## GENDER EQUALITY MEASURES IN EDUCATION

*This Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in Education projects and programs. It should be read together with the GAM Overview. The IASC GAM identifies and codes projects based on the extent to which key programming elements are consistently present in proposals and implemented projects. Four steps (GEMs) are assessed in the design phase, and twelve GEMs are reviewed in monitoring.*

Gender dynamics can affect learners' ability to access and participate in education. Learning barriers are often different for males and females, who face different risks and have different needs. Sometimes gender dynamics are obvious, but they can also be subtle or hidden. Education projects can be made responsive and fair by:

- Addressing gender-based barriers so that all girls and boys, women and men can learn;
- Respecting differences based on gender, and acknowledging gender, together with age, ethnicity, language, disability, and religion are all part of a learner's identity;
- Enabling education structures, systems and methodologies to be sensitive to all girls and boys, women and men;
- Ensuring gender parity in education as part of a wider strategy to advance gender equality in society;
- Continuously reviewing to close gender gaps and eradicate gender-based discrimination.[1]

### QUESTIONS TO INSPIRE ACTION

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| **Needs Analysis Set** | **Gender Analysis** | How does the crisis affect attendance of girls and boys, adolescents and younger? Do they face more difficulties in attending school since the crisis? What roles do carers play in ensuring their education? How do community members protect girls and boys? Are there risks travelling to and from school? |
| | **Sex and Age Disaggregated Data (SADD)** | What are the relative rates of school attendance? How do access rates vary? |
| | **Good Targeting** | Should the interventions be for everyone, or do efforts need to be targeted? How do gender and age affect ability to access education? What needs to be done so both boys and girls attend? What efforts are made to ensure that girls or boys with disabilities are educated? Are there ways for boys and girls unable to attend school to get an education? |
| **Adapted Assistance Set** | **Tailored Activities** | Does the curriculum reflect the needs and preferences of girls and boys in different age groups? Are skills and strengths of both boys and girls reinforced? Is girls' empowerment supported? Are equal and peaceful relationships between girls and boys promoted? Are women employed as teachers or support staff? What actions are taken to reduce barriers or discrimination in access? |
| | **Protect from GBV Risks** | What steps are taken to reduce the risk of sexual violence in private and in public spaces? Is there a referral pathway? Are latrines segregated and lockable? Are hygiene products available for girls? Does the timetable accommodate other work and domestic expectations of girls & boys? |
| | **Coordination** | Does the project fit with the cluster response plan & complement other clusters' actions? Is the gender analysis and data shared? |
| **Adequate Participation Set** | **Influence on Project** | Are girls and boys of different ages and backgrounds consulted equally and appropriately about the content and review of the education project? Is there gender-balanced representation on education committees? |
| | **Feedback** | Are there safe feedback & complaints channels for affected boys & girls, women & men? Are they responsive? |
| | **Transparency** | Is everyone given information about access to education projects and feedback processes? Is communication adapted to make sure everyone gets the right message? |

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[1] Gender Equality in and through Education: INEE Pocket Guide to Gender (2010)

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| **Review Set** | **Benefits** | Are targets and indicators disaggregated by sex and age? Are the most vulnerable able to access education? Is access fair for girls and boys? |
| | **Satisfaction** | Are girls and boys in appropriate age groups asked about their satisfaction? Are levels similar? |
| | **Project Problems** | Do affected people identify barriers access barriers or negative consequences? Are they different depending on gender and age? Are women discussing issues with women and girls? Are men discussing issues with men and boys? Does the project have plans to improve? Is discrimination addressed? |

## GENDER MAINSTREAMING, OR A TARGETED ACTION?

Education activities may be specifically aimed at reducing or eliminating gender discrimination (targeted actions or T), or they may mainstream attention to gender equality (M) by addressing the distinct needs, roles and dynamics of girls and boys (or men and women) within a broader programme. For example, a project may work with schools to improve retention of girls by employing female teachers, providing segregated latrines and hygiene products; or it may focus on reducing recruitment of boys through recreational and livelihood activities (targeted actions). Alternatively, a project may aim to provide primary education for all children, with different activities for girls and boys in different age groups (gender mainstreaming.)

### EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN EDUCATION

*(GAM Code 4(T) – can you work out why? See the GAM Overview)*

**Key GEM A: Gender Analysis**
*The needs, roles and dynamics of women, girls, boys and men in different age groups are understood.*

In refugee settlements in South Sudan, strong cultural restrictions on girls require them to attend to domestic duties at the cost of education. Water and wood collection exposes them to risks of abduction, physical violence and rape. Womanhood is reached at puberty when girls are viewed as available marriage with or without consent. When girls do go to school, sexual exploitation by male teachers in exchange for good marks is common.
Adolescent boys are susceptible to feuds, fighting, cattle raiding, abduction, drug abuse and armed recruitment. In this society, men of all ages have primary decision-making power over household and community resources. Low parental understanding of the value of girls' education has been identified as the major challenge.

**Key GEM D: Tailored Activities**
*How did the project address the Gender Analysis?*

After analysing barriers to girls' education, the agency proposed a Functional Adult Literacy program targeting parents of girls enrolled in Accelerated Learning Programs. Parental involvement in education means they will more likely value the importance of education, potentially having a trickle-down effect on girls, reducing the risk of drop outs due to early marriage.
It also established education committees with stakeholders including parents, elders, teachers & law enforcement, and conducted awareness-raising sessions on PSEA.

**Key GEM J: Benefits**
*What benefits do affected groups gain in this example?*

The agency intends to survey fathers, mothers and girls about their satisfaction with the intervention in terms of benefits and process. All participants will be surveyed, including drop outs, and the results analyzed for effects across sex and age.

**Key GEM G: Influence on Projects**
*How women, girls, boys and men in different age groups were involved in decisions in this example:*
The agency proposes to consult with fathers of the girls identified as being at risk of not attending school, then the mothers, and then the girls themselves. The consultations will cover how they want to be involved, and the best way for the project to be delivered. The agency also plans a mid-term review of the project to discuss issues and make any adjustments needed.

*Using Gender Equality Measures in projects or cluster programs leads to better quality programming, responsive to gender and age issues.*

**GOOD TO GO?** Apply the IASC Gender with Age Marker to your proposal or project.
**RESOURCES?** Refer to iascgenderwithagemarker.com