

GENDER EQUALITY , EDUCATION AND INTERNATIONAL STANDARDS

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Objectives of the Session



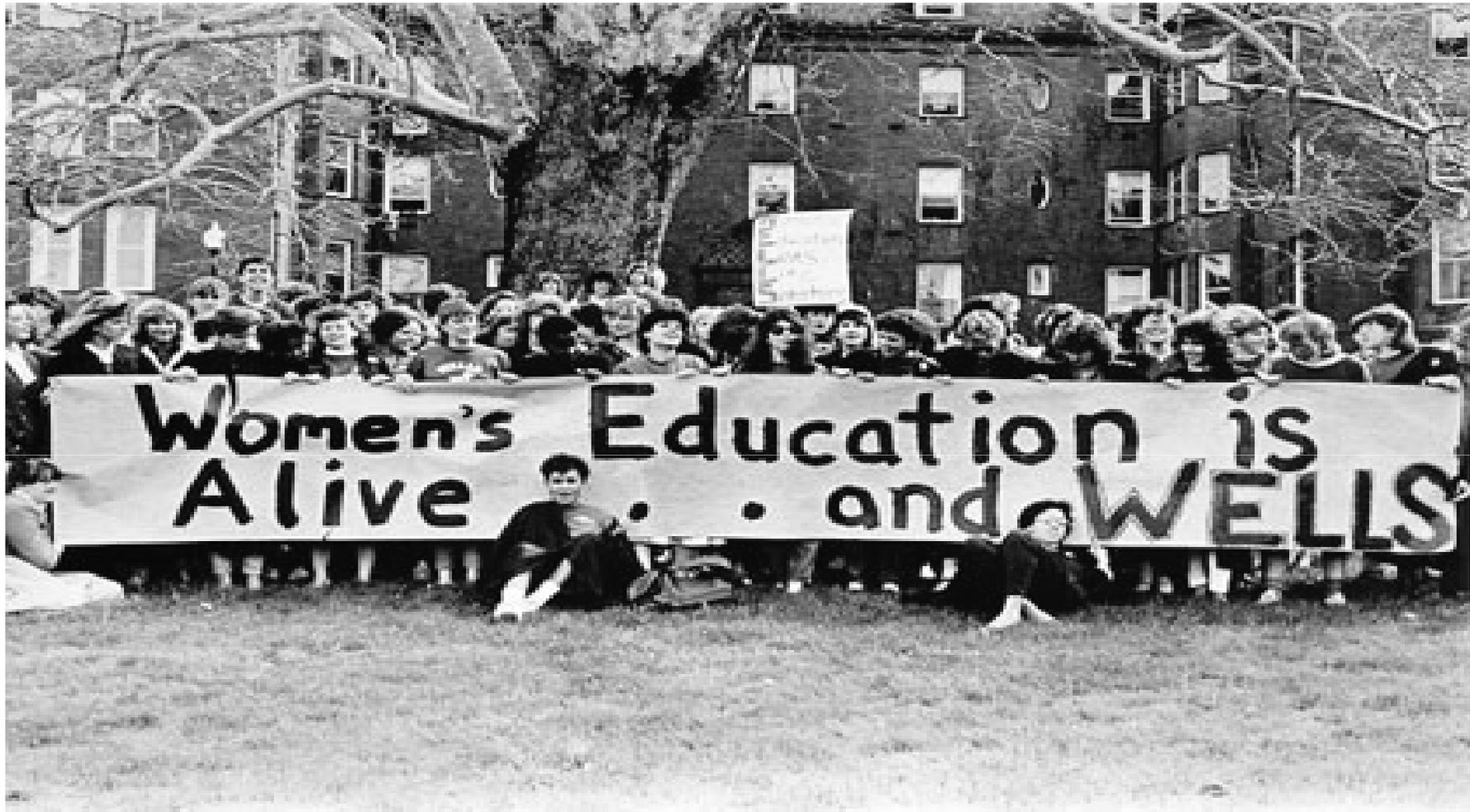
- 1) To provide a brief overview of the background and relationship of the struggle for gender equality and the right to education;
- 2) To understand the key human rights instruments that guarantees universal education and the Philippines' commitment to respect; protect and fulfill these rights;
- 3) To identify the challenges that we face in implementing gender fair education.

