

Gender Equality, Education, and Indicators: The Way to Go at the Post-MDGs

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As reducing poverty is the Millennium Development Goal's fundamental objective, it is shown that there is a relation between gender equality and poverty. It appears that in developing countries which shows higher gender equality shows lower poverty rates. (Andrew Morrison, Dhushyanth Raju & Nistha Sinha, 2007) It is also said that gender equality is a significant section for attaining all the MDGs as a whole. The importance of achieving gender equality in education is especially emphasized in goal 3. It also has been suggested that gender disparity in education is a barrier to economic growth, and it has considerable effects on fertility and child mortality, so overall, attaining gender equality in education helps promoting human development goals. (Stephan Klasen, 2000) Until now, the MDGs has been focusing on improving primary education. Accordingly, we have to move to focusing on improving gender equality in secondary education.

In this research, we investigate the correlation between the Gender Parity Index in primary and secondary level enrolment and the Gender Inequality Index (GII). This research will examine the hypothesis "Gender Parity Index in primary level enrolment is already achieved for the most part", and for the next step we suggest to increase Gender Parity Index in secondary level enrolment. Also, we reveal the problems in indicator measurements which are the most primary step in increasing Gender Parity Index in secondary level enrolment, and insist complementary measures about the problems.

First, to examine the hypothesis of study 1 we analyzed the 169 developing countries which are used at the MDGs report. We used the data of year 2000 and 2010. Among these data, 31 countries which both have the data of Gender Parity Index in primary level enrolment and the GII have been selected. The correlation analysis have been conducted with Gender Parity Index in primary level enrolment of year 2000 and 2010 of 31 countries as the independent variable, GII of each countries of year 2000 and 2010 as the dependent variable. At this study, we reversed the $GII(*GII)$ figures so that gender equality increased when the figure gets closed to 1. The correlation analysis is conducted using SPSS. At study 2, we analyzed the correlation between Gender Parity Index in secondary level enrolment and GII. Likewise study 1, the 169 developing

countries was used. Among them, we used the data of year 2010 of the surveyed 54 countries. At study 2, the correlation is conducted with Gender Parity Index in secondary level enrolment of 54 countries as the independent variable, GII of year 2010 as the dependent variable. The correlation analysis at study 2 is also conducted using SPSS.

As a result of study1, the existing hypothesis 'Gender Parity Index in primary level enrolment is already achieved for the most part that it does not affect gender equality anymore' is examined. As a result of study 2, Gender Parity Index in secondary level enrolment and *GII have shown a quite high correlation. This result implies that the Post-MDGs have to mainly focus on increasing the Gender Parity Index in secondary level enrolment as the next step. Also, this study found problems in the measurement of indicators.

We suggest largely four suggestions. First, extending the quantity of gender indicator measurements is necessary. Only 90 countries have the data for secondary education enrolment ratio among 169 countries. Furthermore, in all level enrolment ratio's, there are only 54 countries that have the data. Ultimately, only 10 countries have the whole data of the goal 3 indicators. Since the shortage of indicator measurements cause problems of reflecting the reality, which leads to difficulties when establishing policies, considering the quantity of the indicators is significant. Second, we question whether the current indicators for MDG goal 3 measure gender equality properly and fully. There is a possibility that the current 5 indicators of goal 3 do not reflect the situation of gender equality. Therefore we suggest that consistently considering other aspects of gender equality in indicators and the fact that important changes can happen through change of time is necessary. Third, focusing on certain countries that show poor achievements is necessary. Countries which primary education has largely been achieved but secondary has not, have a relation with low gender equality. We suggest Burundi, Democratic Republic of Congo, Mali, Senegal, and Yemen as the countries to focus on. Last, investing more ODA for Gender and Gender education sectors is necessary. In the case of Korea, the budget used in education among ODA is 50 times larger than the budget used in women's education. Therefore expanding the percentage of the budgets of ODA in gender sectors is important for achieving gender equality.