

Promoting Gender Equality through UNICEF-Supported Programming in Basic Education

Operational Guidance



CONTENTS

INTRODUCTION AND AIM	2
OVERVIEW	3
WHY UNICEF SUPPORTS GENDER EQUALITY AND GIRLS' AND WOMEN'S EMPOWERMENT IN EDUCATION	4
1.1 Education is a human right and girls are human, too!.....	4
1.2 Increasing the capacity of girls and boys to exercise their right to education benefits all of society.....	6
1.3 UNICEF has a <i>global mandate</i> to support gender equality in its education work.....	6
1.4 UNICEF has as an <i>operational imperative</i> to achieve explicit and tangible gender equality results.....	7
HOW UNICEF CONTRIBUTES TO A MORE GENDER-EQUAL WORLD	8
2.1 UNICEF's strategic focus on gender-equal education policy.....	8
2.2 UNICEF's work in girls' education: Progress made, issues remaining.....	10
PROGRAMMING TO ACHIEVE GENDER EQUALITY AND EMPOWERMENT THROUGH EDUCATION	14
3.1 Integrating gender analysis into the programming process: A matter of due diligence.....	14
3.1.1 Integrating the gender dimension into assessment: <i>What is the context-specific situation of gender equality in education?</i>	16
3.1.2 Ensuring attention to gender issues in analysis: <i>What barriers and opportunities prevent or enable gender-equal rights of girls and boys to quality education?</i>	23
3.1.3 Designing and implementing: <i>How can UNICEF support the rights of girls and boys to access and benefit from education?</i>	25
3.1.4 Monitoring and evaluation: <i>How can progress towards gender-equal education be measured?</i>	28
3.2 Support for quality education in emergency situations.....	30
KEY RESOURCES	34
ANNEXES	
I Examples of promising practice in programming for gender equality in education.....	38
II Sources of qualitative or quantitative sex-disaggregated data and information needed for situational analysis.....	43

INTRODUCTION AND AIM

GENDER EQUALITY

“...refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men. Gender equality is not a ‘women’s issue’ but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.”

Office of the Special Advisor on Gender Issues and Advancement of Women, *Gender Mainstreaming: Strategy for promoting gender equality*, United Nations, New York, August 2001.

This document focuses specifically on issues relevant to basic education and gender equality. It is to be read in connection with *Promoting Gender Equality: An Equity-Focused Approach to Programming (Operational Guidance Overview)*, which reviews key concepts and definitions related to gender equality and provides a conceptual framework for operationalizing UNICEF’s Gender Policy within the programming cycle.

THE TRANSFORMATIVE POTENTIAL OF EDUCATIONAL SYSTEMS

This document focuses chiefly on the vital issue of girls’ equal access to education, a key UNICEF focus area for many years. As more and more countries achieve gender parity in enrolment, however, other issues related to the quality of the educational experience itself, particularly the potential of educational norms and methods to transform gender relations, will likely command greater attention. Such issues include:

- Ensuring gender equality within the educational system, for instance by revising teaching materials, teacher training curricula and classroom decorations, by ensuring equal funding for girls’ and boys’ sports, and by addressing the ways in which boys often receive much more classroom attention than girls.
- Using schools to contribute to gender transformation, such as by having parenting and cooking classes for both girls and boys or by ensuring that schools do not reinforce gender norms and hierarchies (e.g., males predominating in senior positions or the use of corporal punishment).

OVERVIEW

UNICEF's Gender Policy is at the centre of this guidance note. It is hoped that through its use UNICEF education staff and partners will begin to see the policy itself as a tool that can strengthen education's transformative contribution to a more gender-equal world.

The document is organized into three sections and accompanied by a list of recommended resources and two annexes.

Section 1: Why UNICEF

Supports Gender Equality and Girls' and Women's Empowerment in and through Education.

This is a brief section explaining the justification for UNICEF's emphasis on gender equality: from the standpoint of basic human rights for girls and for boys; as sound development policy with economic and social benefits for all; based on the global and organizational mandate for gender equality in education; and according to an operational imperative to achieve measurable progress towards gender equality through work in education.

Section 2: How UNICEF

Contributes to a More Gender-Equal World through its Work in Education.

This section highlights the way in which UNICEF contributes to gender equality through its work in education, progress achieved, and how lessons learned are pointing the way to current focus on gender-equal rights to a quality education.

Section 3: Programming to Achieve Gender Equality and Empowerment through Education

The purpose of this section is to provide guidance on how rights-based gender analysis may be integrated into the different phases of UNICEF's programming process. It is divided into subsections corresponding to different phases of programming: assessment: analysis: action: and monitoring and evaluation. Fundamental steps, guiding questions and key resources are provided.

Another subsections contains information on special considerations for gender equality in emergency situations.

Key resources

The bibliography contains links to key resources and further background on subjects covered in each section of the guidance document.

Annexes

More detailed information on various aspects helpful in developing gender-responsive programming is provided.

WHY UNICEF SUPPORTS GENDER EQUALITY AND GIRLS' AND WOMEN'S EMPOWERMENT IN EDUCATION



UNICEF/NYHQ2007-0417/Giacomo Pirozzi

1.1 EDUCATION IS A HUMAN RIGHT AND GIRLS ARE HUMAN, TOO!

EDUCATION AS A RIGHT

By 2015, we are collectively committed to gender equality in education. So this is not just a matter of numbers. Parity is important, but it is not enough. Education is a right. This requires equal access to good-quality education for all; a learning process in which girls and boys, women and men have equal chances of fully developing their talents; and outcomes that bestow social and economic benefits on every citizen without discrimination

United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2003/4: Gender and education for all – The leap to equality summary report*, UNESCO, Paris, 2003, p. 2.

UNICEF's work in education is grounded in a human rights perspective supported by declarations, treaties and conventions that clearly evoke the right to education as a fundamental human right to which every child is entitled. Formally recognized as a human right through the adoption of the Universal Declaration of Human Rights in 1948, it has since been affirmed in numerous global human rights treaties, including: the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of All Forms of Discrimination against Women (1979), and the Convention on the Rights of the Child (1989).

It is, however, a basic human right that girls are less able to claim than boys. In assessing progress towards Education for All (EFA) goals, the 2010 *EFA Global Monitoring Report (GMR)* indicates that due to "persistence of institutionalized disadvantage for young girls and women,"¹ a focus on gender equality must remain a priority. Gender disparities, beginning in early childhood and present in all stages of girls' lives, impact negatively on their access to education at all levels, as well as on the capacity to use the benefits of education to improve their situations. The 2010 *GMR* also notes that while gender gaps in primary education are narrowing, regional disparities are still very large, especially in much of South and West Asia and sub-Saharan Africa. In 28 countries, there are still fewer than 9 girls in school for every 10 boys. Of 759 million illiterate youths and adults in the world, two thirds of them are women, a fact that bears witness to a "legacy of gender disparities in education."²

In countries across the world, common factors including poverty and deeply rooted discriminatory social norms that feed gender inequalities prevent girls from learning. Other challenges that impact negatively on girls' enrolment in primary, secondary and tertiary levels of education include HIV and AIDS; caregiving responsibilities; conflicts,

emergencies and other fragile situations; gender-based violence; and a gender-specific information technology gap.³

Widespread discrimination against women and girls has denied them their rights in many areas, from birth and throughout their lifetimes. Education has a role to play in providing opportunities to redress this balance, break the cycle of discrimination and contribute to a gender-equal world. Empowerment of women (e.g., through literacy classes and participation as leaders in school associations) and girls (through incentives such as scholarships and leadership training, etc.) is seen as an important strategy that is supported by UNICEF's 2010 Gender Policy, which acknowledges the centrality of empowerment of girls and women in achieving a gender-equal world. Globally, the benefits of education to individuals and national development are widely acknowledged. Overwhelming evidence supports the view that education benefits individuals and promotes national development. Education expands the opportunities and life choices for girls, boys, women and men. Nevertheless, 69 million girls and boys remain out of primary school. UNICEF is working to close the gap between girls and boys by assessing the degree of educational disadvantage that girls face, as well as by identifying gender-related obstacles and implementing interventions to remove and overcome them.

The policy also recognizes that there are times when boys' needs may become the focus of intervention and that both boys and men should become "allies in the achievement of gender equality."⁴ Examples of times when boys' needs require concentrated focus include when boys are bullying other boys in schools, when boys (or particular groups of boys) have declining levels of school participation or academic achievement, when child labour takes boys away from school, and in post-conflict situations when boys have been traumatized or have had major disruptions to their schooling.

¹ United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2010: Reaching the marginalized*, UNESCO, Paris, 2010, p. 5.

² Ibid, p. 7.

³ World Bank website, <<http://web.worldbank.org>>.

⁴ United Nations Children's Fund, *Commitment to an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, (Final Draft), UNICEF, New York, 2 November, 2009, p.13.

1.2 INCREASING THE CAPACITY OF GIRLS AND BOYS TO EXERCISE THEIR RIGHT TO EDUCATION BENEFITS ALL OF SOCIETY

EDUCATION OF GIRLS AND WOMEN: LINKS TO SUSTAINABLE DEVELOPMENT AND ECONOMIC GROWTH

Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth that is both sustained and sustainable.

1995 Beijing Declaration and Platform for Action

UNICEF has realized that providing children with a rights-based, quality education that is rooted in gender equality creates “a ripple effect of opportunity that impacts generations to come.”⁵ Evidence abounds on the impact of education – and especially of girls’ education – in many different areas, including: increasing family income; improving health of children; reducing fertility; and reducing the spread of HIV and AIDS. Examples of specific findings from a variety of studies on the special benefits obtained from educating girls indicate that:

- A single year of primary education correlates with a 10–20 per cent increase in women’s wages later in life. Academic studies find the return to a year of secondary education is even higher – in the 15–25 per cent range.
- An extra year of a woman’s education has been shown to reduce the risk that her children will die in infancy by 5–10 per cent.

- Education offers what the World Bank has referred to as a “window of hope” in helping prevent the spread of AIDS among today’s children. A recent study of a school-based AIDS education programme in Uganda found a 75 per cent reduction in the likelihood that children would be sexually active in their last year of primary school,
- Girls’ education is the single-best policy for reducing fertility and therefore achieving smaller and more sustainable families, research shows.
- A study of South Asia and sub-Saharan Africa found that from 1960 to 1992, more equal education between men and women could have led to nearly 1 per cent higher annual per-capita gross domestic product (GDP) growth.⁶

1.3 UNICEF HAS A GLOBAL MANDATE TO SUPPORT GENDER EQUALITY IN ITS EDUCATION WORK

UNICEF’s contribution to gender equality is fundamentally grounded in a mutually reinforcing relationship between the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the

Rights of the Child. Both conventions indicate clearly what this entails for work in education.

In addition to these and other human rights treaties and conventions, UNICEF adheres to

⁵ United Nations Children’s Fund, ‘Basic Education and Gender Equality’, UNICEF, New York, <www.unicef.org/girlseducation/index.php>, accessed 28 March 2011.

⁶ Herz, Barbara, and Gene Sperling, ‘What Works in Girls’ Education: Evidence and policies from the developing world’, Council on Foreign Relations, New York, April 2004, p. 3.

global commitments that call for addressing *specific gender issues* in education to enable children, especially girls, to realize their rights to a quality education. Some of the most important are the World Declaration on Education for All (1990),

the Beijing Declaration and Platform for Action (1995), the Education for All Dakar Framework for Action (2000) and the Millennium Development Goals (MDGs; 2000).

1.4 UNICEF HAS AS AN OPERATIONAL IMPERATIVE TO ACHIEVE EXPLICIT AND TANGIBLE GENDER-EQUALITY RESULTS

Instruments that guide UNICEF's operational work, such as the Medium-Term Strategic Plan (MTSP) are expected to clearly articulate how each focus area contributes to progress in gender equality, and express explicitly the gender dimension of work to do in goals, results statements and indicators (para. 58a).

