

Education



This chapter explains how to integrate gender equality into education in emergency response and recovery programming. You can find information on why it is important to incorporate gender equality in education programming in emergencies as well as key standards and resources for future reference.

The chapter begins with an overall checklist which explains key actions for an education programme which need to be carried out at each stage of the Humanitarian Programme Cycle (HPC). After this checklist, you can find more detail on how to undertake gender equality programming in each phase of the HPC. This includes practical information on how to carry out a gender

analysis, how to use the gender analysis from the design through to implementation, monitoring and review and how to incorporate key approaches of coordination, participation, GBV prevention and mitigation, gender-adapted assistance and a transformative approach in each phase. Relevant examples from the field are used to illustrate what this can look like in practice.

Why is it important to incorporate gender equality in education programming?

Humanitarian crises significantly limit access to education and opportunities and result in specific threats and vulnerabilities for girls and boys of different ages and from different backgrounds. These take the form of direct and indirect threats:

Direct:

- Institutional: targeted attacks, collateral damage;
- Community: displacement;
- Individual: school-related GBV, forced recruitment;

Indirect:

- Discriminatory social norms exacerbated in crisis;
- Increased opportunity costs for educating girls;
- Early marriage and early pregnancy;
- Vulnerability of girls with disabilities.²¹

Education is one of the entry points for promoting gender equality. Changes in gender roles and responsibilities often observed during and post-crisis present an opportunity to set new precedents for gender equality, with education being a critical channel. Education can provide the necessary skills/competencies for girls to be able to contribute to economic growth, recovery and maintenance of peace and stability. Education can thus be a key entry point to promoting both gender equality and peace and stability as mutually reinforcing issues.

Quality education provides physical, psychosocial and cognitive protection that can sustain lives and contributes directly to the economic, social and political stability of countries. Effectively integrating gender equality measures into education programming will achieve the following goals:²²

• Ensure equal access and gender-responsive learning environments.

Identifying the barriers to women, girls, men and boys accessing education in emergencies (through a participatory needs assessment that analyses the direct and indirect threats to accessing education) is key to ensuring that programming offers equal access to women, girls, men and boys. Barriers can include a lack of gender balance in teaching staff, resulting either in girls being unable to attend (when there are only male teaching staff) or a lack of role models and motivation for boys' attendance (when there are only female teaching staff). Identifying strategies to overcome these barriers will result in more equal education programming in the emergency. Ensuring that girls and boys have access to educational activities immediately after an emergency provides them with a routine, stable and protective environment. Ensuring this access requires an understanding of their specific protection needs. Facilities should also be taken into account to achieve this goal, taking into consideration the specific needs of women, girls, men and boys as well as other minority groups such as LGBTI individuals or people with disabilities.

• Ensure gender-responsive teaching and learning.

To achieve this goal, the curriculum needs to promote gender equality. Areas that can have a particular impact are human rights education, life-skills and reproductive health education, and vocational or skills training. Gender-sensitive teaching material should be developed, but if this is not possible in an emergency, training staff to challenge gender stereotypes in teaching materials can promote gender equality. Teacher training and content should incorporate gender as part of the instruction and learning processes. Changing education to meet the specific needs of women, girls, men and boys results in better quality education overall.

- **Ensure gender-responsive policies for teachers and other educational personnel.** Recruitment and selection policies need to work towards gender balance, as in some contexts there are more male or female teachers. Special measures may be required to redress the balance, taking into account the reason for the imbalance which should come out of the gender analysis.
- **Ensure gender-responsive education policy.** Advocacy can be undertaken during an emergency to advocate for gender issues with the education system. Emergencies can offer a “window of opportunity” to advocate for changes to improve gender mainstreaming in policies for education in emergencies or longer-term education policies.

Integrating gender equality and education in the Humanitarian Programme Cycle

This section outlines the necessary actions which education sector front-line humanitarian actors such as United Nations agencies, local and international NGOs and government agencies need to take to promote gender equality at each stage of the HPC.



KEY GENDER EQUALITY ACTIONS FOR EDUCATION PROGRAMMING AT EACH STAGE OF THE HUMANITARIAN PROGRAMME CYCLE

1 Needs assessment and analysis

- Collect and analyse sex-, age- and disability-disaggregated data on needs, priorities, roles and capabilities relating to education.
- Conduct a gender analysis as part of the education needs assessments and analyse the findings in relation to the specific threats/barriers faced by girls, boys, women and men in relation to safe, quality education as a result of the crisis.

2 Strategic planning

- Identify entry points to address specific barriers to safe and quality education for women, girls, men and boys identified utilizing the findings from the gender analysis and other preparedness data.
- Ensure a demonstrable and logical link between the gender-specific needs identified for the education sector, project activities and tracked outcomes.
- Apply gender markers to education programme designs for the response.

3 Resource mobilization

- Apply gender markers to education programmes in the response.
- Include information and key messages on gender and the education sector in humanitarian situations for inclusion in the initial assessment reports to influence funding priorities.
- Report regularly to donors on resource gaps on gender within the education sector.

4 Implementation and monitoring

- Implement education programmes which integrate measures to address the threats and barriers to promoting gender equality and inform women, girls, men and boys of the available resources and how to influence the project.
- Develop and maintain feedback mechanisms for women, girls, men and boys as part of education projects.
- Monitor the quality of education and education-related services and facilities.
- Apply gender markers to education programmes in the response.
- Monitor the access to education assistance, retention and completion by women, girls, men and boys and develop indicators designed to measure change for women, girls, men and boys based on the assessed gaps and dynamics.

5 Gender operational peer review and evaluation

- Review projects within the education sector and education response plans. Assess which women and girls, boys and men were effectively reached and which that were not and why.
- Share good practices around usage of gender markers and address gaps.

