



# Gender Equality Measures in Education

This Tip Sheet describes interventions, poses action-oriented questions and offers an example of the 4 Key GEMs. These critical programming steps connect to generate gender equality in Education projects and programs. The IASC GAM (described below) flags whether these steps are in proposals or implemented projects.

**Gender Equality in Education:** Different needs of women, girls, boys and men are taken into account. Enrolment, participation and achievement in the learning environment is fair for girls and boys, women and men.

Gender dynamics can impact on the ability of learners to access and fully participate in quality education. Barriers to learning will often be different for male and female learners, who face different risks and have different needs. Sometimes the gender dynamics are clearly visible, but at other times they might be less obvious, or even hidden. The Education sector can make things 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 is part of a wider strategy to advance gender equality in society; and
- ✓ Continuously evolving to close gaps on gender disparity and eradicate gender-based discrimination<sup>1</sup>.

**IASC Gender with Age Marker (GAM):** The GAM measures whether the Needs Analysis, Tailored Activities, Influence on Project and Benefits (Key Gender Equality Measures/GEMs highlighted in the text box) demonstrate gendered issues and involvement across age groups. These are the building blocks that lay the foundations for quality programming. The tool codes (0-4): higher when the project can demonstrate gendered needs, roles and dynamics are considered, based on different age groups; activities are tailored accordingly; affected groups get benefits fairly; and they influence the project fairly. The GAM is used in Design and Monitoring Phases. Only Key GEMs are considered in Design while all GEMs are considered in the Monitoring Phase.

## Questions to Inspire Action Needs Analysis Set

**Gender Analysis (Key)** How does the crisis affect the school attendance of girls and boys, including adolescents and younger? Are they facing more difficulties in attending school since the crisis? What roles are their caregivers playing in ensuring their education? How do caregivers and other community members protect girls and boys? Are there risks to and from school? **Sex & Age Disaggregated Data** What are the known relative rates of school attendance? How do rates of access to the project vary across different affected groups? **Targeting** Should the interventions be for everyone or do efforts need to be targeted? How does gender and age affect the ability of learners to access education, and what need to be done so that both boys and girls are educated? What efforts are made to ensure that girls or boys with disabilities are educated? Are there different ways for girls or boys not able to attend schools to get an education?

## Adapted Assistance Set

**Tailored Activities (Key):** 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 there women employed as teachers or support staff to teach girls? What actions are taken to reduce difficulties or discrimination to accessing assistance? **Protect from GBV Risks** What steps are taken to reduce the likelihood of sexual violence happening in private and in public spaces? Is there a referral pathway? Are latrines separated and lockable? Are hygiene products available for adolescent girls? Do the school sessions fit within expected work for girls and boys? **Coordination** Does the project fit in with the cluster response plan and align actions with other clusters?

## Adequate Participation Set

**Influence on Project (Key)** Are girls and boys of different ages and backgrounds consulted equally in an appropriate way about the curriculum and review of the education project? Is representation on education committees fairly distributed among women and men? **Feedback Processes** Are there feedback processes for affected people? Can complaints be lodged safely and are they responded to? **Transparency** Is everyone given the information about access to school/education projects and feedback processes? Is the way it is shared changed to make sure everyone gets the right message?