The work of Focus Area 2 is grounded in both the education strategy and the 2006–2013 MTSP, which describe conceptual focus and operational elements that underpin current educational programming. Both instruments contain an explicit focus on gender equality.

UNICEF'S GLOBAL EDUCATION STRATEGY: 2007	
<p>1) Explicitly targets gender equality in Goal 2</p>	<p>To help countries achieve the target of eliminating gender disparity at all educational levels by 2015, address other disparities in education and promote gender equality in society through education, so that:</p> <ul style="list-style-type: none"> • Gender and other disparities are addressed in the earliest stages of learning for all girls and boys. • Gender and other disparities are an integral concern of quality in education at primary and post-primary levels. • All girls and boys can be empowered by their experience with schooling and go on to achieve their full potential through quality education (pp. 3–4).
<p>2) Identifies empowerment through girls' education and gender mainstreaming as one of three priority themes with key objectives</p>	<ul style="list-style-type: none"> • Help reduce the gender gap in transition rates from primary to secondary education by at least 15 per cent annually up to 2015. • Support inclusion of gender in budgeting/resource allocation criteria for the education sector (gender budget reviews) • Help improve learning achievement for girls in key subject areas, including life skills (exam scores/achievement scores).

UNICEF'S MTSP 2006–2013 FOR FOCUS AREA 2: BASIC EDUCATION AND GENDER EQUALITY	
<p>1) Explicitly targets gender equality in Key Result Area 2</p>	<p>Reduce gender and other disparities in relation to increased access, participation and completion of quality basic education.</p>
<p>2) Calls for special attention to girls in Key Result Area 3</p>	<p>Support national capacity to improve educational quality and increase school retention completion and retention rates.</p> <p>Organizational Target 6: Increase proportion of Grade 1 cohorts (especially girls) who reach at least the last grade of primary school to 90 per cent throughout the period.</p>

HOW UNICEF CONTRIBUTES TO A MORE GENDER-EQUAL WORLD



UNICEF/NYHQ2007-1018/Olivier Asselin

2.1 UNICEF'S STRATEGIC FOCUS ON GENDER-EQUAL EDUCATION POLICY

The lessons learned from years of experience in 'downstream' work have contributed to UNICEF's current strategic focus on 'upstream' work at the policy level and the strengthening of national capacity necessary to ensure the right of all children to free and quality compulsory education. There has been a shift in the balance in UNICEF's programming from a primary focus on service delivery to include strategic engagement in policy work. UNICEF's knowledge on barriers to girls' education and gender equality, as well as experience in how to address the issues, is being integrated into national education policies, instruments and

processes such as sector-wide approaches (SWAs) and education sector reviews.

Programming and implementation centres around three priority themes:

- **Equal access** and universal primary completion;
- **Empowerment** through girls' education and gender mainstreaming; and
- **Emergencies** and post-crisis education cluster interventions.

Priority themes are supported by two cross-cutting support areas considered critical for achieving results:⁷

- **Early child** development and school readiness; and
- **Enhancing** quality in primary and secondary education.

The education strategy and MTSP include attention to **access, gender disparities, quality education and learning achievement**. As the

table below demonstrates, girls in developing countries often come up against teaching practices, textbooks and other materials and approaches in schools that promote gender stereotypes detrimental to their academic achievement. Unsafe school environments are formidable barriers to girls' education. Keeping girls in school requires that parents, community members, educators, policymakers and donors look beyond enrolment and address larger contextual issues such these.

INTERVENTIONS FOR EDUCATING GIRLS AND BOYS			
Equal access to education	Equality within education quality	Equality through education	Examples of measurable indicators
Girls and boys out of school	Learning content: literacy, numeracy and life skills education	Female-male employment	Access Number of girls and boys out of school Quality Learner-teacher ratio
Girls and boys enrolled in school	Learning-teaching methods and process	Gender differentials in wages across different levels	Access Number of girls and boys enrolled in school
Transition of girls and boys between levels of education	Subject choices	Democratic participation of females and males in school governing boards, PTAs, school leadership, or political posts such as parliament	Quality The gender balance within classroom Social discrimination within the classroom

UNICEF assists countries in achieving MDGs 2 and 3, as well as in achieving EFA goals. Four core partnerships, linked by common membership of three key agencies (UNESCO, UNICEF and the World Bank) have been formed around the EFA Global Action Plan (EFA-GAP), EFA Fast Track Initiative (EFA-FTI), United Nations Girls' Education Initiative (UNGEI) and Inter-Agency Standing Committee (IASC)

cluster approach in order to address planning, financing, gender disparities and emergencies in education in a synergistic manner.

UNICEF engages in other partnerships for specific purposes, such as the pooling of technical expertise to address certain issues, formulation of common advocacy positions and development of policy guidance.⁸

⁷ United Nations Children's Fund, Global Education Strategy, 2007.

⁸ Examples include the Inter-Agency Task Team for Education and HIV/AIDS; the School Fees Abolition Initiative led by the World Bank, UNICEF, the United States Agency for International Development and UNESCO; and the Association for the Development of Education in Africa.

UNICEF CORE PARTNERSHIPS	
EFA-GAP	Coordinated by UNESCO: Provides technical support to develop national education plans for achieving the six EFA goals (Dakar Goals) and monitors EFA progress.
EFA-FTI	Anchored by the World Bank: Supports design of education sector plans and finances funding gaps in national plans for universal primary completion.
UNGEI	Anchored by UNICEF: Provides advocacy and technical support for gender parity and equality in designing, financing and implementing national education plans.
IASC Cluster for Education in Emergencies	Co-led by UNICEF (together with Save the Children): Coordinates efforts by multiple partners to restore schooling to populations affected by emergencies (conflict and natural disasters); and coordinates efforts of partners to rebuild education systems that aid countries affected by emergencies in getting back on the path to development.

2.2 UNICEF'S WORK IN GIRLS' EDUCATION: PROGRESS MADE, ISSUES REMAINING

UNICEF has been working since 1990 with countries to enable them to achieve the goal of quality education for all through innovative projects and programmes that include measures to support girls' participation and performance in education. An important contribution has been made to global progress in the past five years through work on gender-equitable access and gender parity, especially in primary education. This work supports *equality of opportunity* and is a necessary step towards *equality of outcome*.

UNICEF'S Gender Policy also confirms that in order to make progress towards gender equality, the organization must go further than access to and *equality of opportunity*. It must also work to prevent and end gender-based discrimination to enable *equality of outcome*. For work in education, this will mean not only ensuring equal access, but also developing the capacity of education systems to recognize and address gender-based discrimination, and empowering girls as well as boys to participate in decision-making and claim their right to education.

In its 2008 *Global Thematic Report on Basic Education and Gender Equality*, UNICEF affirms that although basic education has become

much more accessible to girls globally and that the goal of gender parity will be achieved in many countries, progress on completion rates of girls in primary school is much more elusive. Discrimination against girls and women rooted in tradition and culture, coupled with deep poverty, present barriers to equal learning outcomes. UNICEF has shifted its work towards *quality* in education, with a focus on gender mainstreaming and the empowerment of girls in order to address gender discrimination.

UNICEF's contribution, especially through the UNGEI partnership, is to help countries achieve or sustain progress made in gender parity (equality of opportunity) and to move towards gender equality (equality of outcome). It addresses gender parity, but champions the mainstreaming of gender in all education work and the use of innovative ways to address the root causes of gender discrimination through empowerment of girls and women. Examples of the support provided as described in UNICEF's education strategy are shown on the next page.

EXAMPLES OF SUPPORT FOR GIRLS' EDUCATION AND GENDER MAINSTREAMING	
Type of support measure	Application of support measure
Use sex-disaggregated data to highlight education disparities at sub-national levels and for disadvantaged groups multiple indicator cluster surveys.	<ul style="list-style-type: none"> • For situation analysis and national sector planning work • For advocacy with countries and major donors (FTI) • For review of national education plans and priorities
Use gender budget analysis to help direct resources to support countries' commitments regarding gender and plans and priorities for education.	<ul style="list-style-type: none"> • For review of national education plans and budgets • For planning and evaluating midterm expenditures • For advocacy with countries and major donors • For cultivating national capacity for results-based budgeting
Promote life skills-based... education with a gender focus on child-friendly schools, especially at the post-primary level, and include sexual and reproductive health.	<ul style="list-style-type: none"> • For countries with gender problems in the curriculum • So teachers can tackle gender issues related to HIV infection, violence, etc. • To empower girls in a way that also works for boys • To cultivate 'parenting knowledge/skills' in adolescents
Support female role models in education, such as female teachers, school heads and senior officials, or women in key positions in politics and development.	<ul style="list-style-type: none"> • For countries with gender problems in the curriculum • So teachers can tackle gender issues related to HIV infection, violence, etc. • To empower girls in a way that also works for boys • To cultivate 'parenting knowledge/skills' in adolescents

Many lessons have been learned from UNICEF'S long-standing work on gender issues in education. Obstacles that impede progress towards access and equality are present at different levels and require context-specific strategies and interventions that impact the household, schools and policy. Social norms, culture, religion, poverty, conflict situations, child labour practices, climate change, and HIV and AIDS all affect girls, boys, women and men differently, and in turn affect school enrolment,

attendance, survival or retention rights and completion in a gender-differentiated manner.

The chart on the following page provides an example of how one gender issue (*"Girls are not enrolled in school or may drop out once enrolled"* See next page) may be influenced by a variety of barriers at different levels (household/ community; school; policy; and system) that require upstream, midstream and downstream strategies and interventions.

GENDER ISSUE: GIRLS ARE NOT ENROLLED IN SCHOOL OR MAY DROP OUT ONCE ENROLLED

Influencing factors	Broad strategies	Possible interventions
Household/community-level barriers		
<p>Poverty</p> <ul style="list-style-type: none"> • Direct costs of schooling (fees, clothing, books and supplies) may prevent families from being able to send children to school <p>Social norms and traditions</p> <ul style="list-style-type: none"> • Girls may be less valued than boys (preference will be given to educating boys) • Early marriage age for girls • Heavy load of domestic tasks for girls 	<ul style="list-style-type: none"> • Advocacy for affordable education (including elimination of school fees) • Awareness-raising aimed at fathers and mothers regarding the importance of girls' education (so parents will strive to send all, rather than some, of their children to school) • Poverty reduction strategies • Empowerment of girls and women 	<ul style="list-style-type: none"> • Incentive programmes, such as small scholarships, subsidies, food, school supplies and uniforms • Livelihood programmes • Microenterprise programmes • School feeding programmes through strengthened partnerships • Provision of supplies • Labour-saving technologies • Social marketing and community mobilization campaigns aimed at mothers and fathers to promote girls' education⁹ • Men's leadership programmes aimed at enlisting prominent men in the community to support girls' education (follows the approach taken by the White Ribbon Campaign and other efforts to end violence against women)
Policy- and system-level barriers		
<p>Legal procedure</p> <ul style="list-style-type: none"> • Absence of identity paperwork (birth certificate or identity card) required for entry or examination; girls are less likely to be registered than boys • Pregnant girls and young mothers often barred from school 	<ul style="list-style-type: none"> • Advocacy for implementation of compulsory education laws for all children • Advocacy for laws allowing for continued schooling for pregnant girls, or re-admission to schools after pregnancy • Advocacy at community levels for registering girls 	<ul style="list-style-type: none"> • Birth registration campaigns in community with specific focus on registration of girls

GENDER ISSUE: GIRLS ARE NOT ENROLLED IN SCHOOL OR MAY DROP OUT ONCE ENROLLED		
Influencing factors	Broad strategies	Possible interventions
School-level barriers		
<p>Geographic location</p> <ul style="list-style-type: none"> • Issues of safety and security make it less likely for parents to allow daughters to attend school if they have to travel long distances • Boarding facilities may be only for boys <p>School construction</p> <ul style="list-style-type: none"> • Issues of hygiene, privacy and safety (if separate latrines for girls and boys are not available, girls may not feel safe; if water is not available, necessary hygiene during menstruation is not possible) <p>Language</p> <ul style="list-style-type: none"> • Language of instruction may not be that used by the family (girls may be even less likely than boys to be given the opportunity to learn a new language) <p>Teaching and administrative staff</p> <ul style="list-style-type: none"> • Sexist attitudes of teachers and administrators that make girls feel uncomfortable, unwanted or stupid • More attention given by teachers to boy students • Lack of role models of women in senior positions <p>Teaching materials and school programmes</p> <ul style="list-style-type: none"> • Teaching materials, classroom decorations and/or curricula that perpetuate that perpetuates discrimination as well as gender stereotypes about both girls and boys • Unequal support for girl athletics and other activities <p>Boys' attitudes and behaviour</p> <ul style="list-style-type: none"> • Sexual harassment of girls • Lack of respect for girl classmates 	<ul style="list-style-type: none"> • Support and technical assistance to government and communities to ensure increased access for those children who are hardest to reach, especially girls • Schools built to be friendly, safe and welcoming to girls; gender-friendly school construction • Interventions in teacher training to raise awareness about how gender inequality and gender stereotypes get perpetuated through the education system • Support for new curricula and teaching materials that promote gender equality • Programmes aimed at boys to stop harassment of girls and to encourage attitudes of respect 	<ul style="list-style-type: none"> • School mapping to improve planning and targeting • 'Child-seeking' child-friendly schools • Infrastructure programmes • Schools closer to home (including through cluster schools, multigrade or non-formal approaches as a bridging measure) • Boarding/lodging facilities for girls • Provision of catch-up language classes for those beginning school in a new language • Initiatives such as the White Ribbon Campaign, Programme H and Programme M have teacher-training components to reach boys in promoting gender equality, including ending sexual harassment and other forms of gender-based violence¹⁰

⁹ One example is the Winning People's Wills for Girl Child Education programme in Nepal (See Annex 1).

