

AFRICAN DEVELOPMENT BANK GROUP

**CHECKLIST FOR GENDER MAINSTREAMING IN THE EDUCATION
SECTOR WITH A SPECIAL FOCUS ON HIGHER EDUCATION, SCIENCE
AND TECHNOLOGY SUB SECTOR**

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TABLE OF CONTENTS

1. INTRODUCTION	4
1.1 IMPORTANCE OF GENDER IN EDUCATION.....	4
1.2 STRATEGIC CONTEXT	4
1.3 PURPOSE OF THE CHECKLIST	4
1.4. PRESENTATION OF THE CHECKLIST.....	5
2. GENDER MAINSTREAMING IN THE PROJECT CYCLE	5
2.1 PROJECT IDENTIFICATION	5
2.2 PROJECT PREPARATION.....	6
2.3 PROJECT APPRAISAL.....	6
3. IMPLEMENTATION/ MONITORING/ SUPERVISION	11
3.1 IMPLEMENTATION ARRANGEMENTS	11
3.2 MONITORING AND SUPERVISION.....	11
4. PROJECT COMPLETION REPORTS	12

List of Boxes and Tables

- Box 1: Gender in the MDGs
- Box 2: Priority Gender Equality Issues in Higher Education, Science and Technology (HEST)
- Box 3: Improved Gender Equality In HEST Through Better Focus At Basic And Primary Education Levels
- Box 4: Design Requirements for Gender Sensitive Project Appraisal Reports
- Box 5: Gender Issues in Project Completion

Table 1: Gender Mainstreaming Checklist for Appraisal Reports

List of Annexes

- Annex 1: Glossary of Gender Terminology
- Annex 2: Some Key Elements of Gender Analysis in Education Sector
- Annex 3: Gender Equality issues in Primary and Basic Education

LIST OF ABBREVIATIONS

ADB	:	African Development Bank
AIDS	:	Acquired Immune Deficiency Syndrome
CGPs	:	Country Gender Profiles
CIDA	:	Canadian International Development Agency
CSP	:	Country Strategy Papers
GEWE	:	Gender Equality and Women Empowerment
ESIA	:	Environmental and social impact assessment
GDI	:	Gender Development Index
CGP	:	Country Gender Profiles
FGM	:	Female Genital Mutilation
HIV/AIDS	:	Human Immunodeficiency Syndrome
MDGs	:	Millennium Development Goals
M&E	:	Monitoring and Evaluation
MoE	:	Ministry of Education
ESMP	:	Environmental Social Management Plan
GPOA	:	Gender Plan of Action
PCR	:	Project Completion Report
RFIs	:	Regional Financial Institutions
PMU	:	Project Management Unit
PCR	:	Project Completion Report
PRSP	:	Poverty Reduction Strategy
RMC	:	Regional Member Countries
TOR	:	Terms of Reference
UN	:	United Nations

1. INTRODUCTION

1.1 Importance of Gender in Education

1.1.1 Education is critical for the empowerment of both men and women. According to available literature, education expands opportunities, enhances people's capacity to develop their full potential, contributes to more equal gender relations and ultimately enables recipients to benefit from development interventions. Education also enables the use of "voice" more effectively in decision making in the household, community, workplace and the public arena¹. For women, basic literacy is essential in improving women's living standards. Furthermore,

investment in the education of women yields multiple benefits for overall development goals which contribute significantly to the poverty reduction goal of the Bank given the positive effect of education on the role women play in the health, food security, education and socialization of their children.

Box 1: Gender in Millennium Development Goals (MDGS)

Millennium Development Goal 2 : Achieve universal primary education
Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Indicators:

- Net enrolment ratio in primary education
- Proportion of pupils starting grade 1 who reach grade 5
- Literacy rate of 15 – 24 year olds
- Millennium Development Goal 3: Promote gender equality and empower women;
- Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015
- Indicators:
 - Ratio of girls to boys in primary, secondary, and tertiary education
 - Ratio of literate females to males among 15- to 24-year-olds
 - Share of women in wage employment in the non-agricultural sector
 - Proportion of seats held by women in national parliament.

