

EiE-GenKit

A core resource package on
gender in education in emergencies



The global fund for education in emergencies



This guidance has been prepared by the United Nations Girls' Education Initiative (UNGEI) in partnership with Education Cannot Wait (ECW) and the Inter-agency Network for Education in Emergencies (INEE)

Front cover photo: © UNICEF/UN038011/Khuzai

In 2016, a learner looks through a hole in the wall, in a school damaged during conflict in Ramadi, Anbar Governorate, Iraq. Around 3.2 million school-aged Iraqi children are missing out on an education, which means they are at increased risk of early marriage, child labour and recruitment into armed groups. One in every two schools is damaged and needs rehabilitation.

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3 United Nations Plaza
New York, NY 10017
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Education Cannot Wait (ECW)
c/o UNICEF
3 United Nations Plaza
New York, NY 10017
United States of America

Inter-agency Network for Education in Emergencies (INEE)
c/o International Rescue Committee
122 East 42nd Street, 12th floor
New York, NY 10168
United States of America

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Foreword

Conflict and crises have a devastating impact on the availability and quality of education for children and adolescents. Loss of life, displacement of families, damage and destruction of institutions all disrupt learning severely and, in some cases, bring it to an abrupt and permanent end.

Girls, boys, women and men often experience these effects differently. In countries affected by conflict, girls are more than twice as likely to be out of school than those living elsewhere.¹ Data also that girls' education outcomes are the weakest in conflict-affected countries. Indeed, four of the five countries with the largest gender gaps in education are conflict-affected.² Not only do girls lose out on learning and risk any future careers they might have had, but they face a greater burden of domestic and care work, as well as early marriage and pregnancy, sexual abuse and exploitation.³ Boys are also exposed to threats that can hamper education opportunities. In some contexts, boys may face recruitment into armed forces and the worst forms of child labour or be withdrawn from schooling to support the household economy. These experiences can have devastating consequences on their educational outcomes and lives.⁴

To be relevant and effective, education interventions in emergencies and protracted crises must apply a gender lens at every stage of programming. This includes addressing a range of issues such as School-related Gender based Violence (SRGBV) and discriminatory gender norms that prioritize boys' education in the face of economic hardship and insecurity. The school environment itself also presents gendered barriers to learning such as the limited availability of female teachers, lack of adequate sanitation facilities, gender biased curriculum, textbooks and teacher practices. Attention to these gender dynamics and social constraints will result in improved education for all crisis-affected populations and help build inclusive, equitable education systems.

In crisis-affected situations, the elevated levels of gender inequality in education will continue to worsen with the spread of the COVID-19 pandemic.⁵ The gender digital divide means that girls have disproportionately less access to the internet or technology worldwide.⁶ In crisis-affected situations this is compounded by limited connectivity and electricity, as well as exacerbated discriminatory gender norms and fears over safety that make parents reluctant to allow girls access to devices.⁷ This may exclude girls from online based learning, staying connected to social networks and accessing SGBV hotlines and support.

At the time of writing, more than 1 billion learners across 143 countries are out of school because of closures and interruptions to learning caused by the COVID-19 pandemic. For many this will mean

1 UNESCO (2015a) Education for all 2000-2015: Achievements and challenges. EFA Global Monitoring Report Paris: UNESCO.

2 Nicolai, S., Hine, S. and Wales, J. (2015) Education in emergencies and protracted crises: Toward a strengthened response. London: ODI

3 INEE (2020) COVID-19: Gender and EiE - Key Points to Consider. <https://inee.org/blog/covid-19-gender-and-eie-key-points-consider>

4 HI 360 (2016) Violent Conflict and Educational Inequality: Literature Review <https://www.epdc.org/sites/default/files/documents/Conflict%20and%20Inequality%20Literature%20Review%20FINAL.pdf>

5 See for example: Center for Global Development: [COVID-19 and Girls Education: What we know so far and what we expect](#). October 2 2020

6 Bridging the digital gender divide (OECD,2018), In tech-driven 21st century, achieving global development goals requires closing digital gender divide (UN Women, 2019) Bridging the digital gender divide (OECD,2018), In tech-driven 21st century, achieving global development goals requires closing digital gender divide (UN Women, 2019)

7 [Displacement, Girls' Education and COVID-19](#)

falling behind on learning and the prospect of intensive catch-up programmes. Analysis shows for example that 50 percent of refugee girls in secondary school may not return when their classrooms re-open.⁸ Children and adolescents - particularly girls in the poorest, crisis-hit countries - may have their hopes and dreams for the future swept away for good.

We are witnessing a 'crisis within a crisis'. In already fragile contexts, COVID-19 is adding to existing challenges related to the increasingly protracted nature of crises. On average, instability caused by humanitarian crisis can last more than seven years.⁹ Longer term development initiatives often coexist with efforts to address immediate needs caused by unpredictable spikes in protracted crises. Addressing gender inequality is crucial from the onset of crisis along the continuum to recovery and development. The EiE-GenKit was developed in response to the gap in availability of practical tools to ensure that education programming addresses gender across the range of crisis-affected contexts.

Grounded in internationally recognised minimum standards and guidelines, the EiE-GenKit is the first resource of its kind to provide a comprehensive suite of programming tools for education practitioners to promote gender-responsive EiE programming. Built on research evidence and good practice, the EiE-GenKit seeks to foster new approaches that will stimulate step change in the gender and education outcomes of learners living in crises.

When education is responsive to gender dynamics and conflict-sensitive, it has the power to reverse gender inequalities and be transformative for communities and society. Programmes in crisis-affected situations present a window of opportunity to influence education systems to adopt strategies that reformulate negative gender and social norms and ensure the availability of good quality education for all. We offer this toolkit to equip practitioners to implement relevant, well designed interventions that can achieve that vision and help girls, boys, women and men to flourish and look forward to a brighter future.



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Esmeraldas, Ecuador, 2016. Children and adolescents living in the Muisne 3 Shelter of Muisne take part in a workshop where they create a newspaper, as a way to express and illustrate the hostilities and violent attitudes that they face every day.

8 UNHCR (2020) Coming Together for Refugee Education

9 Plan International 2019. The average is nine years – an increase from 5.2 years in 2014

Acknowledgements

The EiE-GenKit was developed through an extensive review and consultation process during 2019-2020 involving the review of over 180 existing EiE and gender resources, inputs from over 80 global, regional and country level gender and EiE experts and other stakeholders.

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Acronyms and Abbreviations

AAC	Augmented and/or alternative communication
AAP	Accountability to affected populations
AEP	Accelerated education programme
AWG	Assessment working group
CEA	Cost-effectiveness analysis
CLA	Cluster lead agency
CSO	Community service organization
DFID	Department for International Development
DHS	Demographic and health surveys
DPO	Disabled people's organization
DRC	Democratic Republic of Congo
ECE	Early childhood education
ECCE	Early childhood care and education
ECW	Education Cannot Wait
EiE	Education in emergencies
EMIS	Education management information system
ESA	Education sector analysis
ESP	Education Sector Plan
FAWE	Forum for African Women Educationalists
GAM	Gender with Age Marker
GBV	Gender-based violence
GCPEA	Global Coalition to Protect Education from Attack
GEC	Global Education Cluster
GEM	Gender Equality Measure
GPE	Global Partnership for Education
HIV and AIDS syndrome	Human immunodeficiency virus and acquired immunodeficiency
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
HPC	Humanitarian Programme Cycle
IASC	Inter-Agency Standing Committee
IDP	Internally displaced person
INEE	Inter-agency Network for Education in Emergencies
INGO	International non-governmental organization
JENA	Joint Education Needs Assessment

LEG	Local Education Group
M&E	Monitoring and evaluation
MENA	Middle East and North Africa
MHM	Menstrual hygiene management
MICS	Multiple indicator cluster surveys
MYRP	Multi-Year-Resilience Programme (ECW)
NFE	Non-formal education
NGO	Non-governmental organization
OCHA	Office for the Coordination of Humanitarian Affairs
PSEA	Protection from/against sexual exploitation and abuse
PSS	Psychosocial support
PTA	Parent-teacher association
RJENA	Rapid Joint Education Needs Assessment
SDR	Secondary data review
SGBV	Sexual and gender-based violence
SMC	School management committee
SRGBV	School-related gender-based violence
SRHR	Sexual and reproductive health and rights
SSR	Shelter, settlement, and recovery
TAG	Thematic area guide
TEP	Transitional Education Plan
TLS	Temporary learning space
TLM	Teaching and learning materials
ToC	Theory of change
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
WASH	Water, sanitation, and hygiene

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1. Introduction



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Borkeo District, Rattanakiri, Cambodia, 2020. MORN Sambo, 27, is a teacher at the village primary school of Trom, where she teaches learners with disabilities.

1.1 Introduction to the EiE-GenKit

1.1.1 Purpose of the EiE-GenKit

The EiE-GenKit is a series of tools and practical guidance that helps practitioners ensure education in emergencies (EiE) interventions and programmes are gender-responsive¹ and inclusive. The materials encourage gender to be considered across EiE programme cycle phases² and across EiE thematic interventions that bridge humanitarian, development, and peacebuilding efforts in the education sector. The EiE-GenKit is based on internationally recognized minimum standards and guidelines and closely aligned with the Inter-Agency Standing Committee's (IASC) [Gender Handbook for Humanitarian Action](#), the Inter-agency Network for Education in Emergencies (INEE) [Minimum Standards for Education](#), and the [INEE Guidance Note on Gender](#).

The resource builds on existing sector-wide tools and processes, enhancing current institutional approaches to design, implement, and evaluate gender-responsive and inclusive EiE interventions. [Annex 9.2](#) describes these key processes and modalities including the [IASC Global Education Cluster](#); UNHCR's [Refugee Education Strategy](#) and [Refugee Coordination Model](#); Education Cannot Wait's (ECW) [Gender Policy and Accountability Framework](#); and the approaches to gender from the [Global Partnership for Education](#) (GPE) and [INEE](#).

1.1.2 Target audience

The EiE-GenKit is for international and national humanitarian and development education actors involved in preparedness, response, recovery, and development. This includes education personnel, EiE programme managers and other technical specialists, and officers across government, non-governmental organisations (NGOs), international agencies, and donors. The EiE-GenKit is for practitioners including those involved in education clusters and coordination or sector working groups at the global, regional, national, and sub-national levels.

The EiE-GenKit is as a critical reference and advocacy tool for education leaders across humanitarian and development sectors. It can support leaders to facilitate inter-agency planning and coordination and ensure adequate resource allocation for gender-responsive EiE at national, sub-national, or agency levels.

1 The EiE-GenKit provides advice and resources for ensuring gender-responsive EiE to ensure relevance to the broadest possible range of contexts and interventions. Please see Section 1.2.2 for further detail.

2 The EiE-GenKit is structured around an EiE programme cycle. This is adapted from the humanitarian programme cycle. The term has been adopted by the EiE-GenKit to describe the key phases of EiE programming along the humanitarian-development continuum.

1.1.3 Contexts in which to use EiE-GenKit tools

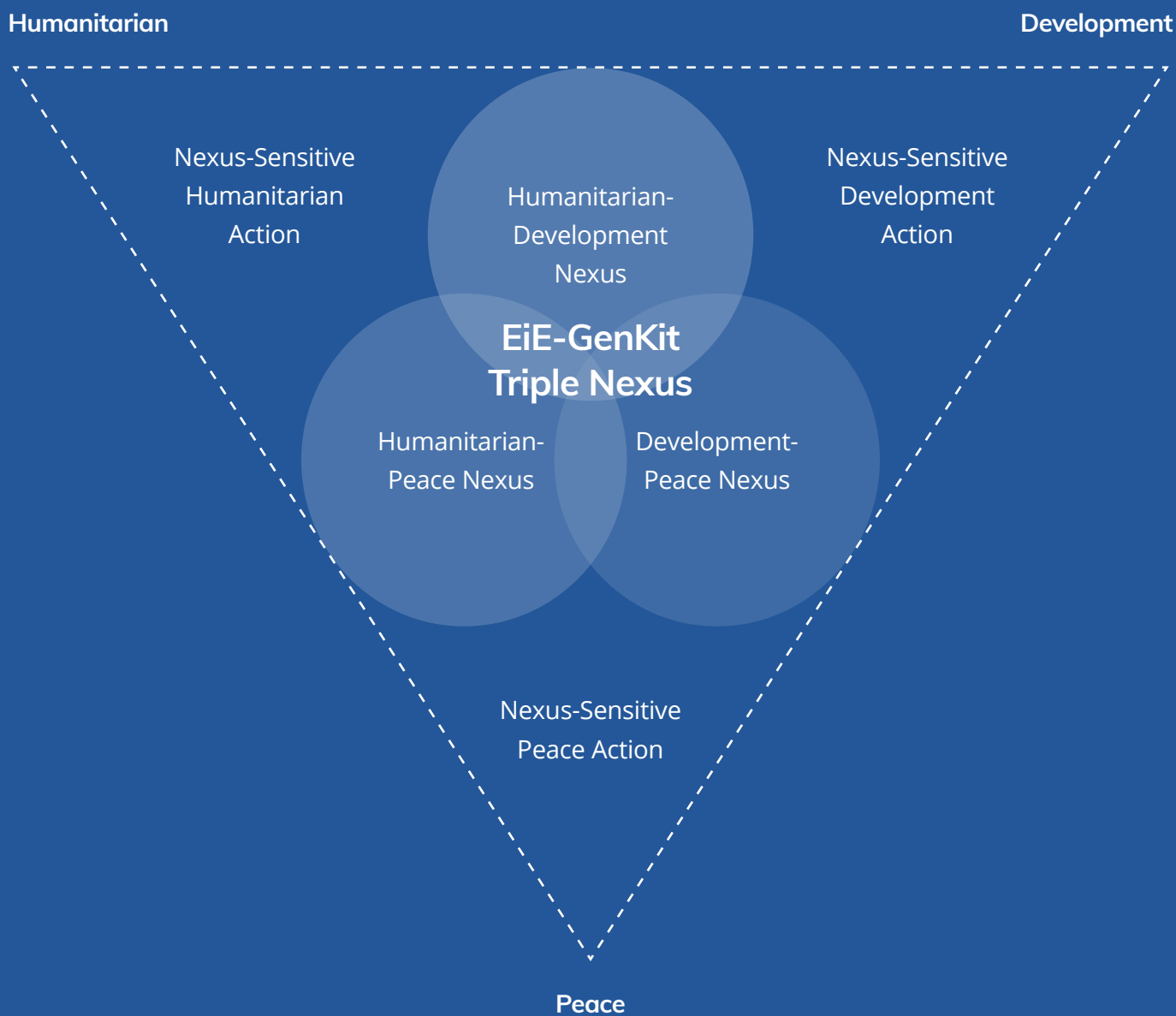
The EiE-GenKit brings together resources that straddle humanitarian, development, and peacebuilding programming – known as the ‘triple nexus’. Actions focus on prevention, preparedness, and response to crises, particularly for the most at-risk populations. This reflects the trend that crises are becoming more protracted. The EiE-GenKit can be applied from acute through to protracted crises and into development contexts. The tools and guidance are intended for immediate use, or they can be further adapted by national actors operating across different types of humanitarian emergencies and protracted crises such as armed conflict, natural disasters, and disease outbreak.

The EiE-GenKit emphasizes the importance of active engagement by **all members** of affected communities. This involves ensuring the meaningful participation of girls and women alongside boys and men. It means actively including people who face more barriers to participation, such as those with disabilities and health issues, those from cultural and linguistic minorities, and those from the lowest income groups.



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Ahmedabad, Gujarat, India, 2020. Jyosna tries to help her daughter Hinal to keep up with online studies while schools are shut during Covid-19.

Fig. 1.1: The triple nexus³



3 Source: Adapted from Howe, P (2019) 'The triple nexus: A potential approach to supporting the achievement of the Sustainable Development Goals?' World Development, vol.124. <https://www.sciencedirect.com/science/article/abs/pii/S0305750X19302773?via%3Dihub>

1.1.4 How to use the EiE-GenKit

This Introduction consists of five parts:

- **1.1** provides a general overview of the EiE-GenKit.
- **1.2** highlights key concepts and terms relevant to ensuring EiE programmes are gender-responsive and address cross-cutting equity, inclusion and protection issues.
- **1.3** presents the EiE programme cycle, and how key parts of the EiE-GenKit fit with each stage of the cycle.
- **1.4** outlines the EiE-GenKit's background standards and guidelines.
- **1.5** outlines how the index of IASC Gender and Age Marker (GAM) Gender Equality Measures (GEMs) align with each EiE-GenKit tool.

What to read and when:

- **1.1** and **1.2** should be read before starting work on a new programme, and as part of staff and partner induction.
- **1.3** provides an overview of the complete contents of the EiE-GenKit. It should be read before using the EiE-GenKit as it directs the user to relevant sections.
- Each section or tool in the EiE-GenKit can be used as a standalone product, depending on the user's needs and stage of implementation.
- You should read the relevant section before starting each stage of programme design, delivery, monitoring or evaluation.

The rest of the EiE-GenKit is structured chronologically by the [EiE programme cycle](#).

Each section corresponds to a stage in the cycle and contains tools relevant to that stage.

You can find the Humanitarian Programme Cycle timeline in [Annex 9.3](#).

Each tool contains



- Links to INEE Minimum Standards
- Information about the primary intended users
- Purpose, introduction and key information
- Gender-responsive actions
- ➡ Signposts to related EiE-GenKit sections
- ✂ Signposts to related EiE-GenKit tools
- 📄 Flags to essential resources
- 📖 Further reading
- 🧑⚠️ Icons that mark specific areas of the EiE-GenKit that are intended for use in acute versus protracted crisis situations.
- 🕒⚠️

1.2 Gender in EiE explained

Below is a summary of key concepts and terms that help us understand the importance of gender equality in EiE interventions and programmes. It lists terms around gender, equality, and humanitarian programming (1.2.1); explores the main educational problems affecting girls, boys, women, and men in conflict and crisis (1.2.2); and describes cross-cutting issues that need to be considered alongside gender in EiE (1.2.3).

1.2.1 Key gender terms and definitions

This list explains the terms used in the Introduction. See [Annex 9.1](#) for a complete reference list of terms and definitions used in all sections and tools.

Gender: socially constructed identities, attributes, and roles for girls, boys, women, and men, and society's social and cultural meaning for these biological differences. These identities and values result in hierarchical relationships between girls and boys, women and men, and the distribution of power and rights favouring men and disadvantaging women. This social positioning of girls, boys, women, and men is affected by political, economic, cultural, social, religious, ideological, and environmental factors and can be changed by culture, society, and community.⁴

Gender equality: the equal rights, responsibilities, and opportunities of girls, boys, women, and men. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born female or male. Gender equality 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. Gender equality is not a women's issue but concerns all girls, boys, women, and men. Equality between women and men is both a human rights issue and a precondition for, and indicator of, sustainable people-centred development.⁵

Gender equity: the process of increasing fairness and promoting justice to girls, boys, women, and men regarding benefits, access, and needs. Temporary special measures can boost equity and may be needed to compensate for historical or systematic bias or discrimination. However, such measures ideally should go beyond the concept of equity and support progress towards full equality. Working on gender equity in no way replaces the broader systemic changes required to achieve substantive gender equality.

Gender-based discrimination: any situation where people are treated differently and unfairly because of their gender. Gender-based discrimination usually affects women more frequently than men. Even when not intentional, discrimination happens with any distinction, exclusion, or restriction

4 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 5

5 UN Women, '[Concepts and definitions](#)'

which limits human rights and fundamental freedoms. Identical or neutral treatment of women and men might constitute discrimination against women if such treatment has the effect of denying women's rights because there was no recognition of the pre-existing gender-based disadvantage and inequality faced by women.⁶

Gender norms: the informal rules and shared beliefs that distinguish expected behaviour on the basis of gender at particular points in time and in particular social contexts. Behaviour constrained by gender expectations may lead to inequitable outcomes.⁷ Gender norms evolve and change over time. Periods of emergencies or vulnerabilities may result in a 'backtracking' of changes in gender norms, where people rely on older norms and expectations, putting progressive change on hold.

Gender sensitive: acknowledges but does not robustly address gender inequalities.⁸

Gender responsive: identifies and addresses the different needs of girls, boys, women, and men to promote equal outcomes.⁹

Gender transformative: explicitly seeks to redress gender inequalities and empower the disadvantaged population.¹⁰ (To find out more about the concept of gender sensitive, responsive and transformative within the gender continuum, see [Section 1.2.2.1.](#))

Intersectionality: gender-based discrimination is inextricably linked with other factors that affect women and girls, such as race, disability, ethnicity, religion or belief, health, status, age, class, caste, and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect girls and women belonging to such groups to a different degree or in different ways to boys and men.¹¹ Thinking intersectionally means seeing people's entire identities and the range of barriers they experience.

Sexual and gender-based violence (SGBV) including school-related GBV (SRGBV): an umbrella term for any harmful act perpetrated against a person's will based on socially ascribed (gender) differences. The term SGBV highlights the gender dimension of these types of acts. SGBV includes: "sexual violence, including sexual exploitation and abuse, forced prostitution, forced and child marriage, rape, and forced pregnancy; domestic and family violence, including physical, emotional, psychological, and sexual violence and denial of resources or opportunities; and harmful cultural or traditional practices, including FGM/C [female genital mutilation/cutting], honor killings, and widow inheritance".¹² SRGBV includes acts or threats of sexual, physical, or psychological violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

6 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 5.

7 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

8 UNICEF (2018) Gender Programmatic Review Toolkit

9 ibid

10 ibid

11 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 18.

12 INEE (2019) [Guidance Note on Gender](#), p.56.

1.2.2 Key issues and concepts around gender in EiE

Below is an overview of background information that will help you apply the guidance and tools provided in subsequent sections of the EiE-GenKit.

Girls, boys, women, and men face different barriers to access and participation in safe quality education. These include poverty, for example, the direct cost of education and opportunity cost of not using child labour; and inadequate facilities and services, such as meeting the sanitation needs of girls, and inappropriate teaching practices that can reinforce gender stereotypes and exclude certain groups. Gender and social norms play a central role in education. Attitudes and cultural beliefs perpetuate early marriage, SGBV, and low prioritisation of girls' education. They often mean that girls and women experience multiple barriers to education due to gender inequality and discrimination.

Conflict and crisis can increase these barriers for girls, boys, women, and men in different ways. Girls, boys, women, and men experience conflict and crisis differently during their lives, affecting their learning needs, participation in education, and training and progress once enrolled.

Data show that girls generally lag behind boys across education indicators in crisis-affected countries. Girls' education outcomes are the weakest in conflict-affected contexts, where the intersecting effects of poverty and gender are particularly pronounced (see [Fig. 1.2 in Section 1.2.2](#)). Girls are two-and-a-half times more likely to be out of school than boys in these areas.¹³ Projections show that by 2030, only 1-in-3 girls in crisis-affected countries will have completed secondary school; 1-in-5 girls in crisis-affected countries will not be able to read a simple sentence; and girls in crisis-affected countries will receive on average just 8.5 years of education in their lifetime.¹⁴

Boys and men are also subject to multiple risks that can affect educational opportunities and gender equality. While the available evidence is limited, data from specific contexts indicates that conflict and crisis can be a greater disadvantage to boys. For example, during the conflicts in Burundi and Timor-Leste, boys were more likely to be out of school than girls due to recruitment into armed forces¹⁵ or pressure to undertake paid employment.¹⁶

Boys' limited educational opportunities can also undermine broader gender equality goals. Research has shown that men with less education are more likely to have discriminatory views on gender. They are more likely to be violent at home and less likely to be involved in child care.¹⁷ Low quality education options that are not relevant to boys' and men's lives can also make them more vulnerable to negative socioeconomic coping strategies that can undermine peace and stability.¹⁸ In situations

13 UNESCO (2015) [EFA Global Monitoring Report. Education for all 2000-2015: Achievements and challenges](#). Paris: UNESCO.

14 Plan International (2019) [Left Out, Left Behind: Adolescent girls' secondary education in crises](#). London: Plan International

15 The GCPEA found documented evidence of child recruitment into armed forces in at least 16 countries.

See: <http://eua2018.protectingeducation.org/#child-recruitment>

16 Justino, P., Leone, M., & Salardi, P. (2011) [Education and conflict recovery: The case of Timor Leste](#), HiCN Working Paper 100; Verwimp, P. & Van Bavel, J. (2011) [Schooling, violent conflict and gender in Burundi](#), HiCN Working Paper 101.

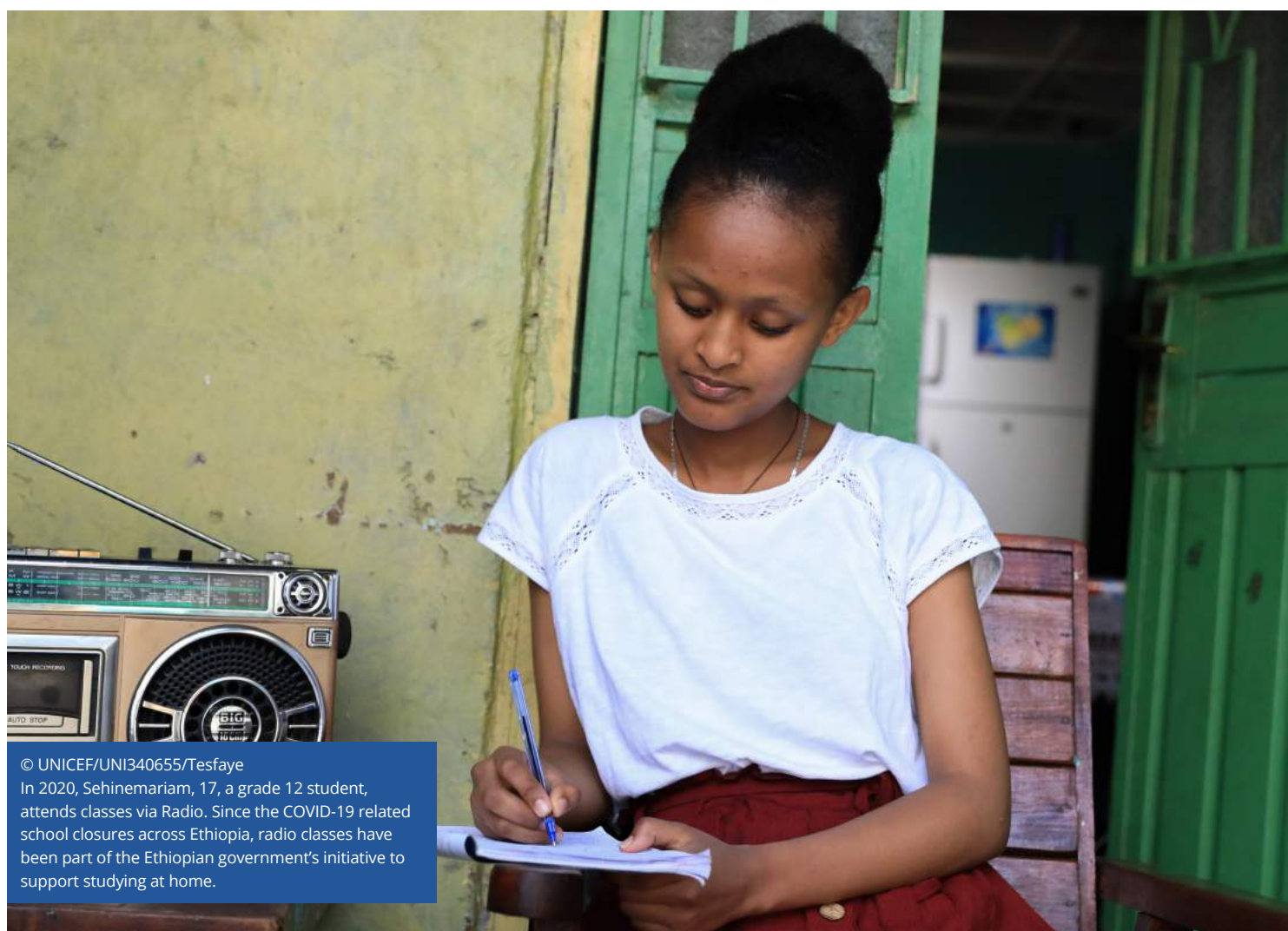
17 UNESCO (2015) [EFA Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges](#), Paris: UNESCO.

18 UNICEF (2016) [Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'](#), New York: UNICEF.

where stereotypical expectations of boys and men as ‘providers and protectors’ become unattainable (often made worse by factors related to conflict and crisis such as poverty), they can be driven to adopting alternative coping strategies, including crime and violence. Examples include susceptibility to recruitment into armed forces and groups, theft and robbery, and SGBV as a means of coping with economic hardship and of reasserting power and masculinity. When conflict and crisis reduce access to quality, relevant educational opportunities for boys and men, this can further undermine peace, stability, and efforts to promote gender equality.

The barriers that constrain girls, boys, women, and men from accessing and participating in education can be a **direct result** of conflict and crisis, such as targeted attacks, collateral damage, and displacement, or as an **indirect result** where existing discriminatory social and gender norms are exacerbated. Barriers can be identified at the individual, relational, community, and institutional levels.

[Table 1.1](#)¹⁹ provides an overview of examples of direct and indirect barriers at each level.



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In 2020, Sehinemariam, 17, a grade 12 student, attends classes via Radio. Since the COVID-19 related school closures across Ethiopia, radio classes have been part of the Ethiopian government's initiative to support studying at home.

19 Adapted from INEE (2019) [Guidance Note on Gender](#), and UNGEI, ODI (2017) 'Mitigating the Threats to Girls' Education in Conflict-affected Contexts: Current Practice. October.

Table 1.1: Barriers to education directly and indirectly linked to crises

Barriers to education resulting directly from crisis	
<p>Institutional</p>	<ul style="list-style-type: none"> • Military use of schools or targeted attacks on schools: Access to education is compromised where there is insecurity both in and on the way to school and where teachers and students can be victims of attack. The presence of armed groups at or on the way to school can increase the vulnerability of girls and boys to SGBV and forced recruitment. • Lack of safe passage to school: Breakdown of infrastructure, including private and public transport links, can result in less safe or unsafe passage to school for girls and boys, leading to drop out particularly of girls given safety concerns and the threat of SGBV. • Facilities and services are compromised: This can include the destruction of sanitation facilities, resulting in low attendance and high drop-out rates for menstruating adolescent girls. • Reduced availability of qualified teachers: Lack of female teachers may make girls reluctant to attend, or their families unwilling to send them. Fewer male teachers may mean a lack of role models for boys, who may become less motivated to attend. • Discriminatory policies and practice: Example include policies against participation of pregnant learners or young mothers in education opportunities.
<p>Community</p>	<ul style="list-style-type: none"> • Displacement can result in disruption of education, increased distance to school, and heightened insecurity, preventing girls' and boys' safe access to education. • Reinstatement of negative coping strategies may occur, such as attitudes, beliefs, and practices that are damaging to girls, boys, women, and men (such as early marriage and pregnancy, and SRGBV).
<p>Relational/ Individual</p>	<ul style="list-style-type: none"> • SRGBV: Female and male learners are at risk of corporal punishment, sexual violence, or other forms of abuse from teaching staff and peers. Women teachers are at risk of sexual and other forms of harassment on the way to, in, and around school. Female and male learners experience high levels of bullying from peers. • Children associated with armed forces and groups: Forced recruitment and the threat of recruitment prevent girls and boys attending school, and affect long-term ability to access education because of age, psychosocial well-being, and reintegration challenges.

Barriers to education resulting indirectly from crisis

Discriminatory social norms

- **Opportunity costs:** Increased poverty may force families to remove children from school to engage in income-generating activities. Boys' education may be prioritized, as girls' education is often not seen as an investment.
- **Early marriage:** A girl may be at risk of early marriage due to leaving school, or her family may see it as a way of lifting the economic burden of her care or as a protection strategy during instability.
- **Early and unintended pregnancies:** Existing risks of early pregnancy can worsen during conflict and crisis, including as a result of SGBV. Girls can be vulnerable to multiple layers of stigmatization which exclude them from educational opportunities (for example, when a girl is unmarried and pregnant / a mother and formerly associated with armed forces and groups).

Understanding the different barriers to education and how they are experienced by female and male learners is central to creating appropriate, effective responses.²⁰ EiE programming can be protective, providing lifesaving and life-sustaining psychosocial, physical, and cognitive support. But it must recognize and respond to the specific needs of different groups of girls, boys, women, and men. The EiE-GenKit supports EiE interventions to take action across the EiE programme cycle phases in response to these needs.

When good quality education is available to all and sensitive to conflict and gender factors, it has the potential to be transformative and a key element of building sustainable peace.²¹ It can break cycles of conflict and violence, redefine gender norms, and promote tolerance and reconciliation.

The social upheaval experienced during crises presents a key entry point to promote gender equality, which can be instrumental in building resilience and strengthening the humanitarian-development-peace nexus.

Education influences cultural norms and identities. This begins with early childhood education, where gender inequities emerge.²² The education system and teachers play a critical role in promoting gender equality and providing opportunities for girls and boys to contribute equally and positively to peacebuilding processes.



© UNICEF/UN058500/Vas
Belgrade, Serbia, 2017. At the Krnjaca refugee centre, refugee and migrant children and youth learn English and Serbian. Many of the children who have arrived in the country are making the most of the opportunity to learn before attempting to cross the border and continue their journey onward to Western Europe.

1.2.2.1 The 'gender continuum'

The gender continuum can help gauge the extent to which humanitarian and development programmes, interventions, and activities effectively address gender dimensions and promote gender equality in their design and implementation. Fig. 1.2 defines each stage of the continuum from gender unequal to gender transformative. Terminologies vary slightly between organizations but the concepts are the same.

20 INEE (2019) [Guidance Note on Gender](#)

21 UNICEF (2016) [Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'](#), New York: UNICEF.

22 Chi, J. (2018) [Pathways for Gender Equality through Teacher Policy in China](#), Brookings Institution.



“

Conflict is less likely in contexts where there is gender parity in terms of mean years of schooling.



”

Omoeva, C., Hatch, R., Moussa, W. (2016) The Effects of Armed Conflict on Educational Attainment and Inequality. Education Policy and Data Center, FHI 360.

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Tchéché Murielle Aholi, 16, follows the training given by Séphis on women's leadership, from her home in Yopougon, a suburb of Abidjan, a city in the south of Côte d'Ivoire. In 2020, schools closed in Côte d'Ivoire to curb the spread of the COVID-19 pandemic.

Fig.1.2: The gender continuum



The position of each EiE programme on the continuum depends on numerous factors, including context, resources, and capacity. Programmes should aim to be gender-transformative but this is a goal to work towards. In some scenarios, various actions are still needed before intervention design and implementation can even be considered gender-aware/sensitive or gender-responsive.

The EiE-GenKit provides advice and resources geared towards ensuring gender-responsive EiE, to ensure relevance to the broadest possible range of contexts and interventions.

1.2.3 Gender in EiE – a cross-cutting approach

Inclusive approaches provide better access to and quality of education for every learner.

While the EiE-GenKit focuses on gender, the approach set out is grounded in an understanding that intersecting vulnerabilities and exclusion affect a person's ability to gain access to, learn, and progress in education.

The EiE-GenKit promotes gender-responsive EiE programming through tools that reflect these intersections and support tailored solutions. For example, refugee girls with disabilities in camps will require specific accommodations in teaching and learning, augmented and/or alternative communication (AAC) support, transportation, protection, and appropriate infrastructure considerations to address specific barriers to education. EiE-GenKit tools contain icons highlighting the cross-cutting issues that intersect with gender (see further detail on icons below).

A framework is needed for understanding marginalisation and intersecting vulnerabilities.

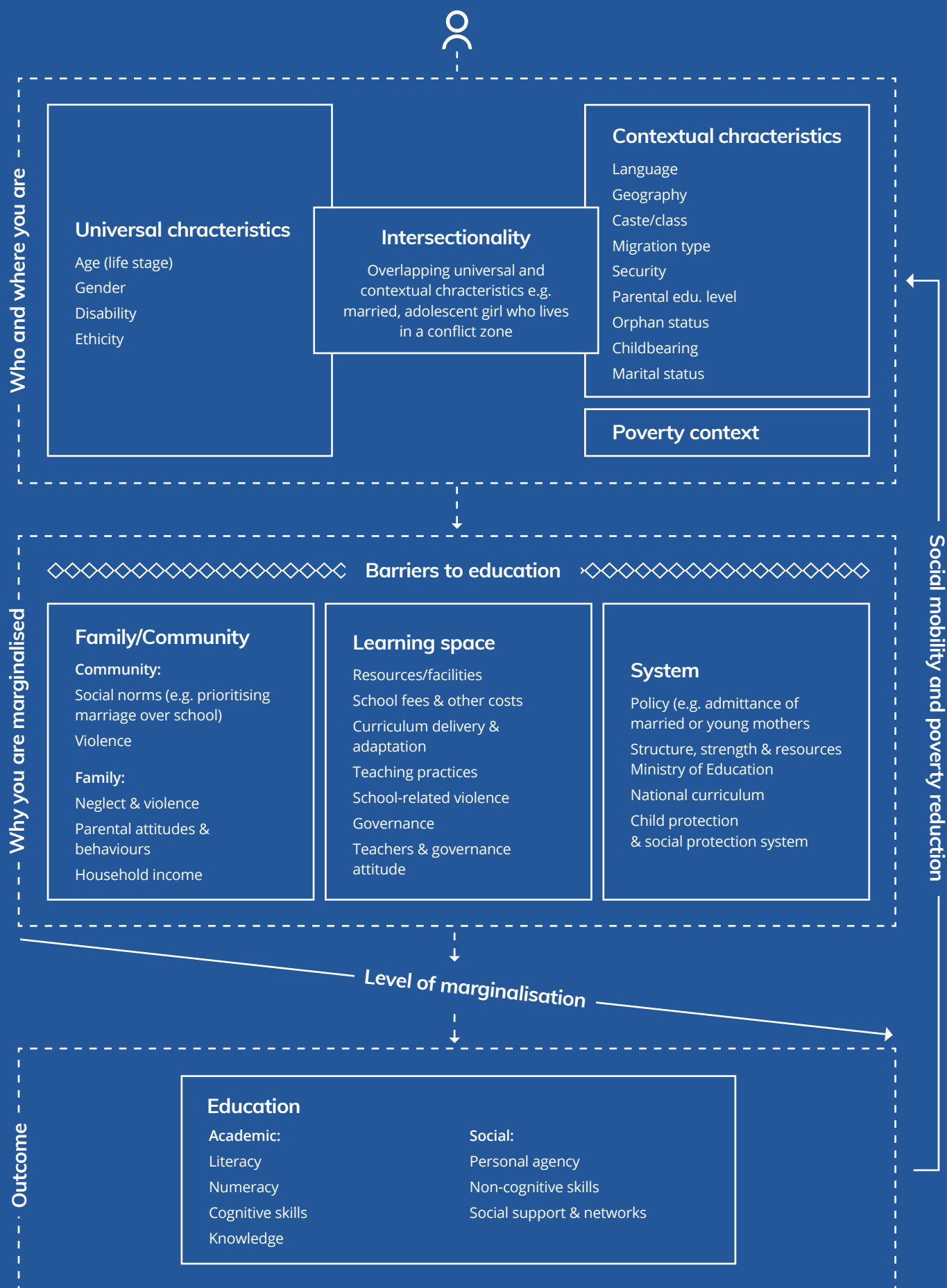
Building on learning from DfID's Girls Education Challenge, the EiE-GenKit takes a rights-based approach to education which calls on education systems – even those in crisis – to respond to the barriers faced by children accessing education.²³

The framework in Fig. 1.3 provides a model for understanding the complex factors that lead to marginalization and an opportunity for analyzing these factors and addressing them through inclusive EiE programming.

In this framework, being female, with a disability, and a refugee or person displaced by conflict to a rural zone is not seen as a barrier to education per se. Rather, these characteristics marginalize or exclude individuals from education because of the barriers, failures, or gaps that exist within the system.

23 DFID Girls Education Challenge (2018) Thematic Review Understanding and Addressing Educational Marginalisation: Part 1: A new Conceptual Framework for educational marginalisation. Tool designed by Rachel Booth and Jess Mony for Social Development Direct.

Fig. 1.3 Education marginalization analysis²⁴



24 DFID Girls Education Challenge (2018) Thematic Review Understanding and Addressing Educational Marginalisation: Part 1: A new Conceptual Framework for educational marginalisation. Tool adapted by Daniel Pomlett from an original design by Rachel Booth and Jess Mony for Social Development Direct.

It is vital to identify the characteristics of those excluded from EiE, the barriers they face, and the extent to which this marginalizes them. By understanding the impact these factors have on learning outcomes, we can plan targeted, inclusive and gender-responsive EiE.

1.2.4 Cross-cutting EiE-GenKit themes

Each tool in the EiE-GenKit places a strong emphasis on the following cross-cutting themes:

Accountability: The EiE-GenKit emphasizes approaches for demonstrating that work has been conducted in line with agreed standards and that results are reported fairly and accurately. Tools in the kit promote accountability to affected populations (AAP). AAP is “an active commitment to take account of, give account to and be held to account by the people humanitarian organizations seek to assist”.²⁵ Mirroring IASC’s approach, AAP is a central component of the EiE-GenKit’s approach to participation. The kit also contains a section dedicated to AAP.

➔ 7: Accountability to affected populations

Protection: Girls, boys, women, and men can face different risks to their protection and well-being, which in turn can affect their access to, and participation and progress in education in different ways. EiE-GenKit tools provide methods to help identify these risks, including how to recognize overlapping vulnerabilities such as having a disability or being a child head-of-household.

GBV including SRGBV: The EiE-GenKit addresses key issues in the prevention and mitigation of (SR) GBV – aligned with [CEDAW principles and recommendation No.35](#) and reflecting considerations of the IASC GBV Guidelines and the [Global Guidance on addressing SRGBV](#) – across each of the phases of the programme cycle.

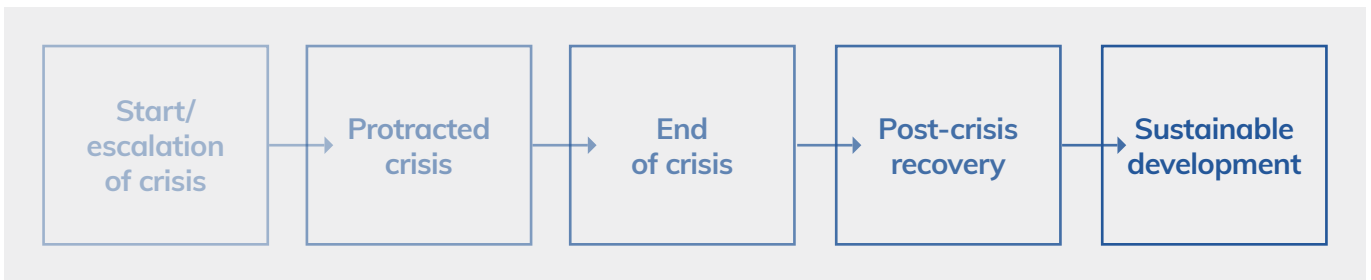
Populations: EiE-GenKit tools are applicable to many different populations. Internally displaced persons (IDPs), refugees, returnees, remainees, host communities, and stateless populations are important groups for EiE programmes, with distinct needs. The EiE-GenKit does not comprehensively cover related considerations such as language issues, qualifications, etc, but the tools do consider these issues as they pertain to the promotion of gender-responsive EiE interventions.

Boys and men: The EiE-GenKit emphasizes gender rather than women and girls, recognizing that gender inequality limits opportunities for both girls and boys to fully develop their capacities. However, limited evidence is yet available on the specific issues affecting boys and men in relation to EiE and ‘what works’ to this end. The kit integrates emerging promising approaches to working with boys and men, where possible, with a hope that this will encourage further expansion of this evidence-base.

25 IASC (2018) Gender Handbook for Humanitarian Action

1.3 EiE programme cycle and gender

The EiE-GenKit is structured around an EiE programme cycle.²⁶ This is based on the humanitarian programme cycle. The term has been adopted by the EiE-GenKit to describe the key phases of EiE programming along the humanitarian-development continuum. This ensures a practical approach following a set of principles that govern the work of EiE practitioners across both the humanitarian and development programme cycles.



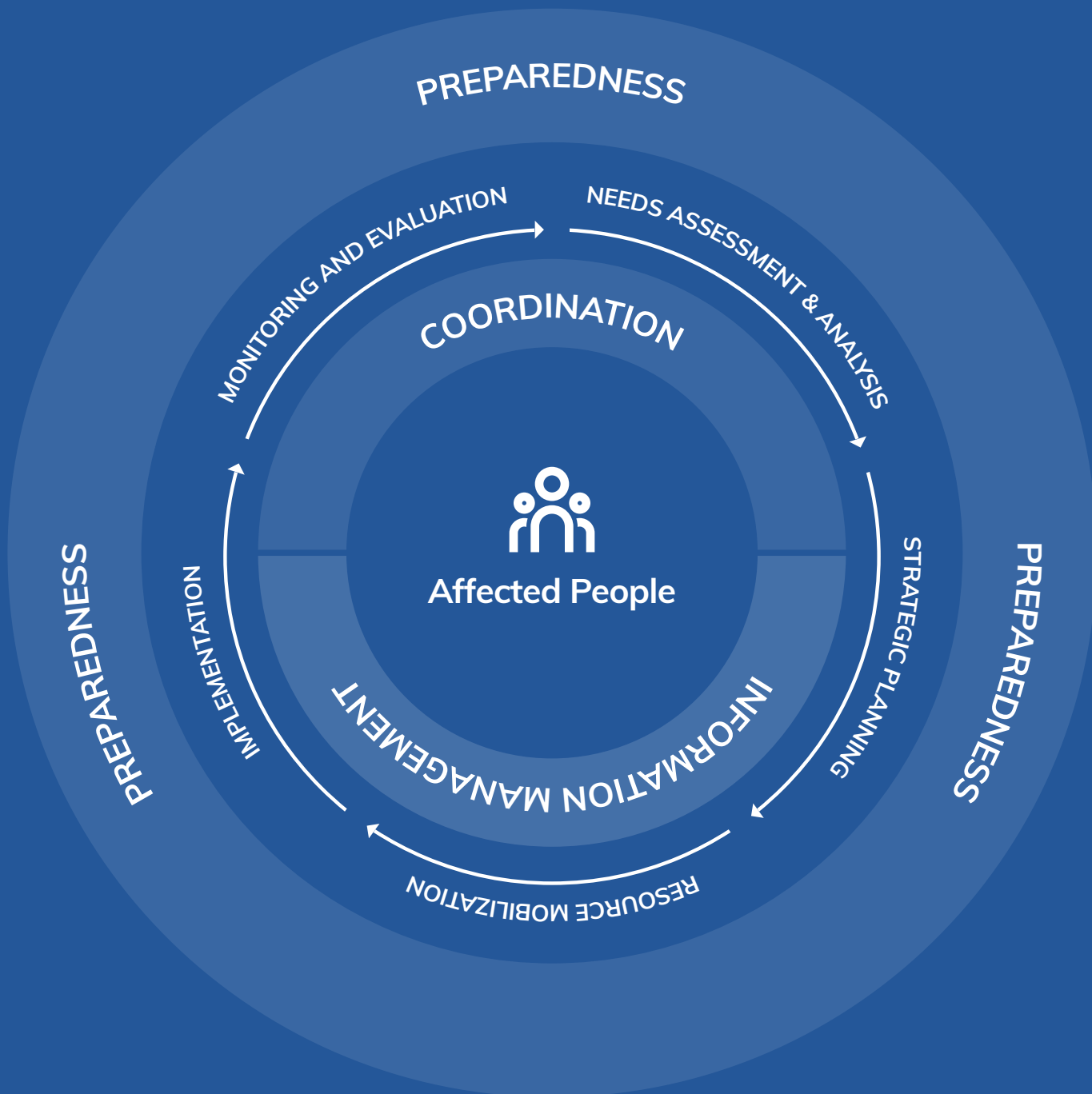
The EiE programme cycle is a series of coordinated actions that help prepare for, manage, and deliver education programmes along the humanitarian-development continuum.

Integrating gender into the EiE programme cycle is essential if the response is to benefit everyone and protect fundamental human rights and freedoms, including the right to protective and inclusive education.



26 The [Humanitarian Programme Cycle approach](#) has been revised and enhanced for 2020 to ensure a more effective, inclusive response.

Fig. 1.4 The EiE programme cycle



1.3.3 Key information

The EiE programme cycle has five key steps, each supported by preparedness, information management, and coordination. Each phase of the EiE programme cycle is outlined below. Links to the corresponding EiE-GenKit section and individual tools are highlighted.

