Gender equality by 2015 in Sleman: Good practice profile

The district of Sleman has a vision of gender equality in education by 2015. Under the leadership of Ibu Suyamsih as Head of Sleman District Education Office, a Gender Mainstreaming Working Group was established in 2010 to support Sleman District Government’s vision and mission in a more concrete way. With local budget allocations for education at around 30% of the annual District budget, support to gender mainstreaming has increased from year to year, reaching Rp50 million in 2010.

In discussions with education stakeholders in Sleman in May 2011, the Education Update team found that officials from various departments and supervisors, teachers and principals alike have a sound understanding of gender equality and a strong commitment to gender mainstreaming. This became even clearer in visits to several schools involved in a district pilot program. The principals of SD Klegung 1, SMP 1 Tempel, dan PKBM (Pusat Kegiatan Belajar Masyarakat) Ngudi Ngelmu manage their schools with a gender perspective.

What does this mean in practice? These schools gather separate data on girls and boys, provide separate toilets for girls and boys, and teachers have to ensure that they don’t discriminate between girls and boys, giving them equal opportunity in learning and for success. Grouping arrangements and classroom tasks also take gender into consideration.

While there is a focus on gender within the school, much remains to be done, particularly beyond the classroom. Although the school committees support gender equality in general, their role can be further enhanced. Likewise, gender equality can be further promoted to target a wider community.

How did Ibu Suyamsih and the Gender Mainstreaming Working Group achieve this? They shared some key contributing factors:

- The whole school needs to be involved: supervisors, principals, teachers and school committees. Each school needs a focal point, so networks can operate
- Monitoring and evaluation instruments need to capture gender information
- Gender mainstreaming training helps: in Sleman, a team from Universitas Gadjah Mada and Universitas Negeri Yogyakarta developed a module for this.
- School working groups such as KKG and MGMP can spread the word further.


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Mainstreaming Gender

Getting wise to gender: it is about men and women after all

Hamid Muhammad is the Director General for Informal and Non-formal Education, and he is passionate about gender equity.

“While we have done what we can to promote gender mainstreaming, we still find that misconceptions still exist. Gender mainstreaming is not about women only, it is also about men. According to Ministry data, the top performers in the national exam this year were female, so in fact we may need to start considering how to address issues of male performance in school, and we plan to research this to clarify the causes. Our enrolment rates have reached gender parity but we still need to concern ourselves with gender issues. Indeed, even where people are sensitive to gender issues, there is still a gap when it comes to translating policy into practice and programs. It is frustrating, for example, to see that although in primary schools 70% of teachers are female, all too often the job of principal is awarded to men. This pattern is repeated throughout the system, including the selection and promotion of education officials. To begin to address this, in the Ministry we have now adopted a new approach. Where there are two equally qualified candidates for a position, we must now choose the female candidate over the male one in order to promote gender equity in the higher levels. There are several other initiatives that we should consider: to continue gender awareness training, and expand this to local governments and help them to submit budgets and plans which take gender issues into consideration, as prescribed by the Ministry of Finance. We need to review school text books to make sure that they are not reinforcing outdated stereotypes of male and female roles. In the same way we should also review our curriculum with a gender lens, and encourage schools to do the same.”

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Old and new gender gaps

According to national survey data (Susenas 2009), some gender gaps are closing in Indonesia:

- In the 15-24 age group, 99.5% of men and 99.4% of women are now literate.
- Boys are more likely to drop out of school than girls at all levels, with some variation between provinces (Susenas 2009).

Some important gender gaps remain:

- The lower the level of schooling, the higher the proportion of female teachers (at pre-school level 97% of teachers are female, while at senior high, 49% are female), meanwhile only 25% of certified teachers were female by 2008 (MONE).

- Some important gender gaps remain:

- In the 15-24 age group, 99.5% of men and 99.4% of women are now literate.
**Did you know...**

The story at district level in 29 districts under BEC-TF

Under the Basic Education capacity Trust Fund (BEC-TF), 29 districts completed a survey on gender mainstreaming in 2010. Not surprisingly, the survey found that women are under represented in education management positions in local governments. Only 10% of Echelon II staff are female, and only slightly more are female at Echelon III. The proportion of women doubles at Echelon IV and reaches nearly 40% for staff below that level. The lower the level, the more female staff.

District Education Boards (Dewan Pendidikan) are reported to have between 10-30% female participation.

The BEC-TF is focusing on encouraging the 50 districts in the project to mainstream gender, not only promoting the role of women in management and governance, but also in terms of participation in planning and budgeting, and tracking progress through use of gender disaggregated data. This is a long and slow process, but particularly in districts which are already implementing Gender Mainstreaming Working Groups in line with Presidential Regulation 5/2010, there is a chance that progress can be made a little more quickly. Currently only 6 out of 29 BEC districts surveyed have set up this Working Group.

