



"Sarah"

Anushka Virahsawmy



CHAPTER 3

Education and training

Article 14



Snenkhosi and Tanele, students from Mbabane Central High School, Swaziland at the Gender Links office doing their school research on gender issues.

Photo by Thandokuhle Dlamini

KEY POINTS

- Education is one of the better performance areas among SADC member states, but this varies between countries. Less than half of the 15 SADC states have achieved the gender parity targets at each of the three levels - primary, secondary and tertiary.
- This September member states of the United Nations will adopt the Sustainable Development Goals (SDGs) with a new education framework that aims to address the unfinished business of the Millennium Development Goals (MDGs) that included low literacy rates for women.
- While girls outperform boys at schools in the SADC region, gender based violence and unconducive learning environments continue to keep girls away from school especially in marginalised communities.
- The large gap between the regional average Southern Africa Gender and Development Index (SGDI) of 94% compared to the regional Citizen Score Card (CSC) score of 68% is a telling indicator of the gap between quantitative and qualitative achievements in the education sector.
- The Protocol Post-2015 provisions on education will be inspired by Goal 4 of the SDGs and Africa's Agenda 2063 which looks at education beyond the classroom with an emphasis on students acquiring life skills that respond to current job trends.

Education and training trends table 2009-2015

Target for 2015	Baseline (2009)	Target (2015)	Variance (Progress minus target)
Equal number of girls and boys enrolled in primary school in all 15 countries	5 countries (Lesotho, Namibia, Seychelles, Malawi and Tanzania)	6 Countries (Botswana, Madagascar, Seychelles, South Africa, Tanzania and Zimbabwe)	9 Countries (Lesotho, Malawi, Mauritius, Namibia, Zambia, Swaziland, Mozambique, Angola, DRC)
Equal number of girls and boys enrolled in secondary school in all 15 countries	7 countries (Lesotho, South Africa, Namibia, Botswana, Mauritius, Seychelles and Swaziland)	9 countries (Lesotho, South Africa, Malawi, Namibia, Mauritius, Madagascar, Seychelles, Swaziland, Zimbabwe)	5 countries (Tanzania, Zambia, Angola, Mozambique, DRC)
Equal number of women and men enrolled in tertiary school in all 15 countries	7 countries (Seychelles, Namibia, Mauritius, South Africa, Botswana, Zambia and Swaziland)	7 countries (Lesotho, Madagascar, Mauritius, Namibia, South Africa, Swaziland and Zambia)	6 countries (Angola, DRC, Malawi, Mozambique, Tanzania and Zimbabwe)
Scores			
CSC 100	65%	68%	32%
SGDI 100	n/a	94%	6%

One of the most important gains for gender equality and women's rights over the last 60 years has been the rapid increase in girls' education. Education, particularly at secondary level, is associated with a range of positive outcomes for women and girls, including greater awareness of their rights, greater participation in decision-making, reduced probability of early marriage and childbearing, and reduced likelihood of dying during childbirth.¹

For more than half a century the international community of nations has recognised education as a fundamental human right. In 2000 the Millennium Development Goals (MDGs) acknowledged education as an indispensable way for people to realise their capabilities, and prioritised the completion of a primary school cycle.² MDG 2 aimed at the achievement of universal primary education. Indicator 3.1 of MDG 3 (gender equality) focused on the ratio of girls to boys in primary, secondary, and tertiary education. Taking its lead from the global agenda, the SADC Gender Protocol (the Protocol) went beyond the MDG focus on equal enrolment. The Protocol called for the eradication of gender-based violence in educational institutions. It also challenged the existing stereotypes in education. With the stock take of the first round of the SADC Gender Protocol this August, education is the one area in which SADC countries can truly claim to have made

tremendous strides. However as the trends table shows numbers alone do not always tell the full story. Hidden within the statistics are the gaps between and within countries.

By the 2015 deadline only six out of 15 SADC countries have achieved 50% or more girls in primary education (Botswana, Madagascar, Seychelles, South Africa, Tanzania and Zimbabwe), up from five in 2009. This is an increase of one country over a five year period. Tanzania (52%) is the only country with a slight majority of girls in primary school. Most of the nine countries that fall short of gender parity only miss the mark by



Children at Lesotho's Khukhune primary school in Hololo, Lesotho.

Photo by Ntolo Lekau

¹ Progress of the world's women.

² Sustainable development begins with education(UNESCO).

a percentage point or two. DRC, with 46% girls in primary education, has consistently fallen in last place.

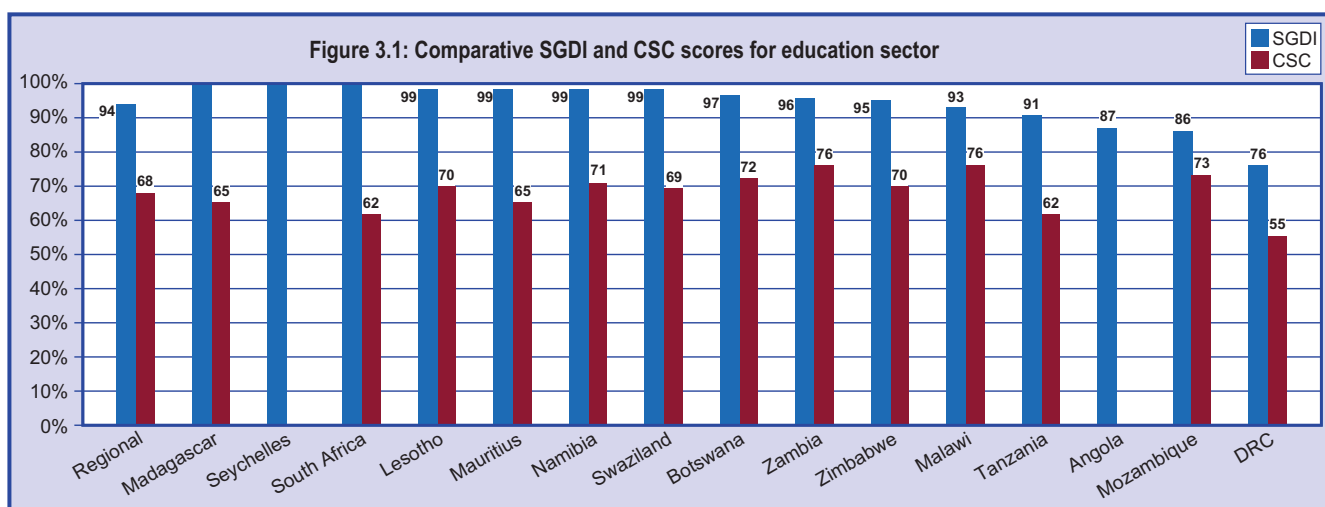
Nine countries (Lesotho, South Africa, Malawi, Namibia, Mauritius, Madagascar, Seychelles, Swaziland, Zimbabwe) have 50% or more young women in secondary school (up from seven in 2009). Lesotho, with 57% young women in secondary school, has consistently been the highest, and DRC, with just 36% young women in secondary school, is consistently lowest.

Seven countries, Lesotho, Madagascar, Mauritius, Namibia, South Africa, Swaziland and Zambia now have more young women than young men in tertiary education (up from seven in 2009). Mauritius (62% women at tertiary level) has the highest proportion of women at this level. The DRC, with 32% women at tertiary level, has the lowest proportion of women in tertiary education.

The SADC Gender and Development Index (SGDI) is a composite measure of the empirical data on primary,

secondary and tertiary education levels. It does not, however, cover aspects such as gender biases in curriculum; the gendered dimension of subject and career choices; school dropout rates; or gender violence in schools. The Citizen Score Card (CSC) analyses how citizens perceive progress on gender in education. It is not a quantitative measure, but it does take into account those areas not covered by the SGDI.

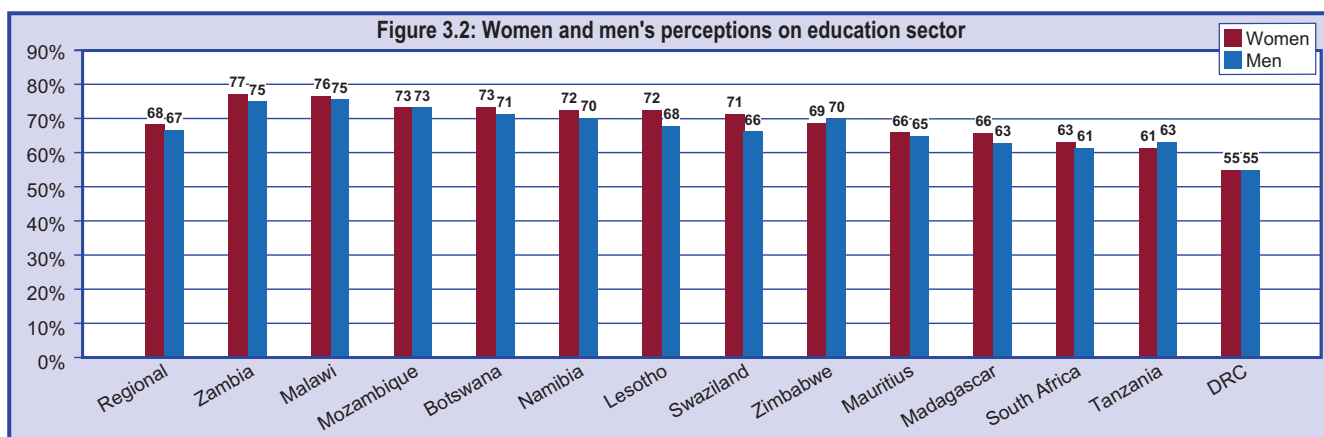
The regional average on the SGDI score has moved from 93% in 2012 to 94% in 2015. This demonstrates the success of efforts by SADC member states to reach the 2015 target of equal enrolment of boys and girls at all levels. This is the highest score achieved in any of the six sectors measured by the SGDI. These scores show that education is one of the region's success stories in terms of gender parity. While the SGDI has not moved much since 2011 the Citizen Score Card (CSC) has, in the past four years gained 13 percentage points from 55% in 2011 to 68% in 2015. This shows that citizen perspectives on education are generally more positive than in the past.



Source: Gender Links.

Figure 3.1 compares the SGDI and CSC scores. With the Protocol having reached its 2015 deadline ten member states - Madagascar, Seychelles, South Africa, Lesotho, Mauritius, Namibia, Swaziland, Botswana, Zambia and Zimbabwe - have attained an SGDI score of 95% and above. Madagascar, Seychelles and South Africa have achieved full marks. Four countries: Lesotho, Madagascar Swaziland and Namibia missed the full score by only one percentage point at 99%. Even the lower ranked countries are not too far away from top scores with only three countries achieving less than 90%. At 76% DRC is the lowest ranked. But this score is a significant improvement from 71% in 2011 to 76% in 2015.

At 68%, the CSC "perception" score is much lower than the SGDI. The difference between the SGDI average score and CSC in education (94% minus 68% or 16 percentage points) is the biggest gap between these two scores in any of the six sectors for which the scores can be compared (see Introduction). Citizens in all the 15 SADC countries gave lower scores compared to the SGDI. South Africa recorded the highest gap between the SGDI (100%) and the CSC (62%). Malawi and Zambia achieved the highest citizen score (76%), but this is much lower than the SGDI scores of 93% and 96% respectively. This reflects the less obvious gender gaps that still exist and need to be addressed in education in the Post-2015 discussions.



Source: Gender Links.

