

Gender equality in learning outcomes in Africa: Evidence from SACMEQ and IIEP research studies

Teaching and Learning for Development

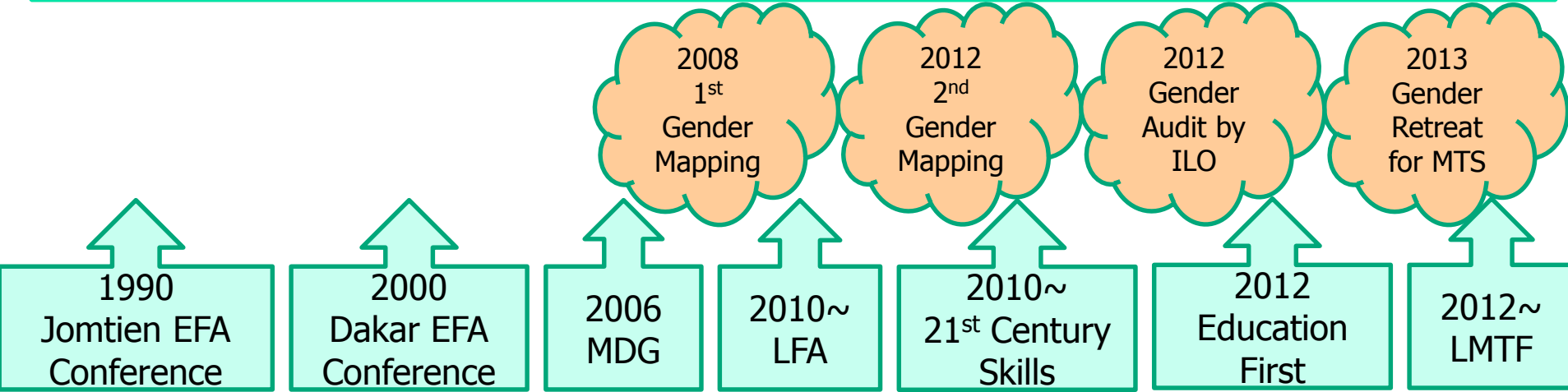
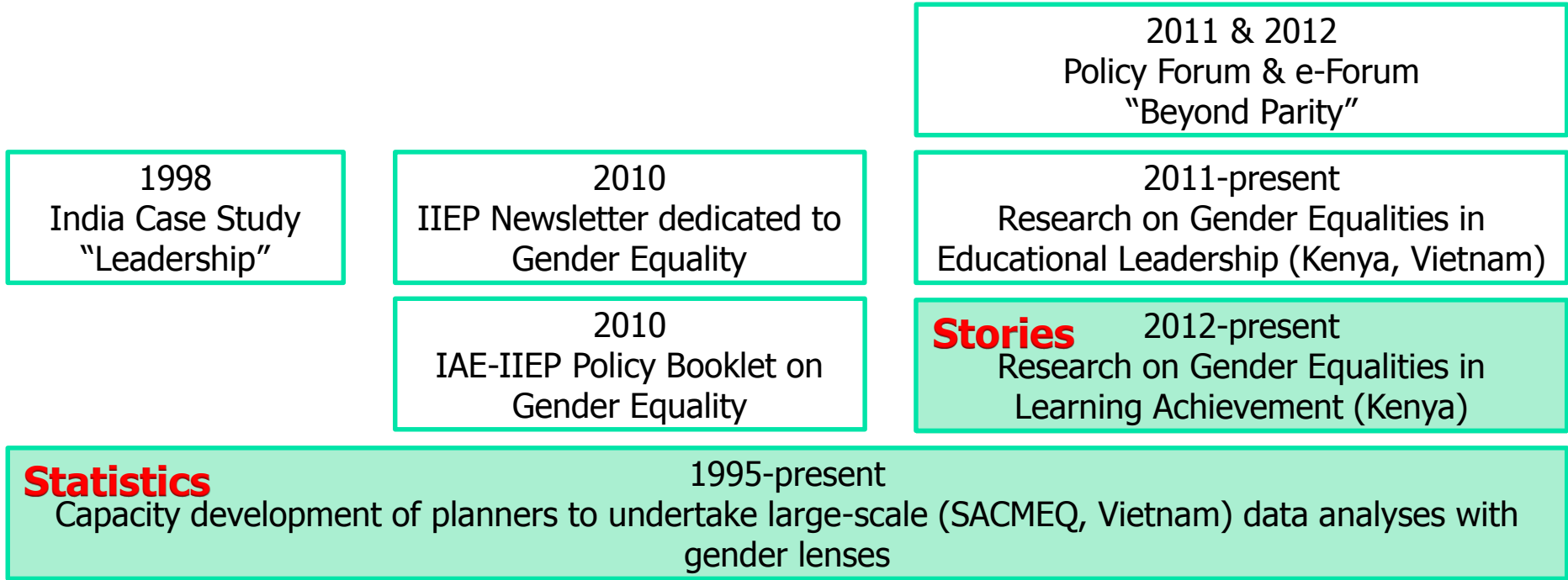
3 February 2014, Oslo, Norway

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IIEP Programmes on Gender Equality





