IMPLEMENTATION GENDER MAINSTREAMING MODEL

by Lusila Andriani

IMPLEMENTATION GENDER MAINSTREAMING MODEL IN EDUCATION POLICY ANALYSIS

Abstract

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Abstract

This study aims to assess the literary gender mainstreaming and finding out the hypothetical model of the implementation of gender mainstreaming in education policy analysis. The research approach used is the approach of Research, Development, and Diffusion (Research, Development and Diffusion) for the development of training programs of the implementation of gender mainstreaming in education policy analysis at schools. This study includes three stages: 1. Research; 2) development (development); and 3) diffusion (spreading). This first phase of the approach Research, Development, and Diffusion (R, D and D). This study is the first phase of research through conducting literature review to find the model of implementation of gender mainstreaming in educational policy analysis in schools. The results show that: 1) Responsive education policy is education policy taken by inserting differences experiences, aspirations, and problems faced by women and men as targets and objectives of the development of education, to the process of planning, so that the policy / program / activity has contributed to the development that ensures the realization of justice and gender equality in the education sector; 2) It is important for educators to be able to implement gender mainstreaming and to understand gender analysis pathway (GAP) in education policy to the unit level, especially for the policy makers at the unit level of education. Common perception of the importance of the implementation of gender mainstreaming is a realization of Permendiknas No. 84 in 2008 to create a gender-fair education; and 3) Hypothetical model prepared is an instructional design used for the training of educators at unit level education.The instructional design model for the training of educators at the unit level is something urgent for GAP implementation. Instructional design is intended to provide guidance to the parts who are concerned to give a training to implement PUG.

Keywords: implementation, gender mainstreaming model, education policy analysis

Background of the Problems

Education as seen as the process of humanizing can be viewed as a vital means to achieve equality, development, and peacefulness. Equal education is worth both for men and women, especially to make the relationship between them equal. Education is also considered as the way to escalate women status.

The development of equitable gender human resources remains far from the ideal. Although the government has made a policy to eradicate illiteracy, there still a number of children, teenagers, and adults who have not been educated. In the South Asian countries, it is estimated that only 94% of female children go to elementary school while 100% of male students go to elementary school. In addition, according to Women Journal No.50 (2006:10), 85% of 100 drop-out students in the world were female students. If there is no political will through policy formulation and certain actions, gender gap will remain to exist in education.

In society, men and women have different role of gender. It is influenced by several factors such as environment, stories, and myths used to break the enigma of the difference of gender, why such difference exists, and how two persons with different gender can make a good relationship as well as with surrounding (Mosse, 2007:5).

From the reasons above, this study is conducted at school level to analyze the model of gender mainstreaming implementation in the implementation of the policy in schools. There are some problems are possibly urged: 1) What is the gender-responsive educational policy? 2) How is gender mainstreaming implemented in educational policies? 3) How

isthe model of Gender Analysis Pathway (GAP) used in analyzing educational policies?

Gender

Basically gender differs from biological sex. Biological sex is given; we are born as males or females. Each community has their own scripts of roles of gender as well as the role of language which should be followed by the members such as how to act the feminine or masculine role. Gender is actually a set of roles telling other people that we are feminine or masculine (Mosse, 2007:2-3).

The concept of gender is the inherent nature of men and women who are socially and culturally constructed. The understanding and distinction between sex concept and gender are necessary in doing the analysis of getting good understanding of social inequality problems happening to women. It is caused by the close connection between gender differences and gender inequalities with the structure of the equality of a community in general. Therefore, a clear understanding and distinction between sex concept and gender are needed in order to discuss the problems of social inequalities (Fakih, 2005:3-4). Actually there is a connection between gender problems with other social inequality problems.

The difference of gender is not a matter as long as it doesn't make such gender inequalities. However, the problem is that gender difference leads any kinds of inequalities, whether for men or women in particular. Gender inequality is a system and structure where both men and women are being the victims of the system. Gender inequalities are manifested in some forms, for examples: marginalization or the process of economic impoverishment, subordination or not important assumption in political decisions, the formation of negative stereotypes or through labeling, violence, the workload is longer and more (burden), as well as the socialization of gender role ideology value (Fakih, 2006: 12).

