6.3 Gender-responsive EiE indicators

INEE Minimum Standards	**Domain 1: Foundational standards – Analysis** Standard 3 – Monitoring Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out. Standard 4 – Evaluation Systematic and impartial evaluations improve education response activities and enhance accountability
Primary users	• EiE programme managers; • M&E specialists; • cluster/sector/working group coordinators; • evaluation teams.
Purpose of tool	To provide a sample of common gender-responsive indicators for monitoring and evaluating EiE programme interventions and identifying gender-differentiated change.

Introduction

Gender-responsive EiE indicators measure the following over time:[6]

- unique benefits, challenges, and risks faced by girls, boys, women, and men in the targeted affected population;

- changes in gender roles, norms, access and control (including decision-making power), including changes in attitude and/or behaviour;

- the extent to which gender is reflected in education and EiE policies, proposals, plans, systems, coordinating bodies, and governance;

- changes for girls, boys, women, and men, resulting from the programme and/or intervention and/or combination of specific interventions.

Four main types of indicators help to measure the gender responsiveness of EiE interventions.[7] Table 6.3.1 describes these indicator types. M&E plans, frameworks, and related methods and protocol usually use some or all of these types of indicators, rather than just one type.

⚒ **3.2: Gender in theory of change and M&E frameworks**

⚒ **6.1: Gender-responsive EiE monitoring**

⚒ **6.2: Gender-responsive EiE evaluation**

---

6   Adapted from UNICEF South Asia Regional Office (2018) Gender Toolkit, p. 72.
7   ODI (2015) Changing Gender Norms: Monitoring and Evaluating Programmes and Projects.

Table 6.3.1: Indicator types for measuring gender equity issues and norms[8]

Indicator type	Definitions	Examples
Attitude data	This provides insights into how common views are among a given community or social group, and how those views may be changing.	• Proportion of the targeted affected population who think that girls should get married soon after puberty. • Proportion of the affected population who think education is more important for boys than girls before and during crises.
Changing intentions	Asking people about their intentions can reveal the 'middle ground' between attitude indicators (what people think) and practice indicators (what people do). This is useful where people are not yet in a position to take a particular course of action – for example, if their daughter is still too young to go to school or to be married.	• The intention to send a daughter to secondary school or to arrange her marriage during the next year, due to the crisis. • The intention to send a son to secondary school or to have him engage in income generation to provide for the family (particularly during crisis and in the absence of a male breadwinner).
People's perceptions of gender equity issues and norms	Find out how people perceive gender equity issues and/or norms by asking how strongly they agree with a particular statement. Ask what the consequences of not complying with a particular gender norm might be. Monitor how these views change over time.	• In our culture/this community, people believe that girls should marry due to the crisis because of x, y, and z. • What would happen if a girl did not get married during the crisis? • In our culture/this community, people believe that boys and young men should join military/armed groups during the crisis because of x, y, and z. • What happens if the boys do not join military/armed groups to defend/fight?
Changing practices and outcomes	There is often a difference between what people think (attitudes) and what they do (practices). You will need to monitor how practices are changing, as well as any changes in what people think is the right way to behave.	• School attendance rates for girls and boys before and during the crisis. • Average age at marriage before and during the crisis.

---

8   Source: ODI (2015) Changing Gender Norms: Monitoring and Evaluating Programmes and Projects. Note: examples have been adapted to reflect EiE contexts.

Sample gender-responsive indicators

Table 6.3.2 provides sample gender-responsive indicators for some common EiE strategies. Such indicators would help with identifying gender-differentiated changes expected in the theory of change. They may be used to measure results areas outlined in EiE M&E frameworks.

✖ 3.2: Gender in theory of change and M&E frameworks

The examples provided in this tool highlight common EiE outcome and output indicators that have been adapted to make them gender-responsive. The examples have been adapted from the Global Education Cluster's Response Framework.

Important points to note:

- Indicators relevant to protracted settings[9] only are marked ⏰⚠️

- This tool offers a sample, not an exhaustive list of indicators. It is a 'menu of options' to customize for each intervention and context.

- Indicators[10] need to be associated with specific data collection methods and protocol as part of a comprehensive M&E plan. Table 6.3.3 lists examples of ways to collect data (means of verification) for each strategy.