1.2 Strategic Context

1.2.1 The Bank through its Education Policy and Strategy on Higher Education, Science and Technology (HEST), as well as its Gender Policy is committed to assisting RMCs in achieving progress towards gender equality in education at all levels. In particular, HEST has clearly identified a gender sensitive approach to address gender enrolment gaps in tertiary education, especially in mathematics and sciences in addition to other forms of participation in higher education, science and technology, such as membership in faculty administrations, professional bodies among other concerns.

1.3 Purpose of the Checklist

1.3.1 The objective of the checklist is to provide a practical tool for Bank staff to enhance the mainstreaming of gender issues into the Bank's projects in the education sector, with specific focus on HEST. Although the Checklist provides a framework for the integration of gender issues in the project cycle not all the proposed actions are appropriate for all situations. They are, therefore, intended to be flexible and adaptable to the goals and objectives of a particular project.

¹ World Bank. *Engendering Development* (2004)

1.4. Presentation of the Checklist

1.4.1 The Checklist is presented in three sections. The introduction outlines broad issues related to gender and education, the objectives and the strategic context and rationale for the Checklist. The second part stipulates the steps to be undertaken for the mainstreaming of gender issues in the key stages of the project cycle and also outlines the common gender issues to be taken into consideration throughout the education sector project cycle. The last part of the Checklist contains annexes including a glossary of gender concepts and gender issues in the education sub-sectors.

2. **GENDER MAINSTREAMING IN THE PROJECT CYCLE**

The key question for gender mainstreaming in the stages of the project cycle, particularly in identification, preparation, appraisal and the negotiation process is: **“Will the project promote or enhance gender equality”? In category 1 and 2 projects this can be specifically addressed** when preparing the terms of reference of the ESIA.

2.1 Project Identification

2.1.1 The main focus at this stage is to define the gender issues that are country and community specific, as well as related to the kind of project interventions that will be considered, most of these may be infrastructure development, there may be some interventions related to teacher training, curriculum review, etc. The team will seek to support these gender issues with available gender disaggregated data (where possible the team may be able to use information from the Bank’s gender profiles or partner gender assessments). The gender analysis at this stage will aim to elaborate on the following:

- Extent to which national policy on gender and education sector policy exist and are being implemented;
- Gender disaggregated information on key education variables including:
 - Levels of literacy differentiating between men and women and urban and rural settings;
 - Enrolment figures and possible explanations on the over or under-achievement of the ratios;
 - School drop out rates and reasons; (e.g. death of parents, economic hardships, domestic and market demands;
 - School pass rates;
 - Possible school fee structures;
 - Overall setting of the schools and/or higher education facilities and related explanations on gender specific constraints related to accessing the facilities;
 - Proportion of female to male teachers.

2.1.2 This stage of the project design will also identify gender information gaps. The information gaps are critical to the next phase, which usually includes a field visit and the commissioning of feasibility studies. **In case of lack of sufficient gender specific data, it is recommended that the team consider commissioning a specific gender baseline data survey either before the project is submitted for Board approval or in the first 6 months of the project implementation.**

2.2 Project Preparation

2..2.1 The main goal of this stage of the project design is to verify and gather additional information to complete the gender information gaps through the collection of secondary data from the ministry or department of education and other related ministries such as gender/women's ministry, research institutions and other development partners.

2..2.2 This stage of the project design will also involve an **in-depth gender analysis through consultation with the** potential stakeholder including, students, teachers, parent organizations and development partners through field visits, focus group discussions and consultative workshops. The consultation process should strengthen the project design by verifying that:

- **Objectives** clearly articulate gender constraints and issues to be addressed by the project;
- **Component activities** clearly spell the actions to address gender issues related to the achievement of identified objectives;
- **Results-based Logical framework** indicates:
 - The project goal and objective on gender equality are linked to the specific MDGs and targets on eliminating gender inequalities in education by 2015;
 - The gender-equality objectives, targets and indicators are explicit, realistic and consistent with those of the gender equality indicators in the national education sector strategy and the PRSP.
 - *Preliminary project indicators/targets* should reflect a realistic estimation of the realization of planned and measurable activities towards achievement of project objectives such as number of schools to be built, changes in enrolment ratios, female to male teacher ratios, pass rates and participation in adult literacy programmes. **Box 2 proposes some priority areas for gender equality which the team can consider developing gender specific indicators for monitoring throughout the project life:**