IIEP has collaborated with SACMEQ

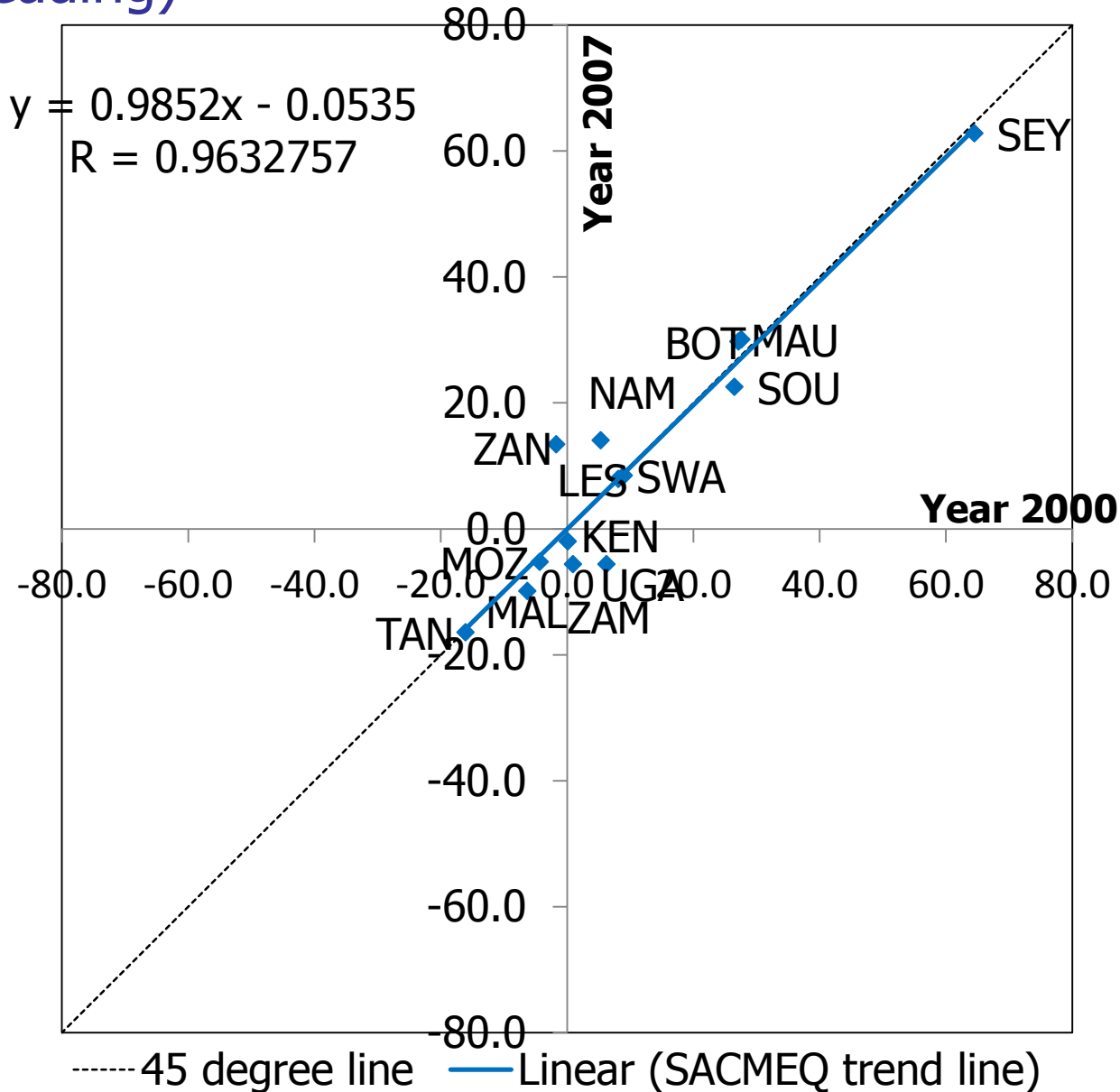
SACMEQ I	SACMEQ II	SACMEQ III	SACMEQ IV
Data collection 1995 and 1998	Data collection 2000, 2001, and 2002	Data collection 2007	Data collection 2013-2014
7 Ministries of Education	14 Ministries of Education	15 Ministries of Education	16 Ministries of Education
+20,000 Grade 6 pupils	+41,000 Grade 6 pupils	+61,000 Grade 6 pupils	Est. +64,000 Grade 6 pupils
Reading	Reading and Mathematics	Reading, Mathematics, and HIV & AIDS knowledge	Reading, Mathematics, and HIV & AIDS knowledge
Tests for pupils	Tests for pupils and teachers	Tests for pupils and teachers	Tests for pupils and teachers / Link with PASEC



SACMEQ statistics to respond to policy questions with gender lenses

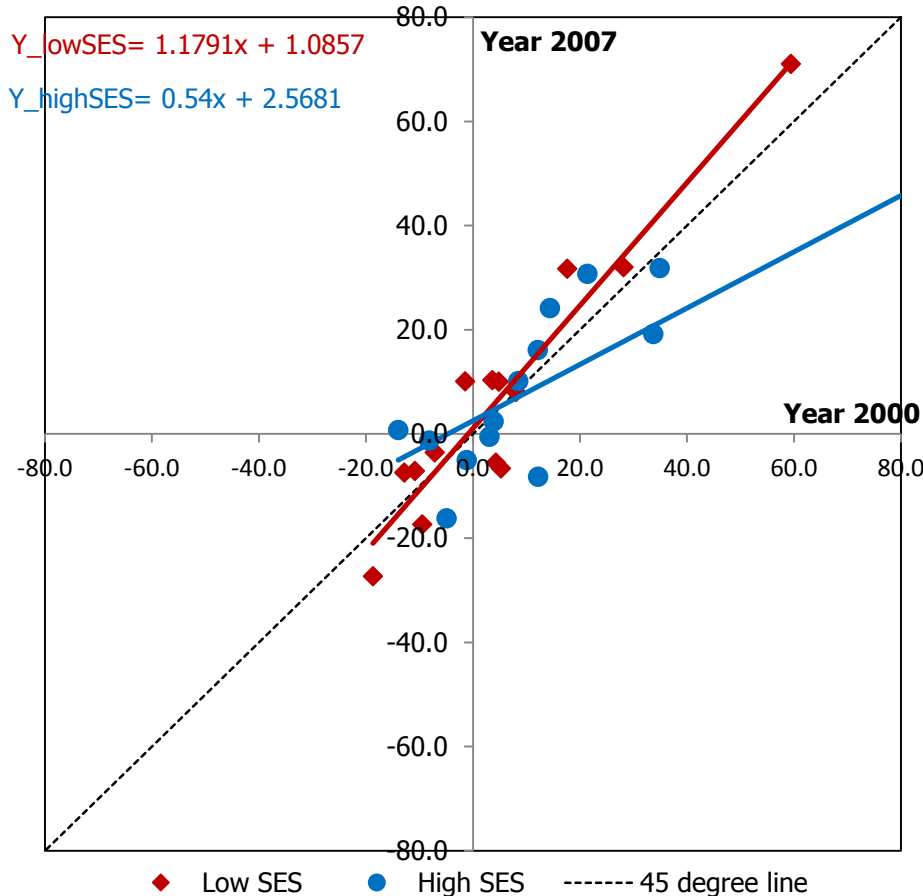
- Trends in gender differences in:
 - Pupils' participation / schooling processes / family background / learning achievement
 - Teachers' working and living conditions / teaching practices & approaches / performance
 - Gender balance in teaching force and school leadership
 - Relationship among teacher gender, teacher performance, and pupil achievement
 - “Gender sensitivity” in the school environment (sanitation, violence, etc.)
- Gender bias in tests