- Specific terms used in these sample indicators (e.g., school management committees, parental support groups, etc.) will need to be adapted to each context.

- Digital learning solutions or platforms may replace formal or in-person school or programme settings. The indicators may be adapted from "education institutions" to "digital learning platforms," and data further disaggregated by number of schools and/or classrooms accessing the platform(s) as required.

Suggestions on how to disaggregate indicators:

- Disaggregate indicators by sex (male and female or m/f), age, and level of the education system (i.e., pre-primary, primary, lower secondary, secondary, tertiary, accelerated education for out-of-school adolescents, etc.).

- Disaggregate indicators by education institution type (formal or non-formal) when there are multiple types of education institutions (i.e., host schools, temporary learning spaces, refugee camp schools, community-based education centres, etc.).

---

9   These have been adapted from ECW (2020) ECW Gender Equality 2019-2021. Policy and Accountability Framework
10   Ibid.

- Disaggregate indicators by education personnel type when there are multiple types of personnel (i.e., government education staff, teachers (m/f), community-based education personnel (m/f), and level of the education system).

- Disaggregate indicators by markers of particular exclusion or vulnerability, particularly disability and minority language.[11]

Table 6.3.2: Sample gender-responsive indicators for some common EiE strategies

Gender-responsive protection and wellbeing	
Protection from sexual exploitation and abuse (PSEA) in humanitarian settings	
Sample outcome indicators	**Sample output indicators**
- Proportion of institutions with effective, gender-responsive PSEA prevention, complaints, and/or support mechanisms. ⏱⚠ Proportion of institutions that have monitored PSEA prevention, complaints, and/or support mechanisms in a gender-responsive manner in the last [state response timeframe here].	# of institutions that have (re)established gender-responsive PSEA prevention, complaints, and/or support mechanisms. # of education personnel (m/f) qualified to provide gender-responsive PSEA services. ⏱⚠ # of education personnel (m/f) who have reported actively monitoring gender-responsive PSEA prevention, complaints, and/or support mechanisms in the last [state response timeframe here].

11   In most cases, simply asking respondents whether they or relevant others have a disability is appropriate. If detail on types and levels of disability is required, the Washington Group Question Sets (2016) can be used to create a broad picture.

Prevention of, response to, and reporting of school-related gender-based violence (SRGBV) in a gender-responsive manner[12]

Gender-responsive code of conduct

- Percentage of education institutions that have put into practice a gender-responsive code of conduct, with reference to SRGBV, that meets the minimum standards (implemented at school level).[13]
- Proportion of education institutions effectively implementing a gender-responsive code of conduct.
- Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who are adhering to the gender-responsive code of conduct.
- Proportion of budget allocated to implementing a gender-responsive code of conduct at education site/school level.
- Proportion of institutions which monitor the gender-responsive code of conduct.
- # parents (m/f), teachers (m/f), support staff (m/f), and students (m/f) who reported monitoring the gender-responsive code of conduct violations in the last [state response timeframe here]

  Note: make this indicator more specific if there are mandates for the frequency of code of conduct monitoring.
- Proportion of parents (m/f), teachers (m/f), support staff (m/f), and students (m/f) who reported routinely addressing gender-responsive code of conduct violations in the last [state response timeframe here].
- # of parents (m/f), teachers (m/f), support staff (m/f), and students (m/f) who reported addressing gender-responsive code of conduct violations in the last [state response timeframe here].

- # of parents (m/f), teachers and support staff (m/f), and students (m/f) who are aware of the gender-responsive code of conduct.
- # of parents (m/f), teachers and support staff (m/f), and students (m/f) who were involved in decision-making processes for developing the gender-responsive code of conduct.
- # of education institutions with an approved, gender-responsive code of conduct that meets the minimum standards implemented at school level.[14]

---

12 These indicators have been adapted from Global Working Group to End School-Related Gender-Based Violence (2018) A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework,

13 Note: minimum standards outlined in Global Working Group to End Sschool-Related Gender-Based Violence (2018) A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework,

14 Note: minimum standards outlined in Global Working Group to End School-Related Gender-Based Violence (2018) A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework,