Box 2: Design Requirements for Gender Sensitive Project Appraisal Reports

- Specification of gender equality results goal in log frame
- Application of gender analysis
- Use of gender disaggregated data
- The statement of objectives with a gender focus
- Participation of women in designing the intervention
- Identification of specific actions to empower women
- Specification of gender sensitive impact indicators
- Dedicated project resources for gender issues in cost tables

2.3 Project Appraisal

The appraisal mission should at this stage ensure the mainstreaming of all gender issues throughout all possible entry points in the project components guided by the chapter-by-chapter gender checklist for mainstreaming gender issues in appraisal reports in the following Table:

Box 3: Priority Gender Equality Issues in Higher Education, Science and Technology (HEST)

- Data on representation of women and men engineers, technicians, and technologists in the country;
- Hiring, training and workforce adjustment procedures, practices and programs;
- Availability of career development and succession planning programs for men and women
- Presence of supportive policies, procedures and programs;
- Working conditions;
- Mechanisms to monitor, report on progress.
- Distribution of female students within various subject fields in tertiary education;
- Insufficient facilities at tertiary training institutions (secure women's dormitory accommodation, study facilities for women, etc.) for women to enrol;
- Number of female teachers at this level.
- Choice of discipline based on possibilities of getting a job in the labour market and/or in the specific geographic region of where the female student's family resides (this is a special consideration for female graduates in their employment search);
- Undergraduate retention of female students.

BOX 4: Improved Gender Equality In Hest Through Better Focus At Basic And Primary Education Levels: (Adapted from the Toolkit on Gender Indicators in Engineering, Science and Technology by Sophia Huyer and Gunnar Westholm)

The following set of indicators suggest areas where the Bank can increase gender equality in HEST by proposing specific measures in primary and secondary education programmes:

<p>At Primary School Levels:</p> <ul style="list-style-type: none"> • science and technology classes • gender neutral teaching materials and physical environment • pedagogic techniques and scientific and technical materials • teacher-parent communications • teacher training in mathematics and science • male/female teacher balance • science exhibits • science and technology centres, museums <p>At Secondary and Upper Secondary School Levels:</p> <ul style="list-style-type: none"> • obligatory mathematics, science and engineering classes • special mathematics and science classes • information on S&T opportunities and careers • discussions with practising scientists and engineers • visits to laboratories, design and production installations • conferences and courses to promote higher education choices • introductory courses to undecided students • parent-student-teacher meetings • financial aid (student support mechanisms) • remedial S&T courses • second and third opportunities to obtain mathematics and scientific qualifications • communications and entertainment featuring S&T • integration of social/gender awareness with S&T studies • teacher training and instructional materials • unisex (female) study groups and classes • counselling activities - sex-stereotyping avoidance • technical apprenticeships • part-time study • creation of female mentor support groups • vocational programs • minimum quotas in all study tracks • technical employment assistance 	<p>At Post-secondary School Education Level - Lower Stages of Higher Education:</p> <ul style="list-style-type: none"> • financial support (scholarships, loans, grants) • creation of female/male support groups • female study groups • workshop and laboratory experience • teacher training • part-time and short course studies • encouraging male interest in normally female-pursued studies • role models • labour market counselling • introductory courses • information and related materials <p>At the Level of Advanced Higher Education:</p> <ul style="list-style-type: none"> • financial support (loans, grants, fellowships) • flexible study/work/family care activities • social and psychological encouragement • research mentor counselling activities • promotion of labour market possibilities • elimination of abuse • female participation in selection processes • equality of facilities and human resource use • creation of temporary research positions • university associations for female researchers <p>Promotional Measures at the Level of Employment:</p> <ul style="list-style-type: none"> • transparency in selection criteria and of decision-making • non-prejudicial assignments • promotional opportunity • recycling from non-traditional occupations • leadership and management opportunities • flexible and part-time work • equality of remuneration • organisation representation • professional society involvement and publication • examination of male colleague sexist behaviour • internship programs • in-service training • networking female professionals • child-care facilities • changes in organisational practices • recruitment of women • updating courses • job-sharing • re-insertion into professional practice • affirmative action (legislative and judicial) initiatives
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2.2.3 While preparing the project preparation report, the most important aspect is to highlight gender issues chapter-by-chapter ensuring that all parts of the project design are gender responsive and that the gender mainstreaming does not appear as an add-on.