1 Needs assessment and analysis

Gender analysis takes place at the assessment phase and should continue through to the monitoring and evaluation phase with information collected throughout the programme cycle. The rapid gender analysis tool in section B, pages 30–39 provides a step-by-step guide on how to do a gender analysis at any stage of an emergency.

When collecting information for the education sector, the analysis questions should seek to understand the impact of the crisis on women, girls, men and boys. Standard education assessments can be adapted to put greater emphasis on gender and the particular experiences, needs, roles, rights and risks facing women, girls, men and boys, LGBTI individuals, people with disabilities, people of different ages and ethnicities and other aspects of diversity. The assessment should ask questions about the needs, roles and dynamics of women, girls, men and boys in relation to the education sector, and how the other dimensions of diversity (e.g., disability, sexual orientation, gender identity, caste, religion) intersect with them in relation to issues around access and availability, retention, completion, quality and safety in and around school brought on by crisis. Ensure that these align with good practice and key standards on coordination, women's participation and GBV prevention and mitigation as per the table in this chapter on "Key approaches and standards for needs assessment and analysis in education programming" in this section.

Sex- and age-disaggregated data (SADD) are a core component of any gender analysis and essential for monitoring and measuring outcomes. To be effective, SADD must be collected and analysed to inform programming. In circumstances where collection of SADD is difficult, estimates can be provided based on

national and international statistics, data gathered by other humanitarian and development actors or through small sample surveys. When SADD are not available or very outdated, there are methods can be used to calculate it (see section B, page 43). For the education sector, SADD identifies specific challenges, threats and such available resources as gender-focused organizations and populations of female and male teachers. Collecting SADD can also help to address gaps in data gathered through interviews and reveal correlations between school attendance and certain conditions, e.g., gathering data through attendance sheets or enrolment lists for girls and boys. (See more on data in section B, pages 40–43). Education-specific sources include sex-disaggregated data for primary and secondary levels, including completion rates and data disaggregated by sex and urban/rural residence. In addition to using SADD, depending on the context, it can be important to disaggregate the data based on other diversity factors such as ability, ethnicity, language spoken, level of income or education.

The following table gives a summary of the key moments during an emergency response where gender analysis should be carried out and what kind of deliverables should be produced. These should be produced at the level of the cluster (with the cluster lead accountable) and/or individual agency (with the emergency response coordinator accountable).

KEY ASSESSMENT TOOLS:

- Global Education Cluster. *Joint Needs Assessment Toolkit for Education in Emergencies*. 2010. <https://tinyurl.com/yax3gugs>



KEY ACTIVITIES FOR GENDER ANALYSIS DURING A HUMANITARIAN RESPONSE

TIMEFRAME	ACTIVITY	DELIVERABLE
Preparedness	Develop gender snapshot/overview for the country; review pre-existing gender analysis from NGOs, the Government and United Nations agencies.	Snapshot (6 pager) https://tinyurl.com/yao5d8vs Infographic
First week of a rapid-onset emergency	Review of gender snapshot prepared before the emergency and edited as necessary. Circulate to all emergency response staff for induction. Identify opportunities for coordination with existing organizations working on gender issues. Carry out a rapid gender analysis, which can be sectoral or multisectoral, integrating key questions for the education sector (see later on in this chapter for examples). Conduct sectoral or multisectoral rapid analysis and consult organizations relevant to the sector.	Briefing note (2 pager) identifying strategic entry points for linking humanitarian programming to existing gender equality programming https://tinyurl.com/yao5d8vs Map and contact details of organizations working on gender in the country Rapid gender analysis report https://tinyurl.com/y9fx5r3s
3 to 4 weeks after the rapid analysis	Carry out a sectoral gender analysis adapting existing needs analysis tools and using the types of questions suggested later on in this chapter. Carry out a gender-specific analysis of data collected in the needs assessment.	Sectoral gender analysis report https://tinyurl.com/y9xt5h4n

TIMEFRAME	ACTIVITY	DELIVERABLE
2 to 3 months after the start of the emergency response	Identify opportunities for an integrated comprehensive gender analysis building on pre-existing gender partnerships. Ensure there is a baseline that captures SADD, access to humanitarian assistance, assets and resources and level of political participation. Analyse the impact of the crisis, changes in ownership patterns, decision-making power, production and reproduction and other issues relating to the sector. Use the gender analysis inputs to inform planning, monitoring and evaluation frameworks including M&E plans, baselines and post-distribution monitoring. Carry out an analysis of internal gender capacities of staff (identify training needs, level of confidence in promoting gender equality, level of knowledge, identified gender skills).	Concrete questions into (potentially ICT-enhanced) questionnaire. Comprehensive gender assessment report https://tinyurl.com/ybyerydk and https://tinyurl.com/ybsqzvzj Inputs to planning, monitoring and evaluation-related documents 1-page questionnaire Survey report Capacity-strengthening plan
6 months after the response (assuming it is a large-scale response with a year-long timeline)	Conduct a gender audit/review of how the humanitarian response is utilizing the gender analysis in the programme, campaigns and internal practices. The report will feed into a gender learning review half way through the response.	Gender equality review report with an executive summary, key findings and recommendations.
1 year or more after the humanitarian response	Conduct an outcome review of the response looking at the response performance on gender equality programming. This needs to be budgeted at the beginning of the response. The report is to be shared in the response evaluation workshop and to be published.	Gender equality outcome evaluation with an executive summary, findings and recommendations. https://tinyurl.com/p5rqgut

Sources for a gender and education analysis include census data, Demographic and Health Surveys, gender analysis reports, humanitarian assessment reports, protection and GBV sector reports, as well as gender country profiles such as those produced by UNICEF, Save the Children, Plan International, INEE or the ministry of education for each country. These should be supplemented with participatory data collection from everyone affected by the crisis and/or the programme through surveys, interviews, community discussions, focus group discussions, transect walks and storytelling. Education-specific resources include information on gender considerations in the most recent education sector plan; identification of existing/absent relevant policies, strategies and codes of conduct, e.g., national girls' education policy; school-related GBV policy; information on early marriage and related existing programming in terms of links to education; and data on the existence of gender-sensitive WASH facilities.