Figure 3.2 compares the perceptions of women and men on education across the region through sex disaggregation of the CSC. Overall, at 68%, women are slightly more positive than men (67%). Women in ten countries (Botswana, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, and Zambia) scored higher than men while in two countries (Tanzania and Zimbabwe) men gave a higher score than women. In DRC and Mozambique women and men gave the same score.³

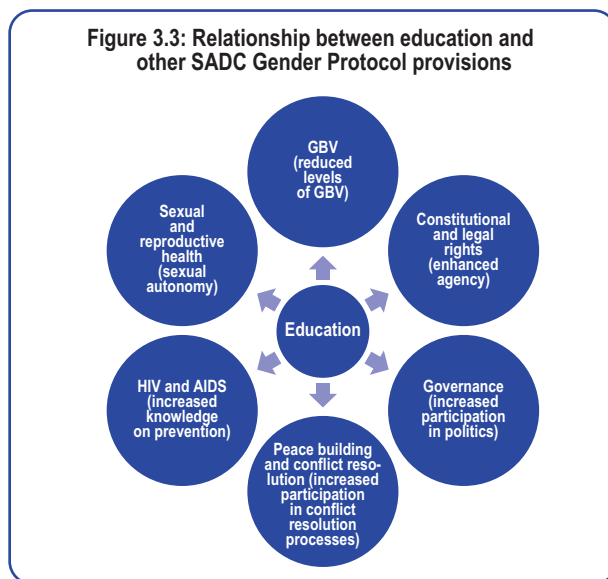
Background

Education can accelerate progress towards the achievement of each of the proposed sustainable development goals for 2015 and beyond in a multiplicity of ways. Not only is education a basic human right: it is vital for development. Education enables individuals, especially women, to live and aspire to healthy, meaningful, creative and resilient lives. It strengthens their voices in community, national and global affairs. It opens up new work opportunities and sources of social mobility. In short, the effects of education are significant across many development sectors. Education deserves to be a prominent cornerstone in the post - 2015 development framework.⁴

The lives of millions of girls worldwide have been moulded by multiple layers of disadvantage - formed by poverty, social-economic status, cultural attitudes and expectations, social norms, ethnicity and geographical location. Inequalities in access to secondary education can be especially prominent for girls from low-income and impoverished families as well as those living in isolated geographical areas and those who face pressure to drop out because of family obligations, early marriage, domestic work, discrimination, violence or disability.⁵

Although relatively brief, Article 14 of the Protocol, on Gender Equality in Education, is a cornerstone provision that covers equal access to all levels of education, challenging gender stereotypes in education and ensuring that institutions of learning remain free from gender violence.

Like most articles in the Protocol, education and training provisions were closely interlinked with other goals and targets. Assessing the region's progress towards commitments to enhance access to quality education for males and females, and remove gender stereotyping in curriculum, career choices, professions and budgetary allocations, was a yardstick of the likelihood of the other Protocol 2015 targets.



³ The Alliance was unable to get a CSC for Angola due to budgetary limitations.

⁴ UNESCO.2015 Sustainable development begins with education.

⁵ UNESCO.2012.Advocacy brief: Removing Gender Barriers to Literacy for Women and Girls in Asia and the Pacific. Bangkok: UNESCO.

Figure 3.3 illustrates how education also linked closely to other provisions, such as gender parity in decision-making and sexual and reproductive health. When education empowers women and girls, societies benefit at all levels. The benefits extend beyond improvements in economic development to areas such as public health. This chapter traces the gender successes and gaps in education from funding; literacy through to primary, secondary and tertiary education. It covers enrolment,

subject choices, safety in schools and several other gender dimensions to education.

Education funding

Five years after the baseline Barometer it is evident that the region has only partially met the education targets of the Protocol, the MDGs and the Education For All Dakar Framework (EFA) that recommended that 20% of government budgets go to education.

Table 3.1: Government expenditure on Education

Country	Percentage of GDP to education	Total percentage Government spending	Percentage Primary in government educational expenditure	Percentage Lower Secondary in government educational expenditure	Percentage Higher Secondary in government educational expenditure
Angola	2.7	4.4	31.4	n/a	n/a
Botswana	7.8	16.2	17.8	22.5	10.1
Lesotho	13.1	23.7	36	n/a	n/a
Madagascar	3.2	n/a	52.3	12.6	5.6
Malawi	5.7	14.7	34.6	21	9.4
Mozambique	5	21	57.7	18.6	10.6
Namibia	8.1	n/a	40.0	n/a	n/a
South Africa	6	19.2	42.5	n/a	n/a
Swaziland	7.4	15.9	47.2	24	11.5
Tanzania	6.8	27.5	67.6	9.3	n/a
Zambia	1.3	n/a	n/a	n/a	n/a
Zimbabwe	2.5	8.3	51.6	n/a	n/a

Source: All Children in school by 2015 Global initiative on out of school Children.

Table 3.1 shows that in Southern Africa:

- Only Lesotho (23.7%) and Tanzania (27.5%) have met the target of 20% budget to education, with South Africa (19.2%) coming close to reaching the target.
- Most countries devote the bulk of their budget to primary education, with Tanzania (67.6%) having the highest proportion of budget devoted to primary education.
- Figures on the proportion spent on secondary and tertiary education are scant.

Overall primary education is the main funding priority for most countries in the SADC region. This is consistent with human rights principles and with international targets such as the MDGs and EFA goals.⁶

Botswana: The government spent 30% of its annual budget on education and training during the Ninth Development Plan NDP 9. This has resulted in improved access and equity at all levels of the education system.

School enrolment levels remain high, and the enrolment of girls matches or exceeds that of boys at all levels, except science, technology, and vocational training. The net enrolment ratio at primary school level is 89.6%. The transition rate from primary to junior secondary level is 96.9% and estimated at 70% from junior secondary to senior secondary. Because of the government's decision to increase sponsorship of students in local tertiary institutions, the enrolment into tertiary education more than doubled from 20 011 in 2003/4 to 47 889 in 2008/9 (NDP 10).



Lesotho: The Ministry of Education has traditionally received most of the national budget allocation. Though it is not explicitly gender responsive, it benefits women and men's education by financing tertiary education, an area in which a high number of female students participate. There is no gender-disaggregated data available to indicate the number of women and men reached by the literacy

⁶ Global Initiative on Out of School Children East and Southern Africa report.

initiatives and/or the National Manpower Development Secretariat scholarships. However, given the higher number of women in tertiary education institutions, it is fair to conclude that women benefit most. This may be different in the private sector, as Letšeng Diamond Mining reports that females comprise 30% of their total grantees to date.



South Africa: Funding for education constituted 20% of the 2014 national budget, in line with United Nations Education Scientific and Cultural Organisation (UNESCO) standards. This currently represents the largest sector allocation in the country's budget and amounts to 6% of the Gross Domestic Product (GDP). Public spending on primary and secondary schooling represents 4% of the Gross National Product (GNP) which compares well with the average of 3.1% for developing countries and 2.9% in sub-Saharan Africa. (Department of Basic Education (DBE), 2012).



Zimbabwe: Like most countries in Southern Africa, has a large proportion of government education expenditure invested in primary education (51.6%). The total percentage of government spending on education is 8.3%, and the percentage of GDP to education is low at 2.5%. The Basic Education Assistance Module (BEAM) is a social safety net for assisting vulnerable children's access to education. BEAM's guiding principle is that 50% of the assisted students should be girls. In 2013, the programme assisted 456,003 children.

Beyond statistics



The future of schoolchildren in the SADC region depends on a strong Post-2015 development framework for education.

Photo by Ruben Covane

The focus on access and completion ignores what students actually learn. Among children who reach fourth grade, 250 million could be unable to read or write and the full scale of the crisis most likely underestimated.⁷ The measurement of learning outcomes among children and youth is limited and, relative to measurement of access, more difficult to assess at the global level. In many countries children leave school without having developed literacy and numeracy or other relevant skills.⁸

Analysis of the SGDI scores over the last five years shows that most of the countries in the region have made progress on access to education. The MDG era has taught us that access alone is not enough: attention needs to turn to quality of education and retention at all levels of girl students. Critics feel that implementation of the current education framework has limited the focus to access, thus directing attention away from quality learning outcomes.

In April 2015 the Africa Union unveiled Agenda 2063, a blueprint for the continent's development agenda for the next five decades, which among other things recognises the importance of education for the benefit of society. The document guarantees the development, rewarding and protection of the talent of the African child and youth as well as full access to education, training, skills and technology.

Quality of education is vital for economic growth. Spending more time in school, while important, is not enough. Children need to be learning. Some analysts have suggested that a proof of the economic effect of education would require measures of quality and learning outcomes. Countries need to monitor their students' learning over a sufficiently long period in order to assess the effects of education and quality on economic growth.⁹ As stated by the Africa Progress Panel, "Many of the children in schools are receiving an education of such abysmal quality that they are learning very little."¹⁰

A child's first social and cultural influences come from their parents, teachers, peers and others. This is the beginning of the process of learning the languages, norms, gestures, beliefs and culture of the world in which one is born, as well as the roles one is expected to play in life. Challenging gender stereotypes along this path, in accordance with the Protocol, can translate into a greater range of options for girls and boys.

⁷ UNESCO (2012a).

⁸ UNESCO (2012a).

⁹ Sustainable development. UNESCO 2015.

¹⁰ Africa Progress Panel, 'A Twin Education Crisis is Holding Back Africa', Policy Paper, September 2012, p. 4; available from <http://africaprogresspanel.org/en/publications/policy-papers/a-twin-education-crisis-is-holding-back-africa>. The panel is chaired by Kofi Annan and consists of 10 individuals from the private and public sectors who advocate for shared responsibility between African leaders and their international partners to promote equitable and sustainable development.

Across the region, gender violence is rampant in learning institutions. Simply put, schools have historically not been safe spaces for women and girls. Much of the violence involves rape or abuse of girls by male teachers or peers. Intimidation, hitting, coercion into sex acts, emotional and verbal abuse are

prevalent. Many SADC countries have policies in place to address this issue, but these lack enforcement. There is a growing awareness among educators, government ministries, non-governmental organisations and civil society organisations about the need to make all learning environments safe.

Table 3.2: Access and enrolment in education

	Angola		Botswana		DRC		Lesotho		Madagascar		Malawi		Mauritius		Mozambique		Namibia		Seychelles		South Africa		Swaziland		Tanzania		Zambia		Zimbabwe		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Literacy	59	83	86	85	57	77	85	66	62	67	51	72	87	91	36	67	78	74	92	91	92	94	86	88	61	75	52	72	94	96	
Enrolment																															
Primary school	46	54	51	49	46	54	49	51	50	50	49	51	49	51	47	53	49	51	50	50	50	50	48	52	52	48	49	51	50	50	
Secondary school	44	56	52	48	36	64	57	43	50	50	54	46	52	48	44	56	53	47	50	50	55	45	50	50	46	54	45	55	50	50	
Tertiary level	40	60	53	47	32	68	59	41	50	50	40	60	61	39	38	62	53	47	n/a	n/a	58	42	51	49	40	60	52	48	42	58	
Vocational and technical			39	61	61	39	52	48	38	62	35	65	24	76	31	69	69	31					54	46	45	55			36	64	

Source: Angola: http://www.unicef.org/infobycountry/angola_statistics.html 22/07/09 (access and enrolment only); Botswana: CSO 2003 / 2006 (access and enrolment), CSO 2006 (university faculties); DRC: Annual statistics of primary, secondary, professional and informal education for the school years 2006-2007 and 2007 to 2008; Lesotho: Ministry of Education Statistics Bulletin 2006. National University of Lesotho Student Records for 2008/2009 academic year. The Human Development Report 2007/2008 gives adult literacy of 90.3% for females, and 73.7% for males (access and enrolment), Ministry of Education, 2009 (university faculties); Madagascar: Ministry of National Education, *Annuaire statistique 2006-2007, 2007-2008* (access and enrolment), MEN Statistical Yearbook 2007-2008 (school administration); Malawi: Government of Malawi (2008) Education Management System, Department of Education Planning, Education Management Information System; Mauritius: CSO 2008; Mozambique: NA; Namibia: Ministry of Basic Education, Sports and Culture 2002 (Ministry Education 2008 (access and enrolment), Education stats 2008 (school administration); South Africa: Education Statistics in SA 2007 (access and enrolment), NA (school administration); Seychelles: Ministry of Education, 2009; 2010 & NSB, 2010. Swaziland: CSO/EMIS 2007 (access and enrolment), Teaching Service Commission 2009 (school administration); Tanzania: *Wizara Ya Fedha na Uchumi, Halli ya Uchumi wa Taifa katika mwaka 2008, (219-222) Year June 2009* and Ministry of Education and Vocational Training, *Basic Education Statistics in Tanzania (BEST)2004-2008, National Data, June 2008*; Zambia: *Year Education Statistical Bulletin - 2008, ZDHS 2007*. Zimbabwe: EMIS Report Year 2006 and Census report 2002 (Statistics only available in terms of percentages) (access and enrolment), EMIS Year 2006 (school administration) and OSSREA(2000): *The Global Gender Gap report 2013* http://www.ossrea.net/index.php?option=com_content&view=article&id=350. All figures cross checked with UN.

