

# REALIZING GENDER EQUALITY AND EQUITY IN EDUCATIONAL INSTITUTIONS AND COMMUNITIES IN INDONESIA

## Policy Brief

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## Executive Summary

In 2021 a gender assessment was conducted for LMSINDO (Link and Match SMK in Indonesia): strengthening Teacher Training in TVET Agriculture in East Nusa Tenggara (NTT), a multiple-year project to strengthen SMK teacher training (in- and pre-service) on national and on regional level by enhancing the educational and organizational capacities of the Ministry of Agriculture Polbangtan system and SMKs. The aim of the assessment was to increase understanding of gender gap problem in educational institutions and in societies, and help address gender inequality in educational institutions and in societies. The study was carried out using a case study approach in four educational institutions and in four communities where the educational institutions are domiciled, involving 361 respondents.

Some of the important findings include, *first*, the practice of gender inequality still persists in societies, including in the form of (a) violence against women in domestic sector (KDRT), (b) discrimination against women in education and employment, (c) stereotypes against women, (d) forced marriage, and (e) the double works of women.

*Second*, there is still gender inequality in the four educational institutions assessed, including in the form of (1) the stereotype of women that have an impact on discrimination against women, especially in the fieldwork; (2) the existence of rules prohibiting pregnancy for students. This rule has the potential to eliminate women's access to education after giving birth and is unjust for the victims of sexual violence; (3) there are still rules regarding women's dress code and appearance based on the perspective that sexual violence against women occurs because of women's dress and appearance; (4) discrimination against female students in the form of limited dormitory

capacity for women and discrimination against male students in the form of unavailability of dormitories for male students. The limitation of dormitories for female students occurs at SMK Kupang, while the unavailability of dormitories for male students occurs at SMK Waibakul; (5) the provision of educational facilities has not taken the special needs of women into account; and (6) the inadequate affirmative action policy for the poor in the form of scholarships that are easily accessible, especially by women. The problem of gender inequality that takes place in the four institutions is inseparable from the gender inequality in society.

*Third*, women spent more time for doing work in household level compared to men. However, women allocate more time to work in the domestic sector, while men allocate more time to work in the productive sector. The role of women in work at the household level differs from one community to another. Women in Waibakul community have the highest role compared to the role of women in the other three communities. Women in Waibakul community have a higher allocation of time in work in the productive sector than women in the other three communities.

*Fourth*, women's access to and control over resources and benefits differ from one community to another. Women in Waibakul community have the highest access to and control over resources and benefits compared to women in the other three communities.

The study concluded that although the total time women spend on work at the household level (in the productive sector, in the domestic sector and social work) is higher than men, women have less access to and control over resources and benefits than men. Even women have no access to training, extension and land. Women's access to and control over resources

and benefits is influenced by the role of women in the productive sector.

In responding to gender inequality problems in the internal organization and in the community, the four educational institutions assessed have made various efforts. However, these efforts have appeared inadequate and require support from stakeholders, especially the national government and local governments so that the efforts could be expanded and improved in terms of quality. This study proposes recommendations for the educational institutions, local governments, and donor agencies to realize significant and sustainable collaboration between educational institutions, national government, local governments, the private sector and donor agencies to address the gender gap that still exists in schools and in the communities, and to increase women's access to education through regulations, gender mainstreaming policies, gender-based budgeting, and affirmative programs and activities.



## Introduction

LMSINDO (Link and Match SMK in Indonesia): strengthening Teacher Training in TVET Agriculture in East Nusa Tenggara (NTT) is a multiple-year project to strengthen SMK teacher training (in- and pre-service) on national and on regional level by enhancing the educational and organizational capacities of the Ministry of Agriculture Polbangtan system and SMKs. The project also addresses crosscutting issues such as: environmental sustainability, gender equality and equal access for every community members, including marginalized people. It is necessary to do a gender assessment to increase understanding of gender gap problems in educational institutions and in societies, and to help address gender inequality in educational institutions and in societies.

Indonesia is still facing serious problems related to gender inequality in various fields of life, including in the field of education. The inequality of men and women in terms of education has an impact on gender inequality in all sectors such as employment, positions, roles in society, and also in voicing opinions. Gender inequality in the education sector has become the most important factor that influences gender inequality in society. Reducing gender inequality in education by expanding educational opportunities for women is economically beneficial.