THE GENDER ANALYSIS FOR EDUCATION SHOULD ASSESS:

- **Population demographics.** What was the demographic profile of the population disaggregated by sex and age *before the crisis*? And what has changed since the crisis or programme began? Look at the number of households and average family size, number of single- and child-headed households by sex and age, number of people by age and sex with specific needs, number of pregnant and lactating women. Are there polygamous family structures?
- **Gender roles.** What were the roles of women, girls, men and boys relating to education? How have the roles of women, girls, men and boys relating to education changed since the onset of the crisis? What are the new roles of women, girls, men and boys and how do they interact? How much time do these roles require?
- **Decision-making structures.** What structures was the community using to make education decisions before the crisis and what are these now? Who participates in decision-making spaces? Do women and men have an equal voice? How do adolescent girls and boys participate?

- **Protection.** What protection risks did specific groups of women, girls, men and boys face before the crisis? What information is available about protection risks since the crisis began or the programme started? How do legal frameworks affect gender and protection needs and access to justice?

- **Gendered needs, coping strategies capacities and aspirations.** What are the education-related needs, coping strategies, capacities and aspirations of women, girls, men and boys in the affected population and/or programme? When observing out-of-school children and youth, determine both their age and gender to understand the needs of specific demographics. There are also distinct questions to ask women, girls, men and boys in separate groups such as those regarding the harassment of girls by teachers or other students.

What are the different risks facing women, girls, men and boys? For example, are boys targeted for recruitment on their way to school or are girls forced to trade sex for grades? It is also important to note that the risks could be different than expected, for example, girls being targeted for recruitment on their way to school.

POSSIBLE QUESTIONS FOR A GENDER ANALYSIS SPECIFIC TO EDUCATION:

Access and learning environment

- What are the numbers of out-of-school girls and boys?
- What are the literacy rates for women and men?
- What has changed from before the crisis to now for girls and boys of different ages and how does it influence their ability to enrol and stay in school? Which children and youth are not attending or have dropped out?
- What are the specific challenges affecting girls' and boys' retention and attainment rates at different levels? What cultural barriers exist (such as gender norms which prioritize boys' education, child marriage, etc.)?
- What other work do girls and boys do at home? Does this interfere with access to education programmes?
- What are the school safety and access issues with respect to gender? Are potential sites for schools accessible and safe for girls and boys at all grades? Is there sufficient lighting in schools? Is the distance acceptable and safe? What safety precautions are in place or expected to be taken by girls travelling to school?

- Are toilets available for girls and boys? Are schools equipped with menstrual hygiene materials?
- Are there girls and boys suffering from stigma because of specific war experiences (e.g., rape survivors, ex-child soldiers)? Does the stigma prohibit access to education?
- Is the route to school safe for girls and boys?
- What safety precautions do parents expect for girls?
- Are learning environments secure, and do they promote the protection and mental and emotional well-being of learners?
- Are latrines accessible, located safely and adequate in number? Are there separate latrines for girls and boys? Are water and soap available?
- Are facilities for disabled girls and boys needed and, if so, are they available and effective?

Teaching and learning

- Are teaching materials and training available to help teachers address specific topics needed by girls and boys (e.g., sexual and reproductive health)? Do they provide critical information on issues such as self-protection, landmines, etc.?
- Are the learning materials inclusive of and relevant to girls? Do they perpetuate gender stereotypes?

Teachers and other educational personnel

- Is there a code of conduct for teachers to address sexual harassment and abuse? Have staff been trained on engaging with GBV survivors?
- Are male and female teachers available? At all grade levels? What are their levels of qualification and experience?
- Are there para-professionals? Are there other women in the community who could support girls in school and be involved in teaching and/or mentoring?
- Are there female teacher trainers and support staff?
- Do parent-teacher associations (PTAs) or similar groups exist? To what extent are women and men involved? Are there any cultural restrictions on women's involvement?
- Has training been provided to the PTA? If so, has gender been addressed?

Education policy

- What are the gender considerations in the most recent education sector plan?
- What school-related GBV policies are in place?
- What are the challenges to parental involvement in education for women and men?
- What are the challenges to community involvement in education programming and opportunities and assessment for women, girls, men and boys?

Good practice

Protection issues in Gaza were identified for young boys and adolescent males, who suffer from physical violence at school. Focus group findings show that in boys' schools, corporal punishment was the everyday norm rather than the exception. Boys' negative attitudes towards school cannot be separated from the fact that it is the place where they are constantly vulnerable to physical violence from adult authority figures. Boys of all ages perceived school as an environment where their rights were consistently violated and they were treated as if they were a danger to the social order. Abuses at school can lead to alienation from adult authority and a loss of interest in completing education. According to focus group results, however, boys in Gaza try to maintain a positive self-image despite the negative stereotypes imposed upon them by teachers and school officials.

