

REFERENCE MATERIAL FOR GENDER MAINSTREAMING IN THE EDUCATION SECTOR

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Reference Material for Gender Mainstreaming in the Education Sector

The Japan International Cooperation Agency (JICA) aims to achieve gender equality and women's empowerment through gender mainstreaming in its development projects. Gender mainstreaming in development projects refers to the incorporation of a perspective that promotes gender equality and women's empowerment in all stages of a project (i.e., planning, implementation, and monitoring and evaluation). Gender mainstreaming enhances the effectiveness of the JICA's projects by addressing different issues and needs of the people of any gender and hence contributes to the realization of an inclusive society, where everyone can fulfill their potential. Promoting gender equality and the empowerment of women and girls in education sector, along with achieving quality education for all through gender mainstreaming, are global social agenda¹ at present and will remain in the future. Thus, further support is needed to address them.



Gender is a term that refers to socially and culturally constructed attributes associated with being female or male. Many societies not only categorize humans as "female" or "male" based on biological features but also give specific values to each and prescribed their respective roles and behaviors. Thus, gender not only refers to "sex" in a biological sense but also associates sex with specific roles and behaviors expected to women and men by society.



A perspective of gender (or gender perspective) is a perspective that focuses on gender issues, needs, and impacts arising from the different social roles and power relations of women and men in all spheres of the society, including policies, programs, institutions, and organizations. In development projects, this perspective is indispensable to deliver equitable benefits to women, girls and all other beneficiaries regardless of their gender.

Purpose of Reference Material

The Reference Material serves as a guide for all stakeholders of JICA's projects to understand gender issues, the importance of gender mainstreaming in the education sector, and sample methods of how to incorporate a gender perspective into each stage of a project cycle.ⁱ The Material especially focuses on the following three sub-sectors selected in accordance with JICA's project strategies and priority issues.

- (1) **Promotion of basic education**: improvement of children's learning, development of textbooks and learning materials, and strengthening of school-community collaboration and improvement of school management (School-for-all projects)
- (2) **Promotion of higher education**: science, technology, engineering, and mathematics (STEM) education, technical and vocational education and training (TVET), and strengthening networks among universities

ⁱ It must be noted that involvement of men is important for addressing gender issues, and also gender issues faced by men must be addressed in the efforts for transforming patriarchy. Capturing and addressing gender issues faced by other genders (other than 'women' and 'men') are also important in gender mainstreaming.

- (3) **Education that leaves no one behind:** support to disadvantaged groups such as women and girls, the poor, people with disabilities, minority races, victims of conflicts and disasters, out-of-school children, and illiterate individuals

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Chapter 1. Major gender issues and their causes in the education sector

This chapter outlines major gender issues and their causes that must be understood for gender mainstreaming in the education sector.

Basic education

- (1) Challenges in girls' access to education
- (2) Girls' low school completion rates
- (3) Lack of gender perspectives in national curriculums
- (4) Teachers' low awareness of gender perspectives
- (5) School-related gender-based violence

Higher education

- (1) Severe gender gaps at graduate schools
- (2) Female students' low enrollment rates in the science, technology, engineering, and mathematics fields
- (3) Lower proportion of women in teachers and staff

Education that leaves no one behind

- (1) The poor's low literacy rate
- (2) Girls' limited opportunities to receive education in conflict-affected countries and areas
- (3) Impact of the COVID-19 pandemic

1-1 Basic education

(1) The challenge of girls' access to education as reflected in enrollment rate improvements

Although girls' access to education has significantly improved during the past 25 years,² there are 129 million out-of-school girls and young women globally. Broken down by educational level, there are 32 million primary-school-age girls, 30 million lower-secondary-age young women, and 67 million upper-secondary-age young women who are out-of-school³. This outstanding gender gap is noted above regarding the educational index at all education levels in most low-income countries.⁴⁵

Living in poverty, lack of education infrastructure, poor learning environment, hindered gender norms and practices, Sexual and Gender-Based Violence (SGBV), and vulnerabilityⁱⁱ due to conflict in certain countries and areas tend to lead to a remarkable gender gap and cause low enrolment rate of girls and young women.

- Poor families highly prioritize boys' education, and parents and communities are passive with regard to girls' education, greatly hindering girls' education. This reflects stereotypes of the gender divisions of roles, including "men are heads of the households" and "women do housework and raise children," resulting in particular ways of thinking like "Boys will become breadwinners and they need to earn stable income. Therefore, it is important to educate them than girls" and "Girls will lead domestic lives after getting married. Thus, they do not need to be educated. They should learn how to do domestic chores rather than learning at school."

ⁱⁱ How the vulnerability is heightened at the time of conflict and disaster varies depending on gender. As women and girls especially tend to be put in the gender-inequal or gender-unresponsive situation, the vulnerability can be boosted comparing to ordinary times.

- In addition to the gender relationships reflecting a view of male superiority in decision making and household account management, the schooling history and literacy skills of parents and community residents influence the decision of whether the girls in their household and community should go to school. As men are educated at school longer than women since they most often become the heads of households, the decision regarding educating female children is made only by men. Women, in other words “mothers,” cannot even state their opinions.
- The long distance to school and unsafe school roads makes parents reluctant to let girls go to school at an early age in particular.
- Assuring a safe and reliable learning environment such as gender-specific toilets, female dormitories, and eradication of SGBV promotes girls’ education in particular. Despite the fact that the lack of separate toilets for girls and boys constitutes a serious disincentive for going to school, especially for girls, around 20% of schools in the world are not equipped with that type of toilets. This raises an obstacle to 3.35 million female students dealing with menstruation in a sanitary manner⁶.

It is necessary to analyze deliberately and carefully what kind of gender-related factors are present in a specific society and community or households when girls’ education is notably affected.

(2) Girls’ low school completion rates

Along with access to education, girls’ school completion rates have improved overall during the past 25 years⁷. However, they remain at a low level for both male and female students, and a remarkable gender gap is manifested in secondary education, as the following breakdown shows: 59% in primary education for both sexes, 34% for female students versus 37% for male students in lower secondary education, and 19% for female students and 25% for male students in upper secondary education⁸. Comparing each area, although the primary completion rate in Sub-Saharan African countries has improved from 41% in 1995 to 66% in 2019, the gender gap remains. In addition, there are countries with low school completion rates for both sexes⁹.

Regarding secondary education, on the one hand, female students’ completion rate is higher than male students’ in East Asia and Oceania, Latin America and the Caribbean, and the Middle East and North Africa¹⁰. On the other hand, it is reported that the secondary completion rate is significantly lower than the primary completion rate in many countries¹¹. Living in poverty, bearing the burden of housework, experiencing SGBV, being married and pregnant at an early age, and not being able to deal with menstruation in a sanitary manner cause absence from school, leading girls to fall behind in the classroom. These disincentives lead to dropout rather than proceeding to the next level of education, resulting in a low completion rate of female students.

Furthermore, serious attention is raised to the fact that an estimated 11 million female students could not go back to school and dropout after the school closures due to the unprecedented impact of the COVID-19 pandemic after 2020¹². Many girls and young women can be victimized by child marriage, adolescent pregnancy, child labor, domestic violence, and SGBV during COVID-19, particularly in low-income countries. Thus, it is assumed that the risk of school dropout among female students from 12 to 17 years of age will increase.

(3) Lack of gender perspectives in national curriculums, course of study, class syllabuses, textbooks, and learning materials

It is important to develop gender-responsive national curriculums to promote gender equality in education, as it elucidates the purpose of education, subject details, learning objectives, and teaching methods. If national curriculums are elaborated based on the traditional gender stereotype

in the division of roles, this may encourage the existing gender inequality in society, as stereotypical gender perception can be instilled in children through their learning at school. Gender bias exists in schools. For example, the lessons of living environment studies or home economics are separate for male and female students. Moreover, only the male key figures and scientists are dealt with during the class, and a story told as an allegory in class and illustrations in textbooks depict the gender division of labor such as “women always do housework.” To avoid gender bias at school, it is necessary to use gender-responsive language, illustrations, and expressions, and to incorporate adequate learning methods and processes with great attention to gender when elaborating national curriculums. Moreover, it is essential that the national curriculums establish a gender unit in certain subjects and ensure learning opportunities to improve their ability to learn attitudes and ways of thinking from a gender perspective. Furthermore, along with curriculums, a course of study, class syllabuses, textbooks, and learning materials should be developed with close attention to gender perspectives.

The main reason for the lack of incorporation of gender perspectives in curriculums is, for example, a lack of gender balance in the group of specialists who are in charge of their elaboration or revision or an absence of specialists who have relevant gender knowledge. The fact that gender issues are not properly identified in the curriculum elaboration guidelines also causes the lack of incorporation of gender perspectives in curriculums.

(4) Teachers do not have proper gender perspectives

Apart from the gender perspectives in curriculums, textbooks, and teaching methods, it is important to analyze whether teachers themselves understand and whether they can teach gender-responsiveness in class. It has been reported that many teachers believe that male students excel in science and mathematics and perform better than female students. As they favor male students in class, the learning environment becomes unfavorable for female students.¹³ This situation results from teachers' lack of learning opportunities about gender, and pre-service and in-service teacher training does not train them in teaching in class from a gender perspective.

(5) Girls and women experience school-related gender-based violence

Norms, stereotypes, and an unequal power balance based on gender affect many children at and around school. School-related gender-based violence (SRGBV) takes diverse forms such as a verbal abuse, bullying, and sexual violence, including rape and harassment. It can be divided into sexual, physical, and psychological violence, as shown in the Figure. SRGBV is not restricted to a certain culture or geographical condition or to a specific economic group. It is an issue caused by norms, stereotypes, and inequality based on gender. This type of violence has an enormous influence on children by disturbing their learning and learning achievement, lowering their self-esteem, and causing depression.

