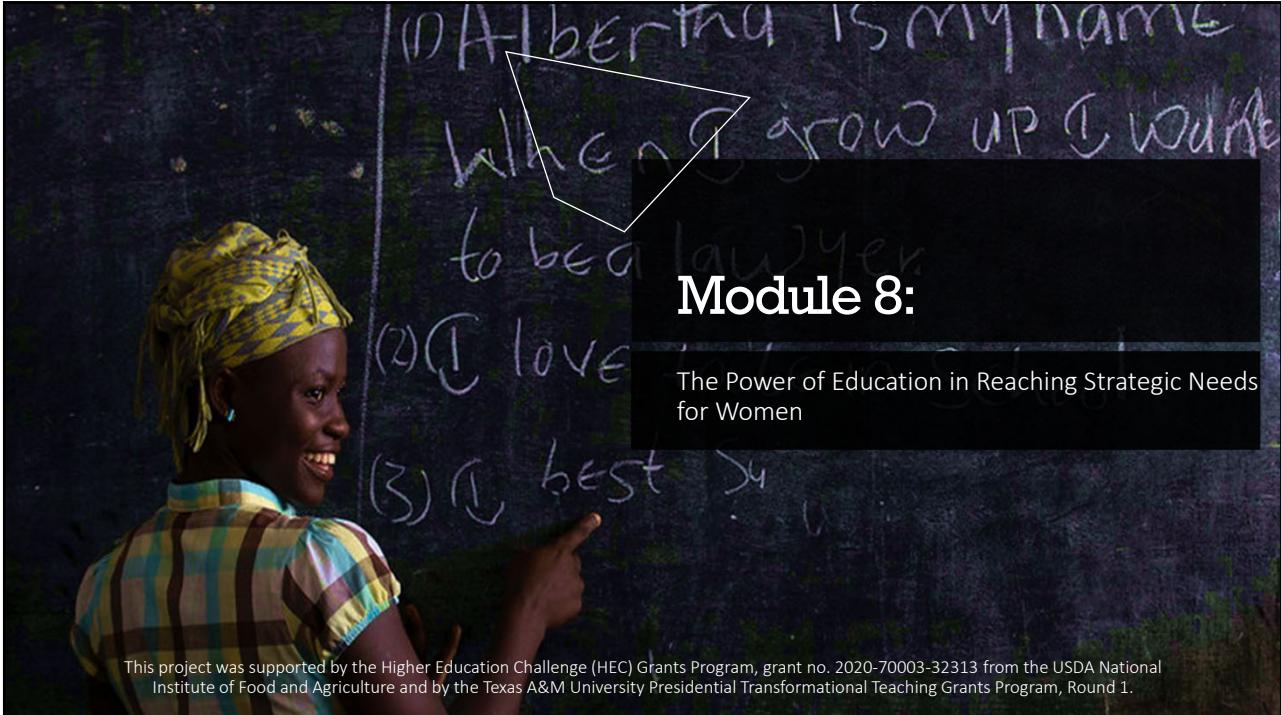**This webinar is being recorded.**

Welcome to the seminar!
We will begin at 11 AM CST.

Suggested Webinar Etiquette:

1. Make sure your screen name has your name and affiliation
2. Mute yourself unless you are talking
3. Turn on video when talking
4. Use the chat to share thoughts, comments, questions at any time
5. Use side by side mode for easy viewing

1

Module 8:

The Power of Education in Reaching Strategic Needs for Women

2

Summary

This module will:

3

- **Outline** the importance of women's and girls' education for broad economic and social gains in developing countries.
- **Explore** goals for gender parity in access to quality education,
- **Highlight** key development outcomes correlated with education outcomes
- **Explain** gender-specific educational barriers that are common in developing countries.
- **Delve into** successful program components that address and improve women and girls' education

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3

Learning Objectives

4

Through active participation in this session, including independent study and reflection before and after the classroom activities, participants will be prepared to:

Describe the correlation between educational attainment and interrelated development outcomes.

