



RESEARCH TOOLKIT ON WOMEN'S EDUCATION AND LITERACY



- MAHILA
- MERI
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- BABAE



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

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RESEARCH TOOLKIT

WOMEN'S EDUCATION AND LITERACY

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Research Toolkit: Women's Education and Literacy

© 2012, Asia South Pacific Association for Basic and Adult Education (ASPBAE)

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ABOUT ASPBAE

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative and liberating, life-long adult education and learning. It strives to forge and sustain an Asia-Pacific movement dedicated to mobilising and supporting community and people's organisations, national education coalitions, teachers' associations, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments, ensuring the right of all to education, and upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding.

ASPBAE publications form an integral part of ASPBAE's information, education, and advocacy activities and efforts, and seek to support sharing and learning among education stakeholders, advocates, practitioners, analysts, and policy-makers. The reader is therefore encouraged to write to ASPBAE if they wish to use the material contained herein for reproduction, adaptation, and translation and to provide feedback that could help in further improving these publications.

ABOUT DVV INTERNATIONAL

dvv international is the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V., DVV), which in turn, is the federal umbrella association for the 16 regional associations of Germany's community adult education centres (*Volkshochschulen*, VHS). DVV and its Institute represent the interests of the association's members, together with those of over 1000 *Volkshochschulen*, at the national, European, and international level. Guided by a commitment to human rights and the promotion of women and gender equality, *dvv international* works in youth and adult education and lifelong learning for the reduction of poverty and sustainable development, and is active on a worldwide basis, cooperating with more than 200 partners in over 40 countries.

ABOUT THE EUROPEAN UNION

The European Union is made up of 27 Member States who have decided to gradually link together their knowhow, resources and destinies. Together, during a period of expansion of 50 years, they built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

ABOUT THE PROJECT

The project, *Innovating Advocacy Approaches in Promoting Adult Female Literacy*, is a two-year (2010-2012) undertaking of ASPBAE in collaboration with *dvv international*/Institut für Internationale Zusammenarbeit and country partners in India, Indonesia, Philippines and Papua New Guinea under the *Investing in People* programme of the European Union. The project aims to build capacity of civil society organisations (CSOs) and education advocates to influence policies and actions related to women's literacy.

In the run up to the Education for All (EFA) and the Millennium Development Goals (MDG) 2015 deadline, the project affirms the call to fast track actions in order to achieve the promises on education especially in relation to women's and girls' literacy and learning. The project will catalyse a process where a consensus and partnerships are fostered to effectively advocate policies and mandates to address female illiteracy at local, national and regional levels. This project builds on the momentum set by the Sixth International Conference on Adult Education (CONFINTEA VI) process by ensuring that commitments are translated into concrete policies, sustained partnership and collective action.

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The Project Team acknowledges the generous support provided by the European Commission under its programme *“Investing in People”* which focused on gender equality, adult female illiteracy and women's property ownership. We are, likewise, grateful to the support and guidance extended by *dvv international* to this project and the publication of this toolkit.

The Project Team

Rene R. Raya, Cecilia V. Soriano and Anita Borkar

ACRONYMS

ASPBAE	Asia South Pacific Association for Basic and Adult Education
CAMPE	Campaign for Popular Education (Bangladesh)
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSO	Civil Society Organisation
CONFINTEA	International Conference on Adult Education
DBM	Department of Budget and Management (Philippines)
DepEd	Department of Education (Philippines)
DHS	Demographic and Health Survey
DILG	Department of the Interior and Local Government (Philippines)
EAP	East Asia and Pacific
ECCE	Early Childhood Care and Education
EDN	End of Decade Notes
EFA	Education for All
EFA GMR	Education for All Global Monitoring Report
EI	Education International
E-NET	Civil Society Network for Education Reforms (Philippines)
FGD	Focused Group Discussion
FLEMMS	Functional Literacy, Education and Mass Media Survey (Philippines)
GAD	Gender and Development
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GDI	Gender Development Index
GEI	Gender Equity Index
GEM	Gender Empowerment Measure
GII	Gender Inequality Index
GNP	Gross National Product
GPI	Gender Parity Index
GRB	Gender Responsive Budgeting
HDI	Human Development Index
IP	Indigenous Peoples
KAPAL	KAPAL Perempuan, Women Learning Center for Gender Justice and Pluralism (Indonesia)
KII	Key Informant Interview
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MDA	Mid-Decade Assessment
MOSPI	Ministry of Statistics and Programme Implementation (India)
NCRFW	National Commission on the Role of Filipino Women

NEDA	National Economic and Development Authority (Philippines)
NER	Net Enrollment Rate
NFG	Non-Formal Education
NGO	Non-Governmental Organisation
NSCB	National Statistical Coordination Board (Philippines)
OECD	Organisation for Economic Cooperation and Development
PCW	Philippine Commission on Women (Philippines)
PEAN	PNG Education Advocacy Network
PNG	Papua New Guinea
PTA	Parents-Teachers Associations
SMC	School Management Committees
SPSS	Statistical Package for Social Science
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UNSD	United Nations Statistics Division
VAW	Violence Against Women

INTRODUCTION

This resource book is a product of a two-year project on *Innovating Advocacy Approaches in Promoting Adult Female Literacy* implemented by ASPBAE in cooperation with partners in India, Indonesia, Philippines and Papua New Guinea and supported by *dvv international* and the European Union under its *Investing in People* programme.

The project aims to build the capacity of civil society organisations (CSOs) and education advocates to influence policies and actions related to women's literacy. In the run up to the Education for All (EFA) and the Millennium Development Goals (MDG) 2015 deadline, the project affirms the call to fast track actions in order to achieve the promises on education especially in relation to women's and girls' literacy and learning. The project will catalyse a process where a consensus and partnerships are fostered to effectively advocate policies and mandates to address female illiteracy at local, national and regional levels. This project builds on the momentum set by the Sixth International Conference on Adult Education (CONFINTEA VI) process by ensuring that commitments are translated into concrete policies, sustained partnership and collective action,

ASPBAE and its members have previously developed tools for literacy assessment, budget tracking, data management, EFA country performance rating and literacy benchmarking in the course of actual research and advocacy engagements. These monitoring and advocacy tools are important instruments that enhance the capacity of civil society groups in doing research, in conducting public awareness campaigns and in pursuing advocacy work directed at policymakers and other state authorities. The current project built on these tools by broadening the literacy component and by incorporating a clear gender perspective.

The tools contained in this resource book were presented and discussed in a series of skills sharing workshops during the *Asia-Pacific Conference on Women's Literacy* held in Chiang Mai, Thailand in October 2011. The said conference was participated in by representatives from 13 countries in the region. Valuable inputs were shared by resource persons from UNESCO, UNICEF, Thomassat University and ASPBAE country partners.

Innovative research and advocacy approaches are needed to continuously improve already existing efforts to address gender inequality in education and literacy and to overcome the barriers that keep women from attending and staying in school and from participating in literacy and life skills programmes.

This resource pack aims to contribute to this objective and offers four modules as follows:

- 1) **Literacy assessment module.** This module is designed to support the research and advocacy efforts of civil society organisations. It provides templates to assess the literacy situation of specific population groups and communities. The templates offer assessments beyond basic literacy and include assessment of skills needed in different life situations with a clear gender perspective.

- 2) **Report card on gender equality in education, literacy, and life-skills.** This report card is a citizen's rating of the performance of countries and local governments in terms of policies, actions, and programmes in achieving the EFA goals and targets using a gender lens.
- 3) **Gender responsive budgeting in education.** This module is a budget tracking instrument with a gender perspective. It aims to guide civil society organisations in tracking policies and programs and translating them into clear budget lines. The module is customised to monitor, analyse and track budgets of programmes that address the specific education needs of females and males, and assess actual investments made by countries to improve education and meet the EFA goals.
- 4) **Guide to accessing information resources on the internet.** This module guides users in accessing information available in the Internet on a comprehensive range of education, literacy and gender concerns from the most authoritative databases of international organisations and research agencies.

ASPBAE believes that continuing innovation in research and advocacy are essential to effectively address persistent gender inequalities in education and literacy. It is our hope that this resource pack is able to spawn more innovative ideas, strategies and actions to advance our work.

Maria Lourdes Almazan Khan

Secretary General

Asia South Pacific Association for Basic and Adult Education (ASPBAE)



CHAPTER 1

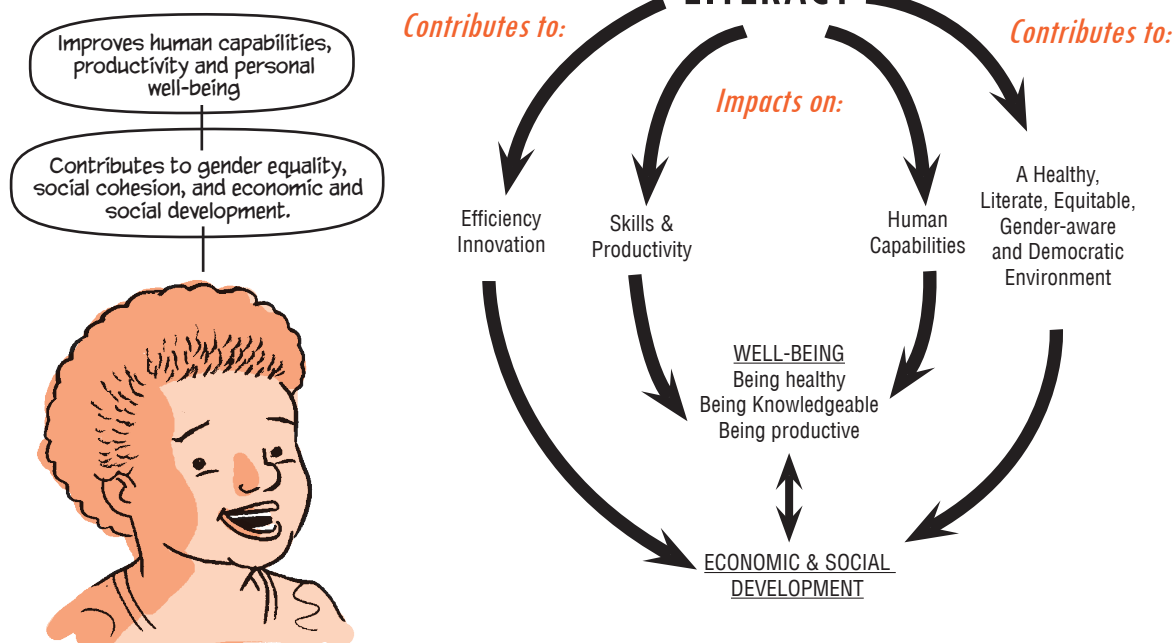
LITERACY ASSESSMENT MODULE

INTRODUCTION

In 2002, the United Nations (UN) declared the years 2003-2012 as the United Nations Literacy Decade (UNLD). It emphasised literacy as a skill that serves as the foundation of people's ability to acquire life skills crucial in coping with challenges of living in the 21st Century and effectively participating in social and economic affairs.

Literacy is now widely recognised as a human right and an essential first step for the exercise of other rights. It facilitates the development of communication skills, critical thinking and decision-making. Its benefits go beyond the individual — it improves families, communities and the broader society as well.

LITERACY...



The Asia South Pacific Association for Basic and Adult Education (ASPBAE) advocates for adult literacy within the framework of lifelong learning. This advocacy becomes even more urgent with the slow and largely uneven progress in meeting the Education for All (EFA) goals on literacy.

Through this Literacy Assessment Module, ASPBAE continues to monitor progress on literacy and propose measures to effectively address persisting gaps and disparities. This module evolved from an earlier initiative that was implemented by ASPBAE to monitor progress in EFA in the Asia-Pacific region.

The literacy monitoring instruments involve a clear gender dimension for better appreciation of the particular situation and barriers faced by women. Recognising literacy as a continuum, the assessment module also offers alternative approaches that move away from the simplistic classification of individuals as either literate or illiterate. The module looks at the multiple dimensions of literacy and emphasises the functional application of literacy skills to people's everyday life, work and social participation.

The toolkit aims to encourage civil society groups to design and implement appropriate literacy surveys that will generate reliable and gender-sensitive information on literacy among disadvantaged population groups and marginalised communities/areas.

To guide interested users, this chapter presents the literacy context and outlines the evolving concepts of literacy and the accompanying ways of measuring it. It also provides an overview of literacy monitoring instruments.

1.2 THE CONTINUING CHALLENGE OF LITERACY

As the literacy decade closes in 2012, tremendous challenges in literacy and education remain. About 793 million youth and adults still lack even the basic literacy skills, majority of them women. Additionally, nearly 70 million children are not in primary school and not learning the basic reading and writing skills.

The actual number of adult illiterates is estimated at twice the officially reported literacy statistics (Global Campaign for Education, 2006).

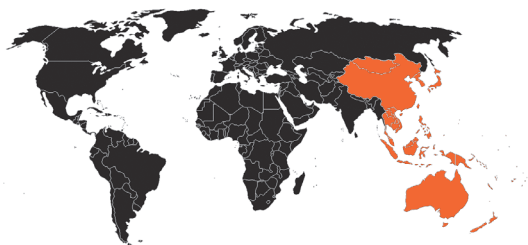
Wide disparities in literacy levels are observed across gender, age groups, income levels and locations. Two out of three adult illiterates are women and this has not changed over the last three to four decades. Individuals who are poor, old and residing in rural areas are more likely to be illiterate than the non-poor, young and urban residents. Unless decisive actions are taken, there will still be 725 million illiterate adults by 2015 as projected by the UNESCO Institute of Statistics.



LITERACY FACTS AND FIGURES



ONE in five adults cannot read this text



513 MILLION

illiterate adults are in Asia-Pacific



INDIA has the largest number of self-reported adult illiterates; half of its female population are unable to read and write

460 MILLION

illiterates are in five countries only:

INDIA,
CHINA,
PAKISTAN,
BANGLADESH
and **INDONESIA**



Of the **149 COUNTRIES** with data, 23 countries have female adult literacy rates less than 50 percent

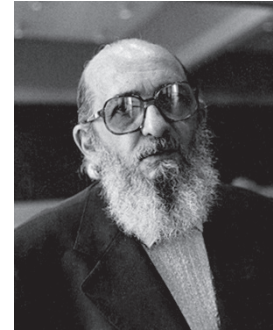
1.3 EVOLVING DEFINITIONS OF LITERACY

UNESCO's General Conference in 1958 defined literacy as the ability to read and write with understanding a short simple statement related to one's everyday life (UNESCO 1959, p 93). Many countries adopted this definition and use it in measuring literacy.

Through the years, the understanding of literacy has evolved into broader concepts – from the dichotomous view to functionality, thematic and multiple literacies, to literacy continuum and as foundation of life skills.

During the 1970s, Freire's conscientisation theory heavily influenced the concept of literacy. It was associated with social awareness, critical thinking, human development and social change.

Meanwhile, the Persepolis Declaration of 1975 articulated the Freirean approach which emphasised that literacy must go beyond the basic skills of reading, writing and arithmetic; and must contribute to social transformation, liberation and one's full development (UNESCO, 2005).



Paulo Freire (1921-1997)¹

In 1978, UNESCO's General Conference stressed the concept of functionality in defining literacy. It described a literate individual as one "who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development" (UNESCO, 1978).

The Hamburg Declaration (1997) defined literacy as a fundamental human right that serves as a foundation of other life skills. It is the means for effective participation in social, cultural, political and economic activities; as well as for learning throughout life.

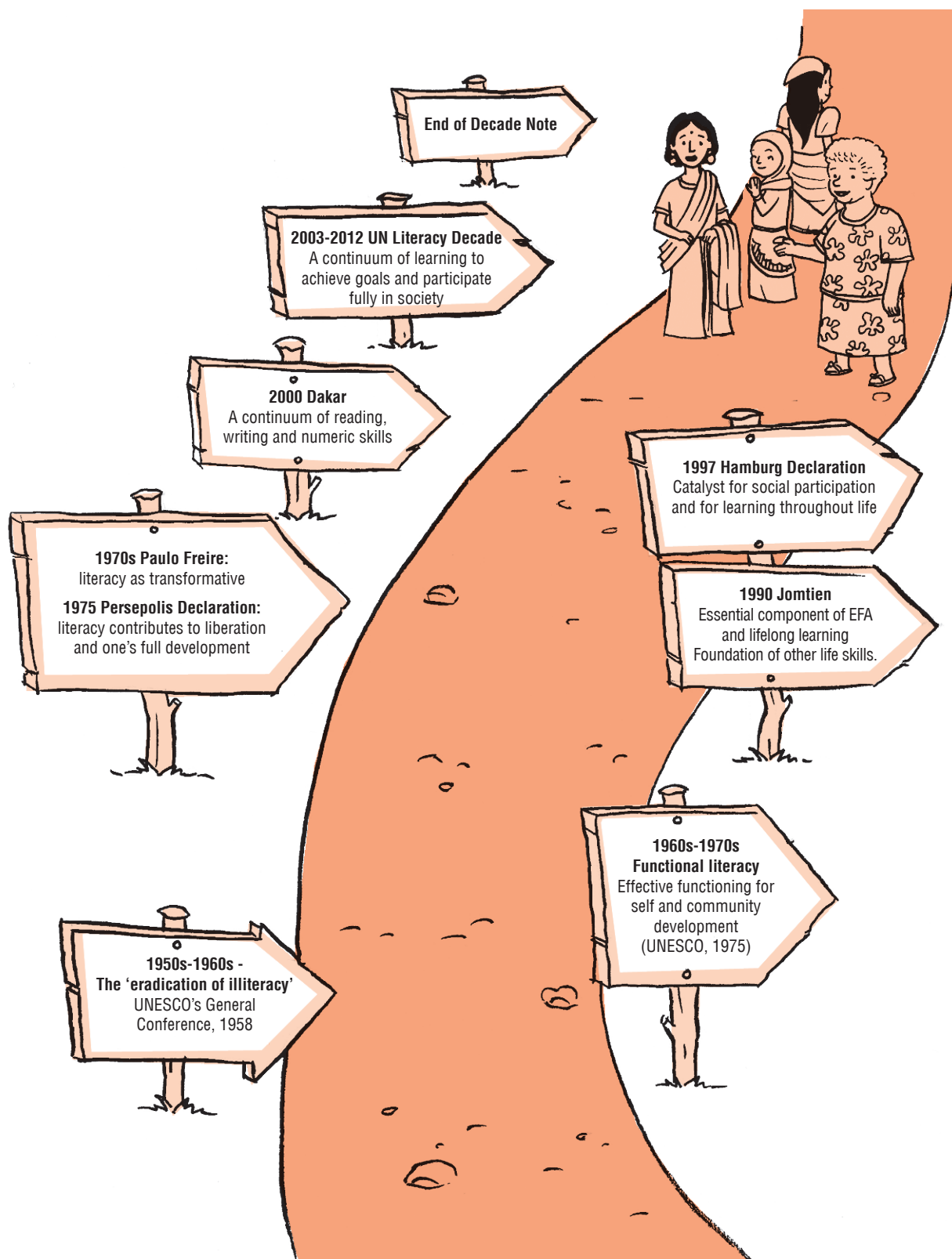
The 2000 Dakar Framework emphasised that literacy is a continuum of reading, writing and numeric skills. The UNESCO Institute for Statistics (UIS) in 2008 reiterated this by stressing that literacy "involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potentials, and participate fully in the community and wider society" (UIS, 2008, p. 25).

The 2003-2012 UN Literacy Decade

"Literacy policies and programmes today require going beyond the limited view of literacy that has dominated in the past. Literacy for all requires a renewed vision of literacy, which will foster cultural identity, democratic participation and citizenship, tolerance and respect for others, social development, peace and progress. It must admit that literacy is not confined to any particular age (childhood or adulthood), institution (i.e. the school system) or sector (i.e. education); that it is related to various dimensions of personal and social life and development; and that it is a life learning process. Such renewed vision towards literacy for all calls for renewed modalities of operations, monitoring and accountability procedures and mechanisms" (UNESCO Bangkok, 2005, p. 25).

¹ Photo taken in 1977 by Slobodan Dimitrov. Used under the creative commons attribution-share alike 3.0 unported licence: <http://creativecommons.org/licenses/by-sa/3.0/deed.en> Link: http://commons.wikimedia.org/wiki/File:Paulo_Freire.jpg

1.4 THE ROAD TO LITERACY – EVOLVING CONCEPTS AND CONTEXT



1.5 THE CHALLENGE OF MEASURING LITERACY

Most countries measure literacy by classifying literates and illiterates based on the conventional method of self-declaration of respondents or by respondent's assessment of the literacy level of other household members. Some countries use educational attainment of individuals as a proxy measure for literacy level.



Community literacy survey in PNG (PEAN)

With the evolving concepts of literacy, measuring literacy skills has become even more challenging. Efforts at improving literacy measures resulted in direct assessments through literacy tests administered to eligible respondents for selected households in surveys. More challenging are the efforts in measuring literacy to take into account the various levels of literacy skills needed particularly by women for work, livelihood engagement and mobility; for participation in social, cultural and political activities; for effective participation in household and community decision-making; and for health development and family life. Such measures provide critical information for designing quality literacy programmes that incorporates livelihood and other life skills within the broader framework of lifelong learning.

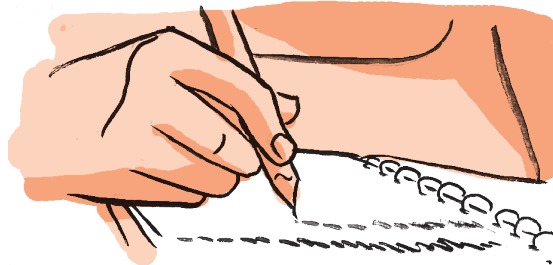
1.6 CONTENT OF THE LITERACY ASSESSMENT INSTRUMENTS

The Literacy Test

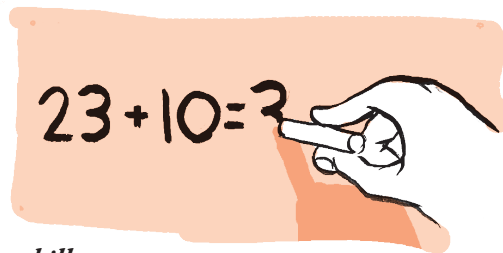
- 1) **Reading skills.** Word recognition; ability to read simple sentences and paragraphs in familiar and varying contexts



- 2) **Writing skills.** Ability to write words and simple sentences and to describe something with a few sentences



- 3) **Numeracy skills.** Counting, performing simple arithmetic operations and simple problem solving



- 4) **Application of literacy skills .**

- recognising time
- writing personal letters
- understanding road signs/billboard messages
- understanding bus/train schedules
- reading and keying text (sms) messages
- preparing official letter to an authority or an organisation
- reading and plotting diagrams, graphs or charts
- preparing expense reports
- filling out time cards



- understanding salary slips (gross pay, deductions)
- answering phone calls/writing down message
- filling out application forms
- reading candidates' profile/filling out election ballots
- understanding doctor's prescription/medical instructions



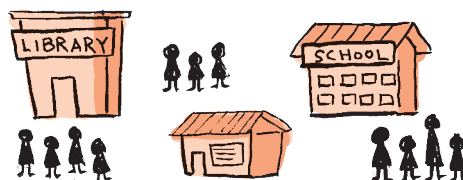
Language, education and mass media experiences

- 1) **Educational background.** Access to and participation in formal and non-formal education, including literacy classes, life skills training and livelihood development programmes.
- 2) **Language experience.** Enumeration of languages that a person learned during childhood and can still understand up to adulthood; language that the respondent first learned to read and write; language that the respondent can speak and use in a conversation; and language being used in the respondents' household.
- 3) **Access to and use of mass media.** Availability of and frequency of exposure to different forms of mass media including newspaper, magazine, book, television, radio, movie, play and similar shows, comics, computer/internet, meetings (at the village, church and other organisations), signboard and poster, town crier, brochures/flyers.

Personal and community profile



- 1) **Individual Profile.** The personal context, experience and circumstances - socio-demographic profile, family background, economic activities and social participation.



- 2) **Community/Village Profile.** Immediate physical, social and literacy environment - territorial and demographic characteristics; main economic and social activities; educational infrastructure, information facilities and literacy environment.

Gender concerns

The following are critical areas of concerns that associate strongly with women's education and literacy experiences and important to understanding barriers, opportunities and options to addressing gender equality in education and literacy.

Reproductive health

- Knowledge of family planning/use of contraceptive methods
- Age at first childbirth
- Number of children ever born
- Fertility preferences
- Maternal health (deliveries, pre/post natal care)
- Child care practices and experience
- Sexually-transmitted diseases; HIV/AIDS
- Decision on family size, family planning and contraceptive use
- Access to health services

Economic participation

- Economic activities (paid and unpaid)
- Employment type, duration, security
- Cash and other earnings
- Credit cooperative membership
- Loans and savings; bank accounts
- Asset ownership

Participation in social activities and decision-making

- Freedom of movement
- Control over cash and earnings
- Roles in household decision-making
- Organisational membership, roles and activities
- Participation in school and community decisions
- Electoral participation and political positions
- Attitude about gender roles
- Participation in programmes on gender and development

Violence against women (VAW)

- Experience of interpersonal violence
(acts of physical, sexual, emotional and economic violence)
- Domestic/spousal violence
- Violence by family members or unrelated individuals.
- Attitude towards wife-beating
- Knowledge of laws, programmes and agencies supporting women
- Access to social/community support system

1.7 MEASURING LITERACY THROUGH SURVEY AND ASSESSMENT TEST

The basic steps

Step 1 Select or prepare the literacy survey instruments, including the literacy test module and profile questionnaires.

Step 2 Determine the target population, households and eligible respondents. Use appropriate sampling methodology. If area covered consists of various geographical and administrative divisions, consider using stratified sampling. Decide on age range to be covered by the literacy test. Consider 15 years old and above, which is the international norm for adult literacy.

Step 3 Determine the language/s of the instrument. Be as inclusive as possible and translate survey questions and tests into several languages to accommodate those who are seldom or never covered by literacy surveys.