UNIFEM. TOWARDS GENDER EQUALITY IN HUMANITARIAN RESPONSE. ADDRESSING THE NEEDS OF WOMEN AND MEN IN GAZA. [HTTPS://TINYURL.COM/Y7ZABQ3S](https://tinyurl.com/Y7ZABQ3S)

KEY APPROACHES AND STANDARDS FOR NEEDS ASSESSMENT AND ANALYSIS IN EDUCATION PROGRAMMING

Coordination

GOOD PRACTICE

- » Work with women's rights groups, LGBTI organizations and inter-agency/intersectoral gender working groups (if established) to understand what approaches and solutions other agencies are adopting to provide gender equality education programming in the emergency.

BE AWARE!

- » Be aware of possible biases in information collection and analysis. For instance, if women and girls were not consulted, the identified priorities do not reflect the needs and priorities of the whole community.

Participation

GOOD PRACTICE

- » Ensure an equal balance of men and women on the emergency education assessment team to ensure access to women, girls, men and boys. Where feasible, include a gender specialist and protection/GBV specialist as part of the team
- » Look for particular expertise or training by local LGBTI groups where possible to inform the analysis of the particular needs of these groups relating to education in emergencies.
- » Undertake a participatory assessment with women, girls, men and boys. Set up separate focus group discussions and match the sex of humanitarian staff to the sex of the beneficiaries consulted to better identify their capacities and priorities. This approach facilitates a clearer understanding of the differing levels of the beneficiaries consulted to better identify their needs, capacities and priorities relating to education and what has changed as a result of the crisis.
- » Adopt community-based approaches building on existing community structures to motivate the meaningful participation of women, girls, men and boys in the education response.
- » Ensure access to childcare to enable the participation of women and girls, who often carry responsibility for care work, throughout the humanitarian programme cycle.

BE AWARE!

- » Advertise education meetings through accessible media for those with disabilities, low literacy and from linguistic minority groups. Engage female and male translators to assist beneficiaries.
- » Be mindful of barriers and commitments (childcare, risk of backlash, ease of movement, of open LGBTI population in some cultures, etc.) that can hinder the safe participation of women, girls and LGBTI individuals in community forums.
- » Where women, girls, men and boys participate in mixed groups, address any barriers that stem from gender norms such as men's voices carrying more weight.
- » Ensure that meeting spaces are safe and accessible for all. Where women's voices cannot be heard, look for other ways to get their opinions and feedback on the education programme.
- » In some contexts, it may be necessary to negotiate with community leaders prior to talking with women community members in order to avoid backlash.

GBV prevention and mitigation

GOOD PRACTICE

- » Use this handbook together with the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.
- » Train staff on how to refer people to GBV services.

BE AWARE!

- » Don't collect information about specific incidents of GBV or prevalence rates without assistance from GBV specialists.
- » Be careful not to probe too deeply into culturally sensitive or taboo topics (e.g. gender equality, reproductive health, sexual norms and behaviours, etc.) unless relevant experts are part of the assessment team.
- » Always be aware of the ethical guidelines in social research when directly collecting information from vulnerable groups and others.

Gender-adapted assistance

GOOD PRACTICE

- » Identify groups with the greatest needs for education support, disaggregated by sex and age.
- » Assess the barriers to equitable access to safe and quality education programmes/services, disaggregated by sex and age.

BE AWARE!

- » To identify the differentiated needs of women, girls, men and boys, be aware of potential barriers to their participation in the needs assessment (see participation section in this table for further advice on this).

Transformative approach

GOOD PRACTICE

- » Identify opportunities to challenge structural inequalities and discriminatory norms that prevent women girls, boys and men accessing safe and quality education and to promote shifts in roles and responsibilities often observed during and post-crisis to promote gender equality through education. Identify opportunities to promote women's leadership in education during the crisis.

BE AWARE!

- » Ensure that any negative effects of actions within the education programme that challenge gender norms are analysed in order to mitigate them and to ensure that the programme upholds the "do no harm" principle (see section B, page 88 for more information on this concept).

2 Strategic planning

Once the needs and vulnerabilities of all members of the crisis affected population have been identified during the needs assessment and analysis phase of the HPC, this data and information can be used to strategically plan the response intended to address them.

Using the information and data gathered through the gender analysis process, the programme planner can establish a demonstrable and logical link between the programme activities and their intended results in the education sector, thus ensuring that the identified needs are addressed. This information needs to be developed in the results-based framework that will be the base for monitoring and evaluation later on in the programme cycle.

The strategic planning should also take into account the key approaches explained in the previous HPC phase (needs assessment and analysis) of coordination, participation, GBV prevention and mitigation, and transformative approach. If these have been considered adequately in that phase together with the gender

analysis, the planning should be adequately informed. Gender markers should also be applied at this phase (see section B, pages 52–53 for more information).

At the strategic planning stage, **indicators** should be developed to measure change for women, girls, men and boys.

Use sex- and age-sensitive indicators to measure if all groups’ needs are being met. Check the following: expected results; provision of quality assistance with respect to gendered needs; monitor rates of service access; satisfaction with the assistance provided; how the facilities were used; and what has changed due to the assistance, for whom and in what time frame. Compare the different rates by sex and age of the respondents.

The following table shows examples of the development of objectives, results and activities with associated indicators based on the outcomes a gender analysis:



Good practice: strategic planning informed by gender analysis

An education programme with IDPs in Al-Anbar, Iraq in 2005–2006 found challenges in involving all community representatives in the community education committees, particularly women. Local traditions and habits limited women's opportunities for participation in decision-making and open involvement in these kinds of processes. The local female project staff worked to address this issue, meeting mothers and young women students at their homes in order to gather their input. It became apparent that there were two main issues.

The first was concern over the safety of access routes for the girls to and from school. The community committees agreed on proactive measures to ensure the safety of the students, arranging for female children to walk to school together in groups or accompanied by an escort.