Preparedness, information management, and coordination: Crisis preparedness, management of information, and strong coordination by different stakeholders (government, UN agencies, NGOs, community groups, parents, children, etc.) are critical given the increasingly protracted nature of crises. Gender and inclusion should be incorporated into all aspects of preparedness, from ensuring gender balance at stakeholder meetings to training staff on gender and incorporating gender-responsive risk assessments. Information management plays a critical role in ensuring a gender lens is applied when collecting, analyzing, and reporting EiE activities. This information must be used to identify gaps and needs related to gender and inclusion. Joint analysis, planning, and delivery are needed if gender equality is to be addressed effectively in EiE, both within the education sector and cross-sectorally. Gender and inclusion must be prioritized in all coordinated education responses – including the coordination mechanisms themselves.

➔ [8: Preparedness](#)

✂ [8.1: Gender in EiE sector coordination and information management](#)

✂ [8.2: Institutional EiE gender capacity: personnel and gender capacity assessment](#)

✂ [8.3: Gender in EiE risk assessment](#)

Needs assessment and analysis: This provides the evidence base for education strategic planning. In the education sector, needs assessments and analyses are ongoing – before, during, and after a crisis – to ensure the response aligns with needs. Gender and inclusion must be considered as part of the design, planning, data collection, analysis, and reporting at each stage. To ensure that data can be disaggregated by gender and age, questionnaires and indicators are harmonized. This ensures that gender-related issues are included across various assessments carried out by different education actors; enumerators interacting with affected people are gender-balanced; and participatory data collection methodologies, that are inclusive of women and children from various age groups, are prioritized.

Inclusive needs assessments in education consider the distinct needs of learners based on their gender and other marginalisation factors – such as disability, ethnicity, language, location, refugee / IDP status – and take account of how these characteristics shift and change over time (see [Section 1.2.3](#) for further discussion). The EiE-GenKit's needs assessment and analysis section provides guidance and resources to help ensure needs assessments and analyses are gender-responsive.

➔ 2: Needs assessment and analysis

✂ 2.1: Gender-responsive needs assessment checklist

✂ 2.2: Questions for gender-responsive analysis

Strategic planning: This should be informed by gender-responsive needs analyses. At sector level, individual clusters, Local Education Groups or other country-level mechanisms should develop an education strategy (aligned to the Humanitarian Needs Overview (HNO) and national education plans), setting objectives and outlining prioritized education response activities. The strategic planning process should engage across sectors, with input from affected populations. Strategies should consider gender equality and inclusion of the most marginalized groups.

➔ 3: Strategic planning and programme design

✂ 3.1: Gender-responsive transitional education planning

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

✂ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

Resource mobilization: Advocacy and communication are needed to foster partnerships that can mobilize inclusive, nimble financing to meet the changing educational needs of girls, boys, women, and men, both at onset and as crises evolve. Needs assessment data and analysis must inform proposal development and mobilization of resources around priority strategies, and should generate information and key messages on the distinct needs of girls, boys, women, and men and plans to address these.

➔ 4: Resource mobilization

✂ 4.1: Gender in EiE advocacy and communications

✂ 4.2: Gender in EiE resource mobilization

Implementation: Implementation of activities must ensure all relevant groups have equitable access to services and assistance. To ensure assistance for different groups identified through needs assessment and analysis, activities must be tailored to their distinct needs, and existing capacities and strengths should be harnessed. This will ensure that no vulnerable group is excluded and that access to and participation in quality education can help promote gender equality. Interventions should include gender-responsive pedagogy training, psychosocial support, and development of flexible curricula to accommodate the different needs and experiences of diverse groups of girls and boys in crises.

➔ 5: Implementation

Section 5 provides guidance and tools for the implementation of gender-responsive EiE strategies across the following INEE Minimum Standards domains:

Access and learning environment

✂ [5.1: Accelerated and alternative education](#)

✂ [5.2: Facilities and services](#)

✂ [5.3: Protection and well-being](#)

Teachers and education personnel

✂ [5.4: Teacher recruitment and support](#)

Teaching and learning

✂ [5.5: Teaching and learning self-assessment for teachers and project managers](#)

✂ [5.6: Curricula, teaching and learning materials](#)

Monitoring and evaluation: Monitoring and evaluation (M&E) provides evidence on what is working and not working and what needs to be revised. In the education sector, regular reviews should include analysis of gender in the EiE information coming from affected populations through feedback mechanisms on the quality and appropriateness of programming. Good quality evaluations and sharing of good practice will strengthen existing programming and inform future interventions by generating evidence on the best ways to promote gender-responsive EiE programming.

➔ [6: Monitoring and evaluation](#)

✂ [6.1: Gender-responsive EiE monitoring](#)

✂ [6.2: Gender-responsive EiE evaluation](#)

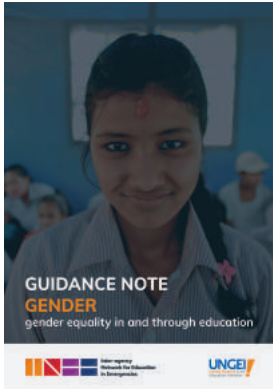
✂ [6.3: Gender-responsive EiE indicators](#)

 Essential resources

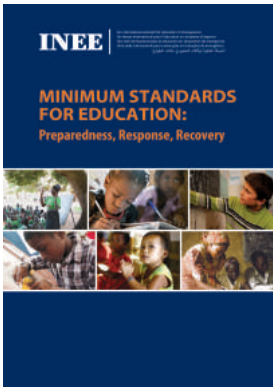
IASC (2017) [Gender Handbook for Humanitarian Action](#) includes a comprehensive overview of gender in the humanitarian programme cycle at the global, national, and sectoral levels.

1.4 Background standards and guidelines

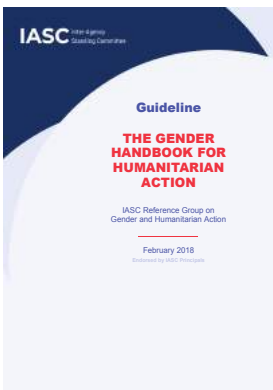
The EiE-GenKit provides practical guidance and strategies for action that build on and complement the foundational principles and standards described in the following resources:



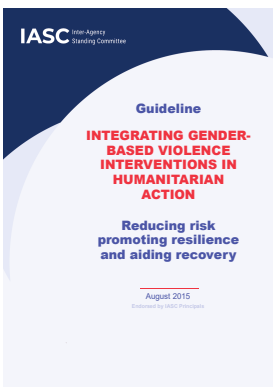
[INEE Guidance Note on Gender](#): An update to the 2010 Gender Pocket Guide, this document offers guidance on delivering education in a gender-responsive manner for anyone involved in providing EiE as part of an emergency preparedness, response, or recovery situation. The EiE-GenKit offers practical tools for implementing this guidance.



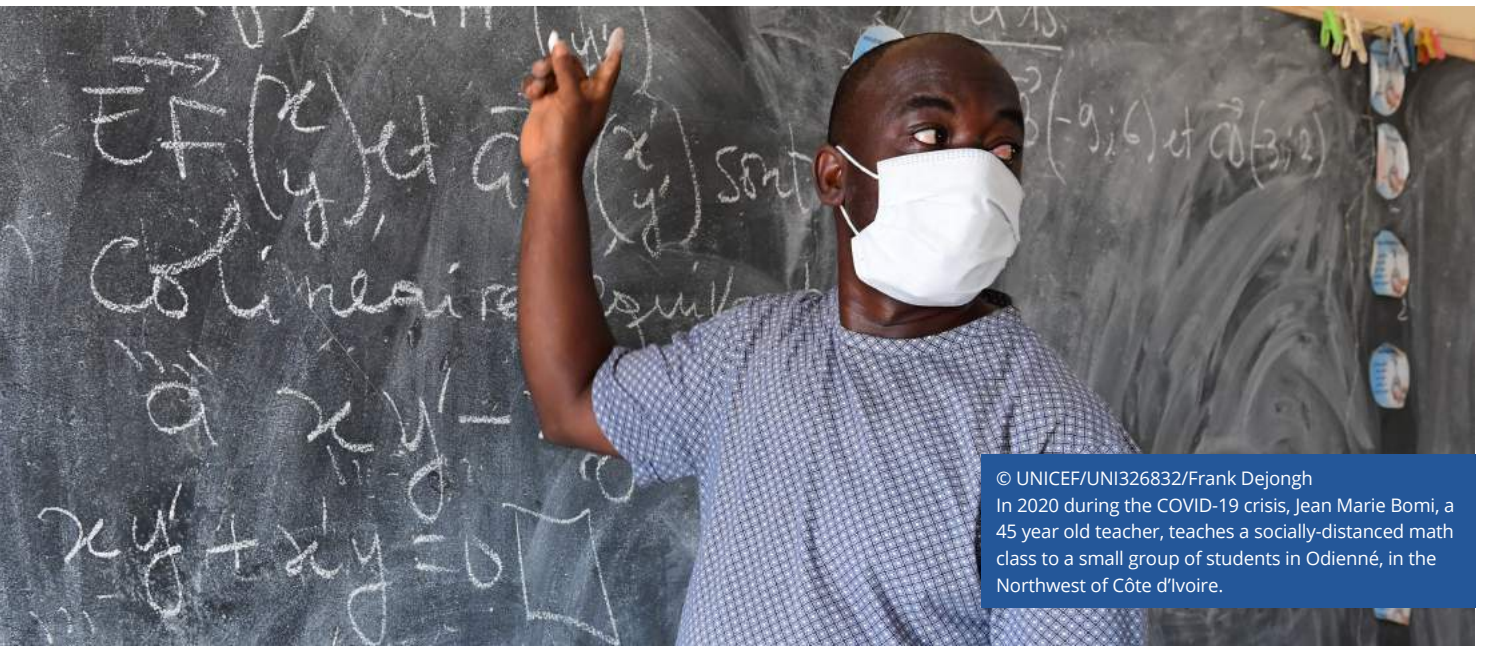
[INEE Minimum Standards for Education: Preparedness, Response, Recovery](#): This handbook (abbreviated to the INEE Minimum Standards, or INEE MS) provides a comprehensive framework for quality education in emergency preparedness, response, and recovery. It covers five core domains of education programming: (1) community participation, analysis, and coordination; (2) access and learning environment; (3) teaching and learning; (4) teachers and other education personnel; and (5) education policy. The INEE MS Core Domains are a central and guiding set of standards throughout the EiE-GenKit and are referenced in each tool.



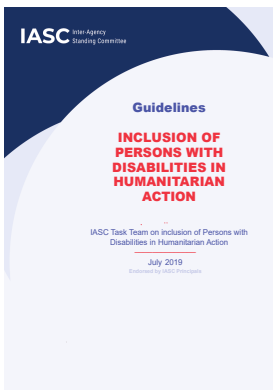
[IASC Gender Handbook for Humanitarian Action](#): This handbook sets out the rationale for integrating gender equality into humanitarian action and provides practical guidance for doing so across sectors. The content of the EiE-GenKit builds on key principles and recommendations from the handbook's chapter on education.



[IASC Guidelines for Integrating Gender-Based Violence Interventions into Humanitarian Action](#): These guidelines assist humanitarian actors and communities affected by emergencies to coordinate, plan, implement, monitor, and evaluate actions for the prevention and mitigation of GBV. It contains 13 sector-specific thematic area guides (TAGs). The education TAG provides guidance for education actors that we build on throughout the EiE-GenKit.



© UNICEF/UNI326832/Frank Dejongh
 In 2020 during the COVID-19 crisis, Jean Marie Bomi, a 45 year old teacher, teaches a socially-distanced math class to a small group of students in Odienné, in the Northwest of Côte d'Ivoire.



IASC Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action: The guidelines set out essential actions that humanitarian actors must take in order to effectively identify and respond to the needs and rights of persons with disabilities who are most at risk of being left behind in humanitarian settings. There is a specific chapter on education and its key considerations are reflected throughout the EiE-GenKit.



Guidance for Developing Gender Responsive Education Sector Plans: This guidance helps countries put in place gender-responsive policies, plans, and learning environments. Tools include background information and a series of practical exercises on how to conduct gender-sensitive quantitative and qualitative data collection, analysis and interpretation, and on using the findings to enhance the sector planning process. The EiE-GenKit builds on the gender framework and principles contained in this document.



Global Guidance on Addressing School-Related Gender-based Violence: This provides information on addressing SRGBV, targeting governments, policy-makers, teachers, practitioners, and civil society. It introduces methodologies, tools, and resources that have shown positive results in preventing and responding to SRGBV. The EiE-GenKit incorporates these approaches throughout the tools and guidance.

1.5 IASC Gender with Age Marker (GAM)

The EiE-GenKit upholds the requirements of the **IASC Gender with Age Marker (GAM)** as an integral part of EiE programming.

The GAM is used by the humanitarian community to assess how gender is incorporated in humanitarian projects. It is for use by programme staff at organizational, cluster, and country levels. The GAM is an important learning instrument for gender equality programming as it reflects how gender and age are considered at key points in programme design.

The GAM uses 12 Gender Equality Measures (GEMs) across four areas: Needs Analysis, Adapted Assistance, Adequate Participation, and Review. Each area contains a series of multiple-choice questions related to gender and age in the project design, monitoring during implementation, and monitoring at the end of the project. Based on the answers to the questions, the tool automatically calculates a GAM code on a scale of 0-4, determining the quality of humanitarian programming with regard to gender.

The tools and guidance provided in the EiE-GenKit support EiE programmes in achieving a GAM code of 4 – meaning that the project will significantly contribute to gender equality including across age groups.

[Table 1.2](#) provides an index of the relevant GEMs that each EiE-GenKit tool supports. The key GEMs are associated with the design phase (**A, D, G, and J highlighted below**). The rest are ‘supporting’ GEMs, applicable in the monitoring phase to help users reflect on what is working well and what needs to change in a project or programme.



© UNICEF/UNI328540/Volpe
In 2020, Justin, 11 and Melani, 8 are doing their homework at their house in the Potrero Grande village, Palencia, Guatemala, following the Ministry of Education guidelines. During the emergency caused by the pandemic COVID-19, educational programmes were transmitted on television and radio stations.

Table 1.2: GEMs relevant to EiE-GenKit tools

IASC GAM Gender Equality Measures		
Code	GEMs	EiE-GenKit Tools
Needs Analysis		
A	Gender analysis	2 3.2 4.2 5.2 5.3 5.4 6.1 6.2 6.3 7 8.1 8.3
B	Collect and analyse SADD	2 3.2 3.3 5.2 6.1 6.2 6.3 7 8.1 8.3
C	Good targeting	2 3.2 5.2 6.3 7
Adapted assistance		
D	Tailored activities	2 3.2 3.3 4.2 5.2 5.3 5.4 7
E	Protected from GBV	2 5.2 5.3 5.4 7
F	Coordination with other actors	2 3.2 4.2 5.2 5.3 7 8.1 8.3
Adequate participation		
G	Influence on the project	2 3.2 5.2 5.4 6.1 6.2 6.3 7 8.2
H	Feedback processes	2 3.2 5.2 5.4 6.1 6.2 6.3 7
I	Transparency	2 3.2 6.1 6.2 6.3 7
Review		
J	Benefits	3.3 4.2 5.4 7
K	Satisfaction	3.2 6.1 6.2 6.3 7
L	Project problems	5.3 6.1 6.2 6.3 7



2. Needs assessments and analysis

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Cairo, Egypt, 2019. Rawan Nabulsi is a facilitator at a family club in Cairo, helping children to cope with the trauma of conflict and displacement. "I was among the top of my class till the war began," Rawan said, "my academic performance started to deteriorate as I kept hearing about bombing schools. I didn't know if I'm going to wake up alive the next day". Rawan was only 15 years old when she had to leave her homeland in Syria.

Section 2 contains the following tools:

2.1 Gender-responsive needs assessment checklist

2.2 Questions for gender-responsive analysis

<p>INEE Minimum Standards</p>	<p>Domain 1: Foundational standards – Analysis</p> <p>Standard 1: Assessment</p> <p>Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p>
<p>Primary users</p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> • EiE programme managers, international non-governmental organizations (INGOs), multilateral organizations, community service organizations (CSOs); • EiE advisors, specialists, officers, analysts in planning, technical specialists, advocacy and communications; • EiE working group coordinators; • education personnel.
<p>Purpose of tools</p>	<p>To understand some specific actions and considerations for gender-responsive needs assessments for education in acute emergencies and protracted crises.</p> <p>To understand key questions to ask for a gender-responsive needs assessment.</p>

Introduction

Evidence-based needs assessment and analyses form the foundation of all EiE programming in both protracted crises and acute emergencies. Needs assessments should determine the needs and capacities of female and male learners and relevant education stakeholders to inform the design of equitable and inclusive education programmes.

Before crises, during preparedness planning, gender and education assessments should summarize key gender issues in the education sector to provide a basis for action or contingency planning. For a checklist, see:

➔ **8: Preparedness**

The initial rapid assessment and the subsequent more comprehensive needs assessments carried out in the weeks and months after the onset of a crisis (and on an ongoing basis) are covered in Tools 2.1 and 2.2:

- **2.1** is a checklist of considerations for the design and delivery of a needs assessment.
- **2.2** is a series of questions to guide a gender-responsive data analysis.

Box 2.0.1: Types of needs assessments in EiE

- Initial, joint rapid assessments are usually carried out within the first four weeks after a sudden onset emergency and are part of lifesaving activities. These identify urgent needs.
- A more detailed Joint Education Needs Assessment (JENA) usually follows the rapid needs assessment, up to 2-3 months after the onset of the crisis. The assessment is described as 'joint' because it brings together and coordinates data from various education stakeholders to avoid duplication. This assessment will then feed into an overarching multi-sectoral assessment (covering health, protection, etc.).
- Non-cluster based agencies and consortia can also carry out needs assessments as a routine component of the pre-design and ongoing monitoring of EiE programmes.

IASC Gender with Age Marker

Needs assessments are an excellent opportunity for programmes to reflect on and develop gender-responsive approaches. The Gender with Age Marker (GAM) is a useful tool for organizations to identify gaps and develop programmes that respond to all aspects of diversity. Programmes should logically flow from the gendered needs analysis, to tailoring and adapting activities based on the analysis, through to considering who benefits from an initiative. GAM coding reflects the presence and consistency of these actions as well as the integration of gender and age within them. In order to maximize the learning opportunity of using the GAM to assess the extent to which an analysis has been gender-responsive, all stakeholders, including supervisors and managers, should review and endorse GAM submissions and results.

➔ [1.5: IASC Gender with Age Marker \(GAM\)](#)



Further reading

- [Global Education Cluster \(last updated 20 December 2019\) Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#)
- This has replaced all previous needs assessment tools, including rapid needs assessment tools and joint education sector needs assessments.
- [INEE Minimum Standards, Foundational Standards: Analysis](#)
- INEE (2019) [Guidance Note on Gender, Section 1.3](#)
- Promundo (2014) [Needs Assessment Package for Male Engagement Programming](#)

2.1 Gender-responsive needs assessment checklist

The steps and sections of this checklist correspond with GEC's [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#). They are also relevant to non-cluster based agencies and organizations.

Table 2.1.1: Needs assessment checklist

<input checked="" type="checkbox"/>	Key actions
	Establish an assessment working group
<input type="checkbox"/>	Ensure the assessment working group (AWG) includes, as a minimum, a gender and inclusion specialist.
<input type="checkbox"/>	Ensure gender-balanced representation on the AWG and the participation of relevant ministry of education or gender staff, gender focal points, and agency technical experts. This representation should be noted in the AWG terms of reference under 'membership' or 'participants.'

Additional resources

The terms of reference for the 2013 Provincial Assessment and Monitoring Working Group (PAMWG) in Pakistan had, as one of its core purposes, the promotion and inclusion of 'gender and environment and the coherence with ethical guidelines' ([Pakistan PAMWG, 2013, p. 2](#))

	Conduct the secondary data review (SDR): An ongoing summation and compilation of available information for regular analysis to inform decision making.
<input type="checkbox"/>	Use secondary pre-crisis data collected as part of preparedness measures as a baseline for understanding the effects of interruptions caused by the crisis from a gender and inclusion perspective. ➔ 8: Preparedness
<input type="checkbox"/>	Use Table 2.1.2 to ensure that potential questions asked of in-crisis secondary sources are inclusive and reflect gender considerations.
<input type="checkbox"/>	Decide which questions from Table 2.1.2 can be addressed through existing data, and which will require primary data collection during the field assessment (see below).
<input type="checkbox"/>	Ensure there is a gender specialist within in-country partners and remote technical experts supporting SDR teams to collect and analyze secondary data. Such specialists could identify sources, collect sex- and age-disaggregated data, and/or review the SDR to ensure it adequately assesses gendered needs.
<input type="checkbox"/>	When preparing an SDR matrix, include gender tags to enable tagging and subsequent analysis of secondary education data related to gender.

Additional resources

If you are using the [Global Education Cluster SDR matrix](#), a new tag on gender, under the thematic issue column, should be inserted with sub-tags that flag specific barriers or needs.

For the recommended minimum and a more comprehensive set of tags, see [Table 2.1.3](#).

IASC Gender with Age Marker (GAM)

<input checked="" type="checkbox"/>	Key actions
	Design the field assessment
	Determine assessment questions and sources
<input type="checkbox"/>	Use the results of the SDR to identify additional information needs where 1) analysis points to particularly disadvantaged groups based on sex, age, or other markers of disadvantage for further probing; and 2) relevant questions in Table 2.1.2 could not be answered through existing secondary data.
<input type="checkbox"/>	Formulate field assessment questions accordingly.
<input type="checkbox"/>	Engage with gender-based violence (GBV) and protection against sexual exploitation and abuse (PSEA) specialists to ensure adequate consideration of protection issues in the assessment design.
	Sampling strategy
<input type="checkbox"/>	Ensure that girls, boys, women, and men from different subsections of the affected population meaningfully participate in the assessment and sampling. This must include people with disabilities. 6: Monitoring and evaluation
	Select data collection techniques
<input type="checkbox"/>	Use a range of methodologies and approaches to engage affected people, including focus groups, interviews, transect walks, and gendered risk mapping led by learners. 6: Monitoring and evaluation – for guidance on gender-responsive methodologies and approaches for data collection 7: Accountability to affected populations – for information on inclusive and gender-responsive participatory approaches

Additional resources

See [Table 2.1.4](#) for a sample list of questions to use in a focus group with adolescent girls.

	Design, translate, and pilot data collection tools
<input type="checkbox"/>	Ensure that girls, boys, women, and men from different subsections of the affected population participate in piloting and have the opportunity to feed back on the process (including methodology, questions/topics, and assessment team composition).

Additional resources

IASC GAM

	Determine assessment field team composition
<input type="checkbox"/>	Ensure that the assessment teams which carry out data collection are gender balanced and include specialists on gender and protection.

Additional resources

ACAPS Technical Brief (2012) [Building an effective assessment team](#)

<input checked="" type="checkbox"/>	Key actions
	Collect and enter primary data
	Train field assessment and data entry teams
<input type="checkbox"/>	Training should introduce potential gender dynamics that may be encountered during the assessment (e.g., negative attitudes and behaviours towards female team members or towards the training of young women as teachers).
<input type="checkbox"/>	Training should include information on action to take if an incident or protection issue is disclosed, and on the relevant referral pathway.
<input type="checkbox"/>	Ensure that the code of conduct for the assessment team incorporates a full commitment to gender-responsive needs assessments and protection from sexual abuse and exploitation.

Additional resources

This is outlined in a Joint Education Needs Assessment: [Code of Conduct Template](#).

	Conduct and manage the data collection
<input type="checkbox"/>	Consider the safety and security of data collection teams. ➔ 6.1: Gender-responsive EiE monitoring ➔ 6.2: Gender-responsive EiE evaluation
	Debrief with assessment teams
<input type="checkbox"/>	Ensure any gender issues that arise within assessment teams or that emerge within findings are flagged so that real-time adjustments can be made to procedures.
	Enter primary data
<input type="checkbox"/>	Ensure that the data entry tools and corresponding coding approach make it possible to disaggregate data by sex, age, and other pre-identified markers of disadvantage relevant to the context (e.g., rural/urban, host/refugee/internally-displaced person (IDP), disability).
<input type="checkbox"/>	Include specific instructions on the importance of recording this during the training of data entry teams.
	Analyze the data
<input type="checkbox"/>	Ensure that questions used to guide the analysis are gender-responsive. ➔ 2.2: Questions for gender-responsive analysis
<input type="checkbox"/>	Triangulate and validate your primary data findings with secondary data analysis from the SDR.
<input type="checkbox"/>	Identify any inconsistent or unexpected findings. Seek further verification through additional secondary sources to gain a complete understanding of particularly vulnerable groups' needs (e.g., use shadow reports, reports from women's and men's rights organizations and disabled people's organizations (DPOs)).

Additional resources

IASC GAM

☑	Key actions
☐	<p>Participants in data analysis workshops should include assessment working group members, ministry of education representatives/gender specialists/focal points, cluster members, partners, donors, and other relevant inclusion and equity stakeholders.</p>
Generate and share an assessment report and products	
☐	<p>Adapt the report to different audiences. Invite relevant members of these audiences to participate in the subsequent action planning workshop.</p> <p>Audiences include:</p> <p>assessment working group;</p> <ul style="list-style-type: none"> • crisis-affected communities and assessment respondents, including girls, boys, women, and men (as part of accountability and feedback); • ministry of education (including local education authorities, gender focal points); • other government agencies, e.g., the ministry of gender or women’s affairs; • education cluster partners; • Office for the Coordination of Humanitarian Affairs (OCHA), especially for inclusion in Humanitarian Needs Overview and the Joint Inter-Sectoral Analysis Framework, including GenCap/Gender Advisers where possible • other cluster groups, e.g., water, sanitation, and hygiene (WASH) and protection; • UN agencies, including the United Nations Girls’ Education Initiative (UNGEI) Taskforce, where these exist; • INGOs, including those with gender and EiE programming and expertise; • NGOs (national), including women’s and men’s organizations, male and female youth associations, and DPOs; • donors, including those that prioritize gender in their allocations and investments; • media that is accessible to all audiences, including girls, women, and people with disabilities.

 **Essential resources**

[INEE Minimum Standards. Domain 1: Foundational Standards.](#)
[Analysis Standard 1: Assessment](#)

Table 2.1.2: Data collection questions from INEE Minimum Standards

Data collection questions ¹
INEE MS Domain 2: Access and learning environment
Are schools being attacked? If so, where and by whom? Are particular groups of learners targeted?
Have schools been damaged and/or destroyed? If so, how many and where? Are there any differences between damage/destruction to boys' or girls' schools?
What are the numbers of out-of-school girls and boys (disaggregate by age, rural/urban location, and disability where possible)?
What are the literacy rates for women and men? (disaggregate by age, rural/urban location, and disability where possible)?
Do internally displaced or refugee children have the right to enrol at local schools, and do they exercise that right? If not, what are the barriers to access? What other arrangements have been put in place to ensure their right to education is met and aligned with national standards?
Do internally displaced or refugee children have the right to enrol at local schools, and do they exercise that right? If not, what are the barriers to access? What other arrangements have been put in place to ensure their right to education is met and aligned with national standards?
What has changed from before the crisis to now for girls and boys of different ages (disaggregate by age, rural/urban location, and disability where possible)? How do these changes 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.)?
Are relevant, flexible options available for all children and adolescents, including accelerated, alternative, non-formal options for over-age children who have missed significant periods of schooling or who have never been to school?
What other work do girls and boys do at home? Does this interfere with their access to education programmes?
Are toilets available for female and male teachers and learners? Are they accessible, located safely, and adequate in number? Are there separate male and female toilets? Are water and soap available? Are toilets lockable? Are schools and learning centres equipped with menstrual hygiene materials and private places to dispose of and change materials?
Are facilities (school, classrooms, WASH) accessible for girls, boys, and teachers with disabilities?
Does school leadership or the community take any action to help students with disabilities get to school?

¹ Some of these questions are drawn from IASC (2015) [Gender Based Violence Guidelines](#) and IASC (2018) [Gender in Humanitarian Action Handbook](#)

What are the school safety and access issues regarding 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 to school acceptable and safe? What safety precautions are in place or expected to be taken by male and female learners and teachers travelling to and from school?

Are girls and boys suffering from stigma because of specific crisis experiences (e.g., rape survivors, ex-child soldiers)? Does the stigma prohibit access to education?

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 male and female learners? For a comprehensive set of assessment questions on violence against women and girls in school and learning environments, see DFID (2014) [Addressing Violence against Women and Girls in Education Programming](#), p.12. Are there local child protection committees or community watch committees?

Are there independent community-based organizations with a focus on child protection services?

What response services and gaps in services exist for female and male survivors of school-related gender-based violence (SRGBV), including child-friendly and gender-responsive health care, mental health and psychosocial support, security response, and legal/justice processes? Are stakeholders aware of the response services available?

Sources

- Ministry of education;
- Global Coalition to Protect Education from Attack;
- UNICEF MRM for Attacks on Education Data;
- IOM Displacement Tracking Matrix for IDP data and schools acting as IDP sites;
- Education management information system (EMIS) data;
- attendance records;
- UNESCO Global Education Monitoring Report;
- demographic and household surveys;
- interagency assessment missions;
- WASH cluster;
- protection cluster;
- questionnaires participatory activities: interviews, focus group discussions, etc.

➔ [7: Accountability to affected populations](#)

INEE MS Domain 3: Teaching and learning

What is the language of 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.?

Is the curriculum gender-responsive?

Is teaching gender-responsive?

Are standardized national tests in place for numeracy and literacy? What are the results of those, and how do they differ by sex and rural/urban location?

Are the learning materials inclusive of and relevant to girls and boys, including those with disabilities? Do they perpetuate gender stereotypes?

Are any accessible learning materials or teaching aids being used by girls and boys with impairments (such as Braille kits, large print, magnifiers, sign language guides, recording devices, counters)?

→ 5.6: Curricula, teaching and learning materials

Sources

- national curricula, schemes of work, lesson plans;
- textbooks, teaching and learning materials including toys, equipment;
- observation records;
- inclusive education policy /special education units.

INEE MS Domain 4: Teachers and other education personnel

Are female and male teachers available? At all grade levels (from early childhood care and education (ECCE) to tertiary)?

What are teachers' levels of qualification and experience?

Are there any geographical areas where there are teacher shortages (male/female)?

What are the main barriers to teachers' attendance, if any (from ECCE to tertiary)? Do they differ for female and male teachers?

Are there female and male para-professionals?

Are female and male education administrators available?

Are provisions being made to review entry qualifications and routes into the teaching profession to encourage a gender-balanced workforce?

Are there women in the community who could support girls in school and be involved in teaching and/or mentoring?

Are there any role models for boys in schools who encourage their education/staying in schools?

Is there a gender-responsive code of conduct for teachers to address sexual harassment, GBV, and abuse? Have staff been trained on supporting GBV survivors?

Are there grievance redress mechanisms that include referral pathways, including for boy victims of sexual exploitation and abuse?

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? Are there incentives for men (fathers, male caregivers) to be involved?

Has training been provided to the PTA? If so, has gender been addressed?

➔ 5.4: Teacher recruitment and support

Sources

- ministry of education;
- EMIS;
- interagency assessment mission.

INEE MS Domain 5: Education policy

What policies and legal frameworks exist to prevent and/or enforce and address key issues that affect women and girls, for instance, GBV laws, national HIV and gender and girls' education policies, etc.?

Are there any education policies that address boys' disengagement or disadvantage in education?

What roles and accountability/coordination/partnerships exist for gender at the national level?

Are there any barriers that hinder the enforcement of relevant legislation on education and protection?

Do institutes/institutions dealing with gender issues exist?

Are there institutions dealing with girl child issues? Are there organizations dealing with child soldiers and boy child issues?

Is there a specific gender desk/division?

Is girls' education reflected in national plans?

If there is a gender in education or girls' education policy, what are the priorities? Are these priorities likely to have changed as a result of the emergency?

How is gender addressed in national plans and budgets in education? Are there systemic funding constraints in education for specific groups that limit the capacity to provide education and support for vulnerable priority populations, thereby hindering progress?

Has the government made a budget provision to address the related issues in the plans/policies? Is targeted financing for gender and EiE programming available?

Has the government introduced any gender-responsive policies in education?

What GBV policies are in place (including sexual exploitation and abuse of boys in and outside educational settings)?
Are standards in place to assess the safety and security of learning spaces?
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 girls, boys, women, and men?
Is there a law to protect children against child labour?
Are there any laws or policies that ensure attendance by pregnant girls, or ensure school-age mothers return to school after giving birth? Are there any laws or policies that ensure child soldiers return to school?
Is there a law on the age of marriage?

Sources

- education sector plan;
- Joint Education Sector Review reports;
- gender and education policy;
- GBV policy;
- EiE policy;
- Global Partnership for Education;
- government/ministry of education budget.

Table 2.1.3: Gender tags

Minimum gender tags for use in SDR

Domain	Tags
Access and learning environment	Gender issue – enrolment/attendance of female/male Gender issue – lack of gender-responsive WASH/menstrual hygiene management (MHM)
Teaching and learning	Gender issue – lack of gender-responsive pedagogy, curriculum, and/or teaching and learning materials Gender issue – lack of gender-responsive teacher training (i.e., pedagogical training, psychosocial support training, school safety/improvement planning training, code of conduct, etc.)
Teachers and other education personnel	Gender issue – lack of female/male teachers Gender issue – no code of conduct
Education policy	Gender issue – education policy documents lack comprehensive gender analysis Gender issue – lack of investment in gender and education in emergencies interventions

Comprehensive list of gender sub-tags to be selected for SDR. These sub-tags should be used as needed, and added to, by context

Domain	Tags
Access and learning environment	<p>Gender issue – enrolment/attendance of female/male (disaggregated by education level)</p> <p>Gender issue – poverty</p> <p>Gender issue – attacks on education</p> <p>Gender issue – unsafe routes to school</p> <p>Gender issue – early marriage</p> <p>Gender issue – forced armed recruitment</p> <p>Gender issue –SRGBV, GBV, and/or PSEA (disaggregated by education level)</p> <p>Gender issue – lack of accessible gender-responsive WASH/MHM (disaggregated by education level)</p> <p>Gender issue – lack of child protection committees (disaggregated by education level)</p> <p>Gender issue – lack of psychosocial support interventions (disaggregated by education level)</p> <p>Gender issue – lack of gender-responsive child protection mechanisms</p>
Teaching and learning	<p>Gender issue – lack of gender-responsive pedagogy</p> <p>Gender issue – lack of gender-responsive curriculum and/or teaching and learning materials</p>
Teachers and other education personnel	<p>Gender issue – lack of male teachers, ECCE</p> <p>Gender issue – lack of female teachers, ECCE</p> <p>Gender issue – lack of female teachers, lower primary</p> <p>Gender issue – lack of female teachers, upper primary</p> <p>Gender issue – lack of female teachers, lower secondary</p> <p>Gender issue – lack of female teachers, upper secondary</p> <p>Gender issue – lack of female teachers, tertiary</p> <p>Gender issue – lack of female teachers, technical and vocational education and training</p> <p>Gender issue – lack of female/male teachers, alternative education</p> <p>Gender issue – lack of male leadership (by education level)</p> <p>Gender issue – lack of female leadership (by education level)</p> <p>Gender issue – lack of gender-responsive pedagogical training (by education level)</p> <p>Gender issue – lack of gender-responsive psychosocial support training</p> <p>Gender issue – no code of conduct</p>
Education policy	<p>Gender issue – no gender and education in emergencies policy</p> <p>Gender issue – no gender and education in emergencies strategic plan</p> <p>Gender issue – lack of investment in gender and education in emergencies interventions</p> <p>Gender issue – lack of gender-responsive school safety planning</p> <p>Gender issue – lack of gender-responsive disaster risk reduction policy and/or planning</p>



Table 2.1.4 Sample questions to ask adolescent girls in focus group discussions in protracted crises

Are all your female friends able to access this school/temporary learning space (TLS)?

If they are not accessing, why not?

What are some of the reasons they are not able to access the school/TLS regularly?

(Probe: parents' level of support to education, financial constraints, concerns about school safety or other aspects of the learning environment, distance from schools, level of interest/engagement, other responsibilities including the need to make money for the household, other...)

What do they do when not school?

Paid or unpaid work? (Probe: paid work, household chores, other...)

Social activities? (Probe: spend time with friends, play sports, engage in activities with religious groups or at community centres, other...)

Other activities?

What stops girls and/or boys from finishing lower primary (Grades 1-3) and going onto upper primary (Grades 4-6)? At the supply side (school level)? At the demand side (family, community level)?

What stops girls and/or boys from finishing upper primary and then going to secondary (13-18)?

What barriers do some girls and/or boys face in accessing this school/TLS?

Do any girls or boys with disabilities or health problems not come to school?

What difficulties do girls and/or boys face while they are in the school/TLS? (If not mentioned: do any girls or boys have problems understanding lessons?)

Are there any places where you feel unsafe in the TLS/school (e.g., latrines)?

How could we ensure that you feel safe getting here and being here?

Do you feel comfortable talking to your teacher or other adults about the problems you face?

What activities would you like us/the school/TLS to run?

For example, lifeskills sessions or recreational activities that facilitate girls' participation.

What programmes, activities, services are available inside or outside school for boys and for girls?

What resources do you need to participate meaningfully in the school/TLS?

(i.e., what do you want student kits to include?)

What would you change about the school/TLS?

How would you like to be involved in designing the services in [enter site name]?

Do you feel your input will be valued/taken into consideration for designing the services?

Adapted from: Save the Children (2019) Gender-sensitive programme co-design tool

2.2 Questions for gender-responsive analysis

Once data has been gathered on gender and education in emergencies, as outlined in Section 2.1, it should be analyzed and interpreted to provide recommendations for EiE programme design.

Essential resources

Global Education Cluster [Guide to EiE Needs Assessments and Analysis](#) Section 3.4
INEE Minimum Standards. Domain 1: Foundational Standards. Analysis Standard 1: Assessment

Use a series of who, what, when, where, and why questions to help you understand the main drivers or factors relating to the needs of different groups. This information will reveal the critical gaps to be addressed and thus who programmes should target and how.

3: Strategic planning and programme design

The following IASC Gender with Age Marker (GAM) needs analysis Gender Equality Measures (GEMs) provide an overall basis for analysis and interpretation:

Gender analysis

The distinct needs of girls, boys, women, and men and their age groups are discussed in a written needs analysis.

Collecting and analyzing sex and age disaggregated data

Data (numbers or narrative) in the monitoring report is disaggregated across girls, boys, women, and men and by age groups.

Good targeting

The project provides the right groups with assistance according to the plan. Affected groups across girls, boys, women, and men and across different ages are not excluded, do not receive less assistance, nor do they get less than planned.

[Table 2.2.1](#) takes the user through this process, as part of a desk review, and guides discussion in an interpretive workshop.²

These questions are not designed to be directly asked of participants. The information gathered should broadly relate to these issues. Where relevant, disaggregate and analyse data for girls, boys, women and men, refugees, internally displaced persons (IDPs) or host populations, children and youth with disabilities, urban/rural populations, minorities, and other excluded groups.

Table 2.2.1: Guiding questions for gender-responsive analysis

INEE MS Domain 2: Access and learning	
Guiding questions	
<p>Who is affected by the crisis?</p> <ul style="list-style-type: none"> • How are particular groups affected? <p>What are their needs and priorities?</p> <ul style="list-style-type: none"> • How do they differ based on sex, age, disability, ethnicity, status (e.g. MHM needs, access to basic education and protection services)? <p>Who has access to what assets (including information), resources, and services?</p> <ul style="list-style-type: none"> • Are there differences between groups? <p>What are the different barriers females and males face to accessing education?</p> <ul style="list-style-type: none"> • Is it different from the situation faced by other groups? • What are their coping mechanisms? • How do they differ based on sex, age, ethnicity? <p>How do girls and boys feel about their security and safety?</p> <ul style="list-style-type: none"> • How does this differ between groups? • Is it different from before the crisis? 	<p>What are the different risks faced by girls and boys?</p> <ul style="list-style-type: none"> • Are they different for different groups? • What are their coping mechanisms? • What information is available about the potential risk, and how do girls and boys from different groups access this information? <p>What are the different protection needs of girls and boys?</p> <ul style="list-style-type: none"> • Are needs different for different groups? • What are the traditional protection mechanisms within the community? How have they been disrupted by the crisis? • What groups are most exposed to school-related gender-based violence (SRGBV)? What are their coping mechanisms? What are the referral routes and support services? • What complaint mechanisms are in place and how accessible are they to girls and boys?
<p>What are the main drivers/factors? How do we know?</p>	

² Some of the questions used are drawn from IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#) and IASC (2018) [Gender in Humanitarian Action Handbook](#) and GPE/UNGEI (2018) [Guidance for Developing Gender-Responsive Education Sector Plans](#). The questions and sources listed in the table are not exhaustive. For a full list of potential sources for all needs assessments, see Section 2.2.1 of the Global Education Cluster (2019) [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#).

INEE MS Domain 3: Teaching and learning

Guiding questions

How well are girls, adolescent girls, boys, and adolescent boys learning, including those with disabilities?

- Are there differences between groups (e.g. IDPs, host, refugees) for example reflected by the results of national assessments disaggregated by age, sex, and disability?
- How does the language of instruction affect different groups' participation?
- Are curricula, teaching and learning materials and pedagogical practices relevant and adequate to meet the needs of girls and boys – including those with disabilities across all groups?
- Do teachers and education personnel have adequate knowledge and capacity in the above areas?
- What is the distribution of male/female teachers? Does this pose any risks to access, teaching, and learning? For whom and how?

What are the main drivers/factors? How do we know?

INEE MS Domain 4: Teachers and other education personnel

Guiding questions

How do female and male teachers and other education personnel feel about their security and safety?

- How does this differ between groups?
- Is it different from before the crisis?

What are the different risks faced by female and male teachers and other education personnel?

- Are they different for different groups?
- What are their coping mechanisms?
- What information is available about the potential risk? How do male and female teachers/education personnel from different groups access this information? **What are the different protection needs of female and male teachers and other education personnel?**
- Are they different for different groups?
- What are the traditional protection mechanisms within the community? How have they been disrupted by the crisis?

- What groups are most exposed to SRGBV? What are their coping mechanisms? What are the referral routes and support services?
- What complaint mechanisms are in place? How accessible are they to female and male teachers and other education personnel?

Community members, parents, and school management committees

- How engaged are parents and community members in school-related activities?
- Is there equal participation of women and men and adequate representation of all community groups?
- Are school management committees empowered to ensure school safety and security?

What are the main drivers/factors? How do we know?

Guiding questions

Of the relevant policies identified in the needs assessment:

- Are there any policies with discriminatory aspects that may disadvantage a particular group?
- Are there any that should be prioritized to support critical gaps?
- Are there any additional policies that should be considered?

What are the main drivers/factors? How do we know?



3. Programme planning and design

© UNICEF/UN060454/Knowles-Coursin
Mohammed, 10, raises his hand to answer a question during lessons at school in Galkayo, Somalia, 2017. Severe drought has caused many families to flee their homes across the country. "My father and my mother decided to move here so that we can go to school," said Mohammed.

Section 3 contains the following tools:

3.1 Criteria for gender-responsive programme strategy selection

3.2 Gender in theory of change and M&E frameworks

3.3 Gender-responsive EiE costing, cost tracking and cost analysis

Section 3 includes a series of tools to guide intervention-level planning and programme design.

3.1 Criteria for gender-responsive programme strategy selection

INEE Minimum Standards	Domain 1: Foundational standards – Analysis Standard 1: Assessment Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner. Standard 2: Response strategies Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
Primary users	Programme/project managers, M&E specialists.
Purpose of tool	To provide a set of criteria to guide users on the selection of gender-responsive programme strategies.

Introduction

The process of designing individual strategies is guided by key issues identified during the needs assessment phase.

➔ [2: Needs assessment and analysis](#)

Shorter-term strategies should aim to address urgent needs related to safety and security. These are commonly linked to gender-related barriers resulting **directly** from crisis. For example, strategies to address SGBV and psychosocial issues affecting children and education personnel, the damage and destruction of learning spaces and learning materials and changes in girls' and boys' enrolment and attendance due to displacement and migration. At the same time, the corresponding strategies must be designed to lay the foundation for longer-term education sector and gender equality development goals.

Over the medium to longer-term, strategies should be based on analysis of underlying causes of inequalities. These causes are primarily linked to discriminatory social and gender norms within the existing education system that are exacerbated as an **indirect** result of crisis. For example, the elimination of violence from schools as learning and working environments, reform of curriculum, teacher training, text book and learning materials review geared towards gender equality and inclusion and female teacher recruitment, development and retention. [Table 1.1](#) outlines key gender-related barriers to education resulting **directly** and **indirectly** from crisis.

➔ [1: Introduction](#)

Key information

The process of selecting strategies also requires additional information to choose between them, particularly in acute crisis situations given the competing urgent needs, limited time and capacity. This tool provides a set of criteria to guide the selection of gender-responsive strategies.

A range of common EiE interventions are described in Section 5: Implementation. These should be reviewed before starting programme design.

➔ [5: Implementation](#)

How to select interventions as part of strategic planning and programme design?

Table 3.1.1 outlines key criteria to help select and prioritize strategies to ensure gender-responsive and inclusive approaches.¹ Subsequent sections (3.2 and 3.3) should be used by programme planners to establish a demonstrable link between programme activities and results and to ensure adequate resources are allocated to achieve the stated results.

¹ Adapted from the UNESCO IIEP (2012) [Educational Planning for Conflict and Disaster Risk Reduction](#)

Table 3.1.1: Criteria to guide strategy selection and priorities

Criteria 1: Context-sensitive
Questions
<ul style="list-style-type: none">• Did the target group/community (including girls, boys, women, and men of different ages, different roles within, outside, and across layers of the education system) participate in programme formulation?• Do approaches reflect the cultural context and consider conflict factors?• Do programme interventions contribute to policy priorities, targets and indicators outlined in the TEP/ multi-year ESP? <p><i>Note: Being sensitive to context and reflecting local demand may not always reconcile with affordability. Building gender-responsive infrastructure and facilities may not necessarily be assessed as cost-effective in the short-term. However, the components ('ingredients') of gender-related interventions should be documented over time, allowing for longer-term analysis of cost-effectiveness.</i></p>
Example
<p>Analysis may show high demand for girls' education. In contexts such as Afghanistan, responding to this demand is dependent on the availability of gender-responsive infrastructure and facilities such as separate schools for girls, female teachers, boundary walls, and safe transport. These may not be cost-effective approaches, but in the short-term they may be prioritized if they are assessed to be effective infrastructure-focused interventions, able to increase girls' safe access to quality education over time.</p>

Relevant EiE-GenKit sections

➔ **7: Accountability to affected populations**

➔ **3.3: Gender-responsive EiE costing, cost tracking, and cost analysis**

Criteria 2: Evidence-based

Questions

- What gender-related barriers to access and participation in education do needs assessments highlight?
- Have gender-related barriers been analyzed together with other marginalization factors?
- How does the proposed programme intervention respond to this? Is this based on existing/ emerging good practice?
- If there is no evidence supporting the effectiveness of a specific gender strategy in a particular location, can a similar context be identified with supporting information on effectiveness of a similar programme strategy?
- What context-specific gender issues need to be considered when making adaptations, ensuring particular attention to risk mitigation and conflict sensitivity? Are there any studies, evaluations, and/or rapid assessments planned in the next 3-12 months – across government and development partners – through which primary data could be collected and/or secondary data reviewed, analyzed and reported, to improve understanding of the gender-related barriers to access and participation in education?
- Should the programme approach be piloted first? How will results contribute to the national evidence base?

Example

Data may suggest that parents/caregivers are unwilling to send girls of all ages and education levels to school due to fear caused by recent gender-based attacks on education. This information could stimulate further discussion groups with caregivers to understand: (i) how girls could more safely be engaged in education, and (ii) the gender differentiated costs of alternative education for girls across ages and education levels. This data would inform EiE institutional or joint proposals, theories of change, M&E frameworks, strategies, activities, and corresponding budgets.

In Chad, the availability of disaggregated data on attendance rates, coupled with participatory assessments, showed low school attendance for young mothers and high absenteeism for female teachers with infants in camp schools. This informed the introduction of child care facilities in camp schools, with positive results.

(Source: UNHCR (2016) [UNHCR Review of Gender Equality in Operations](#), p.15)

Relevant EiE-GenKit sections

➔ **2: Needs assessment and analysis**

Criteria 3: Affordability

Questions

- What ingredients for implementing the programme's interventions must be considered to determine the effectiveness of the programme's gender-related contributions, and what are the costs? The following categories of gender-related ingredients should be considered for each intervention: facilities, services, personnel, supplies, equipment, and parent/ community contributions.
- Do affordability criteria consider scenarios where unit costs and/or ingredient costs increase significantly? Do they consider the need for alternative intervention options if interventions become unfeasible due to economic, political, or security shifts in the crisis context?

