



GENDER EQUALITY MEASURES IN EDUCATION

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive Education projects and programs. Use alongside the Gender with Age Marker questionnaire at (<http://iascgenderwithagemarker.com>)

The IASC GAM identifies and codes projects based on the extent to which key programming elements are present and consistently responding to the different needs of different groups. Four programming elements (GEMs) are assessed in the design phase, and ten 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 make assistance responsive and fair, improving gender equality, 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

Needs Analysis Set Gender Analysis (Key) 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? Disaggregated Access Data (SADD) What are the relative rates of school attendance? How do access rates vary? What are the actual rates of project participation for girls and boys of different ages? Do boys and/or girls with disabilities participate in the program? Is access fair for girls and boys?	Adequate Participation Set Influence on Project (Key) Are girls and boys of different ages and backgrounds consulted equally and appropriately about their experience of the education project? Is there gender-balanced representation on education committees? Feedback & Complaints Are safe, accessible and responsive complaints procedures available for all gender and age groups? How do feedback and complaints systems take gender, age and mobility into account? Are issues dealt with and responded to appropriately? Communication with Communities (Transparency) Is everyone given information about access to education projects and feedback processes? Is communication adapted to make sure everyone gets the right message?
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 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?	Review Set Benefits (Key) Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Are the most vulnerable able to access education? Satisfaction Are girls and boys as well as adults asked about their satisfaction? Are satisfaction levels similar? Project Problems Do participants identify barriers or unintended negative consequences? Are they different depending on gender or age? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

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



EDUCATION

Tip sheet

GENDER MAINSTREAMING, OR A TARGETED ACTION?

The GAM questionnaire automatically identifies whether a project mainstreams gender ("M"), or whether it is a targeted action to address gender-related discrimination ("T"), based on the answers provided.

Most Education interventions aim to assist all children in need while adapting activities to address the roles and priorities of boys and girls in different age groups: gender mainstreaming (M.) An example would be a primary education program aimed at all children, with different activities for girls and boys in different age groups.

Very occasionally, an Education intervention may *target* actions to address discrimination or gaps resulting from gender norms and expectations ("T".) 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.

The GAM information sheets explain coding in more detail.

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