Step 4 Design the scoring system and categories to describe varying literacy levels and key competencies of the target population. The assessment system should consider the multiple dimensions of literacy and skills competencies, and not simply the ability to read, write and count.

Step 5 Observe proper ethics and behaviour in the conduct of literacy survey and test. Ensure data integrity, reliability and validity.

IMPORTANT NOTE

For a more substantial analysis and to determine implications on policies and programmes, results of the literacy survey should be disaggregated by:

- ✓ Sex
- ✓ Gender
- ✓ Age group
- ✓ Geographic location
- ✓ Ethnicity
- ✓ Economic status
- ✓ Educational experience



1.8 SAMPLE LITERACY ASSESSMENT SURVEY INSTRUMENTS

Two sample questionnaires and literacy tests are annexed to this module:

- 1) Literacy Assessment Module developed by the Campaign for Popular Education (CAMPE) in Bangladesh includes application of literacy skills to everyday life.
- 2) Literacy Survey Questionnaire developed by E-Net Philippines which includes the official literacy test module of the National Statistics Office (NSO). The survey questionnaire incorporates inquiries on key gender concerns which were drawn from E-Net's programmes and experiences in urban and rural communities.

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ANNEX 1A: Bangladesh Literacy Test Module¹

Education Watch The State of Literacy in Bangladesh

Name: Code: Sex: Male = 1, Female = 2

Cluster No.: Household No.: Line No.:

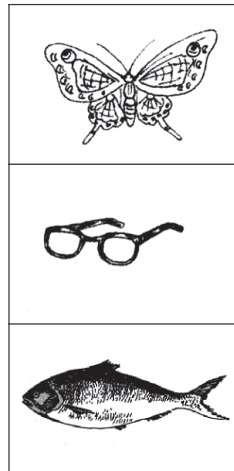
Stratum:	Rural Dhaka	1	Rural Chittagong	2	Rural Rajshahi	3
	Rural Khulna	4	Rural Barisal	5	Rural Sylhet	6
	Metropolitan City	7	Municipalities	8		

Name of Information Collector: Date:

Name of Supervisor: Date:

1. Read the 2 words given below. Then draw a line from the words to the corresponding pictures.

Hilsha Fish
Butterfly



2. Read the 2 sentences given below loudly.

- Birds fly in the blue sky.
- Nazrul is our favorite poet.

Can read = 1, Can read partly = 2, Can't read = 3

Can read = 1, Can read partly = 2, Can't read = 3

¹ Adopted from the Education Watch undertaken by the Campaign for Popular Education (CAMPE), Bangladesh

3. Read the following passage and then put a tick (9) mark in the correct answer of each question.

A lot of polythene was used in our country a few days ago. Polythene bag is very harmful for the environment. So the government banned the usage of polythene from January 2002. Carelessly dropped polythene blocks the drains of the sewerage system. As a result, the water can not pass the drains and fill ups the drains. Mosquitoes are born in that blocked water. Polythene bags do not mix with soil or do not decompose. So the fertility of the soil decreases. Poisonous smoke is created if polythene is burnt which is very harmful for health. Some people are using polythene bags still now. All of us should use bags and other materials made of paper, cloth, jute and bamboo instead of polythene.

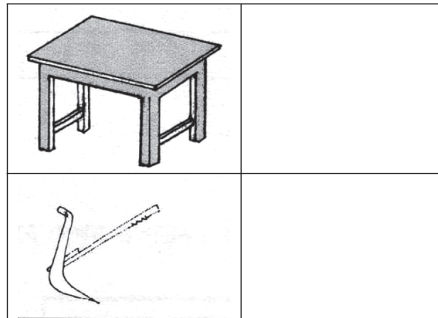
Question - I : When was polythene declared banned?

- a) January 2002
- b) April 2002
- c) February 2002
- d) May 2002

Question - II : How does polythene bags help in increasing the number of mosquitoes?

- a) By making the water dirty
- b) By blocking the water
- c) By cleaning the water
- d) By releasing the water

4. Identify the following pictures and write it in the box beside the pictures.



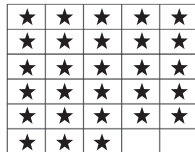
5. Now you will be told two sentences. Listen carefully and write down the two sentences.

[We all work together, we will do our own work ourselves.]

6. Describe a river in five sentences.

7. How many stars are there in the following picture?

Can count and say but can't write



8. Which number should be placed in the following blank place.

Can say

17, 18, 19, _____, 21, 22

9. Subtract:

$$\begin{array}{r} 79 \\ - 34 \\ \hline \end{array}$$

10. Multiply:

$$\begin{array}{r} 52 \\ \times 4 \\ \hline \end{array}$$

Read the following math problems. Then solve those problems in the space given below (you have to show all the steps)

11. There were 50 mangoes in a basket. Six mangoes rot after some days. If you divide the rest of the mangoes among 4 persons, how many mangoes will each of them get? Can say the answer

12. Each and every student of a 45 student class gave 8 taka. The total collected amount is distributed equally among 15 poor students. How much did each of them get? Can say the answer

13. What is the time shown in the clock below?

Can say the answer

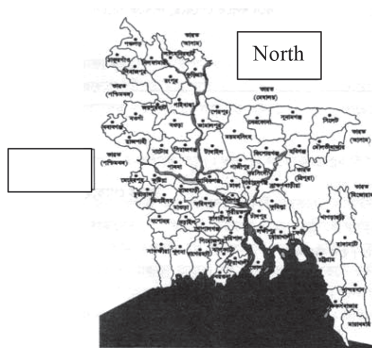


The time is

14. Look at the picture of the girl. Write “left hand” in the box at the girl’s left side and write “right hand” in the box at her right side.



15. The direction to the north side is given in the following map. Write down the direction name in the blank box.



16. Write down your address below:

Name:
 Post Office:
 District:

Village/Moholla:
 Thana/Ward:


17. Mr. Karim went to the market and sold jute worth 535 taka and paddy worth 285 taka. From that money he bought a saree by 230 taka, a Punjabi by 150 taka and a hilsha fish by 210 taka. Prepare an income and expenditure statement for Mr. Rahim of that day using the table given below.

Income and Expenditure Statement


Income	Expenditure
Total Income =	Total Expenditure =

The amount left with him =

18. Look at the following picture and read the text. Then write down the main theme of the picture.
Can say the answer



আপনার আশেপাশের প্রতিজন নিরক্ষরকে সাক্ষর করে তুলুন।

 প্রাথমিক ও গণশিক্ষা বিভাগ
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

মূল কথা:-----

ANNEX 1B: E-Net Philippines Literacy Test Module

LITERACY SURVEY QUESTIONNAIRE **For Female Member of Household Age 15 and Above**

IDENTIFICATION # _____

Village: _____

1 Respondents' background

AGE		
GENDER		
CIVIL STATUS		
RELIGION		
INDIGENOUS PEOPLES' GROUP		
NUMBER OF HOUSEHOLD MEMBERS		
RELATIONSHIP TO HEAD OF HOUSEHOLD		
LANGUAGE USED IN THE HOUSEHOLD		
RESIDENCY (Duration of stay in the village)		
LOCATION (Urban/Rural; Distance from towncenter)		
COMMUNITY AND POLITICAL PARTICIPATION		
EVER ATTENDED SCHOOL		
EDUCATIONAL ATTAINMENT		
REASONS FOR NOT ATTENDING SCHOOL 1. High cost of education 2. Employment/Looking for work 3. Financial constraints (No money for food, transportation, uniform for school) 4. Poor performance/ Low grades 5. Housekeeping /Care giving 6. Early Marriage/Pregnancy 7. Schools are very far/No school within the village/ No regular school transportation 8. Illness/disability 9. Helps in family business 10. Psychosocial reasons/ Traumatized /Victim of bullying 11. Distractions/Peer group pressure (Drinking/Drugs)	12. Lack of Interest 13. Lazy 14. Too Young 15. Graduated from College/Post Sec. 16. No requirements 17. Relocation/Displacement due to natural calamities 18. Peace and Order Situation 19. Parents prefer/prioritize to send boys/males to school over girls/females. 21. Others * If answer is lack of interest or cannot cope, PROBE FURTHER	
ATTENDANCE TO TRAINING		
TYPE OF TRAINING ATTENDED <input type="checkbox"/> Basic Literacy <input type="checkbox"/> Post and advance literacy <input type="checkbox"/> Values and Leadership development <input type="checkbox"/> Medical services and Health development <input type="checkbox"/> Livelihood/Enterprise development <input type="checkbox"/> Financial management <input type="checkbox"/> Farming and production skills	<input type="checkbox"/> Technical skills <input type="checkbox"/> Handicrafts <input type="checkbox"/> Home and personal care <input type="checkbox"/> Caregiver <input type="checkbox"/> Creative Arts <input type="checkbox"/> ICT (Info & communication technology)	

EXPERIENCE OF VIOLENCE/HARASSMENT IN SCHOOL (VERBAL, PHYSICAL OR SEXUAL ABUSE)

When you were in school (or on your way to school or coming home from school), did you ever experience any of the following		
Verbal Abuse	1 YES 2 NO	
Physical Abuse	1 YES 2 NO	
Sexual Abuse	1 YES 2 NO	
<u>MASS MEDIA ACCESS AND USE</u>		
How often do you read the newspaper?	Number of times In a week	
How often do you listen to the radio?	Number of times In a week	
How often do you watch television?	Number of times In a week	
<u>ON REPRODUCTION (FERTILITY)</u>		
Are you currently pregnant? Have you ever been pregnant?	YES NO (Go to __)	
Have you ever given birth?	YES NO (Go to __)	
How old were you when you gave birth the first time?	Number of years (Age)	
How many children did you give birth to?	Number of children	
During the first time you got pregnant, did you want to get pregnant at that time? (Explain answer, why yes or why no)	YES NO Explain Why:	
Would you like to have (a/another) child, or would you prefer not?	LATER NO MORE	
Who decides on the number of children and birth spacing	Wife Husband Joint	

MARRIAGE AND FAMILY PLANNING		
How old were you when you first got married or lived in with a male partner?		
Are you currently using any contraceptive method to delay pregnancy?		YES NO
IF YES, What method are you using? Who decided on this?		Method: _____ Wife Husband Joint
IF NO, Do you want to use any contraceptive method?		
Did you consult a health center/clinic/hospital to seek information/advice on family planning?		1 YES 2 NO
In the past 12 months, did you visit a health center/clinic/ hospital to consult on your health		1 YES 2 NO
WOMEN'S ECONOMIC ACTIVITY		
Are you engaged in any economic/income earning activity that is paid in cash? Paid in kind? No payment?		YES, paid in cash NO YES, paid in kind NO YES, no payment NO
Are you engaged in more than one economic activity? Specify		YES NO Specify: _____
What is your main income earning/economic activity?		
How do you spend your income?		
Who usually decides on how the money you earn will be used?		Wife Husband Joint
Do you earn more, less or about the same as your husband's earnings?		More Less About same No money DK
Who usually decides on how the money your husband earns will be used?		Wife Husband Joint Husband does not bring in money
Apart from your economic activity, do you perform household chores and caring activities such as --		YES NO # OF HOURS IN A WEEK
Fetching water for the household		YES NO _____
Cleaning the house		YES NO _____
Doing laundry		YES NO _____
Cook for the household members		YES NO _____
Perform caring activities for the children		YES NO _____
Perform caring activities for household member/s with disabilities? With elders?		YES NO _____
WOMEN'S PARTICIPATION IN DECISION-MAKING		
Who usually makes decisions on the following:		
Own health care		Wife Husband Joint
Making major household purchases		Wife Husband Joint
Making purchases for daily household needs		Wife Husband Joint
Making visits to her family or relatives		Wife Husband Joint
On the use of the husband's earnings		Wife Husband Joint
In your opinion, is a husband justified in hitting or beating his wife in the following situations: YES NO DK		Do the following apply in your relations with your husband/partner/boyfriend? YES NO DK
If she goes out without telling him?		He is jealous/angry if you communicate to other men?
If she neglects the children?		He frequently accuses you of being unfaithful?
If she argues with him?		He does not permit you to meet your female friends?
If she refuses to have sex with him?		He tries to limit your contact with your family?
If she burns the food?		He insists on knowing where you are at all times?
		He does not trust you with his money?
Does/Did your (last) husband/partner ever: YES NO If YES, in past 12 months: OFTEN; SOMETIMES; NOT AT ALL		Try to force you to have sexual intercourse with him or perform any other sexual acts against your will?
Say or do something to humiliate you in front of others?		force you to perform any other sexual acts you did not want to?
not allow you to engage in any legitimate work nor practice your profession?		Persuade/ threaten you to have sexual intercourse with him or perform sexual acts against your will?
destroy your personal properties, pets or belongings, or threaten or actually harm your pets?		Did the following ever happen as a result of what your husband/ partner/boyfriends/ did to you?
threaten to hurt you/ himself/someone close to you?		You had cuts, bruises or aches?
insult you or make you feel bad about yourself?		You had eye injuries, sprains, dislocations or burns?
control your own money/properties or force you to work?		You had deep wounds/broken bones/ teeth/ other serious injury?
have other intimate relationships?		You lost your job/source of income?
Did your husband/partner ever do any of the following to you:		You had depression, anxiety, anger, sleeplessness, irritable, confused, feeling of isolation?
push you, shake you, or throw something at you?		You attempted to commit suicide?
slap you?		Other, specify
twist your arm or pull your hair?		From the time you were 15 years old has anyone ever hit, slapped, kicked or done anything to hurt you physically?
punch or hit you with something that could hurt you?		Who has hurt you in this way?
kick you, drag you or beat you up?		In the last 12 months, how often have you been hit, slapped, kicked, or physically hurt by this/these person(s):
try to choke you or burn you on purpose?		often, only sometimes, or not at all?
Threaten/ attack you with a knife/gun/other weapon?		
physically force you to have sexual intercourse with him even when you did not want to?		

LITERACY ASSESSMENT TEST*

ANSWER ITEMS 1 TO 7 BELOW IN YOUR OWN HANDWRITING

1. **Full Name:** _____

(First Name)
(Surname)
2. **Address:** _____

(Name of Street/Purok)
(Village)
(Town/City)
(Province)
3. **Complete Date of Birth:** _____
4. Put a check (✓) in the box opposite your **highest educational attainment** and write the grade/year you completed on the blank after it.

- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | Postgraduate | _____ |
| <input type="checkbox"/> | College/University, What year? | _____ |
| <input type="checkbox"/> | Secondary, (e.g. Technical Vocational) What year? | _____ |
| <input type="checkbox"/> | High School, What grade? | _____ |
| <input type="checkbox"/> | Elementary, What grade? | _____ |
| <input type="checkbox"/> | Did not attend school | _____ |

5. If a kilo of rice costs P22.00, how much will two kilos cost? _____
6. If a kilo of sugar costs P30.00, how much will half a kilo cost? _____
7. Read the following paragraph:

The depletion of our forest is one of the most serious environment problems of the Philippines. It causes frequent floods and loss of fertile soil. Crops and property are destroyed and many lives are lost because of frequent floods.

Based on the paragraph you read, what are the effects of forest depletion?

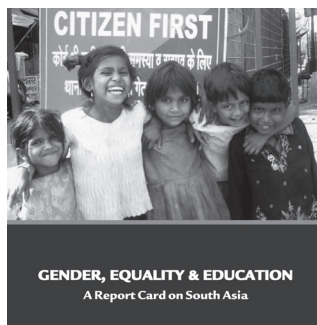
*This literacy test is wholly adapted from the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) of the Philippine National Statistics Office to facilitate comparison of E-Net's survey result with the official literacy survey



CHAPTER 2

GENDER EQUALITY IN EDUCATION AND LITERACY REPORT CARD

2.1 INTRODUCTION



The Asia South Pacific Association for Basic and Adult Education (ASPBAE), in partnership with the United Nations Girls' Education Initiative (UNGEI), developed a tool that uses a gender lens in analysing and rating the performance of countries in delivering Education For All (EFA) in terms of policies, programmes and actions. The tool generates a report card that measures gender parity based on four domains of gender equality: governance, capabilities, resources and opportunities and security. This report card aids in the identification of priority areas of policy action to improve gender equality in education. This was first applied in South Asia, the region that is most challenged

in meeting the EFA targets on gender parity in education and literacy. ASPBAE published the results in a report titled *Gender Equality in Education: A Report Card on South Asia*¹ in 2010.

Encouraged by the resulting discussions generated by the report card, ASPBAE promoted and replicated the toolkit for the rest of Asia and the Pacific. It facilitated the piloting of the toolkit in specific countries in Southeast Asia and South Pacific. ASPBAE also created customised versions of the gender report card: one version for sub-national or local application and another version for application focused on literacy.

2.2 THE ANALYTICAL FRAMEWORK: FOUR DOMAINS OF GENDER EQUALITY

GOVERNANCE	CAPABILITIES
<p>Framework and political recognition to ensure gender equality.</p> <ul style="list-style-type: none"> ⇒ policy commitment to address the gender disadvantage ⇒ political will as indicated by budgetary allocation for education ⇒ recognition of civil society role in ensuring state accountability 	<p>Basic human capabilities that facilitate the exercise of freedom to make life choices for survival and avoidance of harm</p> <ul style="list-style-type: none"> ⇒ food security and nutrition ⇒ children's basic education ⇒ healthcare during pregnancy ⇒ girls' and women's access to education
RESOURCES AND OPPORTUNITIES	SECURITY
<p>Ability to apply one's basic capabilities in accessing economic assets and political opportunities</p> <ul style="list-style-type: none"> ⇒ availability of suitable infrastructure, quality inputs and incentives ⇒ education outcome in terms of income, employment and participation in decision making 	<p>Reduced vulnerability to violence and conflict which hinders the full development of individuals</p> <ul style="list-style-type: none"> ⇒ physical and psychological violence ⇒ economic violence (poverty, child labour) ⇒ socio cultural violence within families and communities (child and arranged marriages, restrictions in mobility of women, corporal punishment in schools)

¹ The discussion of this Report Card is culled from the book earlier published by ASPBAE which focused on South Asia. For a full discussion of the framework, methodology and results, readers are advised to access the publication available at the ASPBAE website www.aspbae.org. Development of this tool and its application are included in this section.

These four domains are equally important and must be addressed simultaneously. While interrelated, the gains achieved in one domain do not necessarily impact on the other domains nor automatically translate into gender equality.

2.3 THE CONCEPT OF WOMEN — EXCLUSIVE AND WOMEN-INTENSIVE

“Gender equality can only be achieved by simultaneously addressing a range of barriers that girls and women face across different dimensions of their life.” (Narayan, Rao and Khan, p. xx)

There are barriers that exclusively impact on girls (women-exclusive) such as post-puberty mobility constraints or access to girls’ lavatory. There are also barriers that are applicable to both girls and boys but are affecting girls more intensively due to gender norms (women-intensive) such as access to quality community schools.

2.4 THE INDICATORS

The table below showcases the framework, indicators and impact on women of the four domains of gender equality.*

	Indicator	Women-intensive	Women-exclusive
Section 1: Governance Context			
A) Political Will (PW)	i. Right to free education	✓	
	ii. Public expenditure on education	✓	
	iii. Policy framework to address gender gaps in education		✓
	iv. Ban on physical punishment	✓	
B) Transparency and Accountability (TA)	i. Corruption index	✓	
	ii. Civil society participation in education policy platforms	✓	
	iii. Protection of teachers’ rights	✓	
	iv. Women’s participation in school management		✓
Section 2: Capabilities			
A) Access to Basic Education (GBE)	i. Girls’ pre-primary school enrollment		✓
	ii. Girls’ primary school enrollment		✓
	iii. Girls’ secondary school enrollment		✓
	iv. Women’s literacy		✓

	Indicator	Women-intensive	Women-exclusive
Section 3: Resources and Opportunities			
A) Education Infrastructure (EI)	i. School building and drinking water	✓	
	ii. Functional toilets exclusive for girls		✓
B) Quality Index (QI)	i. Teacher vacancies	✓	
	ii. Teacher absenteeism	✓	
	iii. Trained teacher–pupil ratio	✓	
	iv. Availability of textbooks		✓
	v. Gender sensitivity of available textbooks		✓
C) Incentives (IN)	i. Existence of universal incentives: school meals	✓	
	ii. Scholarship for girls		✓
	iii. Non-cash incentives for girls		✓
D) Gender Equality (GE)	i. Gender Development Index (GDI)		✓
	ii. Gender Empowerment Measure (GEM)		✓
Section 4 Security			
E) Barriers to Education (BE)	i. Poverty levels	✓	
	ii. Prevalence of child labour	✓	
	iii. Age at marriage		✓
	iv. Girls' freedom of movement		✓

**Table derived from Gender, Equality and Education: A Report Card on South Asia (Narayan, Rao and Khan, p. 6)*

2.5 THE METHODOLOGY

Countries get scores and grades based on their respective abilities to overcome barriers and nurture gender equality in education using eight major indicators that are broken further into 28 sub-indicators. ASPBAE sourced data primarily from the latest internationally comparable indicators compiled by the UNESCO Institute for Statistics (UIS); and gathered additional information from education surveys conducted by national governments and civil society organisations.

Data sources:

- UNESCO Institute for Statistics (UIS), for data on public expenditure on education, participation rates, teacher vacancies and training
- United Nations Development Programme (UNDP), for Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM)
- Transparency International, for the Corruption Perception Index

- World Bank, for teacher absenteeism and user fees in primary education
- Websites of the concerned education ministries, for information on gender sensitive education policies
- Education surveys conducted by national governments and civil society organisations
- The Tomasevski report on the state of the right to education
- Database of the Global Initiative to end all corporal punishment of children
- Global Campaign for Education (GCE) survey on civil society participation on policy formation
- Education International (EI) on trade union rights and women's participation in Parents-Teachers Associations (PTAs) and School Management Committees (SMCs)

Scoring system:

The eight major indicators were weighted differently for the scoring:

- 15 per cent for Political Will, Educational Infrastructure, Quality Inputs and Access to Basic Education
- 10 per cent for Transparency and Accountability, Incentives, Equality and Barriers.

For ranking, each sub indicator is weighed using a five-point scale (quintiles). A score of 80 per cent or more gets an “A” while a score of less than 20 per cent gets an “E”

Refer to Annex 2A for details of the scoring system.

2.6 THE REPORT CARD OF SOUTH ASIA

INDICATORS	Afghanistan	Bangladesh	Bhutan	India	Nepal	Pakistan	Sri Lanka
POLITICAL WILL	B	B	A	B	B	E	B
TRANSPARENCY AND ACCOUNTABILITY	D	C	D	C	D	D	C
GENDER ACCESS TO BASIC EDUCATION	D	C	C	B	C	C	A
EDUCATION INFRASTRUCTURE	C	B	C	B	C	C	B
QUALITY INPUTS	D	B	B	B	C	B	A
EDUCATION INCENTIVES	E	C	D	C	E	E	C
GENDER INEQUALITY	E	C	E	C	C	C	B
BARRIERS TO GIRLS' EDUCATION	D	C	B	B	C	C	A
OVERALL GRADE	D	C	C	B	C	C	B

**Consolidated from Gender, Equality and Education: A Report Card on South Asia (Narayan, Rao and Khan)*

2.7 REPORT CARD HIGHLIGHTS

Most countries scored poorly. Very few of them achieved a score of “A” or 80 per cent or more on a five point scale.

Afghanistan
<ul style="list-style-type: none"> • Nearly 1/3 of districts have no school for girls • Proposed guarantees of free education up to secondary level • Internal conflict hinders realisation of government policies
Bangladesh
<ul style="list-style-type: none"> • Reached gender parity in both primary and secondary levels before the deadline • Poor education system • High drop-out rates
Bhutan
<ul style="list-style-type: none"> • Increased primary enrollments • Expansion of community schools and boarding facilities • Need to equip teachers in remote areas
India
<ul style="list-style-type: none"> • Progressive initiatives addressing various issues on the education system • Millions of children are still deprived of education • A big population of women is still deprived of sustainable literacy skills
Nepal
<ul style="list-style-type: none"> • Proposed guarantees of free education until second level • Draft constitution has yet to be ratified
Pakistan
<ul style="list-style-type: none"> • Need to see renewed commitment to girls’ education • About 40 per cent of girls are not enrolled in primary school
Sri Lanka
<ul style="list-style-type: none"> • More than 90 per cent of women are literate • About 97 per cent of girls are in primary school • Education system needs post-tsunami and post-conflict reconstruction

The report showed that the interplay of poverty, patriarchy and insecurity prevented girls and women from getting education.

Governance

Intense internal conflict in many South Asian countries such as Sri Lanka, Nepal and Afghanistan; as well as growing religious fundamentalism in countries like Pakistan, Bangladesh, Afghanistan and parts of India hinder girls’ education and women’s economic and political participation.

Capabilities

There is evident progress in primary enrolments, yet less than 50 per cent of girls and boys are enrolled at the secondary level. Moreover, there may be chances of attaining gender parity in education; yet half of the youth population is left behind in terms of sustainable literacy skills.

Resources and Opportunities

Poor building conditions, leaking taps, unusable toilets, broken chairs and collapsing walls are only some examples of issues yet to be addressed in schools in South Asia. While lack of resources affects all children, these have bigger impact on girls in terms of safety, security and dignity.

Security from a gender point of view

Insecurity is still the main concern of women in Afghanistan due to the continued attack on civilian life despite the return of democracy. In Pakistan, a number of schools were destroyed, some of which were exclusive for girls. There are other concerns that pose threat to girls' and women's access to education even if the country is not exactly caught amidst conflicts.

There is no substantial comparative quantitative data on the prevalence of violence in a society so the report card focused on the economic and social indicators of structural violence. Poverty does not only inhibit schooling, but also forces families to bear child labour. Child marriage and freedom of movement instigated by patriarchal notions also obstruct girls' and women's pursuance of opportunities for further schooling.

2.8 REPLICATION OF THE GENDER EQUALITY REPORT CARD

ASPBAE launched the Gender Equality in Education Report Card for South Asia in India, Sri Lanka, Pakistan and Bangladesh with positive response from an audience composed of policymakers, education ministry officials, feminists, education advocates and media practitioners. ASPBAE also presented and discussed the report in a forum organised in Manila in June 2011. Feminists, grassroots educators, community organisers and a representative from UN Girls' Education Initiative (UNGEI) attended this event.