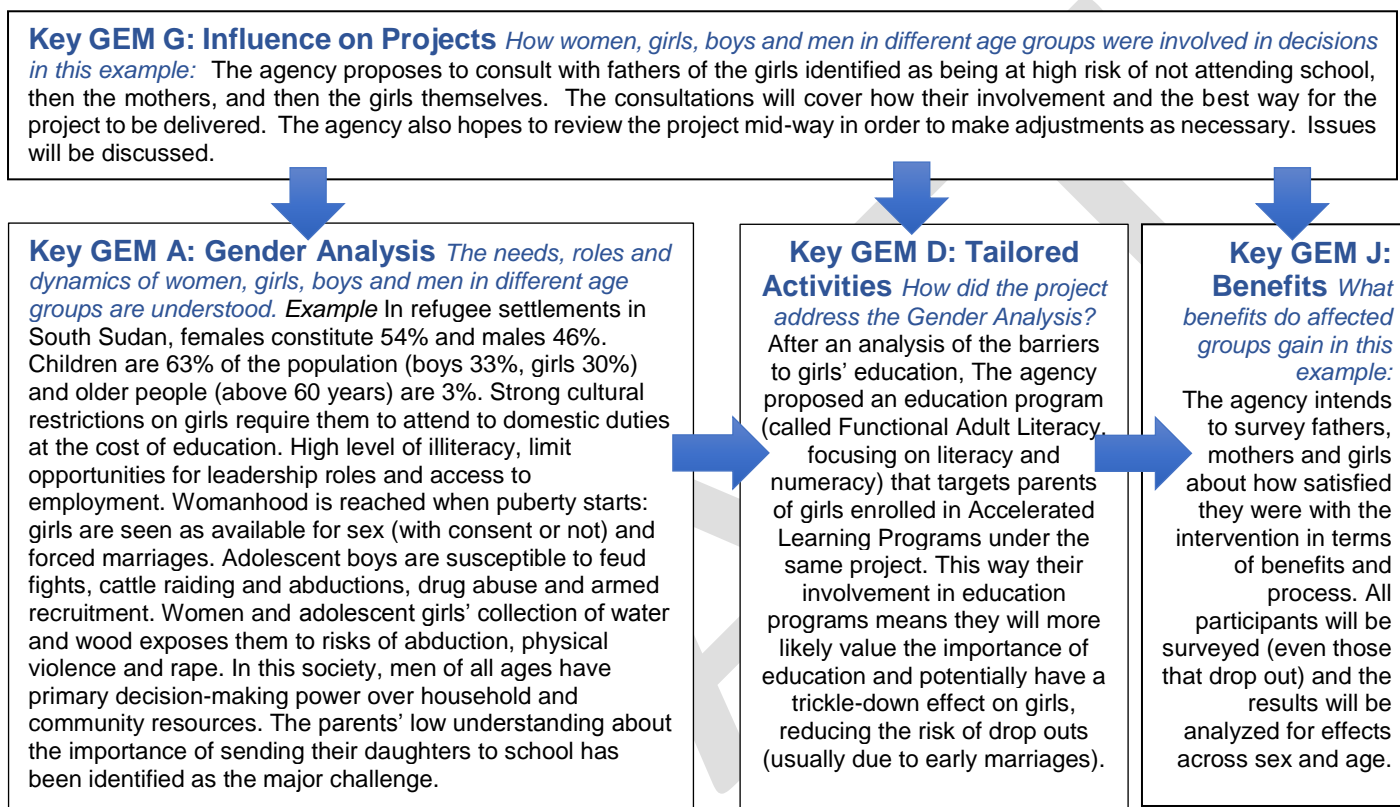
## Review Set

**Benefits (Key):** Are targets and indicators disaggregated by sex and age? Are the most vulnerable able to access education? Is access to education fair for girls and boys? **Satisfaction:** Are girls and boys in appropriate age groups asked to rate their levels of satisfaction? Are they equally satisfied? **Project Problems:** Do affected people identify barriers to access or negative consequences? Are they different depending on gender and age? Are women discussing issues with women and girls? And men discussing issues with men and boys? Does the project have plans to improve? Is discrimination dealt with?

<sup>1</sup> Gender Equality in and through Education: INEE Pocket Guide to Gender (2010)

Education activities may target action to address specific vulnerabilities or discriminations resulting from gender norms or expectations (Targeted Actions). Or interventions may consider the distinct needs roles and dynamics for women and men, girls and boys in different age groups and adapt activities accordingly (Gender Mainstreaming). For example, a project may focus solely on working with schools to improve retention of adolescent girls through employing female teachers, providing separated latrines and hygiene products; or a project may focus on reducing forced recruitment of boys through recreational and livelihood activities. Alternatively, a mainstreaming project may aim to provide primary school education to all children with different activities for girls and boys in different age groups. The GAM Overview explains the coding for GEMs and GAM.

### Example of Education Programming (Code 4T – can you work out why? See GAM Overview)



Using the above GEMs in your project or cluster program will lead to better quality programming that is responsive to gender and age issues.

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

**WANT MORE INFORMATION?** Check out more resources below.

2018: Education: IASC Gender with Age Marker

For more resources on the **IASC Gender with Age Marker** and integrating gender & age into humanitarian programming visit

[www.humanitarianresponse.info/](http://www.humanitarianresponse.info/)

Global Education Cluster resources: <http://educationcluster.net/?s=gender>

Interagency Network for Education in Emergencies:

[http://toolkit.ineesite.org/resources/inecems/uploads/1059/INEE\\_Pocket\\_Guide\\_to\\_Gender\\_EN.pdf](http://toolkit.ineesite.org/resources/inecems/uploads/1059/INEE_Pocket_Guide_to_Gender_EN.pdf)

For the E-learning course on "*Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men*", visit: [www.iasc-elearning.org](http://www.iasc-elearning.org)