Table 1: Gender Checklist for Appraisal Report

Chapter 1: Strategic Thrust
<p><u>1.1 Project Linkages with Country Strategy and Objectives:</u> Outline the main gender dimensions of the current country development and sector strategies and the Bank Country Strategy Paper (CSP) (e.g. the gender dimensions defined in the country PRSP, Education Sector Strategy and Bank CSP) that are part of the strategic thrust and rationale for planned education projects.</p> <p><u>1.2 Rationale and Bank's Involvement:</u> Review whether the gender issues determined at the earlier stages of the project design are part of the overall rationale of the project.</p> <p><u>1.3 Donors Coordination:</u> Assess whether the gender actions under the proposed Bank education project are aligned to the other donor gender equality interventions for the education sector in the PRSP and MDGs Country Strategies.</p>
Chapter II - Project Description
<p>2.1 <u>Project Objectives:</u> Verify the integration of a gender equality perspective into the proposed Bank education project. This should include the review of the Log-frame to ensure that the gender dimensions of the project design incorporate a strategy to adequately deal with the defined gender objectives.</p> <p>2.2 <u>Project Components:</u> Assess whether the options of activities to address the gender issues in the sector identified are viable comprehensive gender analysis in the initial stages of the proposed Bank education sector project.</p> <p>2.3 <u>Technical Solutions Retained and Other Alternatives Explored:</u> Determine what, if any, is the value added to promoting gender equality and the empowerment of women in the sector by the proposed Bank education project, which would not be easily accomplished otherwise.</p> <p>2.4 <u>Project Type:</u> Determine whether the gender issues relating to the proposed Bank education project would be effectively addressed by either targeted intervention or activities mainstreamed in the project component activities.</p> <p>2.5 <u>Project Costs and Financing Arrangements:</u> Determine the cost estimates to implement the activities on gender issues in the proposed education project. This will ensure adequate resource allocation for the implementation of gender mainstreaming actions in the project budget/cost estimates.</p> <p>2.6 <u>Project's Target Area and Population:</u> Determine the project population through a socio-economic assessment identifying and disaggregating it by subpopulation key indicators such as primary, secondary and tertiary education enrolment and completion rates.</p> <p>2.7 <u>Participatory Process for Project Identification, Design and Implementation:</u> Defining of gender responsive participatory approaches for the consultative process for enhancing stakeholder ownership and commitment to the proposed education project objectives.</p> <p>2.8 <u>Bank Group Experience, Lessons Reflected in Project Design:</u> Review whether lessons learnt from gender mainstreaming activities in previous Bank and donor education interventions have been applied in the design of the proposed project.</p> <p>2.9 <u>Project's Performance Indicators:</u> Verify the identification of appropriate gender indicators for monitoring the key actions to address gender issues and expected gender equality results and whether the indicated outcome of gender disaggregated indicators are explicit, realistic and consistent with those of the</p>

gender equality indicators in the national education sector strategy, PRSP and Bank RMB Framework.

Chapter III: Project Feasibility

3.1 Economic and Financial Performance: Review the potential impact in terms of costs and economic benefits of the project for the girls and boys and/or women and men of the proposed Bank education project's potential target population.

3.2 Environment: Verify compliance to Bank policies and procedures for the environment and climate change risk management. Specifically, ensure that an ESIA plan outlines the possible impacts of the proposed education project and measures to mitigate the negative effects throughout the project cycle is prepared.