Example

As part of a gender strategy to address low attendance of girls in school due to insecurity, an appropriate intervention may be to provide transport to and from school. Key ingredients would include: buses, fuel (supplies), maintenance, repairs (services), driver salaries (personnel), and voluntary community security (parent/community contribution).

Affordability criteria should also consider scenarios where unit costs could increase or decrease based on the security situation escalating or improving, and consider the need for alternative options if the strategy is no longer feasible due to economic, political, or security shifts. For example, when projecting costs in relation to girls' enrolment targets, different projections may be made in relation to:

resolution of conflict in one area and expected return of internally displaced persons (IDPs)/ refugees;

escalation of conflict in another area and related displacement;

costs of ensuring interventions are gender-responsive (i.e. 'building back better' – sex-segregated, disaster-resistant latrines may cost more than the original infrastructure).

Relevant EiE-GenKit sections

➔ [3.3: Gender-responsive EiE costing, cost tracking, and cost analysis](#)

Criteria 4: Sustainability

Questions

- What sustainability prospects do the programme approaches offer? In the case of acute crisis, can the intervention be considered a stepping stone to longer-term goals?
- Is there likely to be long-term support for the programme at the political and community levels, such as organizations or champions for girls' education?
- Is the programme aligned with national policies and priorities on crisis response and preparedness, education and gender equality, Humanitarian Response Plan (HRP) and contribution to TEP/ESP?

Example

Will the government be able to absorb female teachers hired during crisis and continue to pay their salaries post-crisis?

Will it be possible to maintain temporary learning spaces for young girls and boys (pre-primary education and stimulation) – where, how, and with what support?

Relevant EiE-GenKit sections

➔ 7: Accountability to affected populations

3.2 Gender in theory of change and M&E frameworks

<p>INEE Minimum Standards</p>	<p>Domain 1: Foundational standards – Coordination</p> <p><i>Standard 1: Coordination</i> Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p> <p>Domain 1: Foundational standards – Analysis</p> <p><i>Standard 1: Assessment</i> Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p> <p><i>Standard 2: Response strategies</i> Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.</p> <p><i>Standard 3: Monitoring</i> Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.</p> <p><i>Standard 4: Evaluation</i> Systematic and impartial evaluations improve education response activities and enhance accountability.</p>
<p>Primary users</p>	<p>Global, regional, national, sub-national levels</p> <ul style="list-style-type: none"> • EiE managers; • M&E advisors, specialists, officers, and analysts.
<p>Collaborators</p>	<p>Other advisors, specialists, officers, and analysts.</p>
<p>Purpose of tool</p>	<p>To identify components of and key considerations for developing a gender-responsive theory of change² and M&E framework³ for an EiE initiative.</p>

² An EiE programme's theory of change is a hypothesis showing how and why change is expected to happen. A theory of change shows how outcomes lead to the achievement of the desired goals.

³ The terminology for M&E frameworks, planning hierarchy, and hierarchy of indicators varies across institutions. This tool supports EiE M&E frameworks to be gender-responsive, regardless of the exact structure and terms used in a particular framework. For example, Education Cannot Wait refers to a results framework while the Global Education Cluster uses a response framework. Indicators are part of an M&E framework. See [Section 6.3](#) for information about defining gender-responsive indicators.

Introduction

The theory of change (ToC) and M&E framework for an EiE initiative should be gender-responsive to ensure the initiative reflects, monitors, and reports on anticipated changes in gender across results areas and the results chain hierarchy.

Key information

When designing and reviewing an EiE programme's ToC and M&E framework,³ the programme managers must:

- ensure all results areas and the results chain hierarchy across the ToC and M&E framework consistently show expected changes for girls, boys, women, and men. An example of one objective that seeks to show expected changes for girls and boys is: "Increase the enrolment rate of girls and boys";⁴

and/or

- include a gender-specific results area.

Essential resources

[UNICEF South Asia \(2018\) Gender Toolkit. Integrating gender in programming for every child in South Asia, p.60, provides an example of a gender-specific results chain for a results area.](#)

Note: Some programmes have gender-responsive ToC and M&E framework components but do not have a gender-specific result area and related components (such as outcomes, outputs, activities) and corresponding indicators. However, EiE programmes that do consistently reflect gender-responsive language across all ToC and M&E framework components and include a gender-specific result area, are more likely to ensure they contribute to gender equity.

[Tables 3.2.2](#) and [3.2.3](#) provide adapted examples of:

- an ECW ToC and results framework results chain;
- an Education Cluster response framework diagram and cluster objectives 1-2.

4 An M&E framework takes the 'big picture' cause and effect logic of the ToC and breaks it down further. Instead of only articulating 'if...then' logic at the goal and outcome level, a results framework specifies the goal, strategies, or outcomes desired, sub-outcomes, and then related outputs per sub-outcome and outcome. Each component (goal, objectives, outcomes, outputs, and sometimes activities) has associated indicators.

5 UNICEF South Asia (2018) [Gender Toolkit. Integrating gender in programming for every child in South Asia](#), p.60.

Actions to take

Table 3.2.1 shows common challenges and oversights, actions, and guiding questions.⁵ It supports EiE programme managers to design and validate gender-responsive EiE ToC and M&E frameworks across all crisis types, for joint or individual initiatives, by government or humanitarian/development actors.

Further reading

- ECW (2019) [Gender Equality Policy's Accountability Framework](#)
- Global Education Cluster (2018) [Guide to Developing Education Cluster Strategies](#)
- Global Education Cluster (2017) [Response Framework Design Tool](#)



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A view of Alfonso Ugarte school, 2020, in San Rafael shipibo community, Ucayali (Perú). Due to COVID-19 related school closures, the risk of delay or school dropout has increased among thousands of children and teenagers, mostly in the rural areas of the country. In the jungle district of Masisea in Ucayali, learners follow the government distance education programmes through a loudspeaker installed at the school.

6 These actions are adapted from the Global Education Cluster's process for designing strategies and the response frameworks. See: Global Education Cluster (2018) [Guide to Developing Education Cluster Strategies](#) and Global Education Cluster (2017) [Response Framework Design Tool](#).

Table 3.2.1: Common challenges with developing gender-responsive ToC and M&E frameworks, and ways to overcome them

Common challenges and oversights

ToC and M&E frameworks are 'gender blind' and/or limited gender-related data (other than minimal sex- and age-disaggregated data) is used on their design due to, but not limited to the following issues:

- evidence gaps;
- lack of a quality gender analysis due to lack of funding, coordination or capacity to conduct such analysis;
- lack of consultation with female and male adolescents, children, caregivers, education personnel, and decision-making stakeholders to contribute to the design, or gender experts or focal points not involved in the design;
- basing ToC and results framework on historical interventions which did not consider gender;
- proposal guidelines imposing space/word count restrictions.

EiE ToC and RF gender-responsive actions

- Ensure data sets used to inform the ToC and M&E framework consider existing evidence (such as sex- and age-disaggregated data) as a minimum within the design and articulation of the ToC 'if...then' logic and the M&E framework components.
- Ensure there are resources available (human and financial) to conduct a quality gender analysis.
- Ensure data sets used to inform the ToC and M&E framework include a quality, well-resourced gender analysis to differentiate the evidence-based needs of girls, boys, women, and men in the context.

Guiding questions to support gender-responsive actions

Did the analysis (e.g., secondary data review, Rapid Joint Education Needs Assessment) used to identify and prioritize results areas and strategies include a gender analysis?

➔ **3: Strategic planning and programme design**

If yes, what gender-related barriers need to be considered when identifying result areas?

If no, analyze existing data in a way that allows you to consider gender.

➔ **2: Needs assessment and analysis**

Remember: Gender analysis should be used when defining results areas included in the ToC and M&E framework.

Common challenges and oversights

Historical gaps in gender-related data will continue if those data sets are never incorporated into ToC and M&E frameworks

EiE ToC and RF gender-responsive actions

- When gender-related data gaps are noted during the design of the ToC and M&E framework, ensure these gaps are documented and addressed in the rationale for the ToC and M&E framework.

 **Note:** Addressing gender-related data gaps through incorporating indicators on missing data should be a priority, particularly in protracted crises.

6: Monitoring and evaluation

If a decision is taken not to address the data gaps in the ToC and M&E framework, this decision should be recorded for future consideration.

Guiding questions to support gender-responsive actions

- What are the gender-related data gaps?
- Could any of the results areas identified include indicators to address this data gap? Why or why not?

Common challenges and oversights

Sector-specific interventions often ‘forget’ to consistently reflect gender-responsiveness and the inclusion of girls, boys, women, and men when the language used in the ToC and M&E framework design and proposal is not sufficiently explicit about gender and inclusion.

EiE ToC and RF gender-responsive actions

Ensure the components of the ToC and M&E framework (i.e., across hierarchy levels such as impact, outcome, and output levels and corresponding indicators) reflect and include gender-responsive language and language that refers consistently to groups of girls, boys, women, and men – even when there is one specific gender result area and related outcomes.

Guiding questions to support gender-responsive actions

When defining each M&E framework component, do the components reflect gender-responsive language? Consider:

- What wording/phrasing is needed to ensure gender-responsiveness across the framework hierarchy, such as impact, outcome, output levels, and their corresponding indicators?
- What wording/phrasing is needed to define a gender-specific result area, where relevant?

→ 6.3: Gender-responsive EiE indicators

- For costed M&E frameworks, such as the Global Education Cluster's Response Framework, consider what needs to be budgeted within existing activities or as a sub-activity in order for gender to be reflected in the EiE interventions.

→ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

- If gender-responsiveness is not reflected across M&E framework components, what is the rationale for that?

Examples of questions to consider to promote consistent gender-responsiveness across ToC and M&E framework components:

- When service providers such as teachers are mentioned, are female and male teachers mentioned?
- When targeted children and/or adolescents are mentioned, are both girls and boys referred to instead of 'children' or 'adolescents'?
- When parents/caregivers are mentioned, are female and male parents/caregivers specified?

One way to distinguish females and males across stakeholder type is by using "(m/f)."

See the example ToC: Table 3.2.2 Example 1

→ 6.3: Gender-responsive EiE indicators

Common challenges and oversights

Consistent language is included in proposals, but there is insufficient budget for human or financial resources OR insufficient personnel with the necessary competencies to conduct the activities.

Note: Depending on the type of M&E framework, activities may or may not be included (see Example 2 below). If activities are not included in the M&E framework, detailed operational plans with activities should be aligned with the M&E framework. You should check that all corresponding activities in the operational plans are budgeted.

EiE ToC and RF gender-responsive actions

Ensure that all proposed activities and services responding to the needs of girls, boys, women, and men have corresponding human and financial resources budgeted and available to ensure good quality and reliable implementation.

Examples: When temporary learning spaces, provision of psychosocial support (PSS), teacher training, and/or distribution of teaching and learning materials are mentioned, are these referred to as being gender-responsive?

Conducting a stakeholder survey or workshop will support a transparent validation process for the Theory of Change and M&E Framework, including ensuring these are gender-responsive and that there are adequate and qualified human resources and financial resources for implementation.

Guiding questions to support gender-responsive actions

When conducting a validation survey or workshop that is gender-responsive, consider:

- Have female and male stakeholders, of different age groups and ethnic/minority groups, been invited to take the survey and/or participate in the workshop(s)?
- Have questions been added to the survey (or workshop sessions) which ask stakeholders to identify whether gender barriers/considerations are adequately captured in the ToC or M&E framework components?
- If a workshop will take place, does the agenda include a stand-alone session or have discussion questions been integrated within existing sessions to review how the framework considers gender across objectives and activities?
- If a workshop takes place, has it been designed so as to promote the presence and active participation of women? This may involve, but is not limited to:
 - engaging male and female community leaders in workshop planning and organization;
 - identifying a secure, private, and accessible location for the workshop, through discussion with female colleagues who may face particular safety and security risks;
 - organizing, where relevant, 'affinity groups' (separate groups of males and females) for discussions during the workshop and for collecting feedback on the draft framework.

Note: Refer also to the questions in the previous table row on language and costs, to ensure your validation workshop is gender-responsive.

The M&E framework should be assessed with the IASC Gender with Age Marker (GAM) during the design process (not once the process is complete). Using the GAM's series of critical questions to guide the drafting process will support consistent and coherent reflection of gender-responsiveness throughout the M&E framework and enhance the GAM score.

Additional tools in the EiE-GenKit support:

- harmonizing partners' efforts when joint M&E frameworks are used;

➔ [8.1: Gender in EiE sector coordination and information management](#)

- costing EiE intervention within M&E frameworks in a gender-responsive manner;

➔ [3.3: Gender-responsive EiE costing, cost tracking, and cost analysis](#)

- implementing gender-responsive EiE programming.

➔ [5: Implementation](#)

The two examples below highlight variations of gender-responsive ToCs and components of M&E frameworks for EiE programmes.

- Example 1 ([Table 3.2.2](#)) shows an Education Cannot Wait (ECW) ToC and results framework's results chain.
- Example 2 ([Table 3.2.3](#)) shows an Education Cluster response framework diagram and cluster objectives 1-2.

Example 1

Table 3.2.2: Example 1 – adapted ECW programme ToC and results framework's results chain

Example 1A is gender blind. Example 1B is gender-responsive across all components and has a result area dedicated to gender-transformative change outlined in green.

Example 1A: Gender-blind EiE ToC and Results Chain	Example 1B: Gender-responsive EiE ToC and Results Chain
Theory of change	Theory of change
If children affected by crisis have access to an inclusive, secure, and equitable school environment	If girls and boys affected by crisis have access to an inclusive, secure, and gender-responsive equitable school environment
If children out of school affected by crises are reintegrated into and/or have access to safe learning, psychosocial support, and/or training initiatives	If girls and boys out of school affected by crises are reintegrated into and/or have access to safe, inclusive, and gender-responsive learning, psychosocial support, and/or training initiatives
If learning environment safety and education quality for children affected by crises is improved,	If learning environment safety and education quality for girls and boys affected by crises is improved,
And if education system governance in crises is enhanced,	And if education system governance in crises is enhanced to be inclusive and gender-responsive ,
Then the goal that “all children in crisis-affected communities receive quality education and well-being support in a secure learning environment” will be achieved.	Then the goal that “all girls and boys in crisis-affected communities receive quality education and well-being support in an inclusive, equitable, secure, and gender-responsive learning environment” will be achieved.
Results chain	Results chain
Impact (objectives and/or long-term goal) The well-being of all children in crisis communities is improved	Impact (objectives and/or long-term goal) The well-being of all girls and boys in crisis communities is improved <i>Note: well-being should be defined in the result language or indicator</i>
Outcomes Children within and out of school affected by crises received PSS by qualified teachers	Outcomes Girls and boys within and out of school affected by crises received inclusive and gender-responsive PSS by qualified teachers (m/f)
Outputs Teachers and non-formal, community-based education personnel capacity is enhanced to provide PSS services in and out of school	Outputs Teachers (m/f) and non-formal, community-based education personnel (m/f) capacity is enhanced to provide gender-responsive, inclusive PSS services for girls and boys in and out of school <i>Note: consider common constraints to realizing the above output and/or make adaptations.</i> ➔ 5.4: Teacher recruitment and support

Example 2

These examples are from the Global Education Cluster (2017) [Response Framework Design Tool](#).

Gender-responsive adaptations to two objective examples are shown in **green text**.

Cluster objective 1: Safe, protective, and quality gender-responsive learning spaces

This cluster objective focuses on the safe and protective nature of the physical space of the classroom as well as getting school-aged children and youth (**male and female, or m/f**) into those spaces for quality, **gender-responsive** learning.

Note: If gender equity or responsiveness is part of a context's definition of quality, it may not need to be a stand-alone phrase in the objective. Where it is not part of the way quality is defined, it may be important to emphasize.

It lends itself well to supporting inter-sectoral strategic objectives related to: protection and access to basic services.

Note: For further details on adaptations made to objective 1, see:

➔ [5.2: Facilities and services](#)

➔ [5.6: Curricula, teaching and learning materials](#)

Table 3.2.3: Example 2 – cluster response framework objective examples

Country	Examples of cluster objective 1
Yemen	All crisis-affected girls and boys (3-18) have equitable access to safe, inclusive, and equipped learning spaces
South Sudan	Crisis-affected girls and boys (3-18) have access to safe, healing, and inclusive learning spaces
Nepal	Girls and boys access early childhood, primary, and secondary education in safe and protective learning spaces
Liberia	All school-going children (m/f – need to add age or education system level) have access to safe, sufficient, and appropriate learning spaces inclusive of adequate WASH facilities to safeguard student-health and contribute to improved learning outcomes
Suggested outcome indicator(s)	
<p>1.1. # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] with access to repaired and established safe, protective and quality learning spaces with adequate, sex-segregated WASH facilities</p>	
<p>1.2. # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] provided with adequate gender-responsive school supplies</p>	

#	Activity
	Establishment of gender-responsive temporary classrooms
	Suggested output indicators
	# of gender-responsive temporary classrooms established Disaggregate by level of school system
	# of children (m/f) with access to temporary classrooms with adequate, sex-segregated WASH facilities. Disaggregate by age
	Standards and costing: questions to consider
	<ul style="list-style-type: none"> • Size of temporary classroom (square metres as well as # of learners per classroom) • Materials to be used/prohibited for walls and roof (tent/tarpaulins, wood, metal, brick, concrete, etc.) • Timeframe and phases (e.g. tents within first XX months then semi-permanent) • Unit costs for various models/materials – ensuring there are two evacuation doors/routes per space and adequate materials for providing seating spaces for girls and boys. • WASH standards (see below – ensure the cost of sex-segregated latrines is considered, such as lighting and locks for the doors.) • Protection standards: fencing, first aid kit, menstrual hygiene management kit, materials needed for a gender-responsive reporting and referral mechanisms, such as reporting box with a lock, etc.

#	Activity
	Emergency
	Suggested output indicators
	# of gender-responsive classrooms repaired. Disaggregate by level of the school system
	# of children (m/f) with access to repaired classrooms with adequate, sex-segregated WASH facilities
	Standards and costing: questions to consider
	<ul style="list-style-type: none"> • What constitutes 'emergency rehabilitation': timeframe (e.g., within XX number of days of incident), cost (less than \$500), type of repair, etc. • WASH standards and protection standards: see above.

#	Activity
	Provision of adequate sex-segregated WASH facilities and menstrual hygiene management supplies
	Suggested output indicators
	# of latrines (m/f) established
	# of handwashing stations established and provided with adequate water
	Standards and costing: questions to consider
	<ul style="list-style-type: none"> • See above • How many girls/boys per latrine? Type of latrine/materials to be used? Unit costs? • How many litres of water per learner per day for drinking and handwashing? • How many menstrual hygiene management supplies should be procured and distributed at the site level and as part of teaching and learning kits at the individual teacher and learner level (see below) depending on the number of female teachers and learners?

#	Activity
	<p>Provision of gender-responsive teaching and learning supplies⁷</p> <p>Suggested output indicators</p> <p># of gender-responsive learning supply kits distributed</p> <p># of learners (m/f) benefitting from distributed learning supply kits. Disaggregate by age</p> <p># of teacher kits (m/f) distributed</p> <p># of teachers/volunteers (m/f) benefitting from distributed teacher kits. Disaggregate by level of the school system</p> <p>Standards and costing: questions to consider</p> <ul style="list-style-type: none"> • Minimum contents/unit costs for learning supply kits per age, ensuring girls and boys receive the same access to learning kit supplies with the exception of menstrual hygiene supplies for female learners only (e.g., carrier bag, backpack, # and size of exercise/notebooks and/or XX pages per learner per school year, ruler, pens/pencils, menstrual hygiene management supplies for older female children and adolescents, gender-neutral toys and play materials for young children.) • Minimum contents/costs for teaching kit (e.g., logbook/notebooks and size/page count, pen, menstrual hygiene management supplies for female teachers, etc.) • NOTE: As learning and teaching supply kits will most likely vary between school levels and what supplies may be procured locally, each type of kit will need its own standards

⁷ Kit contents for both teaching and learning kits will most likely vary between school levels; therefore, you may want to disaggregate these into multiple indicators (e.g., early childhood/pre-primary, primary, junior secondary, senior secondary) and ensure gender considerations are reflected in kit contents per age.

Cluster objective 2: Gender-responsive lifesaving messages and psychosocial support

This cluster objective focuses on reducing life-threatening and psychosocial risks to children and youth (male/female or m/f) through the lifesaving gender-responsive messaging, psychosocial support, and referral mechanisms that can take place within the learning environment through appropriately trained education personnel (male/female or m/f) and parents/caregivers (m/f).

It lends itself well to supporting inter-sectoral strategic objectives related to lifesaving, protection, and resilience.

Note: For further details on adaptations made to objective 2, see:

➔ 5.3: Protection and well-being

Country	Examples of cluster objective 1
Yemen	Risks to all crisis-affected girls and boys (3-18) are reduced through the improved ability to cope with negative psychosocial effects and to limit the physical danger presented by conflict
South Sudan	Risks to crisis-affected girls and boys (3-18) are reduced
Nepal	Through quality, gender-responsive age-appropriate learning, girls and boys from pre-primary to tertiary levels acquire gender-responsive psychosocial, lifesaving, and disaster preparedness skills to restore well-being and build the resilience of children (m/f) and their communities
Liberia	School administration officials (m/f), teachers (m/f), and parent-teacher association (PTA) members (m/f) are able to adequately react to the health needs of children (m/f) and to ensure a safe school environment including access to gender-responsive psychosocial support in a healthy school environment
Suggested outcome indicator(s)	
2.1 # of (and/or % of targeted) teachers (formal and volunteers) (m/f) trained in education in emergencies	
2.2 # of (and/or % of targeted) crisis-affected [children and youth/girls and boys 3-18] with access to teachers (m/f) trained in education in emergencies	

#	Activity
	<p>Teacher/parent (m/f) gender-responsive EiE training which includes the following thematic content: gender-responsive psychosocial support/first aid, mine risk education, hygiene, DRR, inclusion principles, referral mechanisms, etc.</p>
	<p>Suggested output indicators</p>
	<p># of teachers (formal and volunteers) (m/f) trained in gender-responsive education in emergencies interventions. Disaggregate by level of the school system</p>
	<p># of learners (m/f) benefitting from a teacher trained in gender-responsive education in emergencies. Disaggregate by level of the school system</p>
	<p># of PTAs (m/f members) trained in gender-responsive education in emergencies</p>
	<p># of learners (m/f) accessing schools with a PTA trained in gender-responsive education in emergencies. Disaggregate by level of the school system</p>
	<p>Standards and costing: questions to consider</p>
	<ul style="list-style-type: none"> • If the 'package approach' is used, which modules will be included? Mandatory? Optional? Do these modules reflect gender considerations? If not, is a gender review/revision needed? • Duration of each training and/or module (e.g., minimum of XX hours) for teacher training as well as duration of [PTA] training, if these differ. • Will there be a standardized curriculum and training guide for the content or will partners be able to use their own materials? Do these modules reflect gender considerations? If not, is a gender review/revision needed? Will this review/revision be conducted by partners or will external, hired support be required? For example, do PSS training guides reflect gender considerations, such as different symptoms of psychological distress exhibited by female and male children, adolescents, and adults? • Is there any inter-sectoral collaboration that should be included as a standard part of the activity? Such as review by a gender advisor, liaison with child protection actors regarding referral mechanisms? Coordination with health actors to provide trainings on particular modules? • Unit costs

#	Activity
	<p data-bbox="248 241 979 277">Provision of gender-responsive recreational materials</p> <p data-bbox="248 342 643 378">Suggested output indicators</p> <p data-bbox="248 443 948 479"># of gender-responsive recreational kits distributed</p> <p data-bbox="248 544 876 580">Standards and costing: questions to consider</p> <ul data-bbox="248 645 1445 920" style="list-style-type: none"> <li data-bbox="248 645 1018 680">• Size of recreational kit (e.g., should serve XX learners) <li data-bbox="248 707 1445 920">• Minimum contents/unit costs for recreational kit (e.g., # of footballs, ball pump, skipping rope, Frisbee, puzzles, games, art supplies, etc. Ensure that kit contents reflect female and male children and adolescents' varying recreation preferences. Consider if a consultation or rapid recreation assessment is needed with a sample of female and male children of different ages to identify recreation preferences.)

3.3 Gender-responsive EiE costing, cost tracking, and cost analysis

<p>INEE Minimum Standards</p>	<p>There is no minimum standard that explicitly relates to this tool. However, the INEE Reference Guide on Education Financing provides related guidance aligned to the INEE MS. Costing is typically conducted for informing policies and plans and therefore linked to:</p> <p>Domain 5: Education policy</p> <p>Standard 2 – Planning and Implementation</p> <p>Education activities take into account international and national educational policies, laws, standards, and plans and the learning needs of affected populations</p>
<p>Primary users</p>	<p>National, regional</p> <ul style="list-style-type: none"> • EiE managers and personnel involved in proposal design, budget development and monitoring, and financial reporting (i.e., finance managers); • cluster coordinator due to setting costing standards/guidelines part of the cluster strategy process.
<p>Collaborators</p>	<p>Education planners; Country Cluster or Local Education Working Groups stakeholders applying pooled funding criteria and standardized unit costs for response frameworks/strategies, and/or joint proposals; and institutions’ regional education advisors and/or other regional staff who support planning and budgeting.</p>
<p>Purpose of tool</p>	<p>To understand gender-responsive unit costs (costs per person) and ingredient costs (total costs of parts of an activity) considerations across common EiE intervention types;</p> <p>To understand why and how to track gender-responsive EiE intervention costs;</p> <p>To understand why, when, and how to conduct a ‘rapid cost analysis’ on costs to inform cost and budget adaptations for context-specific, gender-responsive EiE interventions.</p>

Introduction

After developing a gender-responsive EiE theory of change, with a logical framework and results framework, EiE strategies and activities ('interventions') need to be costed and budgeted. EiE costing⁸ needs to ensure all costs (total costs, unit costs, and ingredient costs) and budgets are gender-responsive.

This tool will help you track and analyze the ingredients and ingredient costs of EiE interventions – including how gender is differentiated in these costs over time in protracted settings. This helps with identifying the planned and actual costs of implementing gender-responsive EiE interventions. The tool provides a foundation of cost information to assist with further analyses which will help you understand cost-effectiveness and decide which gender-responsive interventions to scale up, why, how, and at what cost.

Key information

The challenge

There is a growing body of evidence on programme effectiveness, but much less is known about education programme costs, including the costs of gender-responsive programmes, such as girls' education initiatives.⁹ Where gender is included in EiE proposals, funders have noted that the gender considerations in narrative sections and logical frameworks do not always correspond with the information given in planned or actual budgets.

Inadequate budgets for gender considerations could lead to an unconscious reinforcement of gender imbalances. At the very least it is a lost opportunity to use budgeting as a tool to reach gender-responsive objectives.

Inadequate budgeting for reflecting gender considerations increases the risk that gender-responsiveness will be inconsistent in, or absent from, EiE interventions. This perpetuates the lack of understanding around the cost and cost effectiveness of EiE interventions being gender-responsive.

The same concern applies to inclusion for girls and boys with disabilities or who speak minority languages. If we do not plan, identify costs, and budget for activities that enable these learners to participate in EiE assessments, implementation and monitoring, then such activities are unlikely to happen.

How can we better understand both the cost of gender-responsive EiE interventions and the extent to which money spent is adding value?

⁸ EiE costing is defined as determining an EiE intervention's total costs, unit costs (per person costs for the purposes of this tool) and ingredient costs in acute and protracted crises. These cost measurements are used to establish EiE funding criteria, budgets, and/or analysis of the cost-effectiveness of multiple programme alternatives.

⁹ Colin-Pescina, Jorge U., Fry, Lucia and Fyles, Nora (2020) Research to Support [Better Spending for Girls' Education](#), New York City, NY: United Nations Girls' Education Initiative (UNGEI) and Malala Fund.

Essential considerations for EiE programme managers and finance managers

Essential consideration 1 – understand the ingredients and ingredient costs (parts of the overall cost) and unit costs (per person cost) for ensuring that gender is adequately addressed within EiE interventions and overall programmes. Ingredients data can be captured in acute and protracted settings (see action 1 below).

Essential consideration 2 – track or capture gender-responsive ingredient costs over the course of a response/programme. In acute crises we might ask what is the unit cost per participant? Then, what changes in cost happen in protracted settings, where interventions may be monitored over a longer period of time? (See actions 2-4 below.)

Understanding and tracking costs helps us conduct gender-responsive budgeting that reflects costs within and across geographic settings and/or crisis types (refugee camps vs. host communities, acute crises vs. protracted). Analysis of costs helps us understand the cost-effectiveness and scalability of individual and/or combined gender-responsive EiE interventions and programmes.

Actions

The action steps described below will help you address the two essential considerations discussed above. These steps will make it more feasible to conduct an analysis of cost-effectiveness (especially in protracted settings).

Action 1

Identify and track ingredients for each EiE intervention. Ensure the ingredient costs estimated as part of top-line budgets in proposals and plans are gender-responsive.

Ingredients¹⁰ include the categories show in [Table 3.3.1](#): facilities, services, personnel, supplies, equipment, and parent/community contributions. Each ingredient should be examined to ensure that gender-responsive costs have been factored in, such as considering the differentiated needs of girls, boys, women, and men of varying ages, levels of the education system, and types of education (formal or non-formal).

¹⁰ Here we are defining ingredients in line with how they are characterized in ECW's budget template. Every institution defines ingredients slightly differently and there is no global consensus yet. Ensure the way you define ingredients aligns with how your institution and/or donor defines them.

Guiding questions to help you identify and track EiE intervention ingredients and their gender-responsiveness:

<input type="checkbox"/>	What different ingredients are needed for each EiE activity within a particular EiE intervention, as shown in the logical framework and results framework?
<input type="checkbox"/>	What ingredients are needed specifically to ensure an activity is gender-responsive? (See examples in the table.)
<input type="checkbox"/>	What ingredients are needed specifically to ensure an activity is gender-responsive? (See examples in the table.)
<input type="checkbox"/>	What available ingredients would meet the needs of the most vulnerable or marginalized, such as supporting access and participation for girls and boys with disabilities or supporting linguistic accessibility?
<input type="checkbox"/>	<p>Do existing budget tracking and reporting templates enable you to track and report on ingredients or the parts of the overall activity cost such as facilities, services personnel, etc.?</p> <ul style="list-style-type: none"> • If yes, is there a way to track the point in time when ingredients were used as part of an intervention? <ul style="list-style-type: none"> - If not, can you add to your budget reporting template some way of tracking when ingredients were used? • If yes, is there a way to track how many participants – in total and disaggregated by sex, age, and level of the school system (if applicable) – benefitted from the use of the ingredients? <ul style="list-style-type: none"> - If not, can you add this type of tracking to the existing budget reporting template?

[Table 3.3.1](#) provides examples of gender-responsive ingredients that form part of overall intervention costs.

Notes:

- As well as identifying gender-responsive ingredients, we need to consider who is identifying the ingredients. Both female and male staff from government and development partner agencies should be involved in identifying proposed costs. This will ensure that the decision-making and budgeting process is gender-responsive.
- Depending on the partner or donor budget template, you may only need to report on ingredients at a top-line level rather than report each ingredient across different objectives and activities.
- Depending on the budget template, you may not need to track when ingredients were used and by how many participants (disaggregated by sex, age, and school level, as relevant).
 - Adding this level of detail to an existing budget template may seem like extra work, but it will help you calculate the cost per participant after implementation (the per-person cost, ex-post – the cost per participant after the programme has been implemented).
 - Having the option to calculate the ex-post cost per participant enables you to do a rapid cost analysis (see below). This could help with further gender-responsive budgeting as the crisis evolves from acute to protracted or into a recovery phase.

Table 3.3.1.: Examples of gender-differentiated considerations of ingredients that form part of the overall cost

Examples of intervention activities from the EiE logical framework or detailed operational plan	Examples of gender-differentiated considerations for intervention ingredients (parts of the overall cost)	Ingredient relevant to which level of school system (pre-primary to tertiary)	Ingredient relevant to which groups (girls, boys, women, and men)
Ingredient type: Facilities			
Establish inclusive, adequate water, sanitation, and hygiene facilities	Do sex-segregated latrines need to be built or refurbished in learning environments? If so, what design features will help learners and teachers with disabilities to access them (with or without assistance)?	All levels	All
Develop gender-responsive school improvement plans	<p>Do schools need small grants to implement the gender-responsive actions as part of their school improvement plans (e.g., ensuring there are locks on latrines, and providing materials for posters to be displayed in all classrooms outlining the gender-responsive code of conduct and school-related gender-based violence (SRGBV) reporting and referral mechanisms)?</p> <p>→ 5.2: Facilities and services</p> <p>→ 5.3: Protection and well-being</p>	All levels	All
Ingredient type: Services			
Revise curricula to make them gender-responsive and inclusive	Does a local printing company need to be hired to print revised curriculum materials (e.g., gender-responsive primary textbooks for students and curriculum manuals for teachers across subject types; and/or gender-responsive early childhood development (ECD) parenting support group materials)?	All levels	All

Ingredient type: Personnel			
Hire suitably skilled personnel and/or build personnel capacity	Are personnel (female and male) hired for conducting assessments and validating survey findings at the local level (validation could include asking questions such as: does the cash transfer programme identified as a priority from the assessment findings address the needs of girls and boys in crisis?)?	All levels	All
	Do radio-based back-to-school campaigns hire communications personnel to develop messages for influencing girls' and boys' access and (re)enrolment in education?	Depends on context – all levels if there is access to education from pre-primary to tertiary	All
	Are national or international consultants hired within teacher/ educator training and supervision to adapt context-specific, gender-responsive training modules and learning/training materials on topics such as gender-responsiveness in psychosocial support (PSS) materials, risk-informed school improvement plans which are gender-responsive, gender-responsive and inclusive pedagogy – adapted for pre-primary to secondary age students, etc.?	All levels	All
Ingredient type: Supplies (including transport, freight, storage, and distribution materials)			
Secure transport, venues, and per diem or other incentives for participants	Are measures, such as provision of secure transport, provision of child care, and/or lodging in a secure area included when holding teacher capacity building events, so that the needs of female teachers are considered?	All levels	Female teachers/ education personnel

Ingredient type: Equipment (including non-consumables)			
Supply ECD Kits	Do ECD kits sourced from local materials include items frequently played with and preferred by both young girls and boys?	Pre-primary/ECD	All
Distribute teaching and learning materials (i.e., 'School in a Box' kits, backpacks, or learning materials)	Do backpacks for distribution to older primary students and/or female teachers include menstrual hygiene management (MHM) supplies?	Upper primary/tertiary	Girls and women
Ingredient type: Parent/community contributions			
Community mobilization activities	Does a community contribute a meeting venue – such as the use of a religious space or leader's house – for community meetings about establishing and/or monitoring gender-responsive school improvement plans?	All levels	All
	Do parents/caregivers/ adolescents (female and male) volunteer as facilitators of temporary learning spaces (TLS) for young children and/or primary age children?	All levels	Female and male adolescents and caregivers

Table 3.3.2: One common EiE intervention and its ingredients

Ingredient type	Examples of gender-differentiated needs considered for ingredients (part of the overall cost) for an example EiE intervention: Gender-responsive PSS training for education personnel working in TLS for children aged 3-6 and children 7-12 years
Facilities	N/A (training venue is a community contribution, see below)
Services	<p>A local printing company is hired to print posters and a pocket guide with icons/illustrations and/or descriptions of several gender-responsive PSS activities that education personnel may do in TLS with girls and boys aged 3-6 and aged 7-12.</p> <p>The local printing company is hired to print adapted education inspection forms for sub-national education inspectors monitoring/observing female and male education personnel (TLS service providers, pre-primary and primary teachers of young children aged 3-6 and children aged 7-12).</p>
Personnel	<p>An international and a national consultant are hired for 20 days to jointly design and adapt context-specific training modules and learning/training materials (poster, pocket guide, and national education inspection forms used for monitoring education personnel/teachers in pre-primary and primary education and/or TLS). The materials focus on gender-responsive PSS activities that education personnel may do in TLS with girls and boys aged 3-6 and aged 7-12.</p> <p><i>Will the materials need translating into other languages for beneficiaries in certain areas?</i></p> <p>The national consultant is hired to deliver a five-day training with national stakeholders (local NGO staff, sub-national education inspectors) on using these training modules and learning/training materials in TLS.</p> <p><i>What kind of participation support will be needed for participants with hearing or visual impairments? Will microphones, travel for accompanying assistants, or sign language interpreters be needed? Will interpretation into other languages be needed?</i></p> <p>Here we add the value of teachers' time in addition to the value of sub-national inspectors' time. These are important costs components even if we are not paying for them. For these ingredients, the cost is being covered by the MoE, but it should still be considered.</p>

<p>Supplies (including transport, freight, storage, and distribution materials)</p>	<p>Transport costs for distribution of gender-responsive PSS materials from the national to the sub-national level (posters and a pocket guide with icons/illustrations and/or descriptions of several gender-responsive PSS activities).</p> <p>Transport costs for secure transport for female and male TLS service providers, for girls and boys aged 3-6 and 7-12, and for female and male pre-primary and basic education teachers to attend the gender-responsive PSS capacity-building workshop.</p> <p>Transport costs for sub-national education inspectors to conduct monitoring 'inspection' visits which will include monitoring the implementation of gender-responsive PSS (cost-shared with community contributions below as inspectors will use a portion of their own budget for this activity).</p> <p>Provision of child care (expenses for child care service providers' fees at sub-national level) for female TLS service providers who bring their infants and young children who are breastfeeding.</p> <p>Lodging expenses for female and male TLS service providers, for girls and boys aged 3-6 and 7-12, and for female and male pre-primary and basic education teachers to attend the gender-responsive PSS capacity-building workshop.</p> <p>Sub-national per diem for female and male TLS service providers, for girls and boys aged 3-6 and 7-12, and for male and female pre-primary and basic education teachers to attend the gender-responsive PSS capacity building workshop.</p>
<p>Equipment (including non-consumables)</p>	<p>Items such as notebooks, pens, water, and food for national and sub-national gender-responsive PSS workshops for female and male participants.</p>
<p>Parent/ community contributions</p>	<p>National education ministry office conference room provided as a venue for gender-responsive PSS training-of-trainers.</p> <p>Sub-national municipal building provided as a venue for gender-responsive PSS training.</p> <p>Transport costs for sub-national education inspectors to conduct monitoring 'inspection' visits which will include monitoring the implementation of gender-responsive PSS (cost-shared with supply costs as inspectors will use a portion of their own budget for this activity).</p>

Note:

The actions discussed below should be conducted from the start of the proposal development and planning phase by estimating and capturing the costs of gender-responsive EiE intervention inputs over time. In acute crisis settings, only Actions 2 and 3 may be feasible. These actions are important for better understanding gender-related costs and supporting crisis-sensitive and gender-responsive budgeting. Actions 4 and 5, and their sub-actions, are likely to be more relevant and feasible in protracted settings due to the need to capture and track costs over time and the time needed to plan for and conduct a cost-effectiveness analysis (CEA).

By incorporating these actions to the extent feasible – although more detailed in scope than typical donor budgeting templates – practitioners and finance managers may collectively work to gather the data needed over time to inform (as a minimum) gender-responsive budgeting, and to conduct a CEA at the end of an initiative, likely in protracted settings. The CEA will help with designing future gender-responsive interventions within crisis and recovery settings.

Action 2

Estimate and capture the costs and determine cost-efficiency of gender-responsive EiE intervention inputs through the following steps:¹¹

A: Identify the gender-responsive project activities and their costs to inform the budget

- Identify budget lines for all ingredients for each of the gender-responsive EiE logical framework strategies and all corresponding gender-responsive activities (i.e., personnel, facilities, etc.). Each activity's ingredients need to be determined, assessed for gender-responsiveness and gender-differentiated considerations made (see [Tables 3.3.1](#) and [3.3.2](#)), and budgeted.

B: Calculate the pre-intervention cost estimate

- Determine how often, in what quantities, and at what prices items are estimated to be purchased.
- Decide the appropriate timeframe for costing the intervention based on the response timeline.
- Organize costs per activity by geographic/beneficiary groups (such as female teachers vs. male teachers, female students vs. male students and their respective ages, refugee vs. host communities, etc.) based on the differentiated ingredients or needs per beneficiary and/or geographic group.
- Determine whether there are costs borne by families, family members of different ages/sex, or communities (see parent/community contribution examples above). Determine whether these are differentiated based on the community type (refugee camp vs. host communities, female family members and/or male family members and their respective ages).

¹¹ These steps are adapted from: IRC, World Bank Group, SEIF (2019) [Capturing Cost Data](#).

- Conduct a comprehensive pre-intervention cost estimation exercise to identify what cost data is available or missing before the intervention starts. Capture cost estimates using an adapted version of a budget template. The following [Draft Cost Capture Template](#) can be used as an illustrative example. This is under field testing and will be continually updated along with additional user guidance

C: Develop a data collection and modification plan for capturing missing costs and/or tracking the evolution of costs over time.

Adapt budget templates so they do not just include costs but show how costs change over time for each line item (with pre-determined frequency, such as monthly or pre- and post-response for acute crises; or monthly or quarterly for longer, multi-year responses in protracted crises).

D: Adjust costs with actual expenditures; calculate and share cost-efficiency metrics and cost estimates for gender-responsive EiE interventions.

Capture the cost data in C above over different time intervals. Compare expected with actual costs, following the ingredients methods above. Calculate the total cost per gender-responsive EiE activity and intervention.

Using M&E data, divide costs by outputs to determine the cost-effectiveness metric. If costs are matched to outcomes (instead of outputs), use impact data to calculate cost-effectiveness using the steps outlined below. Publish estimates of costs.

 **Action 3**

Use costs captured and tracked over time to conduct a rapid cost analysis to inform budget adaptations and/or modifications. Budget templates which capture costs, as mentioned before, can also be used to budget for the continued implementation or scaling up an intervention.

The following basic questions can serve to guide the analysis:

<p>Are some of our ingredients being shared between multiple interventions within a programme and multiple programmes?</p>	<p>Often certain ingredients will be used for multiple interventions and programmes happening in parallel (e.g., a room used for multiple training initiatives or a shared vehicle).</p> <p>Have a clear estimate of the proportion of the total cost that corresponds to each programme, and do not under- or over-estimate the cost of any programme.</p>
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<p>Are there any costs specifically associated with providing the programme to girls or boys?</p>	<p>Track any gender-specific elements of the cost in order to improve the accuracy of forecasting future implementation. For example, if a school kit provides MHM supplies for female students, track this cost in order to improve planning and budgeting as the proportion of female to male students changes.</p>
<p>Are there any assets remaining after the programme ends?</p>	<p>If the programme included the acquisition or development of fixed assets, such as classrooms or equipment, their value after the programme ends should be deducted from the overall cost. For example, it would be incorrect to associate the cost of building new classrooms to a one-year assessment of a programme focused on increasing access for girls and boys in refugee camps. In the example of a classroom, an alternative would be to divide the total construction cost over the life of the classroom.</p>
<p>Have the prices of ingredients changed?</p>	<p>Known changes to the prices of relevant ingredients should be included in budget adaptations. Due to the cost of price monitoring, this exercise would be valuable mainly for large cost components such as salaries.</p>
<p>Is the ingredient 'mix' likely to change as the programme expands?</p>	<p>Different types of programmes and their respective interventions scale up differently. This is reflected in the additional ingredients need, and their ensuing cost.</p> <p>When assessing whether to replicate and/or scale up a programme and/or specific intervention from a programme in a new phase, understand which ingredients will be required in addition to or instead of the existing ingredients. This will help you better assess the budget needs going forward.</p> <p>For example, a programme that invested heavily in developing a gender-responsive curriculum may only require additional dissemination costs in future stages, while the resources required for a conditional cash transfer approach expand almost proportionally to the number of users.</p>

Action 4

Plan for CEA through cost tracking and capture steps (above) and by considering the steps outlined below:¹²

- Only one effect (e.g., increase in enrolment, such as the change in enrolment from pre-crisis to during crisis) can be analyzed across programmes. Therefore, **select one key indicator that will be compared**. Example key indicators could include:
 - 'additional years of schooling' aggregates – changes in enrolment, attendance, and learning outcomes;
 - reported incidence of SRGBV.
- **Use the effects and costs specific for different ages of children, levels of the school system, and girls and women when comparing multiple programmes.** The effects for girls, boys, women and men may be significantly different. Examples:
 - Building or refurbishing sex-segregated latrines will have different effects for girls and different costs if an incinerator or other MHM facilities are considered.
 - TLS that include younger children may have additional costs (e.g. additional para-professionals or volunteers) than facilities that only include primary-age children.
- **Understand the planned programme context and actual implementation context.** Examples:
 - Conditional cash transfers to stimulate girls' access to education in crisis and recovery and/or to deter boys from joining armed groups cannot overcome security risks such as unsafe journeys to/from school.
 - Understand changes in local prices during crises, particularly for teaching and learning materials, infrastructure/construction supplies, and additional provisions for safety (e.g., having more local area trainings rather than a regional training). Such changes may necessitate additional adjustments in order to be able to compare the cost of education interventions before and during crises, across contexts in a country (refugee camps and host communities), and across countries regionally and globally.
 - In most cases, the cost of education interventions is driven by the local salary levels (such as teacher salaries). This means adjustments may be required, particularly for the recruitment and training of female teachers. Other considerations for female teachers include their safety (location, transport needs), child care, and accelerated training programmes/options in contexts where fewer females have historically been certified as educators.

12 Adapted from Malala Fund, UNGEI (2019). [Spending Better for Girls' Education: How can financing be targeted to improve gender equality in education?](#)

- **Consider the difference between the effect and cost of a pilot conducted during an acute crisis, and a larger-scale programme conducted in a longer-term, protracted response.**
 - Scaling up a programme may lead to changes in both its effect and its cost. Scaling up may lead to lower effect (e.g., more teachers trained but at a lower quality due to the facilitator: teacher ratio and limited scope for large-scale teacher coaching and supervision after training). However, scaling up an approach may lead to a lower cost per beneficiary.

Action 5

During cost tracking, further expertise may be needed (e.g., government partners from education and finance ministries or an external economics consultant or other expert) to support a CEA of gender-responsive EiE interventions.

- **Contact local/regional academics and development partners to let them know of your interest and intent to conduct CEA from the onset.**
 - Using local knowledge will improve the design strategy of the analysis, and decrease the burden of data analysis on first responders.
 - Academics and development partners may have specialized resources (human, technical, and/or financial) or the ability to form partnerships to support the CEA. This could increase the reach of your work while decreasing the overall effort required to implement the analysis.
- **Engage with officials from the ministries of education and finance to discuss the path for scaling up the programme.**
 - If you intend to scale up the programme, it is important to assess how the necessary programme ingredients may change.
 - Designing a pathway to scalability requires an understanding of the available spaces and processes within the ministry of education. The programme cost per participant could be meaningfully reduced if it can make use of existing processes. For example, if printed materials are being distributed as part of the programme, including these materials in the government procurement process will likely decrease the per-unit cost.
- **Compare to known alternatives.**
 - Comparing the assessed cost to other known intervention alternatives focusing on gender-responsive EiE interventions provides a landscape of the relative CEA of this programme.
 - Academics and development actors responsible for developing the CEA of known alternatives may be able to assist your analysis, given their interest and knowledge of the subject matter.



Further reading

- RC, World Bank Group, SEIF (2019). [Capturing Cost Data](#).

From the Abdul Lateef Jamal-Poverty Action Lab (no date), the following resources support cost effective analyses (CEA):

- [J-PAL Costing Guidelines](#): This document provides an outline of how to approach the collection of cost information, what costs to include and exclude, and how detailed the cost data should be.
- [J-PAL Costing Template](#): This template helps users generate an estimate of total programme costs. It provides a comprehensive list of the many different cost categories or ingredients that may be included in a programme. Then, within each category, the template prompts users to input the various details about cost data (unit cost, number of units, currency, year, etc.).
- [Basic J-PAL Costing Template](#): It is not always possible to gather detailed cost data. If data is unavailable, this template helps users generate a rough estimate of total programme cost by breaking costs out into the main, general categories or ingredients.
- [Comparative Cost-Effectiveness Analysis to Inform Policy in Developing Countries](#): There are many decisions to make when conducting CEAs, including what discount rate and exchange rate to use. J-PAL's CEA document explains the choices made by J-PAL with illustrations of how different choices would impact the relative cost-effectiveness of student attendance programmes.
- World Bank (2015) [Purchasing Power Parities and Real Expenditures of World Economics: A Comprehensive Report of the 2011 International Comparison Program](#). Washington, DC: World Bank.



4. Resource mobilization

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Johannesburg, South Africa, 2020. Sebatso, 18, chats with a classmate and friend after class. Schools had recently reopened following three months of closures due to the COVID-19 pandemic, causing serious disruption to education for learners preparing to get their high school qualifications.