The other issue raised by the families of female students was unease about the single male teachers working in the schools. The community committees worked with the school administrations to increase the transparency of their hiring procedures, in order that families could be reassured that the teachers hired were acceptable and could be trusted to act responsibly with their children.

INEE. CASE STUDY ON THE UTILIZATION OF THE INEE MINIMUM STANDARDS: SCHOOL REHABILITATION IN IRAQ, [HTTPS://TINYURL.COM/YBCBXMFX](https://tinyurl.com/YBCBXMFX)

GENDER ANALYSIS QUESTIONS	ISSUES IDENTIFIED	SPECIFIC OBJECTIVES <i>What specific objective is the operation intended to achieve?</i>	SPECIFIC OBJECTIVE INDICATORS <i>Indicators that clearly show the specific objective of the operation has been achieved</i>
What are the school safety and access issues in the emergency situation with respect to gender?	Distance of school from home: risks of sexual assault and kidnapping for girls and boys; forced recruitment for boys. Politicization of education (especially for girls): increases risk of schools being targets of violence. Changes in the physical condition of the route to school: resulting from natural disaster, prevent safe passage. Parents deny schooling opportunities for girls' due to fear of harassment by boys and male teachers and prevalence of sexual exploitation and abuse by teachers, such as teachers demanding sex of girls and boys in exchange for good grades. Negative gender norms/cultural practices exacerbated in the crisis that present a barrier to education such as early marriage/pregnancy, increased opportunity costs of sending girls to school, particular discrimination of girls with disabilities.	Increased access of girls and boys to education at school due to improved safety on route to and at school.	75 per cent of school-age girls and boys attend school At least 60 per cent of girls and boys complete the academic year (except for relocation) A decrease of 70 per cent in rates of absenteeism due to safety and protection concerns A decrease of 70 per cent in rates of drop out due to safety and protection concerns

EXPECTED RESULTS

The outputs of the intervention that will achieve the specific objective

Schools are established in neutral areas in proximity to the community.

At-risk students benefit from escorts or group transportation.

A database is set up and regularly updated.

An incident reporting mechanism is in place and operational in schools.

Capacity of teachers, staff, community members developed around GBV, sexual harassment.

Participating schools' codes of conduct and policies are revised in line with gender equality and mainstreaming and protection practices.

Advocacy initiatives are in place with key partners to promote equality and protection on a national level.

EXPECTED RESULTS INDICATORS (OUTPUT INDICATORS)

Indicators to measure the extent the intervention achieves the expected result

Community members report (in focus group discussions) their satisfaction with the school location

Number and location of pick-up/drop-off points

Number of reports produced with updated information from the database and shared with decision makers

100 per cent of girls and boys attending school are aware of the incident reporting mechanism

100 per cent of the reported cases are dealt with in a way that places the girl's or boy's protection first

10 per cent increase in cases reported over the period of one year

Number and percentage of teachers and staff trained gender equality

Number and percentage of teachers aware of the content of code of conduct within schools

Number and percentage of school policies revised in line with gender equality and mainstreaming

GENDER-ADAPTED PROGRAMMING ACTIVITIES

Ensure close proximity of school to community, in a neutral location and a safe, public, well-lit route for travel to and from. When necessary, arrange for escorts or group transport for at-risk students.

Regularly gather information on problems related to cross-border migration and possible trafficking and share with cross-border police and communities in border areas.

Create confidential reporting mechanisms for incidents of sexual exploitation and abuse within schools.

Teacher, staff, and community training on gender equality, GBV and sexual harassment and violence, including an intervention on community engagement to challenge discriminatory beliefs and practices against girls' education.

Review, revise or advocate for related national, local and school policies and codes of conduct.

GENDER ANALYSIS QUESTIONS	ISSUES IDENTIFIED	SPECIFIC OBJECTIVES <i>What specific objective is the operation intended to achieve?</i>	SPECIFIC OBJECTIVE INDICATORS <i>Indicators that clearly show the specific objective of the operation has been achieved</i>
What are the challenges to community involvement in emergency education programming, opportunities and assessment for women, girls, men and boys?	Input is not solicited from women, girls and diverse community members in the planning, implementation and assessment stages.	The needs of women, girls and diverse groups are incorporated in planning, implementation and assessments of education programmes.	Percentage of women and girls who report satisfaction with the way their specific needs have been incorporated in the planning, implementation and assessment.
What are the specific challenges affecting girls' and boys' attainment rates at different levels?	Girls' increased household responsibilities prevent them from prioritizing school attendance and work. Lack of fair gender representation among teaching staff. Girls, particularly those menstruating are unable to attend due to inadequate bathroom facilities. Gender bias/stereotyping in school materials, textbooks. Knowledge, attitudes and behaviour of teaching staff with regard to gender equality. Limited capacity of school personnel on gender-responsive teaching methods and environments.	Girls and boys perform better at school. The school environment is better tailored to gender mainstreaming and equality making it a safe place for boys and girls to learn.	Percentage of girls and boys who perform in the 75 th percentile

EXPECTED RESULTS

The outputs of the intervention that will achieve the specific objective

Identification of needs, threats and opportunities for involvement done in a participatory manner with members from the targeted population.

Identification of needs, threats and opportunities for involvement done in a participatory manner with relevant community groups

Women, girls, men and boys better understand the importance of sharing roles within a household.

Gender gaps in hiring are eliminated.

Teachers have better understanding of gender equality.

School facilities are revisited to ensure boys' and girls' needs are met.

Materials introduced in the schools are more gender-responsive.

