

Gender Equality in Education Snapshot Tool (GES) Guidance



1. Introduction

The **Gender Equality in Education Snapshot Tool** is designed to support planners and practitioners to conduct a rapid assessment of gender equality in and through education. It provides an initial diagnosis of where the country stands with regard to gender equality within and beyond its education system. Its interactive, excel-based format allows to rapidly generate a visual overview of the status of gender equality in education. The snapshot can be produced at several instances during the education planning cycle: as the first step in an Education Sector Analysis (ESA), prior to a Joint Sector Review (JSR), during an Education Sector Plan (ESP) Mid-Term Review/Final Evaluation or within grant applications. The rapid assessment will ideally be complemented by a comprehensive gender analysis of the education sector at a later stage. Results from the GES can provide directions for further and more detailed gender analysis. The GES Tool complements the [Guidance for Developing Gender-Responsive Education Sector Plans \(GRESPP\)](#) and the [Education Sector Analysis Methodological Guidelines](#).

The tool adopts a holistic approach to assessing gender equality, looking beyond the education system to include the broader social and political environment, as well as education outcomes. It allows to identify a country's strengths and weaknesses in gender equality across **6 key areas**:

(1) education opportunities, (2) gender norms & practices, (3) institutions outside education, (4) education laws & policies, (5) education systems, and (6) education outcomes. The tool can be used as a flexible instrument by governments, with the option to replace or add indicators, or include further disaggregation, according to the country's specific context.

The Gender Equality in Education Snapshot will form the basis for a dialogue with education stakeholders at country level. The dialogue will allow to validate assessment findings, identify data gaps and give directions for further gender analysis. The **GES Dialogue Tool** provides

guidance to facilitate the dialogue. The **GES Narrative Report Template** provides a format to structure the dialogue outcomes.

GES Toolkit

- ✓ GES Tool: excel template
- ✓ GES Guidance
- ✓ GES Dialogue Tool
- ✓ GES Narrative Report Template

2. How to use this toolkit?

The Gender Equality in Education Snapshot will be conducted in two phases: (1) the rapid assessment and (2) a country dialogue.

2.1 Rapid Assessment

The Gender Equality in Education Snapshot will be led by a person designated by the Ministry of Education and the Local Education Group (LEG), using the GES Tool. Most of the data and information will be collected through existing data sources. For the data in the 'education system' section, the person in charge of the assessment will need to gather information from the Ministry of Education and other sources. Once the assessment is completed, results will be shared with the Ministry of Education and the LEG.

2.2 Country Dialogue

After having reviewed the assessment, the Ministry of Education will facilitate a Country Dialogue with the LEG. The dialogue will most likely take the form of a LEG meeting but can also be organized in alternative ways. The purpose of the dialogue is to validate the assessment findings, identify information gaps and define pathways for further gender analysis. The meeting will be guided by the GES Dialogue Tool. Based on the outcomes of the meeting, the designated person in charge will draft a meeting report, using the GES Narrative Report template. She/he will submit the report to the LEG for feedback and will process the feedback into the final version of the report.

2.3 Roles & Responsibilities

STAKEHOLDER	ROLE
Ministry of Education	Designate person in charge of assessment; Provide data on education system; Convene and participate in country dialogue; Provide feedback to narrative report
Local Education Group	Participate in country dialogue; Provide feedback to narrative report
GPE	Provide the platform to ensure the assessment is integrated in the country planning cycle through the LEG
Consultant or designated person	Conduct rapid assessment; Facilitate country dialogue; Draft narrative report

3. How was the GES Tool developed?

The tool presents a series of indicators that have been selected according to the following criteria:

- 1) relevance for measuring gender equality in and through education
- 2) data availability
- 3) practicality to steer policy decisions

The six key areas are based on the [GEMR 2019 Gender Report](#) framework for measuring gender equality in education¹. Indicators have been selected from a number of gender monitoring frameworks: the analytical framework presented in the [Guidance for Developing Gender-Responsive Education Sector Plans](#), [SDG indicator framework](#), [Equal Measures 2030](#) [SDG Gender Index](#), [Social Institutions and Gender Index](#), [Gender Inequality Index](#), [UNGEI SRGBV monitoring framework](#).

A scoring system allows to assess each indicator on a 'low equality', 'medium equality', 'high equality' scale. The scoring methodology is included in the excel tool. For some indicators it is important to look at geographical variation within the country, for example the percentage

¹ The GEMR Report framework is based on Unterhalter's work on measuring gender equality in education: [Unterhalter, *Measuring gender inequality and equality in education*, 2015.](#)

of female teachers or the presence of basic sanitation facilities. The tool provides the option to include geographically disaggregated data where possible. A final summary visualizes the country's overall scores across the six key areas. For more detailed information on methodology, see Annex 2.