Map the interrelated challenges, barriers, and enabling factors related to the attainment of quality education for girls and women.

Describe recommended programming and policy components for gender equality in education.

Critically evaluate information regarding education access and quality (graphs, reports, statistics) from a gendered lens to pose questions in order to better understand the gendered dynamics of education challenges and progress.

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4

Prior Readings 📚

World Bank Group:
Gender equality and development

The Economists' *Gary Becker's concept of human capital*

Duflo's *Women empowerment and economic development*

world development report **2012** 64665

GENDER EQUALITY AND DEVE

THE WORLD BANK

Schools brief

Gary Becker's concept of huma...

Journal of Economic Literature 2012, 50:4, 1051–1079

Women Empowerment and Economic Development

ESTHER DUFLO*
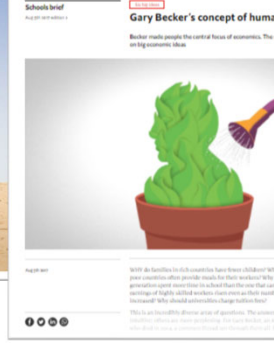
Development

5

Icebreaker Activity

If you were viewing this data as an international development practitioner using a gendered lens, what are some additional questions or observations you might have?

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Global Education: Completion rate of lower secondary education, 2015 (*Our World in Data*)

This is **the ratio between the number of new entrants in the last grade of lower secondary education**, regardless of age, and the **total population of the theoretical entrance age to the last grade of lower secondary**.

The ratio can exceed 100 percent due to over-aged and under-aged children who enter lower secondary school late/early and/or repeat grades.

Source: World Bank

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Education in African Countries: Percentage of primary schools with access to potable water, 2014 (*Our World in Data*)
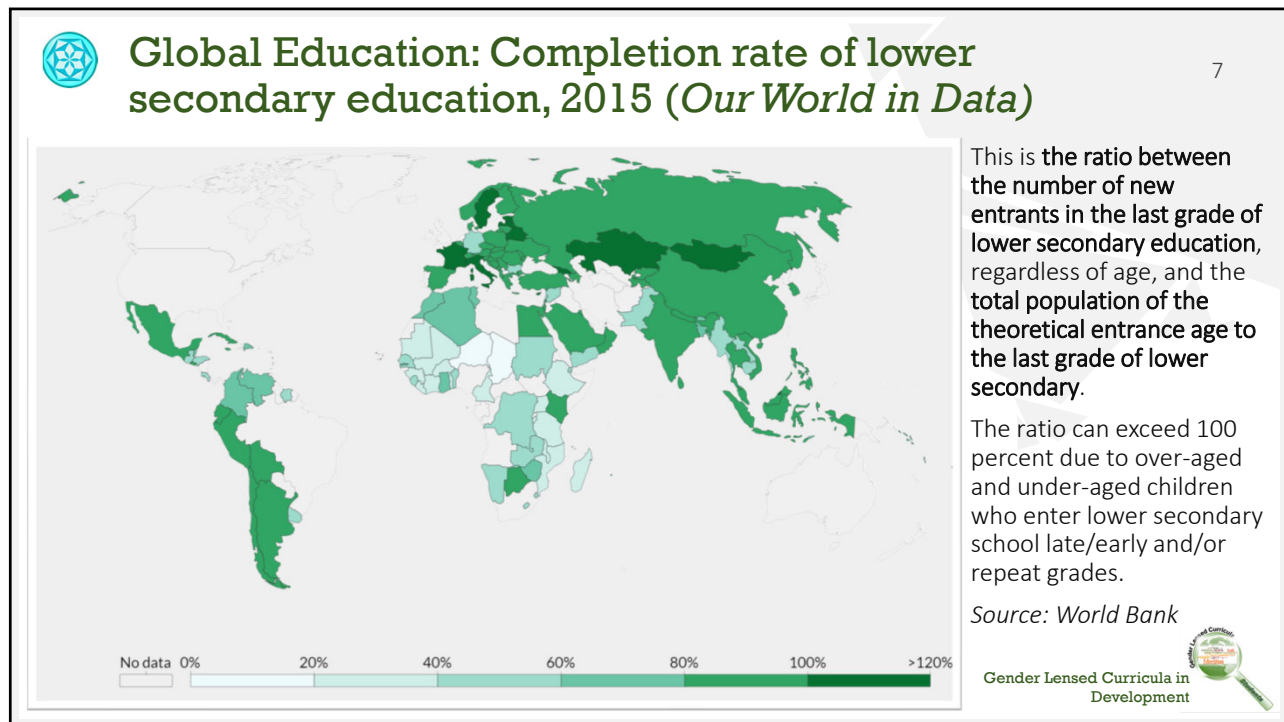
- Share of public primary schools with a drinking water facility or water delivery point that is designed to protect water from external contamination, particularly of fecal origin.