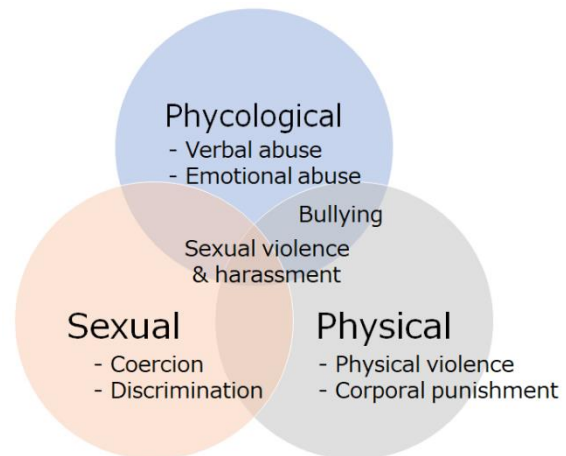


Figure Different forms of SRGBV

Source : UN Women (2016) Global Guidance: School-Related Gender-Based Violence

In addition, violence causes absence and dropout from school because children feel that their school is not a safe place. Furthermore, it poses the risks of undesired adolescent pregnancy and the transmission of sexual diseases such as HIV/AIDS.

1-2 Higher Educationⁱⁱⁱ

(1) Attendance status at graduate schools reveals severe gender gap

The number of female students in higher education institutions tripled between 1995 and 2018. It has a tendency to increase worldwide, and its growth rate is greater than that of male students.¹⁴ As the higher education institutes' enrollment rate in 2020 reveals 43.2% for females and 37.5% for males, the female students' rate is higher than that of male students.¹⁵ According to UNESCO's research, although the proportion of female graduates is 53% in bachelor's and master's degree programs, it is 44% in doctoral degree programs. As most female students in higher education institutes remain in bachelor's and master's degree programs, a remarkable gender gap manifests in the doctoral degree program.¹⁶ In sub-Saharan Africa, the gender gap index in master's degree programs is between 0.6 and 0.9, and the proportion of the female students in such programs remains lower than other regions.¹⁷

(2) Female students' enrollment rate is low in the science, technology, engineering, and mathematics fields in higher education institutions.

The proportion of female students studying in the fields of industry, manufacturing, construction, and ICT is less than 25% in two-thirds of the countries in the world. It is a serious gender issue in higher education that the number of female students studying in the science, technology, engineering, and mathematics (STEM) fields is extremely small. When teachers who have gender stereotypes, such as "males are good at science fields and females are good at liberal

ⁱⁱⁱ Education, training, and research that is implemented after secondary education and conducted in higher educational institutions authorized by governments. Not limited to universities and graduate schools, it includes two- to three-year of short-term education and training programs, and correspondence courses at such institutions as polytechnics, colleges, and technical colleges.

arts fields,” they favor male students unconsciously during the class, and they do not guide female students to the STEM fields as a next level of education. Thus, female students’ interests in STEM fields are easily hindered, as they are forced into an unfavorable learning environment when learning STEM subjects. Other than the abovementioned matters that prevent females from learning in STEM fields, stereotypes on gender division of roles, such as “engineering is men’s work” in labor market, affect the females’ low learning achievement, orientation to the career-track in the STEM fields, and self-esteem and motivation (in other words “the internalization of gender bias”). These stereotypes also root in a scarcity of female science and mathematics teachers, gender-biased textbooks and learning materials, and a lack of female role models.

(3) Lower proportion of women in teachers and staff in higher education institutions

In higher education, the gender balance between teachers and staff leans to one side. The higher the educational level, the lower the proportion of female teachers: 66.7% in primary education, 54.3% in secondary education, and 43.1% in higher education.¹⁸ Furthermore, the low proportion of women who attain managerial positions such as presidents, deans, and professors is regarded as a gender issue, as a gender gap exists in the recruitment, deployment, and promotion of female workers in higher education institutions.

1-3 Education that leaves no one behind

Leaving no one behind is the basic agenda of the SDGs. To create a society that “leaves no one behind,” is indispensable to support “women and girls,” “minority races,” “people with disabilities,” “the poor,” and “LGBTQIA+^{iv}” who barely have access to education. These groups often have limited access to basic formal education. Thus, it is essential to meet their “basic learning needs” and empower them through non-formal education¹⁹. In addition, it is important to empower them to solve other development challenges besides education. For those of a certain gender identity, gender is identified in particular as a critical factor that hinders their access to education, and it is important to note that it would be aggravated when they experience other conditions such as being poorly off, low social standing, having a disability, or being vulnerable due to a conflict.

(1) The poor’s gender gap in literacy

Although educational indices have been improving, there is a certain number of female illiterates in rural areas, and there are surely many among the people living in poverty as well. The literacy rate of women living in poverty between the ages of 15 and 49 in a sample of 59 countries is four times higher than that of wealthy women.²⁰ Women and girls living in poverty tend to be cut off from access to education. The identified gender gap in literacy is remarkable especially among those aged over 15 years. The literacy rate of youths aged 15 to 24 is 91% for males and 93% for females.²¹ However, the overall literacy rate of people over 15 years old is 90.1% for males and 83.3% for females.²²

^{iv} LGBTQIA+ is an umbrella term for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and others who have different variations of gender identity, gender expression, sexual orientation, and sex characteristics, which are often different from those of the majority in a society. The acronym for the umbrella term can be different, such as ‘LGBT,’ ‘LGBTI,’ and ‘LGBTQ,’ but we use ‘LGBTQIA+’ in this reference material, aligning OECD (Reference: OECD, ‘[Gender Equality and the Empowerment of Women and Girls: Guidance for Development Partners](#),’ accessed on Jan 23, 2023)

(2) Girls' opportunity to receive an education is strictly limited in conflict-affected countries and areas.

Currently, the humanitarian crisis is complicated and prolonged in conflict-affected countries and areas. In this context, the number of out-of-school girls is 2.5 times that of boys, and the situation that girls face is severe.²³ The average length of lifetime education is 8.5 years for girls in conflict-affected countries and areas. Every one in five girls cannot read a simple sentence and only one in three can complete secondary education.²⁴ Moreover, it is reported that the risk of SGBV, including sexual violation, is greater not only in conflict-affected countries but disaster-stricken area and refugee camps.

(3) The education gap is widening greatly due to the COVID-19 pandemic

During the temporary closure of schools under COVID-19, learning has remained accessible by providing children the chance to participate in online classes using tablet computers and take supplementary lessons. These measures are expected to help guarantee that girls can continue learning. On the other hand, as gender norm, some people think that access to a digital device is considered "unsafe" and "immoral" for girls and women. This leads to restrictions on their usage of such devices and expansion of not only a digital divide but also educational gap by gender.

Chapter 2. Importance of gender mainstreaming in education sector

Following the gender issues and their causes presented in the previous chapter, this chapter explains the importance of a gender perspective in development projects from two aspects: realization of gender equality and women's empowerment, and increase of development effectiveness. It also outlines international frameworks for achieving gender equality in the education sector.

2-1 Why is gender mainstreaming important in education sector?

The right to education is a fundamental human right. Anyone, regardless of their gender, can receive a quality education, which is one of the most important development goals that international society is committed to achieve. Girls' education is of great significance not only in terms of satisfying their basic learning needs but also in making any life decisions on their own with the acquired knowledge and social and life skills. The participation of women in economic activities would enhance the added value in the labor market. Furthermore, girls' education, as agents for change, contributes to a society that is inclusive and respectful of diverse values. It also boosts economic development in communities, societies, and countries. Moreover, the implementation of gender equality in education promotes a gender-equal society.

(1) Gender mainstreaming contributes to achieving gender equality in education, which is the most important development goal

As stated in Clause 1, Article 26 of the Universal Declaration of Human Rights, the right to education is guaranteed to every individual. Moreover, Sustainable Development Goal (SDG) 4 specifies that every child, "regardless of gender," should inclusively receive quality education and the international society is committed to the achievement of this goal.

(2) Education contributes to women's empowerment

Education contributes to the empowerment of the so-called "vulnerable people" including women, as it ends illiteracy (which is one of the factors that make people vulnerable) encourages them to learn the skills and knowledge to find better-paying jobs, and enables them to participate in various decision-making processes.

(3) Gender mainstreaming in education helps to close the gender gap

Clause 2, Article 26 of the Universal Declaration of Human Rights states, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." In short, education is a tool to close the gap between women and men so that a society that is based on an equal standpoint of women and men can be realized. It is essential to guarantee equal educational opportunities for women and girls as agents for change to implement a gender-equal society.

(4) Girls' education has a positive impact on socioeconomic

When women and girls receive education, a positive impact is observed. As they attain knowledge of health and nutrition, households' livelihoods can change. For example, children and families become healthy, early marriages are reduced, and the number of births decreases. Moreover, women's participation in a formal labor market is promoted and wages are increased. The World Bank calculates that the global economic loss caused by women who are not completing

the 12 years of the full education curriculum would be USD 15 billion to USD 30 billion. This amount would alleviate the poverty in the world.²⁵

2-2 International frameworks to achieve gender equality in agricultural and rural development

(1) The 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) (2015)

Gender equality and women's empowerment are considered a prerequisite for achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. In other words, gender equality and women's empowerment are the means to realize all 17 goals and 169 targets, and actions for achieving gender equality and women's empowerment are required. Among the 17 goals, Goal 5, which addresses gender equality and women's empowerment, aims to empower women and eliminate gender-based discrimination and build a society in which all people equally enjoy their rights and opportunities, and share responsibilities. The following is a list of targets of Goal 5, which is related to the education sector. Relevant points are highlighted in orange.

- 5.1 End all forms of discrimination against all women and girls everywhere.
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres.
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights (as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences)
- 5.b Enhance the use of enabling technology, in particular information and communications
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

The table below shows other Goals, Targets and Global indicators relevant to both the education sector and gender equality and women's empowerment, except for Goal 5.