4. Why this set of indicators?

The framework contains six key areas that are all relevant for measuring gender equality in and through education. The areas include a combination of outcome and process indicators, measuring either the actual outcome of gender equality or the processes leading to gender equality. The first area, **Education Opportunities**, contains a set of indicators on gender parity in access, completion and learning outcomes. It shows whether girls and boys have equal chances to access, succeed in and complete their education. Looking at parity indices is a first step in assessing gender equality in education.

The second area, **Gender Norms and Practices**, relates to existing societal expectations about men and women's roles in their communities. Gender norms can strongly determine parents' choices regarding their children's education, as well as teachers' and students' attitudes and behaviors. Indicator 2.1 measures acceptance of physical violence towards women, which can be a proxy for unequal gender norms and can thus indirectly influence gender equality in education. The other three indicators, time spent on household chores (2.2), child marriage rates (2.3) and early childbearing rates (2.4), have a direct impact on girls' and boys' chances to learn.

Areas 3, **Institutions outside education**, and 4, **Education laws and policies, plans & capacity**, show the enabling environment, both inside and outside the education sector, that creates the conditions to promote gender equality in education. Area 3 assesses the general level of gender discrimination in the country, measured through the Social Institutions and Gender Index² (SIGI) (3.1), as well as the country's legal commitments to end discrimination against women (3.2) and child marriage (3.3). Indicator 3.4 assesses whether the country is

² [The Social Institutions and Gender Index \(SIGI\)](#) measures discrimination against women in social institutions. Social institutions are formal and informal laws, social norms and practices. The SIGI covers four dimensions of discriminatory social institutions: discrimination in the family, restricted physical integrity, restricted access to productive and financial resources, and restricted civil liberties.

affected by conflict. Conflict often exacerbates gender inequality by limiting girls' access to education and increasing gender-based violence³.

Area 4 looks at a set of education laws, policies, plans and capacity that are particularly relevant for gender equality. It includes two indicators on the ratification of international conventions, one on the Convention Against Discrimination in Education (CADE) (4.1) and one on the Safe Schools Declaration (4.2). The [Safe Schools Declaration](#) engages countries to protect education from attack and restrict the use of schools and universities for military purposes. Attacks on education are often gender-based. They take the form of violent repression of girls' education or sexual violence against girls and women⁴. Commitment to the Safe Schools Declaration can enable the promotion of gender equality in crisis contexts. Two other indicators, 4.3 and 4.4, assess whether the legal framework creates the conditions for gender equality in education. Indicator 4.5 assesses whether the Education Sector Plan is gender-responsive. A gender-responsive Education Sector Plan is the foundation for an education system that effectively promotes gender equality. Indicator 4.6 looks at the institutional capacity within the Ministry of Education. Effective structures and mechanisms, as well as individual skills and capacity, are vital for a ministry's ability to respond adequately to gender inequality.

Area 5, **Education Systems**, includes indicators that measure gender equality within the education system, moving beyond gender parity. The area contains two sub-areas, one on teaching and learning and one on learning environments. Within the **teaching and learning** area, indicators 5.1.1 to 5.1.4 look at the number of female teachers and head teachers in primary and secondary education. It is known that female teachers and head teachers have a positive impact on girls' success and wellbeing in school and can help create more equitable school environments. Indicator 5.1.5 assesses the extent to which gender concepts are integrated in teachers' professional development programs. Teachers who are sensitized and trained in gender issues can become powerful agents in promoting gender equality within their schools and communities. Indicator 5.1.6 assesses the extent to which disability-inclusive education is included in teachers' professional development programs. Taking into account the issue of intersecting inequalities, this indicator verifies whether teachers can adequately respond to the needs of girls with disabilities. Indicator 5.1.7 verifies whether the

³ [GPE, Educating girls: the path to gender equality, 2019](#).

⁴ In its [Education under Attack 2020](#) report the Global Coalition to Protect Education from Attack reports that in at least 21 out of 37 profiled countries girls and women were directly targeted because of their gender.

curriculum includes comprehensive life skills-based sexuality education. Comprehensive sexuality education (CSE) is an essential step to teaching girls and boys about their sexual and reproductive rights, reduce gender-based violence and early pregnancy, and promote gender equality. Indicator 5.1.8 asks the question whether the curriculum and teaching and learning materials have undergone a gender review. A curriculum that includes essential gender equality topics such as gender discrimination, gender norms, gender-based violence and sexual and reproductive rights can empower girls and boys and contribute to more equitable relationships. Teaching and learning materials that are free from gender stereotypes and show empowering examples of both men and women can teach students gender equality and help them to believe in their own possibilities.