- *Note:* The source for this chart only publishes these estimates for African countries. To our knowledge there are no comparable estimates for other regions.

- *Source: World Bank*

8

Global Literacy: Literate and illiterate world population, 15 years and older (*Our World in Data*)

- Estimates of world literacy from 1800 to 2014.
- Over the last 200 years, the share of illiterate adults has gone down from 88% to less than 15%.
- Literacy rates grew constantly but rather slowly until the beginning of the twentieth century – but growth accelerated sharply after the middle of the 20th century, when the expansion of basic education became a global priority.
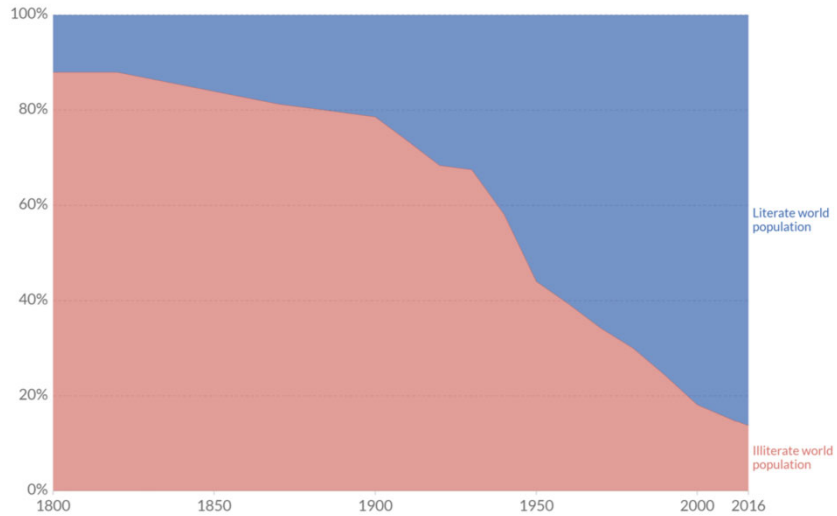
Source: Our World in Data based on OECD and UNESCO (2016)   OurWorldInData.org/global-rise-of-education • CC BY

9

Today's Roadmap

10

- What statistics and terms are relevant to this topic?
- What outcomes are correlated with greater access to education among women and girls?
- What gender-specific educational barriers are common in developing countries, and what are their effects?
- What are the global goals for gender parity in education?
- What progress in education equality was made prior to the 2020 COVID-19 pandemic?
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10

Statistical Terms in Education

Gender **parity**

                        Gender **equality**

                                            Gender **equity**

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Statistical Terms in Education

Gender **parity**: "achieving equal participation of girls and boys in all forms of education based on their proportion in the relevant age-groups in the population" (Subrahmanian, 2005)

Gender **equality**: "ensuring educational equality between boys and girls" (Subrahmanian, 2005)

<u>Parity</u> is often viewed as a step towards or an indicator of equality but is not fully synonymous to <u>equality</u>.