Goal	Target	Global indicator
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people ...(c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)
	4.3 By 2030, ensure equal access	4.3.1 Participation rate of youth

	for all women and men to affordable and quality technical, vocational and tertiary education, including university	and adults in formal and non-formal education and training in the previous 12 months, by sex
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
	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	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both women and men, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed (in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment)
	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	4.a.1 Proportion of schools offering basic services, by type of service
	4.c By 2030, substantially increase the supply of qualified teachers,	4.c.1 Proportion of teachers with the minimum required

	(including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states)	qualifications, by education level
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*: Highlights in orange indicate relevance to achieving gender equality and women’s empowerment.

Reference: Prepared based on the information

<https://www.mofa.go.jp/mofaj/gaiko/oda/sdgs/statistics/index.html> (Accessed April 20, 2022)

(2) Education 2030 Framework for Action

In 2015, Education 2030 Framework for Action was adopted as a framework that outlined how to translate the commitment stated in SDG 4 into practice at country/national, regional, and global levels.²⁶ The framework summarizes actions to guarantee access to education for all children and youth, an equal and inclusive education including gender equality, a quality education that facilitates adequate learning achievement for students, and a provision of flexible lifelong learning in various specialized fields. It also proposes strategic approaches and a monitoring framework.²⁷ This framework recognizes the importance of gender equality stating the strategic approaches for achieving SDG 4 such as closing gender gaps, adopting policies with a gender perspective, promoting gender mainstreaming, and eliminating gender-based discrimination. The framework also contains the indicative strategies for monitoring gender equality.

(3) Gender at the Centre Initiative

In 2019, the Gender at the Centre Initiative (GCI) was announced after the Group of Seven (G7) Education and Development Ministers’ meeting to discuss girls’ education as one of the subjects.²⁸ Although the GCI states that the actions for gender equality in education have progressed to a certain extent, a serious gender gap remains in the world, particularly in Sub-Saharan Africa. The GCI also suggests, from the perspective of guaranteeing equal access to education, that strategic measures to eliminate various gender barriers should rather be focused on actions for gender equality.²⁹ The GCI also has the function of promoting a global alliance of civil society and international organizations to maximize progress for gender equality in education. The United Nations Girls’ Education Initiative (UNGEI) plays a coordinating role in GCI and actions for gender equality are taken in cooperation with the Global Partnership for Education (GPE), UNICEF, UNESCO, and civil society.

(4) Declaration on girls’ education

In 2021, the communiqué of the G7 foreign and development ministers’ meeting that referred to gender and girls’ education was announced. It reaffirms “the G7’s continued global leadership on gender equality and the promotion and protection of the rights of women and girls, in all their diversity” and recognizes “the importance of focusing on three intersecting goals as we build back better from COVID-19: educating girls, empowering women, and ending violence against women and girls.”³⁰ “A Declaration on Girls’ Education” was announced as an annex to the above communiqué. Appealing to the political commitment of the international community to achieving 2026 girls’ education objectives, the declaration called on the international community to deliver “40 million more girls in school by 2026 in low and lower-middle-income countries; and 20 million more girls reading by age 10 or the end of primary school in low and lower-middle-income countries

by 2026” as SDG 4 milestone objectives. The declaration states as follows:

- 1) Expand ‘catch-up’ and accelerated education initiatives, with attention to inclusion, gender and equity.
- 2) Re-open school systems that are more inclusive and resilient.
- 3) Scale up early literacy and maths programmes.
- 4) Increase access to comprehensive sexuality education and promote access to sanitary facilities.
- 5) Expand opportunities for girls to obtain Technical and Vocational Education and Training (TVET), including in Science, Technology, Engineering and Mathematics (STEM).³¹

(5) Global Partnership for Education

The Global Partnership for Education (GPE) is an international partnership dedicated to education in lower-income countries with the aim to deliver quality education for all. The GPE has been supporting primary education in particular, focusing on reaching infants, girls, youth, and children living in conflict-affected countries.³² In 2002, the Fast Track Initiative (FTI) was launched by the leadership of the World Bank upon the recommendation of the G8 Education Task Force, and it was renamed the GPE in 2011.³³ In 2008, Japan joined the GPE and provided continued support. The GPE 2025, the strategic plan for the partnership, aims to achieve the “goal to accelerate access, learning outcomes and gender equality through equitable, inclusive, and resilient education systems fit for the 21st century.” The GPE 2025 intends to transform the education system on a large scale in up to 90 low-income countries with increased funding of USD 5 billion to guarantee gender equality, inclusion, and efficiency in education.³⁴

(6) Education Cannot Wait: ECW

During the World Humanitarian Summit in 2016, Education Cannot Wait (ECW) was established to ensure that every crisis-affected child and young person is in school and learning. The ECW leads in fostering additional funding and support along with public and private donors. “Equity and Gender Equality,” one of the priority areas that ECW addresses, aims at “leaving no one behind and ensuring access is provided to the most vulnerable children, including girls and children with disabilities.”³⁵

Chapter 3. Mainstreaming gender perspective in project cycle

Gender mainstreaming in a project means integrating a gender perspective in all the stages of the project: planning, implementation, monitoring, and evaluation. This Reference Material presents the following five practical steps to mainstream a gender perspective in a project.

- **Step 1 “Social and gender analysis”**: Conduct a social and gender analysis. Specifically, identify gender issues through analyzing related policies, structures, organizations, and different experiences, challenges and needs of women and men in the region, in view of promoting gender equality and women’s empowerment.
- **Step 2 “Formulation of an activity plan”**: Formulate a plan of activities to address the gender issues identified at Step 1.
- **Step 3 “Setting gender indicators”**: Set quantitative and qualitative indicators to objectively measure the effects of the activities.
- **Step 4 “Implementation and monitoring with a gender perspective”**: Establish a gender-responsive implementation structure. With a gender perspective, implement activities, and monitor the progress, results, and impacts (unexpected positive and negative effects of project implementation).
- **Step 5 “Evaluation with a gender perspective”**: Evaluate implemented activities that had incorporated a gender perspective, and their results and impacts.

The table below shows the five steps for gender mainstreaming applied in three project phases: project formulation phase, project implementation phase, and after project completion. Step 1 to 3 fit into the project formulation phase, Step 4 is the project implementation phase, and Step 5 is the phase after project completion. Although a gender perspective must be incorporated throughout all phases, it is particularly important to mainstream a gender perspective in the project formulation phase (Step 1 "Social and gender analysis" to Step 3 "Setting gender indicators").

Project formulation phase			Project implementation phase	After project completion
Step 1 Social and gender analysis	Step 2 Formulation of an activity plan	Step 3 Setting gender indicators	Step 4 Implementation and monitoring with a gender perspective	Step 5 Evaluation with a gender perspective

The following table indicates where to refer in the Reference Material according to the project cycles of technical cooperation, Official Development Assistance (ODA) loan and ODA grant.

Scheme	Project cycle	Where to refer in the Reference Material
Technical Cooperation	At the time of preparing the Terms of Reference (TOR) for the data collection survey, detailed design study and basic design study	Step 1 (Analysis)
	At the time of drafting Main Point Discussed in the Record of Discussion (R/D) (activities related to gender), PDM, and Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of preparing the TOR of the project, implementing the project, and reviewing a monitoring sheet	Step 4 (Implementation and monitoring)
ODA loan	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Documents (1)	Step 1 (Analysis)

	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), Records of hearings, and drafting Ex-Ante Evaluation document	Step 2 (Activity planning), Step 3 (Indicators)
	At the time of supervising the project and reviewing Project Status Report	Step 4 (Implementation and monitoring)
ODA grant	At the time of preparing the TOR for the data collection survey and Preparatory Survey, and drafting Project Planning Record (1)	Step 1 (Analysis)
	At the time of preparing Minutes of Discussion (M/D), Project Planning Document (2)/(3), and Ex-Ante Evaluation Document	Step 2 (Activity planning), Step 3 (Indicators)

Details of Steps 1 to 5 are explained in the following sections.



Step 1. Social and gender analysis

The first thing to perform in gender mainstreaming of a project is to identify gender issues through social and gender analysis. Specifically, a survey is to be conducted to collect and analyze gender-disaggregated data and related information in the target countries and areas to understand the current situation and issues of each gender. It is especially important to understand 1) behaviors and actions of people of different genders and their beliefs and values, 2) social and cultural norms and practices affecting those people, and 3) issues that they face based on their gender.

The table below is a "List of Survey Items and Contents for Social and Gender Analysis" to be referred to when preparing a survey. It shows exemplary survey items with respective survey questions. The list also includes 'Basic information' that helps better understand the current situation and issues related to gender in the sector and the sub-sectors. Furthermore, since every project is expected to contribute to Goal 5 of the SDGs, including the elimination of sexual and gender-based violence (SGBV), it is desirable to collect and analyze a wide range of data; thus, the survey items include those related to Goal 5. It should be noted that these survey items and contents are examples. Thus, in accordance with the purpose and scope of the project, survey items and contents should be modified or added.



List of survey items and contents

1) Promotion of basic education^v

Survey items	Survey contents
Policies and systems	
Status of gender issues in the basic education sector in relevant laws and policies, and measures taken	<input type="checkbox"/> Status of gender relations and gender issues in laws, policies, strategies, and action plans within basic education <input type="checkbox"/> Status of gender issues in the basic education sector in relevant policies and measures taken to promote gender equality
	 Check not only policy documents, but also how <u>gender issues in the basic education sector are positioned in relevant policies for gender equality promotion formulated by ministries and agencies in charge of promoting gender equality</u> (e.g., Ministry of Women's Affairs, Ministry of Gender Affairs).
Existence and content of laws that prohibit SGBV and harassment at school	<input type="checkbox"/> Does the education sector's legal system specifically define what SGBV and harassment at school are, and prohibit those actions? Does the education sector's legal system carry penalties? <input type="checkbox"/> Is there a legal system that prohibits SGBV and harassment, including penal regulations?
Organizational structure	
Actions and structure of executing agencies for promoting gender equality and girls' education	<input type="checkbox"/> How does the executing agency intend to promote gender equality and girls' education? <input type="checkbox"/> Within the executing agency, are departments or staff specifically allocated to be in charge of gender equality or girls' education? If so, what is the role of those departments or staff?
	 According to the progress of decentralization, gather information from the education departments and staff in charge of girls' education within the central government, regional government, and municipalities.
	<input type="checkbox"/> How do executing agencies commit to gender mainstreaming?

