GENDER IMPLEMENTATION GUIDELINES (GIG)

for the Design and Implementation of Education Sector Development Plans

CARIBBEAN DEVELOPMENT BANK

FOREWORD

In 2015, countries of the United Nations adopted the 2030 Sustainable Development Goals which set the framework to end poverty, protect the planet and ensure prosperity for all. Sustainable Development Goal 4 (Education) articulates a vision of inclusive and quality education for all and the promotion of lifelong learning. The targets explicitly mention the elimination of gender disparities in education. Although parity in primary education has been achieved in the Caribbean, gender inequalities persist in the education sector and pose a threat to the realisation of the full human capital potential in the Region. The basis for gender inequality starts early in the life cycle through gender socialisation in early childhood development (ECD). Inadequate gender sensitisation of caregivers, teachers and managers of ECD centres and school facilities, as well as gender stereotypes in subject selection at universities or in technical and vocational education and training, lay the foundation for occupational segregation and gender wage gaps in the labour market. The discourse around gender inequality is further dominated by higher drop-out rates, and underachievement and under-participation of boys in the education system, particularly at the higher levels, with attendant sustainable development challenges, including citizen insecurity. Challenges are not limited to boys, as girls also drop out due to teenage pregnancy, encounter problems re-entering the formal education and training system, and tend to select subjects that might disadvantage them in the labour market.

The Caribbean Development Bank (CDB) recognises that enhancing gender equality is fundamental to achieving inclusive and sustainable growth and development. Therefore, one objective of CDB's Gender Equality Policy and Operational Strategy is to "strengthen the capacity of all women and men, girls and boys, to acquire education, skills, and self-confidence in order to access economic opportunities, increase livelihood options and improve their quality of life in the changing global economy." Gender inequalities in educational outcomes threaten the achievement of the full human capital and labour market potential of Caribbean societies. It is therefore essential to apply a gender lens to design and implement both gender-sensitive and gender-responsive strategies at all levels of the education system.

For CDB, tackling gender inequalities in the education sector demands appropriate systems for planning and implementation. We are therefore pleased that for the first time, a regional tool for integrating and mainstreaming gender into the design and implementation of Education Sector Development Plans (ESDPs) has been developed. Led by CDB Staff, education planners and National Gender Bureaux officials came together to discuss and finalise the Gender Implementation Guidelines (GIG) to integrate gender equality into education sector planning. The GIG comprises two tools. One is the Pyramid of Minimum Standards, which sets out the process of integrating gender in the design of ESDPs. The second is an accountability and institutional responsibility framework for implementing gender-responsive ESDPs. With its focus on both design and implementation, the GIG is a holistic tool for helping CDB's Borrowing Member Countries (BMCs) to achieve Sustainable Development Goal 4. We hope that the GIG will be a much-used knowledge product as BMCs continue to pursue inclusive and quality education for all.

ACKNOWLEDGEMENTS

CONTENTS

Executive Summary

Tables

Figures

ABBREVIATIONS & ACRONYMS

BMC   Borrowing Member Country

CARICOM   Caribbean Community

CDB   Caribbean Development Bank

CGA   Country Gender Assessment

CGDF   Caribbean Gender Differentials Framework

CMDG   Caribbean Millennium Development Goals

COHSOD   CARICOM Council on Human and Social Development

CPA   Country Poverty Assessment

CXC   Caribbean Examinations Council

EFA   Education for All

EMDU   Education Management Development Unit

EMIS   Education Management Information System

ESDP   Education Sector Development Plans

GAF   Gender Analytical Framework

GIG   Gender Implementation Guidelines

ICT   Information and communication technology

IDP   International Development Partner

IGDS   Institute for Gender and Development Studies

MDGs   Millennium Development Goals

M&E   Monitoring and evaluation

MOE   Ministry of Education

OECS   Organisation of Eastern Caribbean States

OESS   OECS Education Sector Strategy

SSD   Social Sector Division

SDG   Sustainable Development Goals

TVET   Technical and Vocational Education and Training

UNESCO   United Nations Educational, Scientific and Cultural Organisation

UNICEF   United Nations Children's Fund

UWI   University of the West Indies

EXECUTIVE SUMMARY

The Gender Implementation Guidelines (GIG) for Education Sector Development Plans (ESDPs) is a product of the Caribbean Development Bank (CDB). Its purpose is to enhance the focus on gender equality outcomes in the design and implementation of education sector development plans in BMCs, based on the Caribbean Gender Differentials Framework - 2010 (CGDF).

The document was prepared after a wide-ranging literature review and consultations with Chief Education Officers, education planners and managers in BMCs, other development partners, regional institutions and CDB Staff.

The document is presented in three parts: Part One covers the theoretical framework to address gender inequality in ESDPs, and analyses the statistical evidence that points to gender disparities in education at all cycles of education. Part Two describes the GIG, which is the framework for incorporating gender equality in the design and implementation of ESDPs. Part Three discusses the gaps and challenges in the way forward, and the basis for assessing the results and outcomes of the GIG.

There are multiple commitments at the international, regional and national levels that bind governments to gender equality targets in education. While gender equality is a feature of most agreements, a cohesive system for its realisation remains a challenge for many countries in the developing and developed world. Manifestations of gender inequality are evident in access, participation and performance of students in the school system, the experience of males and females in learning spaces as well as in the governance/resource distribution within the sector. The under-achievement of male students at the secondary and tertiary levels in most countries, and the widening gender gap in participation at the tertiary level where females surpass males in enrollment and graduation, dominates the discourse on gender inequality. The issue is compounded by gender stereotyping in subject selection, particularly in skills development programmes and inadequate gender sensitisation of managers and teachers.