Vasanth Kannabiran, founder of ASMITA Women's Resource Centre, speaks at the Gender Equality Report Card launch in Hyderabad, India on 30 November 2010 (ASPBAE)

The interest that the Gender Equality Report Card generated from the launches and trainings encouraged ASPBAE to replicate it for developing countries in East Asia and the South Pacific.

ASPBAE piloted the Report Card in the Philippines, Indonesia and Papua New Guinea (PNG). It customised the tool to respond to the countries' specific needs for gender mainstreaming and Education for All (EFA) localisation. This provided an enhanced instrument for assessing local governments' policies and actions to achieve EFA goals in the communities. It also developed a variant of the report card that focuses on literacy and life skills programmes to evaluate state efforts in addressing one of the most neglected EFA Goals – adult literacy among women.

Process and Methodology used in Replication

Replication of the gender equality report card in education for countries in South East Asia and the Pacific involved three approaches in generating data for the report card indicators:

- 1) **Scoring system based on secondary data sources.** Secondary data for the core EFA indicators in time series are readily available for most countries. The rest of the indicators — on governance, resources and security — rely on special researches and document searches. However, there are still data gaps for some of the countries in Southeast Asia. Moreover, very few data on the Pacific are available.
- 2) **Focused group discussions.** The secondary data passed through a process of validation through focused group discussions (FGD). By going over each indicator in the report card, FGD participants confirm and substantiate or even disagree with data from the secondary sources. In cases of data gaps, the FGDs helped in filling these up. For the pilot countries, the FGDs took place during the training on research, monitoring and advocacy with participants, mostly women, coming from both rural and urban areas across the country. The participants represented a variety of perspectives — grassroots educators, women leaders, teachers, community organisers, education advocates, youth and students, among others.
- 3) **Views of resource persons from the academe and civil society organisations.** Resource persons from the academic sector, from women's groups and from other civil society organisations discussed the results of their review of the report card, particularly the reliability of the data sources, during interviews with them. They also contributed points on how to improve the report card, specifically in terms of the methodology and its applicability to the national context. They gave advice on possible proxy indicators and ways to address data gaps. They also provided feedback on the application of gender analysis in the report card.

GENDER EQUALITY IN EDUCATION REPORT CARD

South Asia and Select Countries in Southeast Asia and the Pacific

Country	Overall Mark	Grade	Rank
Afghanistan	36	D	10
Pakistan	41	C	8
Nepal	50	C	7
Bhutan	52	C	6
Bangladesh	57	C	4
India	63	B	2
Sri Lanka	72	B	1
Indonesia	54	C	5
Philippines	61	B	3
Papua New Guinea	39	D	9

The table above shows the results of the research and simulation exercises to generate the report card on the Philippines, Indonesia and Papua New Guinea. For comparison, this table adopts the format of the table for the Report Card for South Asia.

The replication of the report card went through a process. The ASPBAE project team discussed the framework and methodology of the report card with project partners in the three pilot countries. They held workshop sessions and focused group discussions to get consensus on the scores and grades for the indicators.

ASPBAE organised the Skills Sharing Session on the Gender Equality in Education Report Card during the Asia-Pacific Conference on Women's Literacy held in Chiang Mai, Thailand in October 2011. Participants gave their recommendations on how to improve the methodology and analysis based on the report card of Indonesia and the Philippines. They discussed the relevance of the report card and data availability at the local level; the sensitivity of the framework to women's reproductive health concerns; and the need to cover non-formal education and literacy programmes.

IMPORTANT NOTE:

This book presents the Report Cards from Indonesia, Philippines and PNG only to show the feasibility of replicating the Gender Equality in Education Report Card in other countries. The scores are still preliminary figures that need further research and validation.



Some Highlights:

- ✓ Among the three pilot countries, the Philippines ranked highest overall and in nearly all the main indicators, Indonesia followed closely while PNG ranked lowest overall and in most of the main indicators.
- ✓ When compared with South Asian countries, the Philippines ranked 3rd place, next only to India and Sri Lanka. While the Philippines has achieved gender parity in education and literacy (males are actually performing much lower in most education indicators), policies and programmes are weak or poorly implemented.
- ✓ Indonesia ranks lower than Bangladesh even if the former has comparatively better education indicators. It must be noted that over the past decade, Bangladesh has achieved significant inroads in gender equality in education.

THE MAKING OF THE REPORT CARDS

The Philippine Case



Scoring in Progress. Training participants rating the performance of the Philippine education system and gender concerns based on their own community experiences (E-Net Philippines Training on Research, Monitoring and Advocacy, Cavite, June 2011)

The training participants formed seven groups of four to five members each. They discussed the technical definition and application of the indicators and the corresponding sub-indicators before giving an overall rating of each indicator in a scale of 1 to 10, where 1 is the lowest and 10 is the highest score. Where data exists for the sub-indicators, participants gave their opinion on whether they agree or disagree with the data based on their own community experiences. In cases of sub-indicators where data do not exist, they rated the specific sub-indicator based on their experience and perception.

Some highlights of the scoring process:

- The participants rated the government's political commitment as fair (score of 5.3 in a scale of 1 to 10). Overall, the participants agreed that, even if tuition is free, parents and students are asked to pay for numerous other items such as school supplies, maintenance and equipment repair. In addition, participants agreed that they are not aware of any specific gender policies promoting girls' education in their respective areas. In terms of the ban on physical punishment, participants said that there is policy banning physical punishment, but it is not adequately implemented. Participants noted that in some cases, teachers who resort to corporal punishment are simply transferred to another location or school division.
- Participants gave a score of 6.6 for transparency and accountability in Philippine education system. Participants gave an Okay rating for two sub-indicators – (1) civil society participation in education policy platforms; and (2) protection of teacher union rights – choosing from a rating of either Excellent, Good, Okay, Poor or Very Poor. Meanwhile, for the sub-indicator on equal representation of women in SMCs/PTAs, the participants agreed that there is equal representation between men and women in SMCs/PTAs.
- The average rating of participants on access to basic education was 6.5. They agree with the data on enrolment and literacy presented in tables.
- The country's Department of Education (DepEd) collects data on areas needing additional school buildings but does not monitor the following sub-indicators – (1) well-maintained school buildings; (2) availability of safe drinking water; and (3) availability of functional girls' toilets. The participants were asked to recall their experience and rate these three sub-indicators using the rating scheme where Good = 100, Fair = 50, and Bad = 0.
 - The overall rating for Education Infrastructure was 5.7. The participants unanimously gave a rating of FAIR for schools where buildings are not well maintained; and BAD or zero (0) for schools without drinking water.
 - The participants' rating for schools without functional toilets varied. Some rated it BAD while others rated it FAIR. Based on their experience, the school may have separate toilets for girls, but, most of the time, these toilets either do not have running water or electricity.

THE RESULT OF THE SIMULATION EXERCISE

The Gender Equality in Education Report Card - Philippines

E-NET Workshop and Training on Monitoring, Research and Advocacy for Women Literacy, 16-18 August 2011

Philippines	Score	Rank		Country	Overall Mark	Grade	Rank
Political Will	62	6.5		Afghanistan	36	D	10
Transparency & Accountability	45	6.6		Pakistan	41	C	8
Gender Access to Basic Education	70	2		Nepal	50	C	7
Education Infrastructure	49	5.7		Bhutan	52	C	6
Quality Inputs	50	6.3		Bangladesh	57	C	4
Education Incentives	26	6		India	63	B	2
Gender Inequality	69	1		Sri Lanka	72	B	1
Barriers to Girls' Education	90	2		Indonesia	54	C	5
Overall Mark	61	3		Philippines	61	B	3
				PNG	39	D	9

- Participants' overall rating for Quality inputs was 6.3. The participants were asked to rate its five sub-indicators based on their experiences and perceptions.
 - For both teacher vacancies and untrained teachers in primary level, participants rated them Fair in a scale of Good=100, Fair = 50 and Bad = 0.
 - For the indicator on teacher absenteeism, the participants gave scores ranging from Fair to Bad (25).
 - In terms of lack of free textbooks and gender bias in textbooks, participants answered YES, there is lack of free textbooks and that there is still gender bias in unison. The rating scheme was NO = 100, Partial = 50, and YES = 0.
- The participants' overall rating on education incentives was 6.0. Participants were asked to rate the three sub-indicators where YES = 100, Some = 50, Few = 25, No = 0.
 - Experiences of participants vary. In the case of free school meals, the ratings ranged from FEW to NONE. For cash transfers, the rating was SOME because only selected households are recipients of the cash transfer programme. For Non-cash incentives, participants said only FEW are recipients of such education incentives.
- The participants' overall rating for the Gender equality indicator was 4.2 which was fairly consistent with the corresponding gender index values and the country's ranking.
- The participants' overall rating for the indicator on barriers to education was 4.5. Participants agreed with the data presented on poverty, the prevalence of child labor and younger marrying age. Participants also confirmed that women in Philippine society are usually very mobile by giving a rating of HIGH for girls' freedom of movement. The rating scale used was High=100, Medium=50 and Low=0.

2.9 RECOMMENDATIONS FOR IMPROVEMENT BASED ON THE REPLICATION EXPERIENCES IN THE THREE PILOT COUNTRIES

General Recommendations

- Include gender equality in Non-Formal Education (NFE), Alternative Learning System and Literacy in the report card.
- Develop a separate and distinct Gender Equality in Literacy Report Card.
- Disaggregate data between national and local governments in relation to governance, expenditure, transparency and policies/programmes on gender mainstreaming in education.

Recommended additional indicators for inclusion in the report card

- Governance → Policy on Violence against Women, including sexual harassment
- Transparency and accountability → Participation of women in education policy platforms; participation of women and other CSO representatives in public finance and budget processes
- Access to basic education → Participation of girls and women in Non-Formal Education, literacy courses and life skills programmes
- Infrastructure → Well-lighted and ventilated classrooms, Community Learning Centres and community libraries
- Quality → Trained para-teachers and volunteers for mentoring of slow learners and non-readers; availability of and free access to gender sensitive modules and learning materials
- Incentives → Free meals in school and during Non-Formal Education, life skills and literacy classes or sessions
- Equality → Replace the indicators Gender Development Index (GDI) and the Gender Empowerment Measure (GEM) with the Gender Inequality Index² (GII) of the Human Development Report and the Gender Equity Index (GEI) of Social Watch
- Include indicators on reproductive health; early marriage; security and safety in campuses/communities; violence against women; provision for breastfeeding stations in schools and learning centres; provisions for day care and support for other caring activities

² The GDI and GEM have been updated and consolidated into the Gender Inequality Index starting with the 2010 Human Development Report.

2.10 GENDER EQUALITY IN EDUCATION REPORT CARD FOR SUB-NATIONAL OR LOCAL APPLICATION

Why replicate the Gender Equality in Education Report Card at the local level?

- ⇒ Policy environment, programmes and situation vary across local areas within countries.
- ⇒ There are wide disparities in education performance.
- ⇒ National policies are unevenly implemented; there is no automatic local translation.
- ⇒ Localisation of EFA is critical to achieving the set goals and targets.
- ⇒ There is a need to simplify the methodology and indicator set.

How was the local report card developed?

The Process:

- ⇒ Developing the design based on the original concept of the Gender Equality in Education Report Card;
- ⇒ Preparing appropriate instruments– survey forms, FGD guidelines and interview guide questions;
- ⇒ Pre-testing the instruments in one urban and one rural area;
- ⇒ Reviewing, revising and finalising all instruments based on the pre-test finding.

The Instruments:

- ⇒ Local survey forms on the perception of parents, students and local residents on school facilities, infrastructure, teaching personnel and management.
- ⇒ FGDs among teachers, parents and students to validate school performance indicators and to discuss key issues related to gender equality in education;
- ⇒ Interviews with key informants targeting specifically school administrators and head teachers inquired about the school policies, programmes and activities to promote gender equality

The results of the survey, interviews and FGDs were used as basis for establishing the preliminary scores for the local Report Card. These scores are validated based on the official school performance rating and established benchmarks in education performance at local and national level.

What are the distinct features /characteristics of the local report card?

- ⇒ Recognition of gender dimension not only in formal education but also in non-formal education, literacy and life skills programmes at the local level.
- ⇒ Separate identification of local government education policy platform from national government; how a national gendered education policy is localised or how local government adopts and implements national policies.
- ⇒ Ensured involvement of women in local policy platforms and in local budget processes.
- ⇒ Collecting and generating data on NFE, literacy, and life skills programmes at the local level.
- ⇒ Ensure/monitor support for NFE, literacy, life skills programmes for women participants, especially those with children, so they can pursue education.

2.11 LOCAL REPORT CARD MODULE, INDICATORS ON GENDER EQUALITY IN EDUCATION, LITERACY AND LIFE SKILLS

	Local Indicators: Formal and Non-formal Education, Literacy and Life Skills programmes	Women-Intensive	Women-Exclusive
Section I: Governance Context			
A) Political Will	i. Right to free education, including Non-Formal Education, Literacy and Life Skills Programmes	✓	
	ii. Public expenditure on education, both for Formal and Non-Formal, Literacy and Life Skills Programmes	✓	
	iii. Policy framework to address gender gaps in education, both Formal and Non-Formal, in Literacy and in Life skills		✓
	iv. Ban on physical punishment; Policy against sexual harassment	✓	
B) Transparency and Accountability	i. Perception on transparency and integrity of the local/state level government and local bureaucracy for Formal and Non-Formal Education, and the bureaucracy for Literacy and Life Skills Programmes	✓	
	ii. Participation of civil society, women's groups and other stakeholders in all education policy platforms at the local level, including platforms for Non-Formal Education, Literacy and Life Skills Programmes	✓	
	iii. Protection of teachers' rights at the local level, including teachers in Non-Formal education, Literacy and Life Skills Programmes	✓	
	iv. Women's participation in school management as well as in management of Non-Formal Education, Literacy and Life Skills Programmes		✓
	v. Participation of women, civil society and other stakeholders in the local budget process, including budget processes for other education and literacy funds at the local level		✓

	Local Indicators: Formal and Non-formal Education, Literacy and Life Skills programmes	Women-Intensive	Women-Exclusive
Section 2: Capabilities			
C) Access to Basic Education	i. Girls' pre-primary enrolment		✓
	ii. Girls' primary school enrolment		✓
	iii. Girls' secondary school enrolment		✓
	iv. Girls' and women's participation in Non-Formal Education, Literacy and Life Skills Programmes		✓
	v. Girls' and women's literacy		✓
Section 3: Resources and opportunities			
A) Infrastructure	i. School building (all weather) and drinking water	✓	
	ii. Functional toilets exclusive for girls		✓
	iii. Well-lighted classrooms and well-ventilated classrooms	✓	
	vi. Community learning centres and other venues for Non-Formal Education, Literacy and Life Skills Programmes	✓	
	v. Community libraries	✓	
B) Quality	i. Teacher vacancies, including those vacancies in Non-Formal , Literacy and Life Skills Programmes	✓	
	ii. Teacher Absenteeism, including those in Non-Formal , Literacy and Life Skills Programmes	✓	
	iii. Trained teacher–pupil ratio; including those in Non-Formal, Literacy and Life Skills Programmes	✓	
	iv. Trained gender-sensitive teacher, including those in Non-Formal, Literacy and Life Skills Programmes		✓
	v. Trained para-teachers and volunteers for mentoring slow- learners and non-readers in basic education	✓	
	vi. Lack of free textbooks, modules and other learning materials	✓	
	vii. Gender-sensitive curriculum		✓
	viii. Gender-sensitive textbooks, modules and other learning materials		✓
C) Incentives	i. Free meals in school, during Non-Formal Education sessions, during Life Skills and Literacy sessions	✓	
	ii. Cash transfers for girls in both Formal and Non-Formal Education, in literacy and in Life Skills Programmes		✓
	iii. Non-cash incentives for girls in both formal and Non-Formal Education, in literacy and in Life Skills Programmes		✓
	iv. Provisions for breastfeeding stations		✓
	v. Provisions for day care support and support for other caring activities		✓
D) Gender Equality	i. Gender Inequality Index (GII)		✓
	ii. Gender Equity Index (GEI)		✓

	Local Indicators: Formal and Non-formal Education, Literacy and Life Skills programmes	Women-Intensive	Women-Exclusive
Section 4: Security			
Barriers to Education	i. Poverty levels	✓	
	ii. Prevalence of child labour	✓	
	iii. Marriage and pregnancy		✓
	iv. Cultural barriers (beliefs and tradition)		✓
	v. Security of girls		✓
	vi. Violence in school	✓	

Additional Indicators

The indicators for the local report card on gender equality in education, literacy and life skills cover all four domains and eight major indicators of the gender education report card. Additional indicators, however were included for the non-formal education, literacy and life skills programmes at the local level.

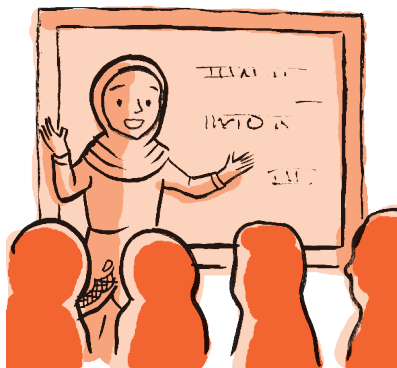
Under the first domain, Governance Context, Political Will, additional indicators include:

- Local policies recognising and supporting free basic education for all, including non-formal education, literacy and life skills programmes or any equivalent statement or resolutions and the elimination of user fees through provision of counterpart funding or subsidies by local government
- Local government expenditure (and budget) on education, both formal and non-formal, and on literacy and life skills programmes to total local government expenditure
- Local policy framework to address gender gaps in formal and non-formal education and in literacy and life skills programmes
- Local policy and action that supports and substantiates ban on physical punishment and existence of policy initiatives to eliminate violence, including sexual abuse, against women and children, in schools, in non-formal education venues and in literacy and life skills programme settings to ensure a child-friendly and gender sensitive learning environment



Additional sub-indicators under Transparency and Accountability are:

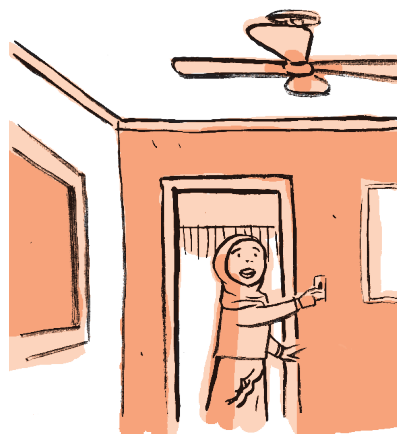
- Perception on Local Government and the education bureaucracy's transparency and integrity, including the management of literacy and life skills programmes/courses



- b) Policies and actual practice on women's representation and active participation in school management, in non-formal education management, and handling of literacy and life skills programmes
- c) Policies and actual practice on active representation and participation of women, civil society and other stakeholders in the local budget process, including budget processes for other education and literacy funds at the local level

Additional sub-indicators under Infrastructure are:

- a) Well-lighted and well-ventilated classrooms and venues for non-formal education, literacy and life skills programmes
- b) Community learning centres as venues for non-formal education, literacy and life skills programmes at the local level
- c) Community libraries which provide various reading as well as multi-media materials for learning and are open to all people in the community, especially those engaged in non-formal education, literacy and life skills programme

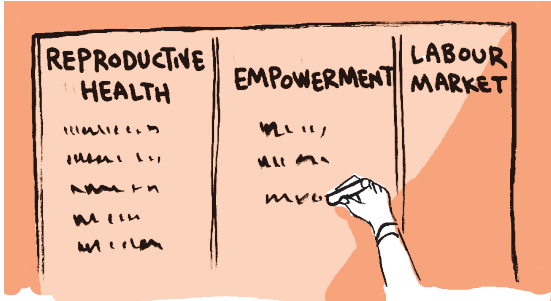


Additional sub-indicators under Quality and Incentives are:



- a) Trained gender sensitive teacher for basic education, both formal and non-formal, as well as for literacy and life skills programmes referring to teachers who have undergone training on gender sensitivity; and are able to apply it in their teaching and learning methods, and in relating with learners
- b) Trained para-teachers and volunteers for mentoring slow learners and non-readers in between and after class hours
- c) Provision of free gender-sensitive textbooks and learning materials to all children in public pre-primary, elementary and secondary schools; and for all youth and adults in non-formal education and Literacy and life skills courses/programmes
- d) Non-Cash Support to youth and adult learners such as provisions for breastfeeding stations, day care assistance and support for other caring activities performed by learners in non-formal education, literacy and life skills programmes

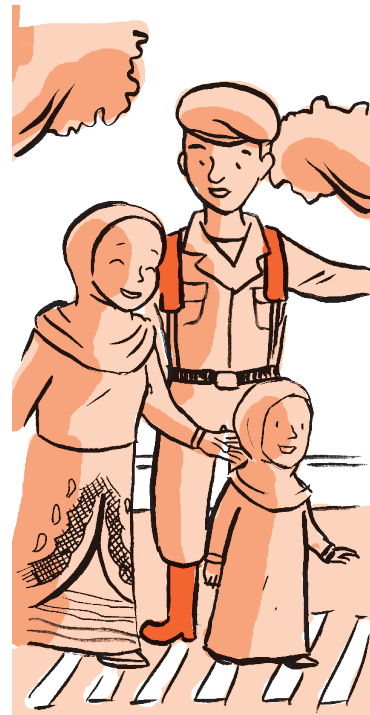
Additional indicators under Gender Equality are:



- a) Localised gender inequality index, a composite index which reflects women's disadvantage in three dimensions—reproductive health, empowerment and the labour market
- b) Localised gender equity index, a composite index which measures the gap between women and men in education, the economy and political empowerment.

Additional indicators under Barriers to Education are:

- a) Child/Early marriage, the socio-cultural practice of parents arranging/ allowing marriage of their daughters before the age of 18 years which is the most common reason for girls' dropout from secondary school
- b) Cultural barriers such as beliefs and traditions, the practice of which results in girls dropping out of school, constraints in girls' progression to secondary schools, as well as limits women's participation in non-formal education, literacy and life skills programmes
- c) Security of children in the form of presence of police or guards who ensure safety of school children who walk home. Fear of possible assault among children on their way home results in girls' non-attendance in school
- d) Violence in school in the form of bullying, gang wars, fraternity wars and other physically aggressive behavior also limits girls' attendance in school



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ANNEX 2A: SCORING SYSTEM FOR THE GENDER EQUALITY IN EDUCATION REPORT CARD

Governance Context. Political recognition of gender disadvantage and policy commitments to address the same both from a governance and accountability perspective.

Political Will. The decisive ways in which governments show their commitment in prioritizing education for all, including literacy. Four attributes of political commitment for the pursuit of universal basic education and literacy, which have an intensified effect on girls' enrolment and survival in school are considered: i) The enshrinement of the right to free education, including literacy; ii) public expenditure on education and literacy; iii) the existence of specific policies to address the gender gap in education and literacy, and iv) the ban on corporal punishment.

To compute total marks for this indicator, right to free education and public expenditure have been awarded a greater weighting of 35 per cent each to depict the educational context while the existence of policies to bridge the gender gap and ban corporal punishment have a lesser weighting of 15 per cent each.

Right to free education. Free education as a human right based on the International Covenant on Economic, Social and Cultural Rights (1966) which states that, 'Primary education shall be compulsory and available free for all,' where ratifying governments commit to guarantee the right to free and compulsory education at least in primary schools. Elimination of school fees (charges for education born by parents/children) in primary and secondary education and in literacy classes are tracked through adoption of legislative, constitutional or budget guarantees to implement free education.

To compute marks out of 100 for free education, a simple formula has been used:
= IF (Primary Education is 'Free' = 100, 'Fee' = 0)

Public expenditure on education. Public expenditure (not budget) on education as a percentage of total government expenditure represents the translation of government political will into financial support. Government's sufficient allocation of finances to education as a measurable indicator of political commitment is also monitored in absolute terms and as a proportion of Gross National Income (GNI). As benchmarked, low income countries are expected to spend at least 20 per cent of their public expenditure on education.

The formula used uniformly is that, if education expenditure is greater than 20 per cent then allot 100 marks; if education expenditure is less than 20 per cent, then calculate marks as:

$$= \frac{(\text{Education Expenditure} \times 100)}{20}$$

Gender sensitive education policies - Policies to bridge the gender gaps. The recognition of gender gaps within the education system and the formulation of specific policies to address them. Achievement of gender parity in all levels of education by 2015 is one important gender gap being monitored, especially the extent of gender disparity in Gross Enrolment Ratios (GERs) at the level of secondary education between girls and boys.

This indicator initially categorizes countries based on the extent of gender disparity in Gross Enrolment Ratios (GERs) at the level of secondary education between girls and boys.

If GER is in favour of girls, the marks are therefore calculated as follows based on the existence of gender policies: = IF ('Yes' = 100, 'Partial' = 50, 'No' = 25)

This implies that even if these countries do not have a gender policy, they are awarded 25 marks as girls supersede boys in access to secondary schools.

If countries which have gender gaps are marginally in favour of boys in terms of a 5–9 percentage point differential; based on the existence of gender policies, the marks are calculated as follows:

= IF ('Yes' = 75, 'Partial' = 50, 'No' = 0)

This implies that countries are penalized by being given 0 marks if they do not have any policies for girls; and even if they do, they will be awarded only 75 marks, as the policies are yet to have an impact on equitable enrolments.

In countries where enrolments are heavily in favour of boys with a 10–14 percentage point difference, based on the existence of gender policies in education: = IF ('Yes' = 50, 'Partial' = 25, 'No' = 0)

This implies that countries are awarded only 50 marks even if they have gender policies in education as they have yet to have an impact on equitable enrolments.