Enrolment and retention



The Protocol calls upon state parties to enact laws that promote equal access to, and retention in, primary, secondary, tertiary, vocational and non-formal education.

The Protocol highlights factors that promote enrolment and retention of girls and boys in school. It also recognises that formal education is not the only type of training that can benefit girls and women; vocational and non-formal approaches have their place in preparing women and girls for economic opportunities.

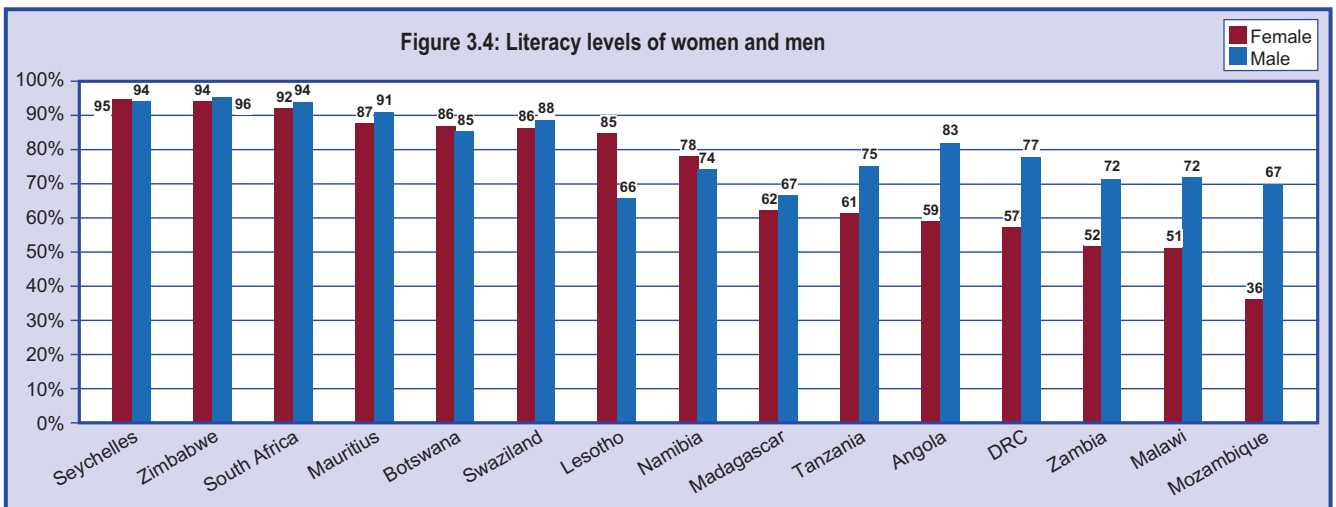
Factors related to school presence can be categorised into internal and external factors. The internal factors include cost of school requirements, poor teaching, poor learning environment, overcrowded classes, gender-insensitive schools and curriculum, insecurity at and out of school, insensitivity to children with special needs, harassment/corporal punishment, and lack of appropriate sanitation facilities.

External factors include early marriages and pregnancy, initiation rites requiring girls to be out of school for extended periods, child labour, security concerns, stigma (special needs and ultra-poor children), cultural practices and beliefs that attach low value to education, and poverty. At different levels of schooling, and in various countries, all of these factors affect enrolment and retention in various ways.

Literacy

The MDG goal of halving global illiteracy rates by 2015 has largely been missed. Some positive trends reflect more schooled populations entering adulthood¹¹ rather than the success of adult literacy campaigns.

¹¹ Education for All 2000-2015 Achievements and challenges.

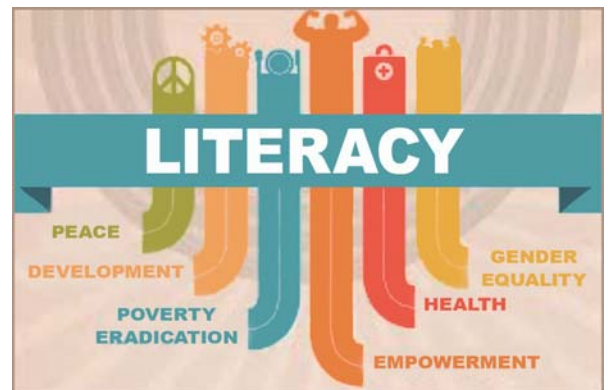


Source: GL and country sources listed in Table 3.1.

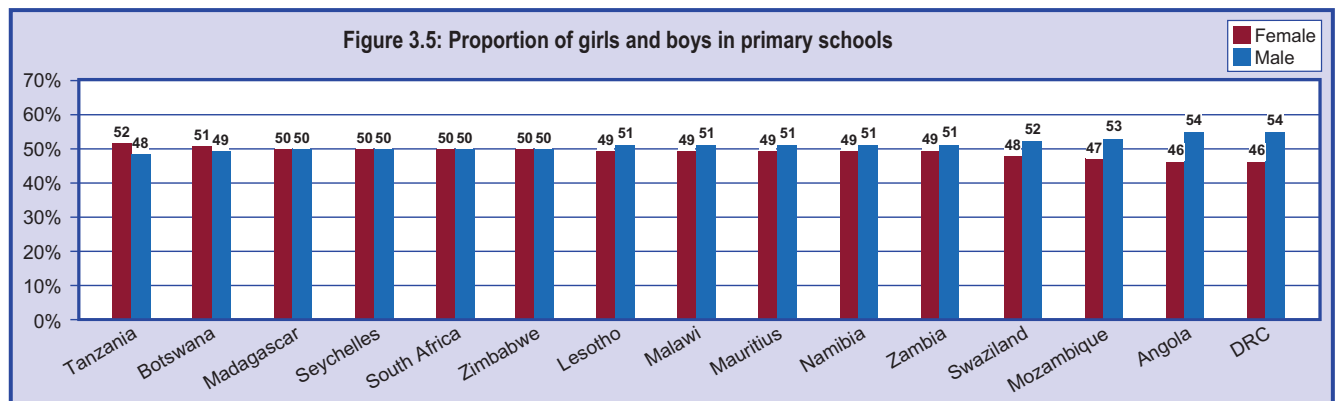
SADC countries have made progress in closing the gap between literacy levels for men and women. Figure 3.4 shows that Botswana, Lesotho, Namibia and Seychelles have higher literacy levels among women compared to men. Five countries (Madagascar, Mauritius, South Africa, Swaziland and Zimbabwe) have a percentage point difference of five or less between the literacy levels of women and men. Seychelles, Zimbabwe and South Africa have the highest literacy levels overall. But six countries still register serious gender gaps in terms of literacy levels for men and women: Angola, DRC, Malawi, Mozambique, Tanzania and Zambia have huge disparities ranging from 14 percentage points in Angola to 31 percentage points in Mozambique.

Primary school

Universal primary education provides the foundation for societal progress and has been linked to better health and well-being outcomes.¹² The ratio of girls



to boys enrolled in primary school continues to improve in many African countries. Of the 49 African countries with data, 18 have achieved gender parity at the primary level of education. Parity figures, however, deteriorate at the secondary and tertiary levels. Thus, the transition of girls and boys between different levels of education requires urgent attention.¹³



Source: GL and country sources listed in Table 3.1 and 3.2.

¹² Progress of Children 2015.

¹³ Africa 2014 MDG report.

Gender parity has been achieved in primary schools in most, but not all, SADC countries: With both the Protocol and MDGs having reached their 2015 deadline, primary education enrolment is the region's (and Africa's) greatest success story. Tanzania and Botswana are the two countries in the region that have more girls than boys enrolled in primary school. But most SADC countries now have roughly equal numbers of boys and girls at primary schools. Botswana, Madagascar, Seychelles, South Africa and Zimbabwe have all reached parity and met MDG 2 of achieving universal primary education by 2015. DRC, Angola and Mozambique still register the widest gaps, with girls still comprising less than 50% of primary school-goers in classrooms. In all three countries there is a close correlation between these gaps and post-conflict conditions. The conflict in DRC continues to affect girl's participation in education.

Free for all, but not all for free

Free and compulsory primary education has been introduced in many countries, imposing stress on educational facilities (classrooms, facilities and teachers), affecting the quality of education and raising dropout rates. However, if more resources can be allocated to primary and secondary education, stronger governance of school systems, better teaching and curricula, and current educational reforms, the continent will be able to consolidate its progress.¹⁴ Only five countries in the region (Namibia, Swaziland and Malawi, Tanzania and Zambia) have laws and policies that make primary education free and compulsory.



In **Malawi**, the abolition of education levies contributed to bringing more girls than boys to school and reducing the gender gap in primary education.

The implementation of a similar policy in Lesotho facilitated a significant influx of overage boys into the educational system, which had been difficult to achieve in the past decades. African governments have also mandated and enforced participation in schooling through compulsory education laws. Universal education laws can now be found in most African states. Such laws, usually combined with large infrastructure and human resource investments to enhance service delivery, have brought more children into school, not only in Africa, but across the world. (World Bank, 2012b; UNESCO, 2014).

One of the lessons to come out of the MDG era is that policies on compulsory free education alone, are not

enough. Despite efforts by some Southern African states to make primary education free and compulsory, the cost of learning materials still makes schooling out of reach for the most disadvantaged communities. Innovative funding and management mechanisms are therefore required to remove the challenges in access.¹⁵



In **Lesotho** the Ministry introduced a free primary education policy and the 2010 Education Act No. 7, enforcing the right to education and making it free and compulsory for children to go to school. This has allowed even marginalised children like herd boys to access basic education. Notably, the education sector continues to experience implementation challenges emanating from inter alia, poor quality of education, and low pass rates at the basic education level, as well as limited infrastructure to absorb new entrants into the education system at different levels.¹⁶



Swaziland has a policy of free education at primary school, from the first grade, in public schools although in practice not everyone manages to access this facility. Though Swaziland has a policy of free education, the challenge for most poor families, orphans and vulnerable children is the top-up fees - a requirement at most schools. The education ministry does not see the need for top-up fees and it is essential that the issue is addressed urgently before significant numbers of children are affected. This issue has been discussed at length between the head teachers and the ministry but a stalemate has been reached because head teachers insist on charging the extra fees.

Good policy spurs rapid educational advances

Countries have their own slightly different, but ultimately similar, ways of encouraging education. Some, like Namibia, have enshrined compulsory education in their Constitution and have established educational policies and programmes to enforce compulsory primary education. Mauritius imposes penalties on parents who do not send their children to primary school. Seychelles has eliminated all forms of educational discrimination (including against disabled people). Increased budgetary allocations, a primary education development plan and capitation grants are driving progress in Tanzania. In short, a good policy environment can create momentum for rapid progress.

Source: UNDP-RBA (2010)

¹⁴ Africa Millennium Development Goals report 2012.

¹⁵ Africa 2014 MDG report.

¹⁶ Lesotho Minister of Finance L.Ketso's 2013/14 Budget Speech.