EXPECTED RESULTS INDICATORS (OUTPUT INDICATORS)

Indicators to measure the extent the intervention achieves the expected result

Number of planning or implementation events held with target population in the community

Number and percentage of actual actions implemented from the recommendations by target population

Number and percentage of women, girls, men and boys who report shifts in the traditional gender roles in the household

Ratio of female to male teachers

Number and percentage of teachers and staff trained on gender equality

Percentage of boys and girls reporting being satisfied with the gender-sensitive school facilities and learning materials

GENDER-ADAPTED PROGRAMMING ACTIVITIES

Create multiple participatory activities to solicit feedback and foster community engagement regardless of literacy level, disability, language spoken and level of expertise.

Engage existing community groups including women's rights, LGBTI and youth-led organizations.

Gender-sensitisation programmes to address traditional gender roles and stress the importance of all household members sharing domestic work.

Hire equal numbers of female and male staff within the school

Provide teacher training on gender equality.

Include separate and private bathroom facilities for girls and boys, running water, and supplies for menstruating girls.

Teaching staff adapt the school material and curriculum making the content more gender responsive.

3 Resource mobilization

Following the strategic planning phase and the production of a results-based framework (log frame) based on the needs assessment and analysis, the next phase in the HPC is resource mobilization.

Key steps to be taken for effective resource mobilization include:

- Humanitarian actors need to engage in advocacy and partnership with donors to mobilize funds for addressing gaps in the particular needs, priorities and capacities of women, girls, men and boys.
- To mobilize resources around priority actions, support the education cluster with information and key messages on the distinct needs of women, girls, men and boys and plans developed to meet these needs.
- Use **gender markers** to assess how well a programme incorporates gender equality into planning and implementation and provide guidance on how to improve the process. There are several different but related markers (see section B, pages 52–53 for more information).

Examples of commitments, activities and indicators that donors would be looking for can be found in the IASC Gender Marker Tip Sheets. In the education tip sheet, examples of commitments include:

- Collect, analyse and report sex- and age-disaggregated data on enrolment, retention, drop-out and completion rates among learners;
- Design learning facilities that are safe and accessible for both boys and girls of all ages;
- Take specific actions to prevent GBV;
- Based on the gender analysis, develop targeted actions to respond to the specific hygiene needs of female learners;
- Work to ensure that boys and girls of all age groups can access education services by sensitizing local communities and by taking into account specific obstacles that might impede boys and girls attending school.



4 Implementation and monitoring

Once the resources have been mobilized, the next stage of the HPC is the implementation and monitoring of the programme.

Implementation

In order to ensure that education programmes integrate gender equality throughout, the following key actions need to be taken into consideration.

- Tailor programme activities to the specific education-related needs, capacities and priorities of all women and girls, men and boys.
- Inform women, girls, men and boys of the available resources and how to influence the programme.
- Develop and maintain feedback mechanisms for women, girls, men and boys as part of education programmes.

Note that the ability to safely access these mechanisms can be different for women, girls, men and boys and as such provisions should be made to facilitate their inclusion. Other diversity factors such as caste, age and disability should be taken into account to ensure access to all aspects of the education programme.

To ensure that the programme adheres to good practice, several key standards relating to gender equality should be integrated across the planning, implementation and monitoring stages. These standards relate to the following areas (and are explained in more detail in the table that follows).

- Coordination
- Participation
- GBV prevention and mitigation
- Gender-adapted assistance
- Transformative approach

KEY MONITORING TOOL:

- Inter-Agency Network for Education in Emergencies. *INEE Minimum Standards Reference Tool*. INEE Minimum Standards Reference Tool. <https://tinyurl.com/y7ly9py7>

Good practice

In response to the 2010 and 2011 floods, the Pakistan education cluster coordinator noted three key barriers to girls remaining in secondary school:

- 1.** Lack of access. Many schools are single-sex and there are not enough post-primary schools to accept all potential female students.
- 2.** Cultural issues restrict girls from transitioning to secondary school.
- 3.** Girls being occupied by work and chores for due to various factors and pressures.

To address this lack of access due to constraints around household responsibilities, the cluster has been highlighting the issue in strategic documents and reports. It has also been conducting advocacy campaigns with the Government, donor agencies and their development agency partners to establish double-shift schools within the existing infrastructure. This means that primary-school students will continue meeting in the morning and secondary-school students can meet in the evenings.

INEE AND THE GLOBAL EDUCATION CLUSTER. 2012. THE EDUCATION CLUSTER THEMATIC CASE STUDY SERIES
[HTTPS://TINYURL.COM/Y7G39V5W](https://tinyurl.com/y7g39v5w), P 22

KEY APPROACHES AND STANDARDS FOR PLANNING, IMPLEMENTATION AND MONITORING IN EDUCATION PROGRAMMING

Coordination

GOOD PRACTICE

- » Aim for multipronged, multisectoral approaches that seek to combine work with communities to influence discriminatory norms, while improving the quality, flexibility and availability of schools. Take targeted steps to reduce barriers such as safety, security and financial constraints.
- » Identify local women's rights groups, networks and social collectives — in particular informal networks of women, youth, people with disabilities and LGBTI groups — support their participation in programme design, delivery and monitoring and ensure they have a role in coordination.
- » Coordinate with multiple sectors to implement the INEE Minimum Standards and ensure that gender-related education considerations are included across all sectors relevant to the education sector, including WASH, nutrition and child protection.

BE AWARE!

- » Be aware that the experiences and needs of LGBTI people may be very different and so coordination with local groups that represent these individuals is important to fully understand their needs and how to tailor a response.