Why Gender in Education?

- ▶ Historically women were excluded in learning systems and in educational institutions in every culture and society until the 18th century;
- ▶ Politically, they were not considered citizens and were lumped with children and the incapacitated as non-citizens;
- ▶ Women were thus dependent for their identity on their fathers, husbands and brothers.
- ▶ We need to understand that struggle for equality of rights includes the right to equality in education

Why Gender in Education?

- ▶ **Apart from gender socialization in the home, education develops the foundation on which people build their understanding of their identity, their roles in society and their relationship with other peoples and cultures;**
- ▶ **It forms the bedrock of our values, principles and behavior and development as individuals as people ;**
- ▶ **Education can help reinforce narrow, parochial and discriminatory attitudes or it could be a progressive, liberating and transformative means to develop, tolerance , respect for differences and the rights of human beings whatever their class, color , gender, creed, age etc.**



Women's Struggle for Women's Human Rights(1)

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- ❑ **Nov. 1793 Jacobins issued ordinance to ban women's clubs ;**
- ❑ **Olympe de Gouges guillotined for betrayal of the duties of her sex;**
- ❑ **1801 Club of Equal members proposed to government to prohibit women from learning to read;**

Struggle for women's human rights (2)

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- **1792 Mary Wallstonecraft wrote The Recovery of Women's Rights Against Political Exclusion;**
- **1848 Elizabeth Cady Stanton and Lucretia Mott organized a Women's Conference at Seneca Falls NY ; Declaration of Feelings demanding equal treatment of men and women was read**

Struggle for Women's Human Rights (3)

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- ❑ **Gabriela Silang fought for independence against Spain;**
- ❑ **Women of Malolos asserted right to education;**
- ❑ **Asocacion Feminista Ilongga and other women's groups fought for women's suffrage;**
- ❑ **Makibaka (1970s)**
- ❑ **Present –Gabriela, Kalayaan, Pilipina, and many other women's groups and networks**

Historical Milestones Towards the Achievement of Women's Human Rights Including the Right to Education



- **Charter of the United Nations (1945)**
- **Universal Declaration of Human Rights(1948)**
- **International Covenant on Economic, Social and Cultural Rights (1966)**
- **Convention on the Elimination of All Forms of Discrimination Against Women (1981)**

Facts and Figures on Gender Inequalities



640 of the 960 million adults who cannot read are women.

Women provide 70% of agricultural labour, produce over 90% of food, but are not represented in budget deliberations.

Women comprise only 10 % of the world's economy in terms of asset holding and own less than 1 % of the land and real estate.

16,8% women in elected parliaments; ranging from 6,8% in the Arab States to 39,7 in the Nordic countries.

Gender-based violence on the increase. In many countries, rape is not considered a crime, goes unpunished and continues to be used as a tool of war.

In the Philippines

	Public Elementary Education (SY 2006-2007)	Public Secondary Education (SY 2006-2007)	Higher Education (SY 2005-2006)
Female Net Enrollment Ratio	76.9%	49.58%	54.48%
Male Net Enrollment Ratio	75.28%	41.34%	45.52%
Female Completion Rate	67.35%	61.87%	56.61%
Male Completion Rate	58.79%	48.39%	43.49%

Right to Education as a Basic Entitlement



- **Education as a human right**
- **Right to education as an overarching right**
- **Indispensable for the exercise of all other human rights**

What is the Right to Education?

The right to education guarantees every child equal access to quality schools and services without discrimination at every level of education, including quality teachers and curricula, and safe and welcoming school environments that respect human dignity.

The human right to education includes:

- Equal enjoyment of, and equal access to, educational opportunities and facilities
- Compulsory and free primary education
- Generally available and accessible secondary education, and equally accessible higher education
- Freedom of choice in education, and freedom to establish private institutions.