Many facts prove that the gender gap in education until now continues to occur. Facts that showed the participation of women in almost all levels and education programs are still lagging behind. Symptoms of gender gap also appears on the treatment of the learning process itself which is less responsive to gender. Male students are placed in a more decisive position (Kosasih in Harlan, 2004).

Education and Gender Equality

Women can participate actively in the development process, but in practice a lot of obstacles encountered. Although we have various legal instruments and policies that ensure the advancement of women's equality and justice for women and men, as well as an improvement in the condition and situation of women, but the factshows that in everyday life, widespread discrimination and violence against women in all fields, including education, are still common.

Indonesian education is still covered by gender bias. Even gender stereotypes still persist in school, namely that there is discrimination against boys and girls in the education system. As the findings of research conducted by Marie Astuti (Women's Journal 44, 2005: 22), that the school books for elementary school children in Yogyakarta filled with nuances of gender distinctions. In addition, gender bias is also venturing into territory of relationship between educators with students, and treatment of school for students. The materials contained in the subject seems to be prepared for the division of gender roles for the purpose of social status.

Education is a product or a social construction. Gender either male or female is not always benefited as the result of the construction. The gap in the education sector has been a major factor that affects the overall gender bias. Almost in all sectors, factors such as employment, position, role in society, and the problems of giving opinion as well as educational differences between men and women cause gender bias.

In the family and school education we can find this gender bias and will constantly take place when there is no settlement. For example, the student textbook, found many images as well as the formulation of a sentence that does not reflect gender equality. Like a picture of a pilot always men because a job as a pilot requires skill and strength are "only" owned by men. While the image of teachers who are teaching in the classroom is always women as teachers always identified with the task of caring for or educating. Ironically students also noticed that although many teachers are female, but the principal generally is male.

Some notion / concept associated with the transformation of gender equality study include:

a. Gender blind: condition or state of a person who does not understand the meaning or concept of gender or someone who does not understand that there is a divergence of interests between men and women.
b. Gender sensitive: the ability and sensitivity of a person in view and assessing the results of development and other aspects of life from the perspective of gender or ability to analyze every aspect of life adapted to the different interests between men and women.
c. Gender neutral: policies, programs, activities or conditions not favoring one gender male or female.
d. Gender bias: policies, programs, activities or conditions that favor one gender male or female.
e. Gender responsive: policies, program, activity or condition that has taken into account the interests of men and women.

To achieve gender responsive, the government issued a Presidential Instruction 9 of 2000 on Gender Mainstreaming in National Development on December 19, 2000. Gender mainstreaming is a strategy that is built to integrate gender into an integral dimension of the design, preparation, implementation, monitoring, and evaluation of policies and programs of national development. While gender mainstreaming aims for the implementation of the planning, preparation, execution, monitoring, and evaluation of national development policies and programs which are gender perspective in order to realize gender equality in family life, community, nation, and state.

Research Method

Research method used in this study is Research, Development, and Diffusion which aims at developing a training on gender mainstreaming in terms of school policy analysis in schools. This research involves three stages: 1) Research; 2) Development; and 3) Diffusion. This research is the first stage of the approach used in Research, Development, and Diffusion (R, D, and D). This study covers the literary review to find out the gender mainstreaming model in terms of the analysis of educational policy in schools.

Findings and Discussion

Findings
Description of Gender Mainstreaming Policy

Policy is basically an instrument of the government which is not only meant as a government related to state apparatus but also meant as a government involving any kinds of institutions (privates, entrepreneurship, or civil society). A policy functions as a base of acts in the field. The policy can be generated into strategies, plans, regulations, agreements, consensus and ethics, programs and projects. The success of a policy is highly determined by the process of its making and implementation (Tony, et.al, 2003:7).