¹⁰ For Programme H, see: Instituto Promundo, <www.promundo.org.br/en/activities/activities-posts/program-h/>. For the White Ribbon Campaign, Education and Action Kit, see: <http://whiteribbon.ca/educational_materials/>. In India, the National Curriculum Statement Policy Guidelines (Life Orientation for Grades 10–12) expressly require teachers to teach about the effect of unequal power relations in relationships between men and women.

PROGRAMMING TO ACHIEVE GENDER EQUALITY AND EMPOWERMENT THROUGH EDUCATION



UNICEF/NYHQ2008-0559/Win Nainig

3.1 INTEGRATING GENDER ANALYSIS INTO THE PROGRAMMING PROCESS: A MATTER OF DUE DILIGENCE

Gender analysis refers to a variety of methods used to examine the differences between the roles that women and men, or girls and boys, play, as well as their differing needs, constraints and opportunities, and the impact of these differences on their lives.¹¹ A thorough gender analysis is a critical starting point for any project, programme or policy.¹²

In the education focus area, gender analysis should be integrated into the programming process to ensure the collection and analysis of context-specific information on different conditions faced by girls and boys of different ages (and to some extent, women and men) regarding their right to access and benefit from a quality education. It allows the identification of different effects that projects, programmes

¹¹ Adapted from information on the Canadian International Development Agency's website, <www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/JUD-31194519-KBD>.

¹² For a more extensive discussion of gender analysis concepts and tools, please refer to the *Promoting Gender Equality: An Equity-Focused Approach to Programming (Operational Guidance Overview)*.

3.1.1 Integrating the gender dimension into assessment: *What is the context-specific situation of gender equality in education?*

Importance of gender analysis in the assessment phase

The assessment phase identifies issues to be addressed through targeted interventions by UNICEF and its partners at various levels and in different types of planning processes (*Common Country Assessments; United Nations Development Assessment Framework or UNICEF programmes or projects; national processes such as SWAPs; education sector reviews; and other cases where a situation analysis is conducted*). Integrating gender analysis into this phase of programme preparation is key to its consideration by UNICEF and its partners as an essential part of interventions to support all education key result areas identified in the MTSP.¹⁴ Adequate attention to gender issues early on in processes linked to programming helps to ensure that they are included, and adequate technical and financial resources are required to address them.

Fundamental steps:

1. Identify potential gender issues in specific areas of work in education.

Education is a sector where a wide body of work on girls' education and gender equality is available.¹⁵ Issues and barriers at different levels and in different areas of work have been identified and may constitute the starting point for identification of issues and barriers that are to be addressed in regional or country-specific programming contexts. Removing barriers to gender equality in different levels (including household, school systems and policy) and changing aspects of the education system that perpetuate harmful gender norms (such as teaching materials and teacher attitudes towards girls and boys) are necessary to make lasting progress in eliminating gender discrimination.

Tip Sheet 1 provides examples of questions to guide the identification of gender dimensions in quality education. Key resources on lessons learned from past work on gender equality in basic education are included at the end of Section 3, with a more extensive list available in the Bibliography.

2. Identify and collect data and information needed to describe and analyse gender issues and their causes at different levels.

Data and information collected should allow the identification of needs and interests that must be addressed to support the realization by girls and boys of the right to a quality education (equality of opportunity and equality of outcomes) and to track progress over time. It is important to think about different levels at which information should be collected, as well as about the type of data and information that is necessary: household; school system and policy levels; and perspectives of girls and boys. **Tip Sheet 2** includes basic questions to guide the collection of information necessary for gender analysis in the assessment phase of programming.

To identify and analyse gender issues, both *quantitative* and *qualitative* data and information disaggregated by sex and by age are required. Quantitative information is needed to identify gender-differentiated gaps and disparities. This includes context-specific information that will allow an accurate description of the problem: statistics and data, and information on trends over time, at national, regional and local levels. **Qualitative information** is needed to identify causes for the gaps or disparities at the immediate (practical) and underlying (strategic) levels. Immediate or practical causes are those that are easily recognized at different levels (levels usually related to barriers to access that are readily solved by providing adequate infrastructure, sufficient numbers of teachers, school construction that meets the needs of girls as well as boys, etc.).

Underlying or strategic causes are mostly qualitative, context-specific information related

¹⁴MTSP key result areas: Support to 1) improvement of developmental readiness to start primary school on time; 2) reduction of gender and other disparities in relation to increased access and completion of quality basic education; 3) increase in quality, school retention, completion and achievement rates; and 4) restoring education after emergencies and in post-crisis situations.

¹⁵See the 'Key resources' section at the end of this Operational Guidance and the more comprehensive bibliography in the Appendix.

TYPES OF INFORMATION NECESSARY AT DIFFERENT LEVELS

Household level: Research and experience have shown that barriers exist at different levels, including at the household level, where gender discrimination rooted in value systems is translated into practices that impact on girls' basic human rights, including the right to access and benefit from quality education. Unequal sexual division of labour and preordained gender roles may dictate that girls perform domestic chores that prevent them from being able to attend school or to perform well if they do attend. Religious or cultural norms may demand that girls be married at an early age, which in turn may oblige them to drop out before completing secondary school.

School system and policy level: Information at the level of school systems and education policy that enables the assessment of gender-equal access to education should be collected. Are inclusive policies in place which allows equal access by both girls and boys to educational resources? Is this verified in indicators such as gender-differentiated enrolment rates (primary and post-primary)? Is data available that provide information on girls' and boys' right to control the benefits of education (gender-differentiated survival and completion rates at primary, secondary and tertiary levels...)? Is information available to assess how girls and boys have been able to use their education? (Has it led to livelihood opportunities for both girls and boys?) What images of masculinity and femininity in school texts, posters and other learning materials perpetuate girls' and women's second-class status and have costs to boys? How do educators reinforce harmful gender relations and do they tolerate harassment and bullying? Is corporal punishment allowed?

Perspectives of girls and boys, and mothers and fathers

It is important to understand the attitudes and practices of girls and boys, as well as their knowledge and understanding of the right to education and ultimately to live and benefit from a gender-equal world. From the perspective of a human rights-based approach, the active participation of girls and boys in the assessment of barriers is essential. Understanding the attitudes of mothers and fathers regarding the rights of their daughters and sons will allow the identification of possible barriers at the household level.

to possible social and cultural causes of the problem, such as traditional gender roles, limits associated with those roles and values and norms. **Quantitative data** needed to identify possible gender-differentiated access issues are available through various sources at global, regional and country levels. Qualitative data essential to understanding the causes of gender-specific barriers to education (especially at the level of the household) are more difficult to find. Sources are household data surveys, or UNICEF's multiple indicator cluster surveys (MICS). **Tip Sheet 3** provides examples of sources of both quantitative and qualitative sex-disaggregated data and information on education. **Annex 2** provides

more detailed information on the type of data and information available from each source.

3. Identify data gaps and measures to strengthen national capacity to create/maintain data systems.

National statistics bureaus and systems often lack capacity and financial resources to create and maintain systems that provide quality sex- and age-disaggregated statistics. This is an area where UNICEF can provide support in establishing systems that will collect sex-disaggregated data and promote the use of the data in monitoring progress towards gender equality in education.

TIP SHEET 1: GUIDING QUESTIONS ON KEY GENDER DIMENSIONS OF QUALITY EDUCATION¹⁶

Reductions in gender gaps alone do not reflect the essence of gender-equal education. Only when gender discrimination is eliminated throughout the life cycle can quality of education be assured for both girls and boys.

LEARNERS

Socialization begins from the earliest stages of life. Children, as well as teachers and administrators, bring their own early socialization into the education process. Frequently, girls are raised not to value themselves highly, and without a sense of the basic human rights to which they are entitled. Boys may not question traditional gender roles that reinforce notions of male dominance and which may influence gender relations throughout the life cycle. Girls are often less ready and able to participate and learn. Discrimination against girls during adolescence can also result in fewer opportunities for them to develop to their full potential. Areas to investigate include:

- Are opportunities for play and exploration the same for both girls and boys?
- Is praise and discipline the same for girls and boys?
- What are the disparities in language development?
- What are work responsibilities of girls in and outside of the home and how are they different from that of boys?
- What are community attitudes about girls being in school? How are they different than attitudes about boys?
- Do girls and boys have models of men in nurturing roles? Are fathers encouraged to play an equal role in caring for their children?
- What are the disparities in nutritional status for girls and boys? How does that affect their capacity to learn?
- In what ways do families support girls in their learning? In what ways are boys supported?
- How are pregnant teenagers treated in the school system? In general, are they ostracized and/or expelled from school? What mechanisms are there to take care of pregnant schoolgirls to secure their continued access to education?
- How are excluded girls and boys (ethnic minorities, children with disabilities, refugee and internally displaced children, or war-affected children) treated differently as far as access to quality education is concerned?
- How are girls affected in terms of schooling by HIV in their homes and/or communities?

CONTENT

Quality curricula and instructional materials need to be relevant and sensitive to both boys and girls.

- Critical attention to representation of the roles of girls, women, boys and men – as well as to gender relations – in textbooks and other teaching materials ensures that girls and boys receive equal representation and respect. It also ensures that there is a questioning of narrow, negative and limiting gender definitions.
- Materials pretested for gender sensitivity and adequate changes made following pretests.
- Materials include life skills, such as prevention of HIV and AIDS, active citizenship, negotiation skills, education regarding rights, gender equality, and respect for and appreciation of diversity.

TIP SHEET 1: GUIDING QUESTIONS ON KEY GENDER DIMENSIONS OF QUALITY EDUCATION

... CONTINUED

PROCESSES

Quality processes include gender-friendly classroom organization, instructional techniques and assessment. This requires gender-sensitive teachers, and female as well as male role models, and includes:

- Teachers sufficiently trained to recognize the gender biases that they bring to the classroom.
- Technologies and materials equally accessible to girls and boys.
- Teaching methodologies helping students to develop skills to confront and challenge bias.
- Identification of prevailing gender stereotypes and how to address them.

ENVIRONMENTS

Learning cannot occur without physical and psychosocial safety and security in the learning environment, both inside the classroom and beyond. This requires:

- Safe, secure, private and sanitary facilities which are available and accessible, with separate provision for girls and boys.
- Policies/procedures to protect girls and boys from intimidation, harassment, sexual abuse or other forms of physical or mental violence.
- Policies and procedures to ensure safe reporting and follow-up of gender-based harassment (including bullying of boys).
- Girls' equal access to safe places to play and be.
- Policies and practices protecting pregnant or parenting girls from discrimination.

