

POCKET BOOK

Gender Mainstreaming in Education



Ministry of Education and Culture
Republic of Indonesia

Foreword

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A high quality education for children before they turn five yields significant long-term benefits. There are evidences that affect children's development in the first years of life. Family poverty is an important mediator of the influence of community resources and children's innate abilities. Increased access to early childhood education (ECE) services can have positive effects on the development outcomes and girls' education, even in the short run.



Ella Yulaelawati

The scope of ages for early year learners is 0-8 years, and in Indonesian education system, girls at early years are in ECE services (0-6 years) and in primary school (7-8 years). However, for early year girls from

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poor families, they have insufficient access to pre-primary and primary schools because their parents tend to keep their young girls at home for several reasons. In terms of quality, the girls at early years also suffer from irresponsible gender classroom activities. ECE and primary school teachers have insufficient knowledge and skills creating gender bias for girls' development.

Stereotypes and sexism limit the girls' potential growth and development because internalizing negative stereotypes impacts their self-esteem and ultimately, academic performance. Long-term gender bias effects for the girls at early years become most apparent in adolescence. Thus, in order to improve access and quality for young girls, gender mainstreaming at early years is important. Therefore, since 2013, the Directorate of Early Childhood Education and Development (Directorate of ECED) aim to improve quality of girls' education through access, provision of community-based ECE Centers, early-year gender mainstreaming, parenting and teacher training.

The Directorate of ECED develops a series of Guidebook for Improving Girls' Education and Early Year-Gender Mainstreaming, which aims to improve access and quality of girl's education and early-year gender

mainstreaming. The guidebooks include: i. Pocket Book: Gender Mainstreaming in Education, ii. Gender Responsive Planning and Budgeting, iii. Language and Gender (Early Socialization), and iv. Gender Responsive Teaching Materials.

The guidebooks were prepared in Indonesian language; particular thanks go to Mr. Cecep Somantri and Ms. Mita Adhiwijna who prepared the texts in English, and to Ms. Kurniati Restuningsih who coordinated the overall activities and supervised the publication.

I trust you will enjoy reading these guidebooks and urge you to take a lead for improving girls and women education as well as gender mainstreaming.

Jakarta, April 2016

Ella Yulaelawati

Director

*Men and women are different
in thinking, way of seeing the world
They look alike, but different in many ways,
and yet they complement each other.*

Man and Woman

Definition of sex or the state of being male or female is either of the two main categories (male and female) into which humans are divided on the basis of their reproductive functions. The division is universal and permanent, is not interchangeable, and can be recognized since birth. It is called with the provisions of God or nature. From this comes the term *sex identity*.

When human beings are born into the world, they have carried the gender burden and responsibility. If a child is born with a penis, he is conceived as a boy, and if the child has a vagina, she is conceived as a woman. The characteristics of men and women are as follows:

- Men have an Adam's apple, and penis and sperm for conception.
- Women have a vagina, ovum and uterus.
- Nature (God's will) refers to the term given to the creatures (including humans) that is settled or cannot be changed.
- The differences in biological organs of women and men, especially in the reproductive organs, are God's gift that are settled, so it is called as a nature. By nature, women have reproductive functions such as menstruation, pregnancy, childbirth, and breastfeeding, while men have a function to fertilize.

- The role of reproduction cannot be changed, cannot be exchanged and is valid eternally.
- Gender is not a nature, since it is a man-made matter, but the reproduction role is a nature since it is God's creation.



Gender

Gender refers to any difference between men and women in roles, functions, rights, responsibilities, and behaviors shaped by social, cultural and custom values of the communities that may change over time as well as conditions (MOWE, UNFPA & BKKBN, 2005).

The distinction in roles and responsibilities of men and women can be changed due to social circumstances and culture of the communities (Ministry of Internal Affairs Regulation Number 15/2008).

Gender was born from a culture developed by human beings, so it can be changed based on the human needs and condition, as well as the development of time. Gender is not a nature as it is related to the role of both men and women that is relative, subject to change and interchangeable.

Gender Mainstreaming in Education

It is a strategy to achieve gender equality and equity through the development of policies and programs that highly considers experiences, aspirations, needs and problems of men and women. It covers a number of phases starting from planning, implementation, monitoring and evaluation in various fields of development.