New Gender Mainstreaming Training Module

This comprehensive two-full-day Training Module produced by the BEC-TF is based on key points from various modules developed by development partners on gender mainstreaming and was put together through close collaboration with various ministries including MoE and the Ministry of Finance. The Module is intended for technical teams or facilitators and provides a step-by-step guide on the ‘what and how’ to mainstream gender to achieve better gender equality in general and in education programs. Topics include: Introduction to gender and gender mainstreaming in development; Gender responsive planning and budgeting; Gender data and indicators; Gender analysis modules; Steps to mainstream gender; and Action plans. The approach combines large and small group discussions, as well as simulations and reflection. The module contains unit plans, power point presentations, worksheets as well as reading materials. The module can be accessed through http://dbecplp.go.id/bec/modules/gender

Narrowing the gender gap in student performance: DBE2

A series of innovative active learning approaches introduced through in-service teacher training programs under USASID’s Decentralized Basic Education 2 (DBE 2) has shown positive impacts in improving student performance and reducing performance gaps between boy and girl students. Teachers learn various strategies for optimizing students’ abilities to understand lesson content. Activities include the use of cooperative learning techniques and tactics that accommodate gender differences. Active learning approaches emphasize giving students the opportunity to learn from real and direct exposure, such as in measuring objects, or building a model.

Students are encouraged to actively apply their knowledge, immerse themselves in new concepts and brainstorm ideas. By providing both boy and girl students equal opportunities to participate, teachers have been able to equitably increase students’ learning.

Annual post-test results show a continuing trend in the narrowing of differences in Math performance between boys and girls. From 2007 to 2009, the gender gap decreased from 6 percentage points to 3 percentage points in Grade 6 schools, and again from 3 points to 1 point from 2009 to 2010. This reduction in gender differences was maintained alongside increases in the overall percentage of students meeting or exceeding competency in Grade 6 Math, in contrast to Control schools, which remained relatively unchanged from 2007 to 2010.

This suggests that DBE 2 teaching strategies applied to the whole class are not only effective in improving learning in Math but in reducing learning differences between gender groups as well.

Australia supports new schools with a gender perspective

For the last five years the Australia Indonesia Basic Education Program (AIBEP or BEP) has provided support to the enhanced gender equality of Indonesian girls and women in accessing and participating in all aspects of the education system. This included assisting the Ministry of National Education with the development of National Education Ministerial Regulation No. 84/2008 on Gender Mainstreaming.

Through AIBEP’s Whole School and Whole District Development (WSWD) workshops delivered to 12,000 representatives from 2,074 schools constructed under AIBEP and over 3,000 representatives from 20 provinces, based on the results of the 2009 annual BEP school survey, 80% of the BEP schools now have Gender Mainstreaming policies in their School Development Plans and 80% of the districts where BEP schools are located now have Gender Mainstreaming policies in their District Sector Development Plans. These stress the importance of non discriminatory practices in the classroom and in leadership and the need to promote the further education of girls beyond junior secondary level. In the BEP constructed schools close to 90% of all Grade 9 graduates continue their education to senior secondary level, with no difference between girls and boys in that transition.

Findings from recent Quality of Education in Madrasah study

According to a recent study of 150 randomly selected Madrasah Tsanawiyah (junior secondary) schools in east, west and central Indonesia, there are some gender differences in achievement which are common across many countries: girls performed better than boys in the language tests (English and Bahasa Indonesia), and boys performed better than girls on Science. There was no gender difference in Maths performance. The study recommends that special efforts be made to support improvements in English for boys.

Overall, there was little difference in the students’ attitude to their school life, though girls were slightly more positive than boys about the relevance of their school studies to their future. 52.6% of Madrasah Tsanawiyah teachers are men, and 46.8% female, which is similar to the proportion in MOE-Managed schools.

This study was conducted at the request of the Ministry of Religious Affairs/ Director General for Islamic Education, by the Australian Council for Education Research, Universitas Pendidikan Indonesia, the Basic Education Capacity Trust Fund, and supported by AusAID, the Royal Netherlands Government and the European Commission. The report and brief are available at www.worldbank.org/id/education

The third Millennium Development Goal is to Promote Gender Equality and Empower Women, eliminating gender disparity in primary and secondary education, preferably by 2015, and at all levels of education no later than 2030.

The indicators used in the Gender-related Development Index (GDI) are the same as those used in the Human Development Index. The difference is that the GDI uses gender segregated data, so shows inequality in achievement between women and men.

The literacy rate among over 15-year-olds is 92.58% (BPS 2009). However, there are still disparities by gender and region (urban versus rural). There is a wide gap between men and women in rural areas, with a 93.44% literacy rate among men and 85.62% for women.

According to UNDP 2010 report, Indonesia’s GII (Gender Inequality Index which uses slightly different indicators from GDI) performance ranked 100th out of 188 countries. This performance is below Indonesia’s neighbors: Singapore (rank 10), Malaysia (50), Vietnam (18), Thailand (69), the Philippines (78), Laos (98) and Cambodia (95).