The causes of these gender disparities have been exhaustively studied and proposals for correcting gender imbalances have been advanced. Many of these have been considered in the CGDF. In contemplating the ways to address gender equality, among the challenges that were taken into consideration were, for example, deficiencies in the curricula which perpetuate gender stereotypes, low motivation of males who find alternative routes to income that are independent of certification, and more demanding expectations of female children in the home. Unravelling the causes of gender inequality and arriving at solutions is at the heart of the GIG, and will require strategic partnerships within government institutions and between government and civil society organisations.

GIG, fully institutionalised, will draw attention to contradictions between the participation and performance of female students and the employment hurdles they continue to face. These concerns, while only partially influenced by the education system, nevertheless impact on the motivation and aspirations of male and female students.

As countries continue to make commendable progress in developing and implementing ESDPs, the GIG is intended to support those strategic and operational efforts within the education sector in BMCs. The GIG sets out interventions at the systems and school levels to optimise the integration of gender in the design and implementation of ESDPs. The GIG comprises two tools, with the first being the Pyramid of Minimum Standards, which sets out the process of integrating gender in the design of ESDPs. The second is the distribution of Institutional Responsibilities among stakeholders during the implementation of ESDPs as well as a Monitoring Framework. Specific implementation measures include:

- improvements in institutional capacity to augment gender-aware approaches;
- policy initiatives to promote gender equality;
- system-wide inclusion of gender in work planning and performance reviews;
- curriculum development; and
- budget allocations to support gender-inclusive approaches.

PART 1

GENDER ANALYSIS OF EDUCATION SECTOR DEVELOPMENT PLANS

1. INTRODUCTION

1.1 Background

Initiatives to develop education in the Caribbean Region are aligned to global and regional commitments dating back to the 1948 United Nations Universal Declaration of Human Rights. The 1990 UN Convention on the Rights of the Child[1]; the 2000 Dakar Framework for Action: Education for All[2]; the CARICOM 2000 Education for All goals for the Caribbean[3]; and the 2000 Millennium Development Declaration adapted to the Caribbean Millennium Development Goals (CMDGs) have all inspired measures to improve the education system and elevate the access to and quality of education for the people of the Region. Other important regional milestones are the 2012 Montego Bay Declaration on Technical and Vocational Education and Training; the Regional Framework for Action on Children[4]; and the CARICOM Plan of Action for Gender Mainstreaming[5].

The 20th meeting of The CARICOM Council on Human and Social Development (COHSOD) held on October 18-20, 2010 had taken note of the pronounced gender differentials reflected in the access to education in the sub-region, and the uneven progression of students from primary to tertiary levels in the system. These concerns inspired the development of the CGDF, a document funded by CDB and informed by research undertaken by the Institute for Gender and Development Studies (IGDS) of the University of the West Indies, which articulated a vision of gender equality in education. CGDF presented an analytical framework that recognised the intersection of factors affecting gender disparities in education, with the four intersecting pillars identified as the school; the community and the household; the government; and the economy.

At the 23rd Meeting of the OECS Ministers of Education Meeting held in Antigua and Barbuda in October 2013, an agreement was reached to formulate the GIG, to be developed by CDB. The decision to embark on an exercise to prepare the GIG comes amidst growing concerns about the deficiencies in the quality of education delivered in the sub-region, the differentiated access to education that is underpinned by gender and class, and the lagging position of the Region in educational attainment compared with other regions of the world. As attention has been drawn to the relationship between employment and social disintegration, there are expectations that the education system, although not by itself, will respond to the challenge of driving meaningful job placement to avert the threats of income insecurity, which have been associated with violent crime and poverty among the youth of the Region[6].

---

1 UNHCR, 1990
2 UNESCO, 2000
3 CARICOM, 2000
4 CARICOM, 2002
5 CARICOM, 2003
6 See Country Poverty Assessment (CPA) reports prepared by CDB.

The challenge facing the sub-region is to scale up opportunities for economic growth, productivity, and gainful employment, especially for the youth. The related concern is to reduce the gender-linked vulnerabilities associated with the alarmingly high poverty levels among the youth population, reported in all the Country Poverty Assessments (CPAs) conducted by CDB. The post–2015 Sustainability Development Agenda embraced by Caribbean governments casts the spotlight on gender equality as a key element in achieving social and economic growth and stability in the Region.

The GIG is intended to be a standard tool and knowledge product, to guide and support the focus on gender equality in the design and implementation of ESDPs in BMCs. It outlines guiding principles and a framework to inform the development and implementation of gender-responsive ESDPs.

2. ESDPs AND CGDF INTERFACE

CGDF was launched in 2010 and endorsed by BMCs through COHSOD. The goal of CGDF is "the achievement of enhanced learning outcomes and engagement in productive work and quality of living for all males and females based on common and appropriate experiences, opportunities and standards".[7] Four pillars of CGDF have been identified—school, home and community; state and government; and the economy. The interface between ESDPs and CGDF lies in the multi-level nature of both instruments with macro, meso and micro level focus of both in addressing the strategic and operational imperatives of the education sector. (Figures 1.1 and 1.2).