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Statistical Terms in Education

13

Gender **equality**: "ensuring educational equality between boys and girls" (Subrahmanian, 2005)

Gender **equity:** "works to correct the historical wrongs that have left women behind" (Binagwaho, 2020)

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Outcomes

Correlated with greater access to education

14

Investments in access to quality education (at all levels) is highly impactful.

Impacts according to USAID's (2018) Education Policy:

- Poverty reduction
- Health and nutrition
- Economic growth
- Labor market opportunities
- Peacebuilding
- Social cohesion
- Promotion of democratic institutions

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Discuss:

Considering customs, cultural dynamics, laws, and traditions, how do you think each of these might impact girls' and women's access and success in education?

- Child marriage
- Customs related to girls' and women's roles in domestic duties
- Violence against women and girls

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Outcomes Specifically among Women and Girls:

Each extra year of secondary school can increase future earnings by 10-20%

(World Bank, 2002)

Positive generational impacts on **health, nutrition, and economics**

Improved child and infant health and nutrition (due to quality of care during pregnancy, age at first marriage and pregnancy)

(Smith & Haddad, 2015)

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16

Discuss:

While the link between increased access to quality education for women and girls and these other outcomes is often cited as the justification for investments in access to education, some experts point out that this argument frames the issue in a way that objectifies women as "vessels" for development rather than for their own humanness. **What thoughts do these points bring to mind?**

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17

Education Empowers Women to Change Their Lives

Education has potential to empower women to transform their lives through by improving or increasing the following:

Self-sufficiency

Self-efficacy (confidence)

Resilience from economic or environmental shocks

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Lecture Points

- What statistics and terms are relevant to this topic?
- What outcomes are correlated with greater access to education among women and girls?
- **What gender-specific educational barriers are common in developing countries, and what are their effects?**
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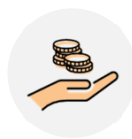
19

Common Gender-Specific Educational Barriers

Conflict & Violence   **Hygiene & Sanitation**   **Poverty**   **Domestic Responsibilities**   **Early Marriage & Childbirth**

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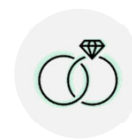
20

Conflict & Violence

School-Related Gender-Based Violence (SRGBV)

Reinforces gender roles and perpetuates gender inequalities.

Girls in Conflict

Girls are more likely to be absent from school as a result of sexual violence or threat of sexual violence.

"Distance Penalty"

Associated with hesitancy among parents to send girls to schools located further from the house.

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Discuss:

22

From your experience or research, how might gender, race, and other social-economic factors correlate to the prevalence of school-based violence and crime?

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Slide 23

Hygiene & Sanitation

- Previously overlooked or de-emphasized, access to hygienic facilities during have significant negative impacts on girls' attendance and concentration

- **Case Study:** Challenges noted at the Rukungiri District of Uganda
  - Limited access to hygienic bathroom facilities and disposable hygiene materials
  - Limited understanding about menstruation and hygienic practices among both students and teachers
  - Similar to challenges previously observed in India, Tanzania, and Malawi (Boosey et al., 2014).

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Slide 24

Poverty

- "Poverty, rather than gender feeds overall educational inequalities in most of the world" (World Bank, 2012).

- It is more likely that families in poverty will invest in the education of boys over girls.
  - Resources for fees
  - Loss of labor in household or farm
  - Actual or perceived higher rates of return on education

FIGURE 3.2 *In most countries with moderate or high total inequality in educational outcomes, less than one-fifth of inequality stems from gender*

Inequality in school attendance among children 12–15 years old
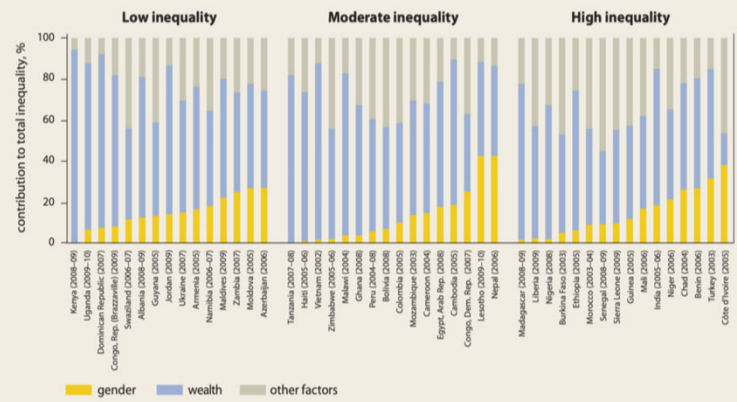
Source: WDR 2012 team estimates based on Demographic Health Surveys in various countries during 2002–10.