Legal Ban on corporal punishment. The existence of policy initiatives to eliminate violence, including sexual abuse, in schools which serves as a concrete measure of political commitment to ensure a child-friendly and gender-sensitive learning environment. Eliminating corporal punishment requires both clear and explicit law reform and sustained public education – about children’s rights, the dangers of corporal punishment and the promotion of positive, non-violent relationships with children. Corporal or physical punishment is any punishment in which physical force is intended to cause some degree of pain or discomfort: for example, rapping on the knuckles, beating with a scale, hitting with a cane, forcing children to stay in uncomfortable positions like kneeling down for long hours, making them run on the school ground, pinching, slapping, torture ‘electric shock’ and all other acts leading to insult, humiliation, physical and mental injury, and even death.

This is based on the database maintained by the Global Initiative to End all Corporal Punishment of Children <http://www.endcorporalpunishment.org>

Transparency and Accountability. Four measures of transparency and accountability with relevance to the education and literacy, especially of girls are considered: (i) levels of corruption in the country, (ii) civil society participation in education, including literacy policy platforms, (iii) protection of teacher union rights and (iv) representation of women in school management committees (SMCs) and parent–teacher associations (PTAs).

To compute total marks for this indicator, corruption perception score as a sub-indicator has been given a weighting of 40 per cent and the remaining sub-indicators of civil society participation, protection of trade union rights and women’s representation in school management committees have an equal weighting of 20 per cent each.

Corruption index. Endemic corruption in the education system is a drain on resources and denies children their right to education. Transparency International (TI), a global civil society watchdog, annually updates its corruption perception index (CPI) based on an exhaustive cross-country comparable survey among international experts. This data has been procured from the 2006 edition of Transparency International’s annual flagship Corruption Perception Index. It relates to perceptions of the degree of corruption as seen by business people and country analysts and ranges between 10 (highly clean) and 0 (highly corrupt).

The corruption perception raw score which is indicated on a scale of 1 to 10 has been converted to percentages to provide marks for this sub-indicator.

Civil society participation in education policy platforms. Civil society can perform an important role not only in inclusive policy formation as a policy partner but also as a watchdog and critique of national education policies. The data for this component was collated based on a GCE survey questionnaire administered to national civil society contact points. The five-point grading scale was defined at the two extreme ends of the scale as follows:

- Excellent: Regular formalised opportunities to participate in national education policy formation and critique it with full freedom of speech
- Very Poor: Repressive government with no opportunity to participate/critique in national education policy formation

To compute marks for incentives, this simple formula has been used:

= IF (Civil Society Participation ‘Excellent’ = 100, ‘Good’ = 75, ‘Okay’ = 50, ‘Poor’ = 25, ‘Very Poor’ = 0)

Protection of teachers’ rights. The rights of teacher unions as important members of civil society in the sphere of education must be protected. This data has been evaluated from the text of Education International’s (2007) Barometer of Human and Trade Union Rights.

To compute marks for this indicator, a simple formula has been used:

= IF (Protection of Trade Union Rights is ‘Excellent’ = 100, ‘Good’ = 75, ‘Okay’ = 50, ‘Poor’ = 25, ‘Very Poor’ = 0)

Women’s participation in school management. All countries in South Asia have an official policy to have school management committees (SMCs) and/or parent teacher associations (PTAs). But very few have reserved seats for women on them. Even if they exist, often the representation of women is not necessarily equal. This data was collated largely from enquiries with Education International’s teacher unions and ASPBAE’s education coalitions in respective countries. To compute marks for this indicator:

=IF (Representation is ‘Equal’ = 100, ‘Partial’ = 50, ‘No’ = 25).

Even if countries have not made any attempts to ensure equal representation i.e. ‘No’, they have been awarded 25 marks, since all countries at least officially have SMCs and PTAs and they need to be commended for this initiative.

Capabilities. Evaluate the right of women and girls to attain a full cycle of basic education. This indicator focus on the gender dimension of four levels of the cycle of basic education: (i) pre-primary, (ii) primary, (iii) secondary and (iv) adult literacy

Gender Access to Basic Education. National governments have the responsibility to provide free and good quality elementary childhood care and education facilities, primary and secondary schools and adult literacy centres for their entire populous, including girls and women. This indicator tracks the female population which lies outside the education system. To capture the element of lack of universal female education, it tracks girls and women who do not have access to the respective age-specific educational opportunities of different levels of basic education – pre-primary, primary, secondary school or adult literacy. For this indicator the data source has largely been the UIS database www.uis.unesco.org.

To compute total marks for gender access to basic education, each level of education – ECCE, primary, secondary and adult literacy – has been given an equal weight of 25 per cent.

Girls without Pre-Primary education. Pre-primary education is defined as programmes of organised instruction which are school- or centre-based, occupying at least two hours per day and 100 days per year. It represents the more formal aspects of early childhood care and education which is integrated with the national education system, via kindergartens where care, play and education are all included. To compute female population without access to pre-primary education (in percentage) the formula used was based on net enrolment ratio (NER):

$$= (100 - \text{NER of girls in Pre-Primary Education})$$

Girls without Primary and Secondary education. Definitions of ‘basic education’ traditionally refer to only 9 years of schooling, i.e. up to age 15 or more precisely lower secondary level. However, we have expressed data in terms of secondary education as a whole for two reasons:

- i) Comparative data on enrolment in lower secondary education suffers from many data gaps.
- ii) As civil society commentators we feel that it is imperative to raise the bar of basic education to a higher standard to ensure that the gains of a full cycle of secondary education are evaluated.

Out-of-Primary school female population has been calculated as: $= (100 - \text{NER of Girls in Primary School})$

Out-of-Secondary school female population has been calculated as: $= (100 - \text{NER of Girls in Secondary School})$

Women's Literacy. Basic literacy for the population greater than 15 years of age is an important indicator of the historical importance accorded to investments in education and adult education in particular. As the data for this parameter is difficult to access and we have had to largely rely on the database of UNESCO's Institute for Statistics (UIS), the definition of literacy is minimalist. That is, a person who can, with understanding, both read and write a short simple statement on his or her everyday life is considered to be literate.

The female adult illiteracy rate has been simply calculated as: $= (100 - \text{female adult literacy rate})$

Resources and opportunities. Essential aspects of educational resources investments required especially from girls' and women's point of view both within and outside classroom walls: (A) the state of education infrastructure, (B) quality of inputs in the classroom (C) incentives offered to attract and retain pupils, especially girls, in schools and (D) the opportunities available to women beyond the classroom throughout their lifetime.

Education Infrastructure. Comprises three to determine quality of education infrastructure: (i) the existence of pucca (all weather) buildings, (ii) the availability of drinking water; (iii) the presence of separate functional toilets, especially for girls to ensure that they are able to spend long hours in school. All the parameters are analysed in terms of their deficit to unravel the extent of the need to rehabilitate the current state of education infrastructure. The data has been sourced from a variety of secondary sources – both national level government and civil society publications available in the public domain.

To compute total marks for education infrastructure, the physical availability of all weather classrooms have been accorded a quarter of the weighting, while the availability of drinking water and toilets constitute a slightly lower weighting of one-third each.

School building. Pucca refers to ‘all weather’ or permanent, well maintained classrooms. They are the very least that children require to be able to complete their basic education. Since the percentage figures have been expressed in the inverse, the marks have been computed as follows:

$$= (100 - \text{percentage of schools without pucca classrooms})$$

Drinking water. Availability of drinking water within the school premises is important to enable children to spend long hours in school. The formula used for drinking water and school building is similar. The marks have been computed as follows: $= (100 - \text{percentage of schools without drinking water})$

Functional toilets for girls. For girls in particular, the availability of separate, functional toilets are crucial within the school premises. The formula used for toilets and school building is similar. The marks have been computed as follows: $= (100 - \text{percentage of schools without toilets/functional toilets for girls})$

Quality Inputs. To analyse the importance of quality inputs within the classroom in terms of two inputs – teachers and curricula. The specific parameters analysed with consideration to gender sensitivities are (i) unfilled teacher vacancies, (ii) deficit of professional teacher training, (iii) levels of teacher absenteeism, (iv) availability of textbooks free of cost and (v) elimination of gender biases in the curricula.

To compute total marks, indicators with respect to teachers have been accorded an eighty percent weighting and curricula have twenty per cent. Teacher vacancies constitute 30 per cent, teacher training and absenteeism 25 per cent each of the total scores. The curricula-related parameters of availability of free textbooks and existence of gender bias have 10 per cent weighting each.

Teacher vacancies. The number of required teachers is calculated based the actual pre-primary, primary and secondary school aged population. The minimalist Fast Track initiative benchmark of 40:1 pupil:teacher ratio is used to compute the extent of teacher vacancies through comparisons with the actual numbers of teachers engaged across pre-primary, primary and secondary education. To represent the percentage shortage of teachers, the formula used is:

$$= \frac{\text{Required teachers} - \text{Actual teachers}}{\text{Total student population}} \times 100$$

Where

$$\text{Required teachers} = \frac{\text{Total student population}}{40}$$

to attain the minimalist Fast Track Initiative of 40:1 pupil:teacher ratio.

To calculate the marks for this sub-indicator, the above formula is simply subtracted from 100 per cent.

Untrained Teachers. Untrained teachers hamper the quality of education. However, in this case it must be noted that comparable data is available only for primary education.

Teacher Absenteeism. Absence of teachers from school classrooms is a problem in several South Asian countries, but data is not easily available. This data has been extracted from a variety of sources. To ensure that countries are adequately penalized for teacher absenteeism, the marks for this sub-indicator have been calculated as follows:

$$= 100 - \frac{\text{Teacher absenteeism}}{50} \times 100$$

Free Textbooks and Learning Material. Provision of free textbooks all children in public schools. Learning materials and textbooks also represent an important input in a classroom. Data for this sub-indicator have been gathered from a survey of national civil society coalitions. To compute marks for free textbooks and learning material, the following formula has been used as a response to the survey question on their availability: = IF ('Yes' = 100, 'No' = 0, 'Yes/No – provided to some students' = 50, 'No Data' = 0)

Gender Bias. Institutionalized gender discrimination within the education system through the curriculum. It is embedded in textbooks, lessons and classroom interactions. Bias takes the form of women's invisibility, perpetuation of gender division of labour, emphasis on stereotypes of feminine or masculine attributes and gendered linguistic biases. To compute marks to gauge the existence of gender bias, the following simple formula has been used: = IF ('Yes' = 0, 'Partial' = 50, 'No' = 100)

Incentives. Incentives to encourage girls and boys to stay in school and continue their education. They can either be made available universally or targeted specifically for girls, children from poor communities. This indicator essentially focuses on three types of incentives: (i) universal school meals, (ii) existence of cash stipends for marginalised communities and girls and (iii) any other non-cash incentives to facilitate girls' access to schools.

To compute total marks, free meals and cash stipends are each given a 35% weight while non-cash incentive is given 30%.

Free school meals. Free school meals are expected to improve child nutrition, health and educational achievements as well as address the malaise of high dropout rates and repetition in schools. The data has been largely sourced from the World Food Programme publication retrieved from the website: <http://www.lamberspublications.com/downloads/schoolfeedingbookforhousehungercaucus.pdf>

To compute the marks for this indicator, a grading scale was used to determine if the implementation of school meals has universal coverage of the school-going child population. 'Yes' implies that more than 75 per cent of the child population are served meals in school, 'Some' implies a coverage of at least half the children in schools, 'Few' at least 25 per cent coverage and 'No' being no programme to deliver meals in schools. The marks for this sub-indicator are implemented as follows: =IF ('Yes' = 100, 'Some' = 50, 'Few' = 25, 'No' = 0)

Cash transfers. Stipends, scholarships and other cash awards offer an incentive to guardians to send their children to school. Girls in particular benefit from cash awards to offset the direct costs and perceived opportunity costs to schooling. The data has been researched from a range of references available in the public domain and as far as possible cross-checked with UNICEF country offices or ASPBAE national coalitions and partners.

This indicator evaluates cash stipends which are available for both marginalised communities as a whole or specifically for girls. To compute the marks for this indicator, the grading scale is identical to one used to evaluate school meals, though the data availability is less rigorous in terms of applicable percentage coverage and relies more on subjective inferences of their coverage. The marks for this sub-indicator are computed identically to those for school meals.

Non-Cash Incentives to Facilitate Girls' Access to Schools. Girls suffer from greater perceived security risk in travelling to school. Incentives like bicycles, subsidized bus passes, hostel facilities, etc. offer important means to support their participation in school. The data has been researched from a range of references available in the public domain and as far as possible cross-checked with UNICEF country offices or ASPBAE national coalitions and partners. The marks for this sub-indicator are computed identically to those for school meals and cash transfers.

Gender Equality. This focuses on the opportunities available for women. This report card relies on two dimensions to evaluate the environment of gender equality, both calculated by the UNDP's Human Development Reports: (i) the Gender Development Index, which provides an assessment of the gendered gap in basic capabilities including literacy, life expectancy and earned income and (ii) the Gender Empowerment Measure which examines the extent of economic and political participation of women.

To compute total marks, GDI has been given a weighting of 70 per cent and GEM 30 per cent.

Gender Development Index. GDI is a composite index calculated based on life expectancy at birth, adult literacy rate and estimated income adjusted to account for inequalities between men and women. It takes note of inequality in achievement between women and men. The GDI raw scores expressed as percentages represent the marks for this sub-indicator.

Gender Empowerment Measure. GEM is a composite index measuring gender inequality in three basic dimensions of empowerment: economic participation and decision making, political participation, and power over economic resources. It includes: Seats in parliament held by women, Female legislators, senior officials and managers, Female professional and technical workers, Ratio of estimated female earned income to male earned income. The GEM raw scores expressed as percentages represent the marks for this sub-indicator.

Barriers to education. Hurdles that women and girls face to complete their education, both in terms of economic and socio-cultural constraints. Poverty, in particular, not only inhibits household expenditure on schooling, but further creates opportunity costs in terms of child labour. Patriarchal social norms also add pressure for both marriage and restrictions on mobility of girls post-puberty. In this scorecard Economic and socio-cultural constraints are represented by (i) household poverty and (ii) child labour, while socio-cultural violence is analysed in terms of (iii) child marriage and (iv) freedom of movement which particularly constraints girls' progression to secondary schools.

Total marks for BE have been computed by giving all the sub-indicators an equal weighting of 30 per cent, except for poverty which enjoys a weighting of only 10 per cent due to lack of data in Afghanistan.

Poverty. In 2008, the World Bank revised its international poverty line to population living on less than \$1.25 a day in 2005 PPP terms. It enables international cross-country comparability as a minimalist measure of income poverty. Households with income less than this international poverty line struggle to keep children in school, especially girls, if the education system charges legal or illegal user costs. The marks for this sub-indicator are calculated simply as: $= (100 - \text{percentage of population below the international poverty line})$

Child Labour. Child labour is common across South Asian countries in the form of either paid or unpaid work, undertaken by children either within the household or outside. The data for this indicator captures the percentage of children 5–14 years old involved in child labour at the moment of the Multiple Indicator Cluster Surveys (MICS) and Demographic Health Survey (DHS). A child is considered to be involved in child labour under the following conditions: (a) children 5–11 years old who, during the week preceding the survey, did at least 1 hour of economic activity or at least 28 hours of domestic work; or (b) children 12–14 years who, during the week preceding the survey, did at least 14 hours of economic activity or at least 28 hours of domestic work. The marks for this sub-indicator are calculated simply as: $= (100 - \text{percentage of girls engaged in child labour})$

Child Marriage. Forty-eight per cent of girls in South Asia are married before the age of 18 years, which often leaves their education incomplete. The Convention on the Rights of the Child defines a child as every human being below the age of 18 years. The data for this indicator is based on Demographic Health Services (DHS) data which evaluates the percentage of women aged 20–24 years who were married or in union before they were 18 years old. The marks for this sub-indicator are calculated as: $= (100 - \text{percentage of girls married before 18 years})$

Freedom of Movement. The indicator measures the level of restrictions women face in moving freely outside their own household, for example by being able to go shopping or visit friends without being escorted by male members of the family. The following elements are considered: freedom to travel; freedom to join a club or association; freedom to do grocery (and other types of) shopping without a male guardian; freedom to see one's family and friends. This indicator draws from the Social Institutions and Gender Equality Index and the results of its national level research analysis and coding.

High: No restrictions of women's movement outside the home

Medium: (Some) women can leave home sometimes, but with restrictions

Low: Women can never leave home without restrictions (i.e. they need a male companion, etc.)

The marks for this sub-indicator are calculated simply as:

= IF (Freedom of Movement is 'Low' = 0, 'Medium' = 50, 'High' = 100)

ANNEX 2B: QUESTIONNAIRES FOR LOCAL REPORT CARD MODULE

A. CHECKLIST OF DOCUMENTS

1. Local ordinances or administrative orders, resolutions, policies, programmes, memoranda, circulars from government and/or the education ministry
 - a. That support free basic education, for both formal and non-formal, including literacy and life skills and the elimination of user fees
 - b. That address gender gaps in education, for both formal and non-formal, including literacy and life skills
 - c. That monitor, support and substantiates ban on physical punishment
 - d. That address violence in school as well as sexual harassment
 - e. That support and substantiate the protection of teachers' rights
2. Official documents of government and the education ministry on the Local Annual budget and expenditure report showing totals and specific items on education, both formal and non-formal, literacy and life skills programmes
3. In cases where there is a separate education fund handled for example by a local school board, official report on the expenditure and budget of such special education fund.
4. Official report of government and the education ministry on education policy platforms that involves civil society, such as Education for All local committees, school governing councils, school management committees
5. Official reports of local school boards and parent-teacher associations, including membership and representation
6. Official data and report from government and the education ministry, particularly the education information system on
 - a. Net enrolment ratios disaggregated by school, by sex, by area/location, by level of education
 - i. percentage of female population without access to pre-primary education
 - ii. percentage of female population without access to primary school education
 - iii. percentage of female population without access to secondary school education
 - b. Cohort survival and completion rate disaggregated by school, by sex, by area/location, by level of education
7. Official data/report on enrolment/participation of girls/women (data on Target/eligible and actual) from government entities which manage non-formal education, literacy and life skills programmes
 - a. Enrolment/participation of girls/women in Non-formal Education
 - b. Enrolment/participation of girls/women in Literacy courses/programmes
 - c. Enrolment/participation of girls/women in Life skills programmes
 - d. Percentage of female illiterates who are able to access non-formal education, Literacy and Life skills programmes
8. Official government report on literacy rates, particularly female literacy rate for youth and adults
9. Official reports of surveys on literacy, particularly female literacy rate for youth and adults. Especially in cases where local governments conduct the community based monitoring system.
10. Official data and report from government and the education ministry at the local level, particularly the education information system on school infrastructure--
 - a. Status of school buildings, whether well maintained or not
 - b. Classroom shortages
 - c. Status of drinking water, i.e., whether existing, safe or not
 - d. Presence of separate and functioning toilets for girls, including ratio of such toilets to girls in school
11. Official data and report from government and the education ministry at the local level, particularly
 - a. Teacher vacancies, including those vacancies in non-formal, literacy and life skills programmes
 - b. Teacher Absenteeism, including those in non-formal, literacy and life skills programmes

- c. Trained teacher–pupil ratio; including those in non-formal, literacy and life skills programmes
 - d. Trained gender sensitive teacher, including those in non-formal, literacy and life skills programmes
 - e. Trained Para-teachers and volunteers for mentoring of slow learners and non-readers in basic education
 - f. Availability of textbooks, modules and other learning materials (in ratios if feasible)
 - i. Pupil-textbooks ratios;
 - ii. Non-formal education Learner- NFE modules and other learning materials
 - iii. Life skills programme participant-learning materials
 - iv. Literacy programme participant-module/learning materials
12. Official report from ministry of education at the local level and the government entity responsible for gender mainstreaming on the evaluation of the basic education curriculum, in particular,
- a. if the curriculum is gender sensitive
 - b. If textbooks, modules and other learning materials are gender-sensitive
13. Official report from government and ministry of education at the local level on –
- a. Free meals in school, during non-formal education sessions, during life skills and literacy sessions (school feeding programmes)
 - b. Cash transfers for girls in both formal and non-formal education, in literacy and in life skills programmes
 - c. Non-cash incentives for girls in both formal and non-formal education, in literacy and in life skills program
14. Official data and report from government, particularly statistics offices which conducts regular and special surveys, local governments which conducts the community based monitoring system
- a. Poverty levels
 - b. Prevalence of child labour
 - c. Early/Teenage Marriages and Pregnancy

B. KEY INFORMANT INTERVIEW GUIDE

Guide questions for Key Informant Interview (KII) with the following:

- 1. Office of the Mayor and/or Governor
 - 2. Ministry of Education offices at the local/community level
 - 3. Government entities managing/implementing Non-Formal Education
 - 4. Government entities managing/implementing Life Skills programmes/courses
 - 5. Government entities managing/implementing Literacy programmes/courses
 - 6. Education Committees of Councils at the local/community level
 - 7. School principal
 - 8. School Board members/representative
 - 9. Women's bureau or government entity assigned with gender mainstreaming at the local/community level
1. Are there any local ordinances/administrative orders or equivalent statement or resolution supporting:
- Free basic education for all and the elimination of user fees through provision of counterpart funding or subsidies?
 - Free Non-formal Education (NFE) for elementary and secondary level?
 - Free Life skills program/courses?
 - Free Literacy programmes/courses?
2. How much does the local government spend (both intended and actual) for the following, and what is its share in the total expenditure/budget of government:
- For Basic education? Share of basic education in the total annual budget/expenditure?
 - For Non-formal education (NFE)? Share of NFE in the total annual budget/expenditure?
 - For Life skills programmes? Share of Life skills programmes in the total annual budget/expenditure?
 - Literacy programmes? Share of Literacy programmes in the total annual budget/expenditure?

In cases where there is a separate education fund, apart from the regular local government budget for education, how much of this education fund goes into key inputs to basic education? (Share of Teacher, Textbook, Learning materials, Furniture, School building, teacher training in total education fund? How much of this education fund goes into non-formal education, life skills and literacy programmes/projects?

3. Are there specific local policies and programmes/actions that address gender gaps in education – i.e. those that promote disadvantaged girls; those that impact on equitable enrolments.
(Ask for examples of specific policies eg policies which ensure that those involved in child labor are able to continue schooling?; those who got pregnant/gave birth in their teens are able to continue schooling?)

4. Are there local policies that monitor, support and substantiate ban on physical punishment for children?
Are there cases of physical punishment among the children?

Are there cases/incidences of violence in school (Teacher-student; student-student; teacher-teacher)

Are there local policies that address violence and sexual harassment in school?

Are there local policies that address violence and sexual harassment in non-formal education, life skills and literacy programmes?

5. Do civil society and women's groups participate in local budget processes in government, including those in planning and budgeting of education funds?
Is gender responsive budgeting for education applied in local budget processes?

Do women/women's groups participate in designing, managing and evaluating formal basic education in the community?

Do women/women's groups participate in designing, managing and evaluating non-formal education, life skills and literacy programmes in the community?

6. Is there adequate number of teachers for public schools in the locality? [What is the percentage of teacher shortage in the locality] Does the LGU cover the teacher shortages for public schools in the locality subject to DepEd criteria/policies for teacher selection/hiring
Does the LGU/school employ para teachers and volunteers for the mentoring of slow learners and non readers?

C. FOCUSED GROUP DISCUSSION GUIDE

FOR KII/FGD WITH PARENTS/PTCA/PTA and community organisations (Peoples organisations)

- KII/FGD with teachers/teachers organisations
- Students

1. Are there local policies that monitor, support and substantiates ban on physical punishment?
Are there cases of physical punishment among the children?

Are there cases/incidences of violence in school (Teacher-student; student-student; teacher-teacher)

Are there local policies that address violence in school?

2. In a scale of 1 to 10, 1 being highly corrupt and 10 being very clean, how will you rate your LGU (?LSB)
Does the LGU make public its annual budget and expenditures, including details on how money was spent? (Budgets posted on visible locations in the community) Is the budgeting and accounting process of the LGU open to public scrutiny?

In a scale of 1 to 10, 1 being highly corrupt and 10 being very clean, how will you rate the DepEd Division/District and school principals?

Do the DepEd Division/District Office and School principals make public its annual budget and expenditures, including details on how money was spent?

Do the DepEd Division/District Office and School principals involve the community in education planning and vision setting

3. Do CSOs and women participate meaningfully in any of the following education policy platforms --
 - the Local school board?
 - The school governing council?
 - The Local Development Council, specifically its education committee?
4. Do CSOs and women participate in local budget processes, including the SEF? Is gender responsive budgeting (GAD framework) applied in local budget processes? Do women participate in designing, management and evaluation of ALS/NFE in the schools/community? Do women participate in designing, management and evaluation of adult education and literacy programmes in the community?
5. Is the school building (are the classrooms) “permanent”/made of strong materials and well maintained? [Weather proof?]
(Adequate classrooms given the ideal class size of 1:40; Overcrowding in schools)

Is drinking water available in all public schools in the locality?

Are there more functional toilets for girls than for boys, just the same number or less? (Capacity Ratio)

Are all classrooms well lighted and well ventilated in all public schools in the locality? (in percent)

Are there functional learning centres for non-formal education or for literacy programmes of the disadvantaged groups?

Are there functional libraries in the locality?

6. In your opinion, how would you rate teacher absenteeism in the locality, is it -- good (teachers 90% of time present), fair (within allowable absences) or bad (more than allowance absences)
7. Are the textbooks and other learning materials provided to learners gender-sensitive or are without gender biases? Is the school curriculum gender sensitive? Is Reproductive health part of the curriculum? Is Reproductive health taught in primary and secondary schools?
8. Are there free school meals, initiated by either national or local entities - school, PTA, private, LGU, LSB etc? Are there Cash transfers – stipends, Scholarships, cash award provided by the local government; LGU initiatives to complement DepEd efforts? Are there non-cash incentives for girls – school supplies and uniform/clothes – eg “dorm style” facilities; free transport?
9. On Barriers to education -
 - Are there estimates of Poverty levels in the locality? Using national poverty data, do you think the poverty level in the locality is above national average, same as the national average or below national average
 - Is there a Prevalence of child labour (paid & unpaid; including those doing domestic work)
 - What is the percentage of girls who are married/have live-in partners/pregnant before they reach 18 years old?
 - How would you rate the freedom of Girls’/womens’ movement outside the home? High – no restrictions; Medium – some restrictions, Low – women can never/rarely leave home
 - Is the locality safe for children walking to and from school– presence of local tanods ensuring safety of school children who walk home?