A policy is a means of a government to do good things to their people well. Therefore, a policy is considered as a public interest. A policy can be implemented in the form of: 1) legal instruments such as legislation; 2) economic instruments such as policies of fiscal, taxes, subsidies, price, finance and monetary; 3) guidance, instructions, and commands; 4) political statements; and 5) outlines of development, strategies, plans, programs which are interpreted into projects and details of a specific budget.

From the definitions mentioned, there are important elements of a policy, namely:
1) Problems to solve through a policy
2) Ways to solve the problems
3) Goals to achieve
4) Desired interests
5) Actors who will do it
6) Instruments to do the policy
7) Rules how to use the instruments

Gender mainstreaming as a policy is a way to solve the problem related to the relation between men and women. The discrimination is sued on account of inequality and injustice for women. Therefore, it is necessary to have such a policy which is used to solve the problems, for the sake of justice and gender equality.

Gender Analysis Pathway (GAP)

The strategy of gender mainstreaming is broaden into gender responsive in developing policies, programs, projects, and activities which are expected to restrict gender gap leading to gender equality and equity manifestation. Moreover, the strategy of gender mainstreaming improves the

accountability of government (the Ministry of Women Empowerment, 2002:4).

Responsive gender is the plan arranged by integrating experiences, ideals, issues, and different needs of men and women in the process of formulating policies. Therefore, in setting a plan, it is important to complete it with gender analysis in every development of policies, programs, projects, and activities. The meaning of a policy involves the whole micro and macro policies, national policies, province policies, and regional policies (the Ministry of Women Empowerment, 2002:8).

To develop policies, programs, projects, and activities in the process of setting the plan, policy makers can use Gender Analysis Pathway (GAP). GAP is a set of gender analysis which is developed by BAPPENAS used to assist planners in doing gender mainstreaming. GAP is conducted through simple and understandable methods by planners. There are 8 steps to meet in doing GAP categorized into three major phases: 1) analysis of gender responsive policy, 2) formulation of gender responsive policy, and 3) action plan of gender responsive.

Discussion

Urgency of GAP Implementation in Education Policy Analysis

Gender Analysis Pathway (GAP) as one of gender analysis tools can be used to assist planners in formulating gender mainstreaming in planning the development of policies, programs, projects and activities, including in the field of education. As a follow-up to Presidential Instruction No. 9 of 2000 on Gender Mainstreaming, the government has issued a decree of the Minister as follow-ups, the Minister of National Education Regulation (Permendiknas) No. 84 of 2008 on Guidelines for Gender mainstreaming in the field of Education in the Ministry of National Education. It is stated that each unit of work in education while doing the planning, implementation, monitoring and evaluation of all policies, education and development programs has to integrate gender in it. Increased gender equality in education is very important to be done in order to ensure all citizens both men and women to access education services, participate actively, and have control and benefit from the development

of an education, so that men and women can develop their potential to the fullest. It is also mentioned that the implementation of gender-responsive education is applied at various levels such asat province level, regency/city level, and at education unit level.

The one who is responsible to implement Gender Mainstreaming (PUG) in Education Unit level is Head of Education. For the implementation, the Head can form a Working Group (Pokja) of PUG. The Pokja members are all stakeholders in the unit concerned with the following tasks: to promote and facilitate the implementation of PUG to all stakeholders in the work unit; to conduct dissemination and advocacy of PUG, to develop programs each year; to promote the establishment of educational unit budget which is concerned with gender perspective; to make the work plansof PUG each year; to beresponsible to the Department of Education in the regency/city; to formulate policy recommendations to the Head of Education Service in the regency/city; and to monitor the implementation of PUG in the work unit.

Through Permendiknas No. 84 of 2008 is, it is important for all educators at the provincial, district / city and unit level to understand the Gender Analysis Pathway as a tool to analyze the implementation of gender mainstreaming in education. By using GAP, planners of policies, programs, projects and educational activities at various levels can identify the gender gap and gender issues for planning and also formulate policies, programs, practices and activities aimed at narrowing or removing gender gap in education.

