

2014 International Symposium for Sustainability and Gender



Issues and Challenges for Gender in the Post-2015

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Issues and Challenges for Gender in the Post-2015

1. From MDGs to SDGs

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International Goals on Gender

*The World Has Been Committed to
Gender Equality by 2015.....*



MDG 3
Promote gender
equality and
empowerment of
women



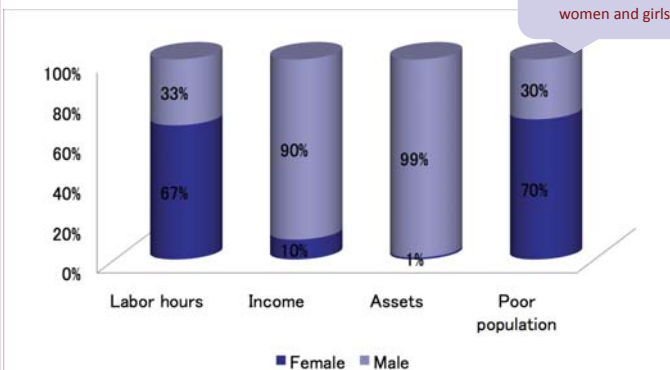
EFA 5
Achieve gender equality
in education

However.....

Status of Women in the World

In spite of international goals for reducing poverty and gender equality & empowerment of women, the status of women in the world show **stern gender inequality**.

Of the 780 million illiterate population, two thirds of them are women and girls



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Source: UNDP, 2011; World Bank, 2012

Why MDGs Not Gender Sensitive....enough_MDG 3



Target 3. A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

- Gender parity refers to relative equality of the ratio or numbers of women and men on a specific attribute or variable.
- Gender parity does not necessarily lead to gender equality. In other words, numbers does not guarantee quality.*
- Therefore, increasing numbers can be a necessary condition, but not a sufficient condition to enhance quality.

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Why MDGs Not Gender Sensitive....*enough*_MDG 3

Target is:

- Too narrowly defined
 - Not covering completion rates, process, and results/outcome
- Not universal
 - Differences between developed countries and developing countries, not adequately covered.
- Not adequately measure empowerment
 - Lack of indicators to measure the degree of empowerment
 - ✓ Numbers of women in parliament ≠ the degree of empowerment
 - Women in rural areas **not** included in the equation of wage employment

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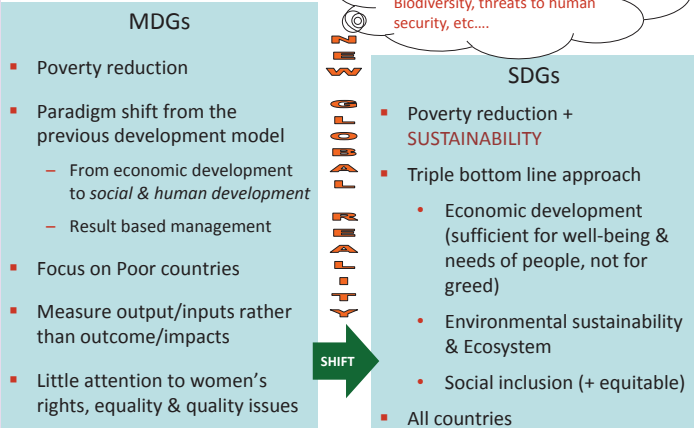
What Missed out in MDGs?

- No focus on human rights
 - The lack of integration of human rights obligation in general
 - Invisibility of women's land rights, sexual and reproductive rights, and Violence against Women, etc.
- Indicators NOT reflecting nor based on the causes of problem
 - (MDG 2 & 3 on education) Not addressing the root causes of why gender gaps in education – especially why in particular girls often do not complete different education level, i.e. care responsibilities, inadequate sanitation facilities, fear of violence etc.
 - (MDG 4, 5, and 6 on health/reproductive rights) Not addressing issues such as son preference (which leads sex-selective abortions, female infanticide, neglect of girl children), VAW etc.
- Lack of integration of unpaid work
 - (MDG 1 on poverty & hunger) No reference to women's unpaid work
 - (MDG 7) Ignores rural women's reliance on natural environment & resources in subsistence farming, fetching water and fire wood etc.