Section 4 contains the following tools:

4.1: Gender in EiE advocacy and communications

4.2: Gender in EiE resource mobilization

Resource mobilization for gender equality in EiE includes advocacy and communications to foster partnerships and mobilize inclusive, nimble financing that can meet the changing educational needs of girls, boys, women, and men.

4.1 Gender in EiE advocacy and communications

INEE Minimum Standards	Advocacy and communication is cross-cutting through all of the standards. It may be undertaken to highlight particular gaps in the delivery of gender-responsive education in emergencies. It is closely tied into the Foundational Standard: Analysis – Response Strategies, when the findings of needs assessments identify the need for advocacy as a key component of the response.
Primary users	EiE programme managers at global and national level in INGOs, multilateral organizations and civil society organizations; EiE advisors, specialists, officers, analysts at national level in advocacy and communications; cluster coordinators, Local Education Working Group coordinators at national level; education personnel at national and sub-national level.
Purpose of tool	To understand and address the issues and challenges of advocacy for gender-responsive education in acute emergencies and protracted crises.

Introduction

Education should be seen as a core component of responses to humanitarian emergencies and protracted crises, and the needs, rights, and capacities of all learners must be recognized and met.

Education advocacy in emergencies must be inclusive in its outlook and desired outcomes, ensuring that no girl, boy, woman, or man is excluded from protective and sustaining opportunities for learning. Identifying and understanding gaps in the specific needs, priorities, and capacities across different groups of girls, boys, women, and men should form the basis of education advocacy. Emergencies offer a 'window of opportunity' to advocate for improvement in gender-responsive policies from initial onset into the longer term.

Education advocacy can be carried out in acute emergencies, for example, by advocating for priority practices, programming, and financing on inclusion of children with disabilities or for the prevention of early marriage of adolescent girls in the education response.

In protracted crises the emphasis may be different. For example, advocacy may be aimed at developing more inclusive pathways into teacher training, developing gender-responsive recruitment practices, strengthening learning outcomes and completion rates for marginalized learners, and stimulating behaviour change with better basic rights awareness.

Efforts to implement gender-responsive EiE frequently provide opportunities to identify the challenges that are faced by female and male learners in accessing, participating, and achieving in education. These can be used to craft advocacy messages with real stories and data and can be validated and promoted by affected populations, e.g., in host communities and/or camp settings.

Box 4.1.1: Advocacy research and interviews with adolescent girls and women

In 2019 the Global Coalition to Protect Education from Attack (GCPEA) conducted advocacy research in the Democratic Republic of Congo (DRC) to highlight the extent to which schools and learners were being targeted by armed groups who sought to recruit children to replenish their ranks. Interviews provided powerful, illustrative evidence and testimony to support advocacy around the endorsement and implementation of the Safe Schools Declaration, targeted at local, national, and international influencers and decision-makers.

The GCPEA report found that “in the Kasai region of DRC, young girls were recruited by the Kamuina Nsapu militia because they were believed to be able to magically stop bullets by rustling their skirts; they were placed at the front of the militia units going into battle as human shields”.

Lucai N. was recruited by the Kamuina Nsapu militia in DRC. She said, “I was given a wooden [kitchen utensil] that was supposed to be a magic gun that the soldiers could not defeat.... After that, I went with [the militia] wherever they went and participated in several battles. I later realized that we would not be able to defeat soldiers with the magic. They were killing us in large numbers”.

GCPEA (2019) [“It is very painful to talk about” Impact of Attacks on Education on Women and Girls](#), p.13.

Key information

The case for education in emergencies and protracted crises is well made in a number of key documents, including advocacy briefings provided by the IASC Education Cluster.¹ Recognizing that there are agreed steps to take for the development of effective advocacy strategies, the checklist below strengthens gender and inclusion considerations by highlighting relevant information at each stage of advocacy planning and delivery.² These steps ensure that EiE advocacy strategies are more gender-responsive. Make sure advocacy plans and strategies are developed in close consultation with the gender focal point and/or gender and EiE working group and other relevant stakeholders.

Table 4.1.1: Checklist for advocacy planning and delivery

Step 1. Determine your goal, based on evidence	
Questions	Examples
<p>Did the needs assessment, including the secondary data review, identify gender or other equity gaps in the provision of education and financing? To what extent is this reflected in your advocacy strategy goal and planning?</p> <p>Did implementation, monitoring, and evaluation of gender-responsive EIE programmes identify gender or other equity gaps that can be reflected in your advocacy goal? Do planned activities, such as psychosocial training for teachers, present opportunities to gather anecdotal information and evidence for advocacy?</p>	<p>Female learners and teachers are not accessing or attending school and other education opportunities due to a rise in targeted attacks on education by armed groups. The advocacy goal focuses on state endorsement of the Safe Schools Declaration, awareness-raising of its provisions among key education stakeholders, and integration of relevant, disaggregated indicators on gender-based attacks into existing accountability mechanisms (e.g., EMIS, CPMIS, district/school level reporting, etc.).</p> <p>Sample advocacy goals:³</p> <ul style="list-style-type: none"> • To highlight the impact of attacks on girls’ and women’s education in areas of conflict and insecurity and cultivate public support for safe education; • To promote effective education programmes and policy to protect girls and women in education from attack, including prevention and response; • To promote recognition and recording of the gendered nature of attacks on education.

2. Identify your targets, messengers, and opportunities	
Questions	Examples
<p>Are there targets (organizations, people) that have particular leverage and capacity to bring out gender-responsive change?</p>	<p>This might include specific ministries (education, gender) and/or decision-makers (ministers, head of state, technical specialists, community-level), donors, humanitarian country teams, other clusters (e.g., camp coordination, livelihoods). This should include male and female representatives.</p> <p>Also consider specific male targets, for example, male ex-combatants, returning male soldiers, local peacekeepers, former child soldiers, and unaccompanied adolescents living in high-risk zones. Conduct advocacy planning with groups that deliver psychosocial services to men (e.g., ex-combatants or ex-military); groups working with men and boys (e.g., Congo Men’s Network (COMEN), a NGO based in Goma whose mission is to promote positive masculinities by engaging communities and men in discussions around prevention and response to gender-based violence and the spread of HIV and AIDS).</p>


3 To see more recommendations for advocacy messaging on the protection of women and girls, see [Global Coalition to Protect Education from Attack](#).

<p>Have you involved and supported local and national NGOs in your advocacy planning?</p>	<p>Build the capacity of local groups/networks (including women's organizations) to take leadership roles in advocacy and campaigning. Where leaders are predominantly male, reach out to women leaders through religious and civil society groups and other constituencies that are relevant and operational in the context.</p>
<p>Have you consulted affected population groups on advocacy messages? Ensure that you consult with female and male groups and individuals and elicit their active participation in advocacy activities. Invite them to speak for themselves.</p>	<p>Ensure messengers and allies include girls, boys, women, and men, people with disabilities, and representatives from other marginalized groups, where safe and appropriate. High-profile individuals, celebrities, recognized leaders at national, local, and community level can all be effective messengers.</p>
<p>Have you identified opportunities for presenting your message at forums and meetings with individuals who are relevant to improving gender-responsive EiE? Have you invited female and male individuals from affected populations to attend with you and speak out in their own words?</p>	<p>Create your own events: media events around International Women's Day and International Day of the Girl (for instance), high-level meetings on gender, and gender focal point conferences. Other events to consider include: informal meetings, social functions, meetings with development partners, preparations for humanitarian country team meetings, government meetings and events, technical meetings and symposia (e.g., on curriculum reform).</p>

3. Decide your delivery methods

Questions	Examples
<p>Are your chosen delivery methods determined by the best ways to reach out to your intended audience? Are you using the right context-sensitive language?</p> <p>Consider campaigns and events to raise awareness – do they highlight the importance and value of inclusive, gender-responsive EiE?</p> <p>Does your chosen delivery method need key messages, briefings, and presentations? Do these include reference to gender-responsive EiE and the gendered needs of female and male learners and teachers in crises?</p> <p>Do you have the necessary evidence on exclusion from education to support your arguments and key messages? Are there partners in the cluster or Local Education Group who can provide or support the collection of any additional evidence needed?</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • lobbying; • coalition/network building; • community and religious leaders; • briefings and presentations • dissemination of policy advocacy reports; • working with traditional and new media (via paid-for placement of messages/campaigns in media and/or partnerships), online and broadcast, e.g., radio, social media platforms, using strategic slots to place messaging depending on the target audience. Note that a part of this work may involve capacity building of media professionals to promote gender equity, women’s empowerment, and positive masculinities; • short films; • marches, demonstration, and rallies to build public support and demonstrate public support among girls, boys, women, and men; • polling; • public service announcements.

4. Craft your messages

Questions	Examples
<p>Are your messages gender-responsive? Are your messages succinct and clear about the change you want to achieve in gender-responsive EiE? Are your messages negative or positive and aspirational? Do you use data to illustrate your points?</p>	<p> Global Education Cluster Advocacy Key Messages Design Tool.</p> <p>Sample message: ‘Girls in crisis settings are 2.5 times more likely to be out of primary school than boys. Supporting cash transfers, school feeding and other in-kind supports help to remove barriers to girls’ education’.⁴</p> <p>Sample message for positive masculinities (see Box 4.1.2): ‘People can be changed!’ ‘Be a man, change the rules!’⁵</p> <p>Use of positive messages that promote men as agents of change – instead of ‘shaming and blaming’ them – can encourage and inspire men, rather than castigate them for men’s bad behaviour and for the negative effects of patriarchy as a whole.</p>

4 Education Cannot Wait (2019) [Gender Factsheet](#)

5 See: Namy, S., Heilman, B., Stich, S., Crownover, J., Leka, B. and Edmeades, J. (2015) [Changing what it means to ‘become a man’: participants’ reflections on a school-based programme to redefine masculinity in the Balkans. Culture, Health & Sexuality](#), 17:sup2, 206-222.

<p>Are your messages crafted to the local context? Have you consulted local partners on this?</p>	<p>For example, if early marriage is being used as a negative coping strategy as a result of the crisis and is preventing girls from accessing education, have discussions been held with local partners and stakeholders on an agreed approach to address this issue and appropriate angles to take on the messaging?</p>
<p>Are you aware of what individual agencies and their representatives are saying about education? Are there synergies on gender that will enable you to deliver mutually supportive messaging? Is there anything unique about your position or which adds value to a broader collective message?</p>	<p>See Box 4.1.3 below for sample advocacy messages.</p>

5. Put your plan into action	
Questions	Examples
<p>Be strategic in your delivery methods, building the case and the achievement of change over time.</p>	<p>Use the most appropriate delivery methods for each audience. For example, for high-level ministers and other stakeholders, a 1-2-page policy advocacy briefing with key asks and recommendations may be best. Technical specialists may be more interested in longer, fully referenced, evidence-based papers. Caregivers and community leaders might respond better to radio broadcasts, social media messaging, face-to-face meetings, and other accessible ways of communicating. Set short, medium, and longer-term advocacy outputs and anticipated outcomes.</p>

6. Identify your resources and gaps; monitor and adapt your strategy	
Questions	Examples
<p>Are there any areas in your strategy related to gender that are weak? What can you do to strengthen these? Where are you succeeding in your gender strategy? Can anything be learned from this to improve weaker areas?</p>	<p>For example, do staff have the capacity to craft strong messages on gender and EiE and liaise with appropriate messengers? What training is needed? Do staff have the requisite technical capacity and oral skills to liaise effectively with high-level individuals? Do staff have the requisite skills to liaise effectively with girls and boys from affected populations?</p>

Box 4.1.2: Advocacy for positive masculinities post-conflict

“In the Balkans – Working to overcome the long-term effects of militarization on masculinities CARE (in partnership with Promundo, the International Center for Research on Women and others) has worked with adolescents and young adults to challenge the deeply entrenched social, ethnic and religious norms that have influenced their lives. A youth-led community and school-based campaign called ‘Be a Man’ has slogans like, ‘Be a man, break the mold’. Impact evaluation has found changes in attitudes and reductions in self-reported bullying behavior as well as positive interactions between young men across ethnic lines, including in the ongoing conflict areas of Kosovo. Within the group education activities are messages about the meanings of consent and sexual violence. Projects like this show the potential of work with young men in post-conflict settings to construct new ways of being (Balkan) men who are aren’t militaristic, xenophobic, homophobic or misogynistic. Impact evaluations at the school level have confirmed important changes in attitudes on the part of young men, including reductions in various forms of ethnic based prejudices.”

Men Engage Alliance and UNFPA (2012) [Sexual Violence in Conflict and Post-Conflict: Engaging Men and Boys](#), p.12.

Box 4.1.3: Sample advocacy message on gender and education in emergencies

Sample messages from UNGEI on improving access to girls’ education in emergencies:

- Putting a girl in school dramatically changes the direction of her life. It resets the compass for her future family.
- It changes the direction of the road she’ll walk on for the rest of her life.
- It’s a helping hand that keeps helping.
- The benefits of education are passed from mother to son or daughter down the generations, like a treasure, a new language, or a valuable heirloom. And it can be divided among children and never loses its value.
- An educated girl becomes a more capable mother – she can read instructions on a medicine bottle.
- It’s not just an education, it’s a future family and a community prospering. It is a catalyst for reconstruction and economic recovery and growth after conflict: it not only makes sense for the girls but for the wider society in which she lives.
- Getting girls in schools lifts everyone up.
- Girls’ education is a cornerstone of early recovery/development/a foundation for future peace and prosperity.

More sample messages from Malala Fund:

- Girls and boys still have a right to education in situations of conflict. This has been agreed by the majority of the world's governments through human rights treaties and in a UN resolution in 2010.
- Girls' education outcomes are poorest where there is conflict, particularly at secondary level.
- Girls living in conflict-affected countries are nearly 90% more likely to be out of secondary school than girls in peaceful countries. The equivalent for boys in conflict versus non-conflict settings is 54%.⁶
- Today, 4 of the 5 countries with the largest gender gaps in education are conflict-affected countries (Central African Republic, Chad, Yemen and South Sudan).⁷
- 75% of refugee adolescents are out of secondary school. For every 10 refugee adolescent boys in secondary school in 2015, there were the equivalent of just seven girls.⁸
- Refugee girls are least likely to finish primary school, transition into and complete secondary school.⁹
- Girls and women feel the effects of conflict the most. Existing gender inequalities are magnified in situations of increased insecurity, family breakdown, poverty and violence which accompany conflict. For example:
 - if conflict forces schools to close or education to become more costly, girls are often the first to be taken out as their education is often not seen as so much as an investment as that of boys;
 - increased threats of violence in school or on the way to and from school can lead to parents keeping girls at home;
 - increases in early marriage during conflict can lead to girls being taken out of school.
 - The right kind of education for girls in conflict can help build peace and rebuild societies.

6 Malala Fund (2016) Yes All Girls

7 Nicolai, S., Hine, S., and Wales, J. (2015). [Education in emergencies and protracted crises: Toward a strengthened response](#). London: ODI.



Essential resources

Malala Fund (2018) [Raise Your Voice with Malala: A guide to taking action for girls' education](#)

This handbook can be used by girls themselves to identify advocacy issues and develop strategies for use in their own communities. It is available in ten languages (Arabic, Brazilian Portuguese, Dari, English, French, Hausa, Hindi, Pashto, Spanish, Urdu).



Further reading

- Education Cannot Wait [advocacy resources](#)
- INEE [advocacy collection](#)
- Global Coalition to Protect Education from Attack (GCPEA) [website](#)
- GCPEA (2019) [What can be done to better protect women and girls from attacks on education and military use of educational institutions?](#)
- Global Education Cluster (2018) [Advocacy Guidance: A note for education cluster coordinators](#)
- Global Education Cluster (2018) [Education: An essential component of a humanitarian response](#)
- ICRW (2019) [Gender Equity and Male Engagement Brief: It only works when everyone plays](#)
- Global Education Cluster (2015) [Advocacy Resources for Education in Emergencies: Compendium of Global Guidance, Visual Resources & Evidence](#)
- Iverson, E., & Oestergaard, E., (2019) [Gender equality in education in emergencies](#) Forced Migration Review, March. A useful primer on key issues.
- Malala Fund [advocacy pages](#)
- Plan UK '[Left Out and Left Behind](#)' campaign includes advocacy resources for girls' education in emergencies in the words of adolescent girls themselves
- Save the Children (2018) [Hear it from the Teachers](#)

Introduction

This tool supports EiE managers to consider gender in longer-term national and regional resource mobilization plans, strategies, and mechanisms including cluster pooled funding criteria or joint proposal budgets and partnership agreements.

Key information

Humanitarian crises, both acute and protracted, may require EiE managers to re-prioritize existing resource mobilization⁸ strategy plans, actions, and activities to reflect the most pressing needs of the evolving crises.

For example, at the national level, a Humanitarian Response Plan (HRP) is the humanitarian coordinator's primary response management tool. The HRP outlines the scope and sector needs and proposed interventions to national stakeholders, donors, and the public at large.⁹ HRPs developed during crises serve a purpose for mobilizing resources, including resources for EiE.¹⁰

Key steps for effective resource mobilization¹¹ are linked with other phases of the EiE programme cycle, including:

- Use assessment data to mobilize resources around priority strategies, and generate information and key messages on the distinct needs of girls, boys, women, and men and plans to address these.

➔ 2: Needs assessment and analysis

- Conduct coordination and advocacy to mobilize support and resources for gender-responsive EiE programming.

✂ 8.1: Gender in EiE sector coordination and information management

✂ 4.1: Gender in EiE advocacy and communications

8 Resource mobilization refers to actions planned and taken to identify and secure new and additional resources to fulfil the common aims and/or mandate of an institution or group of stakeholders. It ensures efficiency and effective use of, and/or maximizing, existing resources. Institutions typically have an institutional resource mobilization strategy and/or plan at the global, regional, and national levels. Resource mobilization plans and/or strategies may be organized in varying ways by general institutional priorities, sector (education, health, protection, etc.), or according to other thematic pillars (equity, inclusion, protection, etc.).

9 Text adapted from IASC (2018) [The Gender Handbook for Humanitarian Action](#), p. 394.

10 Ibid.

11 Text adapted from IASC (2018) [The Gender Handbook for Humanitarian Action](#), p. 110.

- EiE actors at the national level, either on an institutional basis or collectively, need to engage in advocacy and partnership with donors. Before and during a crisis, coordinate with donors who prioritize gender-responsive EiE programming. Advocate for gender-responsive programming with donors who do not currently see this as a priority.

4.1: Gender in EiE advocacy and communications

- Consider gender-differentiated costing during strategic planning and resource mobilization.

Gender-responsive interventions may have a cost structure different from 'typical' or 'business as usual' EiE programming.

- For example, an EiE programme may respond to a need to enhance girls' access to primary and tertiary education by recruiting female teachers. The female teachers recruited may require a separate, accelerated preparation course. This would need a separate curriculum and provisions for child care facilities for participants. These unique costs may be outside of the government's typical in-service professional development cost structure.

Actions to take¹²


In addition to the [Gender and Age Marker \(GAM\)](#) required in individual, joint partner, donor proposals, and Education Cluster pooled funding criteria, the actions suggested below will strengthen gender-responsive EiE resource mobilization efforts. These actions provide tips for reviewing and revising resource mobilization strategies at the national level.



12 These actions specifically for EiE resource mobilization have been adapted from the IASC (2018) [The Gender Handbook for Humanitarian Action](#), pp. 55, 78.

Table 4.2.1: Gender-responsive EiE resource mobilization actions

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<div data-bbox="151 324 311 392" style="text-align: left;"> </div> <p>Action 1: Use evidence-based gender data to inform the content of communication and advocacy materials, proposals, strategies, and operational plans (including theories of change, results framework, strategies, and activities).</p> <ul style="list-style-type: none"> • Avoid using language based on assumptions. • Avoid generic sentences such as “we will abide by our organization’s gender policy and mainstream gender across the programme cycle”. • Use gender evidence from education assessments and/or other sources to prepare advocacy messages within your institution and/or inter-agency/inter-sectoral gender working groups (if established). These can be messages for various levels, such as: <ul style="list-style-type: none"> - Inter-sector level: Evidence on gender barriers/issues in education may inform the Humanitarian Needs Overview (HNO), which may then inform the HRP to ensure it is gender-responsive. - Sector level: Strategic planning process. The Education Cluster prioritizes strategies for its response framework based on Joint Education Needs Assessment (JENA) evidence on gendered barriers/issues. It initiates discussion on resource mobilization needs for the strategy; and ensures the strategy is gender-responsive (in donor proposals and pooled funding criteria, including part of HRP processes). - Institutional level: Education evidence on gendered barriers/issues may be used within an organization to inform priority gender-responsive EiE interventions and strategies (national to global), annual work planning, proposal development, etc. 	<ul style="list-style-type: none"> • Include gender analysis results in the initial assessment reports – such as the Rapid Joint Education Needs Assessment (RJENA) or People in Need reports – to influence funding priorities for the education sector within the overall response. • Only include substantive data from rapid assessments and gender analyses to back up claims made. For example, “women and adolescent girls are most affected by the conflict due to X, Y, and Z evidence” or “the action will target the most vulnerable, such as adolescent girls, women, and children”. • Show how findings from gender analyses have influenced specific actions across the programme cycle, from the theories of change, results framework, and budget/cost considerations. For examples see: <ul style="list-style-type: none"> ➔ 3.2: Gender in theory of change and M&E frameworks ➔ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis • Use data emerging from the secondary data review (SDR) or RJENA to inform advocacy and communication messages around the need for gender-differentiated funds for EiE interventions. For further detail on including gender analysis as part of these assessments, see: <ul style="list-style-type: none"> ➔ 2: Needs assessment and analysis ✂ 4.1: Gender in EiE advocacy and communications

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<p>Action 2: In communications, advocacy, proposals, and funding criteria materials/documents, consistently use language to explicitly highlight strategies or specific activities targeting girls, boys, women, and men, even if the word count is limited.</p>	<ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> - Female teachers and girls of reproductive age are targeted when designing sex-segregated latrines and related menstrual hygiene management (MHM) programming. - Young male heads of households and/or community leaders who will be part of male parent/caregiver groups may receive targeted messages on the importance of education for girls and boys. • Explicitly reference girls, boys, women, and men in language used to describe activities that appear gender-neutral. <ul style="list-style-type: none"> - For example, activities targeting adolescent refugees should specifically use language on including female and male refugees according to age, level of the education system, and type of education intervention/service offered (e.g. “out of school refugees (m/f) aged 14-18”). <p>✕ 3.2: Gender in theory of change and M&E frameworks</p>
<p>Action 3: Address gender throughout pooled funding criteria, proposals, and reports such as in theories of change/results framework sections. Consistently include language referring to girls, boys, women, and men and reference to evidence-based gendered issues.</p> <ul style="list-style-type: none"> • Use all sections of the proposal – not just a designated ‘gender section’ – to demonstrate that an institution or collective group of stakeholders has identified gendered issues or barriers and designed activities to address these based on evidence from assessments. • Either in the proposal’s results framework or an annex, show how the institution or collective agencies will monitor gendered changes over time across stakeholder groups (girls, boys, women, and men). • Show how the initiative is accountable to and has engaged affected populations, including girls, boys, women, and men (including those identified as most vulnerable) in the proposal design. 	<ul style="list-style-type: none"> • See examples of gender-responsive EiE theories of change, logical frameworks, and results frameworks: ✕ 3.2: Gender in theory of change and M&E frameworks • See Box 4.2.1 for an example of gender-responsive pooled funding criteria.

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
 <p>Action 4: Identify resource gaps for gender in EiE programmes and report regularly to donors and other humanitarian stakeholders accordingly.</p> <ul style="list-style-type: none"> • Gender must be an essential category when analyzing available and required resources. • Mobilizing resources for gender should not just be considered in programmes with gender-specific objectives, but across all education and EiE programmes across the humanitarian and development sectors. 	<ul style="list-style-type: none"> • Using a gender-responsive EiE cost capture template, conduct a rapid cost-effectiveness analysis and identify gender-differentiated costs of activities, particularly those geared towards gender-responsiveness or transformation, over time. <p>✕ 3.2: Gender in theory of change and M&E frameworks</p> <p>✕ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis</p> <ul style="list-style-type: none"> - For example, in EiE programmes, girls may disproportionately benefit from programmes targeting primary education because of their higher level of enrolment at this level, and benefit less from programmes targeting lower secondary where boys generally have higher enrolment rates. In this example, mobilizing resources for and allocating funding to specific levels of education (in this case primary) has an important gendered dimension even if girls are not specifically targeted.

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<p>Action 5: Ensure longer-term education budgets and public expenditure management are gender-responsive in situations of protracted crises.</p>	<ul style="list-style-type: none"> • Use gender-responsive budgeting and gender-responsive public expenditure management principles and resources for ensuring longer-term budgets (i.e., part of Education Sector Plans, Transitional Education Plans, Contingency Plans) have considered and mobilized adequate gender-differentiated resources.¹³ <p>[Essential resource] ODI (2018) Gender-responsive public expenditure management.</p> <p>Oxfam (2018) Guide to Gender-Responsive Budgeting.</p> <ul style="list-style-type: none"> • Consider how various funding sources, such as private sector sources, may be mobilized to support gender-responsive EiE interventions. Develop a ‘case for investment’ for the private sector using available data. <p> 2: Needs assessment and analysis</p> <p> 3.2: Gender in theory of change and M&E frameworks</p> <p> 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis</p> <ul style="list-style-type: none"> - For example, see how the research on masculinity in the Middle East and North Africa (MENA) region – IMAGES MENA – led to developing recommendations for engaging men, with the focus on the private sector. This is not a tool directly related to education, but it does speak of the economic benefits of equitable development opportunities. <p> UN Women (2018) Understanding the Business Case for Gender Equality in the Workplace.</p>

13 Colin-Pescina, Jorge U., Fry, Lucia and Fyles, Nora. 2020. Research to Support Better Spending for Girls' Education. New York City, NY: United Nations Girls' Education Initiative (UNGEI) and Malala Fund.

Box 4.2.1: Example of gender-responsive EiE pooled funding criteria and/or joint proposal development criteria

Adaptation of the Global Education Cluster's 2017 'Partner Project Peer Review Template' for use in creating gender-responsive contextualized country-level pooled funding criteria¹⁴

- The project targets the most vulnerable populations (girls, boys, women, and men, disaggregated by sex, age, and level of the education system) based on documented needs (most vulnerable as identified in Cluster Needs Analysis). This should include gender equity considerations explained in:

➔ 2: Needs assessment and analysis

- The project is people-centred and builds in accountability to affected populations, including accountability to girls, boys, women, and men. It prioritizes partnership and consultations with affected communities in a gender-responsive and inclusive manner. Feedback, including a gender and inclusion analysis of feedback, is considered at each stage of the programme cycle, and the feedback mechanism is gender-responsive and inclusive.

➔ 2: Needs assessment and analysis

✂ 8.1: Gender in EiE sector coordination and information management

- The project identifies a theory of change, EiE logical framework, and results framework inclusive of gender-responsive strategies, goals, outcomes, sub-outcomes, and activities. It also identifies related indicators to measure gender-differentiated change over time.

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

- The theory of change and results framework are designed to address relevant gender equity and inclusion issues identified through sector assessments, such as gender analysis conducted through SDR, RJENA, project monitoring, or other mechanisms.

➔ 2: Needs assessment and analysis

¹⁴ Based on: Global Education Cluster (2017) Partner Project Peer Review Criteria.

- The project includes inter-sectoral links, including how these links may be gender-responsive.

✂ 8.1: Gender in EiE sector coordination and information management

- The project budget and timeline are feasible, realistic, and linked to the theory of change/ results framework. Gender-responsive budgeting and costing principles have supported the identification of gender-differentiated items to include in the budget.

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

✂ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

The implementing partner(s) has experience of monitoring and implementing EiE or strong experience with inclusive and gender-responsive education programming. Previous reports/documentation showcases gender-differentiated actions taken and tracked over time and their related results.

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

➔ 5: Implementation

Box 4.2.2. Example of institution-specific funding requirements for ensuring grant/proposal M&E frameworks are gender-responsive

Education Cannot Wait (ECW) gender equality and empowerment of women performance indicators

The following ECW mandatory minimum performance indicators are to be incorporated into all grant M&E frameworks, based on the focus and scope of the grants released.

- “All Grants – Grantees apply the IASC GAM to the proposals and share the report generated as part of the proposal submission. Indicators are to be provided on how the GAM will be monitored throughout grant implementation. Unless possible, for FER Grants, the GAM is to be applied 60 days after funds are released.

- All Grants - All educational access, retention, out-of-school and attendance indicators in the grant must be disaggregated by sex, age and disability. If not, justification is required and must be approved by ECW Secretariat.
- All Grants - Numbers of teachers and administrators trained, disaggregated by sex, and proportion of women.
- All Grants - Proportion of ECW-supported schools/learning environments that meet safe learning environment standards as described by INEE Minimum Standards and ECW grants guidelines, including disaster risk reduction, disability and gender specific issues.
- All Grants - Number of partnerships with women's NGOs and national /regional/global INGOs and networks working on GEEWG.
- Where relevant – Humanitarian and Refugee Response Plans and Education sector policy/ plan specifies prevention and response mechanisms to address gender-based violence in and around schools;
- Where relevant - Number of gender sensitive latrines constructed or rehabilitated;
- Where relevant – Number of WASH facilities in school with MHM considerations;
- Where relevant - Proportion of ECW-supported children under five years of age who are developmentally on track in terms of health, learning, and psychosocial wellbeing, disaggregated by sex, age and disability.”

Source: ECW 2019 [Accountability Framework for ECW's Gender Equality Policy 2019 -2021](#)



Essential resources

IASC (2018) [The Gender Handbook for Humanitarian Action](#). Sections on resource mobilization are most relevant

5. Implementation

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Maria, 13 is taking her class in Mariinka school located two kilometers away from the 'contact' line, which divides government and non-government areas in eastern Ukraine, and where fighting is still the most severe. The windows are protected with sand bags in case of shattering.

Section 5 contains tools for the implementation of gender-responsive EiE strategies across the following INEE Minimum Standards domains:

Access and learning environment

5.1 Accelerated and alternative education (Parts 1 and 2)

5.2 Facilities and services

5.3 Protection and well-being

Teachers and education personnel

5.4 Teacher recruitment and support

Teaching and learning

5.5 Teaching and learning self-assessment

5.6 Curricula, teaching and learning materials

This chapter provides guidance and tools relating to several common interventions for EiE programming. These tools offer useful checklists of features to prioritise in planning, budgeting, and monitoring.

5.1 Accelerated and alternative education

<p>Overview</p>	<p>This tool looks at:</p> <p>Part 1: Accelerated education</p> <p>Part 2: Alternative education</p>
<p>INEE Minimum Standards</p>	<p>Domain 2: Access and learning environment</p> <p>Standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.</p> <p>Domain 3: Teaching and learning</p> <p>These standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.</p> <p>Domain 4: Teachers and other personnel</p> <p>Standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.</p> <p>Domain 5: Education policy</p> <p>Standards in this domain focus on policy formulation and enactment, planning and implementation.</p>
<p>Primary users</p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> • EiE programme managers: INGOs, civil society organizations; • EiE advisors, e.g., technical specialists in gender, refugees and internally displaced persons, curriculum planning and reform.
<p>Purpose of tool</p>	<ul style="list-style-type: none"> • To identify key actions that can be taken to ensure quality, inclusive alternative education provision.

Introduction

Alternative education programmes are a central approach in EiE responses, ensuring the ongoing availability of education in crises.

Alternative education offers flexible programmes for out-of-school girls, boys, and adolescents that should lead to certified competencies in academic or technical and vocational subject areas. Alternative education options are usually designed to remove barriers that prevent children and adolescents from accessing education by fitting education around their commitments and schedules (for example, holding classes outside conventional school hours).

Box 5.1.1: Essential definitions

Formal education is “Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.”¹

Non-formal education (NFE) is the overarching term that refers to planned, structured, and organized education programmes that are outside the formal education system. Some types of NFE lead to equivalent, certified competencies,² while others do not. NFE programmes are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context, as well as by their holistic, learner-centred pedagogy. Informal learning (knowledge and skills naturally obtained through day-to-day interactions and activities) is not considered NFE.³

1 UNESCO, 2011 cited in Inter-agency Network for Education in Emergencies (2020) Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY.

2 Equivalent, certified competencies refer to equivalence to the knowledge, skills, and attitudes gained in the formal schools.

3 Inter-agency Network for Education in Emergencies (2020) Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY.

Learners may be provided with alternative education for many reasons, including but not limited to:

- missing out on education as a result of crises and therefore becoming too old to be accepted in formal school ('over-age');
 - inability to access formal education because of the context, including displacement;
 - marginalization as a result of gender, disability, ethnicity, language, poverty, etc.;
 - policy restrictions (e.g., due to age, refugee status);
 - unsafe schools: damaged, occupied, or vulnerable to attack; routes to formal schools are too dangerous;
 - teacher shortages.
-

Key information

A recent literature review⁴ commissioned by the INEE alternative education work stream within the Education Policy Working Group found that alternative education is defined differently across different contexts, which can be confusing.

However, a useful taxonomy has been developed by the Group.⁵ See also [Annex 9.1](#) of the EiE-GenKit.

Definitions: Alternatives to formal schooling

Alternative education

"Alternative Education is planned, structured education programming for out-of-school children, adolescents, and youth that leads to equivalent, certified competencies in academic or technical / vocational subjects".⁶ Alternative education is usually flexible to accommodate and meet the needs of out-of-school learners.

4 Inter-agency Network for Education in Emergencies (2020) Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY.

5 INEE 2020

6 INEE, 2020, p.47

Examples include:

- accelerated education programmes (AEPs): see Part 1 of this tool for detailed information and guidance on AEPs. “AEPs are flexible, age-appropriate programmes, run in an accelerated timeframe, which aim to provide access to education for disadvantaged, over-age, out-of-school children and youth – particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis.”⁷
- alternative basic education;
- second chance programmes;
- youth livelihoods training programmes.

Transitional programmes

“Transitional programs are short-term educational programs that help learners transition into formal or alternative education programs. They alone do not lead to certification or equivalent competencies, and they are often implemented by NGOs.”⁸

Examples include:

- learning readiness;
- catch-up programmes;
- bridging programmes (e.g., language).

Support services

“Support services include programming offered to students in addition to their formal or non-formal education studies.”⁹

Examples include:

- tutoring and after school support;
- remedial education;
- dropout prevention, learning readiness;
- elements of the following integrated into curriculum: life skills, health, disaster risk reduction, safety, psychosocial support/social emotional learning, peace education. For more information on these elements see:

5.3: Protection and well-being

⁷ Definition from [Accelerated Education Working Group](#) website.

⁸ INEE, 2020, p. 47

⁹ INEE, 2020, p. 47

Figure 1: When to use an accelerated or alternative basic education programme?¹⁰



10 Adapted from Accelerated Education Working Group Decision Tree, [The Case for Accelerated Education](#) p.3.

Part 1: Accelerated education programmes



Essential resources

The [Accelerated Education Working Group](#) has developed [10 evidence-based principles for effective practice](#) to inform accelerated education programming, along with a [Guide to the Principles](#). Sensitivity to gender and social inclusion feature throughout the principles, but there are some specific action points that can be taken to encourage more inclusive practice (see below).

Table 5.1.1: Checklist for inclusive AEPs¹¹

The questions and notes below draw out the equity and inclusion factors associated with AEP principles.

AEP Principle 1: AEP is flexible and for over-age learners	
Question	
	<ul style="list-style-type: none">• Is the time and location of the AEP class flexible?• Has this been checked with the community, teacher, and above all, the specific needs of both female and male learners?
Note	
	<p>Flexibility can help to ensure consistent attendance and completion.</p> <p>Flexible timetabling can be particularly important for girls to accommodate early morning chores and work, or for young mothers who have child care responsibilities. It can also be important for boys to accommodate their responsibilities to work (paid, income generation, or helping with agriculture, heavy household chores, etc.). This may be particularly so when families are dependent on their income in the absence of other male family members due to crises or other reasons.</p>

11 This checklist is based on the Accelerated Education Working Group Principles for Effective Practice and the [Guide to The Principles](#).

AEP Principle 2: Curriculum, materials, and pedagogy are genuinely accelerated, suitable, and use the relevant language of instruction

Question

- Are the AEP curriculum, learning materials, language of instruction, and teaching methods adapted to suit over-age children (e.g., do they use relevant age-appropriate language)?
- Do they reflect gender-sensitive or gender-responsive and inclusive education practices?

Note

Girls and other marginalized children, including boys, may need support to prepare for learning, such as psychosocial support, social and emotional skills, community-based rehabilitation, and adaptations to learning materials. For advice and guidance on adapting curricula and materials, see:

✕ [5.3: Protection and well-being](#)

✕ [5.6: Curricula, teaching and learning materials](#)

AEP Principle 3: Accelerated education learning environment is inclusive and safe

Question

- Does the AEP ensure access to water and separate latrines for girls and boys and provide sanitary (menstrual hygiene management) materials when relevant?
- Has the learning location been chosen in consultation with girls and women, including those with disabilities?

Note

Sex-segregated, accessible water, sanitation, and hygiene facilities are an essential component of gender-responsive AEPs. This ensures the learning location is safe, gender-appropriate, and accessible.

✕ [5.2: Facilities and services](#)

AEP Principle 4: Teachers are recruited, supervised, and remunerated

Question

- Do AEP teachers sign a code of conduct, including guidelines to prevent physical violence and school-related gender-based violence (SRGBV) against male and female learners?

Note

Teachers found to be using violence or sexually assaulting boys and/or girls should be immediately removed from teaching until a review has taken place.

✕ [5.3: Protection and well-being](#)

Question

- Does the AEP provide information to students and teachers on mechanisms for reporting and following up exposure to violence and GBV?

Note

This is a key component in the provision of safe, protective, and accessible AEPs.

✕ [5.3: Protection and well-being](#)

Question

- Have teachers been recruited from target geographic areas?
- Are teachers familiar with learners' culture, language, and experience?
- Is gender balance assured among teacher recruits?

Note

During recruitment, consider the kinds of attitudes and behaviours needed to facilitate inclusive learning for all girls and boys. Consider geographical location factors, safety measures, and incentives that may be needed to attract female teachers to work in an AEP. Consider setting targets for females being present and making decisions in teacher recruitment, in addition to encouraging female teacher recruitment.

✕ [5.4: Teacher recruitment and support](#)

AEP Principle 5: Teachers participate in continuous professional development

Question

- Have principles of equity and inclusion been included in teacher training and supervision sessions?

Note

Principles of equity and inclusion can be discussed during ongoing teacher support and supervision (e.g., classroom challenges to achieving equity and potential solutions) and can often be more effective than cascade training.¹²

✕ [5.4: Teacher recruitment and support](#)

12 AEWG (2017) [Guide to the Accelerated Education Principles](#), p.43.

AEP Principle 6: Goals, monitoring, and funding align

AEP Principle 7: Accelerated education centre is effectively managed

Question

- Have recording or accountability systems been set up in the AEP so that student enrolment, attendance, retention, dropout, completion, and learning can be recorded and monitored?

Note

These should be sex- and age-disaggregated and aligned with government systems, protocols, and templates to the extent possible.

Ensure that gendered challenges and risks are identified and managed, including dropout due to the cost of schooling, managing competing demands on girls' time, and responding to negative social norms, attitudes, and behaviours around inclusive schooling.

Consider setting targets for female enrolment and teacher recruitment – these have been effective in contexts such as Bangladesh and Uganda.¹³

AEP Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education

AEP Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture

Question

- Are learners actively supported to take examinations to gain certification?

Note

This might require transport subsidies, ensuring a budget is available for examination fees, working with parents, and recognizing the specific and different barriers to examinations that girls and boys may face.

Question

- Are learners actively supported to make the transition from alternative to formal education, if required?

Note

For example, young mothers or fathers may need access to free/affordable child care to enable them to access formal learning. Older adolescents may have more responsibilities outside of education that may mean teachers will need support to adapt their pedagogy.

13 Ibid, p.50

Box 5.1.2: Gender and AEPs – the evidence

AEPs can deliver good quality learning outcomes for girls, and these outcomes are higher than for their counterparts in formal schooling. For example:

- VAS-Y Fille! Congo reported that girls who attended an AEP at least from midline to endline scored approximately 15 percentage points higher on the Early Grade Reading Assessment ($p < 0.001$) and 10 percentage points higher on the Early Grade Maths Assessment ($p < 0.001$) than the girls who remained out of school. (Shah & Choo, 2020: 23)
- STAGES Afghanistan reported that AEP girls had higher reading fluency and numeracy scores than their government school counterparts in the same grade, with girls in AEP classes scoring significantly higher than their peers in government schools. (Shah & Choo, 2020: 23)
- “Female AE learners continue to struggle more than males in respect to retention, completion and transition. [Older adolescent girls, in particular, tend to have high drop out and low transition rate into formal schooling due to increased responsibilities at home – Shah & Choo, 2020: 31].
- AEPs are increasingly demonstrating gender sensitivity in their programme designs and approaches and acting to address barriers precluding female learners from accessing, attending and completing AEPs through a range of gender responsive actions such as:
 - Affording flexibility in terms of the timetabling and location of AEP activities to accommodate the constraints facing girls from attending classes;
 - Provision of gender-appropriate and separate latrines and sanitary materials;
 - Employment of female teachers and centre leaders;
 - Establishment of gender-segregated classes; and
 - Establishment of clear codes of conduct and reporting mechanisms for violations against learners of any kind.
- Fewer AEPs demonstrate a sustained commitment to gender transformative action. Where this is done, it is mainly centred on reshaping teacher and learning practices and community perceptions and beliefs around the value of educating girls in their community. The impacts of these actions are still poorly measured and assessed and rarely feature as an outcome in themselves for AEPs.” (Shah & Choo, 2020: VI).



Essential resources

For a full discussion of findings around gender and AEPs, please refer to Shah, R., and Choo, J., (2020) [Accelerated Education Evidence Review](#), section on 'Addressing and changing gender norms through AE programming' (p.34 onwards) and Annexe 8 which provides an overview of challenges and solutions for gender-responsive AEPs

Table 5.1.2: Gender continuum – examples from AEPs





Further reading

- Shah & Choo (2020) [Accelerated Education Evidence Review](#).
- Accelerated Education Working Group Accelerated Education: [10 Principles for Effective Practice](#)
- Accelerated Education Working Group Accelerated Education: [Guide to the Principles](#)
- Accelerated Education Working Group Accelerated Education [Programme Checklist](#)
- DFID Girls Education Challenge (2019) [Lessons from the Field: Alternatives to formal education for marginalised girls](#)
- INEE accelerated education [resource page](#)

Part 2: Inclusive alternative education

The alternative education options outlined in the second part of this tool refer to flexible programmes for out-of-school children and adolescents that should lead to certified competencies in academic or technical and vocational subject areas. These options remove barriers that prevent children and adolescents from accessing education by fitting education provision around their other commitments and schedules (for example, providing classes outside usual school hours).

The actions suggested in Box 5.1.3 will enable practitioners to plan inclusive programmes based on experiences of good practice in non-formal, alternative education emerging from the field.

Box 5.1.3: Alternative education – some key lessons learned so far from Girls Education Challenge in crisis-affected contexts

- “A careful assessment of barriers to girls’ learning – and profiling of their needs, age, education background and learning levels – are essential before deciding on what intervention is the most suitable. A labour market assessment is important for programmes focusing on vocational skills.
- Many older and over-age girls prioritise alternative education pathways over returning to formal school. When girls prioritise skills related to gaining employment or starting a business, projects should also prioritise these skills.

- When designing alternative programmes – catch-up and AEPs in particular – it is important to firstly consider the pace and content in relation to the profile and learning level of the girls. Does the curriculum and timetable allow for girls to gain the skills and knowledge needed to succeed (or transition into formal school) once they finish?
- It is important to recognise that barriers to girls' learning are often not just academic, but can also be related, for example, to safety, self-confidence, child-care, cultural norms or cost. Taking a holistic approach to addressing the barriers to girls' learning has led to more successful outcomes for girls.
- To ensure inclusivity, timetables and locations can be tailored to meet the needs of specific groups of girls. For example, in The Somali Girls' Education Programme (SOMGEP), timetables allowed flexibility for pastoralists. SOMGEP also runs programmes in girls' home language to ensure girls can access learning, while building up their knowledge and skills in English.
- Hiring and training female teachers from the communities can help ensure girls' attendance. In addition, teachers from the local community are generally motivated and known by (and accountable to) the community, and are more likely to be in tune with girls' learning needs and challenges.
- Alternative education projects can provide an opportunity to train teachers and community educators in alternative pedagogical approaches that better meet the needs of marginalised girls – particularly older girls. Teaching and learning approaches that are more activity and problem based, and centred on girls' lived experiences can form the basis of teacher professional development programmes.
- Community engagement is key to ensuring the success and sustainability of programmes. In Afghanistan for example, school shuras and School Management Committees have been involved in identifying girls and in ensuring girls are attending regularly, as well as holding community teachers accountable.
- Alternative education programmes should align with wider government education systems and priorities. Government partners should be engaged as early in projects as possible. Transition pathways from alternative education to formal or vocational – as well as examination and accreditation processes – should be clear, and decided with government partners from the outset.¹⁴

¹⁴ DFID Girls Education Challenge (2019) [Lessons from the Field: Alternatives to formal education for marginalised girls](#), p.7.

Actions for alternative education

1. Community-based education

Community-run or based education projects or programmes are established for a range of reasons, for example, when distance or insecurity prevent formal schooling in acute and protracted conflicts, or when there is no access to formal schooling due to location, language, and other marginalizing factors. These schools can provide a more protective environment for girls and boys if they are actively supported by local community members who may host, support, and monitor the school.

Table 5.1.3: Key questions to ask to ensure provision of an inclusive learning environment for community-based education

Key questions	Notes
Access and learning environment	
Safe spaces for learners	
<p>Are teachers' homes, compounds, or community spaces appropriate places for community schools?</p> <p>Are they protective and private safe spaces for girls to access and use?</p>	<p>See INEE (2019) Guidance Note on Gender, p.26 for further guidance on safe learning spaces for girls.</p>
<p>What do girls and women in the community think about the risks associated with a proposed space?</p>	<p>For example, do girls say that they are likely to get harassed for attending learning when they can be seen entering and exiting the building? Do they have suggestions for how to mitigate these risks?</p>
<p>Will mixed-sex schools be supported by parents and community members – particularly male elders and male community or religious leaders who often hold decision-making power at the community level – if the boys and girls are from the same community?</p>	<p>In cultures where girls and boys are routinely segregated, it may be possible to reach agreement on educating them together, particularly if trusted community members are employed as teachers.</p> <p>Is it possible to engage traditional leaders in girls' education to counter negative social norms about girls' education and reduce the risk of attacks on education?</p>
<p>Have the community members – particularly male elders and male community or religious leaders who often hold decision-making power at the community level – been consulted on safe spaces for learners?</p>	<p>Having male leaders involved from the start helps to achieve buy-in and support later.</p>
<p>Is the timetabling flexible to accommodate the needs and responsibilities of female learners in the community?</p>	<p>For example, does the timetabling accommodate child care and firewood or water collecting duties?</p>

<p>If there are no community spaces available or if the population is displaced, is a mobile learning unit an option?</p>	<p>Mobile learning units can come in many different forms. In Bangladesh, Educate A Child and BRAC have partnered to create floating or boat schools which reach children in disaster, flood-prone, and remote rural areas.</p> <p>The School Bus Project delivers education to refugee children in northern France and Greece. It provides schooling for children and adults as well as training and capacity building for education personnel.</p> <p>In Nigeria, Plan is providing mobile learning units and mobile teachers with basic shelters and teaching and learning materials to help improve access to education for displaced girls. Mobile units can be a useful interim measure for delivering education in a safe, protective space using only basic materials and (ideally) trained staff.</p>
<p>Teaching and learning, teacher recruitment</p>	
<p>Teachers</p>	
<p>Are teachers who are familiar to female learners more likely to be accepted in communities?</p>	<p>This includes elder men and religious leaders who may be considered 'safe' for young women.</p>
<p>Is it possible to recruit female teachers? As the programme matures, is it possible to recruit female learners into teaching roles?</p>	<p>Put incentives, safety and security measures, support, and supervision in place to encourage female teachers.</p> <p>✕ 5.4: Teacher recruitment and support</p>
<p>Is it possible to recruit teachers, including male teachers, who are already active in community affairs and supportive of gender equality?</p>	<p>These teachers can serve as role models for boys and girls.</p>
<p>Is gender-responsive pedagogy promoted in the training and supervision of alternative education teachers?</p>	<p>Ensuring classroom practices do not perpetuate gender stereotypes is critical.</p> <p>✕ 5.5: Teaching and learning self-assessment for teachers and project managers</p>
<p>Curricula and materials</p>	
<p>Has a gender analysis of curricula and learning materials been carried out?</p>	<p>Ensuring that curricula and learning materials do not perpetuate gender stereotypes is critical.</p> <p>✕ 5.6: Curricula, teaching and learning materials</p>
<p>Education policy</p>	
<p>Funding</p>	
<p>Does the community-based education programme risk becoming unsustainable once donor funding is withdrawn?</p>	<p>Encourage community support and buy-in, build links with local government who may be able to cover operational costs, and conduct advocacy with the government for adequate resourcing. Include targeted support for individual female and marginalized male learners in their final year before transition to government schools.</p>

2. Distance education

Distance learning can help increase access to good quality, accredited education for female learners in crisis settings. It has been used extensively during the recent COVID-19 global pandemic, providing the EiE community with several useful learning points. Extensive repositories of online materials have been built up.¹⁵ During the pandemic, 91% of the world's enrolled students – 1.6 billion – have been impacted by school closures.¹⁶ Governments have responded quickly to the crisis, but differential access to the technologies needed to deliver distance learning has become obvious. The crisis has also exposed that systems of resilience and support are limited for educational managers, teachers, and parents/caregivers who want to facilitate distance learning for children and adolescents.