No change in gender differences between 2000 and 2007 (Reading)

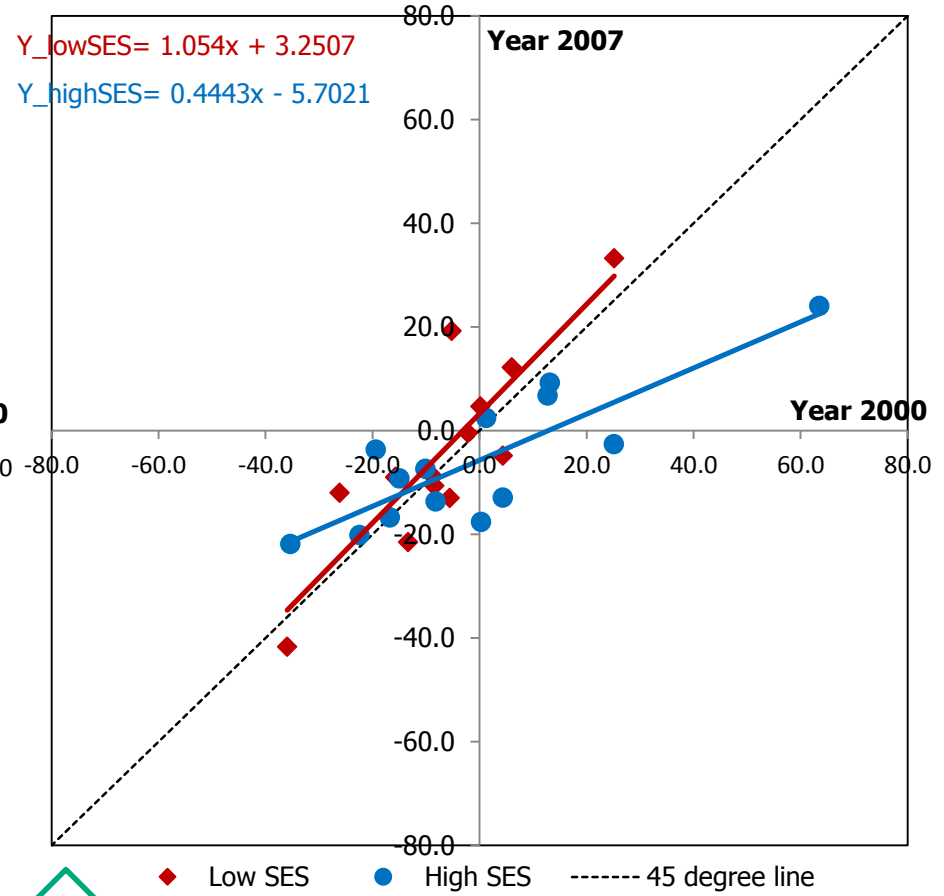


Change in gender differences between 2000 and 2007

Reading Low vs High SES



Mathematics Low vs High SES

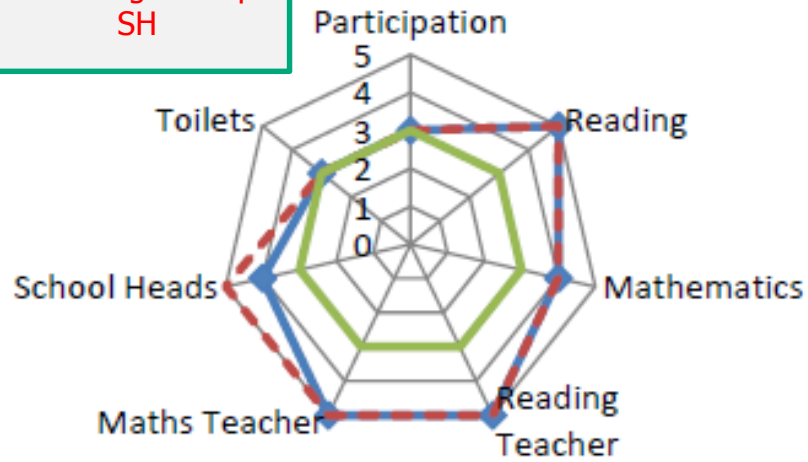


Source: Saito (2011b)

Reduction of the size of gender differences in Reading and Mathematics only in High SES group