Not all children are in school

The poorest girls remain the least likely to enrol. Understanding the patterns behind gender differences in school enrolment is important, particularly in countries still struggling to increase enrolment overall. Do children enter school and then drop out? Do they fail to enrol in the first place? About 43% of the world's out-of-school children will never go to school. Considerable gender disparity exists: 48% of girls are likely never to enrol, compared with 37% of boys. Although the gender gap has narrowed, many countries do not provide equal access to education for girls. Girls accounted for 53% of the 61 million children of primary school age not enrolled in school in 2010. In 2013, they accounted for 49% of the 57 million children out of school.¹⁷ In surveys of 30 countries with more than 100,000 out-of-school children, more girls (28%) had not enrolled than boys (25%).¹⁸



South Africa spends a larger share of its gross domestic product on education than any other country in Africa. Photo by UNICEF

Several factors account for low completion rates in primary school. Sabates et al. (2010) classifies them into three groups: individual factors such as poor health or malnutrition status of pupils; household situation (including child labour and poverty); and school factors such as teacher absenteeism, school location and poor educational provision. The study found that lawmakers need to design and implement policies and programmes that encourage pupils to stay in school in order to improve their primary completion rate. More effort is needed to keep girls in school because educating girls produces many socio-economic gains that benefit all of society. These include greater economic productivity, higher family incomes, delayed marriages, reduced fertility, and improved health and survival rates for infants and children. Still, more girls drop out of school than boys, leading to lower primary school completion numbers among girls.¹⁹

¹⁷ UNESCO (2013c).

¹⁸ Education for all 2000-2015 Achievements and Challenges.

¹⁹ Global Initiative on out of School Children.

²⁰ Source: UNICEF (2010), 'In Angola, child-friendly schools bring new life to primary education' - http://www.unicef.org/infobycountry/angola_53656.html

²¹ Education for All 2015.



According to recent data released in a policy paper by UNESCO, **Tanzania** had more than a million out of school children by the end of

2013. **DRC** is also cited in the policy paper as having a large number of out of school children though precise data could not be obtained.



Disparities remain between enrolment in rural and urban areas:

Household data from 42 countries show that rural girls are more likely to be out of school than rural boys, and they are twice as likely to be out of school as urban girls. In rural areas, there is often a greater prevalence of social and cultural barriers, labour requirements and distance "penalties," that keep girls out of school. Evidence indicates that rural girls are less likely to attend secondary school than rural boys, and they are far less likely to attend than urban girls. (World Bank 2012)

Post-conflict countries face particular challenges around education:

Enrolment in post-conflict countries such as Angola and the DRC is still low. Challenges faced by Angolan schoolchildren include crowded classes and poor learning conditions. Many schools have no access to water and sanitation, meaning that girls often drop out after the onset of menstruation. Less than 60% of primary school-aged boys and girls attend primary school, and many children repeat classes - leading to more overcrowding.²⁰

Disability is strongly linked with poverty and marginalisation.

Children with disabilities are among the world's most marginalised, excluded populations. A multisector approach is crucial for assessing and addressing disability in children. Addressing this issue early helps children and their families improve their potential life outcomes. Disabled children are a significant proportion of those marginalised, so to reach a large number of marginalised children, policies must effectively target children with disabilities and the multitude of contexts in which they live.²¹

The earlier disability is diagnosed, the better for children and their families. Early childhood services provided by multiple sectors can be crucial for reaching children early and comprehensively. Children with disabilities are often kept at home, without access to opportunities other children might have. Home visiting programmes can reach these children when other types of services might not. They also have the important role of educating and supporting parents in positive interaction and supporting children's development in their first learning and care environment, the household.

Mauritius: *Lizie dan la main*



Lizie dan la main caters for visually impaired children and youth (blind and partially sighted), especially in terms of education to help them become independent individuals. The Association is a leading organisation in fighting for the welfare and care of the visually handicapped in Mauritius.



Lizie da la main aspires to give disabled student an opportunity to participate in all levels of education including tertiary education.
Photo by Davina Sholay

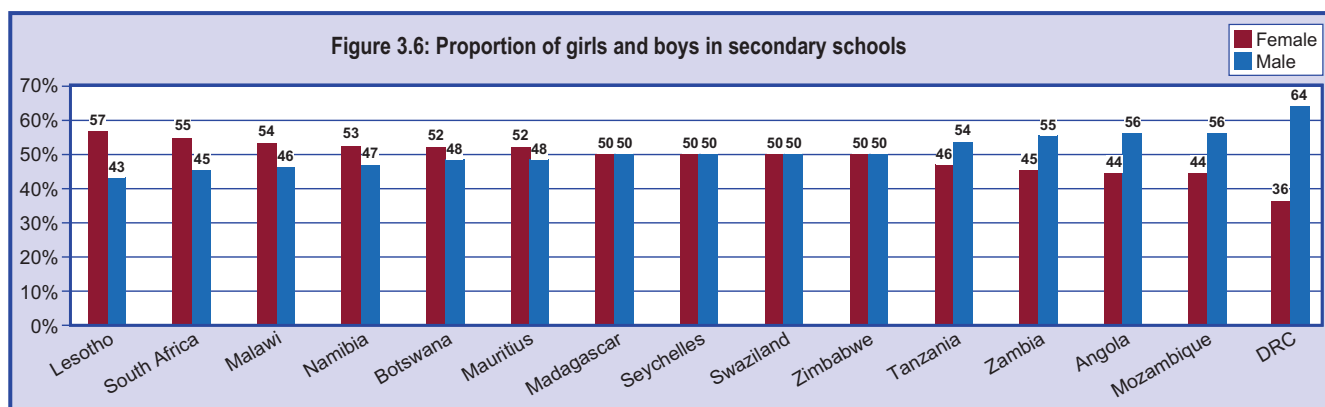
Visually impaired children are unable to cope at mainstream schools as they need special attention and equipment to facilitate their learning process. They learn mainly through dramatisation and this requires special materials. For the programme to be effective the students need to be integrated in a school set up at an early stage from pre-primary level to ensure that they are able to learn the basics such as alphabets, numbers, and identification of objects, participate in group activities adapted to their needs. This helps to prepare the students for primary level and ultimately to participate in National exams for the Certificate of Primary Education (CPE).

Furthermore, they are also taught skills on how to deal with their emotions with the help of a psychologist. The psychologist conducts psychotherapy with the beneficiaries to ensure that appropriate treatment is provided and the psychological problems of these children are addressed carefully.

Orientation and mobility training helps a blind or visually impaired person to know where to go and how to get there (mobility). Orientation and mobility skills should begin to be developed in infancy starting with basic body awareness and movement, and continuing on into adulthood as the individual learns skills that allow him to navigate his world efficiently, effectively, and safely. The visually impaired students are trained how to become independent, perform their daily tasks by themselves, how to move from one place to another and are taught how to walk with the help of the white cane. The adult beneficiaries are taught basketry and jewellery. Trained educators impart IT skills using specialised software such as JAWS (Vocal synthesizer) and Zoomtext (enlarging text). The visually impaired persons, parents and educators are also taught how to read and write Braille, a series of raised dots that can be read with the fingers by people who are blind or unable to read printed material.

Two children from the association participated in the Certificate of Primary Education (CPE) exams in 2013. One child has written Standard 5 exams, five are in Standard 4, three are currently enrolled at Secondary schools (mainstream) and one student is heading to Canada for tertiary education to study Psychology after having brilliantly succeeded in their Higher School Certificate exams. Eight are enrolled at the pre-vocational section.

Secondary school



Source: Gender Links and country sources listed in Table 3.1 and 3.2.

Most SADC countries now have more girls than boys or have reached gender parity at secondary school level: SADC countries differ from their counterparts in the rest of Africa in that the gender gap at secondary school level is rapidly narrowing. Indeed, six countries have more girls than boys at this level; four have reached parity and only five have less girls than boys at secondary school level. Lesotho has a considerably higher proportion of girls than boys in secondary school (57% girls) because so many boys in that country leave school to herd cattle. Malawi, Mauritius, Namibia and South Africa have slightly more girls than boys, which is consistent with demographics. Madagascar, Seychelles, Swaziland and Zimbabwe have an equal number of girls and boys in secondary school.

But in some countries, there is still a worrying gender gap in favour of boys: Girls constitute only 36% of secondary school learners in the DRC and 46% in Tanzania. Mozambique and Angola have 44%. In Tanzania and Zambia, girls constitute 45% of those enrolled in secondary school. It is concerning that these figures have failed to improve over the years.

Free education at secondary level is rare: A contributing factor is that free and compulsory education is rarer at secondary level than at primary level. Secondary level education is free in DRC and Seychelles, and but it is not free in Lesotho, Malawi, Mozambique, Swaziland, or Zimbabwe. It is not compulsory in any SADC country. In many countries, there remain insufficient secondary school places for both boys and girls and both sexes drop out at alarming rates.



Teenage pregnancy is a key driver of high dropout rates for girls in Southern Africa. Photo: Google Images

A gender perspective provides insight as to why secondary school dropout rates remain high: Boys in the SADC region face greater pressure to earn an income; for girls, family responsibilities and social stereotypes that undervalue girls' education contribute to high dropout rates. Family members encourage, or force, many young women to marry early, or if not, care for their parents and siblings. This is especially so in the era of HIV and AIDS.

High rates of teenage pregnancy persist in the SADC region: This is also a key driver of high dropout rates for girls. Roughly, one-third of all young women become pregnant by the age of 16 and the burden of care usually falls to the girl. SADC lawmakers have introduced a variety of policies to tackle the problem of dropout rates among female learners.



Botswana: The country's Pregnancy Policy aims to reintegrate young girls who become pregnant back into the education system. Organisations such as the Young Women's Christian Association provide services to teen mothers. A significant number of young women do not fulfil their educational potential due to teenage pregnancies. Some 1054 cases of pregnancy accounted for 31.7% of all learners who dropped out of secondary school. In primary school, a further 115 reported cases of pregnancy resulted in 2.9% of girls dropping out. In addition, in remote, poor rural areas livelihood and cultural factors may lead children to drop out, such as seasonal harvesting and planting, migratory patterns and language barriers (Botswana MDG 2010 report).

Namibia: Girls mostly drop out of school due to pregnancy. In October 2009, cabinet approved a policy on prevention and management of learner pregnancy. It allows the learner to stay in school until four weeks before birth, provided she is healthy. She can return to school upon giving birth provided there is a care plan for mother and baby.



Zimbabwe: Lawmakers introduced a policy in 1997 that grants leave to girls who fall pregnant; provides for their re-enrolment after delivery; and grants the same leave for the duration of the pregnancy to school boys responsible for the pregnancy.²² Authorities provide counselling for the affected school children and their parents. However, the government admits that the policy has not prevented girls from deciding not to return to school.²³ Any pregnant student is allowed to attend school, including after delivery.

²² Combined Report of the Republic of Zimbabwe in terms of the Convention on the Elimination of All Forms of Discrimination against Women 2009
²³ Girls may transfer to other schools because of stigma or they fail to go back to school due to the demands of motherhood. Combined Report of the Republic of Zimbabwe in terms of the Convention on the Elimination of All Forms of Discrimination against Women 2009.

South Africa: The Harmony case: Protecting the rights of pregnant learners



In an important victory for gender equality, two South African NGOs have worked with education authorities to ensure that pregnant learners have the chance to be readmitted into class.

Education Equality (EE) and the Education Equality Law Centre became involved in a case at the Constitutional Court in March 2013 concerning the learner pregnancy policies of two Free State schools: Harmony and Welkom High.

At Harmony High, a 17-year-old learner who had given birth in July 2010 had been instructed to leave school unless she could produce a medical certificate proving that she had not given birth. At Welkom High, the School Governing Body (SGB) suspended a pregnant learner for a year, without considering her grade, age or baby's due date. In response to complaints submitted by the parents of the two learners, the Free State Head of Department (HOD) instructed the principals to ignore their pregnancy policies and readmit the learners.

When both principals complied, their SGBs launched a High Court application to prevent the HOD from interfering with the implementation of school policies. Both the High Court and later the Supreme Court of Appeal delivered narrow and technical judgments in favour of the SGBs, ruling that the provincial HOD is essentially powerless in such matters. The Free State Education Department then appealed to the Constitutional Court, where officials allowed EE and the Centre for Child Law (CCL) to be admitted as *amici curiae* ("friends of the court").

Unlike the previous hearings, the case dealt with two separate but interconnected issues: whether, in these



Equal education march for better schools in South Africa. Photo courtesy of Equal Education

particular instances, the HOD's instructions had been unlawful, and whether the pregnancy policies themselves are constitutionally valid. EE argued that HODs do have the power to intervene because the Constitution obliges them to respect, protect and fulfil pregnant learners' rights to human dignity, to receive a basic education, and not to be subjected to unfair discrimination. EE also noted that the pregnancy policies discriminate on the basis of both gender and pregnancy, without taking into account the personal circumstances of the learners affected.