Gender-responsive reporting and referral mechanisms

- ⏱⚠ Percentage and # of education institutions with an effective, gender-responsive monitoring system for reporting and accountability.
- Percentage of education personnel (m/f) who use gender-responsive reporting and response mechanisms.
- Percentage of parents/caregivers (m/f) who use gender-responsive reporting and response mechanisms.
- # of SRGBV incidents formally reported to the education institutions.
- ⏱⚠ Percentage increase in the number of SRGBV incidents formally reported to the education institutions.
- ⏱⚠ Percentage and # of reported cases followed up through referral mechanisms.

- # of students (m/f) [insert as appropriate: who know about / are trained on] SRGBV, gender-responsive reporting mechanisms and procedures, and are confident in using them.
- # of education personnel (m/f) who know about SRGBV, how to respond to incidents of SRGBV in a gender-responsive manner, and clearly understand their roles and responsibilities in reporting procedures.
- # of parents/caregivers (m/f) who know about SRGBV, how to respond to incidents of SRGBV in a gender-responsive manner, and clearly understand their roles and responsibilities in reporting procedures.

Gender-responsive psychosocial support (PSS) initiatives

- Proportion of education personnel (m/f), parents/caregivers (m/f), and/or students (m/f) implementing gender-responsive PSS initiatives [or approaches].
- Proportion education personnel (m/f), parents/caregivers (m/f), and/or students (m/f) who have successfully implemented gender-responsive PSS initiatives [or approaches].
- Percentage and # of education personnel (m/f), students (m/f), and/or parents/caregivers (m/f) who have accessed gender-responsive PSS initiatives [or services].
  - ⏱⚠ Percentage of education personnel (m/f), students (m/f), and/or parents/caregivers (m/f) who have reported using coping mechanisms resulting from the gender-responsive PSS programming and/or services accessed.
- ⏱⚠ Percentage of education personnel (m/f), students (m/f), and/or parents/caregivers (m/f) who have observed others (education personnel (m/f), students (m/f), and/or parents/caregivers (m/f)) practising coping mechanisms resulting from gender-responsive PSS programming and/or services accessed.

- # of education personnel (m/f), parents/caregivers (m/f), and/or students (m/f) capacitated on gender-responsive PSS initiatives [or approaches].
- # of education personnel (m/f), parents/caregivers (m/f), and/or students (m/f) reported implementing gender-responsive PSS initiatives [or approaches].
- ⏱⚠ # of education personnel (m/f), students (m/f), and/or parents/caregivers (m/f) capacitated to supervize/monitor gender-responsive PSS initiatives [or approaches].

Gender-responsive facilities and services

Inclusive and gender-responsive school improvement plans

- Proportion of education personnel (m/f), students (m/f), and community stakeholders (m/f) who have implemented inclusive, gender-responsive school improvement plans.

- Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe in school or other education institutions.
  Note: this could also be an indicator for attacks on education, code of conduct, etc., in contexts where multiple interventions are provided.

- Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe on the way to and from school or other education institutions.
  Note: this could also be an indicator for attacks on education, transport, etc., in contexts where multiple interventions are provided.

- Proportion of education institutions with gender-responsive and inclusive school improvement plans.

- Proportion of education personnel (m/f), students (m/f), and community stakeholders (m/f) with increased capacity to implement inclusive, gender-responsive school improvement plans.

- # of education personnel (m/f), students (m/f), and community stakeholders (m/f) who have [insert as appropriate: conducted mapping for safe and unsafe zones; conducted training on establishing inclusive, gender-responsive school improvement plans, etc.].
  Note: For characteristics of an inclusive, gender-responsive school improvement plan, see:
  ✕ **5.2: Facilities and services**
  ✕ **5.3: Protection and well-being**

- # education personnel (m/f), students (m/f), and community stakeholders (m/f) who have implemented the gender-responsive school improvement plans.

Attacks on education

- Percentage and # of education personnel (m/f), students (m/f), and community stakeholders (m/f) who have implemented gender-responsive early warning and early response mechanisms.

- Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe in school or other education institutions.
  Note: this could also be an indicator for SRGBV, code of conduct, etc., in contexts where multiple interventions are provided.

- Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe on the way to and from school or other education institutions.
  Note: this could also be an indicator for SRGBV, transport, etc., in contexts where multiple interventions are provided

- # of gender-based attacks on education reported [add as appropriate: as part of gender-responsive early warning and early response mechanisms]

- Percentage and # of education personnel (m/f), students (m/f), and community stakeholders (m/f) capacitated to implement gender-responsive early warning and early response mechanisms established in [insert appropriate: communities and/or at education sites].
  Note: to identify characteristics of a gender-responsive early warning and early response mechanisms see:
  ✕ **5.2: Facilities and services**

Gender-responsive transport options

- Percentage and # of education personnel (m/f) and students (m/f) experiencing increased use of gender-responsive transport options [insert as appropriate: school funded transport, accompaniment, etc.] to/from education institutions.
- ⏱⚠ Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe on the way to and from school or other education institutions.
  Note: this could also be an indicator for SRGBV, attacks on education, etc., in contexts where multiple interventions are provided.

- # education personnel (m/f) and students (m/f) with gender-responsive transport options to education institutions available [insert as appropriate: school funded transport, accompaniment, etc.].

Gender-responsive menstrual hygiene management (MHM) approaches

- Percentage and # of education personnel (f) and students (f) reporting using female hygiene kits (note: clarify if separate or as part of backpacks or teaching and learning material distribution).
- ⏱⚠ Percentage and # of education personnel (m/f) and students (m/f) who report feeling safe when using water, sanitation and hygiene (WASH) facilities at education institutions and/or boarding houses.
- ⏱⚠ # of education personnel (f) and students (f) reporting increased attendance in education institutions due to gender-responsive MHM approaches (insert as appropriate: feminine hygiene kits, sex-segregated WASH facilities).

- Percentage and # of education personnel (m/f), students (m/f), and community stakeholders (m/f) capacitated on gender-responsive approaches to MHM (insert as appropriate: importance and contents of feminine hygiene kits being provided, sex-segregated WASH facilities, education personnel (m/f) monitoring WASH facilities, etc.).
- Percentage and # of education institutions with sex-segregated WASH facilities established for males and females.
- Percentage and # of education institutions which integrated female hygiene kits into education distributions (note: clarify if separate or as part of backpacks or teaching and learning material distribution).

Addressing socio-cultural and gender norms and barriers to education

Gender-responsive community leader and parent/caregiver mobilization, support, and communication efforts

- Proportion of communities with gender-responsive community outreach and dialogue sessions conducted [e.g., SRGBV, gender-based attacks on education, the rights of girls and boys of all ages to access educational opportunities, gender equality, etc.].

- Percentage of parents/caregivers (m/f) participating in gender-responsive community-based dialogues who reported one or more changes in parental behaviour. [e.g. seeking caregiver PSS or other well-being services, seeking preventative health care services for children (m/f), engaging in positive discipline of children (m/f), encouraging and enabling children (m/f) to attend educational opportunities, providing responsive caregiving to young children (m/f), providing stimulation to young children (m/f), reporting cases of violence or SRGBV against children (m/f)].

- # of community leaders (m/f), education personnel (m/f), students (m/f), and parents/caregivers (m/f) reached/capacitated through gender-responsive community-based outreach and dialogue session(s) [e.g. session topics: SRGBV, gender-based attacks on education, the rights of girls and boys of all ages to access educational opportunities, gender equality, etc.].

- # of peer-support groups established that target improved understanding of gender-based discrimination on students (m/f).

- # of peer-support groups established with gender parity among leaders (m/f) and participants (m/f).

- # of parental support groups established that focus on how discrimination (including based on gender) can negatively impact girls, boys, youth, and the community.

- # parents/caregivers (m/f) capacitated through gender-responsive parental support groups.

Access

- Percentage and # of at-risk[15] students (m/f) who reported attending an education service/programme as a result of gender-responsive approaches.

- Percentage and # of parents/caregivers (m/f) who reported enabling/encouraging children and adolescents to attend education opportunities due to gender-responsive approaches.

- ⏱⚠ Percentage and # of at-risk students (m/f) who reported transitioning within an education system or service/programme as a result of gender-responsive approaches.