^v According to JICA's Effective Approaches in Basic Education, basic education consists of preschool education (early childhood education), primary education, lower secondary education, and non-formal education including religious education, community education, adult education, and literary education.

Gender mainstreaming actions taken by executing agencies	<input type="checkbox"/> Status of women's participation in decision-making (e.g., percentage of female executives and managers) <input type="checkbox"/> Status of the implementation of gender training for executives and staff  <u>Even if there are no female managers, it is desirable to hear from female staff members in relevant departments about the status of implementation of gender-related activities.</u>
Gender balance of staff	<input type="checkbox"/> Gender balance of staff (general, technical, managerial) (by number, percentage, and age)
Gender equality efforts by other donors and NGOs	
Support from other donors, international organizations, NGOs	<input type="checkbox"/> Support for gender issues in girls' education or basic education in particular (existence and content of approaches)
Access to education	
<ul style="list-style-type: none"> • Gender gap in schooling status • Changes in the status of education access during the COVID-19 pandemic • Causes that hinder access to basic education 	<input type="checkbox"/> How is the gender gap manifested in the gross enrollment rate, net enrollment rate, attendance rate, repetition rate, dropout rate, completion rate, pass rate of the graduation exams, promotion rate, and pass rate of the entrance exams for the next education cycle? Is it different according to regions, ethnic group, generation? <input type="checkbox"/> Did COVID-19 affect schooling? Did it widen the gender gap? <input type="checkbox"/> Is access to education free? How much does it cost? <input type="checkbox"/> What are the sociocultural and economic factors, and the main aspects of gender that affect an access to basic education? <ul style="list-style-type: none"> - Who makes the decision regarding the education expense at home? - Does boys' education tend to be prioritized? - Does house work constitute a heavy burden for girls? Are girls highly expected to be responsible for house work? - Is there a custom of child or early marriage?  Carefully analyze the attendance and dropout rates, as the enrolment rate itself cannot tell whether children go to school and learn at schools in reality. It is also important to review whether a gender gap is manifested among children according to ethnic group, generation, and presence of disability. Gather information from specialists, schools' stakeholders, and community residents, including children.
Educational facilities	
<ul style="list-style-type: none"> • Distance to school • Safety of school roads • Status of educational facilities 	<input type="checkbox"/> Is the school located at a fairly accessible place in the community? <input type="checkbox"/> Is the school road safe for girls and boys? <input type="checkbox"/> Are there any social and cultural norms or practices that suggest separating boys and girls on their commute to and from school? <input type="checkbox"/> Is the relevant learning environment implemented? (Roofs, blackboards, desks and chairs, drinking water facilities) <input type="checkbox"/> Are separate toilets and changing rooms for both sexes available? In addition to the separate toilets, are barrier free toilets available? <input type="checkbox"/> Are student dormitories for both sexes available? (Especially at secondary education level) <input type="checkbox"/> Is proper accommodation with good security for female teachers located close to school?  Inquiring about the status of separate facility utilization by gender to ensure protection of privacy is important.
Academic attainment	
Gender gap and its main cause in learning and academic attainment	<input type="checkbox"/> Is any gender gap manifested in the learning process? What causes the gender gap? <input type="checkbox"/> Is any gender gap manifested in learning attainment? What causes that gender gap?
Teachers and pedagogy	
<ul style="list-style-type: none"> • Teachers' assignment 	<input type="checkbox"/> Is any gender gap manifested in the total number of teachers (by possession or not of a teaching license, teaching grade, school subjects)?

	<input type="checkbox"/> Are there any social and cultural norms and practices that impose learning only from female teachers on female students? If so, at what age does this apply?
<ul style="list-style-type: none"> Issues facing female teachers 	<input type="checkbox"/> Is the opportunity to participate in teacher trainings provided equally regardless of gender? <input type="checkbox"/> Are there obstacles making it difficult for female teachers to participate in training? <input type="checkbox"/> Is any gender gap manifested in the salary, promotion, benefit package, life and work environment of teachers and staffs? <input type="checkbox"/> Is the safety of female teachers assured inside and outside the school? (In particular, is it assured adequately in remote areas?)
<ul style="list-style-type: none"> Pedagogy with gender perspectives Teachers' gender awareness 	<input type="checkbox"/> Have teaching methods with gender perspective and classroom management techniques been established and put into practice? <input type="checkbox"/> Do teachers, regardless of gender, understand what gender is correctly? <input type="checkbox"/> Are teachers biased against gender? <input type="checkbox"/> Do teachers have opportunities to learn about gender and sexual harassment in pre-service or in-service teacher training?
Curriculums and textbooks	
<ul style="list-style-type: none"> Subjects and units to learn gender equality Curriculum, course of study, and learning materials with gender perspectives 	<input type="checkbox"/> Are there subjects or units to learn about gender equality, human rights, gender and sexuality, and social inclusion? <input type="checkbox"/> Do textbooks include content provoking gender stereotypes and division of labor? <input type="checkbox"/> Do the course of study and learning materials include content provoking gender stereotypes and stereotyped gender division of labor? <input type="checkbox"/> Do the course of study and learning materials include content promoting gender equality?
	 See the references at the end of this document for gender analysis methods and tools for curriculums and textbooks.
School management	
<ul style="list-style-type: none"> Participation in school management 	<input type="checkbox"/> Gender ratio of school principals and vice-principals <input type="checkbox"/> Gender ratio of executive board members and board members of school management committee and PTA <input type="checkbox"/> Do female teachers and community residents participate in school management? <input type="checkbox"/> Do women's opinions have an influence on the decision-making process in the school management?
<ul style="list-style-type: none"> State of SGBV and harassment and actions against them inside and outside school 	<input type="checkbox"/> State of SGBV and harassment inside and outside the school <input type="checkbox"/> Have any preventive measures been taken against such violence and harassment?
	 Please note that various forms of SGBV and harassment exist inside and outside the school. For example, physical punishment and harassment by teachers, as well as bullying and harassment among students exist during class and or at school. Furthermore, teachers' harassment of students (female students, in particular), and community residents' harassment of female teachers are present outside of schools.


2) Promotion of higher education^{vi}

Survey items	Survey contents
Access to education	

^{vi} According to JICA's Effective Approaches for Higher Education, higher education consists of education, training, and research that is implemented after secondary education and conducted in higher educational institutions authorized by governments. Not limited to universities and graduate schools, it includes two- to three-year short-term education and training programs, and correspondence courses such as polytechnics, colleges, and technical colleges.

<ul style="list-style-type: none"> • Gender gap in schooling status • Obstacles to access to higher education 	<input type="checkbox"/> Is there a gender gap in the number of students in higher educational institutions including universities, graduate schools, and institutes of technical education (Classifying students according to faculties and major field of study)? <input type="checkbox"/> Which faculty or major field of study has the least number of female students? Why? <input type="checkbox"/> Do any higher education institutions have a quota system for allocating a fixed ratio of one gender to their faculties or departments? <input type="checkbox"/> What social and gender aspects affect young women's access to education?
Institutional facilities	
<ul style="list-style-type: none"> • Status of institutional facilities 	<input type="checkbox"/> Have gender-specific student dormitories been established? <input type="checkbox"/> Are institutional facilities, such as toilets, changing rooms, day-care centers, and lounges, tailored to female students' needs? <input type="checkbox"/> Are institutional facilities, such as toilets, teacher residences, day-care centers, nursing rooms, and lounges, tailored to the needs of female teachers and staff?
Teachers	
<ul style="list-style-type: none"> • Teachers' assignment • Issues facing female teachers • Teachers' gender awareness 	<input type="checkbox"/> Is the gender gap manifested in the total number of teachers? Compare the gender ratio by classifying teachers according to positions (presidents, vice presidents, deans, chairman, professors, and associate professors), specialized fields of study, and teaching program (bachelor's, master's and doctoral program) <input type="checkbox"/> Is there a demand for the employment of female teachers, researchers, and staff? <input type="checkbox"/> Has a quota system assuring a fixed ratio of one gender, been introduced for employing female teachers, researchers, and staff in the concerned institutions? <input type="checkbox"/> What gender responsive measures have been taken at each stage of pre-service teacher training, teacher recruitment, and in-service teacher training? <input type="checkbox"/> Do female teachers experience violence and harassment? <input type="checkbox"/> Are teachers for both girls and boys gender neutral? <input type="checkbox"/> Is the gender gap manifested in wages, promotion, benefit packages, and work and life environment of teachers and staff?
Institutional management	
<ul style="list-style-type: none"> • Participation in institutional management 	<input type="checkbox"/> Gender ratio of executive board and committee members, and related councils <input type="checkbox"/> Do women's opinions have an influence on the decision-making process in the institution's management?
<ul style="list-style-type: none"> • State of SGBV and harassment and actions against them inside and outside institutions 	<input type="checkbox"/> State of SGBV and harassment inside and outside the institutions <input type="checkbox"/> Have any preventive measures been taken against such violence and harassment?
Life and career counseling	
<ul style="list-style-type: none"> • Status of employment 	<input type="checkbox"/> Is any gender gap manifested in employment rates? <input type="checkbox"/> Graduates' category of business and occupation by gender <input type="checkbox"/> Is there a demand for female employees? <input type="checkbox"/> What are the main causes hindering the employment of a certain gender group?  Gather information regarding women's economic participation status in the labor market (both formal and informal), and the gender gap in wages and employment conditions.
<ul style="list-style-type: none"> • Counseling 	<input type="checkbox"/> Has life and career planning counseling been conducted, empowering female students and teachers? <input type="checkbox"/> Are female mentors present? <input type="checkbox"/> Are female teachers and researchers present, who can be role models for women?