The Court ruled that although the actions of the Free State Education Department had been "entirely inappropriate and undermined the carefully constructed scheme of powers of the Schools Act," the schools' policies had nevertheless violated the pregnant learners' rights. Thus, the court ordered the two SGBs to revisit their pregnancy policies in consultation with the HOD by 10 October 2015. Both Welkom and Harmony readmitted the pregnant learners.

Source: Education Equality (South Africa)



Swaziland: Although Swaziland has virtually reached gender parity at all levels of education, more girls drop out of secondary school than boys. Studies have indicated that most girls drop out of school due to pregnancy, which can occur even at lower primary school. According to the *Annual Education Census Statistics Report of 2011*, pupils leave primary education for a variety of reasons, including family reasons (1496), absconding (1452) and pregnancy (122). High dropout rates at primary school level due to pregnancy is especially worrying because it means that girl children engage in unprotected sex as early as primary school, or that they have been sexually abused and exposed to early pregnancy and HIV infection.

Education rule Section 10 (5) reads: "In the event of a pupil falling pregnant with a child, the head may forthwith suspend such pupil from attending the school and forthwith report such suspension to the Director, who may take steps in regards thereto as he thinks fit."

The policy does not provide for reintegration of a girl pupil who falls pregnant. The gender bias of the language assumes male decision-makers. The rule places the immediate discipline of a pregnant child on the head teacher by permitting the head teacher to suspend the girl from attending school. According to the Ministry of Education, most teenage girls do not deliver their babies in hospitals. These girls face stigmatisation, ridicule and expulsion. Sometimes officials or family

members force them to drop out. Such marginalisation has also led to child abandonment. Sexual abuse of female students by male teachers is also prevalent.

A perceived need for cell phones, cash and fancy cars also fuels a “sugar daddy” syndrome. As a result, increasing numbers of girls have become involved in commercial sex work. Girls between ages 10 and 15 are also in demand as domestic workers, thus making it easier for them to be withdrawn from school. The Minister of Education recently announced that pregnant girls will be allowed to continue with their education, and informed head teachers not to expel them. But most Swazi people, including gender activists, do not support girls staying in school when they fall pregnant.



Zambia: A re-entry policy allows pupils who fall pregnant to return to school. However, the number re-admitted after dropping out due to pregnancy is shrinking. A review by the Ministry of Education in 2010 found that some educational providers have not been made aware of the re-entry policy. In some instances girls who returned after giving birth faced hostility from school administrators and fellow pupils. The review said that some argue the policy is counterproductive in that pupils get pregnant knowing they will be re-admitted (Ministry of Education, 2010).



Statistics from **Malawi** show fewer girls than boys in secondary school. Early marriage is a serious problem; most girls marry before reaching the end of secondary school. Earlier this year the government passed a law that revised the legal marriage to 18 years. On average, if recent trends continue, lower secondary school completion for all will be achieved in 2069 in sub-Saharan Africa, several decades after the target dates currently under discussion. Girls from the richest

fifth of the population will reach the target by 2051, but the projection for girls from the poorest fifth of families is currently 2111.²⁴

Sanitation

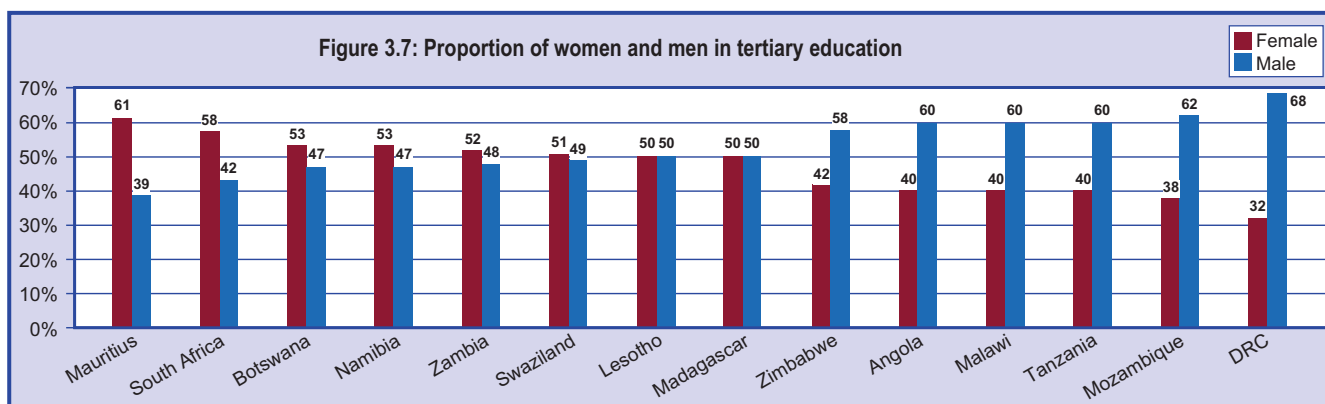
The Dakar Framework for Action highlights the provision of safe and separate sanitation facilities for girls as a key strategy in improving school attendance for girls and promoting more equitable school environments.²⁵ However most rural schools in the region languish in a neglected state. They lack basic services such as running water, sanitation facilities and electricity. Because of these poor conditions, many girl children skip school every month during menstruation.

Even for high income countries like South Africa, provision for separate sanitation facilities is still a challenge as a recent audit of the country's department of Education revealed that most schools do not have proper sanitation facilities. The audit cited schools in the Eastern Cape classified as mud - schools (consisting of mud and shacks with unreliable water supply) as the hardest hit.

A lack of clean, safe and segregated toilets is bound to discourage children, especially girls, from attending school regularly. Studies show that a safe, adequate water and sanitation facility in schools, coupled with hygiene education, reduces the incidence of diarrhoea and other waterborne diseases (UNICEF, 2009).

Tertiary level

Significant inequalities in tertiary education exist in the region in general, as well as in relation to areas of study, with women being overrepresented in the humanities and social sciences and significantly underrepresented in engineering, science and technology.²⁶



Source: GL and country sources listed in Table 3.1.

²⁴ Making equality a priority in Post-2015 Agenda.

²⁵ Education for All 2000-2015 Achievements and Challenges.

²⁶ Making education a priority in the Post-2015 Development Agenda.

Six countries have a higher proportion of women enrolled in tertiary education: Tertiary institutions in Mauritius, South Africa, Namibia, Botswana, Zambia and Swaziland have more women enrolled than men. With 61% women at the tertiary level, Mauritius has the highest proportion of women at tertiary level.

But there remain large gender gaps in other countries when it comes to women's enrolment in tertiary education: Substantial gender gaps exist in DRC - where women constitute 32% of the total - and in Mozambique (38%). Tanzania has gained four percentage points and joins Malawi and Angola at 40%. This is a serious concern considering university education is the likely path to leadership positions, whether in business, governance, media or any other sector.

Although progress on the 50/50 front at tertiary level is still patchy, tertiary female enrolment has grown almost twice as fast as men's over the last four decades in Africa, made possible by factors such as greater social mobility of girls and women, enhanced income potential and international pressure to narrow the gender gap. High national per capita income has a correlation with low gender disparity in secondary school, and women are more likely to pursue tertiary education in countries with relatively high incomes - and less likely to do so in low-income countries. However, women and men continue to be discouraged from enrolling in tertiary education in countries with few economic and job opportunities.²⁷

Quality of education

The Protocol went further than MDG 2 on enrolment and retention by going beyond just primary school education. It also specifically called for quality education. Numbers say very little about the quality of the learning environment and what is being taught or learned in classrooms. The inequalities that influence women's lives in broader society can often be compounded by policies, learning content, pedagogies, curriculum, textbooks instructional materials and learning environments once girls arrive at school.²⁸

Culture and tradition dictate that girls do more home chores than boys. The care work that society expects from girls, which has increased with the growth of HIV and AIDS, means girls spend less time on studies, therefore affecting their performance and attendance. Girls often become not only caregivers, but breadwinners for child-headed homes, especially where both parents have died from AIDS-related illnesses. This can translate into lower pass rates and girls not benefiting as much as they otherwise would from education.



Female students head home after a day of classes at the Lesotho College of Education. Women comprise almost three quarters of students at the college.
Photo courtesy of Lesotho College of Education

There is a widespread consensus that an emphasis on quality education should be a core priority of any Post-2015 education framework. The quality of education should be holistic, comprehensive, context-specific and inter-sectoral.²⁹ Quality of education depends on increasing the numbers of teachers and improving their training and deployment within education systems. Teacher's qualifications remain an important factor in ensuring quality in education. Many developing countries have high proportions of untrained or poorly trained teachers, often at secondary level. They may lack some of the basic competencies required, particularly in mathematics and sciences (UNESCO 2010).

Funding mechanisms

A lack of resources keeps many potential students out of tertiary education: Recognising this, institutions, governments, and civil society organisations have created funding mechanisms to assist learners. But it is unclear to what extent these have been equally accessible to both male and female students, or if they attempt to redress some of the imbalances.

Like quotas in politics, affirmative action in financial assistance for higher education is divisive: Some argue that students should receive support based on merit, not sex. Others note that setting targets and quotas will ensure that women enter into the tertiary system, which will in turn mean a greater pool of likely candidates when it comes to leadership positions in the world of work. This argument also proposes that

²⁷ Africa Millennium Development Goals Report 2012.

²⁸ UNESCO.

²⁹ Making Education a priority in the Post-2015 Development Agenda.

sometimes the multiple roles of girls, especially at secondary level, combined with biased education systems, means that girls may underperform, a situation that can be corrected with the proper support.

Most countries do not offer special conditions for girls, even though they remain disadvantaged: Angola, DRC, Lesotho, Mozambique, Namibia, Sey-

chelles, Swaziland, Tanzania and Zimbabwe offer equal opportunities for the economically disadvantaged based on performance. Meanwhile, Zambia has a bursary scheme for orphans and vulnerable children at secondary level. The grant for girls is 60% compared to 40% for boys. At university level the government covers 75% of the cost for both men and women.

Performance

Table 3.3: Pass rates in primary and secondary schools in selected SADC countries

	Primary		Secondary	
	% Boys/men	% Girls/women	% Boys/men	% Girls/women
Botswana ³⁰	63	76	69	80
Madagascar	59	62	80	79
Malawi	74	71	Not available	Not available
Mauritius	63	74	73	82
Mozambique	94	94	87	86
Seychelles	82	95	84	95
Swaziland	88	87	32	34

Source: GL with information from country reports 2012.

Table 3.3 gives the percentage pass rates at primary and secondary school in Southern African countries where these are available in seven Southern African countries. The figures in red highlight instances in which girls outperform boys. The table shows that in Botswana, Mauritius and Seychelles (all middle income countries) girls outperform boys. This is in keeping with trends in developed countries. In poorer countries, girls multiple roles continue to be a major factor in lower performance levels. Girls slightly outperform boys at secondary school levels in Swaziland, but the very low performance of both (32% and 34% pass rate for boys and girls respectively) is a cause for concern).

Botswana: Girls performed better in the Primary School Leaving Examination (PSLE) and Junior Certificate (JC) examinations, especially in terms of grade A, B and C. The statistics indicate insignificant difference between the results in 2011 and 2012. Gender analysis of the pass rates by subject indicates that the girls perform better across all subjects. The pattern is consistent with both the 2011 and 2012 results (BEC 2012).



South Africa: In 2012, the National School Council (NSC) found the overall national examination pass rate to be 73.9%. More females than males wrote the NSC examination in all provinces. However, in relative terms, the NSC found the national pass rate of male candidates (75.7%) to be higher than the national pass rate of female candidates (72.4%). A similar trend persists in all nine provinces. In all the provinces, more female than male candidates passed.