3.3 Climate Change: Determine whether there is a potential climate risk impact on the attainment of the gender equality benefits of the planned Bank education project.

3.4 Social: Verify whether all the quantifiable and non-quantifiable, gender and social related direct and indirect benefits have been defined and are realistic.

3.5 Involuntary Resettlement: Assess whether the proposed Bank education project has relocation site selection in the design and if this has taken into account both women and men's concerns, such as safety of the relocation sites and proximity to viable sources of livelihoods and access to basic social services.

Chapter IV: Implementation

4.1. Implementation Arrangements: Define the specific institutions within the organizational structure of the project executing Agency and implementing partners which will be responsible for executing, monitoring and evaluation of the activities of the project components. This should include assessing the capacity building needs of the project's Executing Agency to ensure effective implementation of gender equality activities under the planned education project.

4.2. Monitoring/Supervision: Ensure that there is a clearly defined monitoring and reporting channel related to the specific gender indicators in the project log frame.

4.3. Governance: Assess whether there are any Governance risks, e.g. corruption which may affect the level of participation and benefit of any of the potential target groups, particularly the girls in the Bank proposed education project activities and whether any measures are required to mitigate against the envisaged Governance risks.

4.4. Sustainability: Assess the extent of the RMC's continued commitment to mainstreaming gender dimensions that are critical to ensuring success of the proposed education project.

4.5 Risk Management: Identify any of the potential risks in the context of the RMC's PRSP/National Development Plan and Education Strategy that may affect the implementation and sustainability of the gender strategy in the proposed Bank education project design.

Chapter V: Legal Instrument

5.1 Legal Instrument: Ensure that the loan/grant agreement reflects the relevant areas of gender interventions as outlined in the appraisal report.

5.2 Main Conditions of the Bank Funded Education Intervention: Assess whether there are any key features of the proposed gender mainstreaming strategy that need to be listed as condition to loan and/or grant effectiveness.

5.3 Compliance with Bank Policies: Review whether the gender mainstreaming strategy proposed in the project is compliant to the Bank's safeguard policies.

Technical Annexes: The task team will further ensure that the questions related to gender analysis as outlined in Technical Annex B (see project appraisal report format) are comprehensively addressed.

3. IMPLEMENTATION/ MONITORING/ SUPERVISION

3.1 Implementation Arrangements

3.1.1 This stage of the project cycle should facilitate the establishment of institutional arrangements and human resource capacity building within designated Executing Agency and other implementing partners. The objective of such a focus would be to ensure the effective execution of the activities to mainstream the gender dimensions defined in the proposed education project components as follows:

- Identify the institutions in the RMC that will be responsible for the implementation of the programme/project as a whole or specific individual project components;
- Specify the institution(s) that has overall responsibility for coordinating and monitoring the execution of the gender equality related activities of the proposed education sector project;
- Assess the capacity building needs for Executing Agency and Project Management (PMU) staff to create required competencies for effective implementation of the defined gender mainstreaming activities in project components.

3.1.2 The project should ensure that the institutional arrangements proposed are gender responsive and have the capacity to implement the gender mainstreaming strategies and actions proposed in the project. The project would verify and propose support activities where necessary in the following areas:

- There is a gender balance in project staff. The gender focal person/unit of the Executing Agency is involved extensively in the implementation and monitoring of the project activities to ensure that the gender specific activities and targets of the project are met.
- All project staff are fully trained in gender mainstreaming as well as monitoring and are fully accountable for the gender responsiveness of the project.

3.2 Monitoring and Supervision

3.2.1 This stage of the project cycle will focus on tracking progress with regards to achieving gender targets and objectives of the project. **Timely monitoring of gender sensitive activities and targets and taking remedial action, where necessary, will determine the success of the project. In order to ensure this aspect is on-track, the task team will ensure that all reporting formats of the project are gender responsive and this is to be agreed upon during the launching mission.** Further areas of focus are:

- Determining the progress made on project gender objectives and targets through regular reports, using gender disaggregated data and a process of qualitative and quantitative monitoring.
- Verifying that all data generated by the project is disaggregated by gender and is gender sensitive and that it brings out a clear indication of the participation and access levels of both girls and boys in the project activities.
- Ensuring the documentation of success/failure in achieving project gender equality objectives, as well as lessons learnt which can be replicated or avoided in similar education projects.
- Facilitating the conduct of a mid-term review to evaluate if gender project goals and objectives are on course and to redesign the project to address any serious challenges impeding the effective implementation of the gender strategy under the education project.

