Gender mainstreaming, language education, and social cohesion

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Overview of presentation

• Gender and MTB-MLE
• What data tell us
• 2 Regional Networks
• Tools and Approaches
• Regional Strategies
• Country Examples
• Conclusion
Why Gender and MTB-MLE?

• Groups most affected by unequal language policies and planning in education:
  • women and girls
  • the poor
  • groups with languages not represented in formal structures
• It’s the intersectionality that defines the most marginalized
• Girls and women are less likely to be exposed to an official language => girls are less likely than boys to understand school instruction
• Research shows that MTB-MLE does help girls achieve academic success in primary school
• This difference often goes unnoticed because gender norms and patterns are not investigated sufficiently
• Gender as one of the main factors affecting children's access to quality education and is yet to be fully integrated in many approaches and interventions

Sources: Advocacy Kit for Promoting Multilingual Education and MTB-MLE Resource Kit © UNESCO 2007/2016
Intersectionality: Gender and ethnicity
(and wealth and location)

**Figure 10:**
Young women’s chances of acquiring literacy skills depend on wealth, location and ethnicity.
*Female youth literacy rate, by wealth, location and ethnicity, selected countries, 2008–2014*

Profile of Out-of-School Children by Location, Wealth and Ethnicity

Ethnicity can affect children and their probability to not attend school – and is compounded by Gender.

Source: Lao Social Indicator Survey (LSIS) 2011-2012
Mean years of education

Cambodia: 7.51 years
Richest 20% (10.36 yrs)
Poorest 20% (4.78 yrs)
Male (7.54 yrs)
Female (7.49 yrs)

Myanmar: xx yrs
Rich, urban boys (11.04 yrs)
Rich, urban girls (10.86 yrs)
Rich, rural boys (9.56 yrs)
Rich, rural girls (9.17 yrs)

Vietnam: 10.53 yrs
Lao PDR: 7.53 yrs

Philippines: 10.39 yrs
Indonesia: 10.23 yrs

Rural (9.35 yrs)
Urban (9.94 yrs)

Education marginalisation: inequalities within countries

Poor, urban boys (7.72 yrs)
Poor, urban girls (xx yrs)
Poor, rural boys (4.96 yrs)
Poor, rural girls (4.58 yrs)

Education poverty

Extreme education poverty
Why are these children out of school?

Most common barriers:

• (Indirect) cost of going to school/opportunity cost

• **Gender bias in culture or school system**

• Distance to school

• Schools are not geared for children with disabilities

• Security/emergencies

• **Language of instruction**

• No jobs after finishing school
Regional networks

- MLE Working group
- UNiTE
- ARNEC
- EAP UNGEI
• The promotion of knowledge, skills, attitudes and values to bring about behavioral change
• Lesser inequalities between students and groups due to the promotion of equality
• Increased social harmony in schools
• Critical thinking and creative problem solving
• Creation of relationships to support social cohesion
Examples of tools and guidelines

Regional Curriculum Guidelines: Social Emotional Learning

GPE-UNGEI guidance on gender-sensitive ESP
Recommendations – with a gender twist

• Evidence and experience-based methodological guidance for problem solving local dialogues (7.2):

Evidence:

➢ Ensure gender analyses by moving beyond sex-disaggregated data
➢ Sector working group to promote gender sensitive education sector plans

Experience-based:

➢ Ensure that female leaders are heard
➢ Teacher training should include component on gender equality
➢ Curriculum and materials are promoting gender equality
From parity to equality!

- Gender parity nationally does not always mean parity at sub-national/provincial/linguistic minority groups
  - “Dimensions of exclusion such as gender, ethnicity, HIV status, geographic location, and disability status fundamentally shape the vulnerabilities of children and their families.” (UNICEF Social Protection Strategic Framework).

- Gender Equality is broader than parity
  - “Gender equality means women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development”.

- Equity is different from equality - it prioritizes the “worst off”

- INCLUSION cannot be achieved without GENDER ANALYSIS and EQUITY ANALYSIS
Gender sensitive approaches provide in-depth analyses, including many issues such as learning environments, learning and teaching processes, learning achievements and outcomes, and the link between the individual development of the child with the broader societal context.
Thank You

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