

Indicator name
Extent to which partner government policy on gender equality in education at all levels is resourced and implemented
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 is intended to measure the progress made by governments, in terms of implementation and allocation of resources, on enhancing gender equality in education at all levels. The following definitions apply: - A sound quality policy on gender equality on education refers to those policies addressing those factors that disproportionately prevent girls, boys, women and men in all their diversity – in particular those coming from disadvantaged groups - from claiming and enjoying their basic human right to education at all levels. These factors include: barriers to access for disadvantaged and marginalised girls and women exacerbated by poverty and economic crises, gender stereotyping in curricula, textbooks and teaching processes, violence against girls and women in and out of school and structural and ideological restrictions to their engagement in male dominated academic and vocational fields. Therefore, to achieve gender equality all aspects of the education system – laws and policies, educational content, pedagogies and learning environments - should be gender sensitive, responsive to the needs of girls and women and transformative for both females and males at the various levels of the education system¹. Depending on the context², governments can take measures such as: - reviewing and/or abolishing policies that allow expulsion of pregnant girls, other categories of trainees and teachers and ensure there are no restrictions on their return following childbirth; - eliminating gender stereotyping in education that perpetuate direct and indirect discrimination against girls and women (i.e. awareness-raising and educational campaigns at all levels of schooling and society at large); - setting the minimum age for marriage of girls at 18, and, in compliance with international

¹ CEDAW, [General recommendation No. 36 \(2017\) on the right of girls and women to education](#).

² Countries vary enormously in whether boys or girls are ahead in education and therefore need special attention and resources. See more at [Girls' Education at Scale paper](#).

- standards, align the end of compulsory education with the minimum age for employment.
- revising and developing non-stereotypical educational curricula, textbooks and teaching materials to eliminate traditional gender stereotypes and to promote more balanced, accurate, healthy, and positive projections of female images and voices.
 - instituting mandatory training of teaching staff at all levels of education on gender issues and gender sensitivity and the impact of their gendered behaviours on teaching and learning processes.
 - ensuring that schools are physically accessible and within safe reach between home and school, particularly in rural and remote areas.
 - improving sanitation facilities by providing sex-segregated toilets and washrooms in all schools as well as access to safe drinking water.

Rationale

Education plays a pivotal transformative and empowering role in promoting human rights values and is recognized as the pathway to gender equality and women's empowerment. Their inclusion in education must be based on a comprehensive framework that spans across the life cycle, from early childhood development and learning to second chance education for out of school girls and improving employability and labour market skills. However, certain factors disproportionately prevent girls and women from claiming and enjoying their basic human right to education³. These factors include, for instance⁴:

- traditional expectations of the roles and responsibilities of women and men can impact upon the educational pathways of girls and boys.
- certain socio-cultural practices are particularly detrimental to girls' education (i.e. early marriage/childbearing of girls or female genital mutilation).
- institutional barriers restrict school attendance, many of which hit girls particularly hard (i.e. inaccessible and long distance school facilities).
- unaffordability of education, due to school fees as well as indirect costs (books, uniform, travel, etc)
- rigid timetables and courses, which make it hard for students to reconcile education with other responsibilities, such as the domestic tasks to which many girls are subject.
- inappropriate buildings of schools and TVET providers, lacking separate toilets and sanitary facilities for female students.
- threats of gender-based violence both within and on their way to school.
- structural and ideological restrictions to their engagement in male dominated academic and vocational fields.

To overcome these obstacles and make faster progress governments need to put in place and implement effective policies at all levels that simultaneously improve educational access and retention throughout the life cycle for all girls and women, including all disadvantaged groups of women and girls, while reducing gender inequality⁵. Nevertheless, the numerical gains that girls and women have made in the field of education, in some regions of the world, conceal the continuing discrimination they face in spite of the existence of formal legal and policy frameworks intended to promote de facto equality⁶. Adequate budgetary, human and administrative are essential to systematically integrate gender in the education sector. Regarding the common and chronic lack of public investment in education, UNESCO estimates that

³ [CEDAW General recommendation No. 36 \(2017\) on the right of girls and women to education](#).

⁴ EC Thematic Brief "Gender, education and training".