CGDF builds on the framework developed by Bailey and Charles[8] that distinguished the macro level environment, in which the student encounters socio economic and cultural experiences that weigh on the outcomes in education. Attention is drawn to the micro level environment—in which the student lives in a household and is affected by the dynamics of that household—and the broader macro environment that frames policy.[9] CGDF, in contextualising the socioeconomic causes and status of gender differentials and their impact, draws attention to the construction of masculinity and femininity, and the importance of examining one gender in relation to the other. The document outlines the type of gender analysis required to monitor the progress of ESDPs. While it focuses on the socioeconomic and sociocultural dynamics, it is also emphasises core institutional issues that are covered in ESDPs.
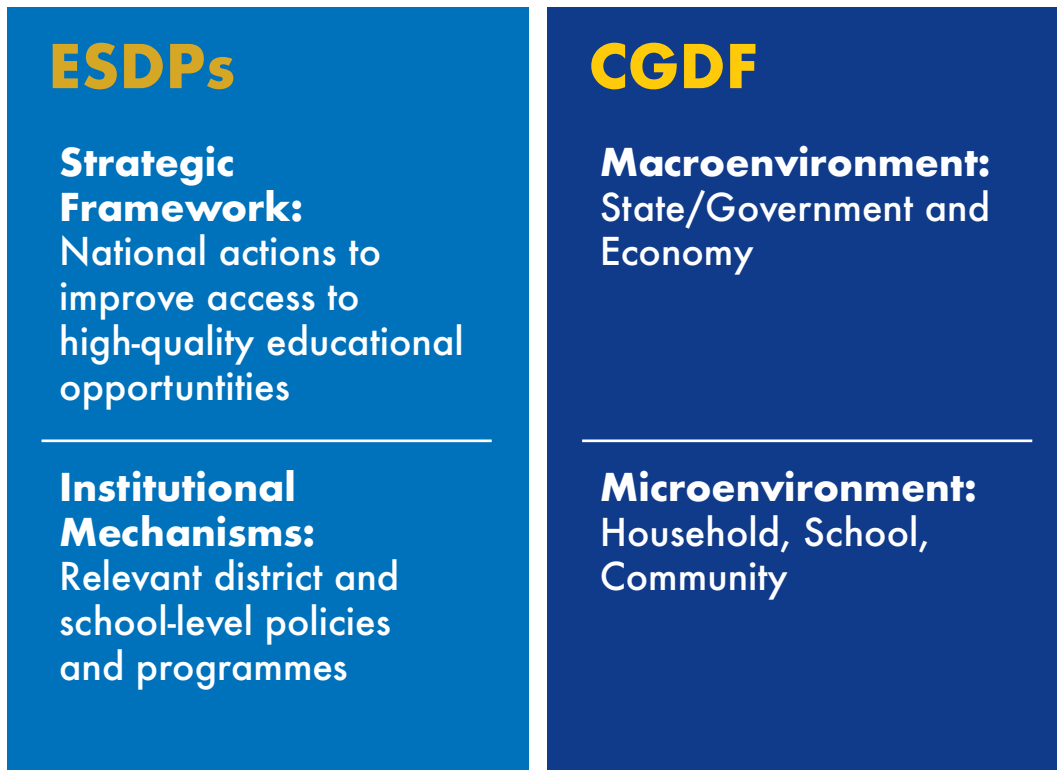
7 Jules, D. (2010) The Caribbean Gender Differentials Framework. Bridgetown: CDB, p 8
8 Bailey, B. and Charles, S. (n.d)
9 CGDF, 2010

Figure 1.1: CGDF and ESDPs Focus

ESDPs

Strategic Framework:
National actions to improve access to high-quality educational opportuntities

Institutional Mechanisms:
Relevant district and school-level policies and programmes