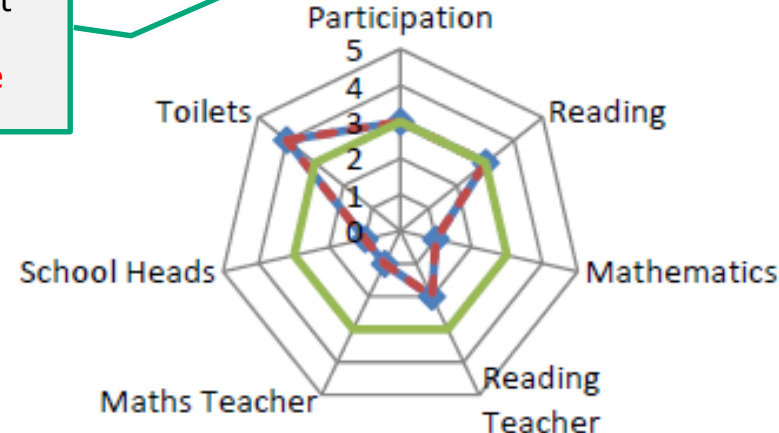
Botswana

Mostly in favor of female
No Change except SH



Kenya

Mostly in favor of male except Toilets
No Change

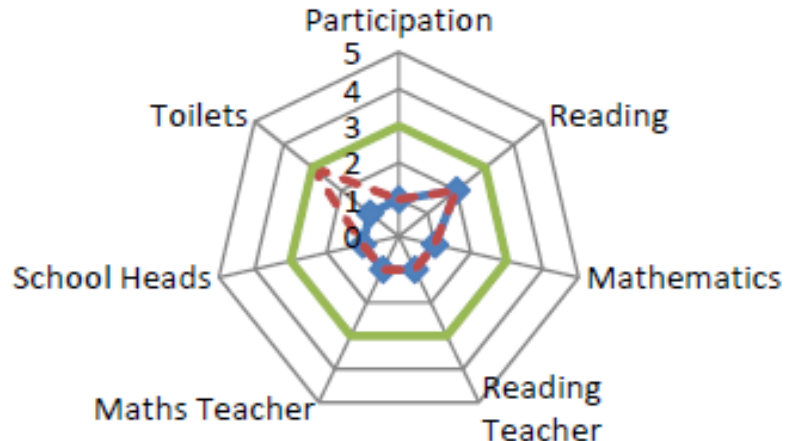


◆ SACMEQ II
- - - SACMEQ III
— Equality Line

Outside green → In favor of Female
Inside green → In favor of Male

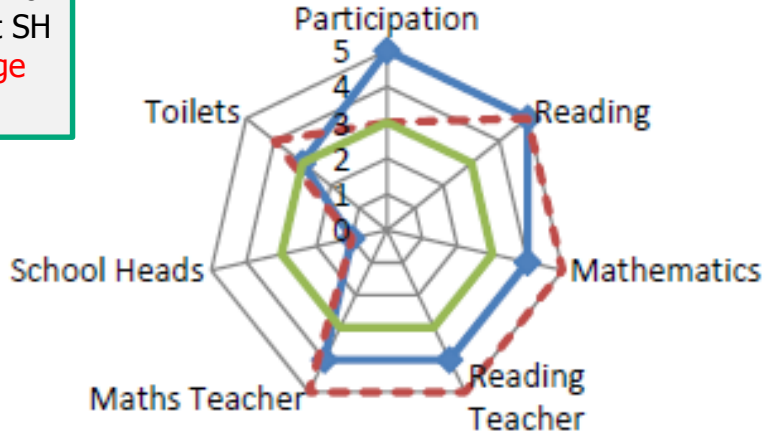
Mostly in favor of male
No Change except Toilets