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Household Responsibilities and Early Marriage & Childbirth

- Need for older girls to assist mother with household chores and babysitting.
- Early marriage is correlated with higher drop-out rates and fewer years of completed education (World Bank, 2018).
- Better education opportunities for girls reduces likelihood of early marriage and childbirth (Wodon et al., 2017).

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Discuss:

26

Reflecting on 'intersectionality,' a key concept explored in Module 1, how do you think that intersectionality may influence the challenges women and girls face in accessing quality education?

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Other Points

Additional educational barriers that are common in developing countries.

Gender Issues

School Closures

Gender Stereotypes

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Complete the draft of the casual map using Assignment 8.1: Map of Factors Impacting Gender Equality in Education.

Pause to Reflect ⏸

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Assignment 8.1

Assignment 8.1: Map of Factors Impacting Gender
Equality in Education

Name:_____

Using the space below, draw a concept map that illustrates the relationships between factors impacting gender inequality in education and effects of gender inequality on broader global issues.

This project was supported by the Higher Education Challenge (HEC) Grants Program, grant no. 2020-70003-32313 from the USDA National Institute of Food and Agriculture and by the Texas A&M University Presidential Transformational Teaching Grants Program, Round 1.

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Lecture Points

- What statistics and terms are relevant to this topic?
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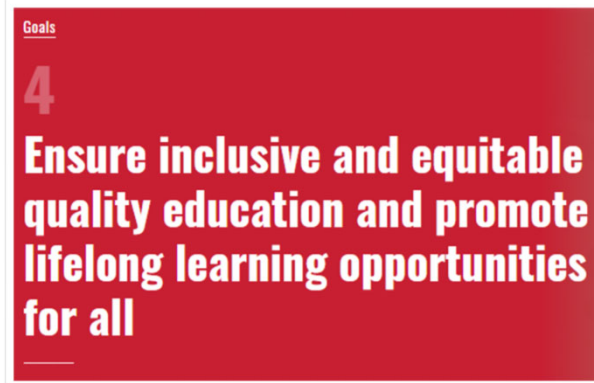- Summary

30

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Global Goals and Progress Towards Global Goal in Gender Parity in Education: United Nations Sustainable Development Goals

"...the world's shared plan to end extreme poverty, reduce inequality, and protect the planet by 2030"

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Sustainable Development Goal 4:

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

- **Indicator 4.5:** "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

- **Indicator 4.A:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

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Sustainable Development Goal 5:

5 GENDER EQUALITY

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

Aims to tackle many underlying barriers to quality education for women and girls.

- **Target 5.1:** Eliminate all forms of violence against women and girls,
- **Target 5.3:** Eliminate harmful practices such as child, early, and forced marriages,
- **Target 5.c:** Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of women and girls at all levels

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Lecture Points

- What statistics and terms are relevant to this topic?
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Progress in Education Equality (prior to COVID-19): <u>Improvements</u> in Completion Rate

Primary School Completion rate: 70% to 84% (2018)