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Source: Gender Goals, Target and Indicators for SD, Kristan Lanz, 2013

From MDGs to SDGs



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Source: Post-2015: How to Reconcile the MDGs and SDGs, German Development Institute, 2012; From MDGs to SDGs, Jeffrey Sachs, 2012

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2. Gender in Education - Now & the Post-2015 -

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Education For All (EFA)

- EFA goals (2001-2015) has 6 goals:
 - ① Expanding early childhood care and education
 - ② Providing free and compulsory primary education for all
 - ③ Promoting learning and skills for young people and adults
 - ④ Increasing adult literacy by 50 percent
 - ⑤ **Achieving gender parity in primary and secondary education by 2005 and gender equality in education by 2015**
 - ⑥ Enhancing educational quality
- Primarily focus access to formal education more than process and outcomes
- Focus on basic education & literacy in poor countries
- Focuses on gender parity rather than gender equality



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Education for Sustainable Development (ESD)

- ESD emphasizes:
 - a **holistic, integrated and interdisciplinary approach** to develop the knowledge and skills for a sustainable futures and;
 - **transformative** orientation and education for **empowerment & change agent**, in order to promote **changes in values, behaviors, and lifestyles**, necessary for the sustainable and equitable future (UNESCO)

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Education for Sustainable Development (ESD)

- UN Decade for ESD (2005-2014) has no specific goals but suggests what SD is, and how we can make it happen through education:
 - ① Fostering peace
 - ② Fighting against global warming
 - ③ Reducing North/South inequalities and fighting against poverty
 - ④ **Fighting against the marginalized of women and girls**
 - ⑤ Sustainable development means having a different vision
- Little attention to gender and poverty issues
- Seen as an issue of the rich/developed countries; challenges for poor & developing countries to participate in ESD though.

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Source: The DESD at a glance UNESCO, 2005

2015 World Education Forum (*Proposed*)

- Overarching goal

Ensure **equitable and inclusive** quality education and lifelong learning for all by 2030
- Proposed targets (outcome targets)
 - ① Early childhood care and education (ECCE)
 - ② Completion of free and compulsory basic education
 - ③ Youth and adult literacy
 - ④ knowledge and skills for decent work and life
 - ⑤ Global citizenship education and ESD
- However, there is **no stand alone goal for gender**, even though the target 1,2,3,& 4 include words '*with particular attention gender equality and the most marginalized*'.

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3. Why Gender in Education Matters for SD in the Post-2015 World?

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Sustainable Development Goals (*proposed*)

- A set of Sustainable Development Goals (17 goals & 169 targets) proposed by the Open Working Group (July 2014), covering a broad range of sustainable development issues, including ending poverty and hunger, improving health and education, combating climate change.
- **SDG 5 Attain gender equality, empower women and girls everywhere**
- The proposed goals to be discussed and adopted at UN General Assembly in September 2015

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Education Should Be a Priority for SDGs

- Education, especially ESD, should be a core priority, as...
 - It enables a shift towards more sustainable behaviors.
 - It promotes effective mitigation and adaptation strategies for environmental crises.
 - It supports learners in understanding the value of preserving cultural and biological diversity.
- *Development with sustainable behaviors and understanding* can provide the knowledge, skills and perspectives needed to address current and future social and economic challenges within the global constraints of climate change, and environmental degradation.
- **And yet, problems in women/girls' rights to education (access, process & results) still remain ...**

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Gender equality in education is Not a Side Issues, *because...*

- ❖ SDG 1 Poverty Reduction
 - Feminization of Poverty
 - Education prevents the transmission of poverty between generations.
- ❖ SDG 2 Nutrition Improvement
 - Women's education improves children's nutrition.
- ❖ SDG 3 Health Gains
 - Women's education saves millions of children's lives, as educated mothers tend to ensure their children vaccinated.
 - Educated women more likely to give birth with the help of a midwife or other skilled birth attendant, and help themselves survive.
 - Educated women likely to exercise control over their sexual relationships and reproductive health rights, and less likely to get STD, HIV/AIDS.

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Source: Final Compilation of Amendments To Goals and Targets, UN, 2014; Sustainable Development Post-2015 Begins With Education, UNESCO, 2014

Gender equality in education is Not a Side Issues, *because...*

❖ SDG 5 Gender Equality and Empowerment

- Women's education helps avert child marriage.
 - ✓ Around 2.9 million girls are married by the age of 15 in sub-Saharan Africa and South and West Asia, equivalent to one in eight girls in each region. If all girls had secondary education in these two regions, child marriage would fall by 64%, from almost 2.9 million to just over one million.
- Education helps women have a voice.
- Education becomes a passport for women to enter the labor force.
- Education gives women more bargaining power in the household (e.g., choice of family size).