D. OBSERVATION/INSPECTION GUIDE

1. Conduct onsite observation and ocular inspection of school building, include facilities for drinking water, comfort rooms for girls, classroom and take note if building is well-maintained and water is potable, if there is a separate functional toilets for girls, if classrooms are well lighted and well ventilated. Document what was seen, describe in narrative form, supported by taking photos of classrooms, panoramic view of school building, facilities for drinking water, comfort rooms/toilets for girls.
2. Conduct onsite observation and ocular inspection of community learning centres and community libraries. Document what was seen, make a report and support the narrative with photographs of said structures.
3. Conduct observation of classroom situation, non-formal education sessions, life skills and literacy classes and take note of the following and make a report, substantiate with photographs whenever feasible:
 - a. Teacher vacancies, including those vacancies in non-formal, literacy and life skills programmes
 - b. Teacher Absenteeism, including those in non-formal, literacy and life skills programmes
 - c. Trained teacher–pupil ratio; including those in non-formal, literacy and life skills programmes
 - d. Trained gender sensitive teacher, including those in non-formal, literacy and life skills programmes
 - e. Trained Para-teachers and volunteers for mentoring of slow learners and non-readers in basic education
 - f. Availability/Lack of free textbooks, modules and other learning materials
 - g. Gender-sensitive curriculum
 - h. Gender-sensitive textbooks, modules and other learning materials;



CHAPTER 3

GENDER RESPONSIVE BUDGETING

GENDER RESPONSIVE BUDGETING

3.1 INTRODUCTION

Gender responsive budgeting (GRB) refers to various efforts at integrating a gender dimension in government budgets to achieve gender equality. This involves assessing whether the government budget will address the various needs of different groups of women/girls and men/boys. It includes gender analysis on the government budget to determine its implications and impact — both potential and actual — on females and males, especially among the vulnerable and disadvantaged groups. Gender analysis will aid in the development of appropriate measures and strategies to address the gaps in the budget that are crucial in the implementation of programmes to achieve gender equality (UNIFEM, 2005; Stotsky, 2006; Sharp, 2003).

Gender responsive budgeting or GRB is now increasingly becoming a popular strategy in mainstreaming gender in public finance. There is no singular approach to GRB. Countries employ different GRB strategies and use different names for it such as gender budget initiatives, women's budgets, and gender sensitive budgets (Budlender & Hewitt, 2003; Stotsky, 2006).

What are the goals of GRB?

Sharp (2003), in her study on gender budget initiatives has identified three goals of gender responsive budgeting. These are:

1. Raise awareness and understanding on gender issues and the impacts of budgets and policies;
2. Make governments accountable on budgetary and policy commitments to gender equality;
3. Change and refine government budgets and policies to promote gender equality.

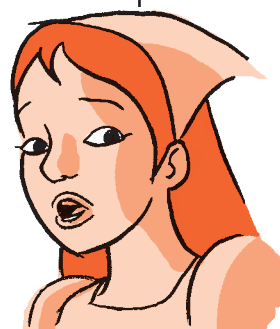
Where does GRB take place?

- ✓ Gender responsive budgeting takes place in all stages of the budget process -- from budget preparation, to authorisation, to utilisation, and to evaluation.
- ✓ GRB also takes place in the different levels of the budgeting process - from national to state and districts, and down to the smallest geopolitical unit in a particular country.

WHAT IS A BUDGET?

The country's national budget is the financial plan that reflects the government's overall vision and development priorities. Governments use the budget to allocate resources, provide basic services, address social issues and stimulate economic growth.

The budget connects to every aspect of governance - reforms, policies, anti-corruption efforts, delivery of social services and income redistribution. It also reflects the government's political will to achieve its development agenda; as well as its commitment to address inequity and uplift the lives of vulnerable sectors, including women.



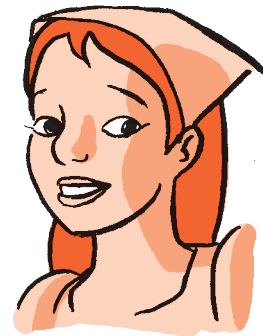
GRB — The Beginnings...

The Australian government initiated the concept and practice of Gender Responsive Budgeting in the mid-eighties. From then on, many other countries applied gender responsive budgeting in varying levels and forms. It became even more widespread in the aftermath of the Fourth World Conference of Women in Beijing in 1995, which called on all Governments to address gender inequality and maintain a gender perspective in all their policies, programs and budgetary allocations. Meanwhile, women's groups engaged governments in pursuing budget reforms to ensure a gender responsive budget (Sharp, 2003; Ichii 2010; Beijing Platform for Action, 1995).

GENDER RESPONSIVE BUDGETING IN EDUCATION

GRB in education is about using government budgets to attain gender equality in the education sector. This includes not only formal education, but also literacy and life skills programmes. It aims to narrow the gender gap at different levels of the education system. It is designed to identify and address the particular needs, interests and constraints of females and males through appropriate planning and budgeting (Ichii, 2010).

GRB enables effective progress towards meeting Education for All (EFA) goals.



Goals of GRB in education

Women related agencies of the Ethiopian government, in its guidelines for gender-sensitive budgets in education, identified the following objectives of GRB:

- Provide a common understanding of gender budgeting among relevant government stakeholders.
- Guide the development and implementation of initiatives/interventions that promote gender equality in education.
- Provide key steps and procedures that can be undertaken to institutionalise gender budgeting.
- Provide a guideline on how to assess education sector plans and budgets from a gender perspective.
- Measure progress made by various levels of government in translating their policy commitments on gender equality in education into concrete actions for the benefit of boys and girls.

Source: Guideline for Gender Sensitive Budgeting on Girls' Education in Ethiopia. Prepared by Ministry of Finance and Economic Development (MOFED) and Ministry of Education (MOE) of the Ethiopian Government.

GRB contributes to spending efficiency and equity

Gender Responsive Budgeting helps achieve efficiency and equity of government spending by considering the impact of policies and budgets on both females and males in terms of their contribution to productivity, quality of labour, economic growth and health. (Ichii, 2010)



Inequality will not be addressed if government spending is not informed by GRB.

The UN Women asserts that girls' education has a greater return on investment than nearly any other development sector. Thanks to multiplier effects that range from delayed marriage and lowered fertility to increased labour force participation and higher wages.

Consider the following:

- ✓ Countries with lower ratio of girls-boys enrolment in primary or secondary education had Gross National Product (GNP) that is 25 per cent lower than in countries with higher gender parity in girls-boys ratio (Ichii, 2010 p.12).
- ✓ Each year of primary school can result in higher incomes of 10-20 per cent for women later in life; and an extra year of secondary school may raise that same woman's lifetime wages by an additional 15-25 per cent (Psacharopoulos & Patrinos, cited by The Girl Effect).
- ✓ An additional year of mother's schooling reduces child mortality by 5 to 10 percent (Shultz, 1993).
- ✓ A World Bank paper that says a one-year increase in the schooling/learning of all adult females in a country is associated with an increase in GDP per capita of around USD 700 (World Bank, 2004).
- ✓ A country failing to meet gender education targets would suffer a deficit in per capita income of 0.1 to 0.3 percentage points (Abu-Ghaida & Klassen, 2003).

BUT BIG CHALLENGES stand in the way...

Sarraf (2003) identifies several challenges facing the implementation of gender responsive budgeting:

- ✓ gender-biased cultures and tradition
- ✓ weak capacities for gender analysis
- ✓ lack of gender disaggregated data in many government organisations and services

PEOPLE'S PARTICIPATION IN GRB

People's participation in budgeting is essential to ensure that the people's needs, interests and aspirations are translated into programmes and concrete budget figures. Women and their organisations must take an active role in all stages of the budget process.

- ⇒ Promote transparency
- ⇒ Ensure responsiveness to needs of vulnerable sectors, especially women
- ⇒ Develop innovative programmes and approaches that address barriers and vulnerabilities of girls and women
- ⇒ Improve funding priorities for essential social services
- ⇒ Encourage greater participation of women in governance
- ⇒ Strengthen oversight for better accountability

POINTS TO REMEMBER IN GRB

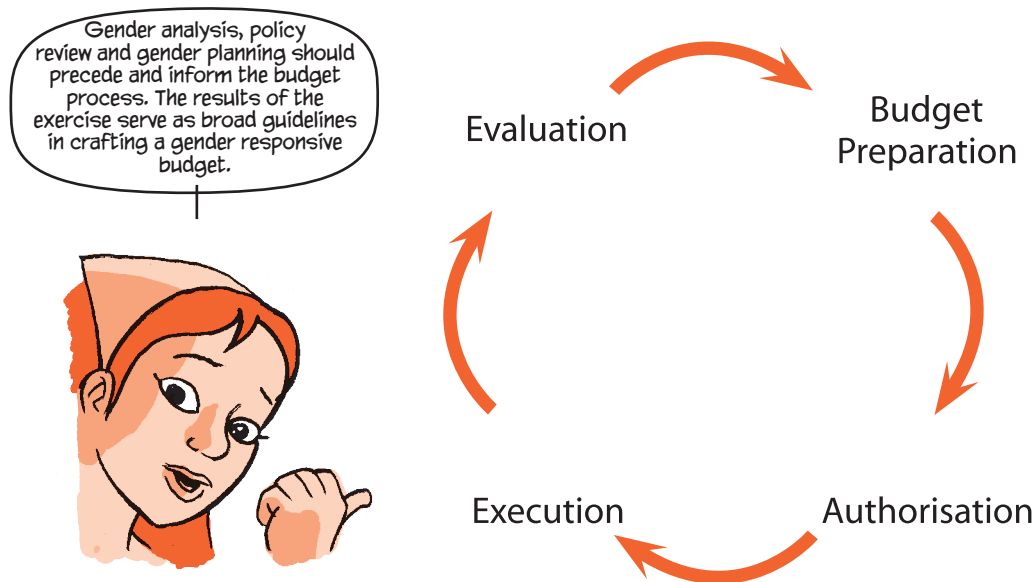
- 1) Conduct analysis of the actual socioeconomic situation relating to gender to attain a gender responsive budget. This entails gathering data that describe the situation of women, men, girls and boys; the reach of government programmes and services by gender; and the analysis of the impact of these interventions on the intended beneficiaries.
- 2) Involve women and their organisations in doing gender budgeting to emphasise their aspirations and translate these into concrete budget figures. It is also a measure of ensuring accountability of government programmes on gender and development.

Developing this GRB toolkit

- ✓ ASPBAE does extensive work on education finance and budgeting. In 2006-2008, ASPBAE, in cooperation with national education coalitions in South Asia, conducted budget tracking studies in five countries of the region. In 2009-2011, it published case studies on Official Development Assistance (ODA) and Sector-wide Approaches (SWAPS) in education in several countries in the Asia-Pacific Region. ASPBAE education coalitions are actively involved in budget tracking and advocacy in their respective countries.
- ✓ The current project built on these previous experiences and campaigns. In addition, the project team consulted available literature on GRB which discussed the experiences of other countries in GRB.
- ✓ The project team, likewise, consulted feminists and budget advocacy activists to gather additional insights on GRB.
- ✓ A regional conference on women's literacy held in Chiang Mai, Thailand included skills sharing sessions on GRB. The participants developed a checklist on GRB. The project team enhanced the GRB checklist.
- ✓ The Philippine experience in gender and development budgeting initiative served as a source of information for this toolkit.

3.2 STEPS IN GENDER RESPONSIVE BUDGETING

The Gender Responsive Budgeting (GRB) process follows closely the four phases of the budget cycle. Policy and budgetary issues on education, literacy and life skills can be addressed at every level of the budget process → from budget preparation to authorisation, to execution and to evaluation. The results of the evaluation should feed into the planning for the next budget cycle.



Doing Gender Analysis

Gender analysis entails (1) studying the situation of girls and boys, women and men; (2) identifying their particular needs, issues and constraints; (3) understanding the different roles they perform at home, in the community and in school; (4) determining the gender gaps and disparities in participation and performance; and (5) analysing the impact of policies, programmes and actions on their situations.

In education, gender gaps exist in most countries in terms of literacy, enrolment, dropouts, survival, completion, learning achievement and specific life skills. It is important to investigate the reasons for these gaps by analysing the specific constraints and barriers which may vary by location, culture, ethnicity, caste, class and age.

The analytical framework used in the *Gender Equality in Education Report Card*, as discussed in the previous chapter, can serve as a guide in doing gender analysis. The framework covers four domains: education governance; capabilities; resources and opportunities; and security. The framework stresses the need to address a range of barriers that impact on girls' and women's education. There are other analytical tools used in doing gender analysis, some of which are included in the section on useful references.

Doing gender analysis entails the compilation and analysis of gender disaggregated data, preferably with historical trending and categorised according to socio-demographic characteristics such as class, race, caste, location, ethnicity, residency status and age. It is also important to identify and analyse the economic, social and cultural barriers that impact particularly on girls' and women's education and literacy, including reproductive health issues, marriage practices and violence against women and children.

Conducting Policy Review

National policies provide the overall framework for setting the development objectives and implementing programmes on education, literacy and life skills development. Most education policies, however, are gender-blind as they fail to consider the differences in the situation, needs and interests of women/girls and men/boys. Thus, it is important to review education policies using a gender lens. Basically, this entails an assessment of how gender is mainstreamed in the conceptualisation, development and implementation of policies in the education sector.

- ⇒ Review whether existing policies are informed by the results of gender analysis and gender audit of education and literacy programmes;
- ⇒ Determine the extent of integration of equality concerns in education policies, programmes and targets;
- ⇒ Assess impact of policies in ensuring affirmative action for women and girls who are disadvantaged and falling behind in terms of education access, performance and outcome;
- ⇒ Evaluate policies and programmes in terms of their positive impact on addressing gender disparities in education and in empowering women through literacy and life skills development;
- ⇒ Identify critical gaps in existing laws and policies in the education sector in terms of promoting women's empowerment and gender equality in education and literacy.

Gender-sensitive information system

Most information systems are gender-blind. It is still a struggle to collect and generate sex-disaggregated data from government agencies. One important step in GRB, therefore, is to ensure a gender-sensitive management information system. In the education sector, the following can be done to start the process:

- ⇒ Change collection of administrative data so that key education and literacy indicators are sex-disaggregated. For example, most education agencies report only aggregate figures for dropout, repetition, survival, completion and transition rates; achievement test scores; and participation in literacy classes;
- ⇒ Redesign regular household survey to show sex-disaggregation in education-related information. For example, data on education expenditure, economic activities, house work and consumption should be disaggregated by sex of children;
- ⇒ Enhance literacy survey modules by including female-specific data that impact on education and literacy, such as early marriage, teenage pregnancy, reproductive health and violence against women. (See Chapter 1, Literacy Assessment Module);
- ⇒ Revise budgets and evaluation forms to include sex-disaggregation in terms of inputs, outputs and outcomes.

Formulating the Gender Plan

The Gender Plan sets the educational development agenda based on the results of the gender analysis and the policy review. The planning exercise entails the development of critical programmes and strategies to address the policy gaps and respond to the differentiated needs and interests of women/girls and men/boys.

- ⇒ Establish the baseline data disaggregated by gender, age, socio-economic characteristics and ethnicity;
- ⇒ Identify good practices and programmes that worked and those that did not deliver the desired results and outcome;
- ⇒ Develop programmes, projects and activities to effectively address the gender gaps, to overcome the barriers that impact especially on girls and women, generate desirable outcomes and promote gender equality in education and literacy;
- ⇒ Establish benchmarks and identify gender-sensitive indicators and expected gender equality results;
- ⇒ Set clear, specific, time-bound and properly-costed targets in participation, performance and outcome in education, literacy and life skills development.

POINTS TO REMEMBER IN GRB

- 1) Gender analysis and planning should be carried out at the earliest stages of the budget process to ensure that the findings are integrated into the relevant plans and budgets.
- 2) GRB requires women's views, interests and needs to shape the development agenda for education and literacy.
- 3) Ensure broad consultation, consensus and active participation of women as decision makers in the planning and budget process.
- 4) Build capacities of women's groups and other stakeholders in the education sector for effective engagement in the budget process.
- 5) Know the budgeting timeline to engage effectively at the right moments.
- 6) Know the key actors in each step of the budget process.
- 7) Identify women champions in government who can support and articulate the budget proposals of women.

ENGAGING IN THE BUDGET PROCESS

The budget preparation is primarily the function of the executive branch. It is undertaken by ministries involved in finance, planning and budgeting. Each unit of the government prepares its own budget within the scope of their mandate and in accordance with the development framework, the medium term plan and the budget parameters. Once submitted, parliament or the legislature acts on the proposal and approves the budget along with its amendments. At this stage, public hearings are usually called and debates go beyond the confines of the legislature. Media, public fora and mobilisations can become effective instruments for awareness-building and advocacy.

Once approved, the budget is implemented by the respective government agencies in accordance with the guidelines set by the finance or budget ministry. At this stage, monitoring is crucial to ensure that priority programmes are implemented properly to meet the performance targets.

Auditing is done at the end of the budget cycle to check whether resources are used effectively to achieve the set objectives and contribute to the sector goals. At this point, civil society organisations can conduct their own social audits to assess the results of programmes and to ensure transparency and accountability of implementing agencies.

BUDGET PREPARATION PHASE

Analyse budget allocation and expenditure trends sector-wise over a period of time.

Prepare the education sector situation report, highlighting the results of the gender analysis and policy review.

- ⇒ Identify key programmes, projects and activities culled from the gender plan.
- ⇒ Provide budget figures supported by concrete targets, reasonable basis and clear justification for the proposed programmes and budgets.
- ⇒ Identify regular and special funding sources.
- ⇒ Hold broad consultations to involve women stakeholders in the education sector in formulating specific budget proposals.
- ⇒ Meet with key actors in the budget process in executive agencies that handle education, women and finance.
- ⇒ Establish cooperation with gender committees, women's bureau and/or gender focal persons of the relevant agencies for joint budget proposals.

BUDGET LEGISLATION PHASE

- ⇒ Identify key actors in the budget process within the legislature, particularly those in the finance, education, women and children committees.
- ⇒ Conduct briefings to raise gender awareness among legislators and guide them in analysing policies, programmes and budgets from a gender perspective.
- ⇒ Identify and develop champions among legislators who can articulate and mobilise support for the proposed budget items for critical programmes and projects.
- ⇒ Negotiate for official time and space to present the budget proposal during crucial public hearings and deliberations on the education budget.
- ⇒ Stimulate public debate to raise awareness on key budget issues that impact on girls and women's education and literacy.
- ⇒ Mobilise women's groups and other stakeholders in the education sector to participate actively in budget advocacy inside and outside of parliament.
- ⇒ Engage the media to highlight and stimulate public discourse on key proposals that ensure a gender-responsive education budget.

BUDGET EXECUTION PHASE

- ⇒ Review the approved budget and the financial plan of the relevant agencies to effectively monitor the implementation of programmes that promote gender equality in education and literacy.
- ⇒ Secure seats and designate representatives in monitoring and oversight committees reserved specifically for civil society organisations or women's groups.
- ⇒ Work with gender committees, women's bureau and/or gender focal persons of relevant agencies for joint monitoring of the budget implementation.
- ⇒ Work with other civil society organisations doing budget tracking, procurement watch, anti-corruption drive and related activities to incorporate a gender perspective in their monitoring activities.

BUDGET ACCOUNTABILITY PHASE

- ⇒ Parallel to the auditing process, gender audit can also be done at the end of the cycle after the budget has been adopted and implemented.
- ⇒ Gender auditing is the process of evaluating the agency performance based on the results and outcome of funded programmes in terms of the achievement of gender-specific targets and objectives.
- ⇒ It is also undertaken to analyse the efficiency of the utilisation of public resources by comparing actual expenditure with allocation, spending levels against outputs, and accomplishments against planned targets.
- ⇒ The findings of gender audit can inform the next planning and budgeting process based on lessons learned.

3.3 CHECKLIST FOR GENDER ANALYSIS AND BUDGET IMPLICATION

Data Requirements

The first step in doing a gender analysis in budgeting for education is to gather and use existing data to identify gender gaps and issues in education, literacy and life skills. Gender disaggregated data help pinpoint the budget implications of actions to promote gender equality and address barriers to education and literacy.

Main Indicator Groups

- 1) Gender parity in school access – enrolment rates in early childhood care and education (ECCE), primary, secondary and vocational-technical training and education
- 2) Gender parity in performance efficiency – repetition, drop-outs, survival, completion and transition rates
- 3) Gender parity in learning outcomes – achievement, attainment/school life expectancy, literacy
- 4) Percentage of females in the teaching profession – female teachers in early childhood education, primary, secondary and vocational-technical training and education; female participation in training; female teachers in senior teaching positions

- 5) Percentage of female education administrators – school principals, senior ministry officials
- 6) Women's equality and empowerment indicators – outcome indicators, economic, political and social indicators (as culled from various gender equality indicators and indices)

These indicators show the comparative participation, survival and achievement of females and males at different levels of education, including non-formal education, literacy and life skills training programmes. Where available, data should be disaggregated by age group, region/ location, income level, ethnicity, caste among others.

The Checklist

- ⇒ Culled from various country experiences on gender analysis and gender responsive budgeting
- ⇒ Enriched further through consultations with project partners and culminating in the regional conference on women's literacy in Chiang Mai, Thailand which was attended by participants representing education advocacy coalitions, women's organisations and community training programmes in 12 Asia-Pacific countries.
- ⇒ Enhanced further by the Gender and Development experiences in the Philippines.

Matrix of Indicators and Budget Implications

CHECKLIST	INDICATOR (budget implications)
Access to Education, Non-Formal Education, Literacy & Life Skills programmes	
Are all school-age children in school, especially girls from vulnerable and disadvantaged groups*? How many school-age children are not in school?	<ul style="list-style-type: none"> • Proportion of budget allocation for girls to boys in primary education; • Proportion of budget allocation for girls to boys in secondary education; • Total budget per capita and Total Maintenance and Other Operating Expenses (MOOE) per capita • Estimated cost of additional enrollees if to accommodate all school-age boys and girls not attending school (How much is needed for girls, for boys and how much of the total if to accommodate additional enrollees? How much will it cost to implement compulsory basic education, i.e., primary and secondary levels) • Increase in budget allocation for girls and boys from vulnerable and disadvantaged groups
* <i>Vulnerable and disadvantaged groups refer to Indigenous Peoples, ethnic minorities, dalits, those from remote rural areas, those from poor families, those caught in conflict areas, those in disaster prone areas, and persons with disabilities.</i>	
Are there initiatives to encourage enrolment, staying in school and completing basic education such as subsidies (cash transfers, education vouchers, feeding programmes, lodging, accommodations, etc.) especially for the vulnerable and disadvantaged groups?	<ul style="list-style-type: none"> • Proportion of children needing and receiving subsidy for basic education (disaggregate by level of education) • Ratio of education subsidy for girls to boys in primary; in secondary education • Proportion of budget allocation in subsidies to ensure that girls and boys are in school, especially those who are vulnerable and disadvantaged • Increase in subsidies for the vulnerable and disadvantaged groups
Are there Literacy and Life Skills training programmes for youth and adult women and men especially for the vulnerable and disadvantaged groups?	<ul style="list-style-type: none"> • Proportion of budget allocation for Literacy and Life Skills training programmes for women and men • Proportion of budget allocation for Literacy and Life Skills programmes for women to men • Increase in budget allocation for Literacy and Life Skills training programmes for the vulnerable and disadvantaged groups
Are there initiatives to encourage enrolment and completion of Non-Formal Education, Literacy and Life Skills programmes such as subsidies?	<ul style="list-style-type: none"> • Ratio of subsidy for female to male students in Non-Formal Education • Ratio of subsidy for female to male students in Literacy and Life Skills programmes • Proportion of budget allocation for subsidies to enrollees of Literacy and Life Skills programmes • Proportion of budget allocation for subsidies to learners in Non-Formal Education

CHECKLIST	INDICATOR (budget implications)
Key Input for Quality Education, Non-Formal Education, Literacy and Life Skills Programmes	
Are provisions for adequate and appropriate facilities/infrastructure for girls and boys, especially those with physical disabilities (or those differently-abled) considered in school budgets -- e.g. sanitation facilities (latrines) that are separate for boys and girls at schools; security/safety such as lights and guards; ramp for wheelchairs?	<ul style="list-style-type: none"> • Ratio of budget for sanitation facilities for girls compared to boys • Budget allocation that ensure potable water in schools • Budget allocation that ensure safety/security of learners (lights, guards, others) • Budget allocation that ensure appropriate facilities and safety of those who are differently-abled • Budget for community learning centres • Budget for community libraries
Is the curriculum for basic education gender-sensitive? Is the curriculum periodically assessed to ensure gender sensitivity, especially to ensure that the curriculum does not promote gender stereotypes or gender inequality?	<ul style="list-style-type: none"> • Budget for developing a gender-sensitive curriculum for basic education • Budget for overseeing, monitoring and evaluating the implementation of the gender-sensitive curriculum • Budget for developing gender-sensitive curricula for Non-Formal Education, Literacy and Life Skills programmes • Budget for overseeing, monitoring and evaluating the implementation of the gender-sensitive curricula for Non-Formal Education, Literacy and Life Skills programmes
Are the curricula for Non-Formal Education, Literacy, and Life Skills programmes gender-sensitive? Are the curricula periodically assessed to ensure gender sensitivity and non-promotion of gender stereotypes or gender inequality?	
Are the learning materials (books, textbooks, modules, other multimedia materials) for Basic Education, Non-Formal Education, Literacy and Life Skills gender-sensitive? Are these learning materials periodically evaluated to ensure gender equality is promoted in its contents?	<ul style="list-style-type: none"> • Budget for developing gender-sensitive learning materials, including research and materials development • Budget for reproduction of a gender-sensitive curriculum and learning materials (publication) • Budget for overseeing, monitoring and evaluating the use of the gender-sensitive learning materials
Is the pedagogy used in Basic Education, Non-Formal Education, Literacy and Life Skills programmes gender-sensitive and in accordance with the gender-sensitive curricula?	<ul style="list-style-type: none"> • Budget for developing, strengthening and implementing a gender-sensitive pedagogy for Basic Education, Non-Formal Education, Literacy and Life Skills programmes • Budget for overseeing, monitoring and evaluating the use of the gender-sensitive learning methods
Is the capacity for counselling and related intervention sensitive to gender, culture, mental and physical abilities?	<ul style="list-style-type: none"> • Budget for regular training and consultations of management and teachers for counselling and related intervention/s that is sensitive to gender, culture, mental and physical abilities
Are there gender-sensitive programmes, projects and activities in the education sector, including Literacy and Life Skills training programme?	<ul style="list-style-type: none"> • Proportion of the basic education budget allocated to gender-sensitive programmes/projects/activities
Are there mechanisms that ensure planning, implementation and evaluation of gender-sensitive programmes for education, including literacy and life skills, in all levels of governance?	<ul style="list-style-type: none"> • Budget for setting up and strengthening of mechanisms that ensure gender sensitive programmes in the education ministry/department and at the local levels (up to school level) [in all tiers of the government structure for education, including Literacy and Life Skills training programmes]
Are there campaigns or related efforts that promote gender equality in education, Non-Formal Education, Literacy and Life Skills programmes?	<ul style="list-style-type: none"> • Budget for advocacy activities on gender awareness and analysis, Violence Against Women and Children (VAWC)-related laws and reproductive health in the education sector
Are there capability building efforts for planning and implementing gender-sensitive programmes in the education sector, including Non-Formal, Literacy and Life Skills?	<ul style="list-style-type: none"> • Budget for gender sensitivity trainings (GST), trainings on gender analysis, gender mainstreaming, and laws on women among administration/ management and faculty/teachers • Budget for capacity building for gender awareness/ mainstreaming for trainers and staff of Women's Desks in various tiers in government's education structure, i.e., from national to local/school level • Budget for organisational assessment using gender lens • Budget for gender-sensitive planning and budgeting activities of the education sector, including Literacy and Life Skills (Ministry/Department of Education at national, regional, division, district and school levels; other government units involved in education work, Local Government Units) • Budget for establishment, maintenance and improvement of gender-responsive database on Education, Literacy and Life Skills • Budget support to sports and recreation for female and male students/learners

CHECKLIST	INDICATOR (budget implications)
Reproductive Health	
Is reproductive health of students/learners considered in planning in the education sector, including Non-Formal Education, Literacy and Life Skills programmes?	<ul style="list-style-type: none"> • Funds for reproductive health training of teachers and administration • Funds for integration of reproductive health in the curriculum and learning materials • Funds for support to pregnant students/learners and teenage/students • Funds for support for child care • Funds for elimination of unsafe abortion • Funds for family planning services for students and young mother learners • Funds for prevention and treatment of STD cases • Funds for breastfeeding station, day care facilities, facilities for pregnant students/learners • Funds for healthcare during pregnancy
Are there intervention schemes that support pregnant as well as mother students and learners?	