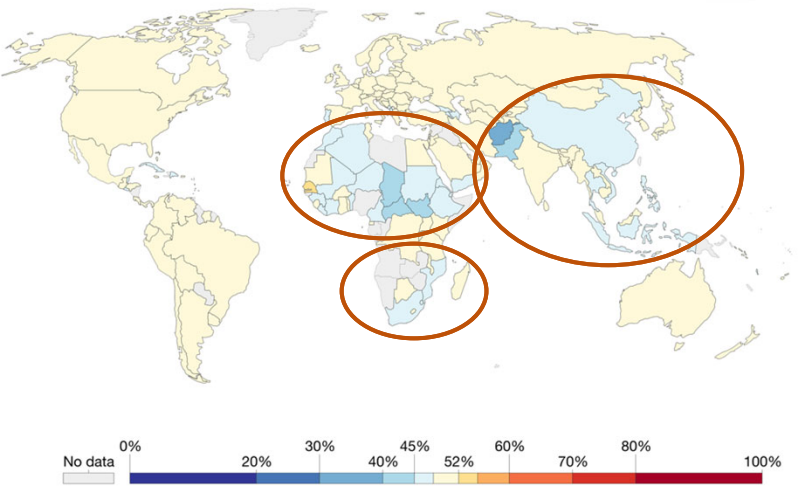**Expected Global Primary School Completion** rate: 89% by 2030

Adult Literacy rates: 86% (2018)

Youth Literacy rates: 92% (2018)

Although completion rates were rising, non-proficiency rates remained high.

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Gender gap in primary education: Share of enrolled female primary education students, 2017

36

- 1/3 of developing countries have not reached gender parity in primary education
- Largest gender gaps:
  - Northern Africa
  - Western Asia
  - Sub-Saharan Africa

Source: World Bank

OurWorldInData.org/educational-mobility-inequality/ • CC BY

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Gender Gap at the Tertiary Education Level

- Women make up the majority of students in almost all regions (excluding sub-Saharan Africa).

- Women are the minority in STEM fields.

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Improvements & 2020 Challenge [38]
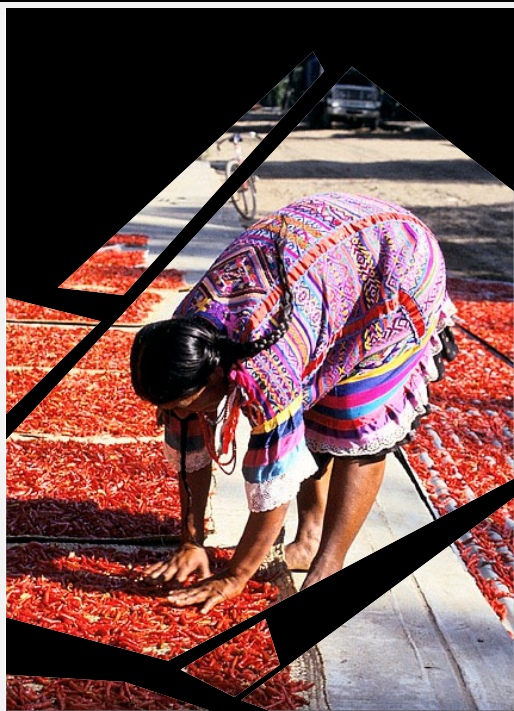
Even lifting single barriers…
Causes improvements: increase return on investment, increase household income, remove institutional barriers.

Addressing multiple barriers at once…
Causes improvements to occur faster.

2020 COVID pandemic drastically increases challenges…
90% of all students out of school in 2020

Remote learning inaccessible for at least 500 million students

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Lecture Points

- What statistics and terms are relevant to this topic?
- What outcomes are correlated with greater access to education among women and girls?
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Summary Points

- Progress toward gender parity in education is <u>significant</u>, but gains are <u>fragile</u>.
- Gains <u>don't always translate to access </u>to:
  - Quality education
  - Safety in schools
  - Gender parity in all fields of study.
- Programs that address <u>direct limitations </u>and <u>deeper lying limitations</u> can be successful.

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Take it to the Field

Case One: Higher Education in El Salvador

Gender-Equality Program Components:
- Teacher training aiming to increase women's participation in education as teachers
- The project established Girls Science Camps and the Network of Women
- Leaders, to promote increased interest in Science, Technology, Engineering, and Math (STEM) fields among women and girls and to increase women's access to STEM higher education programs.