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Source: Final Compilation of Amendments To Goals and Targets, UN, 2014;
Sustainable Development Post-2015 Begins With Education, UNESCO, 2014

Gender equality in education is Not a Side Issues, *because...*

❖ SDG 6 & 7 Water and Energy Sustainability

- Eliminating an open defecation improves hygiene and prevents women from VAW.
- Education helps women have an equal access to and make an efficient use of resources.

❖ SDG 8 & 9 Economic Growth

- Education helps women have a more decent work and reduce a gender pay gap.

❖ SDG 11, 12, 13, 14, & 15 Environmental Protection & Resilience

- Education helps women participate in decision-making processes of environmental concerns including climate change, biodiversity and deforestation, so on.

❖ SDG 16 Peaceful, Just and Inclusive Societies

- Education is a key mechanism promoting to tolerance to diversity (including gender).

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Source: Final Compilation of Amendments To Goals and Targets, UN, 2014;
Sustainable Development Post-2015 Begins With Education, UNESCO, 2014

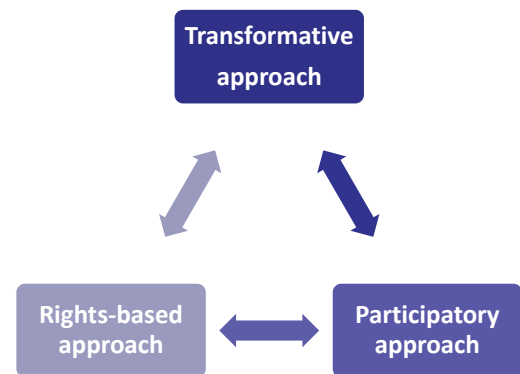
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4. Way Forward

- Implication & Suggestions for Sustainable and Equitable Future -

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Three Approaches Needed for ESD and Gender



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Gender Factors in 5 Priority Areas of ESD-GAP

Priority Areas	GAP Contents	Suggested Gender Factors
Policy support	Integrate ESD into international and national policies	<ul style="list-style-type: none"> • Provide gender trainings for policy makers with GIA, GRB, sex-disaggregated data & gender audit, etc.
Whole institution approaches	Promote whole institution approaches to ESD at all levels and in all settings	<ul style="list-style-type: none"> • Provide gender trainings for organizations • Promote participation of women at decision making levels • Get gender mainstreamed into organizations
Educator	Strengthen the capacity of educators, trainers and other change agents to become learning facilitators for ESD	<ul style="list-style-type: none"> • Provide gender trainings to change their stereotypical attitudes and behaviors • Increase the number of female teachers • Introduce gender responsive curricula/programs

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Source: Proposal for a Global Action Programme on ESD, UNESCO, 2013;
The Suggested Gender Elements in Five Priority Areas of ESD-GAP, 2014

Gender Factors in 5 Priority Areas of ESD-GAP

Priority Areas	GAP Contents	Suggested Gender Factors
Youth	Support youth in their role as change agents for SD through ESD	<ul style="list-style-type: none"> • Provide gender responsive textbooks/materials & curricula/programs • Build young women's capacity to initiate and participate in transformative action for sustainable society
Local community	Accelerate the search for SD solutions at the local level through ESD	<ul style="list-style-type: none"> • Make visible women's work (especially unpaid care and domestic work) • Make visible discriminatory practices and social structures against women • Make women's voice heard in ESD projects/programs and reflect their voices and experiences on the projects /programs

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Source: Proposal for a Global Action Programme on ESD, UNESCO, 2013;
The Suggested Gender Elements in Five Priority Areas of ESD-GAP, 2014

Way Forward

- Common important gender factors in ESD-GAP
 - Provide gender trainings for policy makers, educators, teachers, youth and women to be *'an agent of change'* for sustainable societies
 - Promote *women's participation* both in organizations and local communities
 - Make women's experiences *visible* and make women's voices *heard* both in organizations and local communities
 - Scale-up local/community based good practices of sustainable development (by women) so as to be reflected and integrated in policies at municipal, national and international levels

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Way Forward

- To make such gender factors in ESD-GAP *'feasible'* in the Post-2015, *shall we....*
 - Make a platform for gender researchers and experts to produce, exchange, and share knowledge and information for ESD?
 - Undertake research works on gender issues in ESD to contribute to evidence-based policy making and to develop locally contextualized ESD programs?
 - Collaborate between academics, practitioners, ESD stakeholders, and policy makers for advocacy of gender being a strong priority for sustainable development?

Any more suggestions?

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Q & A



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*What are you doing for
gender equality today?*

THANK YOU

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