CGDF

Macroenvironment:
State/Government and Economy

Microenvironment:
Household, School, Community

Macro level: CGDF

- State/government and economy
- Investment and gendered employment policy
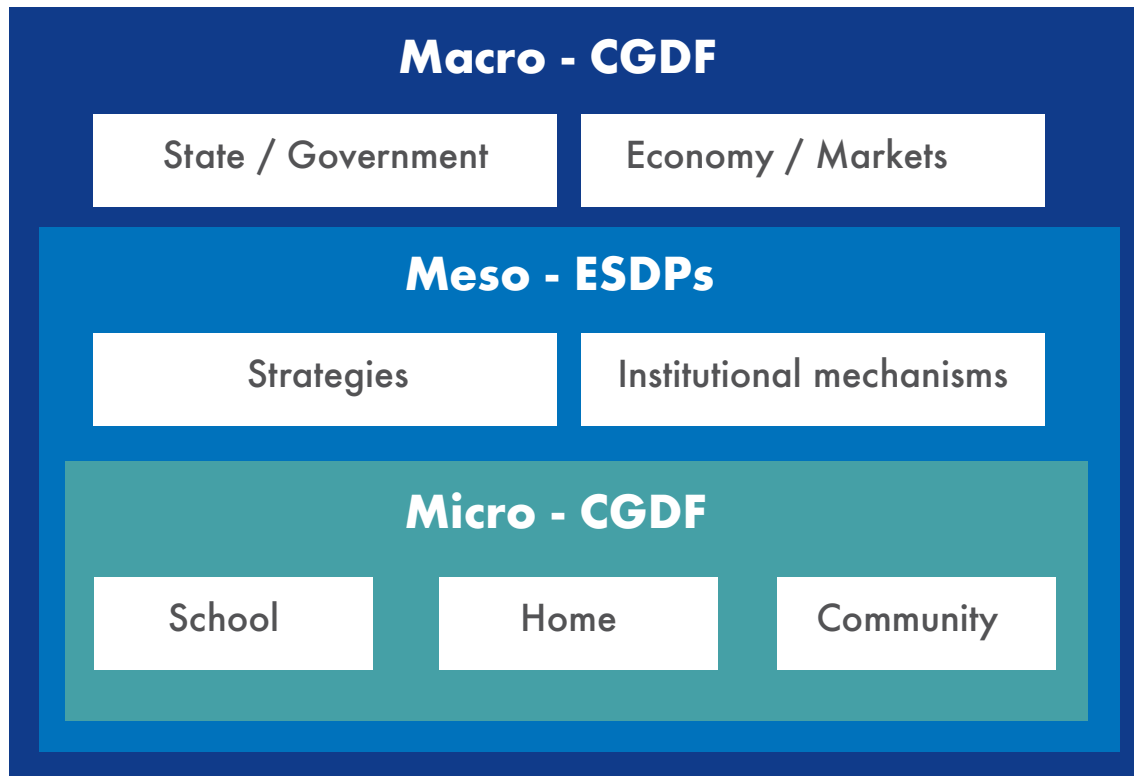- Employment and taxation

Meso level: ESDPs

- Strategic framework
- Institutional framework policy, programmes, monitoring and evaluation (M&E)

Micro level: CGDF

- Household, school, community

Macro - CGDF

| State / Government | Economy / Markets |

Meso - ESDPs

| Strategies | Institutional mechanisms |

Micro - CGDF

| School | Home | Community |

Both the CGDF and ESDPs address the institutional dimensions, but the former emphasises investment and employment policies, while the latter generally address education policy. Manifestations of gender inequality are evident in access, participation and performance of students in the school system, the experience of males and females in learning spaces, and in the governance/resource distribution within the sector. At the student level, the under-achievement of male students at the secondary and tertiary levels in most countries, and the widening gender gap in participation at the tertiary level where females surpass males in enrollment and graduation, dominate the focus on gender inequality. A more comprehensive and nuanced discourse of the gender issues include gender stereotyping in subject selection, insufficient gender sensitisation of managers and inadequate gender socialisation of teachers to provide gender responsive learning experiences for both male and female students.

3. REVIEW OF ESDPs

In the last five years Caribbean countries have made a significant breakthrough in the development of comprehensive ESDPs. While the scope of the coverage varies from country to country, it is evident that the plans have set a new standard in the vision for education in the sub-region and the strategies to be applied to the realisation of the vision.

However, a 2012 review of ESDPs in the Eastern Caribbean by UNICEF[1] detected gaps in gender analysis in several of the national ESDPs, thus requiring countries to "continue to carefully monitor equity in terms of gender, disability and location at all levels of the system and actively develop strategies to alleviate any inequities that are identified."[2] While key gender concerns are raised in ESDPs, Education Acts, or in some cases a White Paper on Education[3], there are a limited number of strategies to address the problems.

The main limitation of ESDPs from a gender standpoint lies in the scope and depth of analysis, as most plans have either minimal or cursory references to gender and lack sex-disaggregated data, or do not carry the analysis into the implementation framework. Much of the gender-related data focuses on gender disparities in performance measured by examination results.

Ideally, ESDPs should be grounded in gender-specific data to inform a gender analysis. The gender analysis should point to essential interventions required to close gaps and reach the stated goal of gender equality in the education system. Targeted interventions would be reviewed through monitoring and evaluation to assess progress towards the targets over time. The pyramid in Figure 1.3 demonstrates the range of detail that would be required for gender to be properly reflected in the design of ESDPs.

Figure 1.3: Levels of gender inputs into ESDPs

Data

Data & Analysis

Data, Analysis, Goals & Strategies

Data, Analysis, Goals, Strategies, M&E
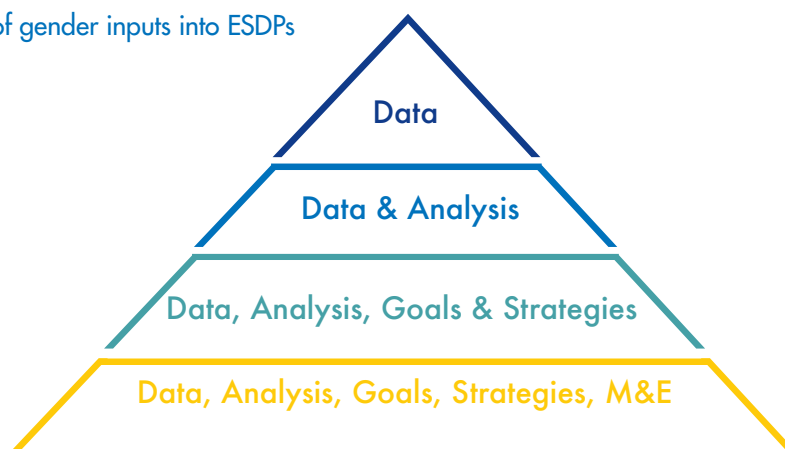
1   UNICEF 2012
2   Ibid, p11
3   Government of St Kitts and Nevis. (2013) White Paper on Education

PART 2

THE GENDER
IMPLEMENTATION
GUIDELINES

4. FRAMEWORK OF THE GIG

The GIG outlines guiding principles, establishes targets, identifies resources available and required, and the assignment of responsibilities. It takes account of the variability in the planning structures and systems of the participating countries, while finding common ground on which all countries can co-operate. Existing committee structures, staffing endowments, and partnerships and networks with the Ministries of Education (MOE), private sector and civil society undergird the guidelines and approaches to their implementation.