Mozambique

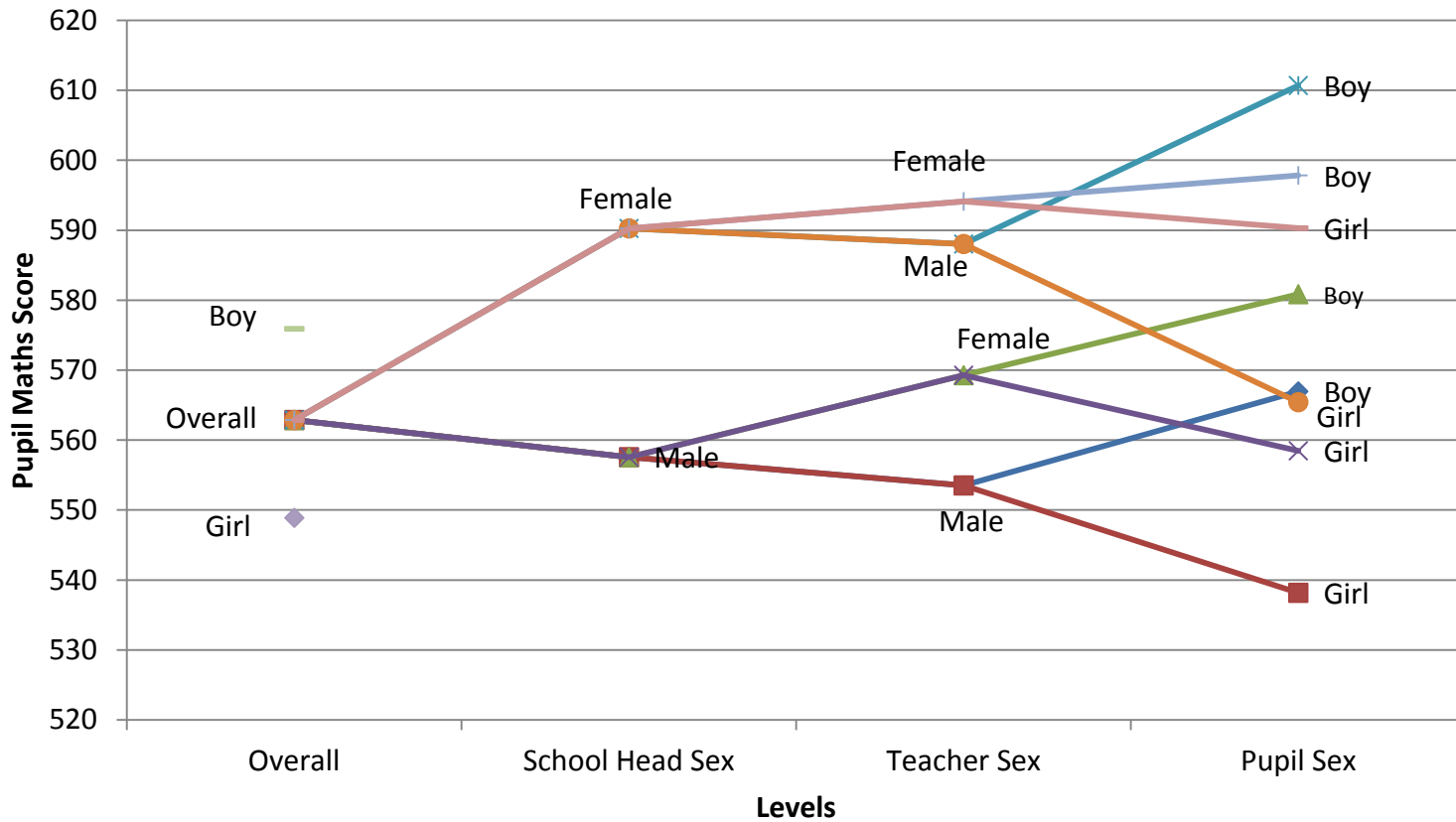


South Africa

Mostly in favor of female except SH
Some Change



Kenya (Mathematics)

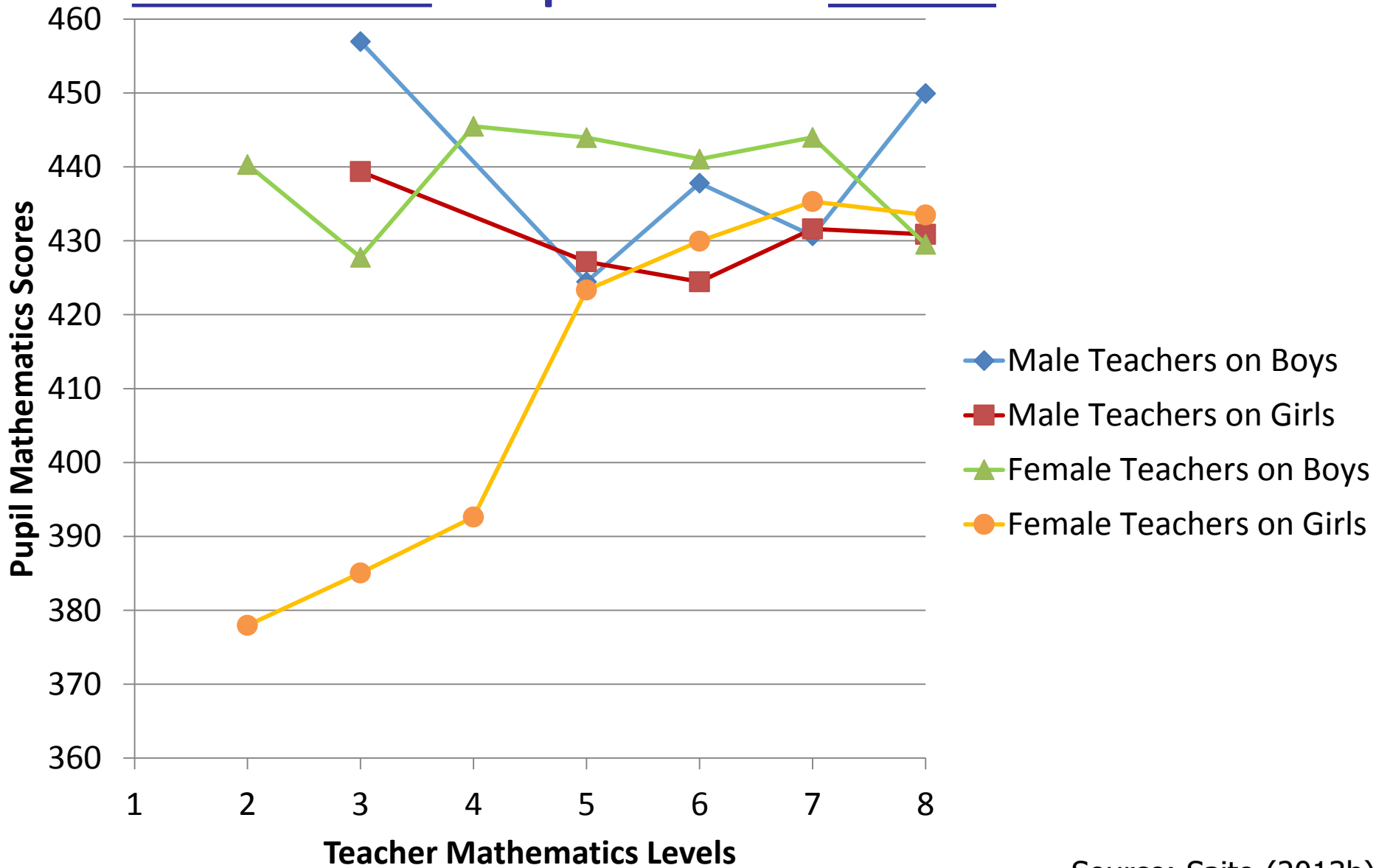


Boys' and Girls' Mathematics Mean Scores based on the Gender of School Heads and Mathematics Teachers in Kenya

School Head	Maths Teacher	Teacher Characteristics and Teaching Practices					
		Maths Scores	Maths. Homework			Give M. Tests	Meet Parents
			Give	Correct	Explain		
Male	Male	913	68%	37%	29%	22%	22%
Male	Female	894	70%	46%	36%	30%	26%
Female	Male	903	64%	49%	40%	33%	9%
Female	Female	929	80%	40%	36%	22%	41%

Source: Saito (2013b)

Relationship between pupils' and teachers' Mathematics competencies in Zambia



Sexual Harassment (2000-2007)

