and promotion must synergise**

2. **Institutional commitment to Gender Responsive Pedagogy among:**

   EDUCATION ACTORS , MATERIALS & ENVIRONMENTS

   a. Teachers, lecturers, facilitators   b. Learners (female and male)

   c. Teaching and learning materials   d. Learning environments (physical/social/psychological)

Focus on readiness to learn (multiple competencies)

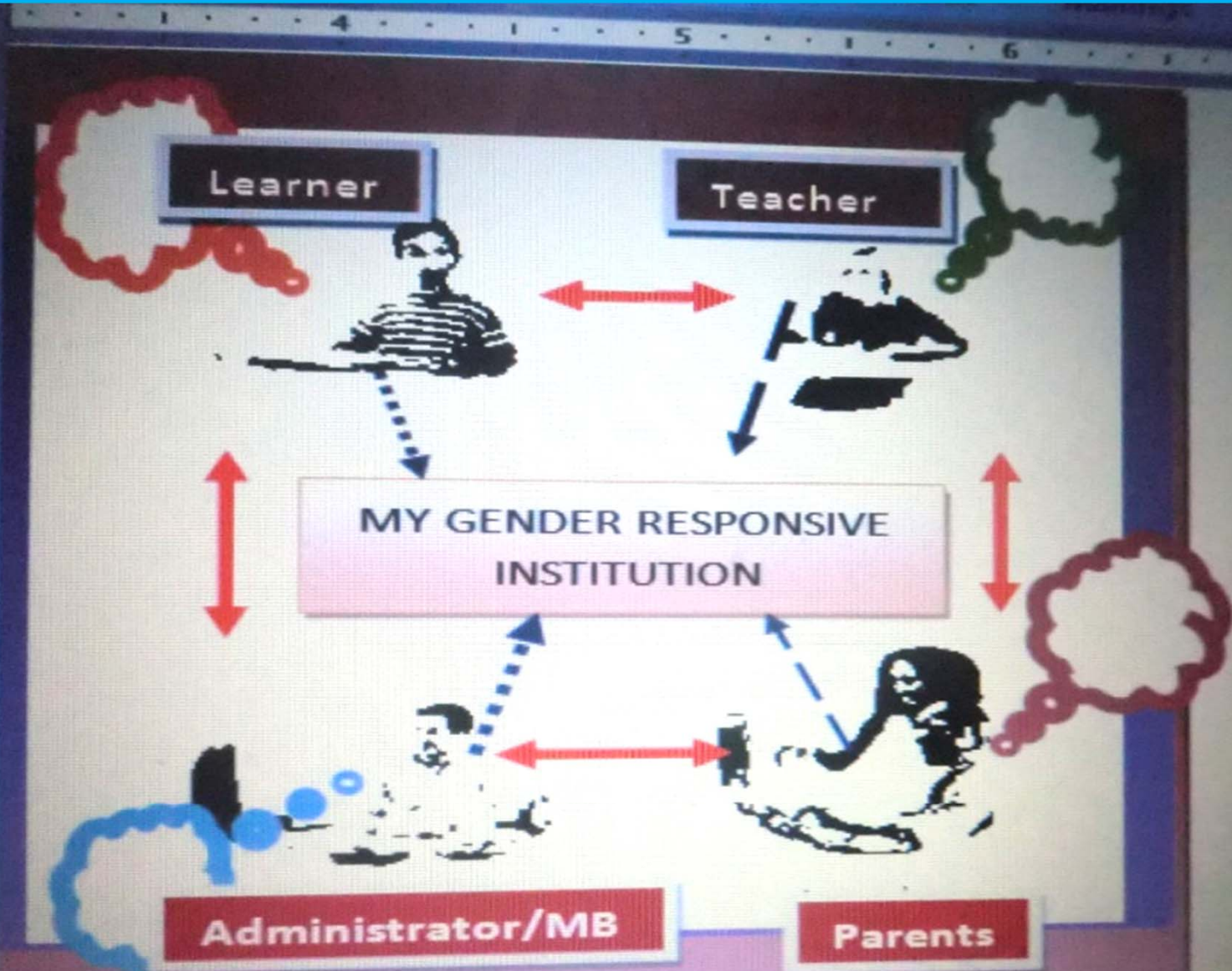# PARTICIPATORY SYNERGIES AMONG EDU. ACTORS

FIGURE 1: model of basic participatory institutional management conceptualisation

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APPARENT CONFUSION ABOUT GENDER EQUALITY?