4.1 Goals and Principles

The goal of the GIG is to set out a template to enhance the focus on gender equality outcomes in the design and implementation of education sector development plans in BMCs. The GIG complement the education planning infrastructure by introducing specific elements of a gender analysis in the planning and implementation of education programmes in CARICOM. They will be implemented within the framework of the Universal Declaration of Human Rights.[4] Additionally, the Sustainable Development Goals (SDGs)[5] increase the visibility of gender equality in education planning.

The GIG contains certain principles to ensure proper implementation and minimise additional workload.

Principles Undergirding The GIG

(a)   MOEs accept and integrate gender equality into ESDPs with appropriate sex-disaggregated data, analysis and strategic interventions.

(b)   The approach to the GIG is to mainstream gender in all aspects of the planning and management of data and analysis for the access and performance of students in the education system.

(c)   The introduction of the GIG should complement existing structures and processes in the education departments and divisions, and should not add unduly to staff functions and workloads.

(d)   As far as possible, education planners should build in gender awareness as a core performance requirement, supported by planning, monitoring and evaluation mechanisms that are already within the management system.

(e)   Collaboration with partners at the national and sub-regional level would enhance the coverage of the gender analysis and interventions to facilitate the implementation of measures leading to gender equality.

(f)   Partnerships with governments, including Ministries/Bureaux of Gender Affairs, and with non-government organisations are to be encouraged.

---

4   United Nations. The Universal Declaration of Human Rights.[Online]. Available from: https://www.un.org/en/documents/udhr/
5   OECD. (2013) Gender equality and women's rights in the post-2015 agenda: A foundation for sustainable development. [Online]. Available from: http://post2015.org/2013/09/12/gender-equality-and-womens-rights-in-the-post-2015-agenda-a-foundation-for-sustainable-development/

4.2 GIG for the design of ESDPs

The resulting framework, Gender Implementation Guidelines for the design of ESDPs – Pyramid of Minimum Standards, outlines the level of integration of gender in the design of ESDPs and the interventions required. GIG for the design of ESDPs is elaborated in Table 4.1, describing the specific criteria that should be satisfied to engender ESDPs at each level—from data to analysis, monitoring and evaluation and cost and financing. The table not only provides minimum standards but also tools for implementing those minimum standards.

Table 4.1: GIG for the Design of Education Sector Development Plans: Pyramid of Minimum Standards for GIG-Responsive ESDP

Level	Scope of Input	Management Tools and Processes	Guidelines/ Minimum Standards
1	Data	Education Management Information System (EMIS) National Statistical Bulletin Regional Statistical Digests Social and economic data and indicators	(a) Availability and utilisation of: 　(i)　sex-disaggregated data; 　(ii)　data for various levels of the education system - regional to school; 　(iii)　qualitative and quantitative data; and 　(iv)　core multi-sectoral economic and social indicators on gender (health, ethnicity, labour, employment, criminal justice and safety, ICT, social security, poverty levels etc.). (b) Data harmonised with international data collection Frameworks, e.g. UNESCO, SDG framework
2	Analysis	CGDF Other Gender Analytical Frameworks (GAFs) Relevant national and sector analysis reports Country Gender Assessments	(a) Examines causal/correlational factors (b) Utilises Gender Analytical FrameworksAFs (c) Has a comprehensive focus on gender issues - social and economic context, legal, policy and institutional framework, access and equity, demographic aspects, participation and agency, internal efficiency, school management policies, instructional approaches, student support services, performance of students, employment prospects, labour force participation, financing etc.

		Other Gender Analytical Frameworks (GAFs) Relevant national and sector analysis reports Country Gender Assessments	(d) Utilises Gender Analytical FrameworksAFs (e) Has a comprehensive focus on gender issues - social and economic context, legal, policy and institutional framework, access and equity, demographic aspects, participation and agency, internal efficiency, school management policies, instructional approaches, student support services, performance of students, employment prospects, labour force participation, financing etc. (f) Identifies gender-related risks (g) Focuses on all the relevant levels – home, communities, MOE/school, economy (h) Provides in-depth analysis of stakeholders and their capacity to contribute to a gender-responsive education system (i) Involves input from multi-sector partners (including validating the analysis) (j) Elaborates challenges and successes centred around gender impact on males and females (k) Is based on gender-specific policy goals and targets (l) Includes comparative analysis of regional and (m) international goals, norms and best practice (n) Analyses multiple deprivation linked to gender, e.g. geographical (urban/rural), socioeconomic status, minority status, etc.
3	Goals and Strategies	Gender-related education policies Regional and International conventions and sector strategies	(a) Evidence-based, gender-specific goals and strategies (b) Developed in consultation with wide range of stakeholders including gender partners (c) Adoption of mitigation measures to address gender-related risks (d) Elaboration of goals and strategies centred around gender impact on males and females (e) Focus on specific interventions for each sex and sub-sector (f) Are linked to actions at various spheres – home, community, MOE/school, economy (g) Elaborate an integrated approach to addressing the challenges – gender-related actions in one component (e.g. curriculum), is complemented by actions in an associated component (e.g.) teacher training or provision of materials (h) Strongly linked or aligned, or at least draws from, or attention to, macro level strategies, e.g. Medium term development framework / plan (Country) and international conventions – SDGs, Conventions on the Rights of the Child (CRC), Convention on the Elimination of All Forms of Discrimination (CEDAW), Conventions on the Rights of Persons with Disabilities (CRPWD), etc.