Gender inequality itself is a challenge for human development in Indonesia. It is because structurally the development policies are still weak in favor of gender equality. Meanwhile, culturally, gender construction that is detrimental to women is still deeply rooted. The patriarchal culture is still visible in community life and culturally women are positioned lower

than men so that the decision-making in the households and community still does not fully consider the needs and best interests of women. These conditions have an impact on the achievement of Indonesian human development.

The various problems of gender inequality are the background for conducting a gender assessment at four educational institutions, namely the Bogor Agricultural Development Polytechnic (Polbangtan), the Undana Agriculture Faculty, the Kupang State Agricultural Vocational School (SMK PP Kupang), and Waibakul State Agricultural Vocational School (SMK Negeri 1 Waibakul). Gender studies in the four educational institutions have been complemented by gender studies in the communities where the educational institutions are domiciled. Through the gender assessments a number of gender gaps and ways to address the problems have been identified.

## Approach

The assessment of gender gap problems in educational institutions and communities has been carried out using a case study approach. Data were collected by means of structured interviews with randomly selected respondents. The assessment involved 361 respondents. Data collection in the four educational institutions and on households in the communities was carried out in a participatory manner by the teachers at the four educational institutions. The data were analyzed descriptively using the Harvard analytical framework.

The Harvard framework consists of a matrix for collecting data at the micro (community and household) level. It has four interrelated components: 1) the activity profile, which

answers the question, "who does what?", including gender, age, time spent and location of the activity. This tool examines the gender-based division of labour; 2) the access and control profile, which identifies the resources used to carry out the work identified in the activity profile, and access to and control over their use, by gender. Access refers to the opportunity to make use of a resource while control is the power to decide how a resource is used and who has access to it. Access and control profile is a tool that helps in determining power relations and interests; 3) the analysis of influencing factors, which charts factors that influence gender differences in the above two profiles. It ranks the factors in the division of labor, access and control over resources and benefits. Possible influencing factors are gender relations, community norms, beliefs, culture, demographic conditions, institutional structure, economic conditions, and internal and external political factors; 4) the project cycle analysis, which examines a project or intervention in light of gender-disaggregated information. The project cycle is a systematic representation of the process of formulating an intervention from inception to conclusion.

## Results

*Gender problems in terms of access to education.* Gender role is still an obstacle for women in accessing education, especially in SMK Waibakul where the proportion of female students that drop out of school is higher than male students. Women's role is much stronger in the domestic sector and therefore they are not considered to need higher education. This is especially true for girls from poor families where economic resources are limited and girls do not get priority in accessing education. Dropouts due to marriage and financial constraint are common, especially in Undana,

SMK Kupang and SMK Waibakul. This condition is exacerbated by the lack of availability of dormitories for female students, especially at SMK Kupang.

*Gender inequality in societies.* Gender inequality still persist in communities where the four educational institutions are domiciled. The forms of gender inequality are (a) violence against women in domestic sector (KDRT), (b) discrimination against women in education and employment, (c) stereotypes about the role of women in the domestic sector, (d) forced marriage, and (e) the double workload, where women work for income and are responsible for all works in domestic sector.

*Gender inequality in educational institutions.* The four educational institutions have implemented the principle of gender equality in terms of leadership election, in the recruitment of teachers and staff as well as in the admission of new students. However, the gender inequality practices in society still affect the educational institutions. The effect can be seen in the form of: (a) stereotyping of women in the field work that has an impact on discrimination against women, especially in the fieldwork. Fieldworks tend to be assigned to men; (b) the existence of rules prohibiting pregnancy for students. This rule has the potential to eliminate women's access to education. Women should be able to continue their education after giving birth. The rule also potentially creates an obstacle for victims of sexual violence; (c) the policy on female students' dress and appearance code based on the perspective that this may lead to sexual violence against women; (d) discrimination against female students in the form of limited dormitory capacity for female students and discrimination against male students in the form of non-availability of dormitory for male students. The limitation of dormitory for female students occurs at SMK Kupang, while the unavailability of dormitory

for male students occurs at SMK Waibakul; (e) educational facility provision is not gender responsive. The educational institutions have not taken into account the special needs of women; (f) there is inadequate affirmative action policy for female students from poor families in the form of easily accessible scholarships. The scholarships should be seen as an important effort to increase the access of female students from poor families to education.