- Percentage and # of parents/caregivers (m/f) who reported accessing other emergency services/programmes [cash for work, PSS, health care, nutrition services, etc.] due to pre-primary or child care provision for young children [temporary learning spaces, preschool in host schools, preschool in camp schools, provision of child care in community centres].

- # of gender-responsive approaches to promote access established [cash transfer assistance, gender-responsive back-to-school campaigns].

- # of pre-primary or child care options established for young children.

---

15 The definition of 'at-risk' is context specific and may include the following: early marriage, mothers in lower and upper secondary school, armed recruitment, attacks on education, out of school, child labour.

Provision of gender-responsive adolescent (m/f) age-appropriate non-traditional education initiatives to support adolescent (m/f) educational attainment

- protracted crisis icon # of at-risk[16] adolescents (m/f) who reported accessing gender-responsive [insert one or more: life skills and opportunities, alternative education, accelerated education, peer boy and girl clubs, technical and vocational education and training (TVET), etc.].

- # of age-appropriate [insert one or more: life skills and opportunities, alternative education, accelerated education, peer boy and girl clubs, TVET, etc.] established including gender-responsive content.

Gender-responsive teacher recruitment and training

Gender-responsive teacher recruitment

- Percentage of education personnel (f) recruited using alternative qualifications for female teachers in crisis contexts.
- Percentage of change in education personnel (m/f) recruited.
- Percentage of education personnel (m/f) receiving equal/equitable compensation based on gender for the same position.
- protracted crisis icon Existence of partnerships with ministries of education and universities targeting increased enrolment and retention of education personnel (f) where there is a shortfall

Note: for indicators on gender-responsive transport options for female education personnel, see:

⚒ 5.2: Facilities and services

- Establishment of alternative qualifications for female teachers in crisis contexts.
- Existence of guidelines and standards to recruit education personnel in a gender-responsive and equitable manner.
- # education personnel (f) with secure accommodation provided (as risk assessments determine as needed).

Gender-responsive teaching learning materials and curriculum development

- Percentage and # of education personnel (m/f) and students (m/f) accessing gender-responsive curricula.
- Percentage and # of education personnel (m/f) and students (m/f) accessing/using gender-responsive teaching and learning materials.

- # of curricula revised at all levels of the education system, in which issues of gender-based discrimination, gender biases, and gender norms are addressed (disaggregated by subject matter type, level of education system, education site).
- # of teaching and learning materials revised at all levels of the education system, in which issues of gender-based discrimination, gender biases, and gender norms are addressed.
- # of education personnel (m/f) capacitated on how to make and use gender-resonsive teaching and learning materials and implement gender-responsive curricula.

---

16 The definition of 'at-risk' is context specific and may include the following: early marriage, mothers in lower and upper secondary school, armed recruitment, attacks on education, out of school, child labour.

Gender-responsive teacher training and supervision

- Percentage of education personnel (m/f) observed to practise gender-responsive pedagogy.
- Percentage of education personnel (m/f) who reported practising gender-responsive pedagogy.
- Percentage of students (m/f) who reported having at least one teacher who uses gender-responsive pedagogical practices/methods.

- # of education personnel (m/f) capacitated in a gender-responsive manner.[17]
- # of education personnel (m/f) capacitated specifically on gender-responsive/responsive pedagogy.
- # of government and/or development partner teacher supervision instruments/protocol developed which integrate gender-responsive pedagogical practices.
- education management information system (EMIS) or other monitoring mechanisms incorporate gender-responsive indicators.
- Percentage of students (m/f) capacitated on gender-responsive pedagogical practices.

Strengthening gender-responsive national and sub-national EiE coordination and implementation capacity

- Percentage of institutions [e.g., cluster/education working groups, development or government partners] integrating gender-responsive considerations in EiE programme approaches.
- Percentage of stakeholders (m/f) from within [insert as appropriate: e.g., cluster/education working groups, development or government partners] who reported increased capacity to reflect gender-responsive considerations in EiE programme approaches.