Distance learning can be delivered by teachers/instructors providing support remotely or in person, or it may involve individuals learning through 'self-study.' Types of distance learning include:

- radio broadcasts;
- online;
- TV;
- DVD, CD;
- self-study textbooks.

Box 5.1.4: Protecting girls from increased risk of GBV during distance learning

"Countries must have specific strategies to both keep [girls] safe and ensure they can access education. The Ministry of Education in Ghana is producing campaigns to encourage parents to allow girls to continue their education and not to increase their household responsibilities. In India, UNICEF has worked with the Ministry of Women and Child Development to develop a manual to help caregivers provide psychosocial support for children. They have also increased the promotion of the 24-hour toll-free helpline for children, CHILDLINE. In Argentina, UNICEF is supporting the development of TV and radio education content that includes messages on violence, abuse, and gender equality."¹⁷

Key lessons from the COVID-19 global pandemic at the time of writing (July 2020) show that, in order to provide more equitable access to distance education during crises, the following factors should be considered:

- Poorer households have less access to digital distance learning. Girls are often even more disadvantaged than boys who may get preferential access to technology. Provide multiple delivery channels for distance learning, including digital and non-digital, radio, TV, and take-home packages.¹⁸
- Teachers, facilitators, and parents who are delivering remote learning need support, including psychosocial support. This should include talking to parents to ensure that girls are not overburdened with domestic duties as a result of being at home.¹⁹
- Strengthen feedback gathering and the monitoring of reach and quality. Ensure that monitoring is ethical and 'does no harm.'²⁰

Box 5.1.5: Distance learning during the Ebola virus in West Africa, 2014

"When the Ebola virus struck West Africa in 2014, three countries – Guinea, Liberia and Sierra Leone – had to shut down their school system to prevent the spread of the disease. With support from its partners, including quickly re-allocated funds from a GPE grant, the Government of Sierra Leone developed radio instruction to ensure that the millions of children who were now at home could continue to learn.

The response was quick: Schools had closed in July 2014 – at the end of the school year – and the Emergency Radio Education Program (EREP) started airing in October 2014. The Ministry of Education, Science and Technology broadcast an information campaign about the radio instruction to get the word out about the different types of programs and their schedule. To prepare the content, the ministry identified about 30 teachers (the "crème de la crème" of the teaching force, as one of them said) and worked closely with them to prepare the lessons.

Once the lesson scripts were ready, the teachers recorded them in a studio. The lessons were then aired later from these recordings, but once a lesson had been broadcast, a "live" phone line was opened the end of each segment to allow children to call in with their questions.

18 Dreesen et al (2020). 'Promising Practices for Equitable Remote Learning. Emerging lessons from COVID-19 education responses in 127 countries', Innocenti Research Briefs no. 2020-10, UNICEF Office of Research - Innocenti, Florence

19 Ibid.

20 Ibid.

Lessons were broadcast on 41 radio stations and the country's only television station. The programs aired for three hours every day, five days a week, in 30-minute increments between 11:00 am and 5:00 pm. This allowed some children to still help out with chores at home in the morning.

All levels of education were covered (Grades 1 through 12). The programs included core subjects – English, mathematics, social studies, physical and health education – aligned with the national curriculum.

They also included other important topics like psychosocial and life skills, hygiene and handwashing, and basic information on Ebola. This helped children cope with the crisis and gave them essential information to protect themselves and their families.

UNICEF provided portable solar radios to 34,280 vulnerable families, including 2,000 children in households that were under quarantine because of the virus. Children also received printed materials and lesson notes to complement the radio lessons. UNICEF also recorded the lessons on CDs and USBs to give to families in remote areas where coverage and radio reception was poor.

When schools reopened 8 months later, many students had been able to keep on learning, as demonstrated by the good results they obtained on their exams.

Impact of the programme

- In November 2014, a survey was conducted to determine the awareness levels of the radio program, and associated attitudes, behavior and practices including listenership. The survey showed that:
- Coverage of EREP was 81.6% of vulnerable households with school-aged children.
- Listenership of EREP lessons was high for all levels (69.2% for preschool, 62.2% for primary, 70.6% for junior secondary school, and 75.8% for senior secondary school).
- Learners could recall learning in 40.6 % of the households surveyed."²¹

21 Source: 'How did Sierra Leone implement radio instruction during the Ebola crisis?' GPE blog, 29 April 2020

Table 5.1.4: Key questions to ask for gender-responsive implementation

Key actions	Notes
Have out-of-school girls and boys identified at the local level?	Work with community-based organizations and informal community groups to identify out-of-school girls and boys.
What barriers need to be removed to enable girls and women to participate in distance learning programmes?	For example, barriers may include time, language learning, parental and community consent, writing equipment, and technology. Consider the potential different access girls and boys have to technology.
Is distance learning content accessible?	Consider adapted distance learning content that can reach girls and boys with disabilities or from ethnic minorities. Adaptations might include digital textbooks, sign-language content, or translation into minority languages.
Do remote learning strategies reinforce good hygiene practices, tailored to both girls and boys?	This is always an important component of distance education, but particularly critical during disease outbreaks.
Do directives on social distancing (in the case of disease outbreak) affect the times and locations of educational activities?	Attention must be paid to: <ul style="list-style-type: none"> • minimizing additional risks if girls and boys need to travel to/from a central access point for learning; • minimizing exclusion of girls due to possible additional care responsibilities at specific times of the day.
Has information on sexual and reproductive health and rights, gender issues, GBV, livelihood support, empowerment, peace initiatives, and other significant topics been included in curricula adapted to distance learning?	✘ 5.3: Protection and well-being
Is there collaboration with protection partners to take preventative action when schools are closed to ensure girls are not exposed to protection risks and learners are supported?	Implement awareness-raising initiatives in the community on the potential for increased GBV risks, and promote zero-tolerance messaging. Include practical information in distance learning content based on the specific risks identified, such as updated sexual and gender-based violence (SGBV) referral pathways, SGBV hotlines, and remote case management. Include psychosocial support components in distance learning content and ensure social and emotional learning interventions for parents, teachers, and caretakers (for example, coping with quarantine, isolation, and the increased burden of household chores and caregiving responsibilities).

<p>Has nutrition information been included in distance learning communications with parents and caregivers?</p>	<p>School feeding programmes can form an essential part of children's daily nutrition. When children are no longer eating at school, boys may be prioritized for feeding at home if food is in short supply.</p> <p>Collaborate with health and nutrition partners to include nutrition education in distance learning content and to conduct related awareness-raising with parents on the importance of girls' nutrition.</p>
<p>Can girls and women be approached as volunteer role models to work on community radio stations?</p>	<p>Consider what support girls and women might need to work in radio, whether that might be physical access to radio stations or training to use technology, etc.</p>
<p>Does distance education include messages for parents and caregivers advocating for equal sharing of domestic chores and care work between household members?</p>	<p>Girls may have less time to participate in distance learning during a disease outbreak and school closure because of additional caregiving responsibilities and household chores.</p>

Essential resources

[GATE: Girls Access to Education](#)

The Open University has designed an innovative distance learning pathway to the teaching profession for young women in rural areas of Sierra Leone. The country has experienced a range of crises in recent years including conflict and the Ebola virus outbreak. Young women who have not completed secondary school take up practical learning placements as learning assistants in local schools. They undertake a distance learning programme supported by a tutor to enable them to qualify as teachers. Highly interactive study materials guide their subject study and participation in school.

The programme is being delivered in partnership with the Forum for African Women Educationalists (FAWE) as part of the UKAid funded Girls' Education Challenge programme led by Plan International. Local partners include international and national NGOs and the teacher training colleges.

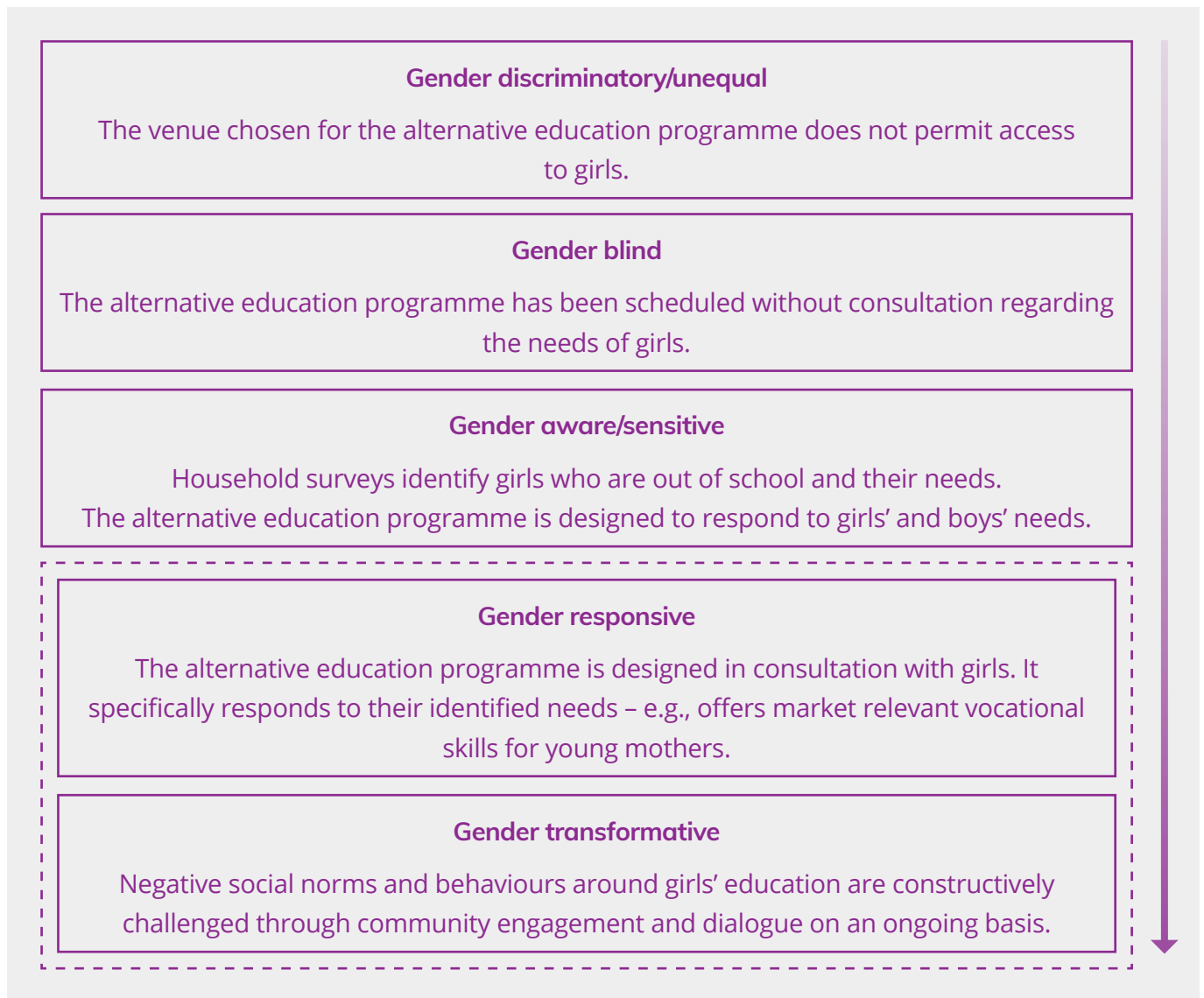
3. Support services: vocational and life skills

The content of alternative and other NFE, vocational, and life skills training programmes combines functional literacy and numeracy with vocational skills and appropriate life skills. Such strategies typically support older adolescent girls and boys who have never been in school or for whom a return to formal schooling is not an option.

Table 5.1.5: Minimum questions to support gender-responsive implementation

Key actions	Notes
Does the vocational training programme respond to local market demand and provide a diverse range of trades and/or skills for girls to learn?	Training programmes should not flood markets with large numbers of workers with the same skillsets.
What steps can be taken to avoid gender stereotyping in skills training?	Work with community groups and/or leaders to encourage them to accept both females and males learning skills that will enable them to enter well-respected, paid roles. Consider boys' expectations of skills and jobs and whether these need to be addressed in light of gender equity considerations.
How does the programme empower young people?	Work with both girls and boys, and young women and men to address gender issues and sexual and reproductive health. Empower young people to make informed decisions about their own lives and future careers.
Is it possible to engage with local female business leaders who can advise and guide girls and act as role models?	Business women may not be as visible as business men at the local level.
Are there any men (fathers, community leaders, sports figures, politicians, business people, etc.) who inspire boys to continue education, to live gender-responsive lives, and to be involved in caregiving (e.g., for young fathers)?	The involvement of men is an important consideration when working towards gender-transformative change.
Is it possible to harmonize or partner with other agencies and share resources and/or expertise?	This might include sharing resources, working together on joint advocacy, and collaborating to deliver more effective programmes that provide better outcomes for girls and boys.

Table 5.1.6: Gender continuum – examples from alternative education programmes



 **Further reading**

- Baxter, P and Bethke, L., (2009) [Alternative Education: Filling the gap in emergency and post-conflict situations](#) Paris: IIEP and CfBT.
- DFID Girls Education Challenge (2019) [Lessons from the Field: Alternatives to formal education for marginalised girls](#)
- INEE (2019) [Guidance Note on Gender](#)
- Inter-agency Network for Education in Emergencies (2020) [Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts](#). New York, NY.
- UNGEI/ODI (2017) [Evidence Review: Mitigating Threats to Girls' Education in Conflict Affected Contexts: Current Practice](#).

5.2 Facilities and services

<p>INEE Minimum Standards</p>	<p>Domain 2: Access and learning environment</p> <p>Standard 3 – Facilities and services:</p> <p>Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>
<p>Primary users</p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> • EIE advisors; • EIE programme managers and technical specialists.
<p>Purpose of tool</p>	<p>To provide tips on how to make facilities and services –</p> <p>including infrastructure, transportation, water, sanitation and hygiene (WASH), menstrual hygiene management (MHM), and referral services – more gender-responsive along the continuum from acute emergencies, through protracted crises, to peace and development.</p>

Introduction

Facilities and services promote safety and well-being and are a typical entry point for EiE programmes that are seeking to be more gender-responsive. When facilities and services take account of different needs determined by age, gender, disability, and ethnicity, they enable better learning experiences and break down fundamental barriers to girls' access and attendance.

School communities and education stakeholders, including female and male learners and parents, should work together to 'build back better' after a crisis and to ensure the needs of learners and teachers, with and without disabilities, are met more effectively.

Key information

Box 5.2.1: Defining facilities and services

Facilities and services mean:

- location of learning space;
- structure, design, and construction of learning space;
- reasonable accommodations for learners with disabilities;
- design and maintenance of learning spaces;
- WASH facilities;
- MHM facilities;
- school-related gender-based violence protection, prevention, and support services;
- sexual and reproductive health and rights education and support services;
- school-based health and nutrition services;
- access to local services and referrals.



Essential resources

INEE (2019) [Guidance Note on Gender, Chapter 2.3 'Facilities and Services'](#)

Tip sheet

The following series of tips for gender-responsive EiE facilities and services look at: (1) location and transport, (2) infrastructure, (3) WASH, (4) MHM, (5) school-based health and nutrition services, and (6) services and referrals. These are general tips that must be adapted to the context.

1. Location and transportation

The location of schools and learning spaces can determine whether or not learners are put at risk of sexual harassment, attack, or other safety and security risks. Getting to school or places of learning can be a key safety concern for parents and learners.

- **Where possible and appropriate, have mixed-gender groups travelling / walking / cycling to and from school together.** Identify the different risks faced by females and males on the way to school and take mitigating action. For example, if there are particular points where girls are at risk of sexual harassment, take steps to eradicate that harassment by working with communities and ensuring consequences for perpetrators.
- **Check that available transport options and the location of a school or learning space do not put male or female learners at risk** by exposing them to conflict (including abduction by armed groups and entering land-mined areas), natural disasters (such as flooding and earthquakes), and gender-based violence (GBV) and harassment. Are routes to school safe, open, and accessible?¹ Who is at greatest risk of an unsafe journey to school?
- **Work with local stakeholders to make sure that girls and boys, if necessary, are accompanied or can access safe and protective routes and means of transport** (including walking). These arrangements should include safely escorting or transporting girls and boys with mobility, visual, and intellectual impairments.
- **Work with the community and government, in partnership with transport providers, to put in place protection measures for female and male learners and to ensure accountability for violations.** For example, introduce a 'safe bus' or 'safe walking' service which protects girls and expects certain standards of behaviour from all passengers and community members. The consequences for violating these standards, such as being banned from transport, should be made clear. Make sure anyone setting up transport or accompaniment services consults families of learners with disabilities and includes them in these services.
- **Make sure temporary learning spaces are accessible.** Locate them within a reasonable distance of homes and/or communities. Make accommodations for learners and teachers with disabilities. Ensure the timing of shifts fits in with the routines and time constraints of male and female learners.

¹ For more information and guidance on actions see: GCPEA (2017) [The Safe Schools Declaration: A framework for Action](#)

- **If possible, conduct a risk mapping with girls, boys, women, and men** in and around schools and other learning sites to identify potential risks and take steps to address these. For example, a risk mapping which considers potential escape routes for girls in the event of an attack by armed forces might identify specific areas where girls face increase vulnerability, as well as safe spaces to hide.
- **Open up sight lines from school along access routes** (enabling sight and/or anticipation of attacks, abductions, and/or harassment). Clear undergrowth and bush, and remove or block corners and spaces where potential attackers can hide. Pay attention to areas of school grounds that can leave women and girls particularly vulnerable. Such measures can help deter attacks and enable access for security and emergency vehicles. Consider arranging separate or exclusive access for emergency vehicles to the rear of buildings.

Box 5.2.2: UNRWA Jordan making schools safer for girls

The UNRWA Jordan Field Office has devised a new approach to community protection – ‘Building Self-Protection’ – using risk mapping facilitated by a GBV focal point. The methodology is currently being piloted in 26 UNRWA schools in Jordan.

During one activity, female learners walk around the school grounds on a ‘safety walk’, identifying safe and unsafe spaces. They highlight risks of GBV but also threats to general and child protection. Female learners work together to draw a map of the school grounds indicating where there are risks. Based on the risks identified, a ‘protection roadmap’ is drawn to help with addressing unsafe spaces through a variety of interventions, including training, awareness raising, and partnership building.

- **Recruit unarmed guards to voluntarily stand watch on school grounds** 24 hours a day, where conflict poses particular threats to education. Often, just the presence of an unarmed guard is enough to ward off an attack.³ Recruit male and female guards and train them on the specific risks that could be faced by female and male learners and teachers and how to mitigate such risks.
- **Create protection committees** to warn of threats or coming attacks. Ensure equal representation of male and female members in such committees. Facilitate their active involvement in identifying threats or attacks, paying particular attention to the gendered nature of those risks. For example, girls may be at greater risk of abduction or kidnapping by armed groups opposed to girls’ education.

2 Source: correspondence with UNRWA, March 2019

3 GCPEA (2014) The Role of Communities in Protecting Education from Attack

2. Infrastructure

- **Ensure schools are no longer occupied by armed groups or displaced communities** before reopening.
- **Install speed bumps** around the school to slow down traffic and reduce the potential for attacks by vehicle-borne improvised explosive devices.
- **Erect barriers on school property**, including gates outside and doors inside buildings to regulate and monitor access by unauthorized visitors.
- **Use perimeter fencing, reinforced walls, and early warning or community alarm systems.** Block (or partially block) windows with sandbags to prevent or slow down armed groups from accessing girls' and boys' schools and give guards more time to respond.
- **Establish emergency exits and evacuation routes** – a minimum of two in each school. Ensure these routes are clearly indicated and that female and male students are aware of them. Place floor plans near exits for emergency responders to use.
- **Build bomb shelters in school yards or basements** to which young children, girls, children with disabilities, and female teachers are evacuated as a priority.
- **Identify hiding places within school**, out of sight of windows and the exterior. Ensure these have furniture or other items that can be used as a blockade. Whenever possible, ensure young children, girls, and children with disabilities are accompanied by adults when using these places.
- **Conduct regular practice evacuation drills**, using the identified routes and hiding places, to prepare school administrators, teachers, and children for emergencies. Ensure young children, children with disabilities, and girls are accompanied during these drills, as they should be during a real evacuation.
- **Install security lighting** so that learning activities taking place outside daylight hours can be protected.
- **Identify community members who can guard the school** to deter attacks. Increase police and/or community security patrols at girls' schools (triggered by a gender-responsive early warning system).

3. Water, sanitation, and hygiene facilities

- **Consult affected populations about gender-responsive sanitation facilities.** Ensure girls, boys, women, and men have the opportunity to express their views, in same-sex groups, so that facilities meet their needs. Observe Sphere guidelines on WASH facilities (see [Box 5.2.3](#)).

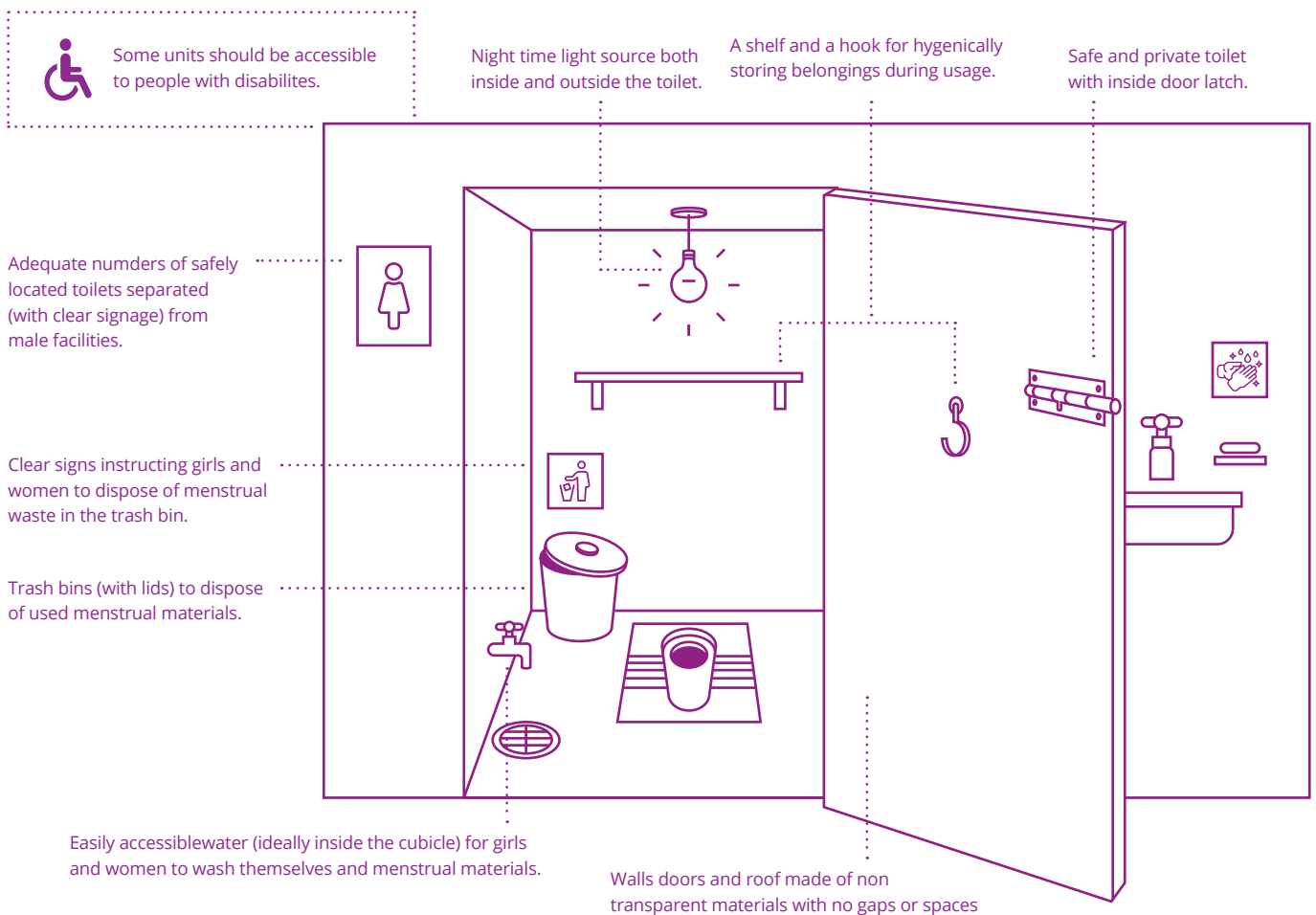
Box 5.2.3: Extract from Sphere guidelines

Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys.

Sphere guidelines for minimum water quantities in schools call for three litres of water per student per day for drinking and hand washing.⁴

- **Make WASH facilities safe, well lit, convenient, and easily accessible to all.** This can help prevent GBV and harassment.
- **Ensure the water source safe and accessible, and soap is provided.**
- **Toilet doors should be lockable from the inside.**

Fig. 5.2.1: Example of a female-friendly toilets⁵



4 See: https://handbook.spherestandards.org/?handbook=Sphere&lang=english&chapter_id=ch006§ion_id=ch006_005&match=toilet

5 Adapted from Columbia University and IRC (2017) [A Toolkit for Integrating Menstrual Hygiene Management \(MHM\) into Humanitarian Response: The Full Guide](#)

Box 5.2.4: Costing guidance – minimum items needed for a female-friendly toilet or latrine

- latched and lockable door;
- light;
- waste bin;
- toilet paper;
- soap;
- hook and/or shelf for storing belongings hygienically;
- accessible water supply;
- level entry (no steps wherever possible).

4. Menstrual hygiene management

Managing menstruation in emergency settings can be challenging, particularly when women and girls do not have access to sanitary facilities and materials. This may impact on their ability to participate in learning and teaching. Social taboos and the loss of privacy during emergencies can make matters worse.

- **Carry out an MHM needs assessment.** Ensure girls have access to sanitary materials, appropriate clothing, underwear, and soap. If they do not have these items, how can they be provided? They could be included in kits, backpacks, or non-food item provisions, and/or prepared for distribution during a crisis response. Partner with a local organization or other WASH actors who are already working with girls and women on MHM.
- **Consult girls and women on their MHM needs and capacities.** Make sure girls and women with disabilities are prioritized for consultation and advice.
- **Train staff in MHM.**
- **Provide MHM information for girls and women.** Ensure female facilitators lead sessions with girls and women in private spaces. Ensure information is sensitive to the context and culture: find out in advance which terms are acceptable to use.



Essential resources

[A Toolkit for Integrating Menstrual Hygiene Management \(MHM\) into Humanitarian Response](#) identifies key [MHM challenges and recommended responses](#) in emergency settings.

5. School-based health and nutrition services

- **Is sexual and reproductive health and rights (SRHR) taught in all levels of education?** Age-appropriate, gender-responsive, and culturally sensitive SRHR helps children and young people understand changes in their bodies as a natural part of their development.
- **Communicable disease prevention programmes should be gender-responsive or gender-transformative in approach.** Females and males face different risks of contracting and spreading diseases such as HIV and AIDS, Ebola, and COVID-19; they are exposed to different risks as a result of conditions imposed by curfews, etc.
- **Ensure girls and boys can access school feeding programmes.**
- **Provide micronutrient supplements (e.g., vitamin A, iron, iodine) to female and male learners equally.** Ensure fathers and mothers are aware of the need to distribute nutrition equally among the family, because children are better able to learn and develop cognitive function when they have good nutrition.
- **Ensure parents are aware of the importance and affordability of healthy eating for females and males.**



Essential resources

INEE (2019) [Guidance Note on Gender](#), p.71 ,for SRHR information.

WOB and FAWE (2019) [Gender Responsive Pedagogy in Early Education: a toolkit for teachers and school leaders](#), pp.36-37 for information on nutrition.

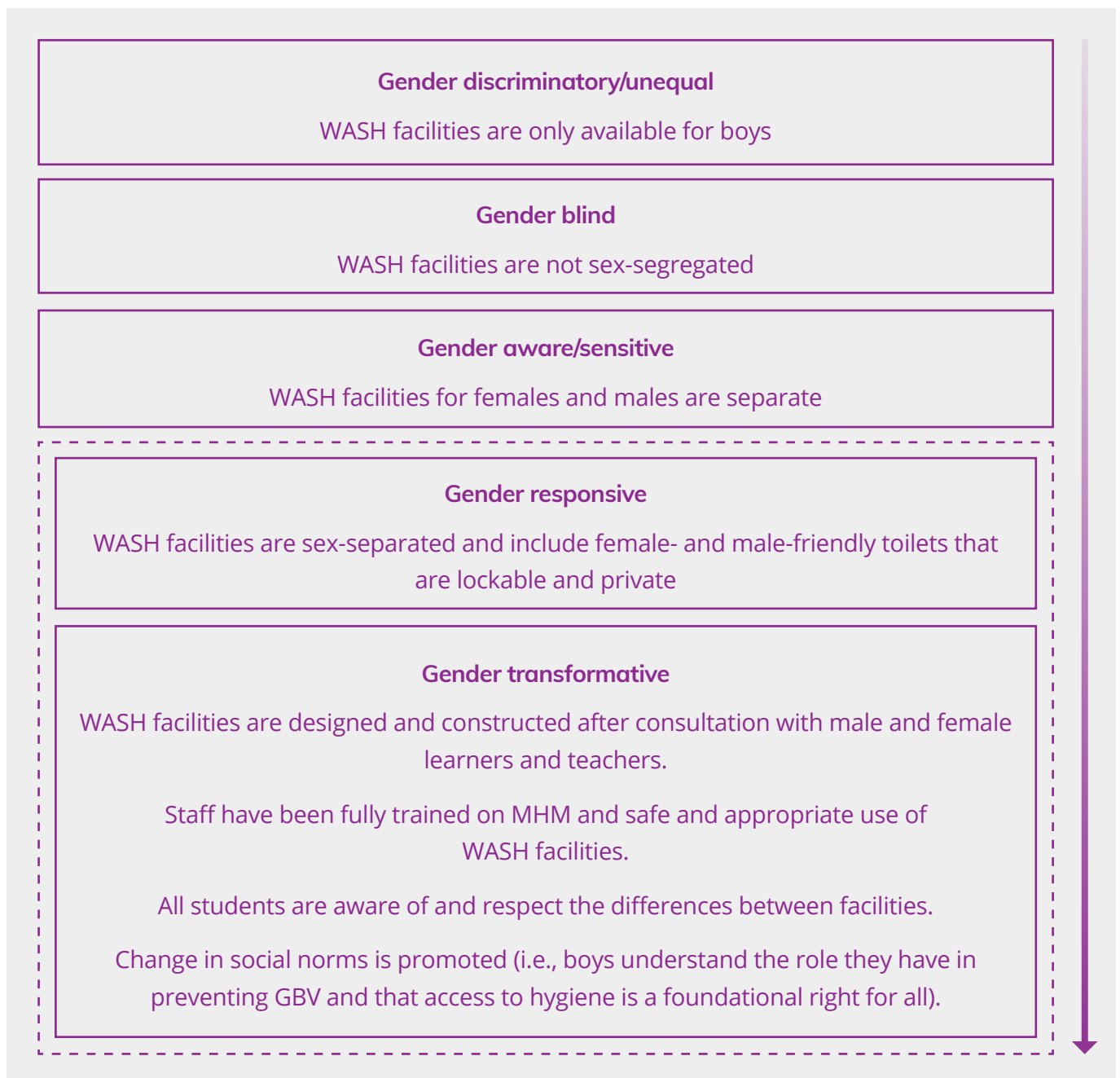
6. Services and referrals

Teachers and other education personnel should understand how to refer learners to local services to support their physical, emotional, and psychosocial well-being. For more comprehensive guidance on this, see:

✂ 5.3: Protection and well-being

- **Train teachers to understand physical and psychosocial well-being** and to recognize when learners might need additional support. They should also recognize the possible difference in symptoms between sexes.
- **Train teachers in referral service mechanisms** with which they can share information on threats to learner health and well-being.
- **Establish formal links with external services.** Services may include counselling, psychosocial, and legal services for survivors of sexual and gender-based violence, as well as access to medical and social welfare help. Children who have been associated with armed groups may need support with family tracing and reunification, as well as reintegration into their communities.

Table 5.2.1: Gender continuum for facilities and services – WASH example



For gender-responsive M&E regarding facilities and services, see:

✕ 6.3: Gender-responsive EiE indicators

📖 Further reading

- GCPEA (2018) [What can be done to better protect girls and women from attacks on education?](#)
- INEE (2019) [Guidance Note on Gender](#)
- Columbia University and IRC (2018) [Menstrual Health Management in Emergencies Toolkit](#)

5.3 Gender in EiE Protection and Well-Being Interventions

<p>INEE Minimum Standards</p>	<p>Domain 2: Access and learning environment</p> <p>Standard 2 – Protection and well-being:</p> <p>Learning environments are secure and safe and promote the protection and psychosocial well-being of learners, teachers and other education personnel.</p>
<p>Primary users</p>	<ul style="list-style-type: none"> • EiE programme managers; • education personnel.
<p>Purpose of tool</p>	<p>To understand the rationale for, and how to reflect, gender responsiveness in protection and well-being interventions within EiE programmes.</p>

Introduction

Ensuring that protection and well-being interventions in EiE programme are gender-responsive will maximize their effectiveness at addressing gender- and context-specific barriers to equity, inclusion, safety, and protection.⁶

Key information

Increased protection risks and threats to the well-being of children and adolescents in crisis contexts include, but are not limited to, child marriage, forced armed recruitment, child labour, and gender-based violence (GBV). These threats are due to factors such as:

- pre-existing gender stereotypes and discriminatory practices;
- lack of the rule of law;
- socio-economic issues;
- the breakdown of family and community protective mechanisms;
- negative coping mechanisms;
- limitations on decision-making power and independence;
- strain on adult caregivers.⁷

When experienced over a long period, these risks may cause toxic stress and threaten lifelong positive development.⁸ EiE managers and education personnel are key stakeholders who work closely with protection actors in crises to address and respond to the protection and well-being risks faced by girls, boys, women, and men.

✂ 8.1: Gender in EiE sector coordination and information management

Essential resources

[Global Education Cluster and Child Protection Area of Responsibility's Child Protection-Education in Emergencies Collaboration Framework](#)

6 Global Protection Cluster (2014) [What is Child Protection in Emergencies?](#) defines child protection in emergencies as “preventing and responding to violence, abuse, exploitation and neglect of children during times of emergency caused by natural and man-made disasters, conflict or other crises. Emergency situations can carry on long after the initial crisis has passed. They require effective and sustainable solutions to provide both short and long-term protection to children living in the wake of disaster and conflict. The delivery of child protection in emergencies occurs in a wide variety of locations from the immediate locality of the crisis to internally displaced people and refugee facilities.”

7 IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Settings](#).

8 Harvard University Center on the Developing Child (n.d.) [ACEs and Toxic Stress: Frequently Asked Questions](#).

Gender-responsive EiE protection and well-being interventions should:

- **Establish and monitor gender-responsive protective learning environments** which include female and male education personnel and students across all levels of the school system. This may involve building their capacity to:
 - identify, prevent, and respond to school-related gender-based violence (SRGBV);
 - establish and use SRGBV and school-based child protection reporting and referral mechanisms;
 - provide gender-responsive, psychosocial support (PSS.)
- **Reduce family stress to promote positive and protective relationships between children and adults.** This may involve conditional cash transfer or voucher programmes to benefit girls and boys across different levels of the school system, and female and male parent/caregiver support groups.

Where possible, interventions may seek to be gender-transformative, going beyond merely addressing the gender-differentiated protection and well-being needs of girls, boys, women, and men. This tool emphasizes gender-responsive considerations for EiE protection and well-being actions across the EiE programme cycle.

Actions

1. Design and conduct EiE needs assessments and analyses

Include questions to identify the cultural practices, expected behaviours, social norms, and environmental factors that increase children's and adolescents' protection risks.

- **Consider what factors increase the risk of GBV, SRGBV, and/or exposure to toxic stress for girls, boys, women, and men.** Ask questions to understand the different protection and well-being risks faced by different ages of girls, boys, women, and men, and by vulnerable groups such as children and adults with disabilities. For examples of questions see:

➔ **2: Needs assessment and analysis**

- **Map existing community-based child protection infrastructure and mechanisms** to understand which protection and well-being services already exist, and which need to be established or reactivated. (See [Table 5.3.1](#) for more details).⁹
- **Consider conducting a joint assessment with child protection actors**, such as the assessments carried out by the Education Cluster and child protection area of responsibility. As a minimum, ensure a child protection expert is on the Assessment Working Group for cluster or institution assessments. They should review the assessment protocol from a child protection technical perspective. Ideally, a child protection specialist would also train enumerators on protection against sexual exploitation and abuse (PSEA) and SRGBV considerations. (See: [Global Education Cluster Needs Assessment PSEA Folder](#).)

⁹ Adapted from IASC (2015). [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Settings](#).

- While analyzing data on child protection services, **identify the extent to which existing services are gender-responsive**. For sample questions, see:

➔ 2: Needs assessment and analysis

2. Plan and design EiE programmes based on the needs assessment data

- Identify priority protection and well-being interventions that need to be established or strengthened. Decide which of these may better address and respond to gendered barriers for girls, boys, women, and men.
- Identify potential partnerships between education, gender, and protection actors so that expertise is available for joint activities. Such activities include designing suitable, gender-responsive training approaches and materials for use in child protection and well-being interventions.
 - Identify local examples of emerging, effective gender-responsive protection and well-being work to inform capacity-building efforts.
 - For example, if a school or sub-national area has developed and is implementing a code of conduct that pays attention to SRGBV, invite relevant stakeholders to share their approaches, or arrange training visits to their setting.¹⁰
 - If a community-based organization uses a gender-responsive referral and reporting mechanism in their area of operation, invite their staff to train EiE and protection stakeholders.¹¹

Note: To conduct the above in a coordinated manner with child protection and EiE actors, refer to the CP-EiE Coordination Framework. (See: Global Education Cluster and Child Protection Area of Responsibility's Child Protection-Education in Emergencies Collaboration Framework)

The type of crisis may determine which capacity-building efforts are possible. Below are two examples:



In acute crises, capacity-building efforts for female and male education personnel on PSS provision may be gender-responsive. However, it will probably not be possible for government or development partners to monitor and observe the extent to which PSS services are gender-responsive after the training.






In protracted responses, if education personnel have not established codes of conduct and/or protocol for reporting child protection risks, this could be integrated into their training. Such training might cover gender-responsive pedagogy; establishment of gender-responsive school-level improvement plans; and gender-responsive leadership development pathways. This could be monitored and reported on to boost understanding of the effectiveness of training efforts.

¹⁰ See: UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#), Section 2 Practical Actions.

¹¹ See: UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#), Practical Action 13.

3. Implement gender-responsive protection and well-being-focused EiE interventions¹²

Table 5.3.1: Implementation considerations for ensuring EiE protection and well-being interventions are gender-responsive

Gender-responsive EiE Interventions to promote resilient systems, communities, schools and children
<p>Protection/well-being EiE intervention</p> <p> Deliver capacity building for sub-national and local child protection service providers and education personnel on the topic of providing gender-responsive child protection services.</p> <p>Note: local and sub-national protection personnel or service providers include, but are not limited to, committees or child watch groups in communities, community-based organization staff, and government service providers across sectors such as health, protection, and justice.</p> <p>Rationale for the intervention</p> <p>Child protection capacity building on gender issues and barriers, provided for EiE education and protection personnel, will help address gender equity barriers and ensure child protection mechanisms, such as referral and reporting mechanisms and child safeguarding measures, are gender-responsive.</p>
<p>Gender-responsive implementation considerations</p> <p>Ensure female and male committee and community members and staff engage in decision-making processes on child protection issues.</p> <p>Review and adapt existing capacity-building materials, curricula, and communication materials used for training staff and/or caregivers, children, adolescents, community members, and education personnel.</p> <p>Capacity-building, curricula, or communication materials on child protection topics – such as PSS, school safety, SRGBV, and referral and reporting mechanisms – should include messages on protection and well-being risks specific to girls and boys (i.e., SRGBV, rape, armed recruitment, corporal punishment, and harassment). Materials should also address how to prevent and respond to risks in a way that considers the different risks and needs of girls, boys, women, and men.</p> <p>For suggestions on how to review and adapt capacity-building and/or curricula materials, see:</p> <p> 5.6: Curricula, teaching and learning materials</p>
<p> Related resources</p> <p>Child Protection Working Group, South Sudan (2012) Working with Community-Based Child Protection Committees and Networks</p>

12 Proposed interventions adapted from INEE (2019). [Guidance Note on Gender](#).

Protection/well-being EiE intervention



EiE community mobilization efforts involve identifying, developing, and disseminating messages on protection and well-being risks and services for girls and boys of different ages

Rationale for the intervention

Community partnerships and awareness are crucial for the success of protection and well-being interventions that address barriers to gender equity and ensure the availability and uptake of local-level, gender-responsive, protection-related services (in the community or camp), such as SRGBV reporting and referral mechanisms.

Gender-responsive implementation considerations

Based on needs assessment data, identify partnerships with a variety of stakeholders (local female and male leaders, boys and girls of varying ages, and education personnel). Use these partnerships to discuss, identify, develop, validate, and disseminate messages on:

- the gender-specific protection and well-being risks prevalent before and during crises (i.e., rape, corporal punishment, child marriage, armed recruitment, SRGBV, GBV);
- the importance of education for girls and boys of different ages during crises as a way to address and respond to protection risks;
- solutions to ensure girls and boys and male and female education personnel are safe and secure in their homes, learning environments, and en route to and from schools and communities during crises;
- actions that female and male community members, caregivers, education personnel, and students may take to address and respond to prevalent risks;
- available protection-related services, part of or in addition to education programmes for girls and boys of different ages.

Integrate these messages as part of broader EiE community mobilization efforts. Such efforts might include the distribution of: backpacks containing teaching and learning and menstrual hygiene management materials; back-to-school campaigns; radio programmes; parent/caregiver support groups and SMS campaigns.

These evidence-based messages may also inform resource mobilization efforts.

4.2: Gender in EiE resource mobilization

Related resources

UNICEF's Communities Care Toolkit

This resource is available on request from UNICEF.

Protection/well-being EiE intervention



Develop life skills programmes.

Rationale for the intervention

Life skills programmes enable girls and boys to acquire knowledge, skills, and attitudes that help them protect themselves and take positive action in their lives. Life skills programmes give girls and boys access to well-being and PSS services. This may be the only opportunity for out-of-school children and adolescents to benefit from such services.

Gender-responsive implementation considerations

Discuss protection and well-being issues identified in the needs assessment with female and male education personnel responsible for facilitating life skills programmes at the school level.

Ensure topics of discussion include but are not limited to:

- identifying the gender-differentiated risks faced by girls and boys of different ages (i.e., child marriage, armed recruitment, SRGBV, GBV, rape, corporal punishment);
- possible solutions and actions to address and respond to gender-differentiated risks;
- gender-responsive PSS;
- links between gender norms, discrimination, and violence.



Related resources

UKAid and UNICEF (n.d.) [Training Manual for Girls' and Boys' Clubs on School-related Gender-based Violence \(SRGBV\) Prevention and Response](#).

This resource for Sierra Leona contains examples of life skills activities for girls' and boys' clubs.

[Life skills training: New Horizons and New Visions Programmes](#)

This is an example of life skills programming for boys, implemented by the Center for Development and Population Activities in Egypt. The document presents the initiative's outcomes for increasing gender sensitivity amongst boys in Egypt.

Economic empowerment programmes may be more powerful when boys and men engage as allies. For more information, see Promundo, Care, and Men Care (n.d.) [Journeys of Transformation. Engaging men in Rwanda as allies in women's economic empowerment and partners in caregiving](#)

Program H is an example of a programme that supports GBV prevention. For more information, see: Sperling, G.B., and Winthrop, R. (2015) [What works in girls' education: Evidence for the world's best investment](#). Brookings Institution Press, p.224.

Protection/well-being EiE intervention



Support the development of parent/caregiver support groups which are gender-responsive.

Rationale for the intervention

Such groups help to address the causes of stress for male and female parents/caregivers. They help parents/caregivers to handle stress, and improve protective, positive relationships with children and adolescents in school, community, and home environments.

Gender-responsive implementation considerations

The following topics should be incorporated into group parenting curricula and/or education personnel professional development materials:

- defining GBV and understanding the harmful effects it may have on infants and young children throughout their lives;
- how to identify different factors that cause stress for male and female caregivers and/or education personnel;
- how to handle similar or different forms of stress faced by male and female caregivers and/or education personnel;
- how all caregivers and/or education personnel can provide responsive and protective care to infants and young children and support older children and adolescents;
- how caregivers and/or education personnel can link with opportunities for well-being services for themselves and their children and adolescents, to reduce the likelihood of corporal punishment or abuse due to financial or emotional stress.



Related resources

Development partners such as Concern Worldwide, Save the Children, World Vision, Plan International, and ChildFund International have parenting curricula. These can be requested through a Memorandum of Understanding with the institutions. The materials may need to be adapted to address gender and protection needs.

The [Living Peace Program](#) can be used with female and male parents and caregivers. The programme from the Living Peace Institute in Democratic Republic of Congo and Rwanda may be adapted through agreement with the institution. The Living Peace Program provides PSS and group education to men and their partners in post-conflict settings to address the effects of trauma and develop positive, non-violent coping strategies.

Find out more in:

- Learning on Gender and Conflict in Africa, World Bank (2014) [Living Peace Groups Implementation Manual and Final Project Report: GBV Prevention and Social Restoration in the DRC and Burundi](#)
- Sexual Violence Research Initiative (n.d.) [Can Targeting Men Reduce Intimate Partner Violence?](#)

Refer to programme examples focused on engaging males in their roles as fathers, such as this [example from Lebanon](#).

Protection/well-being EiE intervention



Offer gender-responsive cash transfer or voucher programmes.

Rationale for the intervention

Cash transfers promote girls' access to education in contexts where child marriage is prevalent. They boost boys' access to education where there is a prevalence of boys joining armed groups to reduce the family's financial burden.

Cash transfers may reduce the family's financial burden and/or increase life skills and protection knowledge, attitudes, skills, and practices. Evidence suggests that cash transfers may increase girls' and boys' education attendance rates, reduce child marriage, increase female decision-making power (including around marriage and fertility), and reduce the number of women experiencing abuse by male partners

Gender-responsive implementation considerations

Use needs assessment findings on unique gender-related barriers to education to develop criteria for the provision of cash transfers for girls and boys.

Track how much money is spent on cash transfers and what girls and boys spend cash on to respond to their unique needs. Collect data on indicators related to cash transfers (i.e., enrolment, attrition, transition, decrease in reports of child and armed recruitment, etc.).



Related resources

Girls Education South Sudan Programme, [Cash Transfers](#), provides examples of cash transfers and emerging results.

UNICEF's forthcoming (2020) cash transfer guidance will feature considerations and benefits for girls and other marginalized groups.

A cash transfer programme for boys aged 7-13 – Red de Protección Social (RPS; Social Protection Network) – was implemented by the Government of Nicaragua, in partnership with Inter-American Development Bank. An evaluation found that transfers for three years resulted in boys achieving a half grade increase in schooling and substantial gains in both mathematics and language test scores. Effects were sustained ten years after participation in the programme. More than 30,000 families benefited.

Find out more in:

- Information on [Red de Protección Social \(Social Protection Network\) \(2000-2006\)](#)
- Barham et al (2013) [More Schooling and More Learning?: Effects of a Three-Year Conditional Cash Transfer Program in Nicaragua after 10 Years](#)

ODI (2017) [The impact of cash transfers on women and girls](#).