EDUCATION SYSTEM

- Advocacy for gender equality.
- Support for gender-sensitive teaching.
- Structures and personnel to monitor and inspect nationally established standards for girls' education.

¹⁶Adapted from *Checklists with Strategic Questions to Enhance the Gender Perspective in UNICEF Programmes*, United Nations Children's Fund, New York, 2002.

TIP SHEET 2: GUIDING QUESTIONS IN THE ASSESSMENT PHASE

What is the **sexual division** of labour in the context?

This entails finding out:

- Who does what within the household, community, workplace, organization or sector (girls and boys of different ages, as well as women and men).
- Where the work is done (location/ patterns of mobility).
- When the work is done (daily and seasonal patterns).
- How much time it takes.
- How the work/tasks accomplished by girls and boys impacts their learning.

- The examination of the sexual division of labour will provide a portrait of the gendered reality at the household level. Understanding the different roles played by girls and boys of different ages in domestic work as well as work outside the home is key to identification of *potential barriers to their access to education*. For example, girls' responsibility for domestic chores or boys' work outside the home to supplement family income limits school attendance or compromises participation and achievement.
- Understanding the different nature of the work performed by women and men within the household gives insight into the social structure of which girls and boys are a part and may uncover *potential barriers to the use of the benefits of education later in life*. For example, if social norms dictate that women may not work outside the home, or that girls must marry at an early age, even if girls have access to basic education, they may not be permitted to continue to attend school after reaching puberty or may be denied the right to work.
- Understanding gender roles is helpful in determining how to ensure that women may be empowered to continue their own education (e.g., through literacy or life skills training) or to support their children's education. Could domestic chores be lightened through labour-saving technologies? Is it necessary to hold teacher-parent meetings at times that accommodate the schedules of women?

Who has **access to education**?

This entails finding out:

- Do girls and boys of different ages have the same access to education (namely, early childhood education, primary school, secondary school, vocational training and higher learning)?
- Who makes decisions on whether girls or boys are allowed to attend school? Who makes decisions on whether they can engage in livelihoods?
- Who is **able to benefit** from the use of education?
- Do women/out-of-school girls/boys have access to literacy training, livelihood training, etc.?

- It is possible to have access to education (e.g., opportunities to attend primary and secondary school) without having control over the use of the benefits of education (the power to use the education).
- Girls' use of education to improve their lives (e.g., employment that brings financial empowerment) is often much more limited than that of boys.
- Exerting control over education resources and benefits requires the right to participate in decisions regarding one's own life and is an important aspect of empowerment and progress towards a gender-equal society.

TIP SHEET 2: GUIDING QUESTIONS IN THE ASSESSMENT PHASE

... CONTINUED

What are the **factors that influence** gender-equal rights to education resources and benefits in the context of the analysis?

- At household and community levels?
- At the school systems level?
- At the school policy level?

Identifying the factors that influence the sexual division of labour, as well as access to and control over the benefits of education, helps to uncover the reasons behind the gender differences noted.

Key factors may include:

- society/cultural norms/tradition;
- poverty;
- ethnicity;
- health and nutrition, and water and sanitation;
- religion;
- politics;
- environment (including impacts of climate change);
- demography or location;
- conflict; and
- education policy.



UNICEF/NYHQ2010-0593/Giacomo Pirozzi

TIP SHEET 3: SOURCES OF QUALITATIVE AND QUANTITATIVE SEX-DISAGGREGATED EDUCATION DATA

UNICEF

- MICS: <www.childinfo.org/mics.html>.
- Child information: Monitoring the situation of children and women – <www.childinfo.org/mics_available.html>.
- Global study on child poverty and disparities: <http://globalstudy7.googlepages.com/finalcountryreports>

World Bank

- Education Statistics (EdStats): <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html>>.
- Gender-disaggregated education profiles: <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:21605891~menuPK:3409559~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html>>.
- GenderStats: <<http://genderstats.worldbank.org>>.
- Household Survey Education Profiles: <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:22302305%7EmenuPK:6422588%7EpagePK:64168445%7EpiPK:64168309%7EtheSitePK:3232764%7EisCURL:Y,00.html>>.
- Living Standards Measurement Study: <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:22302305~menuPK:6422592~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html>>.
- Educational Attainment and Enrolment Database: <www.worldbank.org/html/prddr/prdhome/projects/edattain/edattain.htm>.

International Household Survey Network (IHSN)

- IHSN central survey catalogue: <www.internationalsurveynetwork.org/home/index.php?q=activities/catalog/surveys>.
- Data Documentation Initiative catalogue: <www.internationalsurveynetwork.org/home/index.php?q=activities/DDI-catalog>.

UNESCO

- Data Centre: <http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng>.
- *EFA Global Monitoring Report*: <www.unesco.org/en/efareport/>.

United Nations Statistics Division

- MDG reports: <www.un.org/millenniumgoals/reports.shtml>.
- DevInfo: <www.devinfo.info/mdginfo2009/>.
- Social indicators: <<http://unstats.un.org/unsd/demographic/products/socind/default.htm>>.
- Statistics and indicators on women and men: <<http://unstats.un.org/unsd/demographic/products/indwm/statistics.htm>>.

United Nations Development Group (UNDG)

- MDG country reports: <www.undg.org/index.cfm?P=87&f=A>.

United States Agency for International Development (USAID)

- Global Education Database: <<http://ged.eads.usaidallnet.gov/>>.

(For a more detailed description of the types of data and information available for each source, see Annex 2.)

3.1.2 Ensuring attention to gender issues in analysis: *What barriers and opportunities prevent or enable gender-equal rights of girls and boys to quality education?*

Importance of gender analysis in the assessment phase

During this phase of programming, data and information collected on gender issues identified during assessment are analysed to determine the type of intervention or support that UNICEF needs to provide. In the context of UNICEF's Gender Policy, the question is: How will work in the education sector contribute to the goal of a gender-equal world and to the empowerment of girls and women? To identify concrete and measurable ways that UNICEF'S Basic Education and Gender Equality Focus Area may contribute to gender equality, one must look at what the data and information say about the particular barriers and gaps that present challenges to gender-equal education. These barriers may be present at different levels (household, school system, policy, etc.) and concern both *practical needs* and *strategic interests* that may be different for girls and boys:

- **Practical needs:** These are gender-differentiated needs related to access aspects of education that lead to equality of opportunity. They are measured through quantitative indicators, such as gender parity in enrolment, or number of schools built, number of teachers trained, etc. Also included are basic needs related to survival, such as adequate food and nutrition, water and shelter (school infrastructure).
- **Strategic interests:** These are gender-differentiated needs associated more with *quality* aspects of education. They are measured through both quantitative indicators (such as survival and completion rates, transition rates from primary to secondary school and learning outcomes), as well as qualitative indicators (linked to empowerment and control of the use and benefits of the educational resources). They may also include needs linked to school systems

(for curricula that is empowering to girls as well as boys, for teachers trained to recognize and respond to gender-differentiated needs, etc.)

Both practical needs and strategic interests at different levels need to be addressed if the education is to empower girls and boys to claim their right to access and benefit from it. Achieving progress in both areas encompasses action that is necessary on the part of duty bearers (national ministries, school administrations, and mothers and fathers), as well as by rights claimants (girls and boys) themselves.

Fundamental steps:

Based on information collected during the assessment phase on the situation of gender equality in education:

1. Use quantitative and qualitative data to explain, identify and describe the gender-differentiated barriers linked to **access** to educational resources, as well as barriers to **control** over the use of the benefits of education. The barriers may be at the household and community, school system or policy levels, and may concern duty bearers (national education policymakers, school administrations, mothers and fathers, or religious leaders) and/or rights claimants (girls or boys).
2. For identified barriers, ascertain both immediate causes (those easiest to address, usually by filling a gap or supplying a missing element) and underlying causes (those hardest to address, which will require change at the level of value systems and societal norms).
3. Identify both **practical needs** (related to the right to access education resources and equality of opportunity) and **strategic interests** (related to the right to a quality education and the control of its benefits throughout different stages of the life cycle leading to equality of outcomes) to address issues or remove barriers.

TIP SHEET 4: GUIDING QUESTIONS IN THE ANALYSIS PHASE

<p>What constraints or barriers prevent girls and boys of different age groups from claiming their right to access and benefit from quality basic education?</p>	<ul style="list-style-type: none"> Information on the sexual division of labour and access to/control over resources and benefits is helpful in identifying issues at different levels (household and community; school systems; policy, etc.)
<p>What conclusions may be drawn from analysis of information regarding factors that influence gender-equal education?</p> <ul style="list-style-type: none"> Factors that contribute to constraints or limit gender-equal access to and benefit from education. Factors that contribute to opportunities to improve gender-equal access to and benefits from basic education and enhance girls' and women's participation in decision-making. 	<ul style="list-style-type: none"> Identifying constraints helps to uncover underlying causes of gender inequalities. Some of these underlying causes may be addressed by UNICEF, while others may not. Identifying opportunities is helpful in ascertaining entry points – what to build on, where to start, who to work with – to address the inequalities.
<p>What gender-differentiated practical needs of boys and girls of different age groups should be met to improve access to and benefit from education?</p> <ul style="list-style-type: none"> Practical needs refer to basic necessities at the household and community levels (e.g., water and sanitation; health and nutrition; adequate shelter; security; schools close to home; separate bathrooms or latrines, etc.) <p>What are the strategic needs of boys and girls of different age groups that should be met to improve access to and benefit from education?</p> <ul style="list-style-type: none"> Strategic needs or interests refer to changes in the relative status of girls and women (e.g., gaining legal rights; closing gender gaps; participation in and increased decision-making; and girls' and women's control over their own bodies). 	<ul style="list-style-type: none"> Addressing practical needs may be very important and necessary in removing barriers related to access, but does not usually challenge existing cultural norms or tradition. The unequal sexual division of labour may present gender-differentiated barriers to benefiting from education. A focus on strategic needs or interests means working to reduce gender inequalities and gender gaps by eliminating systemic gender discrimination that may be present at different levels (including in households, schools and policies). It also means implementing action that will promote empowerment of girls and women to claim their right to access and benefit from education. (This includes answering the question: <i>How can performance and achievement in school translate into equal social and economic opportunities?</i>)

A THREE-STAGE RIGHTS AGENDA TO ANALYSE MULTIPLE DIMENSIONS OF INEQUALITY

Barriers to the exercise of rights to education include constraints in the family and within society that affect girls' access to school. Countries in which there is strong cultural preference for sons also tend to have the greatest gender inequalities. Early marriage massively impedes the educational progress of girls. The global scourge of HIV and AIDS, armed conflict and disability all play a part in curtailing their right to education. The need of children to work is one of the main reasons they do not go to school. Parents are the main employers of children, a fact not necessarily reflected in statistics, which omit those engaged in domestic chores, many of whom are girls. Policy must affect the circumstances and attitudes of parents if all girls are to have the chance to learn. School fees also act as a major barrier to schooling and are levied in at least 101 countries.

Barriers to the exercise of rights within education focus on how school systems take girls' specific needs into account through curricula, teaching methods and learning environments. Girls are disproportionately the victims of sexual harassment and violence in school, leading to underachievement and high drop-out rates.

Barriers to the exercise of rights through education concern how girls perform in school and how achievement translates into equal opportunities in social and economic spheres. Evidence that girls are outperforming boys in several developed countries has created a public stir. In many developing countries where gender parity is still far off, both boys and girls fare badly. Boys' underachievement in the educational arena has not yet resulted in their falling behind in economic and political spheres. Assessing the extent to which girls are held back at each stage of the rights agenda leads to specific policy answers. Achieving parity, however, does not end with equal numbers: equal opportunities, treatment and outcomes in education and in society are the crucial yardsticks of progress.

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, p. 18 (Executive Summary).