4. PROJECT COMPLETION REPORTS

4.1 The project evaluation and completion reports (PCRs) should assess the extent to which the systems put in place through the project design have contributed to the realization of its gender equality objectives as follows:

- Assessment through a range of tools including field visits, interviews and existing records and review of gender disaggregated data to the extent to which gender project objectives were met;
- Comparison of baseline data with project achievements provides a measure of progress, e.g. to show the extent to which the project has contributed to increased enrolment rates of both boys and girls and reduced drop-outs from school.
- Identification of key areas and best practices that influenced project success or failure: Identification and documentation of factors that contributed to the success or sometimes failure of the project so that we learn from experience and also establish best practices.

Box 5: Gender Issues in Project Completion

- Evaluate project progress in achieving gender-related project objectives.
- Evaluate the effectiveness of the adopted gender strategy.
- Evaluate impact of the project on beneficiaries.
- List lessons learnt identify key areas that influence project success or failure and document best practices.

Annex 1: Glossary of Gender Terminology

Gender: refers to the social meanings given to being either female or male in a given society. It may also be defined as the economic, social, political and cultural attributes and opportunities associated with being male or female.

Gender analysis: is a way of looking at socio-economic and political situations to identify underlying factors related to gender that can enhance or inhibit efficacious development interventions.

Gender Awareness: refers to recognition of the differences in the interests, needs and roles of women and men in society and how this results in differences in power, status and privilege. It also signifies the ability to identify problems arising from gender inequality and discrimination.

Gender-disaggregated data: relates to the collection and analysis of results by gender (i.e. data on the social status and socio-economic roles of men and women or data based on the biological characteristics of men and women).

Gender Concern/Issues: arise where an instance of gender inequality is recognized as unjust. The fact that women have a higher rate of illiteracy than men is a gender concern and would need to be taken into account in a project that requires literacy skills.

Gender Discrimination: providing differential treatment to individuals on the grounds of their gender. This involves systematic and structural discrimination against women in the distribution of income, access to resources, and participation in decision making.

Gender Division of Labour: societal pattern where women are allotted one set of gender roles and men another. This division is not based on skill, but on the basis of sex.

Gender Equality: in the Education Sector is taken to concern fairness and justice in girls' and boys' access to and benefits from education, and to include important qualitative as well as quantitative dimensions.

Gender Mainstreaming: a process of identifying, taking full account of integrating the needs and interests of women and men into policies, strategies, programs and administrative and financial activities

Gender Perspective: the view of problems/constraints, needs and interests and their relative significance from the stand point of either women or men.

Gender Planning: the formulation of specific strategies, which aim to provide equal opportunities and benefits for both men and women.

Gender sensitivity: is the capacity to recognize the needs and constraints faced by women and men as well as their interests and perceptions in relation to the difference in their social status.

Gender-sensitivity indicator: refer to a figure, fact or perception aimed at indicating the degree and level to which a program or project attains its set objectives and succeeds in improving gender equity.

Gender-specific needs, interests and priorities: refer to the fact that women and men have different roles and responsibilities, they also have different needs in order to fulfil them and they accord differing priorities to their needs.

Empowerment: achieving control over one's life through expanded choices. This encompasses self sufficiency, self confidence and is inherently linked to knowledge and voice.

Annex 2: Some Key Elements for Gender Analysis in the Education Sector

Gender analysis: A thorough gender analysis is a critical starting point for any education sector intervention that aims to be gender sensitive. It facilitates the gathering of qualitative and quantitative data to determine the *gender bias* and *discrimination* against the empowerment of women and girls and to the achievement of gender equality in education.