Participation

GOOD PRACTICE

- » Implement a representative and participatory design and implementation process, including on the design and location of education facilities, that is accessible to women, men, boys and girls. Speak with female and male teachers, school counsellors and other school staff, students, out-of-school children and youth and community members.
- » Strive for 50 per cent of education programme staff to be women.
- » Ensure that women, girls, men and boys participate meaningfully in education sector programmes and are able to provide confidential feedback and access complaint mechanisms by managing safe and accessible two-way communication channels.
- » Women, girls, men and boys must be able to voice their concerns in a safe and open environment and if necessary speak to female humanitarian staff.
- » Consult diverse women, girls, men and boys in assessing the positive and possible negative consequences of the overall response and specific activities. Include people with mobility issues and their care providers in discussions.
- » Be proactive about informing women about forthcoming meetings, training sessions, etc. and support them in preparing well in advance for the topics.
- » Ensure access to childcare to enable the participation of women and girls, who often carry responsibility for care, throughout the programme cycle.

Participation (continued)

BE AWARE!

- » Ensure that women and girls at heightened risk have a mechanism to raise their concerns and participate in decision-making, while guaranteeing confidentiality regarding their personal situations and without exposing them to further harm or trauma. Some mechanisms such as confidential hotlines run outside the community are more effective.
- » Avoid placing women and girls in situations where the community is simply responding to the expectations of external actors and there is no real, genuine support for their participation.
- » Be mindful of barriers and commitments (childcare, risk of backlash, ease of movement, government ban of open LGBTI groups, etc.) that can hinder the safe participation of women, girls and LGBTI individuals in community forums.
- » Where women, girls, men and boys participate in mixed groups, address any barriers that stem from gender norms such as men's voices carrying more weight.
- » Ensure that meeting spaces are safe and accessible for all. Where women and girls' voices cannot be heard, look for other ways to get their opinions and feedback.
- » In some contexts, it may be necessary to negotiate with religious and community leaders prior to talking with female community members in order to avoid backlash.

GBV prevention and mitigation

GOOD PRACTICE

- » Follow the guidance provided for the education sector in the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.
- » Prevention and response to school-related GBV is a key cross-cutting priority in education programming and requires a coordinated effort across planning, implementation and monitoring of response efforts.
- » **Do no harm:** Identify early potential problems or negative effects by consulting with women, girls, men and boys, using complaint mechanisms, doing spot checks where appropriate and using transect walks around distribution points. Measures to ensure safety, respect, confidentiality and non-discrimination in relation to survivors and those at risk are vital considerations at all times. (See change to section B, page 88 for more information on this concept.) Work with all stakeholders to develop a code of conduct for teachers and other education personnel that addresses sexual harassment, abuse and exploitation.
- » Train staff on how to orient people to GBV referral services.
- » Identify and reduce protection risks by making sure the quickest and most accessible routes used by women and girls going to school, are cleared and open for use.
- » Identify and reduce protection risks by making sure the safety of children especially girls using school facilities (e.g., toilets).
- » Establish an effective feedback system within the schools for any rights violations. This can be done by establishing and empowering child rights committees within the schools.

KEY APPROACHES AND STANDARDS FOR PLANNING, IMPLEMENTATION AND MONITORING IN EDUCATION PROGRAMMING (CONTINUED)

GBV prevention and mitigation (continued)

BE AWARE!

- » Don't share data that may be linked back to a group or an individual, including GBV survivors.
- » Avoid singling out GBV survivors: Speak with women, girls and other at-risk groups in general and not explicitly about their own experiences.
- » Don't collect information about specific incidents of GBV or prevalence rates without assistance from GBV specialists.
- » The environment in which assistance is provided should, as far as possible, be safe for the people concerned. People in need should not be forced to travel to or through dangerous areas in order to access assistance.

Gender-adapted assistance

GOOD PRACTICE

- » Analyse the gender analysis, share with relevant actors and use the results and data to inform humanitarian response priorities and target the right people. Assess all education programming to ensure that gender-related considerations are included throughout.
- » Promote gender sensitivity in teacher training, learning materials and other classroom content.
- » Set classes at convenient times for those involved in household tasks and other work (particularly women and girls).
- » Provide childcare for women and girl-mothers attending education programmes.
- » Provide appropriate menstrual hygiene supplies (and clothing) to girls.

BE AWARE!

- » Do not assume that all will benefit from education programming equally. Use the distinct needs, roles and dynamics for women, girls, men and boys (as per the gender analysis) to define specific actions to address each need and consider options suggested by women, girls, men and boys.
- » Special measures should be taken to facilitate the access of vulnerable groups, while considering the context, social and cultural conditions and behaviours of communities. Such measures might include the construction of safe spaces for people who have been the victim of abuse such as rape or trafficking, or facilitating access for people with disabilities. Any such measures should avoid the stigmatization of these groups.

Transformative approach

GOOD PRACTICE

- » Challenge structural inequalities. Engage men, especially religious and community leaders, in outreach activities regarding gender-related education issues.
- » Promote women's leadership in all education committees and agree on representation quotas for women with the community prior to any process for elections.
- » Work with community leaders (women and men) to sensitize the community about the value of women's participation.
- » As the emergency subsides, work with the ministry of education to develop and implement school curricula that contribute to long-term shifts in gender norms and promote a culture of inclusion, non-violence and respect for all, including non-risk groups.
- » Raise awareness with and engage men and boys as champions for women's participation and leadership in education in emergencies
- » Engage women, girls, men and boys in non-traditional gender roles in education in emergencies.
- » Support women to enable them to build their negotiating skills and strategies and support them to become role models within their school communities by working with them and encouraging them to take on leadership roles during the emergency.
- » Help establish women's, girls' and youth groups within the community and enable them to undertake leadership roles within the emergency education programme.

BE AWARE!

- » Attempting to change long-held gender dynamics in society can cause tensions. Keep lines of communication open with beneficiaries and ensure measures are in place to prevent backlash.
- » Powerful refugee and displaced men often feel most threatened by strategies to empower women in the community, as they see this as a direct challenge to their own power and privilege (even if limited).