3) Education that leaves no one behind

Survey items	Survey contents
Non-Formal Education (NFE)	
<ul style="list-style-type: none"> • Gender gap in NFE's schooling status • Obstacles to access to NFE 	<ul style="list-style-type: none"> <input type="checkbox"/> How many students by gender are in NFE schools in the target areas? <input type="checkbox"/> In these areas, women and girls of which background are excluded from learning opportunities? Why? <input type="checkbox"/> How do those excluded women and girls live and learn at present? <input type="checkbox"/> Do women and girls have enough time to participate in NFE? <input type="checkbox"/> Do families of those women and girls and community residents oppose their participation in NFE? <input type="checkbox"/> Are there timeframes favorable for women and girls to participate in NFE? Which place is favorable for them? <input type="checkbox"/> How are learning demands and motivation different between females and males? <input type="checkbox"/> Does the NFE program satisfy the demands of women and girls?
	 Gather information regarding women's economic participation status in the labor market (in both formal and informal markets), and the gender gap in wages and employment conditions.
Inclusive education	
<ul style="list-style-type: none"> • State of inclusive education 	<ul style="list-style-type: none"> <input type="checkbox"/> How are learning demands and motivation different between females and males? <input type="checkbox"/> Do SGBV and gender-based harassment exist inside and outside the school? <input type="checkbox"/> Are diverse learning opportunities provided, targeting refugees, girls who dropped out from school due to conflict, child marriage, or financial difficulties, ex-child soldiers, illiterates, people with disabilities, minority races, migrant workers, the elderly, LGBTQIA+, and other socially vulnerable children and adults of all genders? <input type="checkbox"/> Are ICT and on-line learning opportunities provided regardless of gender?

4) Infrastructure construction

Survey items	Survey contents
Employment and working environment of construction workers	<ul style="list-style-type: none"> <input type="checkbox"/> What is a percentage of construction workers by gender? <input type="checkbox"/> What are the reasons if female workers are fewer than male? e.g., gender norms, including fixed gender division of labor, specification of eligibility for men only in recruitment and/or any requirements that look neutral but exclude women indirectly in the local contexts, and risks of SGBV for engaging in construction. <input type="checkbox"/> Do female construction workers face challenges? What are they? e.g., restrooms/toilets and/or changing rooms set up only for men use, gender harassment to the women by their co-workers and/or residents near the sites, and lack of a reporting system for those issues. <input type="checkbox"/> Is there any culture or custom for paying less to women even if they engage in same work as men? (wage discrimination)
SGBV risks	<ul style="list-style-type: none"> <input type="checkbox"/> Have female construction workers and/or local women near the construction sites experienced SGBV?



[Tips on survey methodology]

Social and gender research methods include literature review, interviews (including Key Informant Interviews and Focus Group Discussions), field observations, and inspections. It is also useful to use "gender analysis tools" (referred to the attached list of reference materials at the end of the document) specifically developed to gain more accurate understanding of gender relations, such as gender division of roles and labor, and access and control over resources. Other points to be considered in conducting surveys are as

follows.

- * Interview both women and men to see if there are differences in their perceptions.
- * When forming groups for interviews or discussions, carefully assess if target groups should be gender-mixed or single-gender. It depends on the cultural practices and social norms of the target country/area as well as the content and purpose of the information to be gathered. If women have difficulties expressing their opinions in front of men, it is desirable to interview women and men separately. On the other hand, mixed group discussions may provide the participants with an opportunity to deepen their discussions while understanding each other's perceptions.
- * Girls and boys may also have different needs and perspectives, thus make an effort to collect their voices.
- * For sensitive contents such as SGBV, it is preferable that staff of local NGOs with experience and expertise conduct individual interviews rather than group interviews. Carefully protect anonymity and confidentiality of the respondents.

In order to identify gender issues based on the collected data and information, the following points should be taken into account during the analysis.

- Division of labor: Are there any stereotyped gender division of labor?
- Access: Are there any gender disparities in the access to resources, services and the benefits derived?
- Control: Who manages and owns resources and services? Who controls benefits (are there any gender-based biases)?
- Decision making: Are there any gender-based biases in participation in decision-making?
- Organizational capacity: Do relevant institutions have policies, experience, and capacity to promote gender equality and women's empowerment?
- Sexual and Gender-Based Violence (SGBV): Are there any SGBV within the scope of the education sector?
(Example: SGBV and harassment inside and outside school)

In addition, to ensure the project help the promotion of gender equality and women's empowerment, consider the following points:

- Will the benefits from the planned project be equally enjoyed by all beneficiaries regardless of gender? If there are any possibilities that they may not be equally beneficial to all, what are the reasons? What should be done to make them equally beneficial?
- What are the entry points for eliminating inequalities, such as gender-based prejudices, and social, cultural, and institutional constraints, and further promoting gender equality in a society?

Against the gender issues identified in Step 1, Step 2 and the subsequent Steps propose effective activities and present some points to keep in mind during implementation: Step 2 lists up gender-responsive activities for helping develop Activities section of a Project Design Matrix (PDM) (see "List of Effective Activities for Solving Gender Issues" in Step 2), and Step 4 introduces tips for the implementation of the activities set in Step 2.

Step 2. Planning gender-responsive activities

In order to address gender issues identified in the previous Step, an activity plan needs to be developed and reflected in the PDM. In planning activities, it is important to take into account all three of the following aspects.

(1) Actions to strengthen agency of women and girls (Agency)

Actions to empower women and girls to overcome their relatively disadvantaged positions through strengthening their capabilities and increasing their opportunities.

(Examples: club activities in science and mathematics organized by women and girls, career counseling that meets female students' needs, capacity development of female teachers, and workshops and counseling sessions on reproductive health and rights to female students)

(2) Actions to change people's mindset, attitudes and behaviors (Relations)

Actions to transform gender power relations by addressing patriarchal social norms, people's attitudes and behaviors.

(Examples: activities targeting local community residents to promote girls' education, actions to promote understanding of women's achievements in STEM fields, and workshops to raise awareness for preventing SGBV and harassment among stakeholders in schools and communities around them)

(3) Actions to transform policies and institutional mechanisms (Structure and systems)

Actions to review and develop relevant policies and institutional mechanisms to promote gender equality and women's empowerment.



(Examples: elaboration of gender-responsive national curricula, and teaching methodologies, establishment of regulations and penalties to prevent SGBV and harassment in schools)

These three aspects are interrelated, and it is necessary to work on all these three when promoting gender mainstreaming activities to address the identified gender issues. For example, the club activities in science and mathematics exclusively for women and girls, career counseling that meets female students' needs mentioned in (1) are activities that strengthen women's agency for improving their capacities and increasing opportunities for themselves, as those students can take an interest in science and mathematics, acquire academic abilities, and choose to study in STEM fields. As mentioned in (2), it is also essential to raise awareness on an active role of women in the STEM fields among teachers (male teachers in particular), family members of female students, and stakeholders in the community, because it can enhance the effect of (1). Moreover, it is necessary for governments to revise national curricula and teaching methodologies in STEM fields with a gender perspective, and establish relevant pre-service and in-service teacher training programs so that all teachers can acquire an adequate teaching knowledge and methodologies.

Below are the examples of effective activities to tackle gender issues.




List of useful measures to tackle gender issues

Identified gender issues	Useful strategies and measures (example)
Policies and systems	

Actions for gender issues are not addressed in laws and policies related to the basic education resources sector	<input type="checkbox"/> Apply basic education policies and measures with a gender perspective
National curriculums and textbooks do not contain adequate gender perspectives	<input type="checkbox"/> Revise national curriculums with gender perspectives (Examples: Conducting gender analysis of previous curriculums, incorporating gender perspectives in the purpose of education, and conducting teacher training of the new curriculum (ADB Mongolia project ^{vii})) <input type="checkbox"/> Ensure the curriculum elaboration/revision team is gender balanced
	 It is necessary to incorporate gender perspectives in the evaluation (examination) system to review whether students' learning is gender responsive. (Examples: conducting gender analysis of class syllabuses and questions on the exam, conducting gender training for examiners (ADB Pakistan project ^{viii}))
Organizational structure of the government and executing agencies	
Low awareness of gender issues among executives and staff	<input type="checkbox"/> Conduct gender training for executives and staff  Training items for gender training include what is gender, the impact of gender bias on organizational operations and systems, the significance of gender mainstreaming (e.g., sound organizational operations, higher project results and sustainability), creating action plans to promote gender mainstreaming, and response to harassment and SGBV.
Lack of clarity in response to SGBV and harassment inside and outside the school	<input type="checkbox"/> Clarify how to identify and prevent harassment and SGBV inside and outside the school, and put it into practice by stakeholders <input type="checkbox"/> Clarify mechanisms and procedures for responding to cases of harassment and SGBV inside and outside the school (Establishment of regulations including penalties, organization of committees in response to harassment, monitoring, the establishment of a reporting system, and conducting workshops for raising awareness of SGBV and harassment) <input type="checkbox"/> Implement training on prevention of harassment and SGBV inside and outside the school
[Basic education] Women's perspectives are not incorporated in school management	<input type="checkbox"/> Establish gender responsive school management system, allocate women's quota in executive positions of school management committees and PTAs
[Higher education] Female executives and managers are few, making it difficult for women's voices to be reflected in organizational decision-making	<input type="checkbox"/> Develop a human resource plan with a gender perspective to increase the number of female executives and managers <input type="checkbox"/> Introduce a quota system to increase the number of female executives and managers <input type="checkbox"/> Strengthen the capacity of female executives and managers
[Higher education] Few female researchers	<input type="checkbox"/> Encourage the recruitment of female researchers, introduction of quota system <input type="checkbox"/> Strengthen the capacity of female researchers <input type="checkbox"/> Create a comfortable work environment for women (e.g., childcare facilities, childcare leave) <input type="checkbox"/> Provide career counseling on work-life balance of female students and researchers