⁵ SIDA (2017) [Gender and educational attainment](#)

⁶ UNESCO (2018), [Global Education Monitoring Report 2019: Migration, Displacement and Education – Building Bridges, Not Walls](#).

countries should allocate at least between 4 and 6 per cent of gross domestic product or at least 15 to 20 per cent of total public expenditure to education to ensure that good quality, inclusive and equitable education is provided for all⁷. As the CEDAW underlines, government must ensure an equitable distribution of all educational resources in all schools regardless of location and clientele served⁸. Therefore, countries suffering financial constraints have made substantial reforms in the area of education management and governance including decentralization, public-private partnerships and autonomy of education institutions⁹. In particular, gender-responsive budgeting¹⁰ is important for moving educational policy commitments forward to gender equality and human rights and increasing the efficiency of government budgets through better informed financial resource allocations. Education sector financing decisions can promote gender equality in a number of ways, including:

- Gender-targeted expenditures, such as budget allocations focused on improving gender equality, including stipends or scholarships for girls or funding for girls toilets, or setting quotas for girls' school entry or other affirmative action.
- Staff-related expenditures, such as setting enhanced allocations to redress imbalances after conducting a comparative analysis of women's and men's salaries and employment terms and conditions. For example, making greater allocations for women's professional development.
- General expenditures, such as increasing the proportion of funding for early childhood education so that women and older girls benefit alongside younger girls who access early learning opportunities.

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

⁷ UNESCO, [Global Education Monitoring Report 2019](#).

⁸ *Idem* 1.

⁹ UNESCO, [Education policies, planning and financing](#)

¹⁰ Gender Responsive Budgeting is an approach that seeks to ensure that gender-related issues are considered and addressed in all government policies, including in the education sector. Through improved analysis and understanding of the differing budgetary impacts on girls and women compared to boys and men, GRB can also increase the effectiveness of government policies and programs. Global Partnership for Education (2016) [Guidance for Developing Gender-Responsive Education Sector Plans](#)

conducted using the same data collection methodology.

Calculation:

- Services and facilities availability (functioning and in sufficient quantities), accessibility (non-discrimination, physically and economically accessible, information accessibility), acceptability (culturally acceptable, gender responsive and sensitivity to marginalised/vulnerable women and girls' groups) and quality (safe, technically approved and sustainable).
- Existence of monitoring and evaluation systems in place to help track resources allocation and assess implementation performance.
- Application and effectiveness of laws, regulations, measures, policies and procedures related to gender equality and non-discrimination in the education sector.

Any of the above-mentioned measures, among others, provided by the EU intervention that shows the implementation of the government's gender equality policy in the education sector is counted once.

Worked examples

In the country A, the EU supports the implementation of the National Education Strategy. Pillar 2 of the Strategy aims to develop a comprehensive mechanism to improve gender mainstreaming in the health sector. Through different interventions, the following initiatives are taken: establishment of the gender unit at the Ministry of Education, integration of a gender perspective into all steps of the budget process, development of gender-responsive national and local education indicators and implementation of comprehensive sexuality education programmes in urban and rural schools.

- ⇒ The measures put in place to implement the government gender equality policy for the healthcare sector are 4.
- ⇒ The results of the evaluations by skilled specialists with gender and human rights perspectives about the effectiveness and efficiency of the measures put in place to implement the government gender equality policy for the education sector.

Baseline

Data from official counterparts where possible and applicable (i.e., national women's machinery, national gender observatories, line ministries/authorities, statistical institutes, etc.). Data from international and national organisations or other independent non-state actors working on girls and women's 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, Level Unspecified / 11110 - Education policy and administrative management / 11120 - Education facilities and training / 11130 - Teacher training / 11182 - Educational research
 112 - Basic Education / 11220 - Primary education / 11230 - Basic life skills for adults / 11231 - Basic life skills for youth / 11232 - Primary education equivalent for adults / 11240 - Early childhood education / 11250 - School feeding / 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 4.2, Indicator 4.2.1 (see [Metadata](#)) and Indicator 4.2.2 (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., Indicator 4.6.1 (see [Metadata](#))

Target 4.7, Indicator 4.7.1 (see [Metadata](#))

Target 4.a, Indicator 4.a.1 (see [Metadata](#))

Target 4.b, Indicator 4.b.1 (see [Metadata](#))

Target 4.c, Indicator 4.c.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](#))

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.