3.1.3 Designing and implementing: *How can UNICEF support the rights of girls and boys to access and benefit from education?*

Integration of gender-analysis findings in designing interventions

Removal of barriers to gender-equal education requires specification at different levels. Some issues are linked to *access* and *equality of opportunity* to learn. Others relate to the *benefit* obtained from education and *equality of outcome*. Addressing both types of issues is necessary to engage education systems in a transformative process that contributes to gender equality.

Findings from gender analysis during the programmed preparation stage should allow

the examination of options for designing and implementing interventions to meet both gender-differentiated practical needs and strategic interests related to the right to education in the particular context.

Examination of options and entry points in programming to remove the barriers identified should take into consideration:

- Opportunities for action presented by UNICEF's strategic focus;
- UNICEF's core partnerships;
- UNICEF'S strong advocacy voice for gender-equal education; and
- Lessons learned from UNICEF's experience in girls' education in many countries.

Important questions must be asked regarding the type of action that will contribute to a change in mentalities and transformation of value systems towards a gender-equal world in which the rights of women, men, girls and boys are respected.

- How can UNICEF, through its work in education, enable school systems and schools to be at the forefront of a transformation in value systems to support human rights and gender equality?
- How can schools empower girls and boys, and women and men, to understand their own rights, respect those of others, and lay the foundation for a gender-equal world?
- How can UNICEF's concerted and targeted action and effective advocacy work towards *equality of outcome*, and ultimately contribute to a gender-equal world?
- How can UNICEF support school systems to ensure *gender-equal rights to education; gender-equal rights within education; and gender-equal rights through education*?

Successful strategies and interventions have been developed and used to increase the number of girls in school through removing barriers to girls' participation and *equality of opportunity*. This work should now be built upon to develop strategies to remove barriers related to *equality of outcome*. **Annex 1** includes examples of promising practice in programming for gender equality. The selection of **Key resources** at the end of Section 3 identifies sources of good practice that may also be consulted.

Fundamental steps:

1. Identify entry points in UNICEF programming to address gender-based practical needs and strategic interests identified in the analysis phase. (What is within the education focus area mandate? What needs can be met by other UNICEF focus areas (e.g., to meet needs related to water and sanitation;

nutrition and child feeding programmes, etc.)? What partnerships may be used or created to meet needs at various levels?

2. Identify types of interventions that can be designed to address the specific gender issues or remove barriers that prevent girls and boys from realizing their right to education. Determine synergistic action necessary at different levels, including household; school; national ministries; and policy. See **Annex 3** for examples of promising practice in programming for gender equality in education. **Tip Sheet 5** provides examples of action to be taken to integrate measures into national education policies.

3. Identify gender-explicit results to be achieved in the programme that address needs and interests identified.

4. Identify key partners in implementation. Integrate a strategy for development of national capacity in implementation. Partner with women's civil society organizations that have experience in providing support for girls' and women's empowerment and rights.

5. Establish the implementation plan for the intervention. Ensure adequate technical and financial support for activities related to gender equality. If quality gender-equality expertise is available, ensure participation of local expertise. Where local expertise is unavailable, pair international experts with local consultants to strengthen capacity at the country level.

6. Use implementation processes to empower girls and develop local capacity. Think of girls and boys as agents of change. Develop the capacities of national governments and civil society organizations to employ a human rights-based approach to education.

TIP SHEET 5: ACTION TO ADDRESS GENDER ISSUES: IMPLICATIONS FOR NATIONAL EDUCATION POLICY¹⁷

Work at the policy level is essential to address many gender issues related to access, quality and outcomes, including education sector plans.

ACCESS

Evidence shows that numbers have improved in terms of gender parity, but that the capacity to make schools safe and productive places for girls to flourish remains a challenge. Specific policy measures within education sector plans would include, but are not limited to, those outlined in the UNICEF education strategy.

- Abolish or reduce school fees and other charges in order to generate an enrolment surge.
- Mass-distribute a customized 'Essential Learning Package' to trigger high enrolment, regular attendance and quality learning. Institute outreach to both fathers and mothers to encourage education of daughters.
- Provide multiple services for children in schools (e.g., school feeding; care and support; and health and nutrition) to help keep the most vulnerable children in school.
- Establish standards to make all schools effective, efficient, supportive and safe for children, and to boost enrolment and improve attendance.
- Provide adequate water and sanitation facilities for girls.
- Expand early childhood educational opportunities for all children to make them school-ready.

QUALITY

That fact that girls are still disproportionately among the excluded signals a need for national education policies to focus on the barriers to keeping them in school and providing good learning opportunities for them while there. Actions may be taken to indirectly and directly improve the quality of learning experiences.

- Use sex-disaggregated data to highlight education disparities at sub-national levels and for disadvantaged groups (MICS).
- Use gender budget analysis to help direct resources to support countries' commitments on gender and plans and priorities for education.
- Promote life skills-based education with a gender focus on child-friendly schools, especially at the post-primary level, and include sexual and reproductive health and parenting skills for both girls and boys.
- Support female role models in education, such as female teachers, school heads and senior officials, and women in key positions in politics and development. Support male role models in early childhood education.
- Use MICS data to inform programming needs unique to girls.
- Revise pre-service and in-service professional training curricula to train school governors and educators to identify discriminatory gender practices and correct them; and to train early childhood to secondary educators on pedagogies that promote accurate messages of the intellectual potential of all students.
- Analyse and revise primary, secondary and tertiary education curriculum materials to remove text and images that reinforce gender stereotypes.

OUTCOMES

Without attention to how unequal gender relations rooted in discriminatory social norms and practices at household and community levels are reproduced by school systems and its actors, barriers to gender-equal education will remain and the life choices for females will be limited, even if they have received an education.

- Build in mechanisms of monitoring and evaluation, including gender auditing and the examination of gender-biased practices within schools.

¹⁷ Adapted from *Draft Framework for Inclusion of Gender in National Education Plans: Entry point EFA-FTI (IN ITALICS)*, United Nations Children's Fund, New York, 2008. UNICEF, 2008

3.1.4 Monitoring and evaluation: *How can progress towards gender-equal education be measured?*

Importance of integrating gender equality into monitoring and evaluation

Monitoring and evaluation are integral and important aspects of the programme planning cycle.

- Monitoring and evaluation processes at different stages of implementation permit gauging of progress and readjustment, if necessary, of the types of actions put into place to address barriers to gender-equal education.
- The inclusion of gender-explicit results and indicators into the MTSP results framework or other results frameworks associated with the intervention is critical.
- Without clear reference to the gender dimension of the results to be achieved

and indicators to measure progress, there is no guarantee that adequate financial and technical resources will be attributed to achieving targets and goals.

- Promoting gender equality through education programming requires the collection of baseline data disaggregated by sex, age, socio-economic status and other variables. As indicated earlier, working towards gender equality in education means addressing issues and removing barriers at different levels, both downstream and upstream. Both quantitative and qualitative indicators at these levels are necessary to measure progress. They should be developed, however, based on availability of time and financial resources to measure and relevance to specific contexts.
- Participation of national and sub-national institutional partners and the participation of girls and boys themselves in identifying indicators will help ensure they are locally relevant.



Fundamental steps:

1. Integrate the gender-explicit results into the results framework of the overall project, programme or partnership.

Results should be clearly defined in terms of the change in the situation of gender equality that is hoped for. Instead of using the term 'all children' in results statements, it is best to use 'girls and boys'. This allows the development of indicators to monitor specific progress as relates respectively to girls and boys. If the gender-specific results are to be integrated into the results framework of a larger programme or project, ensure that they remain explicitly focused on results that lead to gender equality (through access to or control of education benefits).

2. Identify or develop indicators to measure achievement of gender-equal results.

Gender-sensitive indicators in education should point out changes over time that lead to the contribution of policy and programmes to a more gender-equal world. Progress towards gender equality in education should be

measured by increased access to education resources throughout the life cycle (equality of opportunities) and increased realization of rights to control and benefit from education (equality of outcomes).

3. Determine how iterative monitoring and evaluation processes will be used to measure progress towards gender-explicit results and to adjust/improve the intervention as needed.

Even if gender-equality results are developed during planning, vigilance is required to ensure that concern for gender equality does not evaporate during implementation. Processes such as 'gender reviews' (now required of all country offices) and midterm reviews are opportunities to assess progress and adjust strategies if necessary. Involving UNICEF staff, national institutional-level partners and children themselves in these processes builds awareness regarding the importance of gender equality and provides opportunities for new perspectives to emerge. Post-intervention evaluation can be used to gather and integrate lessons learned for a global knowledge base to inform policy and practice on education's contribution to a gender-equal society.

GENDER-SENSITIVE INDICATORS

Gender-sensitive indicators in education should point out changes over time that lead to the contribution of policy and programmes to a more gender-equal world. Progress towards gender equality in education should be measured by increased access to education resources throughout the life cycle (equality of opportunities) and increased realization of rights to control and benefit from education (equality of outcomes).

The indicators should:

- address the gender issues, gaps and barriers to be redressed (indicate specific changes to be expected);
- be supported by collection of data, disaggregated by sex, age, socio-economic status and ethnic groups;
- be integrated into a long-term vision of change (i.e., social change takes time), with specific benchmarks to indicate progress along the way;
- be developed in a participatory manner that involves duty bearers (institutional partners, mothers and fathers, etc.) as well as rights claimants (girls and boys of different age groups); and
- be monitored in a participatory manner that involves duty bearers (institutional partners, mothers and fathers, etc.) as well as rights claimants (girls and boys of different age groups).

3.2 SUPPORT FOR QUALITY EDUCATION IN EMERGENCY SITUATIONS

Importance of integrating gender-equality programming education for emergency situations

In the wake of crises, whether as a result of natural disasters or armed conflict, education systems collapse. Crises have serious and different impacts on the lives of women, girls, boys and men and cause educational needs to change, as the ability of girls and boys to attend school changes. Existing inequalities, including those based on gender, are often exacerbated during emergencies.

UNICEF plays an important role in restoring education and protection services by working responsively to meet the urgent and critical needs of those who have lost access to education due to emergency conditions, as well as of population groups that are unreached and underserved by the education system. As a first responder for education in emergencies, UNICEF gives priority to 'reaching the unreached', providing essential supplies and facilities for quality learning and other critical needs. This helps fragile countries get children back to school and rebuild sustainable education systems, a key step towards placing them back

on the path to development.¹⁸ UNICEF also plays an important role in post-crisis reconstruction.

In its role as co-leader of the IASC education cluster, UNICEF has a unique opportunity to contribute to gender equality through education, both in setting up gender-equitable humanitarian response mechanisms in education and in taking advantage of the opportunities for positive change present in transition from post-emergency to development of the foundations for gender-equal schools and more equitable systems.

Integrating gender equality into programming for emergency settings is not fundamentally different from what must be done in development contexts. The preceding sections dealing with gender analysis and its integration into the programming process apply to emergency situations as well. This section provides insight into some special considerations that are unique to post-conflict and post-disaster situations. **Tip Sheet 6** provides specific questions to ask when conducting gender analysis in emergency situations. **Tip Sheet 7** describes how education in emergency situations can provide entry points for addressing gender equality.

TIP SHEET 6: QUESTIONS TO GUIDE DESIGN AND IMPLEMENT GENDER-RESPONSIVE EDUCATION IN EMERGENCIES¹⁹

Nature of the crisis and its impact on education

- What is the impact of the crisis on the lives of girls and boys (e.g., recruitment, abduction, sexual assault of both boys and girls, and increased household chores), including access to education and children's capacity to concentrate and learn?
- How has the crisis affected women and men, including teachers?
- What has been the impact on education in the host community?

Education-related demographics

- Number of displaced girls and boys. Where are they? Are they in camps or not? How long have they been there?
- Number of girls and boys in host communities and their access to education.
- Breakdown by sex and age and, if relevant, by ethnic group for all levels (preschool, primary and secondary).