This includes the different roles that men and women perform as well as that of girls and boys and how that leads to males and females having different experiences, knowledge, needs, access to and control over resources. The key issues to focus on include:

- the overall participation rates at the various levels of education;
- participation rates at the various levels of education for girls compare with boys, women with men;
- whether there differences in gender participation rates between regions ;
- the broader social and economic factors that influence access to educational opportunities.

Box 5: Which stakeholders can contribute to gender perspectives?

At national level these can include:

- Gender focal points of main Ministry and other concerned Ministries;
- The Ministry or National Commission responsible for gender and/or women's affairs;
- Any department or unit that is involved in gender budgeting;
- Female and male representatives of NGOs &/or civil society groups with relevant sectoral interests, including ones with a gender concern (e.g. businessmen's associations, women's business and professional associations, Young Farmers, Women's Union, etc);
- Representatives of institutes with expertise in the project subject and gender issues;
- Development partners working in similar projects that integrate gender;

At project context level these can include:

- Any Ministry local division personnel responsible for gender issues;
- Representatives of relevant other Ministry divisions at local level (including those covering gender and/or women's affairs); if staff is not designated (nor recruited, or trained) to fulfil special tasks requiring sensitivity to gender perspectives, it may impact negatively on the project;
- Local Branches of national organizations with gender interests;
- Institutes involved in research, especially concerning gender issues or women, within the geographic area to be included;
- Community groups and leaders (women and men, together and/or in separate groups);
- Women and men from the target population.

[N.B. One must be aware of the agendas of stakeholders, particularly those from civil society and academic groups: their underlying concern may be oriented towards policy and theory, or towards development impact. It is important to differentiate between the two orientations, so as to integrate their contributions in an appropriate way.]

Identification of Key Stakeholders: An important factor in conducting an effective gender analysis for the education sector is the issue of involvement and ownership. This is because close cooperation between many players both inside and outside the sector and also cooperation, both horizontally and vertically, is an essential characteristic for any gender mainstreaming that is going to achieve results in practice. In this regard, an interesting issue, which often attracts insufficient attention in gender analysis for education sector interventions, is that of the identification of key stakeholder groups involved. The question must be addressed on how to ensure that the views and information needs of these groups

must be incorporated into the definition of the design for the project. The following are some of the key factors to be considered:

- (i) The major groups inside and outside the community who have an interest in the project?
- (ii) The main areas of interest/concern for each group?
- (iii) The issues with regard to education on which there is reasonable degree of consensus?
- (iv) the issues and the priority areas of concern that are specific to each of the stakeholder groups, and in particular the women;

Stakeholder Analysis: As noted above stakeholder analysis is critical in an education project as it identifies the interest of all the identified stakeholders including teachers and communities, importance of their role and influence on the project. Most important stakeholder analysis also develops ways to involve them in the consultation and participation process in selection, preparation, implementation and monitoring of the project. An effective stakeholder analysis must involve all key stakeholders and partners proactively, including all key institutions at the key levels of the education sector, national women's machineries; politicians and core government ministries of strategic importance for the achievement of gender equality objectives. In order to ensure that girls and boys needs, priorities and constraints with regard to access to education at all the key levels are taken into account the range of their different views and needs should be identified and adequately represented. This should also take into account that different groups of girls and boys may have different needs.

Institutional Analysis: This requires a comprehensive analysis of the institutional capacity and the risks in successful and timely implementation of the project and the development of appropriate institutional arrangements to strengthen capacity and minimize risks. This task involves a careful review of the existing institutional arrangements for the delivery various services to identify their strength and weakness. This should involve the assessment of likely risks both internal and external to the project in terms of lack commitment to project goals on gender mainstreaming and insufficient and/or insufficient capacity to achieve the project gender objectives. Based on the identified risks and institutional weaknesses, measures including the establishment of appropriate institutional arrangements and capacity building activities should be proposed to address the identified weaknesses in consultation with the key stakeholders.