Tanzania: Variations in pass rates reflects differences in socio-economic realities. For example, in the 2008 examinations (PSLE), the highest pass rate was just below 74% in Dar es Salaam region, (the big city), while the lowest pass rate stood at 34% in Shinyanga (a poor, isolated region in western Tanzania). In addition, the pass rates varied between boys and girls with 82% versus 66% respectively in Dar- es- Salaam and 46% against 22% in Shinyanga (RAWG et al., 2009). Socio-economic status is closely linked to GBV, early pregnancy and early marriage. These in turn have a negative effect on enrolment, retention and performance in education.



³⁰ Grade a to C.

Challenging stereotypes



The Protocol requires that by 2015 state parties adopt and implement gender sensitive educational policies and programmes addressing gender stereotypes in education and gender-based violence.

Entrenched discriminatory social norms and attitudes to gender equality negatively affect girls' education and restrict the benefits of their improved access to education. These norms are reflected in practices such as early marriage, traditional seclusion practices, the favouring of boys in families' education investment and the gendered division of household labour (OECD, 2012d).

In many countries women and girls take on the bulk of domestic work (Lyon et al., 2013), including collecting firewood, hauling water and caring for younger siblings - all of which can limit children's ability to attend school (Dreibelbis et al., 2013; Keilland, 2015; Nankhuni and Findeis, 2004).

However, girls' domestic work is nearly invisible, unlikely to be reached by child labour laws, and receives little attention from policy-makers (UNESCO, 2008b). Gender stereotypes in education reflect in a variety of ways: the teaching profession, choice of subjects, and gender violence in schools, among others.

Table 3.4 provides data on women teachers in SADC countries, where this is available. The table highlights in red instances in which women constitute less than 50% of the total, and in blue where women constitute 50% or more. The analysis shows that:

- Women constitute the majority of the teachers at primary school, except in Angola, Malawi and Mozambique.
- The proportion of women teachers at secondary school tapers off, and is below 50% in four of the nine countries for which data could be obtained (Angola, Madagascar, Malawi and Mozambique). The highest proportion of women at secondary level is Mauritius (58%) and the lowest is Mozambique (18%).
- There is not a single country out of the eight SADC countries for which data is available in which women



Breaking gender stereotypes, girls and boys in Lesotho play soccer during their lunch break. Photo by Ntolo Lekau

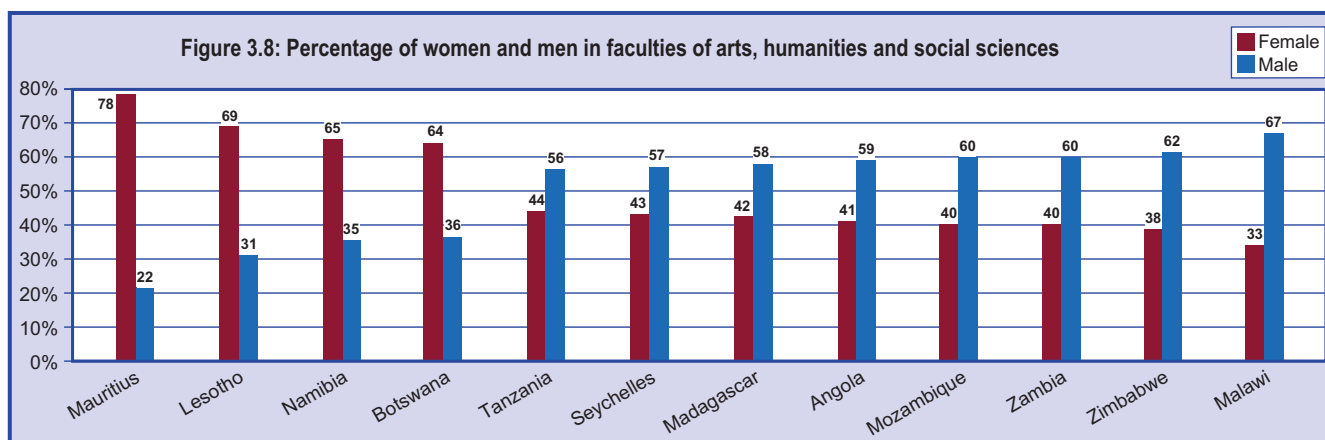
constitute the majority of teachers at tertiary level. The highest is Lesotho (47%) and lowest is Mozambique (21%).

Table 3.4: Representation of women in the teaching profession

	Primary	Secondary	Tertiary
Angola	40	30	29
Botswana	76	50	37
Lesotho	77	56	47
Madagascar	56	45	30
Malawi	40	27	30
Mauritius	70	58	n/a
Mozambique	39	18	21
Namibia	68	50	41
South Africa	77	55	n/a
Tanzania	50	n/a	24
Zambia	51	n/a	n/a

Source: The Global Gender Gap 2013.

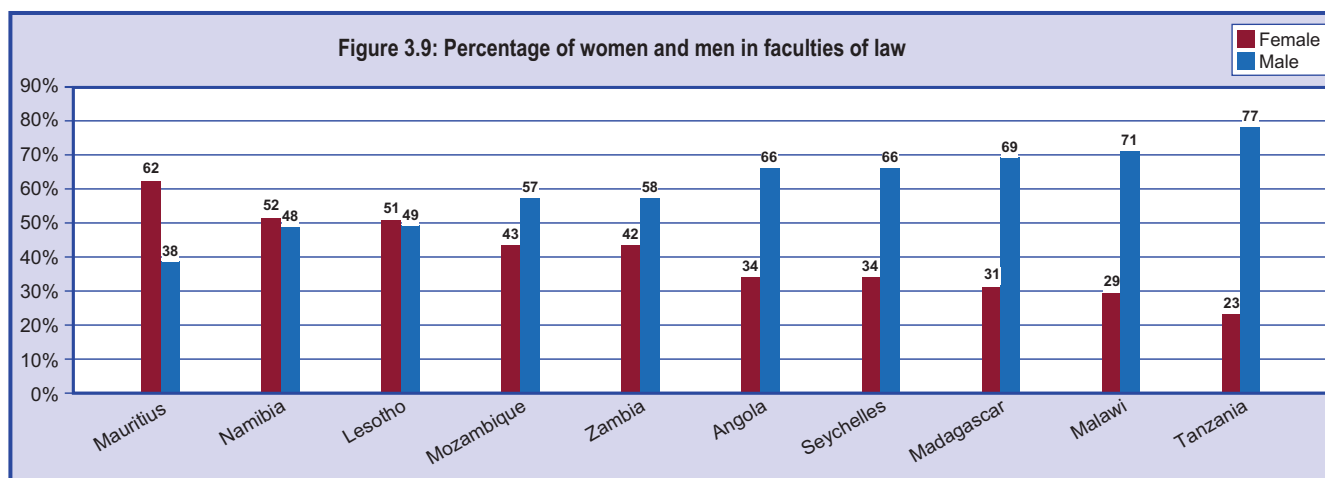
Gender biases in subjects at tertiary level



Source: GL and country sources listed in Table 3.1.

Women dominate in the arts, but not in all countries: In countries for which data could be obtained, and as reflected in Figure 3.8, women predominate in the arts, humanities and social sciences in many countries, but this is not universally the case. As illustrated, men form a majority in these faculties in Angola, Madagascar, Mozambique, Tanzania, Zambia and Zimbabwe.

Conversely, women remain less present within disciplines linked to science or law. As children, boys and girls learn that certain subjects are off limits to them. Consequently, as they grow up and pursue higher education and careers, these stereotypes continue. This also influences teachers and the subjects they feel they may have the authority to speak on. The cycle continues when teachers, as role models, pass on the very same stereotypes to their students.

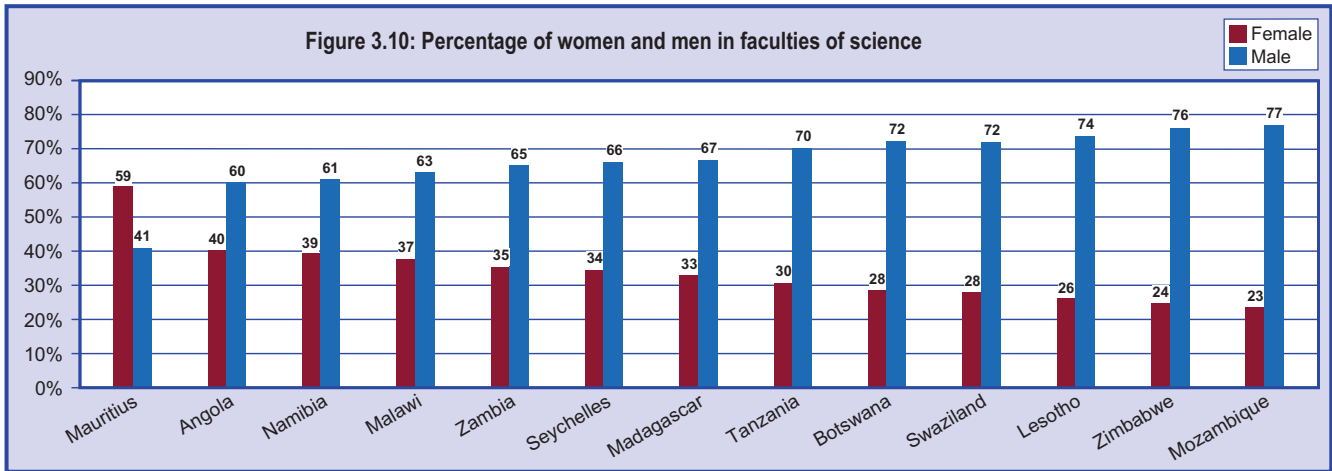


Source: GL and country sources listed in Table 3.1.

Faculties of law remain largely male dominated, with notable exceptions: In the majority of countries for which data could be obtained, law is largely dominated by male students. However, Figure 3.9

shows some interesting exceptions, such as Lesotho, Mauritius and Namibia, where there is now almost gender parity between female and male enrolment in law faculties.

Figure 3.10: Percentage of women and men in faculties of science



Source: GL and country sources listed in Table 3.1.

Women are underrepresented in the sciences, except in Mauritius: Figure 3.10 reflects the strong domination of men in the sciences, except in Mauritius, where women constitute 59% of those enrolled in the sciences.



Supported by UNESCO, **Botswana** is part of a Women Engineers and Girl Scientist in Africa (WEGSA) network that is addressing gender inequalities in science-based education and careers. The aim is to encourage girls to opt for the sciences, so that more women become engineers (WEGSA 2010). The Ministry of Education's Equal Opportunities Policy states that no individual shall face discrimination based on race, religion, social status, sex, marital status, and location.

Education policy

It is only in recent years that official education policies in SADC have been changed to try to take into account gender diversity.



Tanzania: The government through the Ministry of Education has put in place *Education Sector Development Program* (ESDP) to guide the sector. The ESDP is a sector-wide approach with a vision to have an upgraded and coherently planned and well managed and monitored educational sector. However, implementation of the program has not been as planned. There has been resource gap for the implementation of the program. The budget for the programme decreased from 19.8% of the total Government budget in 2009 financial year to 19.1% in 2012 financial year. The program aims to reduce the number of out-of-school children; dropouts and those who did not register at childhood. Implementation of Big Result Now (BRN) is an initiative to fast-tracking the national development plan in 2013/2014 financial year, which identified education as one among six priority sectors. The

government has also targeted indigenous/nomadic communities to ensure that all school age children are enrolled in schools.

Botswana: The main policy that guides the sector is the Revised National Gender Policy on Education (1994). It acknowledges gender gaps and challenges in the education system. It further recognises special education needs and the unique circumstances and concerns of out-of-school youth. However, the policy does not highlight the different vulnerabilities of out-of-school boy and girl children. The Ministry of Education also has an Equal Opportunities Policy, which aims at ensuring the promotion of equality of opportunity for all learners and students. It states that no individual shall be discriminated against based on race, religion, social status, sex, marital status and location.



Lesotho: Article 3 of the Ministry's policy aims to develop an integrated system of education that provides equal opportunities to all irrespective of sex, religion, geographical location, special needs, political or other factors. There is more gender sensitivity in the goals on vocational education and training in Article 10. The government commits to the development of a functional gender sensitive, affordable and efficient VET system of sufficient capacity according to the needs of the economy, the society and the individual.