TIP SHEET 6: QUESTIONS TO GUIDE DESIGN AND IMPLEMENT GENDER-RESPONSIVE EDUCATION IN EMERGENCIES¹⁹ ... CONTINUED

- What is the economic situation of families and how does this affect girls and boys?
- Number of girls or boys heading households. Number of girl-mothers.
- Number of girls and boys separated from their families. Where are they living? Are they caring for others, and are they being cared for?
- Number of out-of-school adolescent girls and boys.
- Literacy rates for women and men.

Changes from pre-emergency setting

- Explain any differences between current and pre-emergency scenarios from a gender perspective in regards to education. Will the emphasis be on re-enrolment and retention or on new enrolments and retention?

Languages used by the children

- What are the mother tongue/other languages spoken? Written?
- Do girls and women have the same proficiency in any 'official' language as boys and men?

Safety and access issues for the learning environments

- Are women and men involved in decisions regarding the location of learning environments?
- Are the possible locations equally accessible to girls and boys (e.g., in a mosque) and at all levels of schooling?
- Are there girls and boys suffering from stigma because of specific war experiences (e.g., rape survivors or ex-child soldiers)? Does the stigma prohibit access to education?
- What are the direct and indirect costs for girls and boys to attend school?
- Is the distance to be travelled to school acceptable to parents of girls? Boys? Is the route to school safe for girls and boys?
- What safety precautions are expected for girls by the parents?
- Are learning environments secure? Do they promote the protection and mental and emotional well-being of girls and boys? Is there a conscious effort to create the type of emotional safety necessary to recover from childhood trauma for both girls and boys?
- Are latrines accessible, located safely and adequate in number? Are there separate latrines for girls and boys? Is water available?
- Are sanitary pads made available in schools?
- Has a code of conduct for teachers and other education personnel that addresses sexual harassment, abuse and exploitation been developed in a participatory manner, and signed and followed? Are appropriate measures documented and applied in cases of misconduct and/or violations of the code of conduct?

¹⁸ See the UNICEF website for more information.

¹⁹ Inter-Agency Standing Committee, 'Women, Girls, Boys and Men: Different needs – Equal opportunities', IASC, New York, December 2006.

TIP SHEET 6: QUESTIONS TO GUIDE DESIGN AND IMPLEMENT GENDER-RESPONSIVE EDUCATION IN EMERGENCIES... CONTINUED

Division of household chores and other work

- What sort of work do girls and boys typically do?
- How many hours a day? At what time of the day?
- Where does it take place? (At home? In fields?)
- Does this work put girls and boys at any serious risk?
- Does it interfere with the school day and work?

Learning materials

- Do learning materials provide critical information on issues such as self-protection, landmines, etc.?
- Are the learning materials inclusive of and relevant to girls? Do they perpetuate gender stereotypes of girls and boys?
- Are there learning materials specifically designed to help boys and girls deal with their gendered experiences during times of conflict?

Teachers, training, support and materials

- Are male and female teachers available at all grade levels? What are their levels of qualification and experience?
- Are there paraprofessionals, or other women in the community who could support girls in school and be involved in teaching and/or mentoring?
- Are teaching materials and trainings available to help address specific topics needed by girls and boys (e.g., sexual and reproductive health)?
- Are there female teacher trainers and support staff?

Situation regarding parental/community involvement in education

- Do parent-teacher associations or similar organizations exist? To what extent are women and men involved? Are there any cultural restrictions on women's involvement?
- Has training been provided to the parent-teacher association? If so, has gender been addressed?
- What is the history of overcoming gender-based obstacles in the community? Who has been active and how?

Gender-specific vulnerabilities and protection needs

- Are there groups of girls who are doubly disadvantaged (e.g., disabled girls, young mothers, former girl soldiers)?
- Are messages conveyed in a gender-sensitive manner for topics such as HIV and AIDS and sexually transmitted infections, early pregnancy and childbirth, child and baby care, healthy menstruation management and gender-based violence?
- Is information provided on reporting mechanisms and follow-up for harassment and gender-based violence? Are there gender- and age-responsive materials and services available to support survivors of gender-based violence and are these linked to the school?

TIP SHEET 7: EDUCATION IN EMERGENCIES: NEW OPPORTUNITIES TO WORK FOR GENDER EQUALITY?

Although there are often serious challenges for educators to address, there are also some new opportunities to take specific actions to address pre-existing inequalities in and through education. Educators should ensure that needs assessment and ongoing programme monitoring and context analysis can identify these opportunities and build on them with well-designed programmes which can, in the longer term, be institutionalized into permanent systems and structures. Preparedness planning should also ensure readiness to act on these opportunities.

Traditional gender roles and responsibilities may change quite dramatically in times of crisis.

Such changes may be negative, because in unfamiliar settings women and girls are more restricted to the home, and/or have additional household responsibilities. There may, however, also be some positive elements; e.g., men and boys may have to take on increased household tasks, and women may be more involved in non-traditional activities.

New learning spaces and programmes may be created, which are often more responsive to the different learning and psychosocial needs of boys and girls.

New male and female teachers and learning facilitators may be recruited, with the potential to reduce gender inequities in the teaching force.

New training and capacity-building opportunities may be provided for male teachers, with possibilities not only to reduce gendered skills and capacity gaps but also to provide gender training.

New teaching and learning resources may be developed and/or distributed to respond to new learning and protection needs of male and female students; these should be selected/developed to provide strong gender-equality messages (e.g., in the choices of protagonists).

Community groups may be mobilized to protect and support the needs of previously marginalized vulnerable children and youth.

New actors and organizations may be available to create new partnerships and possibilities for gender-responsive programming.

Emergency funds (new resources) may be available to develop programmes which respond to the needs of previously marginalized vulnerable populations; gender is a key factor in vulnerability.

Post-emergency reconstruction processes may create new opportunities for critical reflection on past patterns and previously held assumptions and expectations, and for commitments to long-term change.

*Inter-Agency Network for Education in Emergencies' Gender Task Team/
Education Cluster Gender Working Group, April 2008.*

KEY RESOURCES

KEY RESOURCES ON GENDER-ANALYSIS CONCEPTS AND PRACTICE

- Quebec Association of International Cooperation Organizations, Training Kit: Gender and development, AQOCI, Montreal, March 2004, <www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf>.
- Hunt, Juliet, 'Introduction to Gender Analysis Concepts and Steps', *Development Bulletin*, no. 64, pp.100–106, <http://devnet.anu.edu.au/GenderPacific/pdfs/23_gen_mainstream_hunt.pdf>.
- New Zealand's International Aid & Development Agency, 'NZAID Gender Analysis Guideline', NZAID, Wellington, New Zealand, 2006, <<http://nzaidtools.nzaid.govt.nz/sites/default/files/tools/1195062.pdf>>.
- Reeves, Hazel and Sally Baden, 'Gender and Development: Concepts and definitions – Prepared for the Department for International Development (DFID) for its gender mainstreaming intranet resource', BRIDGE, Institute of Development Studies, University of Sussex, Brighton, United Kingdom, February 2000, <www.bridge.ids.ac.uk//bridge/reports/re55.pdf>.
- 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, 2007, <www.unicef.org/sowc07/docs/sowc07.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, <<http://unesdoc.unesco.org/images/0013/001325/132550e.pdf>>.
- Forum for African Women Educationalists (FAWE), <www.fawe.org>.
- United Nations Girls' Education Initiative, Girls' Education in Emergencies website, <www.ungei.org/resources/1612_664.html>.
- World Bank, 'Girls' Education: Why is girl's education important?', World Bank, Washington, D.C., <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298916~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386,00.html#why>>.

KEY RESOURCES ON GENDER ISSUES IN EDUCATION

- Kirk, Jackie, 'Advocacy Brief: Education in emergencies – The gender implications', UNESCO Bangkok, Bangkok, 2006, <www.unescobkk.org/elib/publications/092/edu_emergencies_Low.pdf>.

KEY RESOURCES ON ANALYSIS OF GENDER ISSUES IN EDUCATION

- Leach, Fiona E., 'Practicing Gender Analysis in Education', OXFAM GB, Oxford, 2003, <http://publications.oxfam.org.uk/oxfam/add_info_015.asp>.
- Leo-Rhynie, Elsa and the Institute of Development and Labour Law, University of Cape Town, South Africa, 'Gender Mainstreaming in Education:

A reference manual for governments and other stakeholders', Commonwealth Secretariat, United Kingdom, June 1999, pp. 28–31,

<www.thecommonwealth.org/shared_asp_files/uploadedfiles/%7B2099C3F9-0AB8-4312-B3DC-B05018BA8D86%7D_gmed_ref.pdf>.

- Moser, Caroline O.N., 'Gender Planning in the Third World: Meeting practical and strategic gender needs', *World Development*, vol. 17, no. 11, 1989, pp. 1799–1825,
<www.idrc.ca/uploads/user-S/12215962011Moser_article>.
- Organisation for Economic Co-operation and Development, *DAC Source Book on Concepts and Approaches Linked to Gender Equality*, OECD, Paris, 1998,
<www.oecd.org/dataoecd/4/16/31572047.pdf>.

KEY RESOURCES ON GOOD PRACTICE ON GENDER EQUALITY IN EDUCATION

- Pant, Anita P. and APPEAL colleagues, 'Good Practices: Gender equality in basic education and lifelong learning through CLCs – Experiences from 15 countries', UNESCO, Paris 2003,
<<http://unesdoc.unesco.org/images/0013/001316/131633e.pdf>>.
- Herz, Barbara, 'What Works in Educating Girls?', Chapter 4 in *Educating Girls in South Asia: Promising Approaches*, UNICEF, New York, March 2006,
<www.ungei.org/resources/files/unicefrosa_educatinggirlsinsouthasia.pdf>.
- United Nations Girls' Education Initiative – web page on all recent stories,
<www.ungei.org/news/index_408.html>.

- United Nations Girls' Education Initiative – web page on the Gender Achievements and Prospects in Education (GAP) project. The GAP report is designed to assess progress towards gender parity in education, highlight innovations, identify obstacles, generate discussion and give guidance. The web page presents stories from the field, and can be accessed at:
<www.ungei.org/gaproject/index.html>.
- United Nations Children's Fund, 'What are UNICEF Strategies for Addressing Girls' Education?', UNICEF, New York,
<www.unicef.org/girlseducation/index_strategies.html>.
- United Nations Children's Fund, 'UNICEF in Action', UNICEF, New York,
<www.unicef.org/girlseducation/index_action.html>.

KEY RESOURCES ON GENDER SENSITIVE INDICATORS

- Moser, Annalise, 'Gender and Indicators: Overview report', BRIDGE, Institute of Development Studies, University of Sussex, Brighton, United Kingdom, July 2007,
<www.bridge.ids.ac.uk/reports/IndicatorsORfinal.pdf>.
- Canadian International Development Agency, 'Guide to Gender-Sensitive Indicators', CIDA, Quebec, August 1997,
<[www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy/\\$file/WID-GUID-E.pdf](http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy/$file/WID-GUID-E.pdf)>.
- United Nations Scientific, Educational and Cultural Organization, *Gender-Sensitive Education Statistics and Indicators: A practical guide – Training material for workshops on education statistics and indicators*, UNESCO, Paris,
<www.uis.unesco.org/file_download.php?URL_ID=5017&filename=10420443980gend-stat.pdf&filetype=application%2Fpdf&filesize=229846&name=gend-stat.pdf&location=user-S/>.

- United Nations Scientific, Educational and Cultural Organization, *Gender Lens for Measuring Performance: Guide for developing gender sensitive indicators*, UNESCO, Paris, 2002,
<http://portal.unesco.org/es/ev.php-URL_ID=11485&URL_DO=DO_TOPIC&URL_SECTION=201.html>.
- United Nations Girls' Education Initiative, *Common Monitoring and Evaluation Framework for the UN Girls' Education Initiative*, UNGEI, New York, 2009,
<www.ungei.org/ny2009/docs/UNGEI%20M&E%20Framework%2012-08.pdf>.
- Inter-Agency Network for Education in Emergencies, 'INEE Good Practice Guide: Inclusive education of children at risk – Gender equality/education of girls and women', INEE,
<www.ineesite.org/uploads/documents/store/doc_1_Gender_Equality_-_Education_of_Girls_and_Women.pdf>.
- Inter-Agency Network for Education in Emergencies, 'Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction', INEE, December 2004,
<www.ineesite.org/standards/MSEE_report.pdf>.