| 4 | M&E Framework | M&E Framework

M&E Committees

EMIS

Indicator Framework

National Economic and Social indicators and Reports | (a) Development of gender-responsive results framework
(b) Gender-responsive inputs, processes, outputs and outcomes:
    i. Gender-disaggregated baseline indicators
    ii. Gender-disaggregated targets
(c) Reporting requirements organised around gender issues and impact, including review and dissemination of reports
(d) Functioning of a multi-sectoral monitoring group or committee including representation from Ministries/ Gender Bureaux/desks and other partners
(e) Gender-responsive evaluation (methodology, reporting etc.) |
| 5 | Cost and Financing | ESDP cost estimates

National Budgets

MOE Corporate Plans

EMIS reports on educational financing | (a) Investments for gender-related interventions identifiable in budgets and financial reports
(b) Key indices of gender-related financing (per capita expenditure by sex)
(c) Identifies sources of funding for gender-specific interventions |

4.3 GIG for the Implementation of ESDPs

The GIG needs a special institutional setting to be implemented. The following interventions (Table 4.2) identify actions at the systems, school and agency levels, and explain the role of the various actors who will be involved in implementing the gender-responsive ESDPs.[6] The interventions complement the GIG pyramid of Minimum Standards presented in Table 4.1. MOEs would be expected to incorporate the GIG in their own planning and execution at the administrative and school levels.

---

6   Following the format used in Papua New Guinea's Gender Equity in Education Policy - Guidelines for Implementation (2002)

Table 4.2: GIG for the Implementation of ESDPs

A. SYSTEMS LEVEL

Role of the Ministers of Education and Permanent Secretaries	• Provide leadership to advance gender in education dialogue at the Government level • Promote sensitisation of Permanent Secretaries on the importance of gender issues • Lead the process of institutional capacity-building at the national level • Promote gender-informed policies
Role of the Chief Education Officers or Directors of Education	• Include gender as a consistent aspect of ESDP-related work plans of MOE staff, with corresponding provisions for review and appraisal of progress • Include commitments towards implementing the GIG in job descriptions and annual work plans • Assign an MOE Officer for oversight on gender equity issues; • Organise orientation and sensitisation sessions for MOE staff and other stakeholders • Provide opportunities for training planners to monitor gender-sensitive implementation of ESDPs • Secure training by experts/gender specialists based on research at the various levels of the system • Mainstream gender issues in ESDP budget planning
Role of Education Planners	• Support gender-responsive capacity-building of key stakeholders including principals, teachers and school staff • Promote a cross-sectoral approach at the national level to implement GIG • Distribute GIG to agencies including UNESCO and UNICEF, schools, other ministries of Government and to civil society organisations working in the field of education • Encourage national and regional mechanisms to close knowledge gaps and promote the cross fertilisation of ideas • Invite national Ministries/Gender Bureaux to provide technical and research inputs into the ESDP design, implementation and M&E

B. SCHOOL LEVEL

Role of Principals	• Provide leadership for creating a culture of gender equality in their schools • Develop and implement gender-responsive school improvement plans • Identify school and community factors that promote and mitigate against gender equality, and take steps as appropriate • Provide professional development to teaching and non-teaching staff on gender equality • Contribute to data collection on the implementation of the GIG
Role of school staff	• Ensure that gender equality and equity is reflected in all teaching/learning plans and activities • Access professional development on gender equality in education • Encourage the school community, including students and parents, to participate in the gender-equality curriculum
Role of teacher educators and institutions	• Set targets for teaching and learning that recognise principles of gender equity and equality; • Includes gender socialisation and sensitisation as core aspects within teacher education programmes; and • Include a gender-sensitive teacher education curricula in the core programmes.

C. REGIONAL AND INTERNATIONAL ORGANISATIONS

Role of the regional implementation agencies (OECS/EDMU, CARICOM Secretariat, etc)	• Facilitate ongoing awareness and sharing of good practices • Receive and share annual national sector and work plans • Monitor implementation of GIG in ESDPs
Role of CDB and other development partners	• Include technical support to facilitate GIG interventions, monitoring and evaluating results, and accountability for agreed targets • Support capacity-building of national and regional education institutions to implement GIG and utilise the framework in sector plans • Provide technical assistance for implementing GIG • Support curriculum reform, and training to extend the pool of gender expertise • Ensure the content of funding proposals is gender-informed

PART 3
GAPS, CHALLENGES AND THE WAY FORWARD

5. THE WAY FORWARD

ESDPs are premised on the principle that investments in education should yield meaningful employment and lead to higher levels of economic development of countries. When the education system is not aligned with labour market demands, the threats to social and economic stability are evident in unemployment and citizen insecurity in the form of crime and violence. Examined through a gender lens, the differences between access to education and the conversion of educational opportunities to employment are reflected in the outputs (numbers graduating) and outcomes (employment gained). Assessing the long-term impact of ESDPs entails tracking the courses selected and occupations pursued by men and women, and the relationship to wages, as there may be implications for income and poverty issues in households, especially those headed by single parents.