- # of coordination mechanisms at the national and sub-national levels (re)established that include attention to gender issues [e.g., existence of a gender focal point, ensure proposals, frameworks, strategies, and operational documents are reviewed with a gender-lens, etc.].
- # of knowledge products for practitioners on best/emerging practices on gender responsiveness, inclusion, and protection in EiE.
- Percentage of stakeholders (m/f) from within [insert as appropriate: e.g., cluster/education working groups, development or government partners] capacitated to reflect gender-responsive considerations in EiE programme approaches.

---

17 This can include for example: gender-responsive female teacher training considerations include considering convenient/safe location for female teachers to access, child care and breastfeeding options for teachers with young children and/or who are lactating, sensitizing male partners on off-site training; uszing peer groups of males and females in trainings to encourage participation, etc.

Examples of means of verification

Table 6.3.3 suggests 'means of verification' or ways to collect data on gender-responsive indicators. Data collection may happen at one or multiple times, such as during planned assessments (needs assessments, baseline and endline assessments). The examples provided are arranged according to EiE strategy types. Means of verifictaion need to be adapted to the context and may overlap across multiple strategies. Existing data sets (e.g., school-level registers) suggested as a means of verification may need to be disaggregated by sex, age, and level of the education system if not already.

Table 6.3.3: Example means of verification

Gender-responsive protection and well-being measures
• Records of mechanisms used for complaints and referrals.
• Records of prevention initiatives (e.g., training programmes, community awareness raising).
• Records, implementation plans, or monitoring records and reports from gender-responsive established early warning and early response mechanisms (e.g., to report on gender-based attacks on education).
• Records, action/implementation plans, or monitoring records and reports from gender-responsive school improvement plans.
Facilities and services/access
• Evidence from transport networks, e.g., gender-responsive posters showing girls and boys travelling safely to school.
• Evidence of dialogue between transport companies, schools, and community leaders on gender-responsive transport, e.g., meeting records.
• Roster of provision of safe transport for girls and boys (e.g., single-sex buses, walking groups).
• Cash transfer programme evidence of disbursements/learner attendance and progression records.
• School feeding programme evidence of food and nutrition distribution (rosters, distribution lists, etc.).
• Backpacks or other teaching and learning material kit (rosters, distribution lists, etc.).
Addressing socio-cultural and gender norms and barriers to education
• Records on SMS or radio messages with time of dissemination, frequency of messaging, and outline of messages delivered.
• Community dialogue records including attendance, frequency, discussion topics.

Gender-responsive teacher recruitment and training

- School/learning centre reports.
- Registers/records at the school and/or community level (data in registers may need to be disaggregated by sex, age, and level of the education system).
- Focus group discussions with education personnel (m/f), students (m/f), parents/caregivers (m/f), or community leaders (m/f).
- Interviews with education personnel (m/f), students (m/f), parents/caregivers (m/f), or community leaders (m/f).
- Copies of minutes or records of group composition and activities.
- Monitoring visit reports.
- Gender-responsive curricula or training materials used (e.g., for SRGBV training, establishment of gender-responsive accelerated education programme, gender-responsive PSS, gender-responsive school-improvement plan training, gender-responsive early warning early response training, gender-responsive pedagogy).
- Meeting minutes and attendance registers (m/f) from parent-teacher associations, school management committees, or other school governance structures.

Strengthening national and sub-national gender-responsive EiE coordination and implementation capacity

- Review of strategies, proposals, results frameworks, theory of change, budget, funding criteria, partnership agreements, capacity-building efforts, and implementation plans.
- Coordination mechanisms membership (e.g., m/f and type of institution – women's, youth organizations, etc.) at the national and sub-national levels (by education sub-sectors and inter-sectoral).
- Review of knowledge products including case studies/reviews and best practices captured as stand-alone products or part of evaluations on the impact of gender-responsive/equitable approaches on access, equity, and quality of Ei

📖 **Further reading**

- ECW (2020) ECW Gender Equality 2019-2021. Policy and Accountability Framework

- ODI (2015) Changing Gender Norms: Monitoring and Evaluating Programmes and Projects

- Global Working Group to End Sschool-Related Gender-Based Violence (2018) A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum standards and monitoring framework,

- Washington Group on Disability Statistics (2016) Question Sets.