GAP Implementation Model in Education Policy Analysis at the School

Education policy analysis using the GAP at unit level of education (school) just to gender is an important part of the process of elimination of gender disparity. With the analysis of the education policy, the policies, programs, projects and activities at the unit level is expected to be more gender equitable. As suggested by Len-Rhynie (1999: 18-23), several important elements of the educational unit that needs to be taken to ensure gender equity and should be given attention are as follows:1. School Organization; 2. General Content and Structure of Schooling; 3. Curriculum; 4. educational materials;
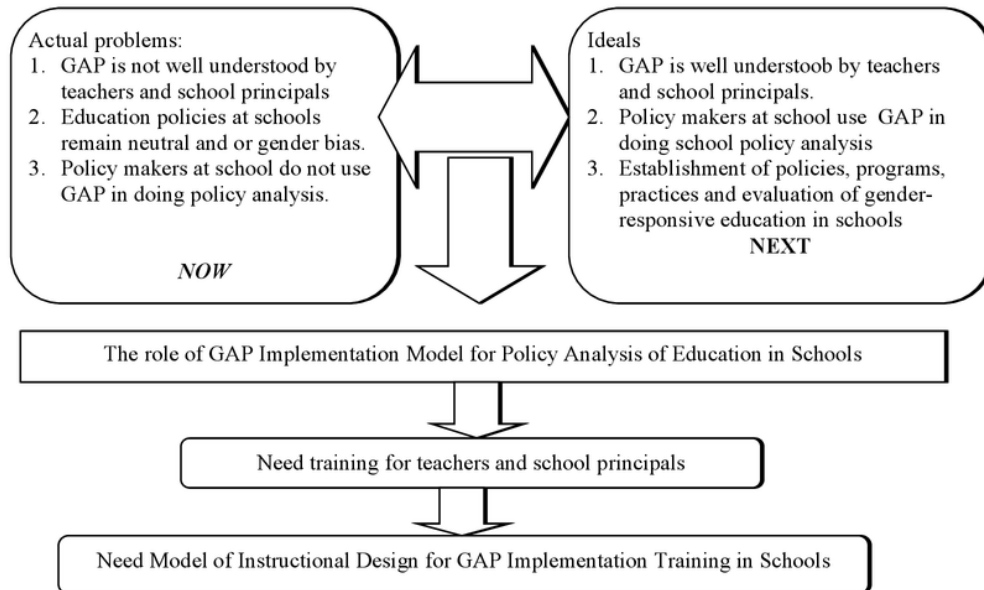
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┌─────────────────────────────┐        ┌─────────────────────────────┐
│ Actual problems:            │        │ Ideals                      │
│ 1. GAP is not well understood│ ===>  │ 1. GAP is well understoob by │
│    by teachers and school    │        │    teachers and school       │
│    principals                │        │    principals.               │
│ 2. Education policies at     │ <===  │ 2. Policy makers at school   │
│    schools remain neutral    │        │    use GAP in doing school   │
│    and or gender bias.       │        │    policy analysis           │
│ 3. Policy makers at school   │        │ 3. Establishment of policies,│
│    do not use GAP in doing   │        │    programs, practices and   │
│    policy analysis.          │        │    evaluation of gender-     │
│                             │        │    responsive education in   │
│              NOW            │        │    schools                   │
│                             │        │              NEXT            │
└─────────────────────────────┘        └─────────────────────────────┘
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The role of GAP Implementation Model for Policy Analysis of Education in Schools

Need training for teachers and school principals

Need Model of Instructional Design for GAP Implementation Training in Schools

Figure 1: Background of the needs for GAP Implementation Model in Education Policy Analysis

5. Perception and Attitude; 6. Parental Attitude; 7. Career Counseling; 8. Employers'attitudes; 9. Sex-based harassment; 10. Girls at risk;n 11. Vocational training; 12. Informal Interaction Among Students

It is also important to develop a model for implementing GAP (Gender Analysis Pathway) in the analysis of education policy at the unit level of education (school). This model is a hypothetical model that will be tested at the implementation stage. Developing instructional design for the training of educators and education at the unit level is something urgent for GAP implementation. Instructional design is intended to provide guidance to the parts concerned to give a briefing to implement PUG. This line of thought of the importance to have a model of GAP implementation in educational policy analysis and instructional design training can be seen in Figure 1.