The process for adopting the GIG would be initiated by CDB and CARICOM and OECS Secretariat. Endorsement and approval by COHSOD and OECS Council of Ministers would be sought. As part of the regional rollout, CDB will support capacity-building and sensitisation interventions in BMCs. The elements for implementing the GIG are set out in Figure 5.1, requiring both national and regional action as detailed below. The focal point for the implementation will be the Chief Education Officers/Directors of Education supported by the Education Planners and a representative from the Gender Bureaux in each BMC. Knowledge-sharing, organisational learning, education management systems, capacity- and awareness- building on gender analysis and planning as well as further research are all important to foster the design and implementation of gender-responsive ESDPs.

Table 5.1: Main Elements of GIG Implementation

Developing GIG-responsive ESDPs	Implementing GIG-responsive ESDPs	GIG Monitoring and Evaluation
Gender analysis and alligning of existing ESDPs	Establishing institutional and operational mechanisms for implementing GIG-responsive ESDPs	National M&E and Reporting
Designing new GIG-responsive ESDPs	National GIG sensitisation	Regional M&E and Reporting

A review of the status of the implementation of the GIG will be supported by CDB, in collaboration with other development partners through agencies such as IGDS. The evaluation will focus on:

- the extent to which national education systems have adopted the measures in GIG, recognising the multidimensional nature of planning for gender equality as described in CGDF;
- the level of national and regional capacities required for effective gender planning systems; and
- the effectiveness and sustainability of institutional mechanisms for the implementation of the Guidelines in BMCs.

ANNEXES

ANNEX A - GIG Workshop Participant List

Regional Workshop on Gender Implementation Guidelines for Education Sector Plans

Palm Haven Hotel, Gros Islet, Saint Lucia

February 2-7, 2015

Name	Designation	Country of Origin
Mrs. Rhonda Connor	Chief Education Officer	Anguilla
Mrs. Doristeen Etinoff	Education Planner	Antigua and Barbuda
Mrs. Jillian Douglas Phillip	Chief Education Officer	British Virgin Islands
Mrs. Nathaline Constance	Senior Planning Officer	Dominica
Mr. Junior Alexis	Statistician	Grenada
Mrs. Andrea Phillip	Chief Education Officer (Ag.)	Grenada
Mr. Quinton Morton	Education Planner	St. Kitts and Nevis
Ms. Louanne Gilchrist	Chief Education Officer	St. Vincent and the Grenadines
Mr. Dixton Findlay	Senior Education Officer, Research and Development	St. Vincent and the Grenadines
Mrs. Elaine Henry-McQueen	Senior Programme Officer, Division of Gender and Family Affairs	Grenada
Mrs. Suzanne Charles-Watson	Research Officer, Institute of Gender and Development Studies, UWI	Jamaica
Dr. Grace McClean	Chief Education Officer	Jamaica
Dr. Morella Joseph	Programme Manager, HRD, CARICOM Secretariat	Guyana
Ms. Alicia Mondesire	Consultant (CDB)	Canada
Dr. Wycliffe Otieno	Chief Of Education, UNICEF	Barbados
Dr. Martin Baptiste	Operations Officer, Education, CDB	Barbados
Mr. MacDonald Thomas	Social Analyst, CDB	Barbados

Dr. Maria Ziegler	Gender Specialist, CDB	Barbados
Mr. Marcellus Albertin	Head, EDMU, OECS Secretariat	Saint Lucia
Ms. Sisera Simon	Education Specialist, OECS Secretariat	Saint Lucia
Mr. Marcus Edward	Chief Education Officer	Saint Lucia
Mrs. Nathalie Elliott	Deputy Chief Education Officer, Planning	Saint Lucia

ANNEX B - Gender themes / issues to consider

- Qualitative experience of schooling - What happens to male vs female students
- Subject subscription based on gender stereotypes
- Cross Time tabling to prevent students from subscribing to non-traditional subjects
- Gender division of labour for students
- Gender expectations of subject subscription
- Participation in extra and co-curricular activities
- Violence in school:
  » Boy on Boy violence
  » Boy on Girl violence
  » Girl on girl violence
  » Student/Teacher abuse
- Capture student data on drop-out, reasons for drop-out and activity while out of school
- Certification levels and performance data on CSEC and ALL other Exit Examinations (eligibility and actual performance)
- Education level and labour market participation / Wage gap
- Decent work agenda / Work-life balance
- Development of useful life skills through the formal and informal curriculum
- Use of Social media both positively and negatively in the education process

ANNEX C - Exploring Challenges in the Implementation of gender-responsive ESDPs

The following broad areas of inquiry can be used to assess critical entry points, gaps, challenges and constraints for mainstreaming gender in the implementation of ESDPs.