KEY RESOURCES ON EDUCATION AND GENDER EQUALITY IN EMERGENCY SITUATIONS

Strategic resources

- Kirk, Jackie, 'Advocacy Brief: Education in emergencies – The Gender Implications', UNESCO Bangkok, Bangkok, 2006,
<www.unescobkk.org/elib/publications/092/edu_emergencies_Low.pdf>.
- Women's Commission for Refugee Women and Children, 'Global Survey on Education in Emergencies', Women's Commission for Refugee Women and Children, New York, February 2004,
<www.womenscommission.org/pdf/Ed_Emerg.pdf>.
- Women's Commission for Refugee Women and Children, 'Right to education during displacement: A resource for organizations working with refugees and internally displaced persons', Women's Commission for Refugee Women and Children, New York, 2006,
<www.womenscommission.org/pdf/right_to_ed.pdf>.

Tools

- Inter-Agency Standing Committee, 'Gender Handbook in Humanitarian Action: Women, Girls, Boys and Men – Different Needs, Equal Opportunities', IASC,
<<http://ochaonline.un.org/AboutOCHA/GenderEquality/KeyDocuments/IASCGenderHandbook/tabid/1384/Default.aspx>>.

Websites

Related to human rights in education

- Office of the United Nations High Commissioner for Human Rights – web page on the World Programme for Human Rights Education, <www2.ohchr.org/english/issues/education/training/programme.htm>.
- Right to Education, ‘Promoting Mobilization and Legal Accountability’, <www.right-to-education.org/>.
- United Nations Scientific, Educational and Cultural Organization, ‘The Right to Education’, UNESCO, Paris, <www.unesco.org/en/right-to-education/>.

Related to girls’/women’s rights in education

- Forum for African Women Educationalists (FAWE), <www.fawe.org>.
- World Bank, ‘Girls’ Education: Why is girl’s education important?’, ‘World Bank, Washington, D.C.’, <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20298916~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386,00.html#why>>.

Gender issues

- Eldis, Girls’ Education in Emergencies – website, <www.eldis.org/go/topics/resource-guides/gender/conflict-and-emergencies/girls-education-in-emergencies>.

- Inter-Agency Network for Education in Emergencies – website, <www.ineesite.org>.
- United Nations Girls’ Education Initiative, ‘Girls’ Education in Emergencies’, ‘UNGEI, New York’, <www.ungei.org/resources/1612_664.html>.
- United Nations Children’s Fund, ‘Basic Education and Gender Equality: The big picture’, ‘UNICEF, New York’, <www.unicef.org/girlseducation/index_bigpicture.html>.
- World Bank, ‘Girls’ Education: Key issues’, ‘World Bank, Washington, D.C.’, <<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20530037~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386~isCURL:Y,00.html>>.
- United Nations Children’s Fund, ‘Girls, HIV/AIDS and Education’, UNICEF, New York, <www.unicef.org/lifeskills/index_8657.html>.

ANNEX I: EXAMPLES OF PROMISING PRACTICE IN PROGRAMMING FOR GENDER EQUALITY IN EDUCATION

OVERCOMING BARRIERS TO GIRLS' EDUCATION IN SOUTHERN SUDAN

In Southern Sudan, girls comprise a third of children enrolled in primary school and drop-out rates among girls during the course of the first years of primary school are considered to be quite high. According to a recent study on barriers to girls' education conducted by UNICEF and the Government of Southern Sudan's Ministry of Education, Science and Technology, cultural factors driven mainly by attitudes and traditions leading to early marriages and pregnancies are some of the leading contributors to girls dropping out of school. Negative attitudes towards girls' education were identified as another major factor contributing to gender disparity in school enrolment. The assessment of the barriers led UNICEF to focus on innovative approaches to increasing girls' enrolment, such as: development of learning spaces that are child-friendly and gender sensitive; establishment of separate sanitation facilities; and formation of Girls' Education Movement clubs, which promote gender equality in education through social mobilization, public information and advocacy activities led by schoolchildren.

Source: United Nations Girls' Education Initiative, <www.ungei.org/infobycountry/sudan_2172.html>.

WINNING PEOPLE'S WILL FOR GIRL-CHILD EDUCATION: COMMUNITY MOBILIZATION FOR GENDER EQUALITY IN BASIC EDUCATION – A CASE STUDY IN NEPAL

The UNESCO office in Kathmandu conducted an action-research project in 2004 and 2005 to work on the access and retention in school of girls from Dalit (or untouchable) castes. Given the social and cultural complexities relating to this most deprived caste group, the focus was on community mobilization and gaining 'people's will' on girls' education, knowing that parents and the community must be fully convinced of the importance of education and motivated to send their children, particularly their daughters, to school. During the assessment phase, project staff began informal meetings and discussions to encourage the community leaders, elders, parents and girls to become aware of the importance of girls' education. These discussions led parents and guardians to reevaluate their perceptions of girl-child education, and the number of families who allowed their girls to return to school increased.

Source: United Nations Educational, Scientific and Cultural Organization, *Winning People's Will for Girl Child Education: Community mobilization for gender equality in basic education – A case study*, UNESCO Kathmandu, 2005.

NIGERIA: GENDER COMPONENTS OF CHILD-FRIENDLY SCHOOLS WITHIN DIVERSE REALITIES

The child-friendly school initiative was launched in Nigeria in 2002, with the goal of creating 600 child-friendly schools by 2007. Initial interventions were planned for the six northern states where the overall level of enrolment is lowest and the gender gap highest. While gender equity was a key dimension in the child-friendly school model from the outset, greater success was achieved in the overall enrolment rate in child-friendly schools than in reducing the gender gap.

From 2002 to 2004, the African Girls' Education initiative focused on interventions to attract and retain girls in school, addressing structural constraints at the policy level, not least the shortage of female teachers in rural schools in the north, where they are particularly needed as role models. Lessons learned from that initiative were scaled up with the launch of a national Strategy for the Acceleration of Girls' Education in Nigeria (SAGEN), the development of a common strategy to support girls' education (SAGEN +) and the launch of a US\$48 million Girls' Education Project (GEP), a Government of Nigeria-United Kingdom Department for International Development-UNICEF partnership.

Prospects for closing the gender gap now appear to have improved, as the GEP has leveraged increased complementary funds from the six selected states. Serious concerns remain, however, about the overall quality of schooling in Nigeria, with the question, 'What about the boys being increasingly raised and a growing reverse gender gap in the south in favour of girls?' To address this imbalance, the focus in the south is on overall school quality and a broader approach to gender. Child-friendly school principles remain at the core of the Nigeria-UNICEF country programme, with different emphases in different geographical and cultural areas, coupled with a diversified resource mobilization strategy to enable scaling up on quality Education for All nationally and on girls' education in the north.

Source: United Nations Children's Fund, *Child-Friendly Schools: Manual*, UNICEF, New York, 2006, p. 19, <www.unicef.org/devpro/files/Child_Friendly_Schools_Manual_ENG_040809.pdf>.

MOTHERS CLUB IN GAMBIA: WOMEN ARE BANDING TOGETHER TO PROMOTE GIRLS' EDUCATION AT THE COMMUNITY LEVEL

In the most impoverished regions, UNICEF and the Forum for African Women Educationalists are supporting women in their roles as community advocates, since they are among the most vocal advocates of gender parity in schools. UNICEF also provided the Mothers Clubs with seed money for income-generating activities and milling machines that give families an additional source of food and income. Sixty-five Mothers Clubs have been established in three regions of the country, and the movement is having a visible impact on girls' education. Girls' enrolment rates increased on average by 34 per cent.

Source: 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, 2007, pp. 34–35.

BUILDING OPPORTUNITIES FOR YOUNG MOTHERS IN COSTA RICA

The Building Opportunities programme aims to provide personal and social training to pregnant girls and poor teenage mothers, with the aim of reintegrating these groups and preventing them from dropping out of the formal education system. In its three years of operation, the programme has trained about 10,000 girls. Topics covered have included women's human rights, organization and leadership, gender-based violence, health-care issues and other rights-based topics. Impact assessments indicate that the programme has succeeded in boosting the self-images of girls and their abilities to make themselves heard and respected. They reported to feel more at ease with themselves and have managed to set long-term goals. Approximately 60 per cent have returned to, or remained in, the education system. The involvement of civil society organizations in the programme as facilitators has enhanced the work methodology and provided follow-up of the girls after their training.

Source: United Nations Scientific, Educational and Cultural Organization, *EFA Global Monitoring Report 2003/4: Gender and education for all – The leap to equality*, UNESCO, Paris, 2003, p. 173.

CURRICULUM REFORM IN MALAWI

The Government of Malawi, through the Ministry of Education, Science and Technology, established the Gender Appropriate Curriculum unit at the Malawi Institute of Education in 1992. The unit was charged with incorporating gender sensitivity into the primary curriculum and the primary teacher-training curricula. The unit ensures that the content in instructional materials has words, statements, examples and illustrations that are neutral as regards female and male images. It also ensures that teacher-training programmes are designed to eliminate gender bias in the classroom, that all primary teacher in-service training is gender appropriate and that senior Ministry of Education officials are aware of gender issues in their policies and practices. As a result, primary and secondary textbooks have been revised so that they are gender sensitive and portray girls and women in more positive roles. Training has been also provided for school textbook writers, editors and some teachers to make their work gender sensitive.

Source: United Nations Scientific, Educational and Cultural Organization, *EFA Global Monitoring Report 2003/4: Gender and education for all – The leap to equality*, UNESCO, Paris, 2003, p. 179.

DEVELOPING A COMPOSITE INDEX MEASURING DISPARITIES

Recognizing that analysis of disparities in national education systems is often limited to gender – although other dimensions of disparity may also be important and intersect with the gender variable – the South Asia region developed a composite index measuring disparities, the Education Parity Index, in 2008. The index combines information on disparities across different education indicators (e.g., primary and secondary net attendance rates, survival to Grade 5) and across different groups of disaggregation (e.g., caste, ethnicity, area of residence and household wealth). Using Bangladesh as an example, the calculations show that child labour is the most significant factor, suggesting the need for greater attention to this issue.

Source: Huebler, Friedrich, 'Beyond Gender: Measuring disparity in South Asia using an education parity index', United Nations Children's Fund and United Nations Girls' Education Initiative, New York, June 2008, <www.childinfo.org/files/education_publication_huebler_disparity_2008.pdf>.

RECRUITING AND TRAINING CLASSROOM ASSISTANTS IN GUINEA AND SIERRA LEONE

The Classroom Assistant programme was initiated by the International Rescue Committee (IRC) in Guinea in 2002 and, soon afterwards, afterwards, adopted by IRC Sierra Leone in its education programmes for Liberian refugees. Although there was no documentation of actual abuse and exploitation within the IRC programmes, a 2002 report by the United Nations High Commissioner for Refugees and Save the Children UK drew attention to the widespread manipulation of girls into sexual relationships with teachers in exchange for good grades or other in-school privileges. Although it was critical to address the male domination of the schools, it was impossible to recruit women teachers in the short term because of the few refugee or local women with the level of schooling and the time, family support and resources required to become a teacher. With flexible entry requirements, the Classroom Assistant programme is open to a larger number of refugee women and makes them participate in a 2–5 day training workshop, which includes lesson planning, team teaching, tracking girls' grades and attendance and report writing, in addition to prevention of sexual abuse and exploitation, child rights and child protection topics. For many of the Classroom Assistants, the job means an opportunity to continue their own education; they are also encouraged to attend evening classes to complete their secondary-school studies, to participate in different teacher trainings and to eventually become teachers themselves.

Source: Inter-Agency Network for Education in Emergencies, 'Recruiting and Supporting Women Teachers', INEE, p. 5.