Malawi: All discriminatory policies related to choice of subjects that once existed have been removed and replaced with programmes to increase the number of girls taking science-related subjects.



Mauritius: The New National Curriculum Framework at the primary level aims to challenge gender stereotypes. It ensures that boys and girls study the same

subjects. The ministry has removed all gender stereotypes from instructional materials to create a more enabling environment for self-esteem and personal development of both sexes. In the field of sports, activities traditionally reserved for boys have been opened to girls through infrastructural facilities. More and more girls have been training in traditionally “male” disciplines.



Mozambique: The country's education policy recognises significant differences in the participation of girls and boys in primary school. To promote equality, it advocates a gender sensitive environment through:

- Identification and definition of organisational modalities of the educational process and changes in the training of teachers;
- Developing a district school map to identify the optimum location for educational institutions;
- Sensitising society to reduce the domestic work load of girls;
- Promoting alternative systems of girls' education; and
- Agreements with NGOs, churches and other partners for their involvement in, and execution of, educational programmes for girls.

Zimbabwe: A Framework for Giving Girls a Better Chance



In October 2014 the Zimbabwean government launched *The Girls and Young Women's Empowerment Framework*, a national commitment

to giving girls and young women a better future. This recognises that empowering girls and young women contributes to their development, and to the economic future and development of the nation.

The *Empowerment Framework* is grounded in the regional and international human rights instruments. These include the Convention on the Rights of the Child, the Convention on the Elimination of all form of Discrimination against Women, the Protocol to the African Charter on Human and Peoples Rights on the Rights of Women in Africa and the Southern Africa Development Community Protocol on Gender and Development. The Constitution of Zimbabwe further provides a strong legal framework for advancing gender equality and the rights of girls and young women. *Section 81 on the Rights of Children* guarantees and protects the rights of every girl and boy under the age of 18.

The voices and perspectives of girls and young women, as well as other stakeholders, have shaped the *Empowerment Framework* which seeks to:

- Eliminate all forms of discrimination against the girl child and young women.
- Eliminate negative cultural attitudes and practices against girls and young women.
- Promote and protect the rights of girls and young women and increase awareness of their needs and potential.
- Eliminate discrimination against girls and young women in education, skills development and training.
- Eradicate violence against the girl-child and young women
- Promote girls' and young women's awareness of and participation in social, economic and political life.
- Strengthen the role of the family in improving the status of girls and young women.

The *Empowerment Framework* is anchored on five strategic areas of intervention:

- **Education:** To increase girls and young women's access to education, skills development and training in order to achieve parity at all levels by 2020.
- **Economic empowerment:** To increase girls and young women's knowledge of economic issues to ensure their participation in the economy of Zimbabwe.
- **Safety and Protection:** To ensure that girls and young women grow up in environments that are safe, secure and free of all forms of violence. The goal is to increase the rate of reporting from three percent of girls who experience violence to 50% by 2020.
- **Reproductive Health:** To increase the percentage of girls and young women who know where to go to access sexual and reproductive health services by 2020.
- **Decision-making and Leadership:** To increase the confidence of girls and young women for their effective participation in decision-making and leadership at community and national levels.



Launch of the Girls and Young Women's Empowerment Framework. Photo : Google Images

Table 3.5: Women and men in university faculties

Faculty	Angola		Botswana		Lesotho		Madagascar		Malawi		Mauritius		Mozambique		Namibia		Seychelles		Swaziland		Tanzania		Zambia		Zimbabwe	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Year	1997		2006		2008/12		2006/7		2009		2009		2007		2007				2009/12		2008		2008		2002	
Arts & Humanities Social Sciences	41	59	64	36	84	16	42	58	33	67	78	22	40	60	65	35	43	57	45	55	44	56	40	60	38	62
Science	40	60	28	72	25	75	33	67	37	63	59	41	23	77	39	61	34	66	28	72	30	70	35	65	76	24
Economic Sciences (& Law for Seychelles)	40	60	59	41	54	46	31	69							55	45	33	67	50	50	30	70			29	71
Law	34	66			54	46	31	69	29	71	62	38	43	57	52	48					23	77	42	58	43	57
Medicine/Health Services			55	45	58	42		69			59	41	49	51	77	23	34	66	56	44	33	64	33	67	33	67

*South Africa has a very large higher education sector. While gender disaggregated data is available per institution, there is no composite data. This it still being compiled for the country barometer. Source: Angola: Mozambique: UN Data. Botswana: CSO 2006. DRC: Annual statistics of Higher Education 2006, 2007. Madagascar: Statistical Yearbook MENRS, 2006-2007. Malawi: Academic and Administrative Staff List; Chancellor College 2009. Mauritius: University of Mauritius 2009. Namibia: University of Namibia 2007. Seychelles: Ministry of Education 2009. South Africa: Education Statistics 2007. Swaziland: Report of Vice Chancellor 2007-2008 P116. Tanzania: Wizara Ya Fedha na Uchumi, Hali ya Uchumi wa Taifa katika mwaka 2008, Year June 2009. Zimbabwe: Women and Men in Zimbabwe, Year 2002. Zambia: Year Education Statistical Bulletin 2008.

Curriculum, gender and education studies



Girls discussing teenage pregnancy.

Photo courtesy of LAC

To achieve the Protocol goal of removing gender stereotypes in education, there must be an understanding of where those stereotypes exist. Just as important as the gender make-up of the teaching staff is the gender content and approaches to curriculum. Lawmakers in SADC countries exhibit varying degrees of progress when it comes to assessing their curriculum, which is at the heart of ensuring a gender-friendly education system.

In the classroom, gender-responsive teaching is guided not only by pedagogic approaches but also by curriculum content, textbooks and other learning materials, which serve as vehicles for socialisation (Brugeilles and Cromer, 2009). Schools can be a powerful entry point for promoting equitable gender relations and diverse possibilities for men and women. Curricula can encour-

age children to question gender stereotypes and promote equitable behaviour. Conversely, discriminatory gender norms conveyed in textbooks can damage children's self-esteem, lower their engagement and limit their expectations (Esplen, 2009). The Dakar Framework of Action highlights the need for learning content and materials to encourage and support equality and respect between genders. In 2010, UNGEI reiterated the importance of eliminating gender bias in school teaching and learning materials and called for greater attention to this policy issue (UNGEI, 2010).

It is recommended that the next step is to train Ministry of Education textbook and curriculum department staff - from the head to the rank-and-file professional staff - in gender and education issues that are relevant to their work, in order to build support for going beyond the study of gender bias in textbooks to adopt concrete reforms.³¹



Tanzania: Gender reviews of curricula have helped raise awareness and supported change towards more gender-responsive content and resources.

In Tanzania, the national secondary school syllabuses, revised in 2010, contain gender-related topics. In civics, nearly 25% of form 2 lessons are devoted to gender; form 4 includes gender in the study of culture; and the 2010 civics exam included questions on gender inequality (Miske, 2013).

³¹ EFA Global Monitoring Report 2015.



Zimbabwe: According to the government's CEDAW Combined Report, the primary education curricula has been reviewed to

ensure that it is gender sensitive and projects a favourable outlook for girls; and, the government will ensure the production of textbooks that project gender equality. Other initiatives cited by government to challenge gender stereotypes in the sector include:³²

- Gender awareness programmes for teachers during and after their training at Teachers Education Colleges.

- Introduction of a course on Human Rights, Population and Civic Education in colleges.
- Career guidance and counselling in schools provided by the ministries of labour and education with a focus on breaking gender stereotypes in terms of career choices and choices of professions.
- Boys at secondary school level are provided with domestic science and household management education.

South Africa: 50/50 in school decision-making



"Students let's sing this song together; let's go fifty-fifty on coming elections," declared Councilor Robert Makokela at the launch of the Pro-Master Group in November 2013.

The purpose of the project in the Limpopo province of South Africa is to encourage women and mostly young girls in schools to take part in the decisions made in schools through being a part of the Student Representative Councils (SRCs) in their schools. "Change is what we are looking for in our communities and institutions, because that is where young men and women learn their leadership skills. We encourage young women to part take in today's leadership. Women are given power to be leaders in this generation and there is no man who will say you don't have the power to do that," the Councilor added.

The project encourages and empowers women and young girls to be active members and to compete for higher positions in their schools, community committees, local government and private sector in the area. The project focuses on schools because if a girl child is empowered from school they are prepared to take up leadership when they start working. The group is made is of 10 members (four women and six men).

Presenting at the South Africa SADC Protocol@Work Summit in 2015 the team said that "As a group we saw that young women were being left out of major decisions which affect them in the schools so we thought that for them to be active members they needed to be empowered and given more knowledge on being a leader and how to take up leadership positions within the schools.

"We encourage young women to be seen and heard for all the right reasons. We are trying to change the mind set of people that times have changed and this is now time to see that we have gender equality in our



Pro-Master group members.

Photo : Gender Links

schools. We believe that we have reached over 2900 people in our community through campaigns, door to door visits and having roadshows with the police and social development."

Key activities include:

- High school awareness on gender equality from different schools; meetings with student support officers and the SRC.
- Local meetings with members of the community on how they should give women a chance to be in community elections.
- Road shows with local government on gender equality and gender violence.
- Community awareness through matches; plays in community halls, schools and local government functions.
- Gender equality functions in partnership with the Department of Social Development and the South African Police Service (SAPS) as well as inviting speakers to talk with community members about gender equality.

The campaign to reduce gender violence has promoted partnerships with other organisations and most importantly with the schools the team works with. A great partnership has been forged with the Department of Social Development to offer support to social workers who do counselling. The team also works closely with SAPS on fighting gender violence in schools.

³² Combined Report of the Republic of Zimbabwe in terms of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 2009.



Malawi: The Ministry of Education has introduced new gender-sensitive textbooks. Many of the old textbooks only depicted girls in domestic roles performing household chores. The new textbooks show boys and girls in a variety of roles, thus breaking down gender stereotypes. In addition, the government introduced life skills as a subject in schools, which has helped to build girls' assertiveness as well as their awareness of gender issues. For example, educators teach girls that science is for both girls and boys. Girls also learn how to deal with sexual harassment and other forms of GBV perpetuated by teachers and male pupils.

Seychelles has conducted several studies on gender in the education sector used to inform policymaking. Directors and heads of units in education took a course in gender planning and management organised by the Ministry of Administration and Manpower in December 1996. It resulted in the integration of gender into planning processes.



Lesotho, Malawi, Madagascar, Namibia and South Africa have made progress on mainstreaming gender in the curriculum and addressing gender stereotypes. In **Mauritius** the implementation of programme-based budgeting is geared towards developing gender sensitive indicators to monitor gender gaps in learning achievement and developing appropriate strategies for gender differentiated pedagogy. Pending the finalisation of the National Curriculum Framework for secondary schools and the development of instructional materials, ensuring gender sensitivity in the production pupils' textbooks and teachers' resource books for upper primary will be a key priority. In **Swaziland**, a panel of experts assists with the audit of the new book when educators develop new textbooks. Gender sensitivity is one of the indicators that the panel must check for, as well as topical issues of abuse, disability and life skills. In **South Africa**, school girls are being encouraged to participate in decisions that affect their lives.

Gender violence in schools

School-related gender-based violence is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools and educational settings as a result of gender norms and stereotypes and unequal power dynamics (Greene et al., 2013). It includes, but is not limited to, threats or acts of physical violence and bullying, non-consensual touching, sexual harassment, assault and rape (Leach et al., 2014). It also refers to differences between girls' and boys' experiences of violence in school settings, such as corporal punishment (Humphreys, 2008). Homophobic bullying and harassment and cyberbullying are increasingly being recognized as areas of concern (Fancy and Fraser, 2014; UNESCO, 2012a).

The Protocol specifically mentions addressing gender violence as part of implementing gender sensitive policies in education. Gender violence remains a serious and widespread issue within the SADC region for many reasons. The extent to which it is recognised and addressed by government agencies varies from country to country. Psychological abuse is another serious problem, which, unlike physical or sexual violence, receives little attention. The violence touches everyone, including female teachers, workers, girl children and boy children.