	Pupils Harass Pupils			Pupils Harass Teachers			Teachers Harass Teachers			Teachers Harass Pupils		
	2000	2007		2000	2007		2000	2007		2000	2007	
	Botswana	15	28	▲	0	3	▶	1	4	▶	1	4
Kenya	17	49	▲	4	8	▶	5	7	▲	5	12	▲
Lesotho	12	23	▲	3	4	▶	4	4	▶	4	7	▶
Malawi	36	42	▲	7	12	▲	16	14	▲	16	17	▶
Mauritius	9	15	▲	0	2	▶	0	1	▶	0	3	▶
Mozambique	22	20	▶	12	6	▼	11	0	▶	11	8	▶
Namibia	36	38	▶	5	6	▶	7	8	▲	7	10	▶
Seychelles	49	62	▲	5	0	▼	0	0	▶	0	0	▶
South Africa	25	40	▲	6	5	▶	4	5	▶	4	5	▶
Swaziland	34	39	▲	8	6	▶	4	9	▲	4	11	▲
Tanzania	50	38	▼	22	20	▶	18	17	▶	18	19	▶
Uganda	41	58	▲	19	30	▲	17	31	▲	17	37	▲
Zambia	35	48	▲	14	12	▶	11	13	▲	11	20	▲
Zanzibar	47	97	▲	14	92	▲	8	89	▲	8	90	▲
Zimbabwe	NA	42	XX	NA	12	XX	NA	19	XX	NA	19	XX
SACMEQ	29	41	▲	8	13	▲	7	13	▲	7	16	▲

✓ Sexual harassment between pupils seems to be very common in SACMEQ countries.

✓ In nine SACMEQ countries, the percentage for harassment between pupils increased greatly since 2000.

✓ In Uganda and Zanzibar, considerable increase was recorded in all forms of sexual harassment between 2000-2007.

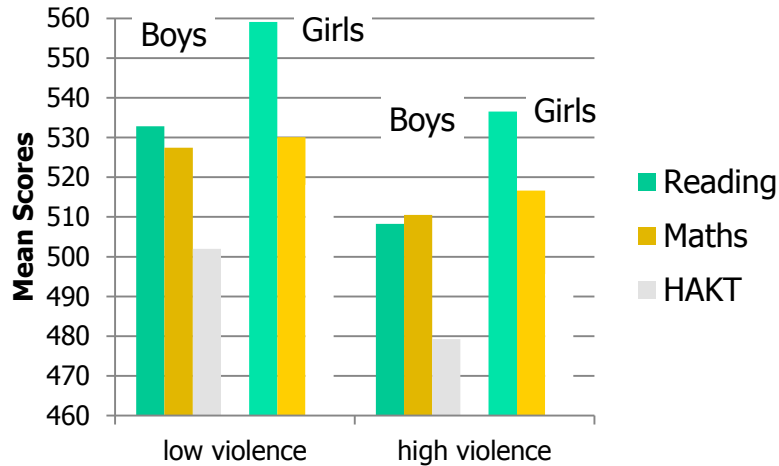
Source: Saito (2013a)

Trend (2000-2007) of SH perception: % 'sometimes' or 'often'

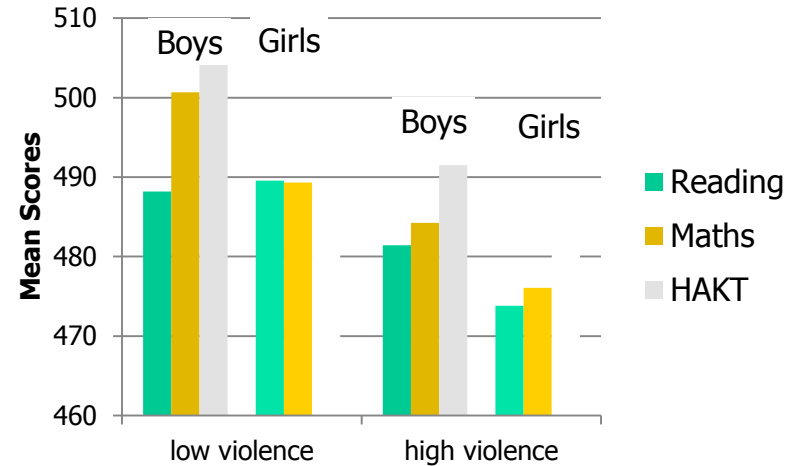
▲	increased by GE 10 % points
▲	increased by GE 5 % points and LT 10 % points
▶	changed by LT 5 % points
▼	decreased by GE 5 % points and LT 10 % points
▼	decreased by GE 10 % points

Differences between boys' and girls' achievement scores in schools with low violence vs. high violence

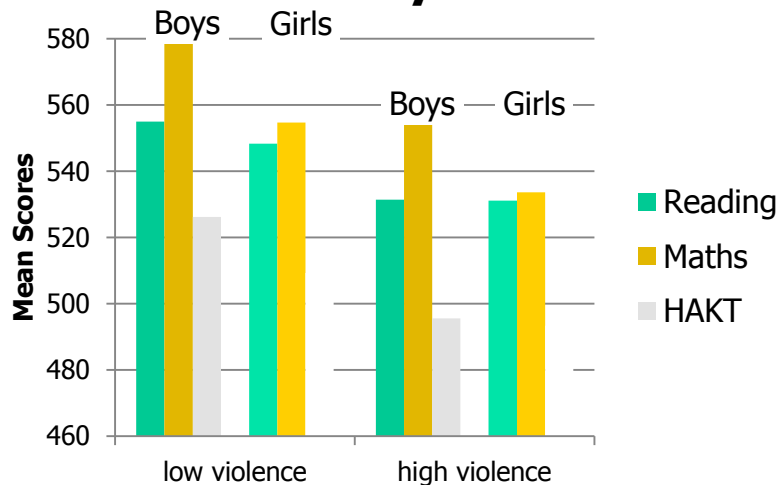
Botswana



Uganda



Kenya



Both boys and girls perform better in schools with low violence – gender based?