^{vii} The ADB Mongolia project refers to the ADB's Sustaining Access to and Quality of Education during Economic Difficulties. Please refer to the respective URLs for the Gender Action Plan developed in the said project (https://www.adb.org/sites/default/files/project-documents/50091/50091-002-gap-en_0.pdf)

^{viii} The ADB Pakistan project refers to the ADB's Sindh Secondary Education Improvement Project. Please refer to the respective URLs for the Gender Action Plan developed in the said project (<https://www.adb.org/sites/default/files/project-documents/51126/51126-002-gap-en.pdf>)

	<p>Since the introduction of a quota system and active promotion of female researchers and staff employment are matters related to the personnel of the executing agencies, it is expected that there can be cases where it will be difficult to actively incorporate them in the project. ADB's efforts are helpful in this regard, as ADB clearly positions these as activities to be undertaken within the project's gender action plan, and in many cases specific quantitative targets are set.</p>
<p>Schooling status</p>	
<p>Low enrollment rates of female students</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct workshops for raising awareness on importance of girls' education <input type="checkbox"/> Provide incentives including scholarships to girls <input type="checkbox"/> Infrastructure development that promotes girls' education <ul style="list-style-type: none"> ➤ Sizing and mounting locations for furniture and equipment that are easy for many people to use (not based on adult male standards) ➤ Construction of separate men's and women's restrooms, barrier-free restrooms, and women's dormitories ➤ Installation of hygiene management facilities for sanitary products in women's restrooms (sanitary waste bins and incinerators) ➤ From the viewpoint of ensuring security, school facilities should be designed so that there are no blind spots and lighting should be bright. <p> It is effective to collaborate with specialists and local NGOs who are well informed about the local situation, particularly when low awareness or resistance regarding girls' education by parents and community residents is evident.</p>
<p>Few female students in certain faculties and major fields of study</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce quota system for matriculation <input type="checkbox"/> Priority allocation of scholarships for female students <input type="checkbox"/> Provide low-cost education program <input type="checkbox"/> Improve the flexibility of learning courses (Part-time or intensive courses) <input type="checkbox"/> Provide gender responsive equipment of educational facilities
<p>Gender gap in academic attainment (Female students cannot keep up in class)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promote gender responsive teaching methods, and an understanding of students' learning with a gender perspective <input type="checkbox"/> Identify problems that prevent female students from keeping up in class, and addressing those problems <input type="checkbox"/> Conduct supplementary lessons <input type="checkbox"/> Conduct separate career counseling for males and females <input type="checkbox"/> Develop gender-responsive teaching methods and putting them into practice <p> It is necessary to identify reasons why female students' motivation for learning becomes low when their academic attainment is low.</p>
<p>Teachers</p>	
<p>Few female teachers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage the recruitment of female teachers (Introduction of quota system) <input type="checkbox"/> Introduce career development support system for female teachers <input type="checkbox"/> Create a comfortable work environment for female teachers
<p>Teachers' low awareness of gender</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate gender contents in teacher training (such as what is gender, gender issues in education, the significance of gender equality, gender-responsive teaching methods, GBV, and comprehensive sexuality education)
<p>Teachers do not practice gender responsive teaching methods (They cannot teach with a gender perspective.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct teacher training on gender responsive teaching methods and education guidance <input type="checkbox"/> Develop tools for gender responsive class observation
<p>Female teachers' capacity development is not adequately conducted</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct training at favorable place and time for female teachers, to encourage their participation <input type="checkbox"/> Pay appropriate attention to female teachers so that they can actively participate in group work and presentation.

Construction of infrastructure	
- Employers tend to hire men over women for construction work of infrastructure - Women face challenges in the working environment.	<input type="checkbox"/> Promote women's employment as construction workers through, for example, setting a percentage of women among all employees (a quota system). <input type="checkbox"/> Promote/arrange a female-friendly working environment, such as <ul style="list-style-type: none"> ➢ equal pay for equal work regardless of their gender, ➢ ensure privacy and safety for women through different ways, including setting up separate toilets for women and men (and possibly all-user toilets), separated break space for women and men, and lighting for nighttime work; and ➢ write down above in an agreement with a contractor.
Risks of SGBV increase among female construction workers and local women around the site during a period of construction.	<input type="checkbox"/> Take safety measures at the sites, including education of gender equality and women's empowerment as well as human rights to construction workers. <input type="checkbox"/> Write down prevention and responding to in an agreement with a contractor.
Life and career counseling (Relevant only to higher education)	
Low employment rates of female students (Companies refuse to hire women)	<input type="checkbox"/> Conduct gender responsive life and career counseling for female students <input type="checkbox"/> Provide employment information to female students as priority <input type="checkbox"/> Encourage companies to hire women <input type="checkbox"/> Promote hiring women by media <input type="checkbox"/> Develop more equitable and open labor market
Life and career counseling raising women's empowerment is not conducted	<input type="checkbox"/> Develop capacity of counselors to implement gender-responsive life and career counseling <input type="checkbox"/> Establish, strengthen, and disseminate a training program to develop counselors
Few role models for women	<input type="checkbox"/> Develop and make good use of role models for women
Non-formal education (NFE) (Relevant only to "Education that leaves no one behind")	
Broad gender needs throughout women's lives (Women's needs that differ by life cycle are not satisfied)	<input type="checkbox"/> Incorporate various topics such as health, environment, and ICT in training, and develop training parallel to women's life cycles <input type="checkbox"/> Develop learning programs that can be used in school and social education <input type="checkbox"/> Establish social educational facilities such as libraries, community centers, and women's centers
Many women suffer from financial difficulties	<input type="checkbox"/> Provide skills training to improve living standards, promotion of employment, and encourage entrepreneurship

Good practices of gender mainstreaming

The following shows good practices in gender mainstreaming relating to two or three of the above aspects.

<p>Sample activities by JICA 1: Niger "School for All": project to support educational development through community participation phase 1 and 2, 2004-2010, 2012-2016, Technical Cooperation Project</p> <p>Project summary: This program aims to establish a system that improves quality and access of education including the capacity development of school management committees (COGES). (Reference: https://www.jica.go.jp/oda/project/1102856/index.html)</p> <p>Activities with a gender perspective: The campaign for promoting girls' education led to an improved gender ratio in the primary school enrollment.</p> <ul style="list-style-type: none"> ● Activities for a change in people's awareness and behavior (Relations) <ul style="list-style-type: none"> - Promoting the significance of girls' education, such as raising awareness of girls'

education in a community general assembly, visiting families to encourage parents and guardians to let their out-of-school daughters go to school, and information sharing by the campaign vehicles, as a campaign for promoting girls' education

- **Activities to improve policies, systems and structure (Structure and systems)**

- Establishing a support system for COGES, which is the responsible organization for the campaign to promote girls' education, and using commune and COGES unions, which are groups of multiple COGES at the commune level
- Establishing community preschools managed by COGES to increase opportunities for early childhood education

(Reference: <https://www.jica.go.jp/activities/issues/gender/practice/ku57pq00002he19r-att/20140905.pdf>)

Sample activities by other donors 1: Asian Development Bank, Tajikistan “Strengthening Technical and Vocation Education and Training (TVET)”, 2016

Project summary: This program aims at a demand-driven, quality-assured, and flexible TVET system responsive to labor market needs, comprising the following four outputs: (i) a modernized TVET system methodology; (ii) upgraded physical learning facilities in selected TVET institutions; (iii) improved access to quality TVET programs; and (iv) the strengthened governance and management of the TVET system. (Reference: <https://www.adb.org/projects/46535-001/main><https://www.adb.org/projects/49001-002/main>)

Activities with a gender perspective

- Revision of TVET's curriculum and educational materials in accordance with a gender perspective
- Conducting gender training for executing agency staff and those of related committees
- Conducting training for TVET teachers on development of occupational ability (female quota is 35% within participants)
- Promotion of access to nontraditional TVET for girls and women through raising community awareness and encouraging companies
- Establishment of an employment support program for female students within the poor and vulnerable communities
- Promotion of female member participation in advisory committees by industry (female quota is more than 20% within members)

(Reference: <https://www.adb.org/sites/default/files/project-document/175450/46535-001-gap.pdf><https://www.adb.org/sites/default/files/project-document/198081/47136-003-gap.pdf>)

Step 3. Setting gender indicators

After considering activities with a gender perspective, indicators (gender indicators) will be set to measure expected results (changes) of such activities. When setting indicators, set quantitative indicators as much as possible to objectively assess the status of the changes. If it is difficult to set quantitative indicators, qualitative indicators can be set to measure the progress of change. Examples of gender indicators are indicated below.