*The division of labor between men and women.* Women play a role in various activities in the productive sector, in the domestic sector and in social activities. The level of women's roles differs between women in various communities. Women in the Waibakul Community have the biggest role in productive activities compared to the role of women in the other three communities. Regarding the time allocation of men and women in various work, women spent more time to work in the domestic sector. Meanwhile, men spent more time to work in the productive sector. The time allocation affects women's access to and control over resources and benefits.

*Women's access to and control over resources and benefits.* Women from the four communities assessed have different levels of access to and control over resources and benefits. Women in the Waibakul community have the highest access to and control over resources and benefits compared to women in the other three communities. Although women in the four communities have different levels of access and control over resources and benefits, they have one thing in common, namely their low access to and control over resources and benefits related to extension, training and land. Women's access to and control over resources and benefits is influenced by the role of women in the productive sector.

## Conclusions

This study concludes that although the total time women spend on work at the household level (in the productive sector, in the domestic sector and social work) is higher than men, women have less access to and control over resources and benefits than men. Even women have no access to training, extension and land. Women's access to and control over resources and benefits is influenced by the role of women in the productive sector. Women allocate more time for work in the domestic sector, so women tend to have high access and control over resources and benefits related to work in the domestic sector, such as money from crops selling, money from livestock selling, and markets. Meanwhile, men who allocate more time to work in the productive sector have high access and control over resources and benefits related to work in the productive sector, such as land, livestock, crops, extension, and others.

The four educational institutions assessed have implemented the principle of gender equality in terms of leadership election, in the recruitment of teachers and staff as well as in the admission of new students. However, the gender inequality practices in society still affect the educational institutions. This can be seen from the rules or policies, services and provision of facilities that are not gender responsive.

In responding to the problem of gender inequality that exists internally in institutions and in society, the four educational institutions have made various efforts to realize gender equality and equity within the institutions and also in society. However, these efforts are still inadequate and require support from many parties, especially the national government and local governments so that the efforts that have been made by the four educational institutions can be improved in terms of quality and breadth.

## Recommendations

Taking into account the various gender problems that still exists in educational institutions and in communities, the following recommendations are proposed:

### A. For the Educational Institution

**Fully mainstream gender in the educational institutions, its institutional values, structure and frameworks, services and provision for facilities.** This can be achieved through (1) reviewing and re-examining rules, policies, programs and activities that are not gender responsive and do not support the values of gender equality and equity; (2) removing various barriers for men and women to access education, including by increasing the capacity of dormitories for women and providing dormitories for men with all supporting facilities; (3) increasing women's access to education, especially women from poor families, by expanding scholarship programs with accessible requirements for women from poor families; (4) making more efforts to prevent marriage and pregnancy at an early age by organizing education on gender equality and equity as a regular program for students and parent; (5) having a counselor and a sexual harassment policy; (6) integrating the values of gender equality and equity as subject in the local curriculum, as subject in the orientation program for new students and their parents, as subject in field work practice in communities for students and as subject in extension and community service programs.

### B. For national and local government

**Fully mainstream gender in policies, programs and budgeting.** The following steps are urgent

to take, including (1) improving access to education for women, especially women from poor families through providing budget allocation for student subsidies to pay for boarding fees, budget allocation for expanding scholarships for women from underprivileged families as a form of affirmative action, and allocate special funds to support the realization of gender-responsiveness in educational institutions; (2) making the values of gender equality and equity as a subject in school ranging from basic education to higher education; (3) making policies, regulations, and initiatives to eliminate the practice of gender inequality in society, especially forced marriage, early marriage, violence against women in the domestic sector, that occurred especially in the communities in NTT where three educational institutions are domiciled.

### C. For Donor Agencies

Facilitate educational institutions and government in making and implementing policies and programs for the realization of gender equality and equity through (1) courses on gender equality and equity, courses on preparing education and training modules on gender equality and equity, in education institution where the gender assessment was conducted; 2) encouraging and facilitating collaboration between local governments, the private sector, educational institutions, and communities in eliminating gender inequality that is still deeply rooted in society, such as the forced marriage, early marriage, domestic violence, women and child trafficking, etc.; (3) facilitating educational institutions in the regions to develop education or training modules on gender equality and equity from basic education to higher education.