Indicator name
Extent to which appropriate policies and measures are implemented by government to improve the access of girls and women to inclusive and quality education, including STEM fields and quality digital education and training
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights. **Specific thematic objective 6:** Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys
Technical Definition
This indicator intends to measure how policies and measures fostered by the government have ameliorated the access of girls and women to inclusive and quality education, including STEM fields and quality digital education and training. The following definitions apply: - Inclusive education refers to the capacity of school systems to provide quality education to all students, respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination[1]. In particular, the right of children with disabilities to be educated in mainstream classrooms and have access to additional services as needed should be ensured.   - Quality education entails issues such as appropriate skills development (including social emotional learning[2]), gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force[3]. - STEM fields refer to science, technology, engineering and mathematics education, where girls and women are particularly under-represented[4]. - Quality digital education and training refers to the innovative use of digital tools and technologies during teaching and learning. It is often referred to as Technology Enhanced Learning or e-Learning[5].
Rationale
Even if more girls are in school today than ever before, they do not always have the same opportunities as boys to complete and benefit from an education of their choice. Too many girls

[1] OECD GPS Education
[2] UNICEF (2020) How Does Social and Emotional Development Affect Learning?
[3] UNESCO SDG Resources for Educators - Quality Education
[4] UNESCO Girls' and women's education in science, technology, engineering and mathematics
[5] Institute for Academic Development What is digital education?

and women are held back by biases, social norms and expectations influencing the quality of the education they receive and the subjects they study. They are particularly under-represented in science, technology, engineering and mathematics (STEM) education, and consequently in STEM careers, often referred to as the jobs of the future [6].

Furthermore, as the pandemic COVID-19 has led to a surge in the use of digital technologies in education, it also has revealed staggering gender gaps in access to and use of digital technology[7]. One of the first steps towards improving women's and girls' access to technology and digital is to support quality digital education for the most vulnerable children, including girls. This will help ensure that they have equal access to opportunities in the workplaces of the future[8].

In order to raise awareness of the importance of girls and women's engagement and improve their access to STEM areas and quality digital education, government can implement policies and measures such as[9]:

- Provide STEM camps, going beyond hands-on workshops and extra-curricular activities to offer girls' an extended immersion experience into STEM studies and careers.
- Organize STEM competitions and contests as a good way to have girls test their skills and learn new ones.
- Provide after-school projects, clubs, field trips and other extra-curricular activities which enhance school-based learning and cultivate learning behind school walls as well as opportunities to improve skills, counter negative stereotypes and increase girls' understanding of STEM studies and careers.
- Promote the presence of female role models in STEM subjects offering girls an authentic understanding of STEM studies and careers.
- Provide career guidance programmes to enable orientation towards STEM fields (i.e. job fairs, visits by STEM professionals to schools or other places where girls meet, etc.).
- Provide financial incentives (i.e. scholarships, stipends, grants, cash transfer programmes, etc.) for girls to enter STEM fields overcoming financial barriers that may prohibit their participation.
- Develop gender-responsive policies, plans and budgets that are informed by data and evidence and include specific actions to tackle the digital gender gap, promote gender-responsive digital learning and address online violence.
- Ensure equal access and connectivity to digital technologies, focusing on affordability, safety and security, and availability of gender-responsive and age-appropriate content and services.
- Promote gender-responsive digital teaching and learning by investing in teacher training on gender-responsive digital pedagogy, removing gender bias and stereotypes from curricula, digital books and learning materials and supporting STEM education and digital skills development for girls.
- Create safe digital learning environments through comprehensive multi-sectoral approaches, from addressing gaps in policies and laws around privacy, safety, and security to developing mechanisms to prevent and respond to gender-based violence in digital learning environments.
- Work with communities to support digital learning for girls, raising awareness about the potential of technology to benefit girls' lives and informing them about the available

[6] *Ibid 3*

[7] UNICEF (2021) Advancing Girls' Education and Gender Equality through Digital Learning.

[8] Plan International 4 Steps to advance digital equality for girls

[9] UNESCO (2019) Building girls' interest in STEM education and UNICEF (2021) Advancing Girls' Education and Gender Equality through Digital Learning

safeguards and controls to protect girls online.

Data source and calculation

Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations. Administrative records from educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education and the national/regional statistics offices.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology.

Calculation:

- Application and effectiveness of policies and measures related to (see "Rational" above for examples").
- STEM and digital educational services and facilities availability (functioning and in sufficient quantities), accessibility (non-discrimination, physically and economically accessible, information accessibility), acceptability (culturally acceptable, gender responsive) and quality (safe, technically approved and sustainable).
- Change in knowledge, skills and attitudes of government, schools' staff, families and communities towards the access of girls and women to inclusive and quality education, including STEM fields and quality digital education and training.

Any of the policies and measures implemented under the EU intervention that improve the access of girls and women to inclusive and quality education (including STEM fields and quality digital education and training) is counted once.

Worked examples

In country A, the EU intervention has supported the implementation of the Education National Strategy. Within pillar 2 of this strategy, capacity building of teachers on gender-responsive digital pedagogy has been carried out in urban and rural schools. Also under the EU intervention, education authorities has removed gender bias and stereotypes from curricula, digital books and learning materials. The end of project evaluation has showed a remarkable increase of girls and women's self-confidence and self-efficacy in STEM and a positive change within school's staff towards a better access to digital technologies by girls and women.

In country B, the EU has supported the National STEM Strategy, in particular pillar 4 on gender-responsive STEM education. Through one intervention, the EU promoted initiatives to enhance girls and women's access to STEM studies by providing guidance programmes to enable

orientation towards these particular fields and scholarships for girls with limited resources.

At the end of the project, girls and adolescent women who benefited from the intervention reported being interested and feeling empowered to carry out STEM studies.

Baseline

Data from official counterparts where possible and applicable (i.e., national women's machinery, national gender observatories, ministries/authorities of education, statistical institutes, etc.). Data from international and national organisations or other independent non-state actors working on STEM and digital education. If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.

Disaggregation

N/A

Availability and Timeliness

Information should become available annually, depending on the duration of the intervention.

Related DAC CRS code

111 - Education / 11110 – Education policy and administrative management / 11130 – Teacher training
112 - Basic Education / 11220 - Primary education / 11230 - Basic life skills for adults / 11231 - Basic life skills for youth / 11232 - Primary education equivalent for adults – 11260 - Lower secondary education.
113 - Secondary Education / 11320 - Upper Secondary Education / 11330 - Vocational training.
114 - Post-Secondary Education / 11420 - Higher education / 11430 - Advanced technical and managerial training

Associated SDGs

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Target 4.1, Indicator 4.1.1 (see Metadata) and Indicator 4.1.2 (see Metadata)
Target 4.3, Indicator 4.3.1 (see Metadata)
Target 4.4, Indicator 4.4.1 (see Metadata)
Target 4.5, Indicator 4.5.1 (see Metadata)
Target 4.6, Indicator 4.6.1 (see Metadata)
SDG 5. Achieve gender equality and empower all women and girls.
Target 5.1, Indicator 5.1.1 (see Metadata)
Target 5.2, Indicator 5.2.2 (see Metadata)
Target 5.b, Indicator 5.b.1 (see Metadata)

Other issues

The gender country profile and / or gender sector analysis can be relevant sources of information for establishing baselines.

If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action.

Special attention should be paid to following up on partner country institutions reached with EU support.