Right to Education and Human Rights Education – difference and correlation

- **Right to Education**

Universal access to quality education – normative process, based upon international legal obligations

- **Human Rights Education**

Content/ Education Programmes on human rights & democratic citizenship

Human rights education:

is part of the Right to Education of good quality; and contributes to promoting the right to education

Education Must Be:

Available

There must be an adequate number of school buildings, trained teachers receiving competitive salaries, and teaching materials to meet the needs of all students. In well-resourced countries like the U.S., there should also be libraries, computers and information technology available for all. Parents should have the right to choose education for their children.

Accessible

There must be equal access for all to education, especially for the most vulnerable groups in society, including the poor, immigrants, the disabled, and racially marginalized groups. This includes physical access to school buildings, as well as economic access—transportation, materials and any other basic costs must be affordable.

Acceptable

“Education, including curricula and teaching methods, must be acceptable (relevant, culturally appropriate and of good quality).” Schools must meet standards for health and safety and discipline must not violate the dignity of the child.

Adequate

Education must adapt to the needs of students “within their diverse social and cultural settings,” such as students from different class, racial and cultural backgrounds, students who do not speak the primary language of the school system, homeless students, students in foster care, and students with disabilities.

Realizing the Right to Education for All

Legal Obligations for States

(International normative instruments)

Political Commitments by Governments

(EFA Goals, MDGs, etc)

Government Obligations

- **RESPECT** by avoiding government action that would cause violations.
- **PROTECT** against other individuals or institutions.
- **FULFILL** by taking action to ensure quality education.
- Guarantee **equity and non-discrimination**
- Use the **maximum amount of resources** available
- **Progressively implement** by continuously working to improve education
- **Monitor** the enforcement of human rights
- Make **information** available
- Provide **remedies for violations** of rights
- Guarantee effective **participation**

International Standards

Universal Declaration of Human Rights (UDHR),

Article 26 (1948):

“Everyone has the right to education, based on the principles of inclusion and non-discrimination.”

International Covenant on Economic, Social, and Cultural Rights (ICESCR), Article 13 (1966):

“Primary education should be available to all and made progressively free.”

Convention on the Rights of the Child (CRC), Articles 28 and 29 (1990):

“Secondary education, including technical and vocational, should be made available to all and made progressively free.” “Parents have a right to decide on the education of their children.”

Convention on the Elimination of All Forms of Discrimination Against Women , Article 10.

Key provisions of international instruments on Education

- The Universal Declaration of Human Rights, 1948 (Article 26)
- UNESCO's Convention against Discrimination in Education, 1960
- International Convention on the Elimination of All Forms of Racial Discrimination, 1965 (Article 5&7)
- International Covenant on Economic, Social and Cultural Rights, 1966 (Articles 13 & 14)
- Convention on the Elimination of All Forms of Discrimination against Women, 1979 (Article 10)
- Convention on the Rights of the Child, 1989 (Articles 28-30)
- International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, 1990 (Article 30 & 45)
- Convention on the Rights of Persons with Disabilities, 2006 (Article 24)

Social, Political , Economic and Cultural Factors that Can Affect Women’s Access to Education

Economic Factors	Political Factors	Socio-Cultural Factors
Feminization of property- women especially single headed households are the poorest	Marginalization in political decision	Cultural context does not encourage or even prohibits education for girls
Lack of economic rights –titling of lands and property always thru husbands ; inability to access loans Lack of inheritance rights	Small number of women in parliaments who can effect change	Type of education reinforce stereotypical roles for women
Lack of access business and entrepreneurial skills	Education not priority of parliaments	Harmful practices such as violence against women – battering ,rape, female genital mutilation; sexual harassment

Basic Concepts: Gender Equality and Equality in Education

- **Gender equality means**
- **Women and men** enjoy the same opportunities , rights , outcomes and obligations in all spheres of life .
- **Equality** exists when men and women are both equal actors, partners and beneficiaries of sustainable development , human rights, peace and security