CHECKLIST	INDICATOR (budget implications)
Violence in School	
Is gender-based violence in school considered and prioritised in planning for the education sector?	<ul style="list-style-type: none"> • Budget for security to prevent gender violence in school • Budget support for programmes to prevent gender violence in school • Support to victims of gender violence in school, such as, reporting and referral procedures along with health care, psycho-social assistance, security, and legal justice for victims • Budget support for programmes to monitor cases/incidences and collate/systematise data on all forms of violence against girls and boys, as well as others forms of violence in school; assess and study data to better understand violence in school; and develop a research agenda (national/local) on gender-based violence in school • Budget support to boarding facilities for learners living far from schools/learning centres

CHECKLIST	INDICATOR (budget implications)
Research agenda	
Is there a research agenda for enhancing gender sensitivity in the education sector, Non-Formal Education, Literacy and Life Skills?	<ul style="list-style-type: none"> • Budget support for gender-sensitive research and information management for the education sector, including Literacy and Life Skills programmes to <ul style="list-style-type: none"> -Compile and analyse gender-disaggregated information on population, school attendance, performance, achievement tests; -Develop further gender-disaggregated data and gender-sensitive indicators; and gender-responsive database -Conduct a mapping of school-age children by sex, location, school attendance, and type of school -Analyse and determine gender inequality in education, including Literacy and Life Skills and to include these in reports • Budget to assess the different impacts of education policies, programmes and budgets on girls and boys, men and women • Budget for continuous efforts to develop gender-aware budget allocation and disbursement tools and schemes • Budget support for nationwide-focused studies
Are there focused studies towards understanding:	
1) The link between teenage pregnancy and school drop outs	
2) Barriers to education, Literacy and Life Skills among women and men	

3.4 GENDER RESPONSIVE BUDGETING THE PHILIPPINE EXPERIENCE¹

The Philippine Gender and Development (GAD) Budget Policy came into being in 1995 pursuant to a special provision of the General Appropriations Act which directed all agencies of government and local government units to allocate a minimum of five percent of their total annual budgets for gender programmes, projects and activities (PPAs). It mandated the agencies to use the five percent to influence the remaining 95 percent to become gender-responsive so that, eventually, the entire government budget becomes gender-responsive and improves women's lives (Philippine Commission on Women, 2011).

Illo (2010) considered the GAD budget policy as the “most concrete and strategic expression of its government's commitment to gender equality”.

The GAD budget accompanies the GAD plan. Government agencies created circulars that define GAD and its processes.

The Philippine Commission on Women (PCW), National Economic Development Authority (NEDA) and Department of Budget and Management (DBM) define GAD:

The GAD plan is a systematically designed set of programs, activities and projects with clear objectives for addressing gender issues and appropriate strategies and activities with monitoring and evaluation indicators. It serves as a blueprint of how a government agency in the country can achieve gender responsiveness and to transform gender-blind agencies into organisations with a gender perspective. The GAD plan provides the basis for the GAD budget (DBM, NEDA, NCRFW, 2004; NCRFW, 2003).

Three government agencies cooperate to formulate the guidelines and procedures for gender planning and budgeting. The government crafted a 30-year Philippine Plan for Gender-Responsive Development covering the years 1995 to 2025, of which a medium-term programme for four years was recently adopted (Philippine Commission on Women, 2011).

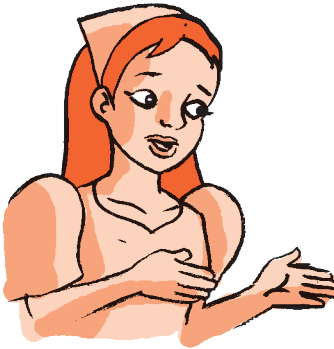
The Mechanism. The government established the *GAD Focal Point System (GFPS)*, a mechanism to implement gender-responsive budgeting. The GFPS is composed of the Agency Head and Executive Committee, and a Technical Working Group (TWG). The TWG is composed of representatives from various divisions or offices from both operations and support units within the agency, including planning, finance, human resource, and management information office (Philippine Commission on Women, 2011).

Source: DILG, DBM, PCW Joint Memorandum, 2011

¹ This section draws from the Memorandum Circulars of the Philippine Commission on Women (PCW) (formerly NCRFW), Joint circular 2012-01 of PCW, National Economic and Development Authority (NEDA), and Department of Budget and Management, and the study Accounting for Gender Results, A Review of the Philippine GAD Budget Policy by Illo.

WHAT IS GAD?

"Gender and Development (GAD) is an approach to or paradigm of development focusing on social, economic and political forces that determine how differently women and men participate in, benefit from and control resources and activities".
(NCFRW, 2003)



- ✓ recognises the inequality among men and women in terms of roles, opportunities, social participation, access to services and control of resources
- ✓ promotes the rights of women and other female genders
- ✓ addresses their needs that are usually not taken into account
- ✓ highlights the role of women as key development actors
- ✓ uplifts the socioeconomic conditions and political participation of women
- ✓ facilitates women's empowerment and social transformation
- ✓ entails policy reforms, gender-sensitive development planning and gender responsive budgeting

Source: Philippine Commission on Women, 2011

The Mechanism. The government established the GAD Focal Point System (GFPS), a mechanism to implement gender-responsive budgeting. The GFPS is composed of the Agency Head and Executive Committee, and a Technical Working Group (TWG). The TWG is composed of representatives from various divisions or offices from both operations and support units within the agency, including planning, finance, human resource, and management information office (Philippine Commission on Women, 2011).

Key functions of the GAD Focal Point System (GFPS)

- mainstream gender perspective in agency policies, plans and programs
- conduct gender analysis and ensure the generation of gender-disaggregated data
- spearhead the preparation of the agency GAD plans, programmes and budgets
- monitor and report implementation of GAD-related policies, plans, programmes and budgets
- promote participation of women, gender advocates and CSOs in the planning cycle
- formulate agency GAD plans, programmes and budgets
- conduct gender audit and gender analysis

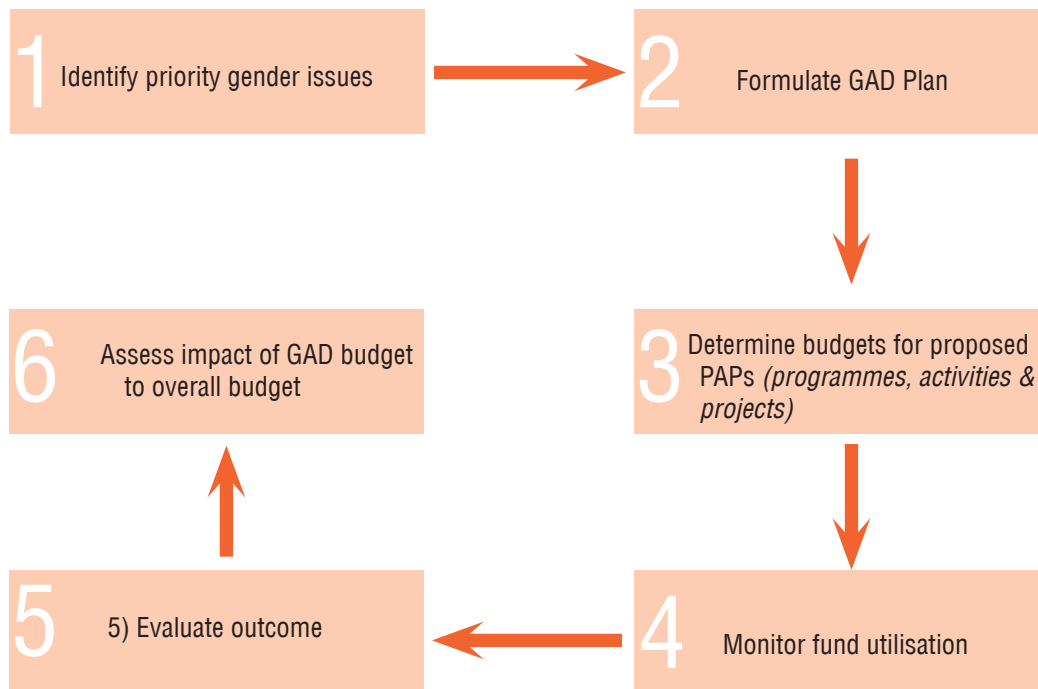
Source: DILG, DBM, PCW Joint Memorandum, 2011

Essential elements in GAD Planning and Budgeting

- Creation and/or strengthening of the GAD Focal Point System
- Capability building on gender and development
- Conduct of gender audit
- Institutionalising GAD database/sex-disaggregated data

Source: PCW, NEDA, DBM Joint Circular No. 2012-01

GAD Planning and Budgeting



Source: DILG, DBM, PCW Joint Memorandum, 2011

In addition, actual experiences in GAD budgeting identified the following budget items which can be included as part of the GAD budget:

Expenses that CAN be charged to the GAD budget	Expenses that CANNOT be charged to the GAD budget
<ul style="list-style-type: none"> ✓ PAPs included in the GAD plan; ✓ Capacity development on GAD; ✓ Strengthening GAD mechanisms (GFPS, VAW desk); ✓ Salaries of fulltime GAD personnel; ✓ Cost of salaries of GAD focal point members and of agency personnel doing GAD-related work (e.g. auditors doing audit of GAD funds); ✓ Salaries of police personnel assigned to women's desks; ✓ Agency programmes to address women's practical and strategic needs (e.g. day care centre, breastfeeding rooms, crisis or counselling rooms for abused women, halfway houses for trafficked women and children, gender-responsive family planning and program); ✓ Consultations of agencies for inputs on and dissemination of the GAD plan and budget; ✓ GAD trainers and gender specialists; ✓ Information, education and communication activities that support the GAD PAPs and objectives. 	<ul style="list-style-type: none"> ✗ PAPs not included in GAD plan; ✗ Salaries of women employees, except part-time or fulltime GAD personnel; ✗ Honoraria for agency GFPS members and other employees doing GAD related work; ✗ Salaries of casual or emergency employees UNLESS they are hired to assist in GAD related PAPs; ✗ contingency funds or "other services" of PAPs; ✗ Car-pooling, gas masks for traffic/ environment enforcers, among others; ✗ Purchase of supplies, materials, equipment/ vehicles for general use. <p>Not allowed UNLESS clearly addressing a specific gender issue:</p> <ul style="list-style-type: none"> ✗ Physical, mental and health fitness; ✗ Social, rest and recreation activities; ✗ Religious activities/cultural projects; ✗ Construction expenses.

Source: PCW-NEDA-DBM Joint Circular 2012-1

Three overall recommendations from the review of gender budget policy and implementation in the Philippines

- gender awareness campaign
- capability building on gender budgets
- civil society involvement

for participatory, inclusive and accountable governance



Specific Action Points

- 1) Clear budgeting guidelines, including instructions for gender analysis and a list of acceptable GAD program areas.
- 2) Provide guide for classification of budgets for gender mainstreaming activities.
- 3) Link performance indicators with GAD issues for coherence and alignment.
- 4) Accountability for the GAD budget and GAD results.
- 5) Evaluation guide to ascertain gender responsiveness of GAD programmes.
- 6) Provision of technical assistance on gender analysis, planning and budgeting.
- 7) Stakeholders' mobilisation to ensure participation in GAD planning and budgeting process.

Source: Illo, 2010

GAD in the Education Sector

Illo, in her review of the Philippine gender budget policy and implementation in the education sector, noted the following:

The Department of Education created its Gender and Development (GAD) focal point system in its national and regional offices in 1990. The agency pioneered a number of GAD programmes and policies in the 1990s. This includes setting up of anti-sexual harassment units in different school divisions across the country; monitoring violence against women and children; and training and seminars to promote gender sensitivity.

The agency, which gets the highest share of the country's budget, submitted its first GAD budget in 1995. Yet, the Department allocated only 0.01 per cent of its total agency budget for GAD, far below the mandated five per cent of the department budgets. Most of the funds were allotted for training and seminars on gender sensitivity for the staff and officials; instead of attaining gender equality and sensitivity in primary and secondary public schools.

The education department currently faces the great challenge of re-instituting the gender budget for targeted GAD interventions and the pursuit of a truly gender-responsive education budget. Among the gaps that it should address are the lack of GAD champions among high officials and the absence of a GAD policy within the agency. Illo, 2010).

SAMPLE GAD PLAN AND BUDGET DEPARTMENT OF EDUCATION PHILIPPINES

Annual Gender and Development (GAD) Plan and Budget - FY 2012						
Department: Department of Education						
Major Final Output (MFO)						
Program/Activity Project (1)	Gender Issues/Concern (2)	GAD Objective (3)	Identified GAD Activity (4)	Target (5)	GAD Performance Indicator (6)	GAD Budget (7)
MFO 4 Basic Management Services – Public Information and Advocacy	Promotion, Recognition of women's contribution to national development	Promote and recognize women's contribution to national development Awareness building on RA 9710	Women's Month celebration	Men and women in the central office and nearby divisions and regions	<ul style="list-style-type: none"> No. of participants No. of activities conducted which promote and recognize women's contribution to national development No. of activities which promote access, improve services, control and decision making roles of women 	P400,000
MFO 1-2: Elementary Education and Secondary Education Services Prevention of Violence Against	Strengthening/ Enhancing Regional and Division Awareness on Violence Against Women and Children	Advocacy on the IRR of RA 9262 specifically on the roles of schools and school personnel – Prevention of Violence Against Women and Their	Division level training	3 batches (60paxs/batch) for school heads, teachers and division/school non teaching personnel	<ul style="list-style-type: none"> No. of trainings conducted No. of participants trained 	1,200,000 for 3 batches

Women and Children	Children				
MFO 4: Basic Management Services: Development of GAD Technical Skills among GAD implementers	Strengthening Gender Responsive Planning and Budgeting	Gender Responsive Planning and Budgeting	Skills Training Program/ Research on Gender Responsive Planning and Budgeting for Central, Regional and Division Office training	3 batches (60 paxs/batch) for Planning Officers and Education Supervisors	Gender responsiveness of PAPs and budget 1,200,000 for 3 batches
MFO 3: Basic Management Services: GAD Focal Point	Reconstitution of GAD Focal Point Members	For Executive Sponsorship and Human Resources for GAD	Drafting of DepEd Order on GAD Focal Point System Consultative Workshop to discuss office representation in Focal Point EXECOM Approval on the GAD Focal Point members (through the DepEd Order)	DepEd GAD Focal Point, PROGCOM and EXECOM	--
Breastfeeding focused on mothers and children	Maternal and child mortality	Breastfeeding Advocacy	Fora on breastfeeding for employees and parents of childbearing ages	Employees, students, parents and community members	No. of fora conducted No. of mothers who breastfeed Devolved to regions/divisions
MFO 1-2: Elementary and Secondary Education Services: Research/ Gender Analysis for schools/offices	Identification of GAD issues in government offices	Identify GAD issues and concerns	Development of Survey Tool Coordination with Division-Level Supervisors on the school/office survey	School/office personnel e.g. guidance counselors. AOs/HRMOs	--

Source: PCW and DepEd, 2011

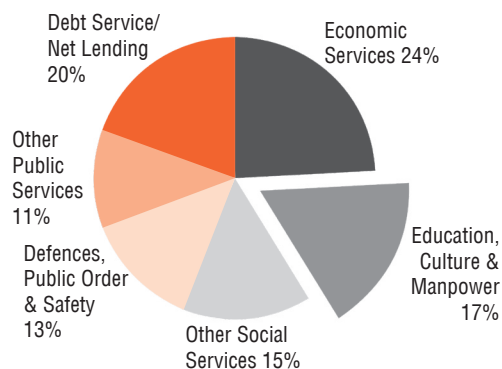
Civil Society involvement in GRB

The Civil Society Network for Education Reforms or E-Net Philippines has been involved in budget monitoring and advocacy since its formation in 2001. Through its Working Group on Education Financing, it conducts research, identifies critical gaps in education performance and outcome, and proposes policy measures and specific budgetary allocations to address such gaps. In pursuing its budget advocacy initiatives, E-Net cooperates with other NGOs, particularly with Social Watch Philippines (SWP).

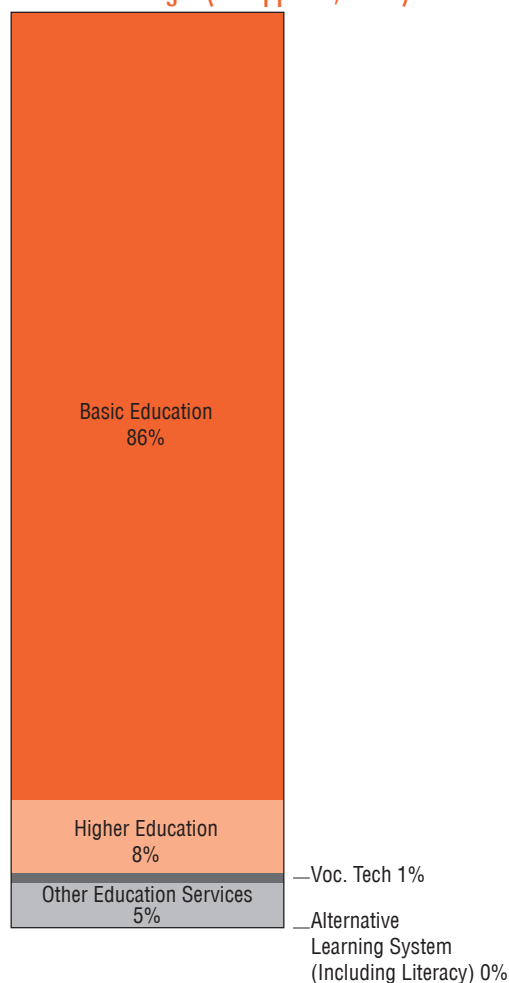
Over the years, E-Net Philippines achieved significant milestones in its budget advocacy efforts in terms of policy development, recognition and actual budget increments for programmes, including those that cater to marginalised groups and women.

For the 2012 education budget, E-Net proposed significant budget allocations for the following: 1) Alternative Learning System to reach millions of out-of-school children and adult illiterates, particularly among Muslims, indigenous peoples and urban poor women; 2) Indigenous Peoples Learning Centres to effectively reach minority ethnic groups; and 3) Gender exemplars in the education sector. The gender exemplar proposal calls for the designation of Gender Focal Persons in the key agencies of the Education Department, strategic planning on Gender and Development (GAD) in the education sector, gender sensitivity training for teachers, integration of gender into the basic education curricula, elimination of gender stereotyping in textbooks and other learning materials, monitoring of violence against girls and women, and sustained GAD advocacy in the education sector.

National Budget (Philippines, 2012)



Education Budget (Philippines, 2012)

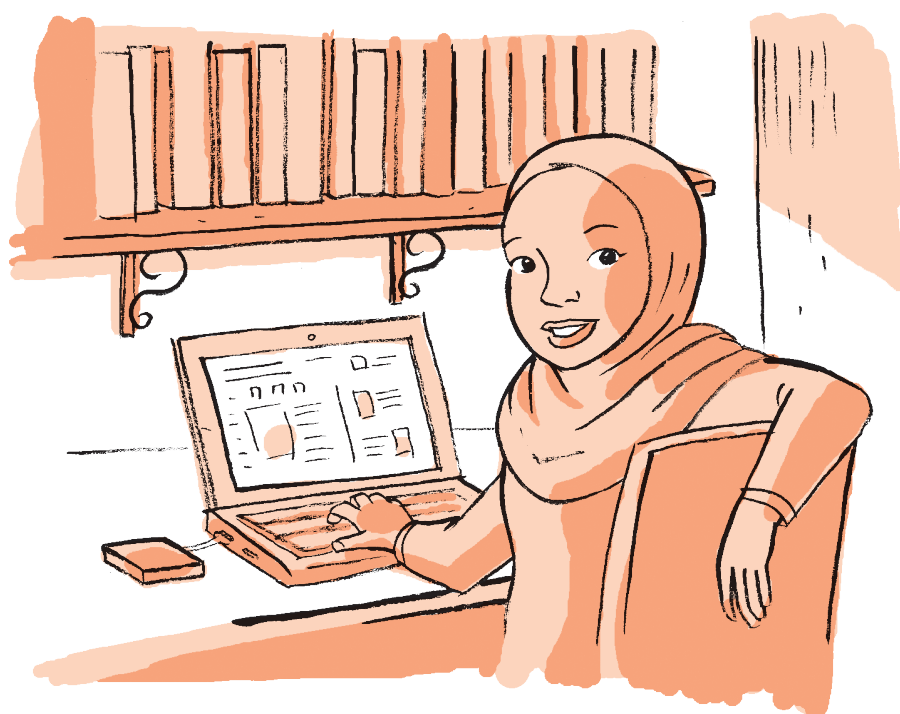


Source: National Expenditure Program (NEP)

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CHAPTER 4

ONLINE DATA RESOURCES ON EDUCATION, LITERACY AND GENDER

THE UNESCO INSTITUTE OF STATISTICS (UIS)¹ The repository of education and literacy data

The UNESCO Institute of Statistics (UIS) is the primary source of education and literacy data that can be compared across countries and over time. It validates data to provide reliable and accurate information possible at the national and global levels on education, science and technology, culture, and communication for more than 200 countries and territories.

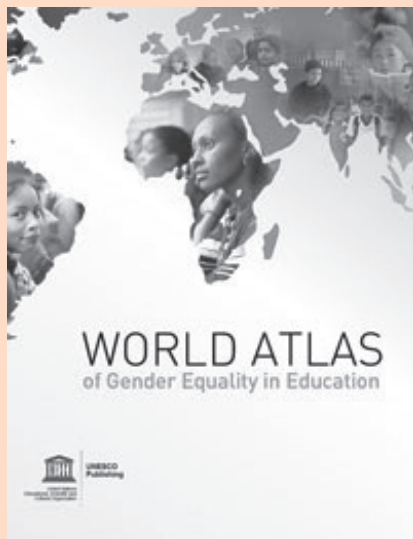
Established in 1999, the UIS aimed to produce data that are crucial in the formulation and implementation of effective policies and interventions for improved opportunities and lives of adults and children around the world. Currently, the UIS database on education, science, culture and communication includes data that aid in formulating policies, benchmarking progress, deepening research and enhancing advocacies.

The UIS Data Centre publishes an online database to share data and information to the public at no cost.

The screenshot shows the UNESCO Institute of Statistics (UIS) website. The header includes the UIS logo, navigation links (HOME, EDUCATION, LITERACY, SCIENCE & TECHNOLOGY, CULTURE, COMMUNICATION, STATISTICAL CAPACITY BUILDING), and a search bar. The main content area is divided into sections: "DATA TO MAKE A DIFFERENCE" (Welcome to the UIS), "DIRECT ACCESS" (DATA CENTRE, DOCUMENT LIBRARY), and "FEATURED CONTENT" (PUBLICATIONS, Global Education Digest 2011). The Data Centre section lists options to browse data tables, customize data tables, and view the data release calendar. The Document Library section lists options to consult documents (Statistical publications, Technical papers, Information sheets, Methodological documents, UIS survey instruction manuals) and includes a search bar. The Featured Content section highlights the Global Education Digest 2011, which presents the latest education statistics worldwide, and includes a download button.