- To what extent is gender currently incorporated into the analytical frameworks and forward planning of the department/unit/ministry?
- What are the mechanisms for realising gender equality objectives in the current planning frameworks of the ministry?
- What are the main hindrances to and enablers for integrating gender considerations into the analysis and planning frameworks of the department/unit/ministry?
- What measures can be taken to address current gaps in the planning, policy, and management systems to improve gender equality outcomes?
- To what extent is gender currently incorporated into the analytical frameworks and forward planning of the department/unit/ministry?
- What are the mechanisms for realising gender equality objectives in the current planning frameworks of the ministry?
- Relationship with the Gender Affairs Unit, Gender Focal Points
- Gender integration into M&E systems

References

Andaiye. (2003) CARICOM Plan of Action to 2005: Framework for Mainstreaming Gender into Key CARICOM Programmes [Online]. http://www.caricom.org/jsp/community_organs/gender_and_development/plan_of_action.pdf

Bailey, B. (2003) Gender sensitive educational policy and practice: the case of Jamaica [Online]. Available from: http://unesdoc.unesco.org/images/0014/001467/146747e.pdf

Bailey, B. (2008) Four Country Survey on Gender Differentials in the Caribbean. Presentation to Caribbean Union of Teachers' Educational Conference 2008, in collaboration with the Barbados Union of Teachers and the UNICEF Office for Barbados and the Eastern Caribbean.

Bailey, B. and Charles, S. (n.d) Gender Differentials in Caribbean Education Systems. [Online]. Available from: http://www.cedol.org/wp-content/uploads/2012/02/70-72-2010.pdf

CARICOM. (2000) Education for All in the Caribbean. [Online]. Available from: http://www.unesco.org/education/efa/global_co/working_group/pres10_caribbean_community.shtml

CARICOM. (2002) Monitoring the Implementation of the Regional Framework of Action for Children 2002-2015, CARICOM Secretariat. [Online]. Available from: http://www.unicef.org/guyana/ANNEX_A_-_Final_RFAC(1).pdf

CXC. (2015) Caribbean Examinations Council Research and Statistical Analysis. [Online]. Available from: https://www.cxc.org/?q=our-services/research-statistical-analysis

Government of Anguilla. (2004). Five Year Education Development Plan 2005-2010. [Online]. Available from: http://www.gov.ai/First%20Draft%20EDP%202005-2010.pdf

Government of Grenada. (2006) Strategic Plan for Educational Enhancement and Development, 2006-2015, Volume 1 The Strategic Framework, March 2006. [Online]. Available from: http://planipolis.iiep.unesco.org/upload/Grenada/Grenada%20Speed%20II.pdf

Government of Grenada. (2014) Education Statistical Digest, July 2014 Past Trends, Present Position and Projections up to 2015/16

Government of Montserrat. (2008) Laws of Montserrat/Education Act, Revised January 1 2008

Government of Montserrat. (2011) Montserrat Draft Education Development Plan 2012-2020

Government of Montserrat. (n.d) Draft Education Development Plan 2012-2020. [Online]. Available from: http://

www.gov.ms/wp-content/uploads/2011/04/2011-03-22-Montserrat-2012-20-Education-Development-Plan-draft.pdf

Government of Saint Lucia. (2013) Education Statistical Digest, 2013: Past Trends, Present Position And Projections up to 2015/16 Data Management, Corporate Planning Unit Ministry of Education (MOE), Human Resource Development and Labour

Government of Papua New Guinea. (2002) Department of Education Gender Equity in Education Policy - Guidelines for Implementation

Government of St Kitts and Nevis. (2009) St Kitts and Nevis White Paper on Education Development and Policy, 2009-2019.

Government of St Kitts and Nevis. (2014) Education in St Kitts and Nevis. Commonwealth Education Online Commonwealth Governance Online Commonwealth Health Online, © 2014 Nexus Strategic Partnerships Limited. [Online]. Available from: http://www.commonwealthofnations.org/sectors-st_kitts_and_nevis/education/

Government of St Vincent and the Grenadines. (2014) Education Statistical Digest, July 2014 Past Trends, Present Position and Projections up to 2015/16

Government of St. Kitts and Nevis. (2013) Ministry of Education Situation Analysis Report October 2013

Jules, D. (2010) Caribbean Gender Differentials Framework. Bridgetown: Caribbean Development Bank

Jules, D. (n.d.) Concept Paper, Development of a CARICOM Strategic Plan for Primary and Secondary Education services in the CARICOM Single Market and Economy (CSME). Arthur Lok Jack Graduate School of Business. [Online]. Available from: http://www.caricom.org/jsp/single_market/services_regime/concept_paper_primary_secondary_education.pdf

Matthews, Clark. (2013) Quality education counts for skills and growth. LAC opportunities for all, No. 8. Washington DC, World Bank. [Online]. Available from: http://documents.worldbank.org/curated/en/2013/06/17893756/quality-education-counts-skills-growth

Mondesire, A. (2012). Gender in Results Based Management. Ottawa: Association of Canadian Community Colleges.

Mondesire, A. (2013) Model Gender Lesson Plan for Technical and Vocational Education (TVET) in the CARICOM Education Employment. Ottawa: Association of Canadian Community Colleges.

OECD. (2013) Gender equality and women's rights in the post-2015 agenda: A foundation for sustainable development. [Online]. Available from: http://post2015.org/2013/09/12/gender-equality-and-womens-rights-in-the-post-2015-agenda-a-foundation-for-sustainable-development/

OECS. (1991) Foundation for the Future - OECS Education Reform Strategy: Summary, strategies and recommendations. [Online]. Available from:

OECS. (1995) Model Education Bill for the OECS. http://www.oecs.org/publications/education-development/resources/172-draftbill/file