IIEP Study on “Stories behind gender equality in student achievement”: Pilot case in Kenya

- Follow-up to SACMEQ assessment
- Partnership between Ministry of Education, UNESCO-IIEP, UNICEF-ESARO
- Capacity development of Kenyan planners and researchers (2012 –2013) in:
 - Qualitative data collection techniques
 - School Observation
 - Classroom Observation
 - Once-on-one interview
 - Focus-group interview
 - Data validation, data coding, and text analysis
 - Story writing for policy messages



Policy Questions in “Stories behind Gender Equality in Student Achievement”

- Class management to provide equal learning processes for boys and girls
- Schools management by male and female school heads to provide equal opportunities for (i) boys and girls to progress in learning, and (ii) male and female teachers to advance professionally
- Views and beliefs of male and female teachers, school heads, and educational leaders regarding gender equality issue
- Views, beliefs, and aspirations of boys and girls and their parents regarding the education and future life

Stories behind toilet statistics

Table 1: Selected Information through ‘Gender Lens’ in Kenya (2000 and 2007)

Selected Indicators	2000	2007
Female Reading Teacher	46%	46%
Female Mathematics Teacher	24%	27%
Female School Head	9%	15%
Schools with Fences	80%	86%
# Boys per Boys' Toilet	49	56
# Girls per Girls' Toilet	45	52

Source: Wasanga et al (2011)

Standard 6 boy: “I’m scared of using it because I may fall.”

Standard 6 boy: “... when you come out of the toilet, you find there is no water to wash your hands.”

Standard 6 girl: “Boys sometimes peep at girls’ toilets...”

Standard 6 girl: “I don’t like to share the toilets with smaller children.”

Standard 6 girl: “I keep the used napkin in my pocket and throw away at home.”

Standard 6 girl: “During the menstruation period, I sneak out class to use the staff toilet.”

Source: Saito (Ed.) (forthcoming)



Stories behind violence/bullying/harassment

Case of a male teacher (girl's uncle) molesting a female pupil and patting other girls' buttocks in the staircase...

- The girl reported to her teacher who reported to School Head.
- School Head called in girl's parents.
- Parents protested: 'if you talk the truth, our brother can lose his job ... no, our brother cannot do something like that!' (girl's parents took the side of the 'teacher' – girl's uncle.)
- Teacher applied for an external transfer, and the case ended w/o follow-up.

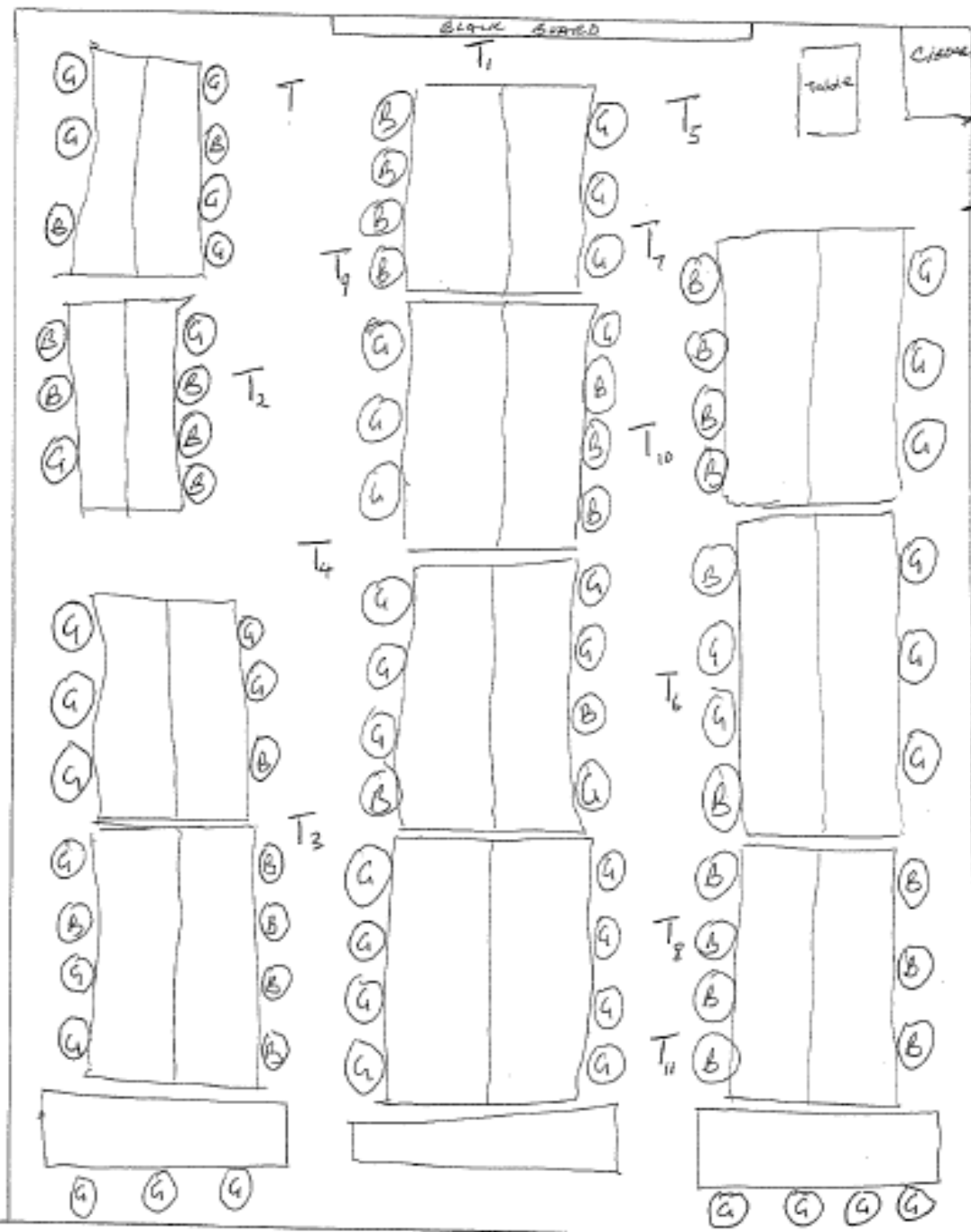
Case of a male volunteer teacher asking a young boy to take his shorts off in front of his class...