Figure 2 illustrates the use of the materials for the instructional design of GAP implementation in educational policy analysis at the level of the educational unit. Table 1 expresses ideas about competencies and indicators that should be owned by educators to be able to perform the gender equity analysis of education policy at the unit level, especially schools that policies, programs, projects and activities.

Instructional design for GAP implementation in education is necessary to conduct research and development (R and D). Development research is intended to find a proven instructional design to training for educators. From trials of instructional design in training, it can be found the implementation models of GAP in education policy analysis.
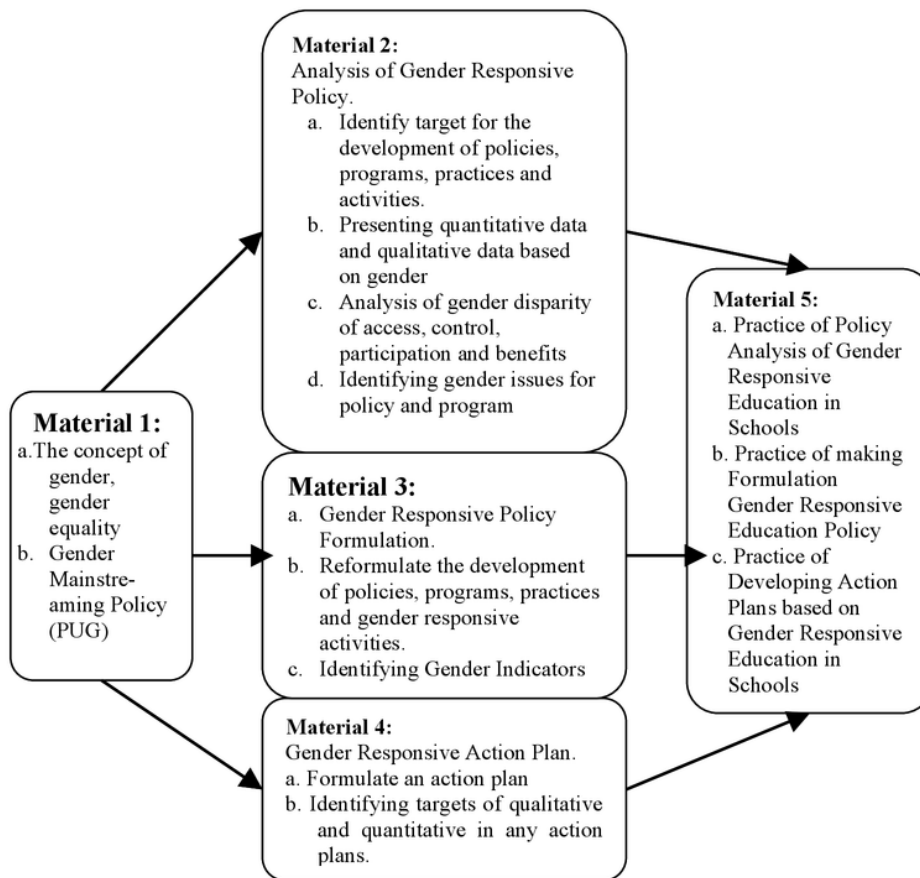
Material 1:
a. The concept of gender, gender equality
b. Gender Mainstreaming Policy (PUG)

Material 2:
Analysis of Gender Responsive Policy.
  a. Identify target for the development of policies, programs, practices and activities.
  b. Presenting quantitative data and qualitative data based on gender
  c. Analysis of gender disparity of access, control, participation and benefits
  d. Identifying gender issues for policy and program

Material 3:
  a. Gender Responsive Policy Formulation.
  b. Reformulate the development of policies, programs, practices and gender responsive activities.
  c. Identifying Gender Indicators

Material 4:
Gender Responsive Action Plan.
a. Formulate an action plan
b. Identifying targets of qualitative and quantitative in any action plans.