Sub-area 5.2 on **learning environments** assesses if the school environment enables girls and boys to participate in learning equally and safely. Indicators 5.2.1 and 5.2.2 look at the number of primary and lower secondary schools with single-sex basic sanitation facilities. Sanitation facilities determine girls' chances to access and complete their education, especially during puberty. Single-sex sanitation facilities can help them to feel safe and continue school during menstruation. Indicator 5.2.3 concerns school-related gender-based violence (SRGBV). SRGBV is an important factor in girls' lower performance and dropout in school. Since very little data are available on actual prevalence of SRGBV, this process indicator looks at the presence of prevention mechanisms (i.e. codes of conduct) with regard to SRGBV within schools.

Area 6, **Education outcomes**, contains three key indicators that can be seen as the result of gender equitable education systems. When more girls get the chance to succeed in and complete their education, and when education systems actively promote gender equality, figures with regard to female labor force participation (6.1), number of seats held by women in parliament (6.2), and number of women making their own informed decisions regarding sexual and reproductive health (6.3) generally go up.

Annex 1: Indicator Framework

N°	SDG	INDICATOR	DATA SOURCE
1. Education Opportunities			
1.1 Access and completion			
1.1.1	4.2.4	Gross enrolment rate in (a) pre-primary education and (b) early childhood educational development, adjusted parity index	UIS SDG 4 dataset
1.1.2	4.3.2	Gross enrolment rate tertiary education, adjusted parity index	UIS SDG 4 dataset
1.1.3	4.1.2	Completion rate primary education, adjusted parity index	UIS SDG 4 dataset
1.1.4	4.1.2	Completion rate lower secondary education, adjusted parity index	UIS SDG 4 dataset
1.1.5	4.1.2	Completion rate upper secondary education, adjusted parity index	UIS SDG 4 dataset
1.1.6	4.3.3	Participation rate in technical and vocational programs (15 to 24-year-olds), adjusted parity index	UIS SDG 4 dataset
1.2 Learning			
1.2.1	4.1.1	Proportion of children achieving at least a minimum proficiency level in reading at the end of primary education, adjusted parity index	UIS SDG 4 dataset World Bank Learning Poverty dataset National examination results MICS
1.2.2	4.1.1	Proportion of children achieving at least a minimum proficiency level in mathematics at the end of primary education, adjusted parity index	UIS SDG 4 dataset

1.2.3	4.1.1	Proportion of children achieving at least a minimum proficiency level in reading at the end of lower secondary education, adjusted parity index	UIS SDG 4 dataset
1.2.4	4.1.1	Proportion of children achieving at least a minimum proficiency level in mathematics at the end of lower secondary education, adjusted parity index	UIS SDG 4 dataset
1.2.5	4.6.2	Adult literacy rate (population 15+), adjusted parity index	UIS SDG 4 dataset
2. Gender Norms and Practices			
2.1	5.2	Percentage of women aged 15-49 years who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons, i.e. if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations	OECD
2.2	5.4	Percentage of adolescents aged 10–14 years who, during the reference week, spent at least 21 hours on unpaid household services, adjusted gender parity index	UNICEF GEMR 2020 Gender Report
2.3	5.3.1	Percentage of women aged 20 to 24 married or in union before age 18	UNICEF GEMR 2020 Gender Report
2.4	3.7	Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF GEMR 2020 Gender Report
3. Institutions outside education			
3.1	5	Social Institutions and Gender Index level of gender discrimination (SIGI category)	OECD
3.2	5	Did the country ratify the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)? Has the country included any reservations on some articles?	UNESCO HER Atlas
3.3	5.3	Is the legal age of marriage for girls below 18? If it is above 18, are there exceptions possible?	UNESCO HER Atlas