Data sources. The UIS collects education and literacy statistics annually from official national statistical authorities and from the education ministries of the United Nations (UN) member states. Literacy data are usually based on conventional household surveys or censuses that involve self-assessment or self-reporting by household members. To generate more useful literacy data, the UIS developed the Literacy Assessment and Monitoring Programme that generates information required in monitoring and improving literacy skills.

¹ This section draws from the UNESCO Institute for Statistics website <http://www.uis.unesco.org/Pages/default.aspx>



The atlas comprises maps, tables and graphs featuring a wide range of sex-disaggregated indicators, allowing readers to observe changes in gender disparities since 1970.

Main features of the UIS

Comprehensive education database. More than 200 countries and territories participate in the UIS annual education survey, which is the basis for calculating a wide range of indicators – from female enrolment in primary education to the mobility of higher education students.

International monitoring. The UIS is the official data source for tracking progress in achieving Education for All (EFA) and the education-related targets of the Millennium Development Goals (MDGs).

Sex-disaggregated statistics. Gender-based indicators are systematically integrated across the UIS data collections. These aid in monitoring trends in women's and girls' education, literacy and the role of women in science.

A global authority. The UIS is the primary source of data on education, literacy and science for major global reports:

- EFA Global Monitoring Report
- World Development Indicators and World Development Report (World Bank)
- Human Development Report (UNDP)
- Millennium Development Goals Report (UN)
- State of the World's Children (UNICEF).

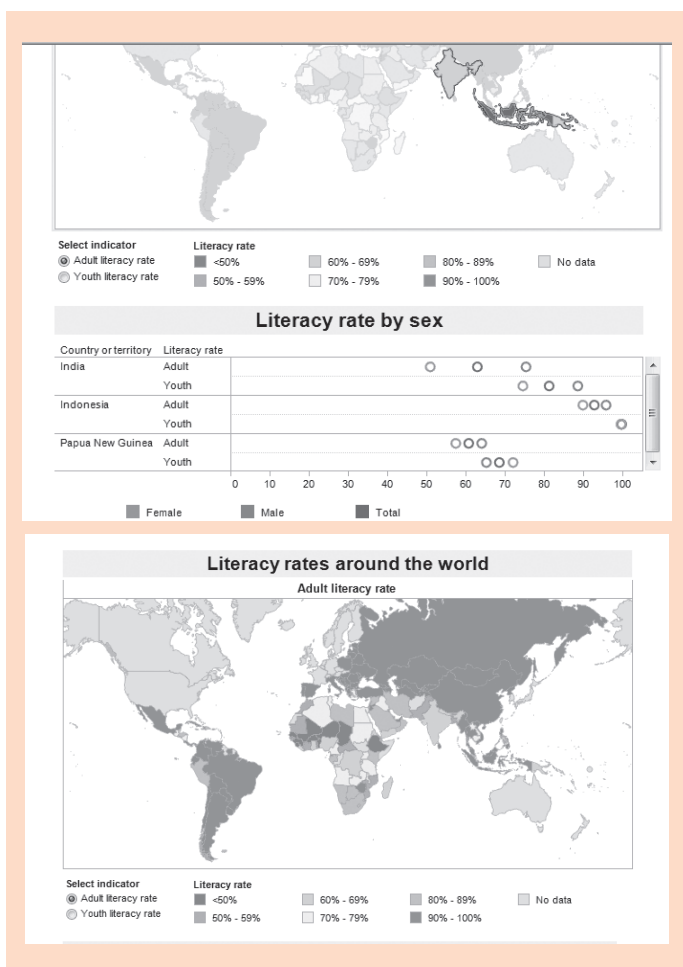
Benchmarking progress in literacy. A number of international institutions consider the UIS data as the standard for benchmarking progress in literacy. They feature the data in their global reports. Among these are the EFA Global Monitoring Report of UNESCO; the World Development Indicators of the World Bank; and the Human Development Report of the United Nations Development Programme.

The resources available The database consists of five sections: Education • Science and Technology • Communication • Culture • Literacy and Education.

Among the indicators included in the database are enrolment; survival and completion; and teaching and internal efficiency. The statistics cover regular education in pre-primary, primary, basic and secondary schools and the tertiary level.

The sub-sections of the literacy and education database are: Regional; National; Metadata; Educational Attainment and Cumulative Educational Attainment. The literacy statistics consists of Literacy Rate; Number of or Magnitude of Illiterate Population; and the Gender Parity Index for literacy.

Data is disaggregated by sex (female, male and total) to measure progress on sex-based disparities. The UIS also prepares averages for countries grouped by geographical region (according to UNESCO, UNICEF and other partner agency regional classifications) and by income group (according to World Bank classifications). A third classification is by age group such as the youth group, the adult and the elders or senior citizens.



UIS data centre on the web This online resource (<http://stats.uis.unesco.org>) provides:

- country profiles
- more than 1,000 indicators and data series on UNESCO's fields of competence
- tools to build your own statistical tables
- related documentation and
- metadata.

Interactive graphics. The UIS also presents data in charts, graphs and maps to help users visualise data and support analyses. It also created a set of interactive graphics on statistics from 150 countries and territories, including literacy rates by sex and correlation with national wealth, to illustrate the disparities in adult and youth literacy rates.

How to access and use the database online

There are three ways to access the UIS database online:

1. Referring to UIS predefined tables
2. Building customised statistical tables
3. Browsing data per country

Customised tables allow users to combine certain indicators and statistics, while selecting specific countries, regions or reference years. Predefined tables may still be modified.

The data centre has a tutorial section to guide users in building their own statistical table or in modifying predefined tables. It also has a data centre user guide, glossary, and guide to education statistics.

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DEMOGRAPHIC AND HEALTH SURVEYS (DHS)²

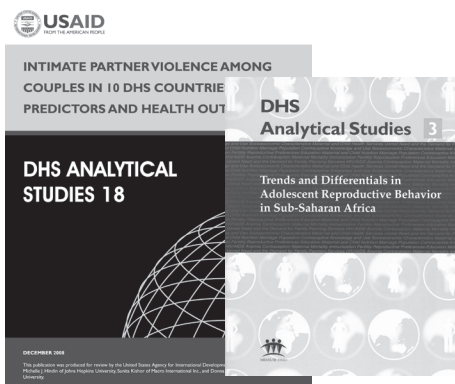
Survey with internationally comparable data on education and women empowerment

MEASURE DHS
Demographic and Health Surveys

Quality information to plan,
monitor and improve population,
health, and nutrition programs.

Important Features of DHS

- Health indicators can be compared to education levels.
- There are data on Women's Empowerment: gender attitudes, women's decision making power, education and employment of men vs. women.
- Wealth index is computed where households are divided into five wealth quintiles to show relationship between wealth, population and health indicators.
- Literacy data are collected to present distribution of women by level of schooling attended and by level of literacy, as well as percentage of literates, according to background characteristics.



The education indicators collected include:

- Educational level of the household population
- School attendance
- School attendance ratios
- Grade repetition and dropout rates
- Respondent level of education by background characteristics
- School attendance and reasons for leaving school
- Literacy
- Exposure to mass media

Demographic and Health Surveys (DHS) provide information on the health status, education background and other characteristics of the population of a country. New topics such as domestic violence and women empowerment are included in recent surveys. These surveys are nationally-representative and have large sample sizes ranging from 5,000 to 30,000 households. They are usually conducted every five years allowing comparison of data over time.

Data from these surveys help in monitoring population trends and evaluating health-related programs of individual countries. These data are also used to compare countries which have implemented the surveys. DHS use standard methodologies and procedures that ensure comparability of data across countries. Currently, more than 90 countries have conducted over 260 demographic and health surveys since 1984.

Education data in DHS. The surveys collect data on education of respondents and household members; allowing for analysis of health and demographic indicators by level of education.

Education is an important indicator in the DHS as it facilitates a better understanding of the health and development situation in a country. Comparing education levels with health indicators often show that higher levels of education are accompanied by improved health status and higher levels of empowerment of women.

² This section draws from the Measure DHS website <http://www.measuredhs.com/>

Women's status and empowerment. DHS provides data which facilitates deeper analysis on the life courses of women and men, including age at first sexual intercourse, first marriage, and first child; work or employment; and control on income and household decisions. Its data also support studies on gender differentials or disparities in education, as well as children's health and health care. In addition, DHS also generates information on women's experiences on various forms of gender-based violence.

These are the specific indicators on women's status and empowerment which can be generated from the surveys:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Literacy and educational attainment • Employment and occupation • Control over own earnings • Age at first marriage | <ul style="list-style-type: none"> • Age at first birth • Contraceptive use • Spousal age and education differences |
|--|--|

The DHS' women's status module or women-related questions in the survey help generate the following indicators:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Women's participation in household decisions • Women's attitudes toward wife-beating by husbands • Women's opinions on whether a woman can refuse sex to her husband • Hurdles faced by women in accessing health care for themselves • Choice of spouse • Natal family support | <ul style="list-style-type: none"> • Asset ownership • Control over money for different purposes • Knowledge and use of micro-credit programs • Attitudes about gender roles • Freedom of movement • Membership in any association • Having a bank account |
|--|---|

Accessing education and women empowerment data in the DHS. There are several ways to access data from the surveys. These are through the DHS final country reports; other DHS publications; country datasets; and the online tool *STATcompiler*.

DHS final country reports. All DHS country reports include education indicators in the chapters on Household and Respondent Characteristics. In addition, all subsequent chapters display population, health and nutrition data by educational level.

Other DHS Publications. DHS publications -- analytical studies, comparative reports, policy briefs, and working papers -- provide detailed analyses on the correlation of education to health and development.

Countries in Asia with DHS

Central Asia

Kazakhstan – 1999, 1995
Kyrgyz Republic – 2012, 1997
Tajikistan - 2012
Turkmenistan - 2000
Uzbekistan - 1996

South & Southeast Asia

Bangladesh – 2007, 2004, 1999-00, 1996-97, 1993-94
Cambodia – 2010, 2005, 2000
India – 2005-06, 1998-99, 1992-93
Indonesia – 2012, 2007, 2002-03
Lao People's Democratic Republic - 2011
Maldives - 2009
Nepal – 2011, 2006, 2001, 1996
Pakistan – 2012, 2006-07, 1990-91
Philippines – 2008, 2003, 1998, 1993
Sri Lanka – 2006-07, 1997
Thailand - 1987
Timor-Leste - 2009
Vietnam – 2002, 1997

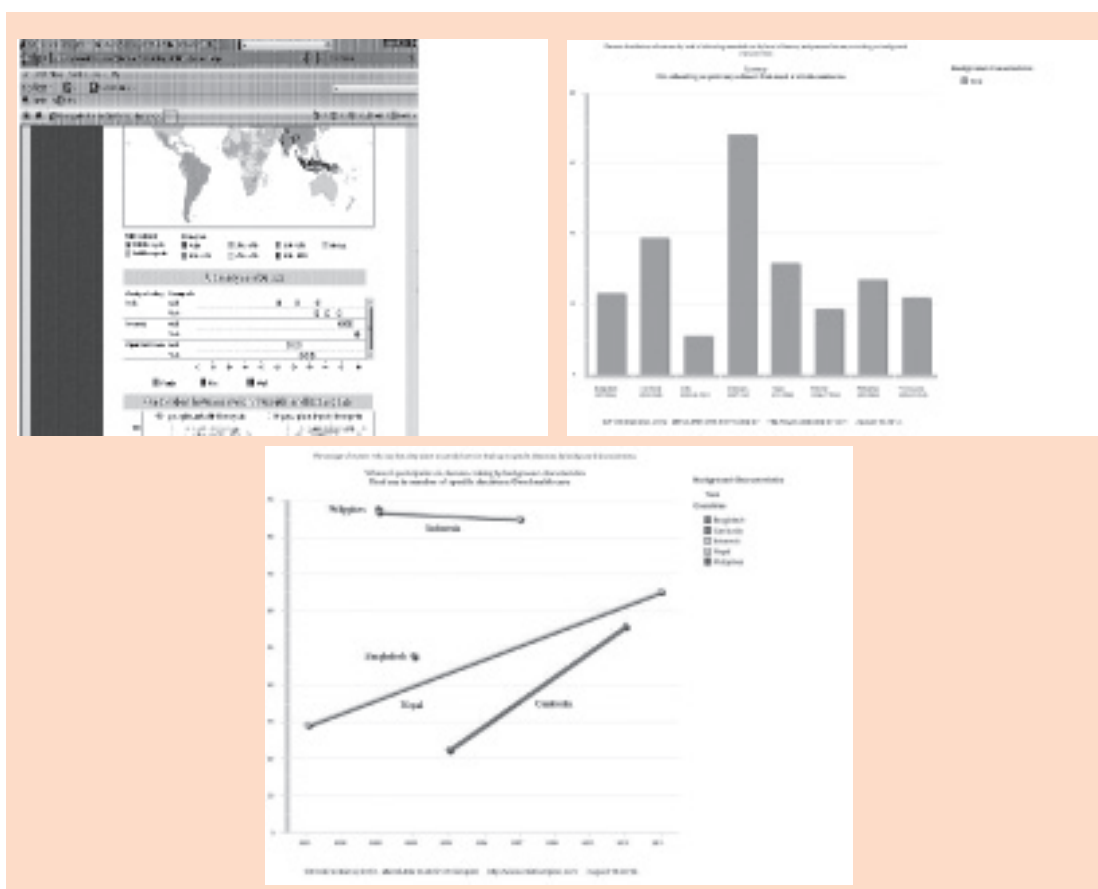
Country datasets. The DHS website facilitates access to unrestricted datasets of countries which have been covered by the surveys at no cost. Users can generate analytical tables from the country datasets through various applications such as statistical simulators, STATA, or SPSS.

The STATcompiler. The DHS website provides an online tool that allows users to create DHS-customised tables to view indicators by education and other background characteristics over time and across countries.

Data can be compared across countries and trends can be analysed over time for hundreds of population, health and nutrition indicators culled from over 200 surveys. These indicators can be cross-tabulated with literacy and education levels.

The new *STATcompiler* allows users to generate customised tables, column charts, line graphs, maps, and scatter plots. The table builder can sort and order tabular results, and more easily select survey years and indicators. A STAT compiler guide is available at the DHS website, providing step by step instructions on the use of facility.

Customised maps and charts generated by the Stat Compiler



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EFAInfo, GENDERInfo AND GEMInfo UN Database on Education and Gender³



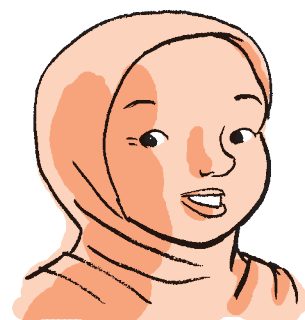
EFAInfo is an education database system designed to support the compilation, dissemination, analysis, and presentation of key education data across Asia and Pacific region.

EFAInfo supports the development of national education data and the production of National and Regional Education for All (EFA) Mid-Decade Assessment (MDA) reports as well as future EFA reports as 2015 approaches.

The database consists of education-related data from a wide range of sources at regional, national and sub-national levels. It includes a compilation of national education data from National EFA Mid-Decade Assessment datasets and education yearbooks/statistics reports; international data from the EFA Global Monitoring Report (UNESCO); State of the World's Children Report (UNICEF); the Millennium Development Goals (UNDP/UNSD); results from national Multiple Indicator Cluster Surveys; and Programme for International Student Assessment (PISA) learning assessment results.

The development of EFAInfo was initiated by the Regional Thematic Working Group on Education for All, UNICEF East Asia and Pacific Regional Office (EAPRO), UNESCO and other partners in education. EFAInfo has been adapted from Devinfo technology, a database system endorsed by the United Nations Development Group for monitoring human development.

EFAInfo can be customised for country-specific data compilation, monitoring, analysis and reporting on education policy, advocacy and decision-making.



THE CORE EFA MDA INDICATORS

GOAL 1: EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Enrolment rates in ECCE Programmes; private enrolment level; nutrition indicators for under-fives; ECCE-trained teachers; ECCE public expenditure level

GOAL 2: UNIVERSAL PRIMARY EDUCATION

Enrolment indicators; repetition, survival, completion and transition rates; teacher qualifications; pupil-teacher ratio; public expenditure level at primary and secondary education

GOAL 3: LIFE SKILLS AND LIFELONG LEARNING

Youth literacy rate (15-24 years); enrolment ratios in technical and vocational education/training; curriculum content relevant to health; transition rates

GOAL 4: LITERACY

Youth and adult literacy rate; gender parity index for adult literacy; public expenditure on literacy and non-formal education

GOAL 5: GENDER

Gender parity indices for relevant education and literacy indicators; female-student enrolment and female-teacher ratios in basic and vocational/technical education

GOAL 6: QUALITY EDUCATION

Survival rate; teachers qualifications; pupil to teacher/class/textbook ratios; public education expenditure level; water and sanitation facilities in schools

³ This section draws from the EFAInfo website <http://www.devinfo.info/efainfo/introduction.html>



Access EFAInfo online at
<http://www.devinfo.info/efainfo/home.aspx>



The United Nations Statistics Division in collaboration with the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA) developed a global database of gender statistics and indicators called **GenderInfo**⁴.

It presents the most up-to-date gender-related country level statistics available in the international statistical system as of October 2009. The database contains more than 175 indicators for over 15,000 regional, national and sub-national areas, drawn from 590 sources across 80 time periods.

The GenderInfo 2010 version tracks the progress and gaps in achievement in economic, political and social areas against the gender-related goals of the Millennium Declaration. It presents cross-cutting data on a wide range of policy areas, including population, families, health, education, work and political participation.

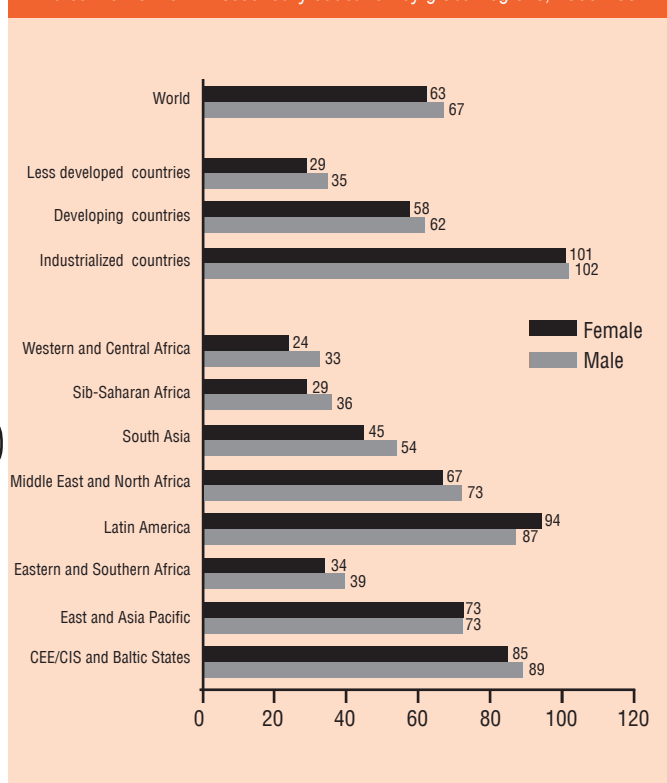
Governments, international organisations, advocacy groups, researchers and other institutions can use its statistics for planning, analysis, advocacy and awareness-raising.

Like the DevInfo technology, it consists of applications to present data in tables, graphs and maps; as well as to create reports and export data in various formats.

Access GenderInfo 2010 online at <http://www.genderinfo.org/>



Percent enrolment in secondary education by global regions, 2000-2007



⁴ This section draws from the GenderInfo website <http://www.genderinfo.org/>



GEMInfo⁵ is an online interactive repository of policies and plans; networks and working groups; research and studies on gender in education; and education data.

An initiative of the East Asia and Pacific Regional UNGEI, this information portal facilitates information exchange, engagement and response to country needs, and coordination among relevant stakeholders.

Specifically, GEMInfo serves as:

- A platform to facilitate EAP UNGEI partnerships and coordinate partners;
- Linkage between global/regional UNGEI and national partnerships;
- Compiled national and regional data focusing on gender disparities in and through education;
- Contextual background through qualitative information, analysis and legislative and policy review; and
- Links to best practices, lessons learned and project summaries.

GEMInfo is a work in progress and the content of the database is evolving though it basically covers the following:

- **Policies/Plans** – information/details on all national policies, policy frameworks, and strategic plans for gender education in a country
- **Networks/working groups** - information on any national level partnerships / networks / working groups organised to promote gender equality in education in a country
- **Local/national agencies and organisations working on gender equality in education (and girls education)** - information on any national/local level agencies/institutions/organisations in the country that promotes gender equality in education (and girls education)
- **Annotated Bibliography** - information on any major publications / documents such as joint evaluation, assessments, surveys, research, reviews, reports, among others, on gender in education in a country
- **Education statistics**

GEMInfo can be accessed at <http://devinfo.inec.org/eapgeminfo/Login.aspx>



⁵ This section draws from the GEMInfo website <http://devinfo.inec.org/eapgeminfo/Login.aspx>

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CHILDINFO AND MULTIPLE INDICATOR CLUSTER SURVEYS (MICS)⁶ UNICEF

UNICEF plays a central role in monitoring the situation of children and women. It acts as the lead agency responsible for the global monitoring of the child-related Millennium Development Goals (MDGs). It collects, compiles and analyses data for evidence-based programming, planning and evaluation of policy results.

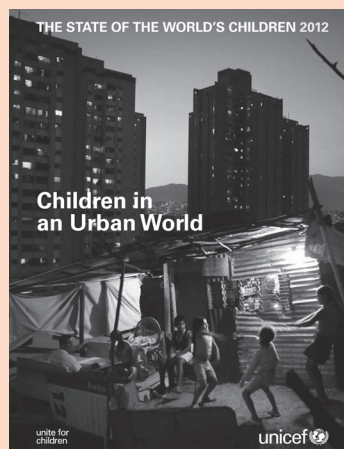
Childinfo

Monitoring the Situation of Children and Women

The **Childinfo** website -- <http://www.childinfo.org/> -- serves as the repository of UNICEF's statistical information compiled from global databases, national reports and household surveys, including UNICEF's surveying tool, the Multiple Indicator Cluster Surveys (MICS). It contains statistical information by thematic areas, statistical tables on key child and maternal indicators, country statistical profiles and publications.

UNICEF's flagship publication, **The State of the World's Children**, presents a comprehensive statistical annex that includes most of the indicators found in this website.

Multiple Indicator Cluster Surveys (MICS) is UNICEF's particular contribution to the global development database. It is an international household survey programme that enables countries to produce statistically sound and internationally comparable data on children and women.



UNICEF works closely with the Demographic and Health Surveys programme, which is also a household survey initiative, to harmonise MICS with other survey instruments and avoid duplication of efforts.

⁶ This section draws from the Childinfo and MICS websites: <http://www.childinfo.org/mics.html>

As of 2011, UNICEF has implemented four rounds of MICS surveys with over 200 surveys completed in more than 100 countries and territories globally. The survey findings provided strong evidences on the situation of children and women; and thus, were useful in influencing public opinion, formulating policies and planning interventions on related issues.

The statistical tool involves selection of countries or regions before filtering the data based on indicators and sub-indicators. The tables below showcase indicators and sub-indicators that impact on women's education and empowerment.

General Indicators			Sub-indicators for Education		
1) Survey information 2) Child mortality 3) Nutrition 4) Child health 5) Environment 6) Reproductive health 7) Child development 8) Education 9) Child protection 10) HIV/AIDS, sexual behaviour, and orphaned and vulnerable children.			<ul style="list-style-type: none"> • Pre-school attendance • School readiness • Net intake rate in primary education • Net primary school attendance rate • Net secondary school attendance rate • Children reaching grade five • Transition rate to secondary school • Primary completion rate • Gender parity index (primary school) (ratio) • Gender parity index (secondary school) (ratio) • Literacy rate among young women 		
Sub-indicators for Filtering					
Sex	Location	Wealth Quintiles			
<ul style="list-style-type: none"> • Male • Female 	<ul style="list-style-type: none"> • Urban • Rural 	<ul style="list-style-type: none"> • 1st Quintile: Poorest • 2nd Quintile: Poor • 3rd Quintile: Middle • 4th Quintile: Rich • 5th Quintile: Richest 			

Participating countries in East Asia and Pacific Region in the different sets of MICS

Indonesia (2000) *
 North Korea (2000 & 2009)
 Laos (2000 & 2006) *
 Maldives (2001)
 Mongolia (2000 & 2005)*
 Myanmar (1995, 2000, 2009-10),
 Philippines (2000)*
 Thailand (2005-06)*
 Vanuatu (2007)
 Vietnam (years 2000 & 2006)

* Countries with datasets available upon request

More than 60 countries participated in the first MICS which happened in 1995 as a result of the 1995 World Summit for Children.

The second set, which happened in 2000, consisted of 65 surveys resulting to an extensive database of monitoring tools for children and women.

Meanwhile, about 50 countries participated in the third cluster held in 2005-2006. It was also during this period that the MICS became a popular tool for tracking the MDGs on health, education and maternal/infant mortality.

Since the fourth cluster, the surveys became more frequent — from every five years in the previous periods to every three years beginning the fourth quarter — as a response to the demand for closer monitoring of the situation of children and women.