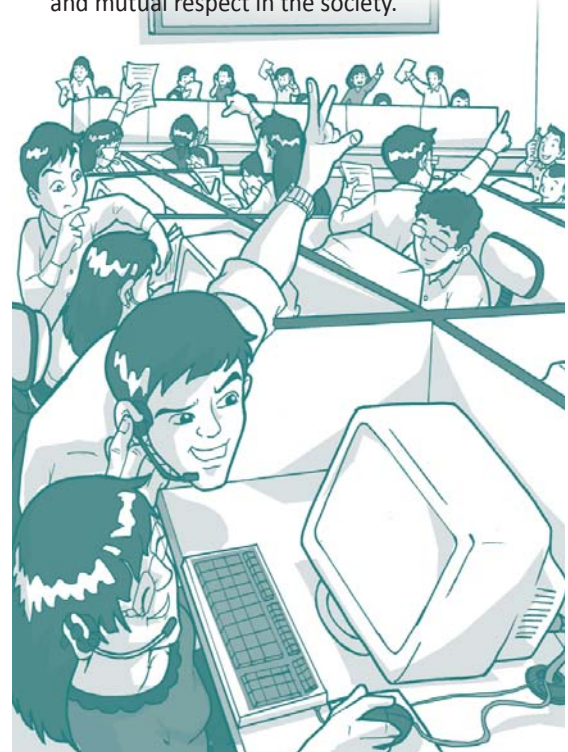
Gender Responsive Policy in Education

- **Gender Neutral:** a policy that does not discriminate the interests of men and women, but it will continue to preserve the gender gap in certain groups of people.



- **Gender Bias:** a policy that shows alignments to one sex and limits the other sex without taking into account considerations on equality and equity.

- **Gender Responsive:** a policy that integrates the dimension of gender equality and equity. It is the government's effort to uphold the rights of men and women in gaining opportunity, recognition and mutual respect in the society.



Gender Responsive Policy Support System

Some common system devices to support the gender responsive policy are as follows:

- **Gender Analysis Pathway**

The Ministry of Women Empowerment and Child Protection (*Kemen PPPA*) and The Ministry of National Development Planning (*BAPPENAS*) have developed an analysis tool called Gender Analysis Pathway (GAP). This tool aims to identify policies and factors causing the emergence of gender gaps, and recommendations to improve the policies.

- **Gender Responsive Planning and Budgeting**

This device is used for planning programs and activities that integrate the dimension of gender equality and equity. Gender Responsive Planning and Budgeting (GPRB) gives clarity about the beneficiaries of a certain program or activity from gender perspective. It is also supported by Gender Budget Statement (GBS).

- **Gender Audit**

This device is used to ensure that a program is implemented in accordance with Gender Responsive Planning and Budgeting. Gender audit

is not only applicable to gender-related programs, but also to all programs planned by Ministries or Agencies, Education Departments, and Education Units (Schools).

- **Gender Mainstreaming in Education Working Group**

It is a working group that is responsible to be a partner in designing, developing, and evaluating the implementation of gender mainstreaming in the Ministry of Education and Culture, Education Offices at Local Level, or Education Units (Schools).

- **Gender Focal Point**

It refers to a resource person that has an understanding, commitment, and influence on policy makers and planners in the field of education.

Implementing Gender Mainstreaming in Education

The implementation of gender mainstreaming in education require the followings:

- political commitment of the leaders (executive, legislative, judicial)
- Policies that integrate the dimension of gender equality and equity

- Mechanism for implementing gender mainstreaming in education
- Supportive resources (Gender Focal Point)
- Systems of information and disaggregated data
- Supporting tools: guidelines, training modules, and gender analysis tools

Implementing Gender Mainstreaming in Education at National, Provincial and City/District Levels

- Build and/or improve the commitment of all policy makers at all levels to have a full understanding of gender mainstreaming in education
- Develop gender responsive policies and programs
- Establish a working group
- Develop resources through training or capacity building
- Develop a system of information and disaggregated data
- Develop gender analysis tools, guidelines and modules
- Build and develop a network

Implementing Gender Mainstreaming in Education at Education Units (Formal and Non-formal)