3.4	4.5	Is the country affected by conflict? (Is the country classified as high-intensity or medium-intensity conflict according to the World Bank FY21 classification?)	World Bank
4. Education laws, policies, plans & capacity			
4.1	4.5	Did the country ratify the Convention Against Discrimination in Education (CADE)?	UNESCO HER Atlas
4.2	4a	Did the country endorse the Safe Schools Declaration?	Global Coalition to Protect Education from Attack
4.3	4.5	Does the constitution explicitly guarantee the right to education without discrimination based on sex/gender?	UNESCO HER Atlas
4.4	4.5	Does the legal framework guarantee 9+ years of free and compulsory public education for all?	UNESCO HER Atlas World Policy Analysis Center
4.5	4.5	Is the Education Sector Plan gender-responsive?	GPE: girls' education and gender in Education Sector Plans
4.6	4.5	Has a gender audit of the Ministry of Education been conducted in the past 5 years?	Scoring: (1) no, (2), yes
5. Education Systems			
5.1 Teaching & Learning			
5.1.1	4.5	Percentage of female teachers in primary education	UIS: national monitoring database

5.1.2	4.5	Percentage of female teachers in secondary education	UIS: national monitoring database
5.1.3	4.5	Percentage of female head teachers in primary education	Scoring: (1) less than 20%, (2) between 20% and 50%, (3) more than 50%
5.1.4	4.5	Percentage of female head teachers in secondary education	Scoring: (1) less than 20%, (2) between 20% and 50%, (3) more than 50%
5.1.5	4.5	To what extent are gender concepts and gender-sensitive pedagogy included in teachers' professional development programs?	Scoring: (1) not included, (2) pilot phase, (3) implemented at scale
5.1.6	4.5	To what extent is disability-inclusive education included in teachers' professional development programs?	Scoring: (1) not included, (2) pilot phase, (3) implemented at scale
5.1.7	4.5	How many of the following subjects does the curriculum address in a clear and explicit way, using a life skills approach? <ul style="list-style-type: none"> - The influence of gender norms on students' choices regarding sexuality - Correct and efficient use of condoms - How to purchase and use different types of anticonceptions - How to avoid unwanted sexual intercourse - How to use sexual and reproductive health services - The risks of violence, abuse and sexual harassment on internet and social media 	Scoring: (1) 0 to 2, (2) 2 to 5, (3) 6
5.1.8	4.5	Has a gender review of the curriculum/teaching & learning materials been conducted in the past 5 years?	Scoring: (1) no, (2), yes

5.2 Learning environments			
5.2.1	4.a.1	Percentage of primary schools with single-sex basic sanitation facilities	UIS SDG 4 dataset
5.2.2	4.a.1	Percentage of lower secondary schools with single-sex basic sanitation facilities	UIS SDG 4 dataset
5.2.3	4a	Percentage of schools that have developed and put into practice a code of conduct with reference to SRGBV	Scoring: (1) less than 30% (2) between 30% and 70% (3) more than 70%
6. Education Outcomes			
6.1	5.5	Female labor force participation rate of the population aged 15 and over	UNDP
6.2	5.5.1	Proportion of seats held by women in national parliaments	UNDP
6.3	5.6.1	Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care	World Bank

Annex 2: Methodological Notes

Scoring system

- The scoring system is inspired by UNESCO's [SERAT](#) tool to assess implementation of sexuality education programs.
- The scoring methodology is included in the tool excel file.
- Scoring ranges reflect actual data ranges where relevant. For example, for early childbearing rates there are no actual data above 50%. The score 'low equality' thus already starts at 40%.
- For gender parity indices, the 'high equality' score coincides with a result close to 1. 'Low equality' scores are results that are below 0.85 or above 1.15, representing an inequality either in the advantage of boys or in the advantage of girls.

Education Opportunities Indicators

- Those indicators have been selected for which adjusted gender parity indices are available, in order to allow a rapid assessment of gender equality.
- Completion rates have been prioritized over enrolment, transition and out-of-school rates, given that they provide the most relevant and complete information with regard to girls' and boys' chances to progress throughout the education system. Enrolment rates have only been included for those education levels that do not have data on completion rates available, i.e. pre-primary education and tertiary education.
- Enrolment rates can also be used for primary and secondary education for those countries that do not have data on completion rates available.

Assessing gender-responsiveness of the Education Sector Plan

- The assessment method is based on GPE's stock take on [girls' education and gender in Education Sector Plans](#).
- ESPs are assessed according to 3 criteria:
 - (1) Whether the ESP is based on gender-disaggregated statistical data
 - (2) whether the ESP includes an analysis of barriers to girls' education
 - (3) where the ESP includes specific strategies for girls' education (including gender mainstreaming strategies)
- When at least 2 criteria are met, the ESP is considered gender-responsive. When only one criterion is met, the ESP is labelled as 'slightly gender-responsive'. When no criteria are met, the ESP is not gender-responsive.
- For a more detailed appraisal of the gender-responsiveness of the ESP, the checklist included in the [Guidance for Developing Gender-Responsive Education Sector Plans](#) can be used.