Gender-Equality Lessons Learned:
- Although the project increased the number of women in teaching roles, men were still disproportionally represented (150 women and 250 men trained).
- The evaluation found that the project has made substantial gains in access to higher education opportunities for women and girls in STEM but suggested that the project expand to involve both genders, i.e., engaging men to promote more women's involvement.

Discuss: What else stood out or was interesting to you from this evaluation? Was gender not addressed in any area where you believe it could or should have been?

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Take it to the Field

Case Two: Role Models and Gender Norms for Women's Access to Education in Somalia

Gender-Equality Program Components:
- Engaged role models, college students, to visit primary schools
- Role models spent about one hour talking to primary school students about their educational choices, how they have overcome challenges faced in their education, and their career plans after college.

Gender-Equality Lessons Learned:
- The short-term role model program did not impact education aspirations
- Engagement with a female role model program did impact boy's and girl's gender attitudes, as shown by increased scores on the Gender Equality Index (engagement with a male role model did not impact gender attitudes.
- Researchers noted that the program is also beneficial because it is relatively low cost and possible for implementation even in a difficult conflict-affected context

Discuss: What else stood out or was interesting to you from this evaluation? Was gender not addressed in any area where you believe it could or should have been?

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Thank You

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Further Exploration: Activity 1 🔍

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Read USAID's most recent Education Policy, with particular attention to the section highlighting Self-Reliance in Education and content related to gender equality in education.

  a. **Transfer:** Based on this document and your own understanding from the course and your personal experiences, in what ways do you believe education supports <u>self-reliance</u> in other sectors?

  b. **Apply:** Considering a country with which you are familiar, and after reviewing the self-reliance metrics depicted in the diagram on page 17, where on the self-reliance diagram do you think the country is currently situated? What is needed to progress towards greater self-reliance.

  c. **Explore:** After reviewing the priority program and policy areas USAID emphasized related to reaching gender equality in access to quality education, find an example of one of these program or policy areas being applied in the developing context. Was it successful? What were the challenges? How might this example inform future policies and priorities?

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Activity 2 🔍

Read the Burridge et al. (2016) article focused on gender-based barriers to education among women pursuing higher education in Afghanistan.

    a. **Explain:** Did all women feel that the men in their lives or community were creators of barriers to their education? Explain. Did you find this to be surprising? Explain.

    b. **Reflect:** Which direct quote was most interesting or impactful to you when reading the article? Share the quote and explain your thoughts as you read and re-read the quote.

    c. **Create:** Based on the challenges and opportunities presented in this report, if you were employed as an advisor to an international NGO implementing a project aimed at increasing access and success for women in higher education, what are program interventions you might suggest to project leadership and their Afghan government and non-governmental partners?

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Activity 3 🔍

Considering this article related to the gendered dynamics of school closures caused by the COVID-19 pandemic in 2020-2021:

a. **Transfer:** Did the world learn "enough" about how pandemics impact gender equality in education through the Ebola outbreak in order to build systems for resilience ahead of the COVID-19 pandemic, related to gender equality in education? Explain the recommendations you would offer to a regional or national government in order to mitigate the gender-based barriers to education during similar national or global health emergencies.

b. **Connect:** Which of the causes of gender inequality in education that were explored in this module are expected to be exacerbated by COVID-19 school closures? (Note these connections on Handout 8.1 also)

c. **Reflect:** Consider the impacts of COVID-19 in your own context. How has COVID-19 school and university closures impacted your community? What are the gendered differences in these impacts?

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Activity 4 🔍

Consider the costs and incentives to invest in education.

a.   What are the three most important costs?

b.   What are the three most important incentives?

c.   How can policy affect each of these costs and incentives?

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Please complete the Post-Knowledge Test

See link in chat to participate

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You can access and teach this content!

See link in chat to sign up for access

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Next Seminar Topic:

Program Evaluation and Learning in Development (Module 12)

Thursday, October 28 at 12PM CST

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Thank you!

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