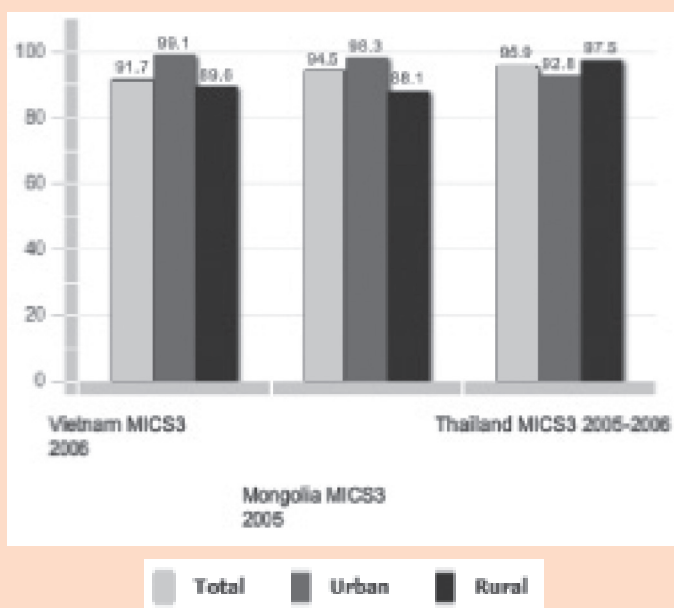
Accessing and Using MICS

Users of the **MICS Compiler** may search across surveys and indicators to produce customised statistical tables and charts. They can select the survey, countries and regions, and specify the particular sets of indicators and sub-indicators to generate. They can adjust layout and either print their tables/graphs/maps or download these in PDF or Excel format. User guides in PDF format and video clips are available and downloadable. MICS data sets can be downloaded upon request.

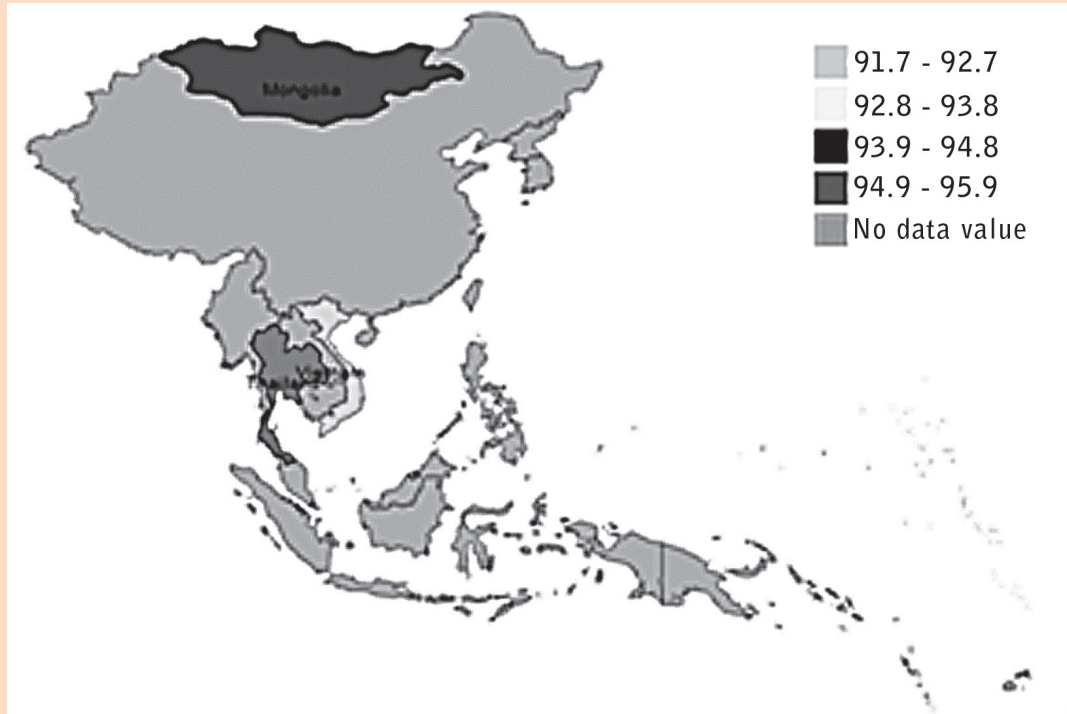
Literacy rate among young women (percentile) – East Asia and the Pacific Region

East Asia and the Pacific Region		
Surveys	Subgroups	Literacy rate among young women (Percent)
Mongolia MICS3 2005	Total	94.5
	Urban	98.3
	Rural	88.1
Thailand MICS3 2005-2006	Total	95.9
	Urban	92.8
	Rural	97.5
Vietnam MICS3 2006	Total	91.7
	Urban	99.1
	Rural	89.6

Literacy rate among young women (percentile) – East Asia and the Pacific Region



Literacy rate among young women (percentile) – East Asia and the Pacific Region



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Huebler, F. (2008). Beyond gender: Measuring disparity in South Asia using an Education Parity Index. The United Nations Children's Fund (UNICEF) Regional Office for South Asia; and United Nations Girls' Education Initiative (UNGEI). Retrieved from http://www.childinfo.org/files/education_publication_huebler_disparity_2008.pdf

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The state of the world's children webpage http://www.childinfo.org/publications_sowc.html

WORLD BANK: WORLD DATABANK ON EDUCATION STATISTICS⁷

Key education data needs in one portal online

- A comprehensive data and analysis source for key topics in education online with over 2000 internationally-comparable education indicators
- Key education data coming from different authoritative sources compiled in one place/database
- Visualization tools - Data presented in maps, charts, graphs, tables
- Thematic reports on the state of education featuring enrolment, literacy and gender data in PowerPoint presentation
- Publication on education and gender

The World Bank compiles and maintains a number of macro, financial and sector databases, including education and gender datasets. These serve as inputs to the bank's Country Assistance Strategies, poverty assessments, research studies and other forms of economic and sector work.

In 2010, the World Bank launched its Open Data Initiative which intended to provide open access to World Bank data.

A web-based portal on education data. The World Bank's online database on education is a comprehensive data and analysis source for key topics in education. The bank's data on education contains around 2,500 internationally comparable education indicators for access, progression, completion, literacy, teachers, population, and expenditures. The indicators cover the education cycle from pre-primary to tertiary education. The databank query also holds learning outcome data from international learning

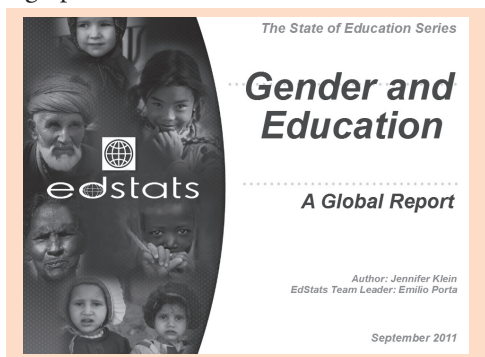
assessments such as Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), equity data from household surveys, and projection data to 2050. Several indicators are comparable for over 200 countries and in time series. In addition, information on World Bank education projects is also available to data users.

The State of Education

The databank contains an analysis series on the State of Education in PowerPoint presentation. It showcases a global view of education through charts, maps, and tables with analyses. It highlights inequalities in education by gender, income and geographic allocation.

Currently it includes ten topics:

• Access	• Quality
• Expenditures	• Equity
• Gender	• Pre-primary Education
• Primary Education	• Secondary Education
• Tertiary Education	• Literacy



Also included in this education databank is a section which presents data on diverse topics including the Education Millennium Development Goals (MDGs), Out of School Children,

⁷ This section draws from the World Bank website <http://www.worldbank.org/>

Education Outcomes, Education in Emergencies, Education and Disability, and Private Education Expenditure. The data came from a wide variety of sources including World Bank, UNESCO Institute for Statistics (UIS), UN High Commissioner on Refugees (UNHCR), and Organisation for Economic Cooperation and Development (OECD).

Publications on education and gender

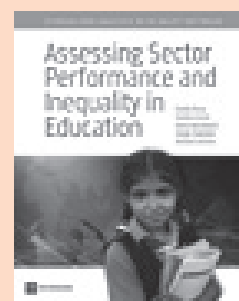
This web-based portal also holds key education data publications and analyses with gender dimension. The World Development Report 2012 of World Bank features gender equality and development data and analyses of gender gaps in education. Previous publications include:

- Getting To Equal: Promoting Gender Equality Through Human Development (2011)
- Girls' Education in the 21st Century: Gender Equality, Empowerment, and Economic Growth (2008)
- Gender Action Plan: Gender Equality as Smart Economics (2006)
- Measuring The Economic Gain Of Investing In Girls: The Girl Effect Dividend (2011)
- Gender, Geography, and Wealth across Regions: How do disparities relate to education access, progression and attainment? (2010)

The World Bank also has an Education Statistics Newsletter, a bi-monthly publication which presents the latest enhancements to the education portal. It specifically focuses on how to maximise use of this wealth of information for both presentational and research-related purposes. The bulletin includes a summary of all newly released data, as well as analyses of specific issues in education where quantitative information is instrumental.

Accessing the World DataBank on Education Statistics

Data displayed on this site is a subset of those available in the World Bank's DataBank which contains extensive collections of data in time series.



The World DataBank on education statistics holds over 2000 internationally-comparable education indicators in time series from various sources for over 200 countries and regional/income group aggregates. The indicators are organised according to the following categories:

Indicator category	Dates covered	Source of data
Pre-Primary, Primary, Secondary, Tertiary, Expenditure, and Teacher	1970-2010	• UNESCO Institute for Statistics (UIS)
Learning Outcomes	1995-2009	• TIMSS, PIRLS, PISA, PASEC • SACMEQ, MLA, LABORATORIO*
Projections	1970-2050	• Education Policy and Data Centre (EPDC) • International Institute for Applied Systems Analysis/ Vienna Institute of Demography (IIASA/VID) • Barro-Lee
Household Surveys	1990-2008	• Demographic and Health Survey (DHS) • Multiple Indicator Cluster Survey (MICS)
Population, Labour, Others	1970-2010	• The World Bank • International Labour Organization(ILO)
<p><i>* Note:</i> TIMSS - Third International Mathematics and Science Survey PIRLS - Progress in International Literacy Study PISA - Program for International Student Assessment PASEC - Programme of Educational Systems Analysis</p>		<p>SACMEQ - Southern Africa Consortium for Monitoring Educational Quality MLA - Monitoring Learning Achievement LABORATORIO - Latin American Educational Quality Assessment Laboratory</p>

The DataBank has advanced functions: selecting and slicing the datasets; performing customised queries and data downloads in Excel and other formats; creating charts, tables and maps for comparative, aggregate, and/or single country analyses.

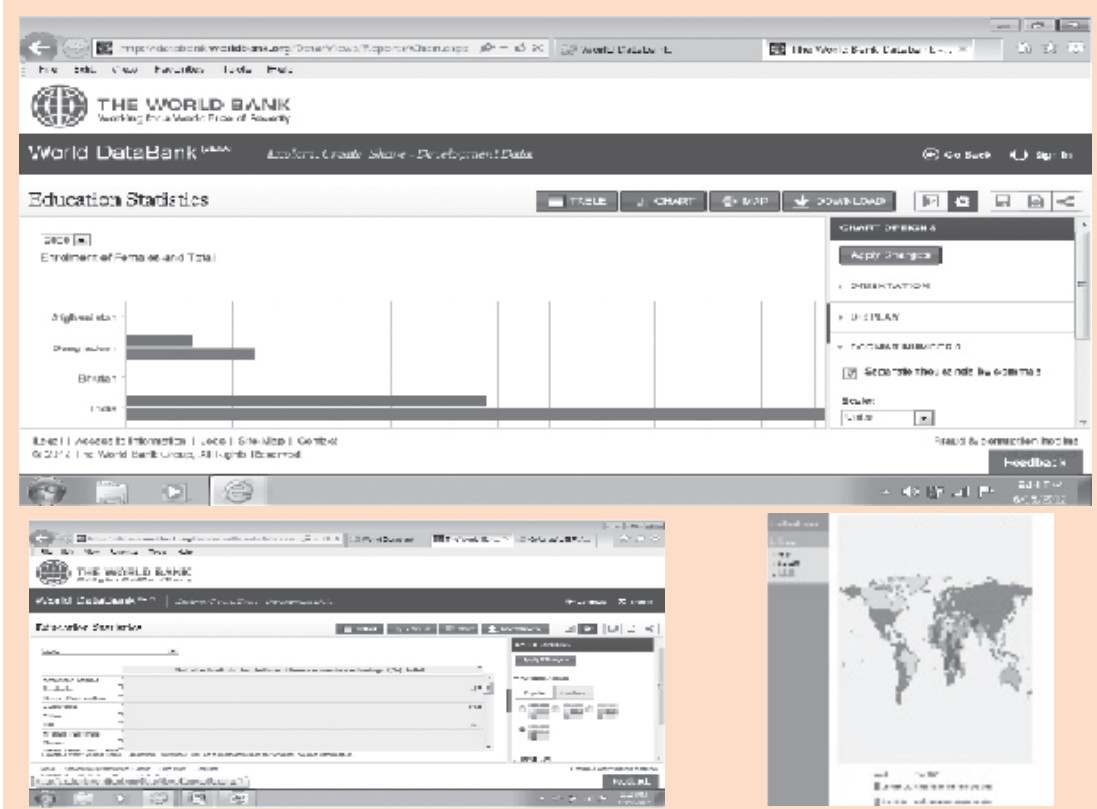
Download. The DataBank offers bulk downloading of data by country, by topic and by indicator. A country download provides all data for all years for a single country; a topic download provides each indicator for that topic for all countries and years, and an indicator download provides data for all countries for all years. This is a convenient option if data will be used in a desktop application like Excel. Selected databases in Excel format are downloadable.

Customising tables, charts and maps. Among the ways to visualise education data is to view it in the form of data table, chart or thematic map.

To build a table, select the country/ies, the indicator/s and the year/s of interest. Users may customise the table and download data.

This bar graph is the result of selecting eight countries in South Asia, the indicator Enrolment of Females, and Total, and the year 2000.

Sample customised charts and map generated by the World DataBank



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MINISTRY OF STATISTICS AND PROGRAMME IMPLEMENTATION⁸ INDIA

The *Ministry of Statistics and Programme Implementation* is the leading statistical agency in India that administers census and surveys. It maintains a databank containing the most comprehensive demographic, social and economic statistical information on India. The Indian statistical system is recognised as one of the most comprehensive and top performing national statistical systems in the world. The databank is a reliable and updated source of information that is easily accessible online.



India Statistics culls data from central and state level administrative sources, household surveys and censuses; disaggregates data by gender and location; and publishes an annual report on the following sectors:

- Agricultural sector
- Industry sector
- Service sector
- Social sector (including education)
- Miscellaneous sector

Official data resources available on the website:

- ✓ National account statistics
- ✓ Reports/publications
- ✓ Annual reports
- ✓ India statistics
- ✓ Official data from other sources
- ✓ International statistical links

Reports/Publications are available on the website and accessible upon registration. Listed below are some of the publications relevant to education and women.

- Education in India, 2007-08: Participation and Expenditure
- Status of Education and Vocational Training in India 2004-2005
- Attending an Educational Institution in India: its level, nature and cost
- Women and Men in India (various years)
- Millennium Development Goals India Country Report (various years)
- Key Indicators of Employment and Unemployment in India 2009-2010
- Participation of Women in Specified Activities along with Domestic Duties 2004-2005

Women and Men in India provides useful statistical information on education and women's empowerment in India. The 2011 Issue contains the following topics:



- Population and Vital Statistics
- Health and Well-being
- Literacy and Education
- Women and Men's Participation in Economy
- Women's Participation in Decision- Making
- Crime Against Women
- India in International Arena

A separate file containing the statistical tables is available and downloadable.

⁸ This section draws from India's Ministry of Statistics and Programme Implementation website http://mospi.nic.in/Mospi_New/Site/Home.aspx

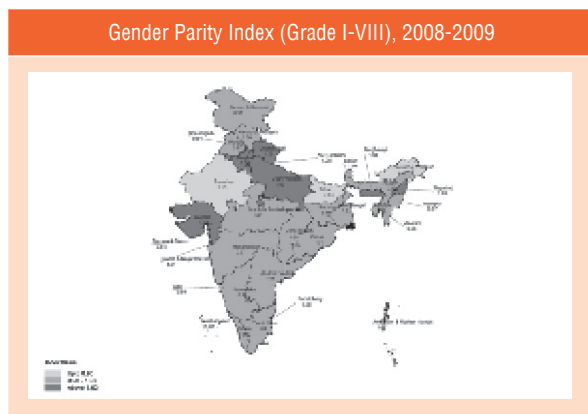
Progress of Literacy in India (Literacy Rate)			
Year	Female	Male	Total
1951	8.86	27.15	18.32
1961	15.33	40.40	28.31
1971	21.97	45.95	34.45
1981	29.76	56.38	43.56
1991	39.29	64.13	52.21
2001	54.16	75.85	65.38
2011	65.46	82.14	74.04

Source: Population Census of India, Office of Registrar General, India.

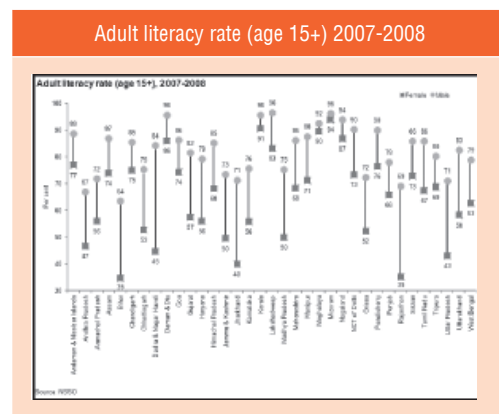
Note: Literacy rates for 1951, 1961 and 1971 relate to population aged 5 years and above whereas literacy rates for 1981, 1991, 2001 and 2011 relate to the population aged 7 years and above. This table is part of Men and Women in India 2011.



The website includes the India version of DevInfo which features mapping and graphing facilities for key social indicators, including education and women indicators.



Sources: MoHRD_Selected Educational Statistics, 2008-2009,
Department of Higher Education Statistics Division



Source: NSSO

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Department of School Education & Literacy of India website <http://mhrd.gov.in/schooleducation>

Devinfo India website <http://devinfo.info/devinfoindia/>

Government of India Ministry of Human Resource Development website <http://mhrd.gov.in/>

Literacy Rate In Indian State: Census 2011 <http://theonlinegk.wordpress.com/2011/04/02/literacy-rate-in-indian-state-census-2011/>

India Literacy Project website <http://www.ilpnet.org/node/280>

Map of Literacy Rate in India webpage <http://www.mapsofindia.com/census2011/literacy-rate.html>

National Literacy Mission – India website <http://www.nlm.nic.in/>

UIS Statistics In Brief - (all levels) profile – India webpage - http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=3560

UNDP in India - The Millennium Development Goals Report 2012 – India webpage http://www.undp.org/content/india/en/home/library/mdg/the_millennium_development_goals_report_2012/

UNICEF India Statistics http://www.unicef.org/infobycountry/india_statistics.html

NATIONAL STATISTICS OFFICE (NSO)⁹ PHILIPPINES



The National Statistics Office (NSO) is the primary statistical agency of the Philippine Government responsible for producing statistical information and services. The agency administers household surveys and censuses; compiles administrative data; conducts industry surveys; undertakes economic and social studies; and provides civil registration services. The sectoral statistics on education and gender are available online.

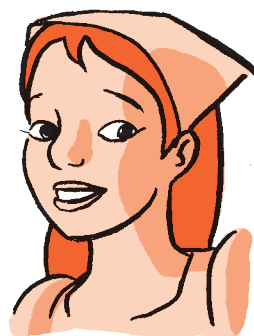
Available statistical data by sector:

- Agricultural and Fisheries
- Business and Industry
- Construction and Housing
- Education and Mass Media
- Energy
- Gender Statistics
- Health
- Income and Poverty
- Labour and Employment
- Population and Demography
- Prices
- Trade
- Vital Statistics

NSO census and survey activities

- Census Population and Housing (CPH)
- Census of Agriculture and Fisheries (CAF)
- Census of Philippine Business and Industry (CPBI)
- Family Income and Expenditure Survey (FIES)
- Annual Poverty Indicators Survey (APIS)
- Family Planning Survey (FPS)
- Labour Force Survey (LFS)
- National Demographic Health Survey
- Survey on Children (SOC)
- Functional Literacy, Education, and Mass Media (FLEMMS)
- Household Energy Consumption Survey (HECS)
- Survey on Overseas Filipinos (SOF)
- Household Survey on Domestic Visitors (HSDV)

Visit the NSO homepage at
<http://www.census.gov.ph/>



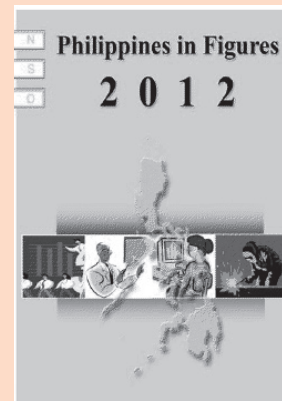
⁹ This section draws from the Philippine National Statistics Office website <http://www.census.gov.ph/>

The NSO conducts the Functional Literacy Education and Mass Media Survey (FLEMMS) every five years. It already administered four rounds of the Survey -- 1989, 1994, 2003 and 2008.

The NSO website also contains other information on education and literacy.

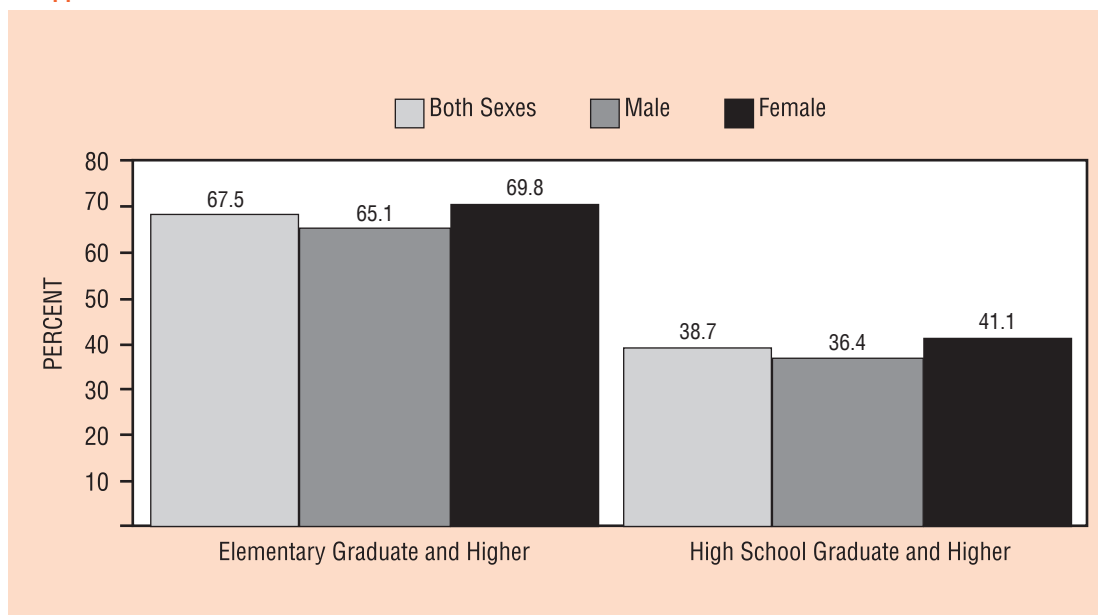
Publications are available on the website. The 2012 edition of the Philippines in Figures includes a section on education and literacy with time series statistical data.

There are also other publications and datasets for sale at the NSO Databank.



The NSO website also features the *Gender Factsheet*, which provides gender-disaggregated statistical information on education, literacy, employment, income and reproductive health.

Percent Distribution of Population 6 Years Old and Over by Highest Educational Attainment and Sex, Philippines: 2008



Source: NSO, 2008 Function Literacy, Education and Mass Media Survey

NATIONAL STATISTICAL COORDINATION BOARD (NSCB)¹⁰ PHILIPPINES



www.nscb.gov.ph

National Statistical Coordination Board

Philippines' policy making and coordinating body on statistical matters

The National Statistical Coordination Board (NSCB) is the country's policy-making and coordinating body on Philippine statistical matters. The agency compiles, processes and analyses census, survey and administrative data generated by the NSO and other government offices. The NSCB website contains updated statistical information classified under the following: Economic, Social, Governance, Agriculture and Environment, and Multi-Sectoral.



The Social sector section includes databases on gender, education and education expenditure.



Simple Literacy of the Population 10 Years Old and Over 1989, 1994, 2000, 2003 and 2008 (In Percent)*

Area / Region	1989 a/			1994 a/			2000 b/			2003 a/			2008 a/		
	Both Sexes	M	F	Both Sexes	M	F	Both Sexes	M	F	Both Sexes	M	F	Both Sexes	M	F
Philippines	89.8	89.8	89.8	93.9	93.7	94.0	92.3	92.1	92.5	93.4	92.6	94.3	95.6	95.1	96.1
Urban	95.4	...	...	96.5	96.6	96.5	...	...	...	...	...	...	...	...	...
Rural	86.2	...	...	91.2	91.1	91.3	...	...	...	...	...	...	...	...	...

*This is part presenting the time series data on Simple Literacy Rate by Sex



The NSCB website contains *Gender Statistics Online*, a compilation of latest available statistics highlighting the differences between women and men in terms of key social development indicators. <http://www.nscb.gov.ph/gender/index.asp>

10 This section draws from the Philippine National Statistical Coordination Board website <http://www.nscb.gov.ph/>



The website also includes *Millennium Development Goals (MDG) Online* which presents data series on MDG indicators for monitoring progress in meeting the MDG targets. <http://www.nscb.gov.ph/stats/mdg/default.asp>

USEFUL REFERENCES

Millennium Development Goals – Philippines webpage http://www.neda.gov.ph/econreports_dbs/MDGs/default.asp

UIS Statistics In Brief - Education (all levels) profile – Philippines http://stats.uis.unesco.org/unesco/TableView/document.aspx?ReportId=121&IF_Language=en&BR_Country=6080

UNESCO National Education Support Strategy. Philippines. January 2009 webpage www.unesconatcom.ph/docs/education/uness_report.pdf

UNICEF Philippine Statistics website http://www.unicef.org/infobycountry/philippines_statistics.html

Philippine Commission on Women website <http://www.pcw.gov.ph/>

Philippine Department of Education website <http://www.deped.gov.ph/>

Philippine Department of Social Welfare and Development website <http://www.dswd.gov.ph/>

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