UNICEF (2017) [Making cash transfers work for children and families](#).

Protection/well-being EiE intervention



Develop temporary learning spaces (TLS) or child-friendly spaces for girls and boys of all ages, from young children to adolescents.

Rationale for the intervention

Providing safe TLS for young children through to adolescents may:

- support girls' and boys' access to protection and mental health services;
- enable older siblings to access TLS or other education and vocational opportunities;
- give female and male caregivers equitable access to cash-for-work opportunities or time to address their own well-being while their children and adolescents are in safe and secure spaces.

Gender-responsive implementation considerations

For information on TLS for girls and boys across age groups and levels of the school system, see:

✂ [5.2: Facilities and services](#)

✂ [5.6: Curricula, teaching and learning materials](#)

Implement gender-responsive TLS alongside female teacher recruitment.

✂ [5.4: Teacher recruitment and support](#)



Related resources

Ligiero, D., Hart, C., Fulu, E., Thomas, A., and Radford, L. (2019) [What works to prevent sexual violence against children: Evidence Review](#). Together for Girls. pp.58-75.

UNESCO Bangkok (2019) [Gender in Education Network in Asia \(GENIA\) Toolkit: Promoting Gender Equality in Education](#).

WOB (2019) [Gender-Responsive Pedagogy in Early Childhood Education](#).

Protection/well-being EiE intervention



Enhance the safety of transport routes for girls, boys, female and male education personnel in partnership with female and male community leaders, caregivers, and students.

Rationale for the intervention

Evidence suggests that girls and boys experience protection risks not only in school and community environments but also when travelling to and from these settings.

Gender-responsive implementation considerations

Based on needs assessment data, identify transport-related safety and security risks specific to girls and boys of varying ages, and to female and male education personnel.

Create and execute a plan with local stakeholders to address risks. Actions could include:

- Ensure older siblings or caregivers accompany young children to temporary learning spaces.
- Clear the routes to school.
- Collaborate with local shopkeepers or transport workers to help keep learners safe en route to and from school. Ensure these stakeholders know about the gender-responsive reporting and referral mechanisms, and/or gender-responsive early warning and early response systems that they should use if they witness any protection violations against children.
- Collaborate with local officials to ensure that checkpoints or army posts are located away from schools.

For additional information, see:

[✂ 5.2: Facilities and services](#)

[✂ 8.3: Gender in EiE risk assessment](#)

Protection/well-being EiE intervention



Work in partnership with girls and boys and female and male members of school management committees, parent-teacher associations, parent groups, and education personnel to identify gendered safety risks in and around learning environments.



Map and monitor over time.

Rationale for the intervention

Safety risks in and around schools may be perceived and experienced differently by girls, boys and female and male education personnel, community members, and parents/caregivers.

Example: what are the gendered risks and stereotypes related to being recruited into a role in violent extremism?

The word 'youth' commonly refers to boys. Their role in violent extremism is presented and explored much more prominently than that of girls. Females are referred to as 'young women'. There is a lack of focus on girls – and on their specific risks of recruitment and their roles – in violent extremism. Understanding and identifying the risk of violent group engagement is vital for addressing risks in school improvement plans and safety policies.

These gendered risks – and other important risks for different groups of girls, boys, female and male education personnel – should be understood and identified before developing school safety policies, school improvement plans, codes of conduct, etc.

Gender-responsive implementation considerations

- Map areas of the school and surroundings that present safety risks. Map the risks for different groups of girls, boys, male and female caregivers, education personnel, and community leaders. In groups, students and education personnel can map their perception of safety risks by drawing their school and identifying places where they feel unsafe.
- Bring groups together in plenary and – with the support of female and male community leaders – identify how perceptions of school safety risks and zones compare and contrast across the groups.
- Ensure that male and female leaders do not dismiss the risks faced by girls and women. These risks must be considered when identifying ways to address risks.
- Integrate this sort of mapping into needs assessments.

2: Needs assessment and analysis

For additional information, see:

5.2: Facilities and services

8.3: Gender in EiE risk assessment

Related resources

UKAid and UNICEF (n.d.) [Training Manual for Girls' and Boys' Clubs on School-related Gender-based Violence \(SRGBV\) Prevention and Response](#).

This contains a mapping example from Sierra Leone on p. 57

Sommers, M. (2019) [Youth and the Field of Countering Violent Extremism](#). Washington, DC: Promundo-US.

This contains examples of, and information about, gendered risks of violent extremism.

Protection/well-being EiE intervention



Establish gender-responsive school – or non-formal education – safety and preventative SRGBV measures.

These measures should include but are not limited to:

- a mandatory gender-responsive school safety policy and code of conduct;
- gender-responsive school-level improvement plan;
- gender-responsive school-based protection reporting and referral mechanisms.

Rationale for the intervention

Gender-responsive school improvement plans have protocol and codes of conduct that reflect the varying needs of girls, boys, and female and male education personnel. For instance, there might be the option to report to a female community leader if there are only male teachers or religious leaders.

Gender-responsive implementation considerations

Use the gender-specific school safety risks and barriers identified in the needs assessment and mapping to inform the development or revision of school safety measures.

Revisions should reflect the varying needs of girls, boys, male and female education personnel. For example, if girls or female education personnel lack adequate safety measures for using latrines, the solution could be to put locks on the latrines and create a schedule so that one female and male teacher monitors latrine usage and issues at all times.

The school safety policy could include a vision statement for why safety is vital, and provide information on the different safety needs of males and females in the school environment.

The school code of conduct may include the following gender-responsive measures:

- Prohibit female or male education personnel or students from being alone in a classroom or other school area with a girl or boy or female or male personnel. For example, when having meetings or discussing conduct, there must be at least one other male and female teacher, parent-teacher association (PTA) member, community leader, etc., present.
- Provide a clear explanation of what constitutes different forms of physical, sexual, and psychological SRGBV, and how they affect males and females in and around the school or learning environment.
- Ensure there are accountability measures and processes for upholding the code of conduct, such as appearing before a gender-balanced school board that decides on disciplinary actions.

✂ 5.4: Teacher recruitment and support

The school improvement plans should include actions such as:

- putting locks on gender-segregated latrines;
- having female and male PTA and/or community members monitor school safety on a rotational basis to assess whether and how safety risks are being addressed;
- arranging for community members to accompany female teachers to off-site professional development or training opportunities or hosting these events at the school.

School-based reporting, referral, and response mechanisms include having female and male students, education personnel, and community leaders trained in how to receive and address direct and anonymous reports from students, caregivers, education personnel, or community members. Survivor-focused response and referral mechanisms include procedures for how to handle victims and perpetrators in parallel. These mechanisms ensure that education personnel remove the victim from the situation and take them to a secure place for referral to other support services as needed (i.e., health care, psychosocial support, and legal services). Other education personnel escort the perpetrator(s) to a separate, secure location for discussion.



Related resources

UKAid and UNICEF (n.d.) [School Safety Guide. Training Manual](#)

This provides an example of reporting and referral mechanisms from Sierra Leone.

UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#).

See Section 2 on practical actions. This document includes an example of a school improvement plan.

UN Women (2016) [Codes of conduct](#).

This webpage offers an example of developing a code of conduct that considers gender.

Save the Children (2017) [School Code of Conduct. How to create a positive learning environment. Teacher training manual](#).

This considers gender in the design of the code of conduct.

Ministry of General Education and Instruction (2012) [South Sudan Teachers' Code of Conduct for Emergency Situations](#)

This is a gender-sensitive code of conduct.

INEE (2019) [Guidance Note on Gender](#).

See p. 81-83 for a code of conduct example.

UNGEI and SRGBV Global Working Group (n.d.) [A Whole School Approach to Prevent School-related Gender-based Violence: Minimum Standards and Monitoring Framework](#).

Protection/well-being EiE intervention



Additional interventions

- Female teacher recruitment
- Alternative education and accelerated education

Rationale for the intervention

Recruiting female teachers and providing alternative and/or accelerated education programmes enhances opportunities for girls and women to access and participate safely in educational opportunities, and may decrease the risk of child marriage for girls.

For boys, participating in alternative and/or accelerated education may reduce the risk of armed recruitment.

Gender-responsive implementation considerations

✂ [5.4: Teacher recruitment and support](#)

✂ [5.1: Accelerated and alternative education](#)

Gender-responsive EiE interventions to promote gender-responsive lifesaving messages and psychosocial support (PSS) services

Protection/well-being EiE intervention



Provide girls, boys, and education personnel who are survivors of GBV, SRGBV, and other protection harms and/or trauma with gender-responsive PSS.



Monitor the implementation of gender-responsive PSS interventions.

Rationale for the intervention

The provision of PSS must consider different approaches to service delivery based on the needs of girls and boys and female and male education personnel.

Gender-responsive implementation considerations

Gender-responsive PSS responds to the different PSS needs of girls, boys, female, and male education personnel of different ages.

To design gender-responsive PSS interventions:

- Identify the different types of trauma experienced (i.e., sexual assault vs. corporal punishment – do girls and boys, female and male personnel experience the same or different kinds of harm?)
- Identify the type of support provided and whether each type of support considers gender-differentiated needs. For example, when implementing group-based PSS activities in the classroom, the teacher may divide students into groups of girls and boys.
- Identify activities that respond to different causes of stress, risks, or types of trauma faced by girls, boys, female and male education personnel. Do not just do the same PSS activities with everyone.
- Identify and address gender bias in responses to survivors. For example, do not blame female teachers or girls who have been assaulted.
- Identify capacity-building opportunities for females and males to expand a network of gender-responsive PSS service providers based in schools and communities. For example, train female and male education personnel as PSS service providers. If there are no female education personnel, identify female caregivers or community leaders who can be trained to provide PSS to girls.



Related resources

IFRC (n.d.) [Sexual and gender-based violence. A two-day psychosocial training. Training guide](#)

Swiss Agency for Development and Cooperation (2006) [Gender, Conflict Transformation and the Psychosocial Approach. Toolkit.](#)

Note: These resources do not specifically focus on the provision of PSS for children. They may be supplemented with child-focused practices from IRC and UNICEF (2012) [Caring for Child Survivors of Sexual Abuse. Guidelines for health and psychosocial service providers in humanitarian settings.](#) This document guides PSS service providers on how to handle GBV instances in childhood.

Harvard School of Law HALT (2020) [How to Avoid Victim Blaming.](#)

[Youth Living Peace programme.](#) The programme's manual can be adapted in consultation with the authors.

Read more about the trauma-informed approach to working with men in the DRC, which is the basis for the Youth Living Peace programme:

Promundo (n.d) [Living Peace in Democratic Republic of the Congo: An Impact Evaluation of an Intervention with Male Partners of Women Survivors of Conflict-Related Rape and Intimate Partner Violence](#)

For gender-responsive M&E of protection and well-being interventions, see:

[6.3: Gender-responsive EiE indicators](#)

Further reading

- Child Protection Working Group (2019) [Minimum Standards for Child Protection in Humanitarian Action](#).
- Child Protection AoR (2016) [Child Protection in Emergencies Handbook](#).
- ECHO (2019) [Operational Guidance: The Inclusion of Persons with Disabilities in EU-funded Humanitarian Aid Operations](#).
- GCPEA (2015) [Safe Schools Declaration](#)
- GCPEA (n.d.) [What can be done to better protect women and girls from attacks on education and military use of educational institutions?](#)
- Girls Not Brides (2018) [Thematic Brief: Child Marriage in Humanitarian Settings](#).
- Global Education Cluster and Child Protection Area of Responsibility (2020). [Child Protection-Education in Emergencies Collaboration Framework](#).
- IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#).
- IASC (2017) [The Gender Handbook for Humanitarian Action](#)
- IASC (2019) [Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action](#).
- INEE (2018). [Guidance Note. Psychosocial Support: Facilitating psychosocial wellbeing and social and emotional learning](#).
- INEE (2019) [INEE Guidance Note on Gender](#)
- UNESCO and UN Women (2016) [Global Guidance on School-Related Gender-Based Violence](#).
- UNGEI and SRGBV Global Working Group (n.d.) [A Whole-School Approach to Prevent School-Based Gender-Based Violence: Minimum Standards and Monitoring Framework](#).
- USAID (n.d.) [Safer Learning Environments Assessment Toolkit](#)

5.4 Teacher and education personnel recruitment, conditions of work, training, and support and supervision

<p>INEE Minimum Standards</p>	<p>Domain 4: Teachers and other education personnel</p> <p>Standard 1 – Recruitment and selection:</p> <p>A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2 – Conditions of work:</p> <p>Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3 – Support and supervision:</p> <p>Support and supervision mechanisms for teachers and other education personnel function effectively.</p>
<p>Primary users</p>	<p>National, sub-national</p> <ul style="list-style-type: none"> • EiE programme managers in government, community service organizations and international NGOs; • education personnel: formal and non-formal in leadership and teaching.
<p>Purpose of tool</p>	<p>To provide a checklist of key actions and signposts to resources for gender-responsive teacher recruitment, conditions of work, training, support, and supervision.</p>

Introduction

Teachers, including female teachers and leaders, have a crucial role to play in providing safe, protective, and inclusive learning spaces during and after humanitarian emergencies and protracted crises. Appropriate, progressive teacher training, management, recruitment, support, and working conditions can help significantly to improve gender equality in schools and other learning spaces and help to establish more positive gender norms in the community as it recovers from crisis. Teachers and learners need support from administrative staff who also must understand, support, and actively work towards gender equality.

Key information

Teaching provides women and girls with opportunities. Having female teachers can challenge gender norms and male dominance in the teaching profession. In emergency contexts, teachers can be scarce, and those who are available may be volunteers. They are often male, with limited training in both subject areas and conflict-sensitivity and psychosocial support. They may be unable to teach due to safety and security risks, displacement, armed occupation of schools, school destruction, systemic failures around teacher salary allocation and distribution, or because as refugees their qualifications are not recognized in the host education system.

Teachers may also face challenging personal circumstances and duties of care which affect their availability to teach, morale, motivation, and physical and mental health.

Biases rooted in conflict and cultural norms – such as negative views on girls' education, patriarchal attitudes, or acceptance of gender-based violence (GBV) – can be brought into the classroom by teachers. Research has shown increasing xenophobia and discrimination against refugee populations (see [Box 5.4.1](#)). This can result in abusive and inappropriate behaviour by teachers and instructors towards learners. Such behaviour often goes unchecked due to the lack of community awareness and engagement, and the lack of supervision and codes of conduct for teachers regarding appropriate behaviour, reporting and referral mechanisms, and punitive measures.

Box 5.4.1: Example from Ecuador

“In Ecuador, even though Colombian refugees speak the same language (Spanish) and are mostly from the same religious background (Catholic or Christian), they are still viewed as different and as a threat. Issues of race and gender add additional layers of vulnerability. A UN representative explained: ‘... what happens is that discrimination adds up.’”¹²

In EiE settings, different types of teachers are likely to face other challenges that impact their capacity to teach.¹⁴ Selection, recruitment, support and supervision practices, and conditions of work must consider these challenges and take steps to address them.

In a refugee scenario, employing members of the host community in teaching roles can give legitimacy to the EiE response. This can be a catalyst for cooperation between refugee and host communities, transforming attitudes and behaviours around gender equality. However, the rise in xenophobia and discrimination against refugee populations¹⁵ means such steps can still present challenges for different groups of teachers.

[Table 5.4.1](#) shows some of the common challenges experienced by different groups of teachers. These challenges can compromise teachers’ effectiveness and the quality of education, and negatively affect learners’ and teachers’ well-being.

13 Mendenhall, M., et al. (2017) [Urban Refugee Education: Strengthening Policies and Practices for Access, Quality and Inclusion](#), Columbia: Columbia University Teachers’ College, p.33.

14 Cambridge Education. (2017) [Evidence Brief 4: Quality and Learning](#). Cambridge: DFID / Cambridge Education, p3.

15 Mendenhall, M., et al. (2017) [Urban Refugee Education: Strengthening Policies and Practices for Access, Quality and Inclusion](#), Columbia: Columbia University Teachers’ College, p.33.

Table 5.4.1: Common challenges faced by teachers

Common challenges faced by refugee, displaced, and 'remainee' teachers	
Professional	Personal
<ul style="list-style-type: none"> • The teacher may not have qualifications or experience of teaching, and may lack training in psychosocial support or conflict sensitivity. This is particularly critical as needs increase during crises. • The host government may not want refugee teachers because their teaching qualifications are not recognized. • Overburdened education systems cannot supervise and manage teachers appropriately, which means they struggle to provide basic training in gender-responsive pedagogy and codes of conduct. • Teaching an unfamiliar curriculum in a new education system to diverse learners, including those who are significantly overage, is difficult. Teaching and learning materials and textbooks are often scarce too. • Lack of school infrastructure adds further challenges to teaching in difficult environments. 	<ul style="list-style-type: none"> • The teacher may have faced traumatic experiences and economic hardship, or have perceptions and attitudes towards the crisis that conflict with those of the host and refugee/peer population. • Teachers deployed to remote, rural host communities may be unable to travel daily from home yet lack access to local accommodation. • Teachers or family members may face health or disability issues for which medical support is not available. • Teachers have their own family and caring responsibilities. • Teachers are not paid salaries on time.


Common challenges facing host community / country teachers	
Professional	Personal
<ul style="list-style-type: none"> • These teachers may face classroom overcrowding, double-shifting, student diversity (language, ethnicity, culture, religion, gender, disability), and lack of training in conflict sensitivity, psychosocial support, language development, and curriculum adaptation. • They may be reluctant to work in camps due to the poor conditions. • An overburdened education system cannot supervise and manage teachers appropriately, including providing basic training in gender-responsive pedagogy and codes of conduct. 	<ul style="list-style-type: none"> • Heavier workloads exacerbate pre-existing personal challenges. • Perceptions and attitudes towards the crisis may conflict with those of the refugee population. • Children have less positive learning experiences; this has an impact on classroom behaviour and creates stress for teachers. • Teachers are not paid salaries on time. • Refugee and host community teachers receive different salaries, causing conflict.

Action points

Recruitment checklist

The actions suggested below can make teacher and education personnel recruitment more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)). Where possible, conduct these actions in partnership with ministries of education. These actions are relevant to acute and protracted crises.

<input type="checkbox"/>	<p>Survey the availability of teachers and other education personnel in affected populations. Develop a gender-responsive recruitment plan, targeting and supporting female and male teachers and education personnel.</p>
<input type="checkbox"/>	<p>Advertise for teachers and other education personnel widely in affected communities. Conduct outreach to female and male leaders and associations.</p>
<input type="checkbox"/>	<p>Ensure job descriptions contain no gender-discriminatory content. For example, use neutral pronouns or 'he/she' throughout job descriptions. Ensure person specifications are inclusive and that requirements for essential skills, experience, or qualifications do not exclude candidates based on their gender or ethnicity.</p>
<input type="checkbox"/>	<p>Ensure that all recruitment and selection processes are transparent and gender- and conflict-sensitive, and that they reflect commitments to diversity and equity.</p> <p>Recruitment transparency may require you to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a salary range in advertisements; <input type="checkbox"/> communicate the hiring timeline; <input type="checkbox"/> provide information before the interview if there is going to be an interview panel and any preparation needed; <input type="checkbox"/> give interview feedback; <input type="checkbox"/> choose teacher selection panels using transparent criteria and ensure they include members of the affected population (displaced, refugee, host) on a gender-equal basis <p>Conflict-sensitive recruitment recognizes the root causes of conflict dynamics and how these might impact differently on male and female teachers across different groups of the affected population (depending on their displaced/refugee/host status, language, religion, ethnicity, etc).</p>

□	Actively recruit female teachers and other education personnel wherever possible.
□	<p>Provide incentives, where appropriate, to encourage females to apply for teaching, instructor and education management roles, or for in-work incentive schemes such as accredited progression routes to professional qualifications and career development. Incentives might include:</p> <ul style="list-style-type: none"> • child care; • safe, private spaces where breastfeeding teachers can be given time to feed their babies; • help with transport to and from education environments, especially where safe access is limited; • menstrual hygiene management facilities and materials for female teachers and learners.¹⁶
□	<p>Hire women as teaching assistants who can learn and qualify as teachers on the job.</p>
□	<p>Consider inviting secondary school-age adolescent girls or female caregivers with children to work as paraprofessional teachers, with the option to qualify on the job. This may help expand the provision of, and workforce for, community-based education and alternative early childhood education, both in and beyond refugee camps. This approach could be useful where there are significant shortfalls in teacher numbers and where young women have fewer cash-for-work opportunities.</p>
□	<p>Consider accepting verbal references from non-literate female community members and/or former teachers when seeking references for female teachers who are yet to be qualified.</p>
	<p>Allow temporary amendments to minimum teacher qualifications.</p> <p>In humanitarian settings, for example, advocating for lower teacher qualifications (as a temporary measure) has boosted female teacher recruitment and enabled governments to meet workforce targets. This may be a good investment because indications suggest that women are more likely to stay longer in the teaching profession.¹⁷ In Rwanda in 1994, Grade 12 students were encouraged to enter primary teaching when UNICEF made a one-off incentive payment to boost teacher numbers.¹⁸ Professional development opportunities that help teachers recruited at lower levels to become fully qualified is one way to sustain women’s presence in teaching.</p>
□	<p>Actively recruit male teachers and education personnel in settings where female teachers and education personnel predominate. This may include early childhood development settings or scenarios where boys’ underachievement is linked to the lack of male role models.¹⁹ Male teachers can support boys to change their beliefs regarding gender roles and identities. Enhance existing safety measures to counter parental concerns about men working in early childhood settings.</p>
□	<p>Motivate or give incentives to female and male teachers to teach subjects or levels in which they have historically been under-represented (e.g., encourage women to teach mathematics and encourage men to teach lower primary classes).</p>

16 Save the Children (2015) [Menstrual Hygiene Management. Operational guidelines.](#)

17 UNESCO and IEO (2010) [Guidebook for planning education in emergencies and reconstruction.](#) Chapter 3.1

18 Ibid, p.496

19 See UNESCO GMR (2018) Policy Paper: Achieving gender equality in education: don't forget the boys. April.

Conditions of work checklist

The actions suggested below can make conditions of work for teachers more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)). Where possible, conduct these actions in partnership with ministries of education. These actions are relevant to acute and protracted crises.

<input type="checkbox"/>	Ensure contract arrangements are gender-responsive for female and male candidates. In emergency settings, contracts may need to accommodate parental responsibilities, for instance by providing or financially supporting child care arrangements, and providing breastfeeding time and facilities so women can work.
<input type="checkbox"/>	Compensation for teaching at all levels should be equal for female and male teachers. As stated in the INEE Minimum Standards, teacher compensation can be monetary or non-monetary. ²⁰
<input type="checkbox"/>	Create teacher codes of conduct that promote inclusive, gender-responsive norms and standards at work. These are a vital tool in reducing the risks of school-related GBV (SRGBV) in humanitarian settings.
<input type="checkbox"/>	Ensure transport options are available to help teachers travel to and from education environments where safe access to schools is limited.
<input type="checkbox"/>	Provide safe, accessible accommodation for female and male teachers where necessary.
<input type="checkbox"/>	Provide separate water, sanitation, and hygiene facilities for male and female teachers, including menstrual hygiene management facilities and materials for female teachers.

Table 5.4.2: The importance of a code of conduct in preventing SRGBV²¹

Guide and support education practitioners	<ul style="list-style-type: none"> • Help members of the education profession solve ethical dilemmas. • Stipulate explicit professional rules to guide teachers' conduct.
Protect pupils, teachers and school staff	<ul style="list-style-type: none"> • Protect pupils from harm, discrimination, intimidation, harassment, and humiliation. • Maintain a position of trust for teachers and other staff, without abusing authority. • Highlight and reinforce the implications of misconduct.
Achieve and maintain a high degree of educational professionalism	<ul style="list-style-type: none"> • Uphold the integrity, dignity, self-esteem, and reputation of educational staff. • Enhance the dedication, efficiency of service, and professional commitment of educational staff. • Promote a sense of professional identity among educators
Promote public trust in, and support for, the education profession	<ul style="list-style-type: none"> • Present a positive image of the profession. • Emphasize social responsibility and public accountability towards pupils, parents, and the community. • Establish conditions conducive to the best possible professional service.

²⁰ See INEE Minimum Standards, [Domain 4: Teachers and other education personnel](#).

²¹ UNESCO and UN Women cited in UNGEI (2016) [A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework](#), p.21



Essential resources

[South Sudan Teacher Code of Conduct for Emergency Situations \(2012\).](#)

The Ministry of General Education and the Education Cluster designed this document for teachers who may not have had extensive training on the full Code of Conduct. The Code of Conduct is gender-responsive. It outlines appropriate ways teachers can support and protect male and female learners and peers, encourage and manage participation in the classroom, and understand penalties for failing to abide by the Code.

Training, support and supervision checklist

The actions suggested below can make teacher training, support, and supervision more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)).

<input type="checkbox"/>	<p>Review the teacher training curricula with a gender lens. Ensure content avoids harmful gender stereotypes and norms. A review may not be possible in acute crises, but informal reviews can be conducted using the criteria in Box 5.4.3.</p>
<input type="checkbox"/>	<p>Develop separate gender and conflict sensitivity training as an interim measure in acute crises. This can eventually be integrated into an official curriculum review, and a gender module can be incorporated into teacher training.</p> <ul style="list-style-type: none">✘ 5.1: Accelerated and alternative education✘ 5.3: Protection and well-being✘ 5.5: Teaching and learning self-assessment for teachers and project managers✘ 5.6: Curricula, teaching, and learning materials

Box 5.4.2: Gender socialization in schools in Karamoja, Uganda

A pilot project implemented by the Ministry of Education and UNICEF trained more than 1,000 primary school teachers to enhance their knowledge, attitudes, and practices around conflict management and gender equity. An impact evaluation demonstrated that the approach had the potential to change negative gender norms and behaviours if combined with wider community participation.

UNICEF and MoESTS (2016) [Gender and Peacebuilding Training for Primary School Teachers. Training manual.](#)

Box 5.4.3: Teacher training curriculum review

To what extent is gender mainstreamed into the pre-service or in-service teacher education programme for primary and secondary level?

- Can you find examples of the following?
- content on gender within training courses about the learner;
- skills development for teachers so that they can teach in a gender-responsive manner;
- content that addresses teachers' attitudes to gender norms and relationships;
- guidelines on gender equality for teaching practice.

What should teacher education curricula on gender include?

- attitudes and behaviours – understanding how negative attitudes to gender impact on gender dynamics and teaching in the classroom (and on girls'/boys' ability to learn post-conflict);
- curriculum content – understanding and adapting gender-biased messages and materials in curricula;
- teaching and learning materials – selecting and making teaching and learning materials that do not include gender-biased messages, images, or activities;
- school environment – the extent to which the environment makes female and male learners feel included or excluded.

For a more detailed overview of teacher training curriculum review relevant to protracted crises and transition to development, see [Tool 21: Mainstreaming gender equality in teacher education and professional development](#) from UNESCO Bangkok (2019).

<input type="checkbox"/>	<p>Ensure supervision and support are non-discriminatory and gender-responsive. Provide equal support for female and male teachers and other education personnel while recognising the additional or specific needs each teacher may have based on their competencies. Train and mentor school leaders to provide inclusive school and teacher supervision and to promote positive discipline and classroom management.</p> <p>✕ 8.2: Institutional EiE gender capacity: personnel and gender capacity assessment</p>
<input type="checkbox"/>	<p>Use single-sex peer support groups in some contexts. Peer support groups can take many forms, from face-to-face meetings to engagement via online and other digital platforms such as WhatsApp and email chat groups (see Box 5.4.4).</p>

Box 5.4.4: Teachers for Teachers, Kakuma Refugee Camp, Kenya

The Teachers for Teachers initiative supports refugee and Kenyan teachers to improve their practice and student learning in Kakuma Refugee camp.

The model was piloted in 2015 in partnership with UNHCR, Finn Church Aid, and the Lutheran World Federation. The initiative takes an evidence-based approach to develop the expertise, knowledge, and motivation of teachers through training, coaching, and mentoring. It is a multi-layered and staged approach, allowing refugee teachers to absorb what they have learned in the classroom and to test and adopt new strategies.

A key component of Teachers for Teachers is Mobile Mentoring. Using WhatsApp, teachers (mentees) are paired with a Global Mentor. These are volunteers from around the world who have significant classroom teaching experience. They provide ongoing, real-time support on day-to-day teaching challenges. Through support from Safaricom and Vodafone Foundations, Teachers for Teachers has given all mentees phones, airtime, and data so that they can participate in the mentoring programme.

Teacher education on gender equity is mainstreamed into the mobile mentoring curriculum.

Find out more:

[Full curriculum](#)

[Project information](#)

<input type="checkbox"/>	Regularly involve male and female learners in teacher appraisal (to the extent possible). This empowers learners and boosts understanding of how learning environments impact differently on male and female learners.
<input type="checkbox"/>	Ensure that psychosocial support for teachers considers the different needs of female and male teachers. ✕ 5.3: Protection and well-being
<input type="checkbox"/>	Actively encourage and develop female leadership in education – in teaching and non-teaching roles. Provide support and supervision that responds to the individual capacities and strengths identified by female candidates. Ensure that the leadership in gender-responsive EiE promotes a vision and values that recognize the diverse needs of learners and equality between boys, girls, women, and men.



Essential resources

WOB and FAWE (2019) [Gender Responsive Pedagogy in Early Childhood Education: A toolkit for teachers and school leaders](#). Section 3.1 'Dimensions of school leadership' provides detailed guidance and practical tips suitable for use in protracted crises.

INEE (2019) [Guidance Note on Gender](#), pp.88-90, provides comprehensive guidance on gender responsive teacher supervision and support.

Box 5.4.5: Gender Responsive Pedagogy Teacher Training (GRPTT), Plan Canada in South Sudan

GRPTT integrates gender equality into practical child-centered pedagogical training. It builds teachers' skills to avoid gender bias and understand how to address gender-related barriers to participation. The training provides practical ideas and solutions for the challenges faced by teachers in low-resource environments, such as large class sizes and limited teaching and learning materials.

The GRPTT was adapted for emergency contexts when violence broke out in South Sudan in July 2016. In May 2017, 67 teachers from schools in South Sudan's conflict-affected Yei town were trained in the adapted GRPTT package.

Examples of how the training was adapted include:

- shorter sessions;
- adapted discussion questions relevant to crisis settings, such as discussing how girls, boys, women, and men experience conflict differently;
- discussion on challenges with lesson planning during the emergency context and practical solutions. For instance, this raised the challenge of teachers being personally affected by the conflict and the solution of keeping lesson plans simple.

Source: [GRPTT / INEE Webinar, November 2019](#)



Plan teacher training and mentoring to maximize practice and minimize disruption. Teacher training often takes place at weekends to reduce the impact on teaching time. This can have gendered consequences for female teachers who have additional domestic workloads. Investigating the 'time budgets' of teachers, and designing training around this, helps teachers engage better in training. Improved mentoring from principals, fellow teachers, and local supervisors will support practice and reinforce the training during work hours.

For gender-responsive M&E of teacher recruitment training and support, see:

[6.3: Gender-responsive EiE indicators](#)



Further reading

- Cambridge Education (2017) [Evidence Brief 4: Quality and Learning](#). Cambridge: DFID / Cambridge Education
- INEE (2019) [Guidance Note on Gender](#), Chapter 4, p.77-90
- Plan International Canada. (2018) [Gender-Responsive Pedagogy Teacher Training Pack](#), Toronto: Plan International Canada.
- Save the Children (2018) [Hear it from the Teachers](#)
- UNESCO (2015) [A Guide for Gender Equality in Teacher Education Policy and Practices](#). Paris: UNESCO
- UNESCO Bangkok (2019) [Gender in Education Network in Asia-Pacific \(GENIA\) Toolkit: Promoting Gender Equality in Education](#)
- UNESCO / IIEP (2009) [Guidebook for planning education in emergencies and reconstruction](#). Section 3: teachers and learners

5.5 Teaching and learning self-assessment checklist for teachers

<p>INEE Minimum Standards</p>	<p>Domain 3: Teaching and Learning</p> <p>Standard 3 – Instruction and learning processes:</p> <p>Instruction and learning processes are learner-centred, participatory, and inclusive.</p>
<p>Primary users</p>	<p>National, sub-national</p> <ul style="list-style-type: none"> • education personnel at sub-national level (teachers, instructors, field staff); • education managers and technical specialists at national and sub-national level (for information).
<p>Purpose of tool</p>	<p>To provide a simple checklist for teachers working in EiE contexts to self-assess the level of gender-responsive pedagogy in their classrooms.</p> <p>Self-assessment responses can help to identify teachers' capacities and strengths, and any gaps where they need more support. The focus should be on identifying their needs. The checklist can be a consultative and collaborative way to develop an action plan for increasing and monitoring the use of gender-responsive pedagogy. There are no right or wrong answers; this is a tool to promote growth.</p> <p>EiE project managers and government education personnel can also use the checklist to review classroom practices (e.g., to observe teachers in host communities). EiE personnel may integrate questions on gender-responsive pedagogy from this tool into existing teacher observation tools promoted at the national or regional levels in countries.</p>

Introduction

In the classroom, teachers can reinforce existing gender biases, sometimes unintentionally. For example, they may ask only boys to answer questions or expect girls to sweep and tidy the classroom. This checklist can help teachers to question their practices and habits and make teaching and learning more inclusive and responsive to the needs of all learners. It can also help teachers identify and remove gender-related barriers faced by learners.

The criteria provided in the tool are also valuable for monitoring visits and setting indicators for a quality learning environment.

Key information

Inclusive education:

- recognizes all children can learn;
- acknowledges and respects differences in children: age, gender, ethnicity, language, disability, and health status;
- enables education structures, systems, and methodologies to meet the needs of all children;
- is a constantly evolving process;
- aims to create a more inclusive society.

Negative attitudes can be the most significant barrier to including children in education. Teachers can be supported to speak out and act against discrimination resulting from traditional social, cultural, and religious beliefs. For example, in Nigeria²² Malala Fund and Forum for African Women Educationalists (FAWE) supported young female teachers to voice their concerns about girls' education in emergency contexts and build their capacity to advocate safely and effectively for change.

Discrimination may also arise from beliefs about what certain children can and cannot, or should and should not, do. Teachers need basic knowledge and skills to respond to children's learning needs in the classroom. They can build on this foundation as they develop as teachers.

The checklist below is based on:

- UNRWA (2017) [Towards gender-sensitive classrooms for teachers](#)
- DFID Girls Education Challenge (2020) [Teaching and Learning Self-Assessment Tool for Projects](#).

²² Yusuf, A (2017) 'I speak out for girls who can't'

Essential resources

FAWE (2020) [Gender Responsive Pedagogy Toolkit for Teachers and Schools](#). 2nd Edition.

Checklist for teachers

- This checklist is relevant for use and adaptation by teachers and instructors at early childhood education (ECE), primary, secondary, and tertiary levels of EiE.
- Teachers should rate their level of confidence for each question. The four levels of confidence are: very confident, confident, some concerns, and need support (see [Table 5.5.1](#) for descriptions). Education personnel can also complete the questionnaire while observing teachers in class. They can discuss with teachers after they have done the self-assessment to see how the two sets of responses correlate.

Table 5.5.1: Descriptions of the four levels of confidence





	Very confident	Teacher can answer questions positively and demonstrate corresponding action or examples from classroom practice.
	Confident	Teacher has a good response to questions. Teacher recognizes that there may still be areas for improvement.
	Some concerns	Teacher has doubts or concerns about their ability to implement suggested action.
	Need support	Teacher recognizes a gap in knowledge and skills and identifies a need for support.

Table 5.5.2: Teachers' self-assessment checklist

School/learning environment	
Question	Confidence level
<p>Are girls and boys learning in safe and protective learning spaces? If not, what measures can be taken to address the gaps?</p>	
<p>Example</p> <p>The school site is a safe space, accessible to girls and boys, including those with disabilities. All learners are actively encouraged to attend, participate, and achieve in learning. For example, after a crisis, opportunities were taken to provide psychosocial support for children in the curriculum, and separate water, sanitation, and hygiene facilities were built for male and female learners and teachers.</p> <p>✕ 5.2: Facilities and services</p> <p>✕ 5.3: Protection and well-being</p>	
Question	Confidence level
<p>Are fun, familiar, and safe recreational activities available for girls and boys? These can help provide and promote psychosocial support and well-being during and after crises.</p>	
<p>Example</p> <p>Set up sports clubs and encourage female and male participation. For example, ensure girls can participate in ball games (football, basketball, etc.) and boys can participate in dance clubs. Do not reinforce stereotypes. Ensure recreational games are age-appropriate. In Bamyan, Afghanistan,²³ UNICEF established volleyball and football clubs for girls to help them recover from their experiences of gender-based violence (GBV) at home.</p>	
Question	Confidence level
<p>Do seating arrangements enable girls and boys to cooperate and learn together, as well as learning from the teacher?</p>	
<p>Example</p> <p>Arrange the space flexibly to encourage teamwork between boys and girls. For example, arrange desks in a U-shape or group seats together. This can work particularly well for adolescents and tertiary students.</p> <p>For ECE settings, girls and boys could be seated on mats in a circle or brought together in small learning teams to work on projects.</p> <p>Space is not always available, especially in refugee camps. Is it possible to group learners in different ways, mixing up genders and providing opportunities for class cohorts to move around and change seating between different sessions? For example, it may be possible simply to ask learners to turn around and work with the learners seated behind them for a change.</p>	

23 UNICEF (2010) 'Promoting girls' empowerment through sport in Afghanistan'

Teaching approach/participation	
Teacher beliefs/attitudes	
Question	Confidence level
Do you ask girls and boys equally to participate in class?	
Example	
<p>Ask girls and boys to answer questions, offer their opinions, and act on what they say. Alternate by gender.</p> <p>Select names at random from a box or hat to encourage equal participation. Reward participation with praise and encouragement for both girls and boys.</p> <p>Do you give girls and boys the same classroom/school tasks? For example, do boys also sweep the classroom, and do girls also lead class clubs?</p>	
Question	Confidence level
Do you use positive reinforcement techniques?	
Example	
Praise learners when they demonstrate good behaviour in gender roles (such as assigning equal gender roles in teamwork, and positive girl-boy cooperation). This can promote positive gender relations in the classroom.	
Question	Confidence level
Do you encourage boys and girls to work together and on an equal basis in groups?	
Example	
<p>Create classroom norms for group work that ensure mixed-sex groups and equal participation.</p> <p>Award points for participation to groups and individuals as an incentive for broader participation.</p> <p>If girls are playing with dolls and boys with brick blocks in an ECE setting, encourage them to work together. For instance, they can design and build a house for the dolls and make the dolls do some building.</p>	
Question	Confidence level
Do you give girls and boys tasks in class that avoid gender stereotypes?	
Example	
Rotate roles for boys and girls in groups. Create roles such as 'group leader', 'researcher', 'classroom cleaner', and 'scribe', and allow both girls and boys to fill each role.	
Question	Confidence level
Do you make sure when praising learners that you avoid gender stereotypes?	
Example	
For example, do you avoid praising girls for being 'gentle' or boys for being 'brave'?	

Question	Confidence level
Do you use inclusive language in your teaching, and challenge gender stereotypes when they arise in learners' language and attitudes?	
Example	
When talking about jobs, avoid stereotyping. You can say things like: 'the nurse looked after his patients', or 'the scientist conducted her research'. Positive reinforcement of these messages can raise girls' aspirations and normalize inclusion. If textbooks and materials contain sexist stereotypes, use them as discussion points with your learners. Question why the stereotypes might be inappropriate and/or offensive, and talk about the gendered expectations learners have of themselves. This can work especially well with adolescents and young men and women. With younger children, intervene when peer pressure discourages a learner from exploring different gender roles.	
Question	Confidence level
Do you avoid using gendered terms unless it is essential?	
Example	
For instance, you can refer to 'people' or 'children' instead of 'men' or 'girls.'	
Question	Confidence level
Do you avoid generalizing about boys and girls unless it is essential?	
Example	
For example, do you avoid saying 'boys are like this...,' 'girls are like that...'	
Learners' beliefs/attitudes	
Question	Confidence level
Do you actively challenge learners who use gender-biased language?	
Example	
For instance, if someone says to a boy 'you are crying like a girl,' or says to a girl 'you cannot play football', you can use this as a positive opportunity to teach children and young people about gender stereotypes. You can discuss where stereotypes come from, why they are used, and what we can do to challenge them.	
Question	Confidence level
Do you discuss the division of power or react to any perpetuation of unequal relationships when boys and girls work together; and do you offer more equitable ways of functioning?	
Example	
For instance, if boys dominate discussions, intervene and point this out. Actively encourage girls to participate. If girls are less forthcoming due to cultural norms, talk to the class about how they could find better ways to include girls (e.g., use smaller group work to build girls' confidence).	

Question	Confidence level
<p>Do you support boys and girls to work together on tasks when this sort of collaboration is unfamiliar to them?</p>	
<p>Example</p>	
<p>For instance, in a camp or other setting where boys and girls are not used to being educated together, can you allow children scope to play games and get to know each other before they focus on learning tasks? Can you use ice breakers?</p>	
<p>Question</p>	<p>Confidence level</p>
<p>Are you able to speak to parents about the importance of and rights to education for girls and boys? If not, what are the barriers to this?</p>	
<p>Example</p>	
<p>For instance, can you liaise with school (or learning space) management committees (SMCs) or parent-teacher associations (PTAs), or use parent consultation meetings to raise issues around sons and daughters attending and not attending school.</p> <p>Can you speak to parents about the transition routes for girls and boys to higher levels of education and/or training and the options available in a crisis setting? (See Box 5.5.1 for strategies from teachers for engaging with parents.)</p>	
<p>Content of teaching and learning</p>	
<p>Question</p>	<p>Confidence level</p>
<p>Do girls and boys face specific barriers to learning? How can you work in school to remove these barriers and enhance access for girls and boys?</p>	
<p>Example</p>	
<p>A range of economic, socio-cultural, and geographical factors can prevent girls, boys, women, and men from participating in all levels of education. Such factors include higher rates of school-related GBV (SRGBV) and early marriage as a result of crises; increased demand for boys' labour as a result of economic insecurity due to crises; and the risk of children being recruited into armed groups on the way to school.</p> <p>➔ Introduction</p> <p>There are many ways teachers can support out-of-school children. This is one example: Engage with parents via PTAs/SMCs to discuss the reasons for girls' and boys' exclusion from schooling and ways to address this. Solutions might include outreach to the authorities to advocate for a 'bridging' programme for children who need to catch up before re-entering formal schooling.</p> <p>➔ 7: Accountability to affected populations</p>	

Question	Confidence level
<p>Has a gender review of the curriculum and teaching and learning materials been carried out to make sure that materials are gender-responsive?</p>	
<p>Example</p>	
<p>For example, have teachers and the principal from the learning centre reviewed the curriculum for gender bias? Have they agreed on ways to omit bias from teaching and/or found ways to question and challenge gender bias in teaching and learning materials?</p> <p>✘ 5.6: Curricula, teaching and learning materials</p>	
Question	Confidence level
<p>Do you have an understanding of how girls' and boys' learning of literacy and numeracy may have been affected by gendered barriers to accessing education?</p>	
<p>Example</p>	
<p>For example, in some contexts, girls may face greater barriers to learning in specific subjects (e.g., where people perceive maths and numbers as 'masculine' subjects). Girls may have been excluded from education before the crisis and may need additional support to catch up with male peers or may require alternative provision through an accelerated learning programme. Provide differentiated support for learners.</p> <p>✘ 5.1: Accelerated and alternative education</p>	
Question	Confidence level
<p>Do you integrate life skills, sexual and reproductive health/rights, and peace education into your teaching?</p>	
<p>Example</p>	
<p>Plan this in consultation with colleagues, head teachers, and female and male student representatives to ensure a coherent approach.</p> <p>✘ 5.6: Curricula, teaching and learning materials</p> <p>✘ 5.1: Accelerated and alternative education (part 2)</p>	
Question	Confidence level
<p>Is it possible to create a safe space for girls where they can discuss issues that are important to them, such as reproductive health? Can the same space be created for boys?</p>	
<p>Example</p>	
<p>For instance, can you conduct sessions in a private, separate, or side room with doors that can be closed, or find ways to schedule male and female groups at different times?</p> <p>Speak to girls and boys about what spaces to set up, which would be safe and supportive of their needs.</p> <p>✘ 5.6: Curricula, teaching and learning materials</p> <p>✘ 5.2: Facilities and services</p>	

Institutional arrangements	
Question	Confidence level
Does the school or learning space ensure that boys and girls have the opportunity to get involved in decision making?	
Example	
Set up a learner council with equal gender representation. Coordinate engagement of the learner council with school management structures such as SMCs and PTAs.	
Question	Confidence level
Does the school or learning space have a code of conduct which emphasizes the values of gender equality, inclusion, and diversity? If not, can one be developed?	
Example	
Create a code of conduct for teachers and learners, in consultation with the learner council, which enshrines the values of gender equality and inclusion.	
✂ 5.4: Teacher recruitment and support	

Essential resources

Global Working Group to end SRGBV (2018) [A Whole School Approach to Prevent School-Related Gender-Based Violence: minimum standards and monitoring framework](#).

This document contains useful advice and guidance on the role of children and youth in making spaces safe, supportive, and relevant to their needs.

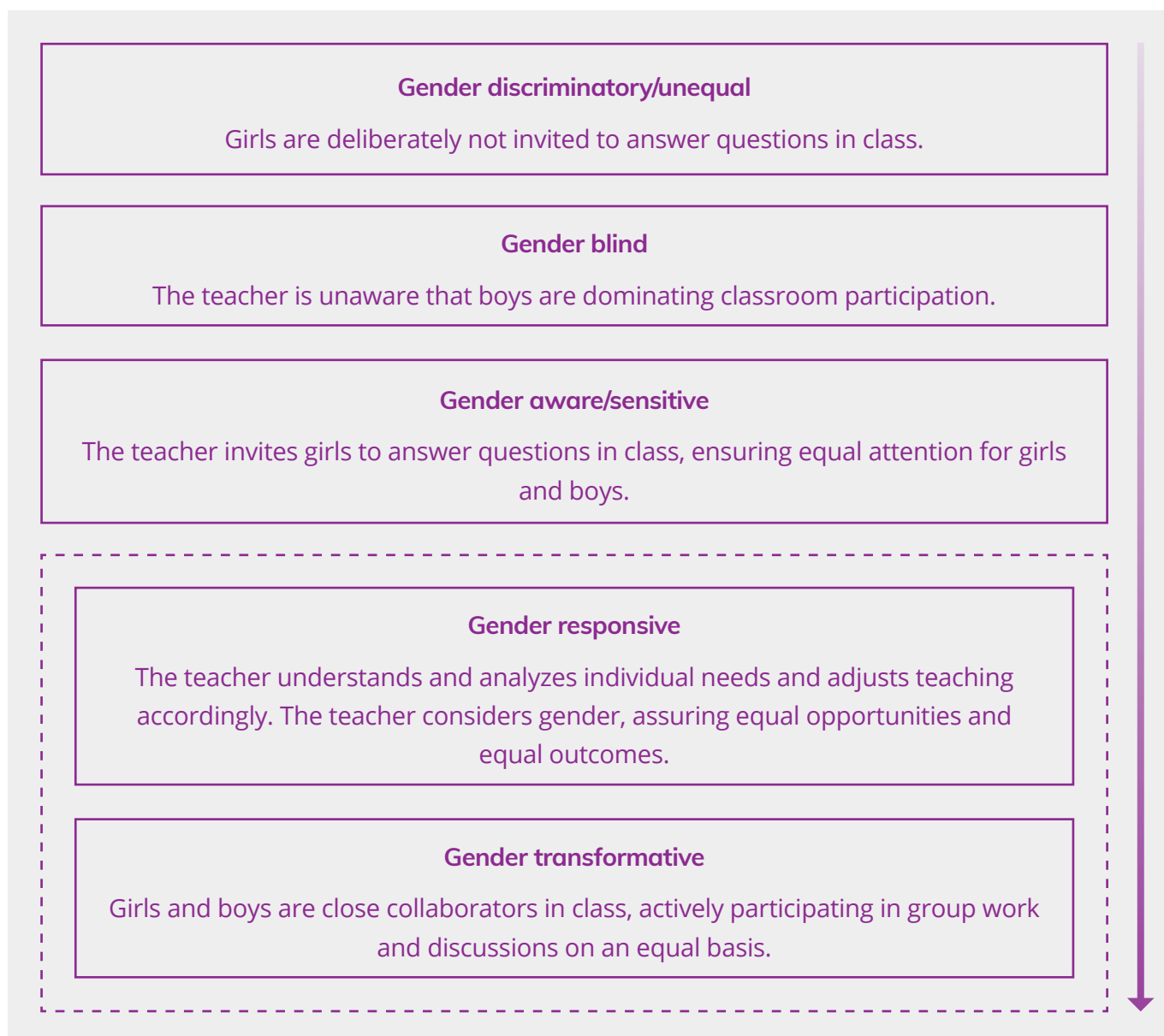
For children in ECE settings, design a poster with boys and girls to put on the wall. It should show all children playing together, including boys and girls playing with 'non-traditional' toys. Show girls and boys holding hands. Title the poster 'We Are Friends' and talk about kindness, friendship, and respecting and helping each other.