(**Morrel et.al, 2009 in UNGEI 2012, Engendering Empowerment: Education and Equity**)

"**In some contexts an exclusive focus on girls' (or women's) education has led to confusion about gender equality goals. (...) for example when more girls than boys are in school officials (education leaders) come to think they have 'done' gender, although issues remain concerning economic, political and social rights; violence; and ideas about masculinity and femininity that (singly or jointly) undermine gender equality concerns..."**

Need to understand:

1. Interaction between investment in human rights based approach to education and human capital investment in education

2. Gender issues do **not mean homogeneity** of any group of men/women or girls/boys

3. How national policies interact with global gender agendas (institutionalization of gender)

RATIONALISING HUMAN CAPITAL INVESTMENT & HUMAN RIGHTS PERSPECTIVE IN EDUCATION

HUMAN CAPITAL INVESTMENT

Guiding principle:

- improvement of economic productivity linked to social and human development

Aim: to invest in education as powerful driver of poverty reduction

- cost-effective ways of spurring:
- improved economic productivity for social and human development
- powerful poverty reducing synergies (linking with GDP)
- enormous **intergenerational gains** for societies & women and girls

Outcomes: more robust labour markets, higher earnings, lowered fertility

Value added:

- smaller family size,
- improved health status for families, especially women
- safer transitions for girls towards productive adulthood
  (see UNESCO, 2003; Lloyd and Young, 2009; Unterhalter, 2012)

Formal education -highly **instrumental** & **necessary means** of improving **productive capacities** of a population (women as part)

HUMAN RIGHTS PERSPECTIVE

1. **Universality of humanity –**
   a. **universal access** to basic services
   b. **promoting measures** for lowering practical and structural **barriers** to women, men, girls & boys
2. **Non-discrimination as desirable imperative**
   a. **social justice**–**monitoring** & **measuring targets** for increased access among **disadvantaged** groups (including girls/boys & women/men) & all children from regions that are **remote**, **peri-urban** and the **minority** populations.
3. **Enhanced of participation**
   a. **quality standards** and indicators of **accountability** to all persons (girls and boys /women and men) as stakeholders entitled to **self-actualisation**, **expression** on matters than determine their lives
4. **Taking the best interests of every child**
   a. decision-making processes being **inclusive** of **voices and ideas of minors** (girls and boys) taking into account **cultural contexts (???)**

USING GENDER LENS & LIFE CYCLE APPROACH

1. **Identifying** of bottlenecks at critical points in a child's life (see World Bank 2005)

   - pre-natal, pre-school learning, adolescence and youth
     - (0-5 years) & mother's education and health
     - Youth phase (15-24 years)

2. **Monitoring** risks at each stage

3. **Responding** to risks with gender lenses

   - Focusing on health & alternative education strategies for various at **risk groups** in every **each cycle**
     - Where are out-of-school girls and boys?
     - What is the status of girls and boys with disability
     - Which of these girls and boys are living in poverty?
     - How are the girls and boys getting marginalised within and outside school?

PERSISTNET POVERTY: A CHALLENGE FOR EDUCATION IN ESAR

1. Poverty in ESAR– increasing & remains a major challenge for post 2015 development agenda

   - "More boys from rich families than rich girls enter school" (UNESCO, 2012: 110; EFA GMR, 2012)…

   - More girls than boys from rich background -relatively disadvantaged

- Almost half of the Africans were among the global poor (386M out of 812M)

   - Poor Africans were also **living in Africa** cf with Diaspora

   - SSA had **nearly quarter** of the world's poor persons (386M out of 1371M

   - implications **for ESAR countries**

FURTHER: EFFECTS OF WAR & CIVIL STRIFE

- E.g. Republic of South Sudan, Africa's newest addition to the ESAR (General Education Strategic Plan (2012):

2009: **total enrolment rate -at Grade 1 -60% (40% OOS)**

   - **retention at <u>Grade 4</u> - 70%.**

   - **retention reduced considerably at Grade 6 -to 26%**

   - **reduced further at Grade 8 - to 18%.**

Grade 8 cohort comprised

   - **30% of the boys** who had enrolled in Grade 1

   - **17% of girls**

- **Most schools had classes not exceeding Grade 6**
- **Supply of education falls below the actual demand**
- **Approximately ¾ primary schools learners did not complete**

