

## Guidelines for applying **Gender Equality Markers (GEM)** in **Participation Programme** applications

According to the United Nations, gender equality refers to the **equal rights, responsibilities and opportunities** of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Equality between women and men implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. It is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as **a human rights issue and as a precondition for, and indicator of, sustainable people-centered development**.

### 1 | What are the Gender Equality Markers (GEM)?

Since 2007, equality between women and men, also called gender equality, is one of UNESCO's two global priorities. Implementing UNESCO's Global Priority Gender Equality is everyone's responsibility. It means making sure that what is done and how it is done promotes equality between women and men and/or the empowerment of women and girls.

The Gender Equality Markers (GEM) are **a coding system to track how UNESCO-supported activities, projects, and programmes fulfill the Organization's commitment to gender equality**.

**All applications submitted to the Participation Programme must be coded using the GEMs.** This four-point scale indicates the extent to which a project or activity contributes to equality between women and men and/or the empowerment of women and girls.

### 2 | How to use the Gender Equality Markers (GEM) in my application for the Participation Programme?

In your application, you must answer the following question:

#### Does your project contribute to Gender Equality (GE)? YES / NO

- If you answer **NO**, your project or activity is classified as GEM 0 (no contribution to equality between women and men).
- If you answer **YES**, you must then select one of the Gender Equality Marker (GEM 1, GEM 2, or GEM 3) following the guidelines below to indicates the level of contribution your project makes toward promoting equality between women and men and/or the empowerment of women and girls.

**IMPORTANT:** Please note that the use of GEM 0 and GEM 1 should be avoided as much as possible, as they provide either no or only limited contribution to UNESCO's Global Priority Gender Equality.

**Projects and activities coded as GEM 2 or GEM 3 should be prioritized.**

#### GEM 0 – No contribution to gender equality

The project does not address issues related to equality between women and men or the empowerment/rights of women and girls (i.e. no objectives, expected results, or related actions included). Nevertheless, the **no-harm principle** must be applied to ensure that the project does not negatively impact gender equality.

From a budgetary perspective, this corresponds to an estimated 0-5% of project expenditures allocated to gender equality.

## GEM 1 – Limited contribution to gender equality

The project demonstrates **limited consideration of equality** between women and men, or the empowerment/rights of women and girls. Contributions and expected results in this area are minor and secondary to the overall objectives. The project is primarily focused on other issues, with equality between women and men included only as a **small component**.

From a budgetary perspective, this corresponds to an estimated 5-30% of project expenditures allocated to gender equality.

## GEM 2 – Gender equality as a significant objective

The project demonstrates **strong consideration of equality** between women and men, or the empowerment/rights of women and girls. This involves conducting background analysis to **understand the context** in which the project takes place, **identifying existing inequalities** affecting women or men, **examining their underlying causes**, and **defining actions to address them**.

Although equality between women and men and/or the empowerment/rights of women and girls are not the sole objectives, they are **integrated in a cross-cutting manner** throughout the project. This ensures that the **specific needs, challenges and priorities** of women and girls, as well as men and boys, are taken into account, and that inequalities are actively reduced.

From a budgetary perspective, this corresponds to an estimated 30-70% of project expenditures allocated to gender equality.

## GEM 3 – Gender equality as the principal objective

The project has equality between women and men and/or the empowerment/rights of women and girls as its **primary objective**. This involves conducting background analysis to **understand the context** in which the project takes place, **identifying existing inequalities** affecting women or men, **examining their underlying causes**, and **defining actions to address them**.

Such projects are expected not only to **address the different needs, capacities, and contributions** of women and men, girls and boys, but also to **challenge discriminatory policies, practices, and norms** and/or directly promote the empowerment of women and girls.

From a budgetary perspective, this corresponds to an estimated 70-100% of project expenditures allocated to gender equality.

## Some examples to situate your project in the Participation Programme

### GEM 1

A capacity-building workshop for cultural professionals where half of the participants are women.

A seminar on Science, Technology, Engineering et Mathematics (STEM) education that acknowledges the underrepresentation of girls and young women, but does not explore strategies to address it.

A policy reform in sports intended to benefit all citizens, without introducing specific measures to reduce disparities between women and men or to challenge persistent discrimination/stereotypes.

### GEM 2

A capacity-building workshop for cultural professionals that ensures parity (i.e. equal representation of women/men) among the trainers and participants, and includes a module on equality in cultural employment, participation, and artistic representations.

A seminar on STEM that acknowledges the underrepresentation of girls and young women, and explores barriers and strategies to address it, alongside other topics.

A policy reform in sports designed to benefit all citizens, while introducing specific measures to reduce disparities between women and men, and to challenge persistent stereotypes.

### GEM 3

A capacity-building workshop for cultural professionals that ensures parity among the trainers and participants and focuses on achieving equality between women and men in and through culture.

A programme addressing gender-based violence in the science sector.

An advocacy campaign engaging adolescent boys and fathers on harmful stereotypes associated with being a woman or a man.