GAMESTO EDUCATE GIRLS AND BOYS ABOUT GENDER EQUALITY

In Uttar Pradesh, India, Men's Action for Stopping Violence Against Women (MASVAW) developed a modified version of the board game Snakes and Ladders as a tool to raise awareness about changing gender norms, promoting girls' education and ending 'eve-teasing' (sexual harassment). The 'board' is actually a large cloth that children can stand on as the game is played. This game has now spread to other parts of the region.

Source: Men's Action for Stopping Violence Against Women and Save the Children Sweden, 'Documentation of a Campaign to End Violence Against Women and Girls and to Promote Gender Equality in India', 2006, <www.scsmena.org/MASVAW.pdf>.

CAREGIVING SKILLS FOR BOYS

Good programming can be simple and have a low cost. Boys for Babies was a school-based programme in Toronto, Canada, run by parents. Ten-year-old boys were taken to a child-care centre and taught to hold and feed babies and to talk about how it's good when men look after children. At first, the boys opposed this, but by their second visit, they were referring to "my baby." In another example, the Government of Sweden's National Plan for Gender Equality has a school-based component. One initiative is to ensure that boys as well as girls attend classes where they learn about cooking, child development and child care.

Sources: Kaufman, Michael, *The AIM Framework: Addressing and involving men and boys to promote gender equality and end gender discrimination and violence*, UNICEF, New York, 31 March, 2003, p. 28, <www.sweden.se/upload/Sweden_se/english/factsheets/SI/SI_FS8_Gender%20equality/FS8-Gender-equality-in-Sweden-low-resolution.pdf>.

ANNEX II: SOURCES OF QUALITATIVE AND QUANTITATIVE SEX-DISAGGREGATED EDUCATION DATA

UNICEF	
MICS	<p>MICS are designed to collect statistically sound, internationally comparable data on child-related indicators used by countries to assess the situation of children and women in the areas of education, health, gender equality, rights and protection, and to provide the data required to monitor the progress towards national and international goals and targets aimed at promoting the welfare of children, including the Education for All Declaration and the MDGs.</p> <p>(<www.childinfo.org/mics.html>)</p>
Child Info – Monitoring the situation of children and women	<p>The Child Info website contains the MICS national reports with quantitative and qualitative sex-disaggregated data. The indicators for primary and secondary school attendance include:</p> <ul style="list-style-type: none"> • Net intake rate in primary education by sex • Net and gross primary school attendance rate by sex • Net and gross secondary school attendance rate by sex • Net primary school attendance rate of children of secondary school age by sex • Female to male education ratio, Gender Parity Index <p>The indicators for school progression include:</p> <ul style="list-style-type: none"> • Survival rate to Grade 5 and Grade 8 by sex • Transition rate to secondary school by sex • Net primary completion rate by sex <p>(<www.childinfo.org/mics_available.html>)</p>
Global Study on Child Poverty and Disparities	<p>MICS data are used for evidence-based policy analysis. The Global Study on Child Poverty and Disparities is carried out in 40 countries and 7 regions. More specifically, the study provides qualitative information on:</p> <ul style="list-style-type: none"> • Gaps and opportunities in national poverty reduction strategies, including demographic and economic contexts, employment, public and private social expenditures, fiscal space and foreign aid. • Poverty and disadvantages faced by families and children. • How public policies could more effectively reduce child deprivations by providing better services and protection for all children and for all families caring for children, including measures that promote gender equality. <p>(<http://globalstudy7.googlepages.com/finalcountryreports>)</p>

WORLD BANK

<p>Education Statistics (EdStats)</p>	<p>World Bank's comprehensive database of education statistics (search for data by country, region, income level or specific education-related indicators).</p> <p>(http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html)</p>
<p>Gender-Disaggregated Education Profiles</p>	<p>Reports from selected country on multi-level sex-disaggregated education data, including primary, secondary and tertiary levels of education, overall literacy of the population; and information on educational access trends for individual countries and comparative graphs for countries within the same income group.</p> <ul style="list-style-type: none"> • Multi-level sex-disaggregated education data, including primary, secondary and tertiary levels of education, and overall literacy of the population. • Information on educational access trends for individual countries and comparative graphs for countries within the same income group. • Girls as percentage of total enrolment, primary • Girls as percentage of total enrolment, secondary • Adult female as percentage of total enrolment, tertiary • Gender parity index • Primary-school entry age • Primary school age • Secondary-school entry age • Secondary school age • Returns to education by level of education and gender <p>(http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:21605891~menuPK:3409559~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html)</p>
<p>Online Atlas of the MDGs</p>	<p>The Online Atlas of the MDGs allows visualization of the MDGs through maps of key indicators for each of the eight goals. Under Goal 3: Promote gender equality and empower women – Eliminate gender disparity in primary and secondary education by 2005 and achieve gender equality at all levels of education by 2015, information can be accessed on:</p> <ul style="list-style-type: none"> • Regional charts on girls' enrolment at school • Gender disparity in school enrolment • Gender disparity in labour markets • Gender disparity in decision-making positions • Map on schooling ratio of girls to boys <p>Under Goal 2: Achieve universal primary education: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling, information can be accessed on:</p> <ul style="list-style-type: none"> • Regional charts on primary completion rates • Charts on primary school enrolments • Map on primary school completion <p>(www.developmentgoals.org)</p>

WORLD BANK ... CONTINUED	
GenderStats	<p>Electronic database of gender statistics and indicators compiled by the World Bank. Data sources for Gender Stats include:</p> <ul style="list-style-type: none"> • National statistics, United Nations databases and World Bank-conducted or funded surveys. The data in each module are presented in ready-to-use format. • Database coverage includes themes that range from health and education to political participation and poverty. <p>(<http://genderstats.worldbank.org>)</p>
Household Survey Education Profiles	<p>Education data from Demographic and Health Surveys (DHS), Living Standards Measurement Studies (LSMS) and MICS that may be accessed in two ways:</p> <ul style="list-style-type: none"> • The Adapted module pulls common educational indicators out of micro-level survey data and presents them in a print-ready form to facilitate further analysis by researchers. Users can generate customized reports of household survey data and graphs through this module. • The Household Survey Education Profiles are Adapted reports generated by EdStats for all available DHS, MICS and LSMS.
DHS	<p>The DHS module provides basic information on school participation, repetition and drop-out rates, educational attainment, and out-of-school children. Each country in the module contains four sections and a complete data file. The sections are as follows:</p> <ul style="list-style-type: none"> • Education indicators by household wealth quintile • Education indicators by urban-rural residence • Education indicators by gender and household wealth quintile • Education attainment profile, ages 15–19 <p>(<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:21224568~menuPK:4335425~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html>)</p>
LSMS	<p>The LSMS is a research project considered as a response to a perceived need for policy relevant data that would allow policymakers to understand the determinants of social sector outcomes. The LSMS provides quantitative sex-disaggregated data on the following indicators:</p> <ul style="list-style-type: none"> • Attainment, ages 15–19, by gender • Attainment, ages 15–19, by residence and gender • Attainment, ages 15–19, by gender of the household head • Enrolment, ages 6–14, by gender • Enrolment, ages 6–14, by residence and gender • Enrolment, ages 6–14, by gender of the household head • Grade survival profiles, ages 10–19, by gender

WORLD BANK
... CONTINUED

<p>LSMS</p> <p><i>... continued from page 45</i></p>	<ul style="list-style-type: none"> • Grade survival profiles, ages 10–19, by residence and gender • Grade survival profiles, ages 10–19, by gender of the household head • Enrolment pyramids, ages 6–24, by gender • Enrolment pyramids, ages 6–24, by gender for urban only • Enrolment pyramids, ages 6–24, by gender for rural only • Attainment profiles for older cohorts, by gender for ages 20–20 • Attainment profiles for older cohorts, by residence and gender for ages 20–29 • Attainment profiles for older cohorts, by gender of the household head for ages 20–29 • Attainment profiles for older cohorts, by gender for ages 30–39 • Attainment profiles for older cohorts, by gender of the household head for ages 30–39 • Attainment profiles for older cohorts, by gender of the household head for ages 30–39 <p>(http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:22302305~menuPK:6422592~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html)</p>
<p>Educational Attainment and Enrolment Database</p> <p>(Quantitative data)</p>	<p>The site presents ‘profiles’ of education outcomes for many developing countries, as derived from an analysis of DHS data. The idea behind these pages is to let the reader navigate through the different profiles and discover the patterns in educational outcomes and how they vary across countries. Quantitative sex-disaggregated data on attainment, enrolment and attainment by cohort.</p> <p>(www.worldbank.org/html/prddr/prdhome/projects/edattain/edattain.htm)</p>
UNESCO	
<p>The UNESCO Institute for Statistics provides global and internationally comparable statistics on education, science, culture and communication. (www.uis.unesco.org)</p>	
<p>Data Centre</p>	<p>The Data Centre contains more than 1,000 types of indicators and raw data on education, literacy, science, technology, culture and communication. Quantitative sex-disaggregated data on education range from primary school enrolments to tertiary rates for more than 200 countries and territories.</p> <p>(http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng)</p>
<p><i>EFA Global Monitoring Report</i></p>	<p>The <i>EFA Global Monitoring Report</i> is an annual publication that aims to inform, influence and sustain genuine commitment towards education for all. Each year, the report has a section on the Dakar goals that monitors progress and inequality. It provides qualitative and quantitative information on the gender disparities and inequalities in education.</p> <p>(www.unesco.org/en/efareport/)</p>

INTERNATIONAL HOUSEHOLD SURVEY NETWORK (IHSN)

To assist data users in locating available datasets, the IHSN maintains two survey catalogues: IHSN central survey catalogue and DDI catalogue. IHSN provides also links to national survey catalogues and to other specialized (regional/international) survey catalogues. (www.internationalsurveynetwork.org/home/index.php)

IHSN central survey catalogue	<p>The IHSN central survey catalogue is maintained in collaboration with the World Bank Development Data Group, and provides the most comprehensive listing of surveys and censuses, with limited metadata and searching capability. The following surveys can be found by country:</p> <ul style="list-style-type: none"> • Agriculture Census • Agriculture Survey • Core Welfare Indicators Questionnaire • DHS • Health Facility Survey • LSMS • MICS • Population and Housing Census • Priority Survey (World Bank) • Socio-Economic/Monitoring Survey <p>(www.internationalsurveynetwork.org/home/index.php?q=activities/catalog/surveys)</p>
DDI catalogue	<p>The DDI catalog is a more advanced catalogue, compliant with the DDI, an international XML metadata standard. This catalogue makes use of NADA, the open source cataloguing application developed by the IHSN. It provides a portal for searching rich metadata provided by a network of users of the NADA application. (www.internationalsurveynetwork.org/home/index.php?q=activities/DDI-catalog)</p>

STATISTICS DIVISION OF THE UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS

MDG Reports	<p>The MDGs reports present a global assessment of progress to date, based on data provided by a large number of international organizations within and outside the United Nations system. The aggregate figures provide an overview or regional progress under each goal, including Goal 2 (universal education) and Goal 3 (gender equality).</p> <p>(www.un.org/millenniumgoals/reports.shtml)</p>
DevInfo	<p>(www.devinfo.info/mdginfo2009/)</p>
Social indicators	<p>(http://unstats.un.org/unsd/demographic/products/socind/default.htm)</p>
Statistics and indicators on women and men	<p>(http://unstats.un.org/unsd/demographic/products/indwm/statistics.htm)</p>

UNITED NATIONS DEVELOPMENT GROUP (UNDG)

MDG country reports

Each Each MDG country report showcases national progress on each of the MDGs. It provides quantitative and qualitative information on current status and trends, challenges and constraints, policy direction and resources required.

(www.undg.org/index.cfm?P=87&f=A)

Programme Division
UNICEF
3 United Nations Plaza
New York, NY 10017, USA

Website: www.unicef.org

© United Nations Children's Fund (UNICEF)
June 2011

Cover Photo: UNICEF/NYHQ2006-2549/Giacomo Pirozzi