   - (World Development Indicators 2009 – WB, April 20, 2009)
   - Garreau, 2012 –on effects of war on children
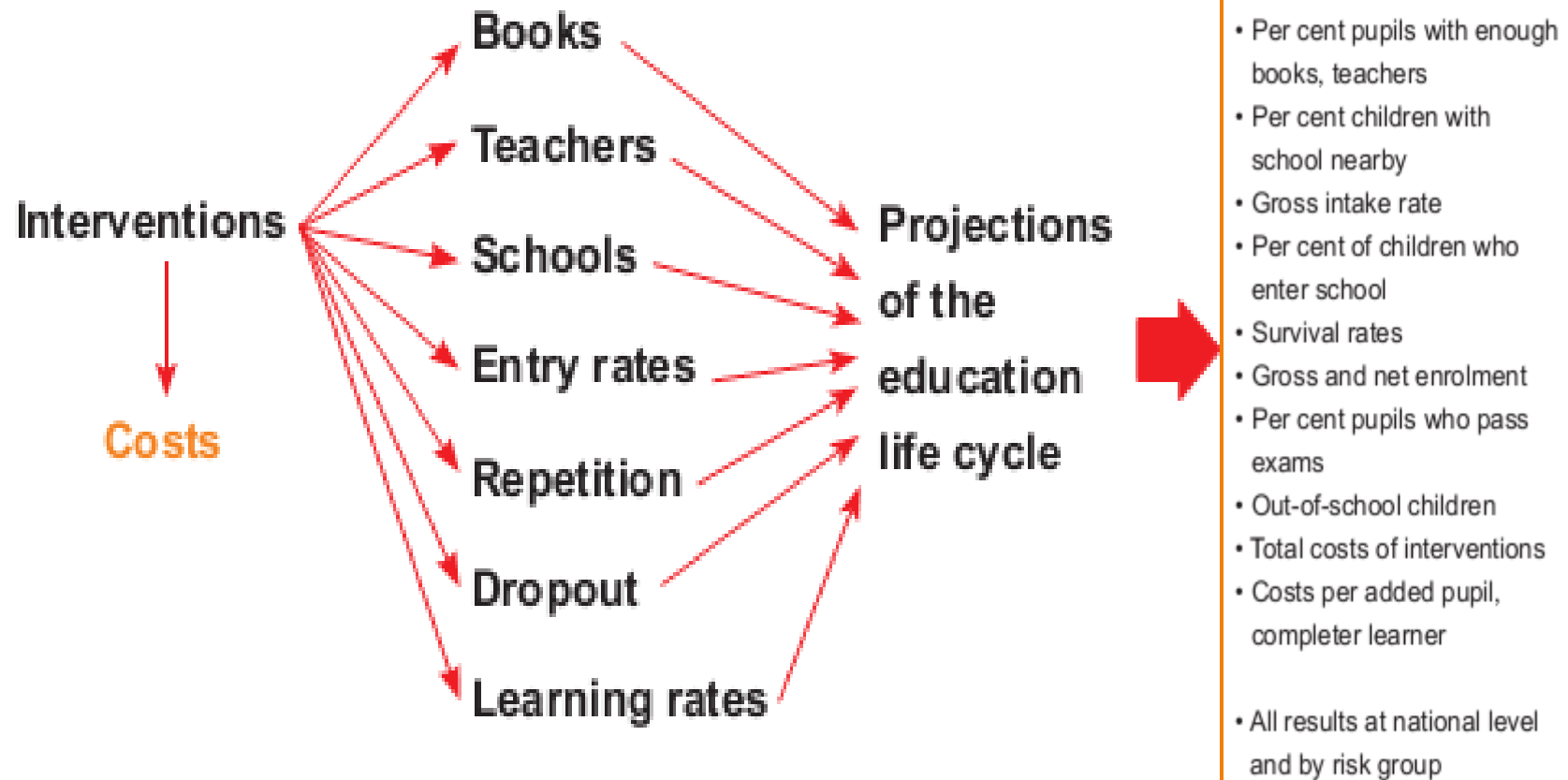
FIGURE 1: Model of Simulations in Education and Equity (SEE)

SOURCE: UNICEF (2011)

POST 2015- WHAT NEEDS TO BE DONE

- **Accept gender equality in education in ESAR – progress noted but**
  - **Still far from targets of 2015 in many countries**
  - Build on gains made through holistic synergies & gender responsive pedagogies
- **State governments to support multi-sectoral synergizing in education programming with gender focus and life cycle approach for education, health & protection of girls and boys**
  - Legislate alternative & lifelong learning education programme for out-of-school girls & boys.
- **Capacitate all education actors on how to actualise human & children's rights in synch with state & institutional gender policies**
- **Enhance context- specific analysis for relevance of gender equality strategies**
- Revitalise strategies and pace of keeping girls and boys in school participating equally in quality learning
- **Enhance context-specific analysis & response to learning needs of girls and boys to enhance performance and transition**
- **Support continuing teacher capacity development and institutional management foregrounding gender responsiveness in the course of professional engagements**

MONITOR IMPLEMENTATION OF LOCAL GENDER POLIES

The African Charter on the Rights and Welfare of Children (ACRWC, 1999)

Country Gender Policies ... In synch?

E.g.. Kenya: provision of equitable access, quality and adequate educational facilities within reach of all communities, ensuring gender and disability, responsiveness of the curriculum, pedagogy and child friendly infrastructure; provision of free feeding programmes for needy and vulnerable children....

• **Interrogate Marriage/sexual offences legislations**: e.g. Kenya Marriage Act of 2014(article 87) supports gender-equitable education - **illegalizes**, **criminalizes** and **nullifies** marriage with minors under 18 years of age; prosecutes on FGM..

Tanzania Marriage Act inconsistent with children's rights and gender policy: Age of marriage allows age marriage as 16 years age in contradiction of the Sexual Offenses and Special Provisions Act (1998) –

legal space for exploitation and discrimination against girl children with regard to equal schooling with boys.

Uganda Gender in Education policy (GEP, 2009): linked to the 10 Year Education Sector Strategic Plan (**ESSP 2007-2017**) providing a framework for implementation and monitoring of a **gender sensitive and responsive education system...** **(how is this monitored at implementation stage)**

- **ARIGATO**
- **ASANTENI**

- **MERCI BEAUCOUP**

- **THANK YOU VERY MUCH**