Monitoring

Monitor the access to and quality of education sector assistance by women, girls, men and boys as well as the changes relating to meeting women's strategic needs. The monitoring should also look at how the education programme has contributed through meaningful and relevant participation and a transformative approach including promotion of women's leadership.

Sex- and age-disaggregated data (SADD) are a core component of any gender analysis and essential for monitoring and measuring outcomes. Use **gender markers** to assess how well a programme incorporates gender equality into planning and implementation and provide guidance on how to improve the process (see section B, pages 52–53 for more information).

Monitoring for the education sector, can, for example, use assessments and/or surveys (written, individual, group) to assess enrolment, attendance, retention, drop-out and pass rates, and graduation percentages of different sexes and age groups, including children with disabilities. Analyse the data gathered to identify key problems and use the findings to evaluate levels of satisfaction

and flag problems. Inputs must be sought from parents, caregivers, children and youth of appropriate age groups and teachers (of both genders, varied ages and positions) in equal proportions. Use culturally sensitive questions in interviews and surveys, especially when addressing issues such as child marriage, sexual harassment, safety within schools, behaviour of teachers and other conditions that could lead to increased drop-out rates.

Monitor that the education in emergency programme is abiding by the **“do no harm”** principle (see section B, page 88 for more information on this concept): conduct ongoing consultation with women, girls, men and boys, and undertake observation/spot checks on classrooms and facilities to identify early potential problems or negative effects (e.g., when incorporating psychosocial support for children, ensure that the activities do not retraumatize them). Feedback mechanisms as part of monitoring are also critical (see section B, pages 84–87 for more information on these). These measures allow early identification of negative effects of the programme so they can be responded to in a timely manner so as to prevent GBV or further abuse of women's rights.

Good practice

In 2011, IRC Kenya partnered with the Population Council to implement an adapted (from the “It's All One” toolkit and guidance) curriculum with girls aged 10 to 14 years in Dadaab refugee camp, Kenya (IRC, 2011). The approach involved a safe space model with mentors trained to facilitate the life-skills curriculum, which included a focus on self-esteem, GBV, adolescence and puberty, savings and goalsetting, among other topics. This was one of the first times that this model was adapted in an emergency context and refugee camp setting. The end-of-programme qualitative evaluation showed: improvements in self-esteem and adoption of progressive gender norms; and improvements in social indicators such as having a safe place to sleep in the case of an emergency; knowing someone from whom girls could borrow money; and having someone they could talk to about their problems.

UNESCO AND UN-WOMEN 2006: GLOBAL GUIDANCE SCHOOL RELATED GENDER BASED VIOLENCE
[HTTPS://TINYURL.COM/KBO95AG](https://tinyurl.com/KBO95AG)



5 Gender operational peer review and evaluation

The primary purpose of the operational peer review and evaluation stage is to provide humanitarian actors with the information needed to manage programmes so that they effectively, efficiently and equitably meet the specific needs, and priorities of crisis-affected women, girls, men and boys as well as build on their capacities (See section B, page 60 for more information on this). Evaluation is a process that helps to improve current and future education programming to maximize outcomes and impacts, including analysing how well the transformative approach has been integrated and whether women's leadership has been promoted, ensuring that strategic as well as practical needs have been addressed. It is important to carry out evaluations with rigorous evaluation methodologies using the OECD DAC evaluation criteria

(i.e., relevance, effectiveness (value for money), efficiency, impact and sustainability) as part of a critical contribution to the establishment of evidence-based, at-scale programming in education in emergencies.

To ensure people-centred and gender-responsive impacts, it is necessary to review methodologies and processes to determine good practice in providing equal assistance to women and men. Programmes need to be reviewed based on equal participation and access to services by women, girls, men and boys, from the onset of programme planning to implementation. It is necessary to assess gaps in programming, focusing on which women, girls, boys or men were not effectively reached. The use of the gender markers helps identify gaps collectively to improve programming and response.

KEY STANDARDS

1. Inter-Agency Network for Education in Emergencies. *INEE Minimum Standards Reference Tool*. INEE Minimum Standards Reference Tool. <https://tinyurl.com/y7ly9py7>

KEY RESOURCES

1. UNESCO, UN-Women. *Global Guidance on Addressing School-Related Gender-Based Violence*. 2016. <https://tinyurl.com/kbo95ag>
2. IASC. "Education." *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*. 2015. <https://tinyurl.com/y9ynutoj>
3. INEE. *Pocket Guide to Gender*. <https://tinyurl.com/yb8m69uh>

Good practice: Feasibility of rigorous evaluation at low-cost in challenging situations

The gender socialization in schools pilot programme in Karamoja, Uganda, has demonstrated the value of a gender-transformative approach to addressing prevailing gender norms that have contributed to conflict — and which have the potential to be harnessed for peace — in the Karamoja region. The pilot programme's accompanying impact evaluation shows that such a training intervention can have a positive impact on teachers' knowledge of gender concepts and their relevance in the classroom. It also demonstrates the potential for shifting attitudes towards more progressive views of gender equality. While the research showed early indications of a shift towards gender-equitable practices, teachers ultimately remained constrained by structural factors and the entrenched nature of the traditional views on gender roles held by the wider community. Qualitative findings indicate, however, that stronger reinforcement strategies and links to the community as part of a longer-term approach would likely result in a transformation of teacher practices. Support from multiple community stakeholders is essential if shifts in gender roles, power relations and conflict dynamics are to be achieved at the macro level.

UNICEF/AMERICAN INSTITUTES FOR RESEARCH, 2016. [HTTPS://TINYURL.COM/YA8JQDCF](https://tinyurl.com/YA8JQDCF)