1. Educational Management

- Provide equal opportunities and roles for all in schools' management.
- Provide education services that could derive equal opportunities and benefits to both sexes.
- Develop responsive gender teaching materials and sex disaggregated data to assist teachers in assessing or evaluating the learning process and outcomes.
- Encourage teachers to change their way of teaching, if it is not yet gender responsive.
- Encourage schools to prepare a work and action plan to achieve gender equality and equity.
- Provide schools' infrastructures based on specific needs of girls and boys (bathrooms, toilets, sports facilities, etc.).
- Ensure school regulations provide equal opportunities for boys and girls to participate actively in all activities.
- Establish mechanisms to identify, support and monitor children at risk or those who need special attention.



- Provide programs for teachers, counselors, and parents that allow them to understand children in high risk, potentially unable to continue education.

2. Gender Responsive Learning Process

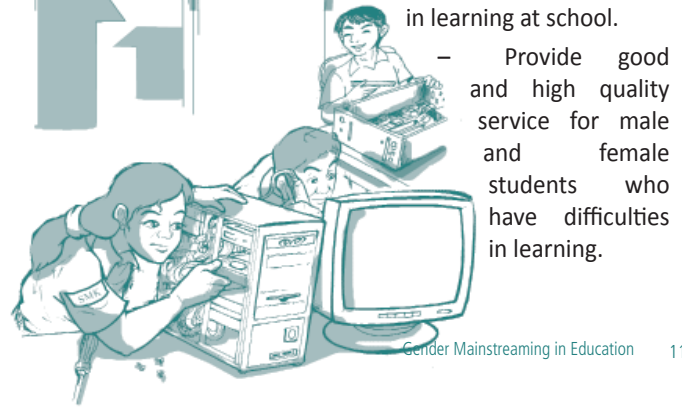
a. Teachers' Behavior in Learning Process

- Treat girls and boys equally and fairly with regard to personal characteristics and specific needs based on biological and social aspects.
- Avoid attitudes and behaviors that lead to the social, sexual, and cultural abuses on boys and girls.
- Foster motivation to learn and choose the appropriate subject to study based on the students' competencies and interests.
- Provide insights and motivation to male and female students according to their interests and talents.

Ruang praktek



- Provide assurance to male and female students to obtain the same rights and obligations in learning at school.



- Provide good and high quality service for male and female students who have difficulties in learning.

b. Gender Responsive Teaching Materials

- Provide a dynamic overview of male and female figures.
- Describe balanced and equitable gender roles.
- Avoid gender stereotypes.
- Describe the objectives of life in a communicative and realistic manner.



3. Gender Responsive Community Participation

- Involve parents and community in developing programs and materials that support an increased understanding of gender concepts and implementations in the school

environment that aims to improve education for male and female students.

- Develop programs to educate male and female students effective communication and life skills in solving conflicts or problems.
- Prepare regulations at the school level to suggest that deviant behavior (delinquency, drug abuse, sex) and sexual harassment are unacceptable and should be sanctioned.
- Provide programs and materials for the school community about the negative impacts of deviant behavior (delinquency, drug abuse, sex) and sexual harassment for children.
- The school committee must have sex-disaggregated data regarding students who have (financial and behavioral) problems, and facilitate a room for discussion to find the solutions.
- The school committee should be engaged in developing the School Development Plan (*RPS*) and School Budget Plan (*RAPBS*) by involving men and women equally.

4. Gender Responsive School Indicators

- Heads of School and School Committee give equal support to boys and girls to learn in school.

- Heads of School and School Committee appreciate male and female teachers equally.
- School Principals treat male and female teachers based on their social and biological needs.
- Girls and boys feel safe from harassment, discrimination, and sexual harassment at school.
- The language used for communication between teachers and students shows appreciation to both sexes.
- Exercises and stories in textbooks depict equal position of boys and girls.
- Roles, responsibilities and activities of male and female students reflect gender equality and equity.
- Male and female teachers are given equal opportunity as the primary trainers in implementing gender responsive curriculum and teaching materials.
- All infrastructures and facilities at school have to be considered based on the needs of men and women.
- Guidance and counseling methods should be adapted to the students' needs (male and female) and the nature of each character.