

**** **Gender information and gender**

 **analysis – getting stuck in! .**

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**Tertiary Education**

You are a team of advisers conducting a feasibility study of an agricultural program for secondary schools in a Pacific Island country. The proposed project is an investment to improve enrolment and learning outcomes in tertiary education. The NZ Government has committed to a five year programme, with the assumption that at least five more years will be approved. This project is likely to include;

* A large infrastructure/ building component (most secondary provision is currently boarding, and many students can’t afford the fees)
* A quality component (focus on learning outcomes)
* A policy component (potentially addressing issues such as access, progression, and school management)

Local people will be required to provide labour for construction and rehabilitation work, and to contribute to the costs of improvements.

More boys than girls complete their secondary education, but neither boys nor girls fare well when it comes to learning outcomes or exam results. Primary school enrolment and attendance data is roughly similar for boys and girls – close to 100%. Around the age of 12, girls’ attendance drops. Around age 14, their enrolment rates begin to drop significantly, particularly for girls from poorer households. Data available on learning outcomes is incomplete and of poor quality, but there is some reason to believe that a large percentage of boys in secondary school are performing well below grade level in English, and secondary girls from rural areas have particularly poor results in maths. Teenage pregnancy rates are high. Although the formal MoE policy is that young mothers should be allowed to attend school, in practice it is almost unheard of for a young mother to finish secondary school.

Step 1:

What information do you need to design this project in a gender sensitive way? How might men and women, boys and girls be affected differently? **What questions does your team need to ask?** Write each question on a different post-it note – generate as many questions as you can.

 …when your group finishes Step 1.

Step 2:

After the short presentation on gender analytical frameworks, go back to your group’s long list of questions, and cluster the questions into themes or categories – your own analytical framework! Then consider the ’official’ analytical frameworks from the presentation. Is there anything in those that your group would like to borrow or adapt? Things you had not thought of? Different ways of categorising your questions?



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**Rural Water Supply and Sanitation**

You are a team of advisers conducting an appraisal study for a project which will promote the sustainable provision of rural domestic water supply and sanitation. In accordance with “best practice” lessons learned during the International Decade on Water and Sanitation, the project aims to:

* promote the role of government as water system co-ordinator, rather than water system provider
* adopt a demand-led approach
* have active community involvement in all stages of project implementation
* rely on cost recovery for on-going operation and maintenance of the system
* promote community responsibility for operation, maintenance and management of the system
* encourage the active involvement of women

Community members will be involved in the design and construction of all infrastructure improvements and will be expected to contribute about 40% of the costs of sewerage system connections. Some charges may be subsidised to ensure that those unable to afford these costs are not excluded from the benefits of the project.

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