List of gender indicators

Policies and systems
<input type="checkbox"/> Relevant policies and plans that incorporate gender perspectives (type and number) <input type="checkbox"/> Relevant policies and plans that incorporate gender perspectives (contents) <input type="checkbox"/> Gender action plans that have been developed
Organizational structure
[Gender mainstreaming activities] <input type="checkbox"/> Strategies and plans for gender mainstreaming (contents) <input type="checkbox"/> Increased budget for gender mainstreaming [Gender training for executives and staff] <input type="checkbox"/> Number of gender training sessions for executives and staff <input type="checkbox"/> Number of training participants (by gender and age) <input type="checkbox"/> Changes in gender awareness after training (comparison of pre- and post-questionnaire results) [Promotion of female staff] <input type="checkbox"/> Number of teachers (by positions and specialized fields of study, and by gender) <input type="checkbox"/> Number of staff (by gender) <input type="checkbox"/> Increase in the number and percentage of female researchers <input type="checkbox"/> Percentage of quota for active employment of women (planned and actual) <input type="checkbox"/> Personnel policy for active employment of women (contents) [Work environment] <input type="checkbox"/> Decrease in the number of female retirees <input type="checkbox"/> Satisfaction level of female teachers and staff regarding work environment [Strengthening the capabilities of female technical staff] <input type="checkbox"/> Technical training for female technical staff (number of times held, number of participants) <input type="checkbox"/> Participation in various training programs (male/female ratio) <input type="checkbox"/> Identified training needs of female technical staff [Harassment and SGBV inside and outside the school] <input type="checkbox"/> Number of reports of harassment and SGBV inside and outside the school (by type) <input type="checkbox"/> Number of incidents of harassment and SGBV inside and outside the school (by type) <input type="checkbox"/> Training on harassment and SGBV (number of times conducted, number of participants, by gender) <input type="checkbox"/> Changes in understanding and awareness of teachers and staff regarding harassment and SGBV
Capacity development of teachers
[Changes of teachers] <input type="checkbox"/> Teachers' training participation rates (by gender) <input type="checkbox"/> Teachers' levels of understanding of training content (by gender) <input type="checkbox"/> Teachers' levels of implementation of their training (by gender) <input type="checkbox"/> Teachers' changes of awareness, motivation, and abilities, including their gender awareness and attained skills and knowledge of gender responsive-teaching methods (by gender) [Change of students] <input type="checkbox"/> Completion rates in primary and secondary education (by gender) <input type="checkbox"/> Promotion rates in primary and secondary education (by gender) <input type="checkbox"/> Survival rates ^{ix} in primary and secondary education (by gender)

^{ix} It means the percentage of a cohort of students enrolled in the first grade of a given level or cycle of education who are expected to reach a given grade.

<input type="checkbox"/> Results of entrance exams for the next education cycle or state examinations (by gender) <input type="checkbox"/> Results of the achievement tests (that was developed by the project) (by gender) <input type="checkbox"/> Percentages of students who actively participated in learning (by gender)
Improvement of school management
<input type="checkbox"/> Gender ratio for members in school management committees <input type="checkbox"/> Number of participants in the general assembly for elaboration of school activity plan (by gender) <input type="checkbox"/> Number of activities against gender-related school management issues or with a gender perspective in the school activity plan and its contents <input type="checkbox"/> Number of new hired teachers (by gender) <input type="checkbox"/> Teachers' attendance rates in the general assembly (by gender) <input type="checkbox"/> Number of parents who participated in school activities (by gender)
Increase in the number of female students (Relevant only to higher education)
<input type="checkbox"/> Number of students by faculty, major field, and institutions (by gender) <input type="checkbox"/> Transition of the number of female students in STEM fields <input type="checkbox"/> Employment rate of graduates (by gender) <input type="checkbox"/> Transition of the number of female graduates who started working in STEM fields
Non-formal education (NFE) (Relevant only to "Education that leaves no one behind")
<input type="checkbox"/> Number of students and attendance rate (by gender) <input type="checkbox"/> Number of students who completed NFE and NFE completion rates (by gender) <input type="checkbox"/> Literacy rate (by gender) <input type="checkbox"/> Results of the achievement tests (developed by the project) (by gender) <input type="checkbox"/> Number of children who proceeded to the next level of formal education (by gender) <input type="checkbox"/> Number of NFE graduates whose salaries and savings were increased after the completion of NFE (by gender) <input type="checkbox"/> Number of NFE graduates who came to participate in community activities and charity groups after the completion of NFE (by gender)

Indicators for infrastructure development

New establishment and enlargement of school building	<input type="checkbox"/> Number of students in the target schools (by gender) <input type="checkbox"/> Attendance rate in the target schools (by gender) <input type="checkbox"/> Students' satisfaction levels with their learning environment (by gender) <input type="checkbox"/> School principals and teachers' evaluation regarding the environment of school, school management, and classroom management (by gender) <input type="checkbox"/> Shortening level of distance (commute time) to school (by gender) <input type="checkbox"/> Occupation ratio and satisfaction level of students' dormitories (by gender) <input type="checkbox"/> Occupation ratio and satisfaction level of teachers' residences (by gender) <input type="checkbox"/> Enrollment rate (by gender)
Increase and repair, or reconstruction of school facilities	<input type="checkbox"/> Number of students who learn in available classrooms with a favorable environment (by gender) <input type="checkbox"/> Number of students per classroom (by gender) <input type="checkbox"/> Number of students who learn at a building that is used by more than one school in a day (by gender) <input type="checkbox"/> Students' satisfaction levels with their learning environment (by gender) <input type="checkbox"/> School principals and teachers' evaluation regarding the environment of school, school management, and classroom management (by gender) <input type="checkbox"/> Number of students per teacher (by gender)
New establishment, enlargement, and repair or reconstruction of teacher training school building	<input type="checkbox"/> Maximum student quota in the teacher training school (by gender) <input type="checkbox"/> Number of candidate teachers (graduates) who can be trained at the targeted teacher training school (by gender) <input type="checkbox"/> Students' satisfaction levels with their learning environment (by gender) <input type="checkbox"/> School principals and teachers' evaluation regarding the environment of school, school management, and classroom management (by gender)

Educational facilities paying attention to female students ^x	<input type="checkbox"/> Ratio of female students to the total number of students in the targeted schools <input type="checkbox"/> Students' satisfaction levels with hygienic (such as toilets) by gender <input type="checkbox"/> Occupation ratio and satisfaction level of female students' dormitories
Implementation of construction work	<input type="checkbox"/> Percentage of women among construction workers <input type="checkbox"/> Satisfactory levels of construction workers on working environment (by gender) <input type="checkbox"/> Number of trainings on gender equality and women's empowerment and human rights, targeting to construction workers <input type="checkbox"/> Number of participants of the trainings (by gender) <input type="checkbox"/> Changes in understanding of gender equality and women's empowerment (comparison of answers to questionnaires before and after the trainings) <input type="checkbox"/> Incorporation of an article on prevention and responding to SEAH into an agreement with a contractor <input type="checkbox"/> Equal pay for equal work regardless of any gender (only for cases where gender-based wage discrimination have been observed)

^x Such as separate toilets and dormitories for women and men, and a hygienic water environment

Step 4. Gender responsive project implementation and monitoring

A project should also include actions to respond to situations of the stakeholders of different gender, including their gender issues and needs identified in Step 1. Regarding the implementation structure, for example, it is necessary to consider the gender balance of counterparts and project staff, share the concept of gender, and take measures against harassment. While implementing activities, take measures to promote women's participation and encourage their attendance in the decision-making process. Furthermore, careful attention should be paid to facilitating the gender understanding of men and community residents and promoting diversity among women.

If unexpected gender issues have been identified during the monitoring, effective solutions should be formulated, assessed on the compatibility with the project scope and progress, and added in the project as new activities. Where the situation allows, it is desirable to revise project plans, such as Project Design Matrix (PDM) and Plan of Operation (PO) accordingly.

The table below illustrates points to keep in mind during project implementation and monitoring.

Points to remember for gender-responsive project implementation and monitoring

Category	Points to remember
Implementation structure	<ul style="list-style-type: none"> ● Verify the gender balance of your counterpart unless certain inconvenient circumstances exist. If it is not balanced, think carefully about what measures could be taken. ● Conduct gender training for counterparts, project staff, and Japanese experts before and after the commencement of the project. If it is evident that participants have a lack of understanding and perception of gender, think carefully about what measures could be taken to raise gender awareness continuously. ● Regarding the employment of project staff, ask them to sign the written approval after explaining the prohibition clauses about sexual harassment and exploitation to the target group of people. ● Japanese experts should consider the culture and practices of target countries and areas and heighten their awareness regarding sexual exploitation, abuse, and harassment on the project sites. They should always be discreet toward each other, and should not speak and behave unfairly toward anyone unconsciously. ● Establish a consulting service window (available for all stakeholders) that provides measures against SGBV and harassment. ● Designate international and local gender specialists, as necessary.
Implementation of activities	<ul style="list-style-type: none"> ● Time and place for each action should be desirable for women who are busy with domestic chores and care work. Furthermore, be considerate not to increase the workload and responsibility of certain people and specific groups because of the project activities' participation. ● While conducting training sessions and transferring information, skills, and techniques in certain countries or areas where women's literacy rate is low, consider a relevant facilitation method such as using illustrations and pictures in training materials and adapting group work in a session. Moreover, pay attention to checking constantly whether target people who need such information and skills participate in the training. ● Ensure women a relaxed atmosphere that makes it easy for them to participate in project activities such as meetings and training and to speak out there. The composition of participants and how a meeting or training should proceed should be well examined so that women can participate in the decision-making process and their voice has an influence on any discussion and decision-making. ● Pay attention to women of diverse identities. Because they are put in various situations, face different difficulties, have diverse needs, and can be influenced diversely by development projects, it is important to consider them.

	<ul style="list-style-type: none"> ● Have all boys, men, and community residents involved in project activities and facilitate their understanding of gender. ● Make sure to encourage community and religious leaders who have an enormous influence in communities to understand gender and participate in project activities if inadequate gender norms and gender-related discrimination exist in project sites.
Monitoring	<ul style="list-style-type: none"> ● If the participation in project activities and the benefits derived from them are advantageous to either men or women without a legitimate reason, identify the cause and examine what measures can be taken to deal with it. ● Check whether the time and place for project activities have been determined such that female teachers who are responsible for domestic chores and care work can participate in such activities. Additionally, verify whether participation in those activities does not increase the burden on a certain person or group of people. ● Identify the cause and take relevant measures when a gender gap in learning is identified at training and in the process of putting what is learned at training into practice. ● Verify whether a gender-related positive or negative influence that was not expected at the time of project planning has been identified. If the influence is observed, examine how to increase or minimize the influence.