- Boy's parents: 'My son says he does not want to go to class, because the teacher removed his clothes before the children and beat him'
- School Head: 'The teacher wanted the all boys to remove the clothes, so as to learn to name the kind of clothes the people wear'.

Top Nairobi School Grade 6 Maths Class

- 89 pupils
- 17 textbooks
- Periodically rotates seating arrangement based on performance.
- Uses peer learning approach, by pairing the brightest and the weakest, regardless of gender.

Source: Saito (Ed.) (forthcoming)





Policy Messages: Implications for Monitoring and Evaluation, Policy and Planning (1)

- Need for a review on gender-related interventions through detailed analyses on budget for quality improvement as opposed to parity improvement (Planning Department).
- Need to agree on gender equality indicators to monitor the quality of learning of boys and girls (Planning Department).
- Need 'targeted' teaching /learning materials for different domains and competency levels of boys and girls (Curriculum Branch).
- Need not to ignore teachers' subject knowledge training in order to overcome Maths anxiety (Teacher Service Commission).
- Need to enhance teachers' skills to work with adolescents through in-service training (Teacher Service Commission).



Policy Messages: Implications for Monitoring and Evaluation, Policy and Planning (2)

- The DEO should provide gender awareness programmes to both the schools (school heads, teachers, pupils, and all support staff) and the parents;
- Feasible reporting mechanisms must be put in place for school heads to report to the DEO;
- A system of redress should be established that could take the form of a 'code of behaviour' along with clearly defined consequences for inappropriate behaviour.

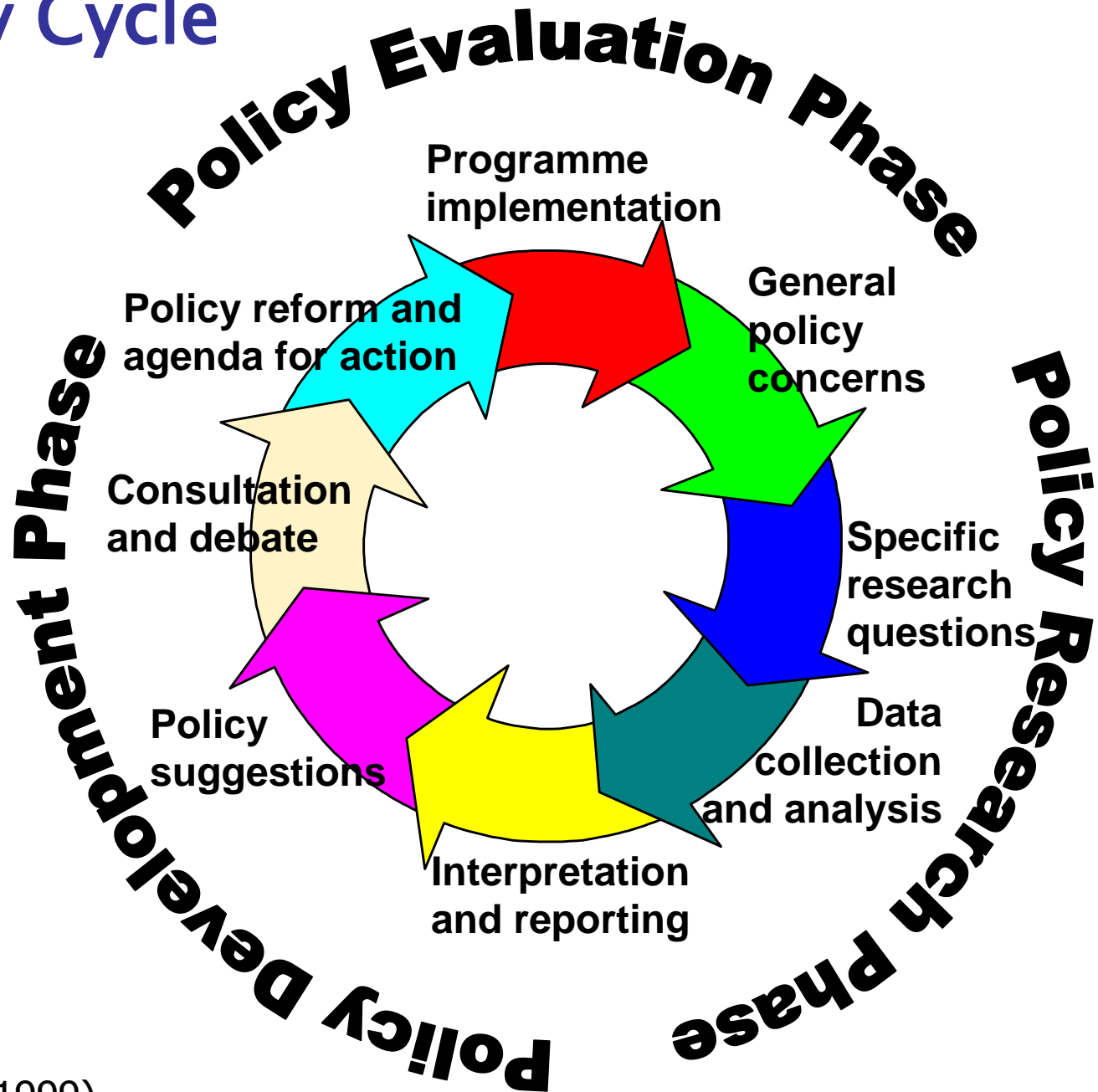


Policy Messages: Implications for Monitoring and Evaluation, Policy and Planning (3)

- District or City quality assurance officers may wish to include a description of the quality of toilets in the school inspection reports.
- School Heads may wish to prioritize the maintenance of toilets on the use of school grants.
- School Heads and the School Management Committee may wish to mobilize a toilet cleaning campaign.



Policy Cycle



Source: Saito (1999)



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More information about IIEP's Gender Equality Programme:

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