Box 5.5.1: Strategies from teachers for engaging with parents²⁴

- Invite parents to attend a school career fair. This is an opportunity to educate parents on the importance of allowing their sons and daughters to complete their studies and pursue higher education.
- Organize meetings with parents to encourage them to avoid assigning duties at home based on gender.
- Arrange seminars for parents on gender equity in collaboration with school counsellors.
- Work with parents to promote fathers' roles in supporting and raising children and forming their personalities.
- Encourage parents to support their children's dreams. For example, if a student wants to be a lawyer, practise calling him/her Attorney [first name] to keep their dream alive.
- Hold teacher-parent meetings to regularly build trust with parents and discuss the investment of their children's education.
- Arrange focus group discussions with successful female leaders, and invite girls, boys, and their parents to attend.
- Collaborate with parents and teachers to provide special assistance for girls who may face early marriage or pregnancy. For instance, offer guidance on what to do if they miss school. Offer to reschedule exams or prepare remedial activities so that they can finish their secondary education.
- Establish and maintain PTs and SMCs to implement the above strategies. Ensure gender-balanced membership and leadership.

²⁴ Source: adapted from IREX, 2016 [Creating Supportive Learning Environments for Girls and Boys: a guide for educators](#), p. 8

Table 5.5.3: Gender continuum – examples of classroom practice



 **Further reading**

- INEE offers a range of [resources for teachers](#) (note these resources are not necessarily gender-responsive or gender-transformative).
- INEE (2019) [Guidance Note on Gender](#), pp.68-77
- IREX (2016) [Creating Supportive Learning Environments for Girls and Boys](#) (available in French and English).
- FAWE (2020) [Gender Responsive Pedagogy Toolkit for Teachers and Schools](#). 2nd Edition.
- VVOB and FAWE (2020) [Gender Responsive Pedagogy in Early Childhood Education](#)

5.6 Curricula and teaching and learning materials

<p>INEE Minimum Standards</p>	<p>Domain 3: Teaching and Learning</p> <p>Standard 1 – Curricula</p> <p>Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p>
<p>Primary users</p>	<p>National, sub-national</p> <ul style="list-style-type: none"> • EiE programme managers: government, civil society organizations; • EiE advisors, specialists, officers, analysts in planning and technical specialists in curricula; • EiE working group coordinators and subcommittees focused on curricula; • education personnel at sub-national level including teachers.
<p>Purpose of tool</p>	<p>To provide guidance and examples for making EiE curricula and teaching and learning materials more gender-responsive in their design, content, and usage.</p> <p>This tool is based on and adapted from INEE Minimum Standards on Teaching and Learning and INEE (2019) Guidance Note on Gender, Chapter 3.1. This tool provides specific examples and resources to supplement these more detailed documents.</p>

Introduction

Crises can provide opportunities to revise, strengthen, and 'build back better' curriculum content and resources during and after humanitarian emergencies and ongoing crises. Ministries of education have a critical role to play in leading curriculum reform processes and ensuring that learning opportunities promote more gender-responsive norms.

Key information

Curricula

Curriculum review can and should take place in acute emergencies and protracted crises if possible. Failure to revise potentially inflammatory and exclusionary curriculum content can often cause change to be postponed for many years.¹ Using opportunities for inclusive and participatory decision making during early recovery can lead to positive changes in curricula, bringing benefits beyond the learning spaces. Such benefits include supporting changes in gender equality social norms.

Curriculum content can be biased and 'gendered,' promoting particular gender roles, stereotypes, and inequalities between females and males. Curriculum content and teaching methods may need adaptation to ensure they are gender-responsive and inclusive. Teachers are highly likely to need support with this. For example, teachers may need to raise their awareness of these issues and reflect on their own biases. They may need guidance on how they can challenge gender stereotypes in discussions with learners and how to teach gender equality and inclusive values.

➔ 7: Accountability to affected populations



✂ 5.5: Teaching and learning self-assessment for teachers and project managers

✂ 5.4: Teacher recruitment and support

✂ 8.2: Institutional EiE gender capacity: personnel and gender capacity

1 Hodgkin, M. (2007) [Negotiating Change: Participatory Curriculum Design in Emergencies](#). Current Issues in Comparative Education, Teachers College, Columbia University. Vol. 9(2), pp.33-44.

Action points

<input type="checkbox"/>	<p>Wherever possible, national education authorities should lead the review, development, or adaptation of the formal curriculum. This should involve all relevant stakeholders, including affected populations, government, donor, and civil society partners with expertise and leadership in girls' and women's education and learning.</p>
<input type="checkbox"/> 	<p>Gender focal points, gender unit representatives, or gender committees from ministries of education, education clusters, or Local Education Groups must participate in the review to ensure the curriculum is gender-responsive. Subject expert groups should review the main content areas of the curriculum. Ensure the concept of gender is not limited to girls and women.</p>
<input type="checkbox"/>	<p>If a displaced group does not speak the language used in school, agreement and materials will be needed to allow teaching in their mother tongue. Girls may have less access to the dominant language if they are in the home more than boys. The dominant language should be taught as a second language. The government may resist teaching the dominant language to discourage settlement. Collaboration and negotiation for good practice will be needed.</p>
<input type="checkbox"/> 	<p>In more protracted crises, prepare a programme of action for renewal of the curriculum framework, syllabi, and textbooks, through a consultative process involving all stakeholders, including gender focal points and representatives from women's teacher unions and associations.</p>
<input type="checkbox"/>	<p>In post-conflict situations, develop objectives for behavioural skills, concepts, and values that support gender equality, peace, human rights, inclusion, and active citizenship.</p>

Curriculum reform: South Sudan

The curriculum was thoroughly revised in South Sudan in the context of ongoing protracted crises and periodic escalation of violent conflict. The first National Curriculum Framework (2015) includes content that is up-to-date, relevant, and balanced, that gives due emphasis to all subject areas, and is consistent with international norms and expectations. It covers early childhood development and 12 years of basic education, as well as alternative education. The curriculum framework integrates gender equality as a cross-cutting issue, and the framework makes clear that the curriculum applies equally to male and female learners.

Box 5.6.1: Gender equity as defined in the South Sudan National Curriculum Framework

The curriculum applies equally to male and female learners. There is no subject that applies to only one gender.

Schools need to ensure that all learners have equal access to the curriculum, regardless of gender. To this they need to consider:

- Giving equal support and encouragement to girls as well as boys.
- Ensuring that gender stereotypes are avoided and challenged.
- Setting equally high expectations for girls and boys.
- Making sure that the school is welcoming to both girls and boys.
- Ensuring that girls as well as boys are listened to with respect and given full opportunity to contribute to lessons.
- Encouraging girls to attend and supporting them to achieve.

Every encouragement needs to be given to girls to help them complete their schooling successfully.

Table 5.6.1: Questions to guide curriculum review

Questions to guide curriculum review	Examples
<p>What objectives does the curriculum have for promoting gender equality?</p>	<ul style="list-style-type: none"> • For example: 'to know and understand gender equality'. (See below for suggestions of learning objectives for different levels of education.) • Objectives on gender equality can be set in 'carrier' subjects such as health education, sociology, religious studies, geography.
<p>What competences are set that are relevant to the achievement of gender equality?</p>	<ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> - children valuing themselves and others; - playing positively together (early childhood education); - commitment to the principles of gender equality; - understanding the social construction of gender and gender inequality and its impacts (secondary level).
<p>How is learning on gender equality assessed?</p>	<ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> - observations; - formal assessments against learning objectives.
<p>Is gender equality promoted through teaching and learning methods?</p>	<ul style="list-style-type: none"> • Teachers are trained and supported by national and local government and school leadership in a sustainable way to deliver gender-responsive pedagogy and messages in their teaching and learning. • The curriculum suggests ways in which teachers can engage boys and girls in particular subjects by making the content more relevant to the different interests and life experiences of boys and girls. For instance, are there suggestions on how to engage girls more in science subjects? • Learning activities do not perpetuate stereotypes about the types of activities in which girls or boys should engage. • The curriculum suggests activities that encourage girls and boys to work together, in contexts where this is culturally appropriate, and thus learn to respect each other. • Every whole-school policy or improvement plan (e.g., child safeguarding or behaviour management policies) is reviewed annually by school leadership and parent-teacher associations (PTAs) to ensure every part of the policy/plan promotes gender equality.

<p>Is curriculum content and subject matter gender-biased? If so, how?</p>	<ul style="list-style-type: none"> • Examples of bias might include: <ul style="list-style-type: none"> - history and science lessons feature only male historical figures or scientists; - key statistics taught in subjects such as geography or social studies are not sex-disaggregated; - specific roles portrayed in stories and illustrations are limited to only boys or girls.
<p>Do male and female learners have equal access to all subjects taught?</p>	<ul style="list-style-type: none"> • For instance, technical and vocational education and training offers males access to tailoring and females access to mechanical engineering. Both male and female learners have access to physical education and sports. • Teaching guides provide hints and tips to make teaching and learning practices more gender-transformative. • Work is done with PTAs, and with parents in the community who do not participate in formal structures, to address gender stereotypes and negative norms and to encourage acceptance of and value in gender-responsive curricula and teaching and learning materials.
<p>Do male and female learners have equal access in their home lives to the language(s) used for teaching?</p>	<ul style="list-style-type: none"> • Boys have more time for reading, while girls are expected to spend more time on household chores. • Boys who speak a non-dominant language spend more time in the community using the dominant language for trading and employment. Girls are expected to spend more time working at home, using the non-dominant language for communication.

Where a full curriculum review is not possible, for example in acute crises, smaller changes to curriculum content can have a positive impact on gender in EiE. For example:

- Develop sets of illustrative lesson plans that provide step-by-step guidance on how to deliver curricular topics in a gender-transformative manner. The plans can have a particular focus on subjects where gendered practices are more likely to occur, such as science and mathematics.
- Introduce life skills topics in classrooms, temporary learning spaces, girls and boys clubs, and other education spaces. This can help learners to be more sensitive to the root causes of inequality and conflict, and more aware of what they can do to protect themselves.
- Embed financial literacy and basic entrepreneurship into extracurricular and co-curricular, life skills, and non-formal programmes and activities. Include specific examples that portray young women in business. This can help girls and teachers to overcome gender bias towards mathematics and make the subject more relevant to all learners.

- Sexual and reproductive health and rights education, including menstrual health management, can teach learners about respect and equality in relationships. Gender equality and inclusion principles can be introduced.
- Make curriculum and teaching materials, developed for training teachers and volunteers, gender-responsive from the start. This might include curriculum for providing psychosocial support and social and emotional learning, and posters highlighting school codes of conduct and referral mechanisms.
- Even if the development of gender-responsive curricula and teaching materials is not feasible, gender-responsive teaching and protection practices are still possible. Train teachers to be aware of gender stereotypes in textbooks, for example. They can use existing materials to prompt open-ended questions about the content and to encourage critical thinking around gender issues.
- Teachers can reflect on their classroom practice and take corrective action to ensure that their methods are gender-responsive.
- Encourage male teachers to be positive role models for female empowerment and gender equality.
- Incorporate gender-responsive approaches into support and supervision processes to help teachers implement new practices.

✂ 5.3: Protection and well-being

✂ 5.5: Teaching and learning self-assessment for teachers and project managers



Essential resources

UNRWA (2017) [Towards Gender-sensitive Classrooms. A guide for teachers](#)

Teaching and learning materials

Gender discrimination and inequality is often reflected in textbooks and teaching and learning materials, and in the toys and recreational activities learners choose or are encouraged to play with.

Review teaching and learning materials by asking questions like:

- **How frequently are female and male characters portrayed?** For example, does the mathematics textbook only include images or names of boys?
- **How are the female and male characters portrayed?** For example, are leaders only shown as male?
- **How are roles and relationships between females and males portrayed?** For instance, is the mother always telling the children what to do? Is the father always disciplining the children?
- **How are careers portrayed?** Are certain professions always male or female?
- **What adjectives are used to describe female and male characters?** For example, are female characters ever referred to as strong? Or are male characters ever referred to as caring?
- **In what settings are men and women portrayed?** Are these private or public, is one setting valued more than another?



Essential resources

UNESCO Bangkok (2019) GENIA Toolkit [Tool 18 Mainstreaming Gender in Curriculum and Teaching and Learning Materials](#), pp.7-9. This tool provides a comprehensive checklist of teaching and learning gender review questions.

Plans for procuring and distributing teaching and learning materials should consider gender. For example, local, gender-responsive materials for use with standardized materials that consider gender can be procured as part of UNICEF's Early Childhood Development Kits and School in a Box Kits package.

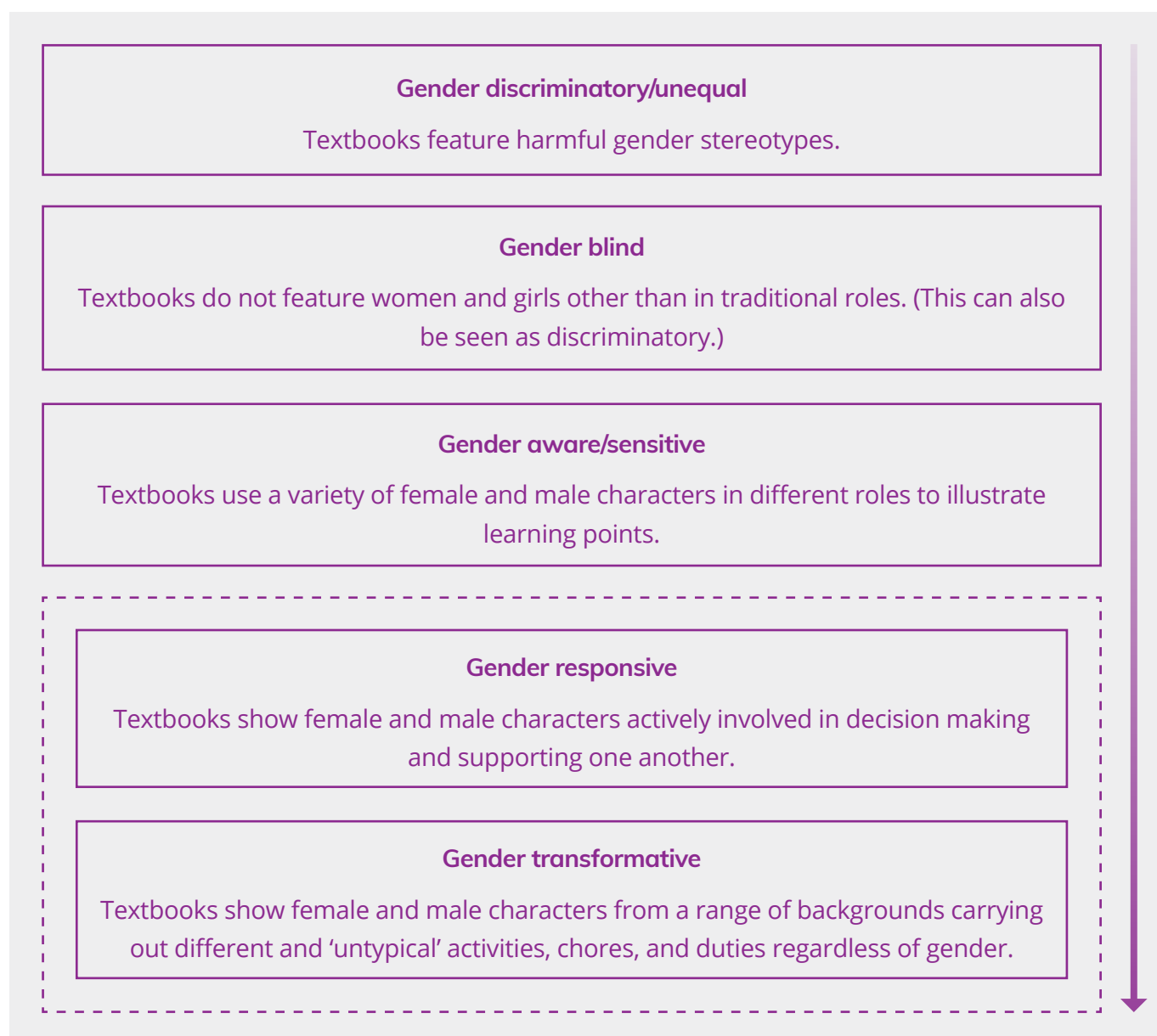
Box 5.6.2: Gender equitable play in early childhood education: tips from FAWE and VVOB²

Hints and tips

- Instead of using gender-specific play materials, choose those that are equally attractive to boys and girls. For example, you can make a doll that can be a boy or a girl. If you name the doll, choose a name that is used for boys and girls. If you dress it in clothes, use a colour and design that is not typical for either boys or girls. Another option is to make several dolls so that you provide variety: male and female dolls, different ages, different sets of clothes.
- The colour of play material can, in some contexts, be important. For example, boys may refuse to play with anything pink while girls may claim pink toys as 'theirs.' There is no need to avoid pink or blue – there are no wrong colours – but aim to use a range of colours. Question beliefs about colours. You can for example point out: 'Anybody can play with pink toys.'
- Always question learners when they say things like:
'Only boys can play with cars.'
'Dolls are for girls.'
- Ask them whether they are sure this is true. In our examples, you can ask other learners if they know girls who play with cars or boys who play with dolls. Alternatively, you can offer other views yourself.
'When I was a child, I loved playing with cars.'
'I think lots of the boys in this class will enjoy playing with dolls because they are caring and like being kind to others.'
- Model non-stereotypical behaviour yourself by exploring play materials that are typically for the opposite sex. Female teachers can enjoy playing football and male teacher have fun 'cooking' during pretend play.

² FAWE and VVOB (2019) [Gender-Responsive Pedagogy in Early Childhood Education A toolkit for teachers and school leaders](#). p.20.

Table 5.6.2: Gender continuum – examples for textbooks



For gender-responsive M&E of curricula and teaching and learning materials, see:

✕ [6.3: Gender-responsive EiE indicators](#)



Further reading

- For guidance on all aspects of teaching and learning, see:
 - INEE (2010) [Guidance Notes on Teaching and Learning](#)
 - UNESCO IIEP [Education for Safety, Resilience and Social Cohesion](#).
- Cambridge Education and DFID (2017) [Evidence Brief 4: Quality and Learning](#).
- Care International (2018) [Engaging Young Men and Boys in Emergencies](#)
- FAWE and WOB (2019) [Gender Responsive Pedagogy for Early Childhood Education](#)
- 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](#)
- IRC (2006) [Creating Healing Classrooms: tools for teachers and teacher educators](#)
- Save the Children UK (2009) [Steps Towards Learning: A guide to overcoming language barriers in children's education](#)
- UNESCO [SDG5 Resources for Educators – Gender Equality](#)
- UNESCO Bangkok (2019) [Gender in Education Network in Asia \(GENIA\) Toolkit: Promoting gender equality in education](#)
- UNESCO / IIEP (2010) [Guidebook for planning education in emergencies and reconstruction](#)
- UNESCO IIEP (n.d.) Education for Safety, Resilience and Social Cohesion resource kit: [Curriculum](#)
- In Bangladesh, Translators Without Borders is helping education agencies to research and improve multilingual education and communication for Rohingya refugees. See the [progress reports and tools](#).

A young boy, David, is the central focus of the image. He is sitting at a desk in a classroom, looking off to the side with a thoughtful expression. He is wearing a light-colored, short-sleeved button-down shirt. The background shows other students in a classroom setting, but they are out of focus. The entire image has a blue tint.

6. Monitoring and evaluation

© UNICEF/UN0120046/Kealey

David, 16, sits in a classroom of a new school building in Pachong, South Sudan, 2017. For two years, David was not able to attend classes after clashes between rival youth groups in the region resulted in his school being shut in 2014. It reopened after a peace agreement was signed between the groups.

Section 6 contains the following tools:

6.1 Gender-responsive EiE monitoring

6.2 Gender-responsive EiE evaluation

6.3 Gender-responsive EiE indicators

Section 6 provides guidance, tools, and sample indicators to support the establishment, implementation, and application of gender-responsive monitoring and evaluation systems.

6.1 Gender-responsive EiE monitoring

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.
Primary users	<ul style="list-style-type: none">• EiE programme managers and field staff;• M&E specialists or officers;• cluster/sector/working group coordinators;• evaluation teams.
Purpose of tool	To understand gender-responsive EiE monitoring approaches and key actions.

Introduction

Gender-responsive monitoring:

- helps us to assess the extent and nature of changes in gender and power relations as a result of an intervention, combination of interventions, or programme;
- is an inclusive, participatory process that respects all stakeholders.

Gender-responsive EiE programme monitoring is not 'additional' monitoring. It ensures interventions and activities are monitored in a gender-responsive way, which in turn helps you to identify:

- whether the strategies and interventions are appropriate;
- whether or not they reinforce negative gender stereotypes and norms;
- whether or not they acknowledge the needs of different groups of girls, boys, women, and men.

Conducting gender-responsive EiE monitoring ensures accountability for the way programme managers and field staff work and for the results achieved.

Key information

Routine EiE programme monitoring determines whether the desired outcomes from the theory of change and M&E framework¹ are happening over time, which in turn guides decisions about whether, how, and when to make implementation changes.

Considerations for gender-responsive EiE programme monitoring

Gender-responsive EiE programme monitoring:

- **is based on an M&E plan and M&E framework that include gender-responsive EiE indicators.** These indicators ideally are responsive to and fill gaps in existing data collection systems, such as Education Management Information Systems. For sample indicators see:

6.3: Gender-responsive EiE indicators

- **is inclusive.** Not only is information on project activities collected, but gender-responsive feedback mechanisms are designed with the girls, boys, women, and men from the affected population.

Example: Consultations conducted over time may be a gender-responsive way to involve girls, boys, women, and men in EiE intervention design. Consultations are also a transparent way to collect feedback from the affected population. They can be conducted as focus groups, and it may be culturally appropriate to segregate these groups by gender and other characteristics (e.g., level of school system, age, type of education service provision).

➔ 7: Accountability to affected populations

- **uses a gender lens to assess the safety and security of female and male monitoring personnel and affected populations.**

Example: Recruit and train female project staff so that male staff members do not conduct EiE programme monitoring interviews with adolescent girls where not appropriate to do so without the involvement of a female counterpart. Female monitoring staff may need additional protection measures.

Example: Consult community leaders before monitoring activities start, to determine safety considerations and local or cultural preference regarding monitoring approaches. They may advise, for instance, whether to hold focus groups or one-on-one interviews, depending on the security situation, which may necessitate changes to monitoring plans or protocol.

Actions

The checklist in [Table 6.1.1](#) supports EiE programme managers and field staff to conduct gender-responsive monitoring.


Table 6.1.1: Checklist for designing, planning, and conducting gender-responsive EiE monitoring

Key considerations	Additional considerations and examples
<p>Gender-responsive design and planning actions for determining EiE monitoring methods, protocol, and data collection approaches</p>	
<p><input type="checkbox"/> Design data collection methods and protocol to gather information that reflects the experiences of females and males across all relevant identity groups.</p>	<p>Data collection methods must consider how, by whom, when, and where possible limitations to participation might occur for particular gender identity groups. This includes considering how interviews are conducted, who participates, and how questions are formulated and asked.</p> <p>Example questions to help you identify potentially excluded groups:</p>
<p><input type="checkbox"/> Monitoring tools/protocol for distribution-oriented activities should, as a minimum, collect information disaggregated by sex, age, and level of the school system.</p>	<ul style="list-style-type: none"> • Does the time of day chosen for school-based interviews mean girls and/or boys are more likely to be absent? • Are adolescent girls or female caregivers excluded because of limited child care? • Can child care be provided for female enumerators or female focus group participants?
<p><input type="checkbox"/> Monitoring tools/protocol for service-oriented activities, such as questionnaires or focus group protocol, should acknowledge the different perspectives and conflict/crisis experiences of diverse groups of girls, boys, women, and men.</p>	<ul style="list-style-type: none"> • Do data collection methods and related processes create an open space for diverse girls, boys, women, and men to speak freely? This might involve dividing respondents by sex when evaluating water, sanitation, and hygiene facilities or school protection responses, or forming affinity groups for focus group discussions. Female-only focus groups conducted by a skilled (local) woman facilitator may also promote more open and frank conversations in some contexts. • Do the EiE programme managers or field staff who conduct monitoring activities have experience of, or have they received orientation and training on, how to respond to the different needs of girls, boys, women, and men? This could be as simple as orienting them on the guidance provided in this tool. <p>Considerations when choosing data collection methods and protocol:</p> <ul style="list-style-type: none"> • For distribution-oriented activities, such as the distribution of teaching and learning materials, a roster type monitoring tool may be useful. This would record the names (where applicable), geographical location, sex, age, and school system level of students who received backpacks containing teaching, learning, and/or menstrual hygiene management materials. • For service-oriented activities, such as accelerated education programmes or parental support groups, staff might use a protocol to conduct periodic focus groups with a sample of female and male students or caregivers, across sites.

<input type="checkbox"/>	<p>The overall methodological approach must reflect local conflict and crisis factors, particularly regarding security and accessibility.</p>	<p>Establish mechanisms for participatory evaluation techniques and explore options for digital data collection through the identification of ‘community champions’. Explore mobile phone-based feedback mechanisms as a means of collecting self-reported quantitative and qualitative data. Existing platforms such as UReport, RapidPro, and Edutrac may provide low-cost entry points (see Box 6.1.1).</p>
<input type="checkbox"/>	<p>If specific areas are inaccessible, explore alternative ways of collecting data to ensure the inclusion of all groups.</p>	<p>If there is a risk of surveillance by state and/or non-state actors (e.g., influential community actors) during monitoring,² consider using trust-based, qualitative data collection methods. These methods may include, but are not limited to: peer groups; extended stays in one locality and snowball sampling; questionnaires that feature simple, declarative language and begin with questions designed to empower those being interviewed.³</p>
<input type="checkbox"/>	<p>Consider the potential safety and security risks that the monitoring data collection process may pose for different groups of girls, boys, women, and men.</p>	<p>Data collection methods must consider the following points in order to address the different safety needs of various groups of girls, boys, women, and men:</p> <ul style="list-style-type: none"> • For particularly sensitive questions related to violence, ask only one person per household to participate in interviews or surveys, to avoid placing vulnerable family members at risk. • Identify safe and private spaces in which to hold focus groups, if culturally acceptable. • Additional safety measures may be needed. For example, it may not be appropriate for female EiE programme managers and field staff conducting monitoring to travel alone. Possible solutions include extra budgets for security and/or ensuring staff travel and work in pairs. <p>Teams should be aware of ‘attacks on schools’ and how to report such events during monitoring. This could be an opportunity to strengthen local procedures for monitoring and reporting such attacks, in places where mechanisms are weak, not gender-differentiated, or non-existent.</p>
<input type="checkbox"/>	<p>Check whether the items or questions used in monitoring protocol capture differentiated gender roles, attitudes, behaviours, norms, and needs.</p>	<p>Examples of questions about gender-differentiated attitudes, behaviours, and norms:</p> <p>Is the intervention contributing to shifts in knowledge, attitudes, and practices related to gender equality? If so, how? If not, why not? This also pertains to negative, unintended consequences.</p>
<input type="checkbox"/>	<p>Ensure data collection protocol/ tools (including surveys) avoid perpetuating negative gender norms, and instead model positive gender norms in the way questions are formulated and ensuring surveys are culturally validated.</p>	<p>Examples of questions about gender-differentiated needs:</p> <p>Are menstrual health management facilities available in schools or temporary learning spaces? Are menstrual hygiene products available in kits for adolescent girls and female teachers?</p>

2 Sommers, M. (2019) Youth and the Field of Countering Violent Extremism. Washington, DC: Promundo-U.

3 Ibid.

<input type="checkbox"/> 	<p>Monitoring protocol questions should capture potential advances towards longer-term change in gender equality, as well as links between positive shifts in gender norms and peacebuilding.</p>	<p>Example questions:</p> <ul style="list-style-type: none"> • Does this activity offer opportunities to promote women's and girls' empowerment? If yes, what are the opportunities? (Example opportunities include: parental support groups which promote positive masculinity; recruitment/training/promotion of female teachers leading to increased girls' access to education.) • If changes in gender and social norms are identified, what effect does this have more broadly on community relations? What is the impact on social cohesion?
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Gender-responsive data analysis of EiE monitoring data

<input type="checkbox"/>	<p>Monitoring data analysis should explore how the programme addresses structural factors contributing to inequality for girls, boys, women, and men, especially for those experiencing multiple forms of exclusion.</p>	<p>Data should be disaggregated by sex as well as other potential markers of disadvantage such as age, geographical location, poverty, disability, etc. This will allow the analysis to look at gender and intersecting inequalities in education. For more information on intersectional approaches, see:</p> <p>✕ 6.2: Gender-responsive EiE evaluation</p> <p>Analysis based on this data should give priority attention to trends, patterns, common responses, and differences among the diverse identified groups.</p>
<input type="checkbox"/>	<p>Data analysis should consider gender-specific cultural norms, roles, and behaviours, including for females and males across all identity groups specific to the context.</p>	

Gender-responsive reporting and dissemination of EiE monitoring data

<input type="checkbox"/>	<p>Refer to gender analysis of monitoring data and gender equity-related findings in the monitoring report.</p>	<p>Depending on donor-specified report formats, routine monitoring may be reported across multiple sections of the report or within a separate section.</p>
<input type="checkbox"/>	<p>Recommendations in monitoring reports should include specific reference to advancing gender equality and inclusion.</p>	<p>The report's narrative and recommendations should consider how to strengthen gender equality and inclusion, based on the findings. The report should highlight where there is not yet sufficient evidence on gendered needs, behaviour, norms, attitudes, and practices and how to redress this evidence gap through monitoring.</p>

<p>□</p>	<p>A variety of dissemination channels must widely validate and share monitoring findings and recommendations.</p>	<p>Considerations include:</p> <ul style="list-style-type: none"> • Have key messages from the monitoring reports, in relevant languages and formats, reached relevant stakeholders so they can validate the findings? Formal technical reports may be inaccessible for many stakeholders. • Have key messages from the monitoring reports been used to: <ul style="list-style-type: none"> - make learning briefs tailored to specific audiences? - inform discussions within annual or programme-based reviews and validation processes (e.g., mid-term reviews, cluster ‘after action’ reviews)? - plan a gender-equity EiE specific ‘moment of strategic reflection’? This could be done as a stand-alone meeting or workshop or integrated into a review or planning process. • Have key messages from monitoring reports been made available via different communication channels, including non-written forms such as radio, SMS, and social media (e.g., infographics)? • Are the dissemination channels gendered (i.e., are messages reaching prominent male community leaders who could make follow-up decisions, or are various types of community leaders considered, such as prominent female leaders of women’s and/or youth groups)?
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Box 6.1.1: Gender Socialization in Schools Project, Karamoja, Uganda: Low-cost monitoring using mobile phone technology⁴

The project provided training to primary school teachers to enhance their knowledge, attitudes, and practices on gender and conflict. The initiative aimed to promote a more gender-equitable school environment by improving teachers’ capacity to recognize and address gender inequalities and conflicts in the classroom.

A mobile phone component was embedded into the project, both as part of project activities and as part of the accompanying low-cost impact evaluation approach.

‘GenderTrac’⁵ used SMS to send out information that reinforced training content, as well as to collect data on how teachers are responding to training activities, for monitoring purposes.

Data collected from SMS messages were analyzed on an ongoing basis to inform necessary adjustments to the content and focus of training activities. The data also fed into the findings of the impact evaluation.

⁴ Source: AIR, UNICEF (2016) Evaluation of the Transformative Potential of Positive Gender Socialization in Education for Peacebuilding Project.

⁵ GenderTrac used Rapid Pro, an open-source platform developed by UNICEF to help governments deliver rapid and real-time information and connect communities to life-saving services.



Further reading

- Education Cluster Toolbox '[Developing Monitoring Tools and Plan](#)'
- IASC (2018) [The Gender Handbook for Humanitarian Action](#) 'Implementation and Monitoring,' p.56. This provides an overview of gender-equitable monitoring processes.
- The Global Women's Institute (2019) [Participatory Monitoring and Evaluation of Gender Based Violence Programs](#) (PowerPoint slides)
- 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, Section 3, p.38](#)

6.2 Gender-responsive EiE evaluation

INEE Minimum Standards	Domain 1: Foundational standards – Analysis Standard 4 – Evaluation Systematic and impartial evaluations improve education response activities and enhance accountability.
Primary users	<ul style="list-style-type: none">• EiE programme managers;• M&E specialists;• cluster/sector/working group coordinators;• evaluation teams.
Purpose of tool	To understand gender-responsive EiE evaluation approaches and key actions.

Introduction

As with gender-responsive monitoring, gender-responsive evaluation:

- helps us to assess the extent and nature of changes in gender and power relations as a result of an intervention, combination of interventions, or programme;
- is an inclusive, participatory process that respects all stakeholders.

A gender-responsive EiE programme evaluation is not an 'additional' evaluation. It ensures gender-responsiveness is considered at each stage during the evaluation design, planning, execution, analysis, reporting, and dissemination of results.

Key information

Every stage of the evaluation process should be gender-responsive, regardless of the type of evaluation. The following considerations are vital:

Gender in EiE evaluation planning

Evaluation context and purpose

- The context should describe informal gender norms, roles, and expectations, as well as legislation and policy that may affect programme outcomes for girls, boys, women, and men.
- In conflict and crisis situations, pay particular attention to the potential need for updating and validating analyses at a later stage. There may be shifts in political and socio-economic conditions, with possible implications from a gender perspective, such as changes in early marriage or child labour practices.
- The type of evaluation depends on its purpose, the type of programme to be evaluated, the resources available, and the security and access situation. Below are some general considerations for gender-responsive evaluation frameworks, questions, and methodology. These will need to be adapted depending on the type of evaluation and what it seeks to measure.



Essential resources

IASC (2018) [The Gender Handbook for Humanitarian Action](#), 'Operational peer review and evaluation, step 5, pp.60-72.

Gender in EiE evaluation frameworks

- An evaluation framework consists of evaluation criteria which define the evaluation questions. OECD-DAC Evaluation Criteria – **relevance, coherence, effectiveness, efficiency, impact and sustainability** – are commonly used and adapted. Humanitarian oriented evaluation criteria, including those relevant to the Grand Bargain agreements, are also used in emergency humanitarian settings.¹ These criteria are **appropriateness, connectedness, coverage/reach, coherence, and coordination**.
- Gender dimensions must be integrated into these criteria. The United Nations Evaluation Group (UNEG) guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) (Table 2.3, p.26) provides specific examples of this. It also offers specific principles derived directly from human rights and gender equality principles including: **participation and inclusion, equality and non-discrimination, and social transformation**. Other frameworks may offer additional or replacement elements, particularly in humanitarian contexts.
- The ALNAP [Evaluation of Humanitarian Action Guide](#) provides examples of frameworks and their use (see Section 5, Table 5.3).

Gender in EiE evaluation questions

- Evaluation questions should be based on a programme's theory of change and linked to evaluation criteria. Even if a programme's theory of change is not gender-responsive, evaluation questions can still elicit understanding of gender equality changes over time. This will generate important information for future programme design. See [Box 6.2.1](#) for sample evaluation questions.
- Depending on the type of evaluation, the questions chosen will assess the design, planning, implementation and/or results of the project, programme, or policy. The UNEG guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) (Table 2.4, p.30) provides examples of evaluation questions across each evaluation criteria.

Box 6.2.1: Sample evaluation questions

These example questions are for evaluating 'effectiveness'; the extent to which output and outcome results (intended or unintended) are achieved.

- To what extent did participants in the training on gender-responsive, inclusive psychosocial support (PSS) services for girls and boys in and out of school demonstrate increased knowledge on the provision of inclusive PSS?
- To what extent did participants in the training on gender-responsive, inclusive PSS services for girls and boys in and out of school demonstrate changes in attitudes and behaviour related to gender equality?
- To what extent were the results equitably distributed across the target groups (male and female teachers and female and male non-formal, community-based education personnel)?
- To what extent have changes in the knowledge, attitudes, and behaviour of education personnel regarding gender equality, promoted new practice in the provision of PSS?
- Do targeted girls and boys have access to safe, quality, inclusive, and gender-responsive PSS?
- To what extent is access equitably distributed across the target groups (girls and boys)?

These example questions are based on a gender-responsive theory of change and M&E framework. If a PSS intervention was not gender-responsive, evaluation questions on effectiveness could still investigate whether the PSS intervention had contributed to gender-differentiated change. Questions might include:

- To what extent did well-being improve for participants who received PSS services as a result of teacher training? The analysis of this question could include identifying if there were differences in improvements for girls and boys, respectively.
- Who accessed PSS services, and was access equitable across target groups of boys and girls?

Gender in EiE evaluation methodology and analysis

- Gender equality issues in some contexts can be socially, economically, and politically sensitive. A rigorous methodology is needed that provides a basis for verifiable results. See the UNEG guidance on [Integrating Human Rights and Gender Equality in Evaluation](#) for a full discussion on selecting methodologies for gender-responsive evaluations.
- Using both qualitative and quantitative techniques, as well as participatory approaches, is considered good evaluation practice. A mixed-methods approach enhances the reliability of data and validity of findings and strengthens gender considerations. Mixed methods:
 - are more likely to reveal unanticipated results;
 - broaden and deepen understanding of why change is or is not taking place;
 - capture a wide range of perspectives and give voices to evaluation participants;
 - allow for greater flexibility and triangulation in conflict and crisis contexts where security and accessibility considerations can affect data collection plans.

Box 6.2.2: Qualitative and quantitative data

Qualitative data is about what can be observed and described. It provides important contextual information. Qualitative methods include focus group discussions, peer groups, interviews, role plays, and classroom observations.

Quantitative data is about what can be measured by numbers. Quantitative methods include culturally validated surveys that can be self-administered by participants before and after training, and surveys conducted as baseline, midline, and endline.

- Low-cost, qualitative data collection protocol/tools can be used effectively in fragile contexts to capture changes in gender-related knowledge, attitudes, and behaviour.

Essential resources

Ellsberg, MC and Heise, L (2005) [Researching Violence Against Women. A practical guide for researchers and activists](#), WHO and PATH. See Chapter 9: Tools for collecting qualitative data.

- Surveys measuring education-related gender norms should combine questions on knowledge, attitudes, and practice with vignettes (participants' responses to the description of a scenario/ picture). These can cover topics such as gender norms, the division of household and labour duties between women and men, and differences in educational opportunities and experiences for girls and boys. An example of baseline and endline tools for a social norms survey is available on UNGEI's EiE Resource Center. These tools formed part of an impact evaluation of the 'Gender Socialization in Schools' pilot programme in Uganda (see the programme and evaluation summary).
- Depending on the type of evaluation, the methodology may use the programme's output, outcome, and impact statements, alongside an analysis of corresponding indicator data from the periods before, during, and after implementation. Adopting gender-equitable indicators is therefore critical for ensuring EiE interventions are gender-responsive.



6.3: Gender-responsive EiE indicators

- It is vital to analyze gender and intersecting inequalities in education. A gender-responsive evaluation ensures the collection and analysis of data relating to 'universal' social identity characteristics such as age and ability, and 'contextual' characteristics that are specific to a place or time such as geography, language, ethnicity, and poverty. This enhances understanding of the many forms of exclusion experienced by girls, boys, women, and men that may affect their participation in an intervention and lead to differentiated outcomes. This is called intersectional analysis; examining multiple, simultaneous social identities that overlap (e.g., adolescent girls who live in a conflict zone, and a disabled boy or girl living in a refugee camp).
- An evaluation should identify and distinguish between social identity characteristics and barriers that marginalize stakeholders:
 - at the school level (e.g., teaching practices such as the language used);
 - at the community level (e.g., social norms such as those related to discrimination based on ethnicity);
 - at the system level (such as social protection policy relating to a person's nationality/asylum/ refugee status).
 - The Education Marginalization Framework² helps guide such analysis.

Introduction


Actions

Table 6.2.1: Checklist to support the design, planning, and implementation of gender-responsive M&E in EiE contexts

Key considerations		Additional considerations and examples
Gender-responsive evaluation design and planning actions		
<input type="checkbox"/>	Allocate time and funds, ensure there is sufficient capacity within the evaluation team, and design the evaluation to ensure gender considerations are integral to data collection and analysis.	You may need to plan for additional training and extra time for evaluators to absorb information and acquire appropriate gender-responsive interview techniques. This may be particularly important where males are serving as enumerators and cannot avoid conducting interviews or focus groups with females. "If, due to budget or time constraints, additional training is not possible, you should seriously reconsider conducting the research in this particular population. Other criteria—such as whether respondents would be more trusting of individuals from the community or from outside of it—are best explored during formative research." ³
<input type="checkbox"/>	Use the gender checklists to prepare the evaluation terms of reference and to select the evaluation team.	See Boxes 6.2.3 and 6.2.4 .
<input type="checkbox"/>	Reflect gender aspects of needs assessment and analysis in the evaluation purpose and objectives.	 2: Needs assessment and analysis
<input type="checkbox"/>	Use the gender checklists to prepare the evaluation terms of reference and to select the evaluation team.	See Boxes 6.2.3 and 6.2.4 .
Gender-responsive evaluation data collection and methodology		
<input type="checkbox"/>	The chosen methodological approach and data collection processes must reflect local conflict and crisis factors, particularly concerning security and accessibility.	For detailed safety and security and data collection considerations, see:  6.1: Gender-responsive EiE monitoring
<input type="checkbox"/>	If specific areas are inaccessible, explore alternative ways to collect data to ensure the inclusion of all groups.	

3 Ellsberg M, and Heise L. (2005) *Researching Violence Against Women: A Practical Guide for Researchers and Activists*. Washington DC, United States: World Health Organization, PATH. Chapter 10 Building Your Research Team.

<input type="checkbox"/>	<p>Evaluation questions should refer to gender-specific issues that reflect the different perspectives and conflict/crisis experiences of diverse groups of girls, boys, women, and men.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Has the intervention purposefully integrated measures to support the participation of women and individuals/groups who are marginalized and/or discriminated against? • Are there differences in stakeholders' participation in the EiE intervention(s) between groups perceived and defined locally as more powerful and groups marginalized and/or discriminated against? • Has the intervention contributed to shifts in knowledge, attitudes, and practices related to gender equality? This also pertains to unintended negative consequences.
<input type="checkbox"/>	<p>Evaluation questions should capture differentiated gender roles, attitudes, behaviours, and norms.</p>	
<input type="checkbox"/>	<p>Where gender is not the main focus of an intervention, evaluation questions should complement gender-related questions and analyses.</p>	<p>This can prepare evaluators specifically to probe gender aspects of programming which were not necessarily defined at the outset. For example:</p> <p>When assessing access to and activities around temporary learning spaces (TLS), has there been equal participation of girls and boys, and of female and male education personnel as service providers? Are there any unexplored gender-discriminatory characteristics that may shed further light on findings? Probing question might include:</p> <ul style="list-style-type: none"> • What curriculum is used in TLS or as part of digital learning platforms? Does it contain gender stereotypes as determined by the specific context? Have efforts been made to address this? • To what extent are PSS activities (e.g., sports in-person or sessions via an online platform) geared towards boys' and girls' interests and preferences? To what extent do girls and boys share responsibilities for environmental care (e.g., are hygiene activities like sweeping floors only for girls or also for boys)? • What types of rules or codes of conduct exist to prevent violence (bullying, corporal punishment, or sexual harassment/abuse) in the TLS or through the use of interactive digital solutions and learning platforms? How do these rules or codes of conduct favour, or protect, girls and boys? Is one group favoured or protected more than the other? If an online platform, how is security monitored and regulated and how are codes of conduct by users enforced? <p>Another complementary question example might be: To what extent has the EiE intervention coordinated with other sector interventions to consider gender issues? Probing question examples:</p> <ul style="list-style-type: none"> • Are menstrual health management facilities available in schools or TLS? Are menstrual hygiene products available in kits for adolescent girls and female teachers?

<input type="checkbox"/> 	<p>Evaluation questions should aim to capture potential advances towards longer-term change related to gender equality, as well as links between positive shifts in gender norms and peacebuilding.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Are there opportunities to promote women's and girls' empowerment with this activity? If yes, what are the opportunities? (Example responses or probing questions: parental support groups which promote positive masculinity; recruitment/training/promotion of female teachers leading to increased girls' access to education). • If changes in gender and social norms are identified, what effect does this have more broadly on community relations? What is the effect on social cohesion?
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Data analysis

2: Needs assessment and analysis

6.1: Gender-responsive EiE monitoring

Reporting

<input type="checkbox"/>	<p>Refer to gender issues throughout the evaluation reports.</p>	<p>This includes ensuring gender is reflected in the sampling methods, data collection activities, plan for analysis, findings, and recommendations. Do not present gender as a separate, 'add-on' section only in the findings and recommendations section.</p>
<input type="checkbox"/>	<p>Recommendations in evaluation reports should include specific reference to advancing gender equality and inclusion.</p>	<p>Consider whether the report's narrative and the recommendations reflect gender norms in the evaluation context.</p>

Evaluation use and dissemination

6.1: Gender-responsive EiE monitoring

Evaluation management and accountability

<input type="checkbox"/>	<p>Evaluation plans must establish mechanisms to ensure the involvement and feedback of all intervention stakeholders, including affected populations, at every stage from design to reporting</p>	<p>Introduce these mechanisms through an evaluation management and reference group. Such a group should:⁴</p> <ul style="list-style-type: none"> • Include a range of participants based on intersectional criteria to ensure accountability for gender considerations. • Identify stakeholders with a deep understanding of local gender norms and cultural values who will contribute to the development and review of data collection methods and protocol. • Encourage stakeholders to share the evaluation findings and results among their communities, particularly those groups and/or stakeholders commonly excluded on the basis of their gender identities. • Give local stakeholders – girls, boys, women, and men – the opportunity to contribute to the validation of routine monitoring data at specific intervals, as well as validating evaluation findings and recommendations in draft evaluation reports, before they are finalized.
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4 Adapted from UNICEF Guidance on Gender Integration in Evaluation (2019)



Further reading

- [UNICEF Guidance on Gender Integration in Evaluation](#)
- The Global Women's Institute (2019) [Participatory Monitoring and Evaluation of Gender Based Violence Programs](#) (PowerPoint slides)
- 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, Section 3, p.38](#)
- UNICEF (2013) [Ethical Research Involving Children](#)
- UNEG (2011) [Integrating Human Rights and Gender Equality in Evaluation](#)

Box 6.2.3: Gender checklist for developing an evaluation terms of reference (ToR)

- The ToR indicates the range of the intervention's stakeholders as primary users of the evaluation and how they will be involved in the evaluation process.
- The ToR explicitly refers to the relevant instruments or policies on gender equality that will guide the evaluation process.
- The ToR includes an assessment of relevant gender equality aspects through the selection of evaluation criteria and questions.
- The ToR specifies an evaluation approach and data collection and analysis methods that refer to gender considerations, and specifies that evaluation data will be disaggregated by sex, ethnicity, age, disability, etc.
- The ToR defines the level of gender equality expertise needed among the evaluation team, and their respective roles and responsibilities related to this.
- The ToR calls for a gender-balanced and culturally diverse team that includes national/ regional evaluation expertise.

Box 6.2.4: Gender checklist for evaluation team selection⁵

- Are both male and female evaluators/enumerators hired and trained to conduct evaluation activities (e.g., during focus groups, do they have experience with participatory evaluation methods to ensure the participation of both males and females)?

Do evaluators have...?

- Gender expertise and experience in projects related to gender equality specific to conflict and crisis contexts? Or is there an opportunity to have a capacity building session on gender as part of the evaluator/enumerator training?
- Experience in applying qualitative and quantitative evaluation methods for collecting and analyzing gender-differentiated data?
- Experience in analyzing and interpreting gender-differentiated data to distil key messages for reports and advocacy?
- Knowledge and experience of the local social context or relevant networks and partners in-country?

Tip: The education country cluster/sector/working group could be a good starting point to identify national and international evaluators with both context and sector knowledge.