Most SADC countries (Botswana, DRC, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, South Africa, Swaziland and Zambia) have conducted studies on gender violence in schools that could help the education sector understand and address the issue. Lawmakers in Botswana and Seychelles acknowledge violence in schools, but they have not yet conducted studies to understand the full extent of the problem. The following are some specific research findings in this area.

GBV in schools is a major problem in most SADC countries: Thirteen out of the 15 countries report large-scale problems with gender-based violence and sexual abuse in education facilities. This has not been reported in Seychelles and Mauritius. In some cases, lack of adequate fencing around schools is cited as a leading cause of violence. For the rest, it is a far more complex problem, needing more than physical barriers to uproot.

Many schools in Southern African can be seen as fertile breeding grounds for potentially damaging gender practices that remain with pupils into adult life: Girls learn to accept battery and assault, while boys, by contrast, receive tacit permission to continue violent behaviour because this behaviour is not condemned or interrupted in school settings. Across the region, institutions of learning remain far from safe for girl students.



School boys in Botswana say no to Gender Based Violence.

Photo by Mboy Maswabi

Children are at risk while at school, after school with teachers, in school dormitories or on their way to and from school: Within the confines of school grounds, classmates or teachers may abuse girl students. In some settings where fences or walls have not been erected, girl students face risks from outside trespassers. Children have also often been raped or assaulted on their way in or out of school.

There is often a disconnect between the views of officials on the subject of violence and the reported experience of children, families and teachers: Botswana is a nation that on paper aspires to be “compassionate, just and caring” and “moral and tolerant” as stated in its Vision 2016, yet physical abuse of children by teachers is common. Meanwhile, educational officials in Lesotho have claimed that learning institutions appear to be generally safe, research suggests that not only is sexual violence commonly taking place, it is a serious challenge that has yet to be addressed. Even if officials acknowledge gender violence, there is often a lack of data to ensure they do something about it.

Problems of enforcement exist in all the SADC countries: All SADC countries have some form of protections for learners, but enforcement remains a challenge.



Madagascar: The development of the tourism industry has emerged as a major challenge. Some girls have been lured into prostitution, thereby leaving school, while others pursue low income informal economic activities, particularly in the Export Processing Zones.

In **South Africa**, strategies to address gender based violence are supported by a strong legal and policy framework, and by guidelines for schools on preventing sexual harassment and abuse (Parkes, 2015).



In **Tanzania** GBV is not clearly identified in the education policy. Activists and the Ministry of Community Development, Gender and Children propose that there be a specific law against GBV. Studies have revealed increased levels of GBV in schools; male teachers are increasingly being blamed, but statistics are hard to

obtain. Many of the cases are covered up. For example, there have been several cases in which the male teachers marry the girls they have abused. Such cases are not reflected in statistics. The GBV cases in the selected districts that reach the courts are often unsuccessful because the cases are difficult to prove and witnesses are reluctant to give evidence. Most magistrates at the local level are men. Teachers might be removed from that school and sent to another school if the abuse is suspected but is not proved.

Civil Society Organisations, particularly Tanzania Media Women's Association have documented cases of rape and pregnancies in schools. For example, they reported that in Namtumbo district, Rukwa region, out of 691 students, 26 got pregnant in 2011 and terminated their studies. In Shinyanga region, 51 school girls got pregnant and 41 school girls in neighbouring Tabora regions got pregnant in the same year.



Zimbabwe: The 2011 *National Baseline Survey on Life Experiences of Adolescence* reveals that 32.5% of females between the ages of 18-

24, compared to 8.9% males, experienced sexual violence prior to the age of 18.³³ For school age girls, their first experience of physical or sexual violence is often at school. In the Zimbabwe 2010-2011 Demographic Health Survey, 16% of unmarried women who have experienced physical violence since their teen years reported the perpetrator as a teacher, while 1.5% of those who experienced sexual violence while younger than 15 years said a teacher had been the perpetrator. Section 8 of the Labour Act (chapter 28:01) and the First Schedule of the Public Services Regulations, Statutory Instruments No 1 of 2000, is meant to protect girls from sexual harassment in schools.

Lesotho: The Ministry of Education and Training Strategic Plan aims to create a learning environment that is healthy, safe, responsive and free of GBV. Research conducted by De Wet (2006) concluded that sexual violence, which is a manifestation of gender inequalities, is a serious problem in Lesotho schools. Of the students interviewed, about 11% said pupils in their school had raped someone, while 41% of pupils and 8% of teachers said they carry a weapon at least once a month.



³³ National Baseline Survey on Life Experiences of Adolescents, Preliminary Report 2011, ZIMSAT.

SGP Post-2015



At the 70th Session of the United Nations General Assembly in late September 2015, member states will adopt a new global development agenda with a set of SDGs. The SDGs will establish development priorities, including for education, over the following 15 years.³⁴ In line with the global agenda the Southern Africa Gender Protocol Alliance and member states of SADC will be in the middle of crafting a regional gender post - 2015 development framework.

As we learn from the successes and failures of the last 15 years and set a course for achieving the Sustainable Development Goals, we face a choice: focus on reaching the hardest-to-reach children or fail them yet again? Making the right choice now is our best chance at a sustainable future for generations to come. The MDGs provided countries with direction - purpose - and a 1990 baseline against which to measure success.³⁵

Although parity has been achieved in some countries, it has emerged that gender disparities remain hidden within some positive figures. For instance at the national level important issues like the quality of education and retention rates were relegated to the margins while the attainment of universal enrolment took precedence.

A Citizen score of 68% for 2015 for the education sector is evidence that ordinary citizens are not satisfied with governments' efforts to meet the education provisions of the Protocol. The review process of the Protocol allows for space to bring in emerging issues in the education sector beyond 2015.

Education priorities established in the Millennium Declaration remain as relevant today as in 2000: the completion of a full course of primary school for all; equal access to all levels of education; and gender equality in education. Moreover, the Millennium Declaration makes it clear that protecting the marginalised and vulnerable, particularly those who suffer from natural disasters and conflict, is a priority.³⁶

The future education agenda should be rights-based and inclusive, with particular attention to gender equality and to overcoming all forms of discrimination



An inclusive approach to education in Madagascar.
Photo: Zotonantenaina Razanadratefa

in and through education, ensuring that no-one is left behind. Specifically it must:

- Support free and compulsory basic education.
- Expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels, from early childhood to higher education, in safe and healthy environments.
- Take a holistic and lifelong learning approach, and provide multiple pathways of learning using innovative methods and information and communication technologies.
- Reinforce approaches such as global citizenship education and education for sustainable development, which foster attitudes and behaviours that promote peace, conflict resolution and mutual understanding, tolerance, critical thinking, and respect for cultural diversity and for the environment.³⁷

The proposed SDG framework's expanded global agenda for education is designed to be ambitious and transformative. This has to be balanced against adopting targets for education that are not unrealistic, overambitious and too costly. For example, ensuring universal upper secondary education in the next 15 years is beyond the reach of most countries. At current

³⁴ Education for All Achievements and Challenges.

³⁵ MDG Africa Report 2014.

³⁶ Making Education a priority in the Post-2015 Agenda.

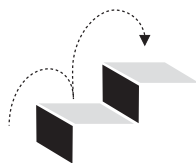
³⁷ Beyond 2015: The education we want.

rates of progress, even universal lower secondary completion is not projected to be reached in low and middle income countries until the latter half of the 21st century.³⁸

Also of concern is how to improve the quality of education targets so coherent indicators can be identified to monitor progress at the local, national, regional and global levels and to help countries devise effective Implementation strategies and decide how to allocate resources.³⁹

It is therefore left to the SADC member states and civil society while drawing inspiration from the global agenda, to come up with realistic and achievable provisions for the post-2015 Protocol. The proposals for education and training in the Post-2015 SADC Gender Protocol are included in the composite framework at Annex A. The targets are very similar to those proposed in the SDGs. What is new for the SADC Protocol as it did not previously have a Monitoring, Evaluation and Results Framework is an accepted set of indicators. The Alliance is proposing through the 2015 Barometer the inclusion of some indicators that measure retention (drop-out rates) the *quality* of education, for example pass rates. The framework also proposes indicators for addressing gender stereotypes and safety in schools, for example the proportion of girls/women taking non-traditional subjects, and whether or not education ministries have GBV policies for schools.

SADC Member states may also wish to consider variable approaches to achieving the targets. Those that have already achieved certain targets should push themselves to achieve the tougher, more qualitative targets. Other countries need to ensure that by 2030 they at least achieve the quantitative targets.



Next steps

With the Protocol targets on education having reached their 2015 deadline, most countries in the region have registered successes in achieving gender parity on enrolment for primary and secondary education. However the challenges with regard to tertiary education, gender biases in curriculum, and gender violence in schools, can easily reverse the gains of the past decade hence the need for a stronger post-2015 agenda for education.

Literacy

Along with indicating a need to increase literacy drives for both men and women, the findings point to a need for targeted approaches to adult basic education in order to bridge the gender gap. Such literacy initiatives would need to take into account the responsibilities that women and girls often continue to shoulder in the home, especially related to approaches to learning, scheduling of classes and relevance of teaching material.

This calls for:

- Increased awareness-raising campaigns, specifically targeting rural women and girls;
- Equal access of girls in institutions of learning, and additional resources such as books; and
- Reformatting existing texts and curriculum to diminish gender stereotypes.

Primary education

Targeted policy measures required include:

- Reviewing policies on school fees and, where feasible, making education free and compulsory (Tanzania, for example, has reverted to a policy of free and compulsory education);
- Ensuring all learners have access to learner support materials and that these costs do not prejudice access to education by boys and girls;
- Special funds and scholarships, with specific gender targets appropriate to the particular country, to assist learners from disadvantaged backgrounds;
- Monitoring enrolment and retention to ensure gender balance;
- Engaging with parents on the benefits of educating boys and girls; and
- Fostering an improved classroom environment.

Secondary education

- **Sex education in schools:** Although schools have introduced sex education in some countries, this is confined to the classroom, without involving parents. Some teachers see this as an expectation to assume parental responsibilities. The issue is controversial, especially in conservative communities. It needs far more integration into the whole school development approach.
- **Reproductive health facilities for boys and girls:** Adequate reproductive health facilities do not accompany sex education in urban, let alone rural areas.

³⁸ Ibid.

³⁹ Education for All Global Monitoring Report.

- **Blaming girls:** The issue of teenage pregnancies in schools is discriminatory. Young girls usually bear the consequences, while the boys who father the children do not get called on to take responsibility or share the burden. While it may not be practical or economically desirable for both young parents to drop out of school, the school has a responsibility to a) take a stand against the stigmatisation of girls who fall pregnant b) emphasise the responsibility of young men who father children and c) provide psychological and practical support to the young parents.
- **Girls who fall pregnant while at school resuming their studies:** Although theoretically in most SADC countries girls who become pregnant at school can be free to continue and/or return to school, in practice they face stigmatisation and expulsion and seldom complete their education. Schools have a responsibility to ensure that girls who become pregnant while at school receive the practical and psychological support they need to return to school and complete their studies.
- **Access to improved water and sanitation services:** Most schools in rural areas do not have proper water and sanitation services.

Tertiary education

Narrowing the gender gap requires some concerted strategies, including:

- Targets and timeframes for achieving gender parity in vocational and higher education;
- Supporting measures, such as affirmative point systems, scholarships and special funds for girls;
- Gender sensitive career guidance; and
- Special incentives for girls to enter non-traditional areas of training, including partnerships with the private sector and parastatals.

Gender violence in schools

Addressing violence in schools requires a comprehensive, multilevel approach. Establishing school policies and committees to address violence and implementing appropriate disciplinary measures can help to support and monitor student and teacher behaviour. Working with teachers and school staff members is as essential as engaging parents and the wider community and working directly with students.⁴⁰

More in-depth studies should be undertaken on the subject at all levels of the educational system, so as to learn about the forms it may take, how it varies from one level of education to another, its causes, perpetrators, victims, etc. The results obtained will be used as a starting point to identify and decide on the measures to be taken in future efforts.

⁴⁰ Voice and Agency empowering women and girls for shared prosperity. .