Step 5. Gender mainstreaming evaluation

In the evaluation phase, project achievements, implementation process, outcomes, and impacts should be assessed with a gender perspective, while evaluating the project in accordance with a prescribed project evaluation framework (ex-post evaluation) and evaluation methodology (DAC six evaluation criteria). When identifying the outcomes and impacts, attention needs to be paid to signs of emerging outcomes and impacts as well as already achieved outcomes and impacts. If there is difference in benefits received by women and men, details of the difference and its causes should be analyzed.

It should be noted that during the evaluation, whether be it quantitative or qualitative, gender-disaggregated data and information should be collected, whenever possible, and analyzed. When conducting interviews, attention should be given to gender balance and attributes of the survey participants. Group formation (either single-gender or mixed-gender) will be decided depending on the content of the interview. Gender composition of an evaluation team should also be decided after thorough consideration.

The following shows gender-responsive evaluation questions listed in accordance with the DAC six evaluation criteria.

Check points for gender-responsive evaluation

OECD DAC 6 evaluation criteria	Check points
Relevance	<p>Development policies and needs in the target countries</p> <ul style="list-style-type: none"> - Were project activities with a gender perspective consistent with the gender equality policy or actions with priority in the education policy? <p>Inclusiveness of people with special needs</p> <ul style="list-style-type: none"> - Does one gender group not have an advantage in receiving benefits over another? - Was information gathered not only from boys and men but also from female teachers, female students, and female community residents when selecting a target group? <p>Relevance to project plan and approach</p> <ul style="list-style-type: none"> - When elaborating a project plan, was the presence of all stakeholders, including a specific gender group, assured? - Was the elaborated project plan targeting a diverse group of people? - During the project period, were the project activities revised based on the monitoring results?
Coherence	<p>Coherence between global goals and initiatives such as SDGs and global norms and standards</p> <ul style="list-style-type: none"> - Did project activities with a gender perspective align with global initiatives? - Did project activities with a gender perspective contribute to the achievement of global goals such as SDGs?
Efficiency	<ul style="list-style-type: none"> - Were the knowledge and experience of female teachers and students effectively utilized in the implementation of project activities? - Were participants in the training program in Japan and third countries well gender-balanced?
Effectiveness	<ul style="list-style-type: none"> - Did project activities with a gender perspective make an initial achievement? - Did project activities with a gender perspective contribute to achieving a project goal and satisfactory results?
Impact	<ul style="list-style-type: none"> - Did the implementation of project activities with a gender perspective show indirect positive effects? For example, an increase in the number of female students who receive STEM education resulted in an increase in the number of female permanent employees or

	<p>entrepreneurs and a decrease in the number of domestic violence incidents and SGBV among girls and female students.</p> <ul style="list-style-type: none"> - Did failure to implement project activities with a gender perspective or lack of adequate gender analysis cause indirect negative effects? When examining what hinders children's educational opportunities, for example, not paying attention to the poor and minority race resulted in further gender inequality in education because the needs of girls in the specific group were not significantly met. Furthermore, an increase in the number of female students who excel in studying and proceed to higher education prompted the government to introduce, for example, a new system that allocates a fixed ratio of male students to a specific faculty. - Did women's typical perceptions and actions toward economic, social, and political participation change?
Sustainability	<ul style="list-style-type: none"> - Did the project activities encourage the motivation for learning for girls and women? - Did the project activities encourage people in the community and household to deepen their understanding of girls' education and the ability of girls and women? - Will the project activities encourage concerned governmental agencies to promote women's participation in the decision-making process? - Will the project activities encourage the government to adopt gender perspectives in education policies and systems? - Will the concerned governmental agencies continue acting for gender mainstreaming from henceforth? - Will the concerned governmental agencies continue promoting women's participation in their decision-making process? - Will the concerned government continue considering the voice of women and incorporate it in education policies and systems? - Will the concerned government adopt actions with a gender perspective in education policies and systems? - Will the concerned government adopt actions with a gender perspective in the national education budget?

Regarding effectiveness (outcomes), impact, and sustainability, identify how gender-responsive activities have contributed to the promotion of gender equality and women's empowerment, taking into account the three aspects of agency, relations, and structure and systems (see Step 2). Specifically, "agency" refers to what women have become able to do as a result of the implementation of the activities (including not only their own abilities but also changes in the external environment surrounding the women). "Relations" refers to how the activities have helped transform the gender relations among stakeholders and in societies. As for "structure and systems," the scope of evaluation includes how the activities have been integrated into policies and systems, as well as operational policies and plans of the implementing agencies, and how gender equality has been promoted in the organization. If a negative impact is identified, lessons learned should be extracted as much as possible for reflecting in future projects.

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Endnotes

¹ The JICA Position Paper in Education Cooperation (P.8) refers to “Education to address social and global issues” and states that JICA will strengthen its support so that “More learning opportunities will be provided for young people to be equipped with knowledge and understanding to become active global citizens, in such topics as the environment, human rights, democracy, peace and understanding for cultural diversity.”

² UNESCO (2020) Gender Report, A New Generation: 25 Years Efforts for Gender Equality (Global Education Monitoring Report 2020)

³ UNICEF <https://www.unicef.org/education/girls-education> (Accessed November 3, 2021)

⁴ UNICEF (2021) The State of World Children 2021. P.231.

⁵ The percentage of out-of-school boys are higher than that of girls in secondary education in Southeast Asia and the Pacific, primary and upper secondary education in Latin America and the Caribbean, and lower secondary education in South Asia.

⁶ UNESCO (2020) Gender Report, A New Generation: 25 Years Efforts for Gender Equality (Global Education Monitoring Report 2020)

⁷ UNESCO (2021) An Unfulfilled Promise: 12 years of education for every girl

⁸ UNICEF (2021) The State of World Children 2021. P.231.

⁹ UNESCO (2021) An Unfulfilled Promise: 12 years of education for every girl

¹⁰ UNICEF (2021) The State of World Children 2021. P.231.

¹¹ UNESCO (2021) An Unfulfilled Promise: 12 years of education for every girl

¹² UNESCO (2021) “Girls’ Education and COVID-19: New Factsheet shows increased inequalities for the education of adolescent girls”. <https://en.unesco.org/news/girls-education-and-covid-19-new-factsheet-shows-increased-inequalities-education-adolescent> (Accessed November 3, 2021)

¹³ JICA Governance and Peace Building Department, Office for Gender Equality and Poverty Reduction, Girls’ STEM Education Task Group, reference material “For the encouragement of girls’ participation in STEM education: Possible measures to be taken in the support of science and mathematics education in primary and secondary education,” https://www.jica.go.jp/activities/issues/gender/ku57pq00002cucek-att/materials_01.pdf (Accessed April 30, 2022)

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¹⁸ World Bank open data <https://data.worldbank.org> (Accessed November 3, 2021)

¹⁹ Non-formal education has various forms. For example, learning to acquire basic knowledge, which is a minimum requirement to live life including literacy and life skills, training on vocational skills and knowledge that help increase an individual’s income, and an “equivalency program” which encourages learners to proceed to the formal education. Thus, non-formal education compliments formal education and may be able to satisfy individuals’ basic learning needs. (JICA, 2005, scientific research “For the expansion of non-formal education”)

²⁰ UNESCO (2020) Gender Report, A New Generation: 25 Years Efforts for Gender Equality (Global Education Monitoring Report 2020)

²¹ UNICEF (2021) The State of World Children 2021.P.231.

²² World Bank open data <https://data.worldbank.org> (Accessed November 3, 2021)

²³ World Bank <https://www.worldbank.org/en/topic/girlseducation#1>

²⁴ UNGEI <https://www.ungei.org/what-we-do/gender-education-emergencies>

²⁵ World Bank <https://www.worldbank.org/en/topic/girlseducation#1>

²⁶ Ministry of Foreign Affairs “Quality Education for All”

[In Japanese] <https://www.mofa.go.jp/mofaj/gaiko/oda/bunya/education/index.html> (Accessed March 13, 2022)

²⁷ UNESCO Leading SDG 4 - Education 2030 <https://en.unesco.org/themes/education2030-sdg4> (Accessed March 13, 2022)

²⁸ Press release of the Ministry of Foreign Affairs “G7 Education Ministers’ Meeting and G7 Education and Development Ministers’ Joint Meeting” [In Japanese]

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²⁹ UNEG Gender at the Centre Initiative <https://www.ungei.org/publication/gender-centre-initiative> (Accessed March 13, 2022)

³⁰ Press release of Gender Equality Bureau, Cabinet Office “Other gender-related meetings of ministers” https://www.gender.go.jp/international/int_kaigi/int_g7g8/meeting.html [In Japanese] (Accessed March 13, 2022)

³¹ Press release of Ministry of Foreign Affairs “G7 Foreign and Development Ministers’ Meeting” https://www.mofa.go.jp/mofaj/pc/page6_000558.html (Accessed March 13, 2022)

³² GPE <https://www.globalpartnership.org/who-we-are/about-gpe> (Accessed March 13, 2022)

³³ Press release of Ministry of Foreign Affairs “Parliamentary Vice-Minister for Foreign Affairs Suzuki receives courtesy call by Mr. Serigne Mbaye Thiam, Vice-Chair of the Global Partnership for Education” https://www.mofa.go.jp/mofaj/ic/gic/page6_000374_00001.html [In Japanese] (Accessed March 13, 2022)

³⁴ GPE <https://www.globalpartnership.org/content/gpe-2025-strategic-plan> (Accessed March 13, 2022)

³⁵ Education Cannot Wait (ECW) <https://www.educationcannotwait.org/about-us/> (Accessed March 13, 2022)