Material 5:
a. Practice of Policy Analysis of Gender Responsive Education in Schools
b. Practice of making Formulation Gender Responsive Education Policy
c. Practice of Developing Action Plans based on Gender Responsive Education in Schools

Figure 2: The contents of Instructional Design of Implementation Training of GAP

Table 1: Analysis of Competence of Teachers and Principals for Education Policy Analysis Responsif Gender

Standard of Competence:
Principals and teachers are able Develop Education Policy at the School of Gender Responsive

Basic Competencies	Indicators	Core Materials	Time Alocation
Understanding the concept of gender equality and gender equity	a. Identifying gender roles b. Identifying forms of inequality and gender injustice c. Showing the forms of inequality and gender inequality in education	a. The concept of gender, gender equality b. Forms of inequality and injustice of gender c. Gender inequalities in education	4 hours

Basic Competencies	Indicators	Core Materials	Time Alocation
Understanding Gender Mainstreaming Policy (PUG)	a. Explaining the history of the women's movement in the female voice b. Describing the development strategy of women in gender and development. c. Explaining the Gender Mainstreaming d. Explaining the Gender Analysis Pathway (GAP) in developing gender responsive education policy in schools e. Explaining gender mainstreaming in education	a. Global Women's Movement History b. Gender Mainstreaming Policy (PUG) c. Gender Analysis Pathway (GAP) d. d. Gender mainstreaming in education (Permendiknas No. 84, 2008)	6 hours
Conducting Gender Responsive Policy Analysis	a. Identifying the target of the development of policies, programs, practices and education activities in schools b. Preparing and presenting quantitative and qualitative data on gender-based school c. Making Analysis of the gender gap in access, control, participation and benefit in school d. Identify issues for gender in policies and programs of the school	a. The target of the development of policies, programs, practices and educational activities in schools b. Quantitative and qualitative data on gender-based school c. Gender gaps in access, control, participation and benefit in school d. Gender issues for policy and school programs	8 hours
Making Gender Responsive Policy Formulation.	a. Formulating development policies, programs, practices and gender responsive school activities. b. Identifying indicators of success of gender in school.	a. Techniques to formulate policies, programs, practices and gender responsive school activities. b. Techniques to develop indicators of success in school Gender	4 hours
Developing Action Plan for Gender Responsive	a. Formulating gender-responsive action plans in schools b. Identifying qualitative and quantitative targets in any gender responsive action plans	a. Techniques to Formulate gender-responsive action plans in schools b. Techniques to identify qualitative and quantitative targets in any gender responsive action plans	4 hours
Developing programs and activities of Gender Responsive at Schools	a. Practices of Gender Responsive Education Policy Analysis at the School b. The practice of making Gender Responsive Education Policy Formulation c. Practice of Developing an Action Plan on Gender Responsive Education in Schools	Exercise: a. Make the analysis of gender-responsive education policy at your school! b. Make the formulation of policy or gender responsive education program in your school! b. Establish an action plan on gender-responsive education in your school!	10 hours

Conclusions and suggestions

From the analysis it can be concluded that:

1. Responsive education policy is education policy taken by inserting differences experiences, aspirations, and problems faced by women and men as targets and objectives of the development of education, to the process of planning, so that the policy / program / activity has contributed to the development that ensures the realization of justice and gender equality in the education sector.

2. It is important for educators to be able to implement gender mainstreaming and to understand gender analysis pathway (GAP)in education policy to the unit level, especially for the policy makers at the unit level of education. Common perception of the importance of the implementation of gender mainstreaming is a realization of Permendiknas No. 84 in 2008 to create a gender-fair education.

3. Instructional design model for the training of educators at the unit level is something urgent for GAP implementation. Instructional design is intended to provide guidance to the partswho are concerned to give a training to implement PUG.

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IMPLEMENTATION GENDER MAINSTREAMING MODEL

FINAL GRADE

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GENERAL COMMENTS

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