A gender institutional analysis for an educational sector intervention should also review the quality, skills and commitment of the policy makers, administrators and teachers. Most important this will determine whether there are any training activities being undertaken by the RMC for both the administrators and teachers to raise their awareness on gender issues.

The institutional analysis should also assess whether the organizational setting in which teachers and educational administrators work such as schools and ministries of education have the capacity to fulfil their mandates in gender mainstreaming. It is also critical that the institutional analysis assesses whether the way in which the institutional set up the education planned sector is organized takes into account the different needs of women and men and is not an obstacle to implementing strategies aimed at achieving gender equality in planned education intervention.

Participatory Approach: Experience in variety of contexts education sector project suggest that unless specific steps are taken to ensure the equal participation of men and women, women are often excluded. As a result, projects fail to benefit from women's contributions and fail to meet the particular needs and interests of women. A number of techniques are often used in gender sensitive participatory approaches in the context of the education sector including the following:

- **Conversational Interviews** promote the free expression of issues by the identified stakeholders, particularly the females in the potential target groups on a one to one basis or in groups **on** a number of themes or topics directly related to a planned education intervention.
- **Focus Group Discussions** facilitate the collection of data from a larger sample of the stakeholders in of both male and female groups at one time.
- **Direct Observation notes and takes into account the** behaviour traits and patterns and other notable events in relation to the identified stakeholders in the context of the proposed education intervention.
- **Participant Observation facilitates the** understand people's motivations, perceptions and attitudes towards the planned education project in order in order to determine their preferences as well as their constraints and incentives in participating in the proposed education intervention.
- **Needs Assessment** extracts information about people's needs, raises participants' awareness of pertinent education issues and provides a framework for prioritizing needs including the different needs of women and men and these may change seasonally and at different life stages.
- **Mapping** generates baseline data using visual aids and through participatory discussions to define priorities and aspirations for a planned education intervention by the various defined key stakeholder
- **Socio-economic Surveys** collect both quantitative and qualitative socio-economic data the potential target population including demographic characteristics, forms of livelihood and access to social services (e.g. distance to education facilities and enrolment rates by gender.)

ANNEX 3: Gender Equality Issues in Primary and Basic Education

Priority Gender Equality Issues in Education Sector Projects

Gender Issues in basic and primary education:

- equal access and participation rate to school for girls and boys in various social groups;
- availability of facilities (separate dormitories, toilet facilities, special financial incentives to ensure ; female retention rates, etc.) needed to improve girls' access to schools;
- improvement of dropout rates of girls/boys;
- inadequate female teachers at the various educational levels to act as role models;
- poor quality and relevance of teaching/training;
- limited women involvement in school management;
- Lack of support services such as counselling and health service to address inter-sectoral factor that affect girls participation in education;
- Inaccessibility of opportunities for training or scholarship for both girls and boys.

Gender issues in secondary education

- Improved awareness of existing education and training opportunities for girls in all available programs;
- Increased availability secondary education offered in rural communities;
- Improved facilities at secondary training institutions (e.g., secure women's dormitory accommodation, study facilities for women where sex segregation is a cultural norm) to allow women to enrol;
- Increased training, recruitment and retention of female teachers at this level.

Gender issues in non-formal education and training

- Restricted free time for women in the client population to participate in training;
- Offered at times when women with family responsibilities or jobs are unable to attend;
- limited women participation in the choice of training programs;
- Courses or training sessions held in locations that are accessible to women as well as men, considering cultural norms and women's mobility? Are childcare services needed to facilitate women's participation;
- inadequate mechanisms for poor women, in particular, to receive information about non-formal education/training opportunities;
- high cost of training prevents the participation of women without independent sources of income;
- lack of arrangements for scholarships, adequate physical facilities, and other special arrangements to ensure female participation;
- poor understanding by education planners of the contribution of training to improving women's productive capacity and increase of their marketable skills and income-earning potential;
- lack of consideration of health and population issues or other issues relevant to women in training;
- Lack of mechanisms in education interventions'' monitoring and evaluation of effects on women' participation and empowerment.

(Adapted from Asian Development Bank Gender Checklist for Education---)