Gender Equality is NOT

- ❑ A new word to describe an old concept: “women’s empowerment”
- ❑ About promoting women and girls at the expense of men and boys
- ❑ Focusing on men and boys only
- ❑ A priority that can wait until after the fight against poverty is won

Gender Equality IS



- ❑ A development objective in itself, necessary to achieve all other development targets, including poverty eradication, and EFA goals..
- ❑ About guaranteeing equality of opportunity, treatment and result for women and men, girls and boys
- ❑ Good for women, girls, men and boys. No one loses out when gender equality is being sought

Human Rights at Issue

The following human rights are indispensable if the right to education is to be fully realized:

- The right to equality between men and women and to equal partnership in the family and society
- The right to work and receive wages that contribute to an adequate standard of living
- The right to freedom of thought, conscience, religion, and belief
- The right to freedom from discrimination in all areas and levels of education
- The right to education for children of migrant workers
- The right to education for persons with disabilities and the freedom from discrimination in access to education
- The right to share in the benefits of scientific progress
- The right to participate in shaping decisions and policies affecting one's community, at the local, national and international levels

Gender Equality in Education

- **Right to education** (access and participation);
- **Rights within education:** (gender aware educational environments, processes and outcomes);
- **Rights through** education (meaningful educational outcomes)



Rights, Access, Enjoyment of Education



- **Struggle for the Right to Education guaranteed by national and international law**

- **Access to Free/ Affordable Education Must Be Assured by the Government to all as an Entitlement**

- **Actual Enjoyment of Education by Citizens Across Classes , Genders, Ethnicity Must Be Assured Through Adequate Infrastructure**

Various Dimensions of the Right to Education by UNESCO and UNDP

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- Recommendation against Discrimination in Education, 1960
- Recommendation concerning the Status of Teachers, 1966
- Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 1974
- Recommendation on the Development of Adult Education, 1976
- Recommendation on the Recognition of Studies and Qualifications in Higher Education, 1993
- Recommendation concerning the Status of Higher-Education Teaching Personnel, 1997
- Revised Recommendation concerning Technical and Vocational Education, 2001;
- GOAL 3 , Millineum Development Goals, UNDP

Challenges in Teacher Training Towards Gender Equality

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1) How to transform current teaching and learning processes to become gender responsive;

- Overall school environment
- Lesson Planning
- Production or selection or use of teaching and learning materials
- Language use
- Classroom set up
- Classroom interaction
- Management of sexual maturation
- Combating sexual harassment

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2)Lack of Teacher Training in Gender Responsive Pedagogy

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- ❑ Absence of Gender component in teacher training
- ❑ Sporadic gender sensitization seminars
- ❑ Text books are not corrected for gender sensitivity;
- ❑ Majority of teachers have received no training on gender.

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3) Lack of Gender Responsive Pedagogy

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□ **Low level of Gender responsiveness in:**

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- **Teacher attitudes**
- **Teaching methodologies**
- **Teaching and Learning materials**
- **Language use in the classrooms**
- **Teacher-Student interaction in the classroom**
- **School management systems**
- **The Social gender conduct**
- **Student-Student interaction**
- **Physical school environment**

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Prospects for achieving gender parity by 2015 (Education For All)

- ▶ 59 countries out of 172 had achieved gender parity in primary and secondary education by 2005;
- ▶ 18 countries are projected to achieve it by 2015;
- ▶ Out of 95 countries some are unlikely to achieve the goal by 2015;
 - 14 will not achieve parity in primary education;
 - 52 will not achieve parity in secondary education;
 - 29 will not achieve in both primary and secondary levels;

Conclusion

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- 1) Education is a right that women fought for through the centuries;
- 2) It is a right guaranteed by most constitutions;
- 3) This right must be implemented by the state through adequate infrastructure (teachers, classrooms, materials);
- 4) Education should ensure gender fairness and non-discrimination;
- 5) Education for gender equality, peace and environmentalism are the hallmarks of a humane education

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