⁵ Adapted from UNEG (2010) [Quality Checklist for Evaluation Terms of Reference and Inception Reports](#)

6.3 Gender-responsive EiE indicators

<p>INEE Minimum Standards</p>	<p>Domain 1: Foundational standards – Analysis</p> <p>Standard 3 – Monitoring</p> <p>Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.</p> <p>Standard 4 – Evaluation</p> <p>Systematic and impartial evaluations improve education response activities and enhance accountability</p>
<p>Primary users</p>	<ul style="list-style-type: none"> • EiE programme managers; • M&E specialists; • cluster/sector/working group coordinators; • evaluation teams.
<p>Purpose of tool</p>	<p>To provide a sample of common gender-responsive indicators for monitoring and evaluating EiE programme interventions and identifying gender-differentiated change.</p>

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 norms⁸

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 settings⁹ 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.
- Indicators¹⁰ 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
<ul style="list-style-type: none"> • 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]. 	<ul style="list-style-type: none"> • # 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 manner¹²

Gender-responsive code of conduct

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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]. | <ul style="list-style-type: none"> • # 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 School-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 supervise/monitor gender-responsive PSS initiatives [or approaches].


Inclusive and gender-responsive school improvement plans

- | | |
|---|--|
| <ul style="list-style-type: none"> •  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. | <ul style="list-style-type: none"> • 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

- | | |
|--|---|
| <ul style="list-style-type: none"> •  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] | <ul style="list-style-type: none"> • 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).


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



- | | |
|---|---|
| <ul style="list-style-type: none"> • 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)]. | <ul style="list-style-type: none"> • # 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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Percentage and # of at-risk¹⁵ 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]. | <ul style="list-style-type: none"> • # 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

- | | |
|---|--|
| <ul style="list-style-type: none"> •  protracted crisis icon # of at-risk¹⁶ 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.]. | <ul style="list-style-type: none"> •  # 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

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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). |
|--|---|

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







 [5.2: Facilities and services](#)

Gender-responsive teaching learning materials and curriculum development


- | | |
|--|--|
| <ul style="list-style-type: none"> •  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. | <ul style="list-style-type: none"> •  # 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-responsive 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

- | | |
|--|--|
| <ul style="list-style-type: none"> •  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. | <ul style="list-style-type: none"> • # 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

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • # 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; using 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 verification 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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 School-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.](#)



7. Accountability to affected populations

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In the ETEP of Tabuga, Manabi, about 285 kids study. In the earthquake that hit Ecuador on April 16th of 2016, several schools and high schools were damaged. The students of these schools were able to continue their studies in school tents installed by UNICEF.

<p>INEE Minimum Standards</p>	<p>Domain 1: Foundational standards – Community participation</p> <p>Standard 1 – Participation</p> <p>Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses.</p>
<p>Primary users</p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> • EiE programme managers – all institutions; • cluster coordinators, Local Education Working Group and other education coordination group coordinators; • education personnel.
<p>Purpose of tool</p>	<p>To provide a checklist for conducting gender-responsive consultations throughout the EiE programme cycle with various education stakeholders, including learners, caregivers, local level government officials, school, and religious leaders.</p>

Introduction

Girls, boys, women, and men have a right to participate in gender-responsive EiE, and to hold implementers to account. It is fundamentally important to ensure these rights are upheld, so that interventions meet the needs of all stakeholders over time.

Key information

Inclusive, age-appropriate, and gender-responsive participation and accountability ensure that girls, boys, women, and men are involved in identifying and describing their needs, in the design and delivery of a response, and have their voices and views heard in an accountable manner. People – including adolescent girls and boys – are experts in their own lives. By engaging meaningfully with all learners, and listening to their needs and concerns, we ensure that EiE programmes tackle the barriers and challenges to learning that they face.

A wide range of tools can help us facilitate gender-responsive community participation and consultation in EiE programming. These include surveys, interviews, community discussions, transect walks, problem trees, storytelling, and mapping exercises. These approaches should be integral to inclusive, participatory M&E processes that respect all stakeholders.

[6: Monitoring and evaluation](#)

Box 7.1: Checklist for the participation of girls in acute emergencies

In South Sudan, the Women’s Refugee Council, Action Against Hunger International, and Population Council piloted an approach for improving the participation of and accountability to adolescent girls in emergency settings. By using participant-driven focus group discussions, a gender analysis matrix, and mobile technologies, field assessments rapidly yield operational data that can inform the delivery of emergency services and the design of later stage targeted programming.

The **‘I’m Here’ Approach** provides an evidence-based checklist for gathering data about adolescent girls in acute emergencies, ensuring their participation in the process. When using this approach, coordinate with other actors to ensure that multiple actors are not asking the same questions, and to ensure that safeguarding standards and codes of conduct are observed by those working with adolescent girls:

- Identify the specific crisis-affected community where displaced adolescent girls are concentrated. Map its key service points, where humanitarian actors are delivering emergency information and services.
- Make visible the universe of girls: sort adolescent girls into basic vulnerability and capacity categories, e.g., age, marital status, education, accompaniment status, and childbearing status.
- Hold group meetings with adolescent girls of similar vulnerabilities or capacities. Use these meetings to learn about girls' top-line needs, fears, and protection concerns, and to record the vital information, skills, and assets they need to help them overcome the negative consequences of displacement and to mitigate their risks of experiencing violence.
- Elaborate specific plans that respond to the universe of girls in the crisis-affected area, e.g., set up safe physical spaces where girls can immediately learn about and receive vital information and services, and as soon as possible, benefit from targeted, asset-building support.
- Rally support across humanitarian sectors and with local actors around the need for adolescent-sensitive emergency response, strategies, indicators, and rights.
- Engage the capacity and unique agency of adolescent girls to support and drive humanitarian response and recovery operations.



Essential resources

INEE (2019) Guidance Note on Gender includes comprehensive guidance on gender-responsive participation and accountability (p.29 onwards).

The checklist in Table 7.1 supplements the INEE Guidance Note with simple, practical actions that can be taken to make participation more gender-responsive throughout the EiE programme cycle.

Table 7.1: Checklist for actions to support accountability to affected populations at each phase of the EiE programme cycle

Actions	
All EiE programme cycle phases	
<input type="checkbox"/>	<p>Assess participation throughout the programme cycle</p> <p>Seek the participation of affected populations in all phases of the programme cycle, including in:</p> <ul style="list-style-type: none"> • the design and conduct of assessments; • local project/strategic planning and design workshops; • the design of monitoring protocol; • monitoring and evaluation activities. <p>If this has not been done, who is missing? Why? How will you address this?</p>
<input type="checkbox"/>	<p>Participation and protection</p> <p>Ensure that participatory events and opportunities do not put the protection of girls and women or boys and men at risk. For example, are meetings held in spaces that are accessible, safe, and protective? Is transport available to those who need it? Is child care necessary?</p>
<input type="checkbox"/>	<p>Participation and compensation for participants</p> <ul style="list-style-type: none"> • Budget for and compensate male and female participants for their time. • Arrange financial or in-kind compensation.
Needs assessment and analysis	
<input type="checkbox"/>	<p>Conduct a stakeholder analysis of the affected population</p> <ul style="list-style-type: none"> • Who is the population (how many, gender)? • What age are they? What and how do marginalizing factors affect the population (e.g., disability; across age and gender)? • How will you engage with the population, and what steps will you take to modify approaches according to gender and age?
<input type="checkbox"/>	<p>Accessibility of participation</p> <ul style="list-style-type: none"> • Make efforts to reach out to different sections of the community, including those who are harder to reach (e.g., people with disabilities, linguistic minorities). • Reach out to marginalized individuals and groups such as unaccompanied children or adolescent girls with communication disabilities. • Consider how factors such as class and caste, ethnicity, sexuality, religion, literacy, and age shape expressions of masculinity and produce differing experiences of power and marginalization for different groups of men. Consider how this diversity impacts on the ability of men and boys to participate. • Engage male and female leaders from local and grassroots community groups of different ages, ethnicities, and abilities in consultation and support for reaching marginalized groups (e.g., youth groups, women's unions). • Ensure invitations to participate are clearly worded, and explain what is required, how people will be involved in co-creating activities, and why the work is being carried out. • Produce invitations to participate in accessible formats, such as large print, Braille, and audio. • Make clear to potential participants how you will use the information and that the information will be confidential.

Strategic planning

- Ensure the participation of affected populations in planning for EiE**
 - Invite male and female learners, including children, to participate in planning for education programming that affects them. For example, consult on best timings for classes in light of other responsibilities; on their aspirations for gaining technical and vocational skills; on safe and secure learning environments; on barriers to accessing learning, etc.
- Conduct a participatory assessment of existing programmes**
 - Conduct a community consultation – with stakeholders of diverse ages and genders – on the effectiveness of existing programmes in terms of gender responsiveness, if this has not already taken place.
 - Invite participants to rank the gender-responsiveness of programmes from the most effective and/or useful for meeting their needs, to the least. The focus of the assessment will be determined by programme components but could include: menstrual hygiene management in schools; technical and vocational education and training geared towards female adolescent empowerment; conditional cash transfers for male and female out-of-school learners; and parent support sessions to promote gender-responsive stimulation of young girls and boys. If these issues have not previously been assessed in this way, take steps to conduct such assessments (e.g., focus groups, sample surveys).

Implementation

- Participatory analysis**
 - Engage girls, boys, young and adult women and men in discussions around why they or others may not be accessing education or training, or why they may not be learning or progressing through education and training.
 - Invite participants to propose solutions and have these inform programme planning.
 - Consult mothers and fathers, female and male caregivers of girls, boys, and young women and men on education programming.
 - Encourage men and boys to participate as peers and allies in education programming for girls and women.
 - Consult girls and young women on male engagement activities to ensure harmful gender norms are not reinforced and female leadership is encouraged.
 - Engage male and female community leaders to support this work.
- Implementation: Peer-to-peer participation and accountability**
 - Establish peer review groups among girls/young women and boys/young men to aid mutual support between programme participants and provide formative feedback and accountability to programme implementers.

Monitoring and evaluation

- Participatory M&E**
 - Work with girls, boys and/or young women and men to carry out monitoring activities and research on programme effectiveness.
 - How will feedback opportunities promote agency and participation of male and female learners?

Resource mobilization

- Resourcing participation**
 - Identify donor support for girls' and women's participation in programme design and implementation.
 - Identify funds to support this work.

Preparedness

Staff capacity in participatory approaches

- Train previously untrained staff and implementing partners on gender-responsive participation and accountability.
- Assign staff roles or tasks specifically to manage gender-responsive participation and accountability.

Staff team composition and participation

- Ensure gender balance within teams of staff and implementing partners carrying out participatory activities.

Note that staff and facilitators do not necessarily need to be the same sex if facilitating same-sex groups. Recruiting staff and facilitators who role model women's empowerment or positive masculinities (or building staff capacity in this respect) is a good practice. Working with adequately supervised peer facilitators is also an effective strategy.¹

Box 7.2: Engaging men and boys

Single-sex discussion groups on gender norm change

"Single-sex discussion groups can be a useful approach for programs to engage participants around gender norm change. This approach has been used for a long time with girls and women and is increasingly being used with boys and men. It should be noted that male-only spaces should not be places where their inherited roles in sustaining men's power over women are left unquestioned. Rather, male-only spaces should be places where men and boys are safe to question and challenge norms that privilege them as well as an opportunity to explore the gendered challenges of being a man. To do so, a skilled facilitator seeks to help the group open up about their vulnerabilities as men and explore how a desire to mask these vulnerabilities can be one of the drivers of gender inequitable behaviors such as violence against women and unsafe sexual practices."³

Living Peace and stakeholder analyses

The Living Peace Programme in Democratic Republic of Congo was developed as a result of stakeholder analysis. Key findings from the stakeholder analysis included the need to:

- address the roots of sexual and gender-based violence (deeply rooted power inequalities between men and women) in non-conflict circumstances as well as to address how they are exacerbated in conflict;
- rebuild social connection, and a sense of self, and a positive definition of masculinity;
- address men's gendered specific coping mechanisms (including violence, alcohol use, and withdrawal);
- help men heal from experiences of trauma, which exacerbate their use of violence against partners and children.⁴

1 See ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#), p.15

2 ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#), p.11

3 Hassink, A. (2015) ['Living Peace: From Conflict to Coping in Democratic Republic of Congo'](#), EMERGE Case Study 7, Promundo-US, Sonke Gender Justice and the Institute of Development Studies.

Box 7.3: Adolescent girls' participation in research: suggested tools

Researchers from Gender and Adolescents: Global Evidence (GAGE) have used participatory approaches to engage adolescent girls in Palestine, Jordan, and Lebanon. The aim is to learn more about the availability, relevance, effects, and quality of services for adolescents (and in particular, adolescent girls) in conflict-affected areas – from the perspectives of these adolescents, their caregivers, service providers, and other relevant actors.

Suggested tools for working with adolescent girls include:

- online mapping of adolescent services;
- daily schedules;
- vignettes/stories about adolescent services for discussion;
- object-based interviews to prompt insight on adolescents' lives;
- decision-making exercise;
- worries exercise;
- timeline;
- intergenerational interviews;
- reflection exercise;
- community scorecards.

For more information, including comprehensive guidance and examples of tool usage see: Jones, N., Gercama, I., Presler-Marshall, E. and Hamad, BA, (2017) [Adolescent perspectives on services and programmes in conflict-affected contexts. A participatory research toolkit](#), GAGE

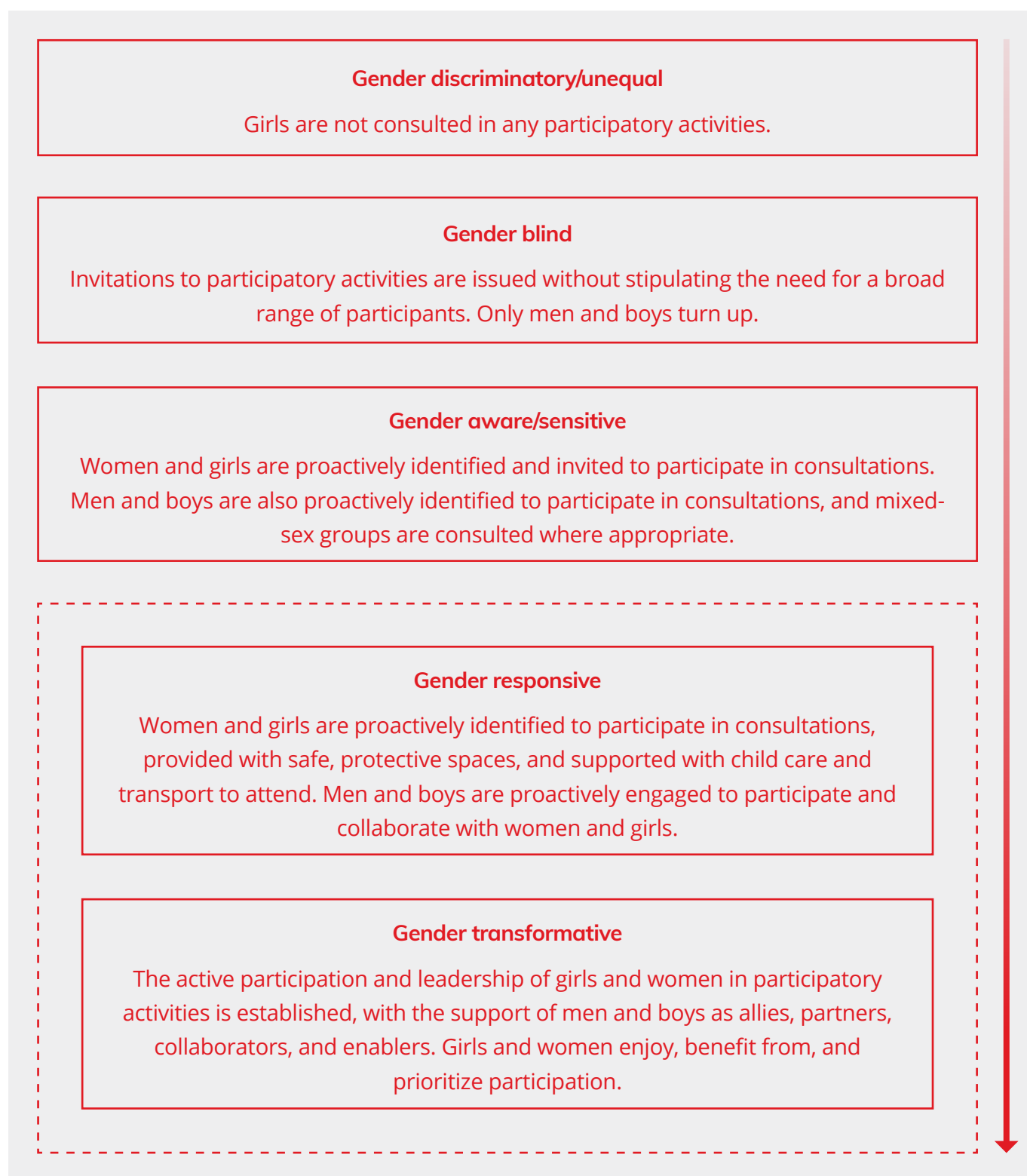


Essential resources

Global Education Cluster (2019) [Guide to Coordinated Education in Emergencies Needs Assessments and Analyses](#). This includes guidance on ethical considerations when conducting research involving children.

GEC (2019) [Considerations for Protection Against Sexual Exploitation and Abuse & Gender-based Violence in Education in Emergencies Needs Assessments. Checklist](#)

Table 7.2: Gender continuum – examples for community consultations





Further reading

- CARE (2009) [The Power to Lead: A model for adolescent girl leadership](#)
- INEE (2019) [Guidance Note on Gender](#)
- IASC (2018) [The Gender Handbook for Humanitarian Action](#). See pp. 81-87 on Participation
- Jones, N., Gercama, I., Presler-Marshall, E. and Hamad, BA,(2017) [Adolescent perspectives on services and programmes in conflict-affected contexts. A participatory research toolkit, GAGE](#)
- ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#)
- The Men Engage Alliance (2014) [Accountability Standards and Guidelines](#)
- The Men Engage Alliance (2018) [Accountability Training Toolkit: Second Edition](#)
- Save the Children (2014) [A Toolkit for Monitoring and Evaluating Children’s Participation \(six booklets\)](#)
- Save the Children (2018) [Adolescents in Humanitarian Contexts](#). This interactive course provides guidance for practitioners on best practices and approaches when working with adolescents in humanitarian contexts, gaining a better understanding of who are adolescents and why it is important to work with them.
- Plan (2018) [Empowering and Protecting Adolescent Girls During Disasters and Emergencies](#)
- Wilton Park (2018) [Addressing the needs of adolescent girls in humanitarian settings, Monday 2 – Wednesday 4 July 2018. Report.](#)



8. Preparedness and coordination

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Esther, 15, is one of the many students across Dominica's 73 schools who are getting ready for the hurricane season. Under an initiative funded by the European Commission in partnership with UNICEF and IsraAID, each school is developing a disaster preparedness plan. For Esther, this is a welcome development. "We've been getting information about how to keep my school, my home and my environment safe."

Preparedness, institutional gender capacity, and risk assessment underpin the five key steps of the EiE programme cycle. This section provides guidance and tools for these elements of gender-responsive EiE programming.

Section 8 contains the following tools:

8.1 Gender in EiE sector coordination and information management

8.2 Institutional EiE gender capacity: Part 1 – Personnel; Part 2 – Gender capacity analysis

8.3 Gender in EiE risk assessment

8.1 Gender in EiE preparedness: Coordination and information management

<p>INEE Minimum Standards</p>	<p>Domain 1: Foundational standards – Coordination</p> <p>Standard 1 – Coordination</p> <p>Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p>
<p>Primary users</p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> • EiE advisors, specialists, officers, analysts (planning and technical specialists); • cluster coordinators, Local Education Working Group coordinators.
<p>Purpose of tool</p>	<p>To identify key coordination actions to promote gender equality in education in emergencies.</p>

Introduction

Joint analysis, planning, and delivery – within the education sector and cross-sectorally – is needed if gender equality is to be addressed effectively in education in emergencies and protracted crises.

The main types of formal education coordination groups in emergencies and protracted crises include education clusters, refugee education working groups, EiE working groups and Local Education Groups (LEGs). Each group often has different purposes and membership which can dictate the effectiveness of coordination efforts. Coordination outcomes are also shaped by the country situation (socioeconomic, political, etc.), type of crisis (conflict, health, scale, etc.), and phase of the crisis (acute to protracted).¹

Coordination takes place throughout the humanitarian programme cycle and is key for the effectiveness of each phase. Therefore one of the most effective ways of ensuring gender is prioritized in EiE is to tap into the coordination mechanisms (especially the cluster) which then serves as an entry point for the entire process. For example, if a cluster team is appropriately trained on and/or has access to a gender specialist, then assessments, strategies, financial proposals, activities, monitoring, etc., will be carried out through a gender lens.

Key information

The main actors leading sector coordination in EiE are:

- ministry of education, and/or other national ministries;
- regional or local government bodies overseeing education and/or emergency response;
- OCHA via the humanitarian cluster intersectoral coordination approach (non-refugee);
- UNHCR intersectoral refugee coordination;
- Global Education Cluster at global level and country level leadership of education clusters (usually led by UNICEF/Save the Children, but varies depending on the context);
- development coordination, led by Local Education Groups, guided by UNESCO, and supported by the Global Partnership for Education;
- donor-facilitated coordination, including Education Cannot Wait, which works through the existing coordination architecture to encourage a more collaborative approach among actors on the ground and mobilize additional funding;
- mixed, regional, and other hybrid approaches.

¹ See Nicolai, S., et. Al (2019) [Strengthening coordinated education planning and response in crises: analysis framework](#), ODI, October; Executive Summary.

“...it is important that all actors, as they coordinate, assess, prioritise and implement programmes continually ask the basic questions: Are they addressing the differential need of women, girls, men and boys? Are they including women and men in decision making, drawing on and building their capacities?”

IASC Gender Handbook, p.84

Gender and inclusion must be prioritized in all coordinated education responses – including coordination mechanisms themselves.

The actions suggested below support a dual approach to gender in education sector coordination. This means identifying and taking targeted action to support girls, boys, women, and men in education, while also working more systemically to improve gender equality in the education sector.

Actions

Establish leadership – gender focal point

Establish a gender focal point within the education cluster or sector group if one does not exist already. This can be a paid stand-alone position or a reassignment of existing staff. Leadership on gender is important and will help ensure that gender issues are addressed systematically within coordination processes. Ensure the focal point participates in technical groups such as those working on curricula, safe schools, teacher recruitment, and advocacy. Civil society organizations, particularly women-led organizations, have a crucial role in holding duty bearers to account and providing additional capacity where needed. The gender focal point could work with a national government counterpart, where desirable.



Essential resources

ECW (2020) [Partnering with Women’s Non-Governmental Organizations. Quick guidance](#)

In complex or large-scale emergencies, an inter-agency gender expert is often deployed to support the humanitarian coordinator and all clusters to ensure better coordination and gender integration. The education gender focal point should seek support from this inter-agency expert and other relevant focal points, including those working on health, menstrual hygiene management, water, sanitation and hygiene (WASH), gender-based violence (GBV), child protection, and on men's and boys' issues. Together, these representatives should make up an inter-sectoral gender working group.

Consider assigning one male and one female gender focal point and seek opportunities for their capacity-building through training or coaching/mentoring.

8.2: Institutional EiE gender capacity: personnel and gender capacity assessment

Gender issues in sector and cluster plans

Prioritize gender in the education cluster terms of reference (ToR).²

Ensure the ToR includes the following:

- establishment of a gender focal point(s) and outline of specific responsibilities;
- gender-balanced and diverse representation in the Strategic Advisory Group;
- within cluster objectives include: "gender considerations and accountability to affected populations";
- alignment with and adherence to the INEE Guidance Note on Gender among one of its core functions.

Integrate gender and other marginalization factors – such as age, disability, ethnicity, language, and location – into education sector plans and feedback mechanisms.

For comprehensive guidance on gender responsive EiE sector planning see:

3.1: Gender-responsive transitional education planning

² See sample: [Education Cluster at country level, Terms of Reference](#)

Participate in inter-sectoral gender working groups or activities

In a crisis context, where an inter-sectoral gender working group or network already exists, education actors should ensure the sector or cluster is systematically represented. Where no gender network exists, education actors should raise the issue of gender in other inter-sectoral meetings, and advocate for coordinated action on gender between sectors.

Identify education and non-education civil society partners that champion gender (e.g., NGOs, local community service organizations (CSOs), teacher's unions, and organizations working with men and boys). Ensure local women's rights groups, networks, and collectives participate in coordination.

Box 8.1.1: Types of gender working groups that may exist at country level

- inter-ministerial gender working group;
- government gender task team;
- UNDG Gender Theme Group⁴ / inter-agency / inter-cluster gender working groups;
- development partners gender working group;
- CSO gender working group;
- youth and gender groups (male and female);
- education and gender subgroup.

³ Source: UNDG (2018) [Resource Guide for Gender Theme Groups](#)

⁴ *ibid.*

Table 8.1.1: Examples of cross-sectoral collaboration in the education sector

Working together across sectors
Protection
<ul style="list-style-type: none">• Work with protection partners to identify and monitor protection concerns in and around school.• Include girls, boys, children with disabilities, and their parents in school-based child protection mechanisms (e.g., child rights committees, peer-to-peer approaches).• Establish safe, confidential, gender-responsive, and fully accessible reporting and referral mechanisms for protection concerns, including violence, exploitation, and abuse. Ensure all learners are aware of these by providing information in multiple and accessible formats and engaging learners with and without disabilities in raising awareness.• Train teachers and other education stakeholders in child protection and safeguarding, including on the rights of girls and children with disabilities. For example, provide training on accessible forms of communication and on recognizing signs of abuse in girls and boys.• Establish mechanisms to enable girls and boys to get to school and to promote safety of all children, including children with disabilities, when travelling to and from school. For example, establish 'walking groups'; advocate with local authorities to improve the safety and accessibility of transport systems; link with law enforcement agencies and other GBV actors to identify and address any risks of school-related GBV.• Work with community-based protection actors to identify out-of-school girls and boys, including children with disabilities, and to develop and implement strategies to improve access to school. For example, work with local community leaders to raise awareness of the right to education for all children; engage community volunteers to discuss barriers to access to education with girls and children with disabilities and their families.• Ensure that protection interventions delivered through schools (e.g., awareness raising on children's rights, mine risk education) include an outreach component for out-of-school children, such as girls and children with disabilities.• Work with learners and teachers to develop approaches to address bullying and harassment. Ensure girls and children with disabilities are included. For example, provide opportunities for the development of peer networks through inclusive extra-curricular activities; establish and include girls and children with disabilities in learner-led anti-bullying and harassment committees.

Food security and nutrition

- Engage with food security and nutrition partners to ensure access to inclusive school feeding, paying particular attention to girls and learners with disabilities to stimulate and enable participation in education opportunities.
- Develop accessible nutrition-sensitive education and livelihood programmes for the prevention and management of impairments and maintenance of good health, recognizing the importance of good nutrition to cognitive development and learning for male and female learners. Ensure targeted outreach to girls and adolescent mothers to prevent nutrition-related impairments.

Health

- Enlist the support of health colleagues to carry out assessment and screening for impairments and referrals to specialists, and the distribution, monitoring, maintenance of assistive devices. Carry out inclusive sexual and reproductive health and rights education for learners and community members (on topics like pregnancy, sexually transmitted infections, HIV and AIDS, etc).

WASH

- Work with WASH partners to ensure WASH facilities and services are accessible, safe, and gender-responsive in temporary and permanent schools and learning centres.
- Design and construct safe, accessible, and private sanitation facilities at learning centres, including separate toilets and washing areas for girls and boys.
- Deliver sensitization sessions for education staff and learners on the use of accessible WASH facilities (ensuring, for example, that these facilities are used appropriately and not locked to prevent access).
- Conduct inclusive hygiene promotion activities in schools.
- Support the accessible distribution of hygiene kits for female students and education personnel where appropriate.

Shelter, settlements, and recovery (SSR)

- Work with SSR partners to plan and design schools and other educational sites using universal design principles and/or to offer reasonable accommodations to learners; and ensure schools/education sites are located in safe and accessible areas for students.
- Address accessibility and GBV-related safety concerns in the ongoing rehabilitation of schools.

Livelihoods

- Work with livelihoods partners to identify market-relevant and inclusive vocational training opportunities.
- Implement accessible alternative education programmes that include literacy and financial literacy, life skills, sexual and reproductive health, livelihoods, and vocational training components.
- Link these programmes to livelihoods projects that support out-of-school males and females and youth with disabilities who may need economic strengthening

Camp coordination and management (CCM)

- Work with CCM partners. Take part in regular coordination meetings in camps; and engage in planning, information-sharing, needs assessments, etc.). With them, identify accessible/safe and inaccessible/unsafe areas within the camp. Work together to plan the location of education programmes (including temporary learning spaces) factoring in safety and accessibility concerns identified by male and female learners and learners with disabilities.
- Facilitate the distribution of sanitary supplies to all women and girls of reproductive age. Plan accessible systems for washing and/or disposing of sanitary supplies in educational settings, considering the rights and expressed needs of women and girls.
- Cross-reference school attendance records with food distribution and/or camp registration records to assess (by sex, age, and disability) which children and youth are attending or absent from school, and plan human resources and infrastructure accordingly.

Operation support services (telecoms)

- Enlist the support of telecommunications actors in developing accessible, inclusive warning systems to mitigate GBV in educational settings (e.g., using cell phones and other technology to avert assaults, etc.)
- Establish the use of accessible digital technology and access to mobile networks and the internet, including for education applications to facilitate distance and home learning.

Joint education needs assessment

Prioritize gender in joint needs assessments. Consult girls, boys, women, and men in these processes.

For a comprehensive guide to gender-responsive education needs assessments, see:

➔ [2: Needs assessment and analysis](#)

Include gender in funding proposals

Address gender inequalities in funding proposals. In coordinated humanitarian appeals, use of the [IASC Gender and Age Marker](#) is mandatory and assessors will vet proposals accordingly. Education actors should also consider requesting funds for coordination on gender issues in their funding appeals.

Include gender in budgets. This might include, for instance, the cost of hiring a consultant to map gender-responsive EiE interventions across the sector.

➔ 4: Resource mobilization

Liaise with donors to ensure their representation on gender and education coordination groups. Donors can support each other as well as government and civil society stakeholders to better integrate gender equality measures into their EiE programming.

Include the gender focal point in vetting and review committees for Humanitarian Response Plan proposals as well as country-based humanitarian pool funds.⁵

Include gender analysis in performance monitoring and lessons learned exercises

Coordination groups must undertake regular review processes. These periods of reflection are important opportunities for all partners to consider collectively how gender dynamics are being addressed within the EiE response, and to reflect on promising practices or lessons learned.

Consider drawing on global networks and bringing in local and external gender expertise for monitoring and reviews.

Even if a full review process is not undertaken, periodically include a focus on gender lessons learned and good practice in the regular coordination meetings or mid-year reviews. Findings should be documented and reflected in future strategies or contingency plans. For comprehensive guidance on these processes, see:

✂ [6.1: Gender-responsive EiE monitoring](#)

✂ [6.2: Gender-responsive EiE evaluation](#)

✂ [9.2: Summary of humanitarian architecture relevant to gender-responsive EiE](#)

⁵ For an example of how donors worked effectively in a cross-sectoral gender coordination group in Burkina Faso, see: EU (2015) EU Resource Package on Gender Mainstreaming in EU Development Cooperation. Programming Tool 1.3: [Establishing a Gender Coordination Mechanism at Country Level](#), p.3.

Preparedness

Gender and inclusion should be adequately risk assessed and included in contingency planning for EiE. For guidance see:

8.3: Gender in EiE risk assessment

Information management involves the collection, analysis, and sharing of relevant information on EiE to enable cluster members and/or other relevant education stakeholders to make informed policy decisions based on real data. Gender-responsive information management forms the foundation of inclusive education in emergencies. Inclusion should be fully integrated into information management at the strategic, technical, and operational levels.

Needs assessments should involve the collection, analysis, and sharing of information with a gender lens. For full guidance on this process see:

2: Needs assessment and analysis

Strategic planning should be gender-responsive, based on the findings of the needs assessment. For full guidance on this process see:

3: Strategic planning and programme design

Systems to manage information throughout **implementation and monitoring** must be sex- and age-disaggregated and respond to gender considerations. For full guidance on gender-responsive implementation see:

5: Implementation

6: Monitoring and evaluation

In addition to ensuring gender-responsive information management throughout programme cycles, pay attention to the capacity of information management staff in terms of their attitudes, behaviours, knowledge, and understanding of gender. As a minimum:

- gender-responsive information management team culture and practice is essential;
- ensure information management staff understand and sign a code of conduct to support protection against sexual exploitation and abuse initiatives;
- aim for gender parity in the composition of information management teams.

8.2: Institutional EiE gender capacity: personnel and gender capacity assessment



Further reading

- Global Education Cluster (2020) CP-EiE Framework
- [GEC Toolkit \(2019\)](#)
 - Coordination Package
 - Strategy Package
 - Needs Assessment Package
- IASC (2018) [Gender Handbook for Humanitarian Action](#)
- INEE (2019) [Guidance Note on Gender](#)
- IASC (2015) [Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery](#)
- UNGEI / GPE (2018) [Guidance for Developing Gender-Responsive Education Sector Plans](#)
- UNICEF (2014) [Humanitarian Information Management: A focus on the role of information management officers](#)

8.2 Gender in EiE Preparedness: Institutional EiE gender capacity – Part 1 Personnel and Part 2: Capacity analysis

Part 1: EiE Personnel gender in roles and responsibilities

<p>INEE Minimum Standards</p>	<p>Domain 4: Teachers and other education service personnel</p> <p>Standard 1 – Recruitment and selection</p> <p>A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Domain 4: Teachers and other education service personnel</p> <p>Standard 2 – Conditions of work</p> <p>Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p>
<p>Primary users</p>	<p>Global, regional, national, sub-national</p> <ul style="list-style-type: none"> • EiE programme managers; • advisors, specialists, officers, analysts (planning, human resources); • Cluster coordinators, Local Education Working Group coordinators.
<p>Purpose of tool</p>	<p>To understand the minimum and 'gold standard' EiE programming roles and responsibilities related to gender for EiE personnel based on crisis type (acute or protracted).</p>

Introduction

EiE personnel should receive professional development opportunities so they can support and uphold gender-responsive principles and practices across all phases of the EiE programme cycle.

This section outlines the roles and responsibilities of EiE programme personnel and partners in delivering a gender-responsive EiE programme. These roles and responsibilities should be integrated into various job descriptions, or gender specialists should be recruited to support EiE programmes where needed.

For advice on when to enhance existing job descriptions, and when to recruit new gender-focused staff, see Part 2 of this tool (gender capacity analysis).


Roles and responsibilities for EiE personnel at the sub-national, community/camp level

Note: These are general competencies for use as a menu of options to integrate into EiE personnel job descriptions or to create job descriptions for gender-specific specialists and field staff.




– minimum competencies for particular consideration in acute crises.


Programme planning and design

-  **Consult girls, boys, women, and men** of all ages and across education levels and communities to identify gender-related barriers to education and protection service access (before and during crises) and enabling factors. Jointly design EiE programme interventions that are inclusive, protective, and gender-responsive.
- **Gather sex-, age-, and geographically-disaggregated data** from consultations with girls, boys, women, and men of all ages. Gather evidence from other credible data sources on gender-related barriers to education and protection service access and enabling factors. Use this data to inform and help develop gender-responsive EiE theories of change, EiE programme results frameworks, operational plans, and other sector policies, programmes, and plans.

Monitoring, evaluation, and reporting

- **Support gender assessments.** This includes identifying and validating trends in barriers and enabling factors, which will help with the promotion of gender-responsive EiE interventions over time.
-  **Collect and analyze field data, and report against gender-responsive EiE programme indicators.** Disaggregate all other data by sex, age, level of education system, type of education service, and other vulnerability characteristics (e.g., disability).

Programme implementation

-  **Consider and implement gender-responsive EiE principles and practices** to address context-specific gender barriers to educational access in emergencies. Use principles and practices outlined in the INEE Guidance Note on Gender across all EiE activities (i.e., distribution, the establishment of temporary learning spaces (TLS), teacher recruitment and training, water, sanitation, and hygiene (WASH), etc.)

Coordination


- **Design and/or participate in gender-responsive EiE coordination mechanisms** at the sub-national, local community, and/or school level. (Ensure the inclusion of female staff and/or partner institutions such as women's groups, local female leaders, community leaders who engage with men's groups/organizations and boys and who focus on issues of positive masculinity, etc.)

Roles and responsibilities for national-level EiE personnel


Note: These are roles and responsibilities for use as a menu of options to integrate into job descriptions. They may be used to identify an existing Country Cluster or Local Education Group member who could serve as a gender-responsive EiE focal point. The responsibilities may be conducted with support from a regional or headquarters-based gender specialist or advisor, who may provide additional expertise and capacity building to national-level EiE personnel, and assist with reviewing progress.


 – minimum competencies for particular consideration in acute crises.

Programme planning and design


-  **Consult girls, boys, women, and men** of all ages and across education levels and communities to identify gender-related barriers to education and protection service access (before and during crises) and enabling factors. Jointly design EiE programme interventions that are inclusive, protective, and gender-responsive.
- **Gather sex-, age-, and geographically-disaggregated data** from consultations with girls, boys, women, and men of all ages. Gather evidence from other credible data sources on gender-related barriers to education and protection service access and enabling factors. Use this data to inform and help develop gender-responsive EiE theories of change, EiE programme results frameworks, operational plans, and other sector policies, programmes, and plans.

Monitoring, evaluation, and reporting


- **Support the design and implementation of targeted gender assessments and/or integrate gender-specific questions** into secondary data reviews, Rapid Joint Education Needs Assessments (RJENA), and/or other institution-specific EiE assessments in partnership with other M&E, management, and gender specialist colleagues.
- **Support the analysis and reporting of data from targeted gender assessments.** Do this in partnership with other M&E, management, and gender specialist colleagues to identify barriers to gender equity in education and enabling factors. This will inform the design of new gender-responsive EiE strategies and interventions, or implementation modifications needed within existing interventions.
-  **Consolidate field data and report against gender-responsive EiE programme indicators.** Ensure all other data is disaggregated by sex, age, and other vulnerability characteristics (e.g, disability).

-  **Regularly analyze consolidated gender-responsive EiE indicator data and/or sex- and age-disaggregated EiE initiative data.** Do this to identify trends in barriers and enabling factors, to help promote gender-responsive EiE interventions over time in partnership with other M&E, management, and gender specialist colleagues.
- Ensure that EiE programme theories of change, strategies, and programme interventions, and EiE initiative results frameworks (M&E frameworks) and corresponding indicators are all gender-responsive. This will enable the tracking and reporting of gender-related changes over time, in partnership with other M&E, management, and gender specialist colleagues.
- Ensure full compliance with gender-related quality assurance policies, frameworks, and donor regulations. [Note: when writing the job description, insert relevant compliance details here, such as ECW Gender Accountability Framework, Girls Education Challenge, and expectations from bilateral government partners, foundations, and/or multilaterals.]

Programme implementation

-  **Implement gender-responsive EiE principles** and practices to address context-specific gender barriers to educational access in emergencies. Use principles and practices outlined in the INEE Guidance Note on Gender across all EiE activities (i.e., distribution, the establishment of TLS, teacher recruitment and training, WASH, etc.)
- Support sub-national and/or field teams to implement gender-responsive EiE principles and practices through EiE intervention strategies to address context-specific gender barriers to access outlined in the INEE Guidance Note on Gender.

Coordination, partnerships, and personnel

-  **Ensure gender-responsive principles are reflected in partnerships formed from the national to the field levels.** Include women's civil society organizations (CSOs) and non-governmental organizations (NGOs), gender-focused research or private sector institutions, workers' organizations, as well as those working on gender equality in national government across a variety of sectors. If existing coordination mechanisms do not have adequate representation of women, identify a strategy for how to invite and actively involve female decision-makers in existing coordination mechanisms and processes.
- Regularly self-assess and/or support the assessment of the gender equity-related professional capacity of field-based colleagues and education personnel. This will help to identify capacity building needs and design institutional, individual, or team capacity-building action plans, with the aim of improving gender-responsive EiE competencies across the humanitarian programme cycle and within specific EiE thematic interventions.

Responsibilities for national and/or international gender focal points/technical specialists

Note: The following roles and responsibilities may be used as a menu of options to identify country, regional, or international gender-related technical assistance needed based on EiE interventions proposed.

These could also be used to customize and create a Terms of Reference for an existing Country Cluster or Local Education Group member that could serve as a gender-responsive EiE focal point to ensure gender is integrated into the Cluster or Education Working Group functions and processes systematically.

Minimum actions for acute crises have not been specified, as a technical specialist could be recruited to fill specific roles and responsibilities in both acute and protracted crises. The suggestions below should be used as a menu of options to customize terms of reference in both settings based on EiE intervention duration and type.

Description of the EiE gender specialist role

The EiE gender specialist provides technical leadership on gender-responsive proposal design (theories of change, strategies, activities, and results frameworks), implementation, monitoring, evaluating, and reporting. The EiE gender specialist follows globally accepted best practice, country-specific policies, and normative documents related to gender and EiE, and according to donor requirements. [Note: when writing the job description, insert details here of any relevant policies/documents and the name of the donor.] The EiE gender specialist provides targeted capacity building and technical assistance to field-based staff, government and development partners, civil society, and community stakeholders to help them design and execute gender-responsive EiE programmes. This position will be based in [insert the name of the location].

Job summary / responsibilities (general gender specialist):

Programme planning and design

- Support the development of evidence-based, gender-responsive, EiE theories of change.
- Following the EiE initiative's theory of change, use sex-, age-, and geographically-disaggregated data to design and articulate evidence-informed gender-responsive education and protection strategies and related programming interventions.
- Develop field-based tools and resources to promote gender-equitable implementation and documentation of programme activities at the field level.

Monitoring, evaluation, and reporting

- Design gender assessments or integrate gender-specific questions into secondary data reviews, Rapid Joint Education Needs Assessments, and/or other institution-specific EiE assessments.
- Analyze the data from gender assessments to identify facilitators and barriers to gender responsiveness in education. This will inform the design of new EiE interventions and/or implementation modifications needed within existing interventions.
- Lead processes with other staff/partners to validate the findings and recommendations of gender assessments. This will inform reports and the design of new EiE interventions and/or implementation modifications needed within existing interventions.
- Ensure the EiE initiative's M&E framework incorporates specific gender-responsive outcomes and indicators aligned with the theory of change, strategies, and programme interventions. This will enable the tracking and reporting of progress over time.
- Track and report against gender-responsive equitable EiE programme indicators. Ensure all other data is disaggregated by sex, age, and other vulnerability characteristics (e.g., disability).
- Regularly analyze gender-responsive indicator data and/or sex- and age- disaggregated EiE initiative data to identify trends in the factors enabling or hindering gender equity over time.
- Review donor requirements and ensure full compliance with gender-related quality assurance policies, frameworks, and donor regulations.[Note: when writing the job description, insert relevant compliance details here, such as ECW Gender Accountability Framework, Girls Education Challenge, and expectations from bilateral government partners, foundations, and/or multilaterals.]

Advocacy and communications

- Identify successful gender-responsive practices in the EiE initiative that can be showcased in publications, communication materials, and conferences.

- Prepare advocacy and communications materials (briefs, videos, newsletters, case studies, social media posts, etc.) that highlight gender-responsive EiE programming, its successes, and lessons learned from implementation, in alignment with the theory of change and strategies.
 - Ensure these materials are aligned with or respond to national policies and institutions promoting gender equity.
 - Ensure messages and materials are validated at the community and sub-national levels by male and female staff, partners, participants, etc., to promote their active voices and ideas.

Programme implementation

- Provide technical assistance to colleagues working with sub-national and/or field teams implementing EiE activities to help them identify and address context-specific gender barriers in line with the principles and practices of the INEE Guidance Note on Gender.

Coordination, partnerships, and personnel

- Support national and field-based staff to conduct gender capacity assessments and develop fit-for-purpose professional development opportunities (stand-alone training, on-the-job training, etc.) for institution(s) and/or partners. This will enhance the capacity of staff to promote gender-responsive EiE programming. Include considerations for engaging women's organizations and ensuring opportunities for female and male staff.
- Regarding the capacity building mentioned above, advise and support [insert the name of the institution here] and its partners to consider gender in all activities and ensure the technical design and execution of quality, gender-responsive EiE activities that comply with implementation fidelity. Do this through providing on-the-job technical assistance and training.
- Ensure that partnerships for EiE interventions – from the national to field level – include women's civil society organizations (CSOs) and non-governmental organizations (NGOs), gender-focused research or private sector institutions, workers' organizations, and those working on gender equality in national government across a variety of sectors. If existing coordination mechanisms do not have adequate representation of women, youth, and/or children, identify a strategy for inviting and actively involving female decision-makers, men's groups/organizations dealing with positive masculinity, youth, and children into existing coordination, relationship-building, and partnership mechanisms and processes.

Additional job summary / responsibilities (specific to gender specialists appointed to work across institutions in Local Education Groups and/or Country Clusters)

- Support gender capacity analysis of EiE actors across institutions.
- Support the creation of an EiE personnel gender-responsive capacity-building plan. This will ensure EiE interventions conducted across partners are gender-responsive. The plan includes identifying capacity needs, how the capacity will be built, by whom, when, and the budget needed.
- Lead and/or facilitate the review of cluster processes, tools, and documents to ensure the following are gender-responsive:
 - education group or cluster strategy;
 - pooled funding criteria and applications;
 - secondary data review matrix and related data sources, analysis and report;
 - Rapid Joint Education Needs Assessment data collection tools and reports;
 - other education working group or cluster or cross-partner assessment tools and reports;
 - review processes and documents to inform the Humanitarian Needs Overview and Humanitarian Response Plan.
- Ensure gender is established as a periodically examined cross-cutting area.
- Document lessons learned in relation to gender equity and gender-responsiveness. Record successes, failures, areas of improvement needed, etc. This will enhance gender-responsive EiE coordination and response across partners.

Further reading

- [United Nations Development Group \(2018\). Resource Book for Mainstreaming Gender in UN Common Programming at the Country Level.](#)

Requisite qualifications for all gender specialists

In addition to typical academic and communication qualifications, consider:

- Demonstrated ability to ensure gender-responsive project design, implementation, monitoring and evaluation in humanitarian and/or development settings.
- Demonstrated understanding and experience of the principles and practices outlined in the INEE Guidance Note on Gender.
- Experience with building the capacity of a range of development and government partners in gender-responsive EiE and/or education topics such as [INSERT SPECIFIC TOPICS HERE. Could include: gender-responsive pedagogy; gender-responsive psychosocial support; conducting gender-responsive assessments; analyzing data to identify trends, enablers, and barriers related to gender equity in education; revising gender-responsive curricula, teaching and learning materials through education; using implementation tools to support field staff to consider gender in EiE activities such as teaching and learning material disbursement, pedagogical supervision and training, teacher recruitment; having adequately engaged or coordinated with organizations that work with men and boys as partners for women's rights and empowerment, etc.]
- Ability to navigate politically or culturally sensitive terrain and maintain constructive relationships with a diverse range of stakeholders from the national to community level.

Introduction

In order for EiE initiatives to be gender-responsive, EiE programme managers and education personnel must assess and analyze gender-related competencies (knowledge, attitudes, skills, practices, and behaviours) and past capacity-building experiences.

This tool provides an assessment template and analysis guidance. It will help you to identify strengths and opportunities for recruitment and professional development at the institutional, stakeholder, and individual level, to ensure gender equity is reflected across all phases of the programme cycle. (See also Part 1 on EiE personnel gender-responsive roles and responsibilities.)

Key information

Why should this assessment template and capacity analysis guidance be used?

This assessment identifies individual, team, or institutional gender-responsiveness related professional growth opportunities for EiE programme managers or education personnel. The assessment may lead to a corresponding capacity building plan.

Who should use this assessment template and analysis guidance?

- **EiE institutions:** Institutions can use it to assess their capacity to reflect gender-responsive principles and practices. They will examine their available human and financial resources and existing EiE policies and practices.
- **Teams:** The template and guidance can be used in focus group discussions to assess and analyze the capacity of EiE programme managers and their teams to understand gender-responsive principles and implement gender-responsive practices. The team assessment and analysis may be used within an institution (i.e., by government ministry personnel or development partner personnel responsible for EiE at the national and field levels), or across institutions (for example, by all members of the country education cluster or Local Education Group).
- **Individuals:** The template and guidance can help individuals to self-assess gender-responsive EiE knowledge, principles, attitudes, practices, and programming capacity.

When could this assessment template and analysis guidance be used?

- **during government and partner workshops and meetings** – existing national/sub-national planning meetings, cluster or Local Education Group meetings, review meetings, proposal or needs assessment design meetings;
- **during community-based non-formal education or school-level workshops and meetings** – existing planning meetings, teacher training workshops on improving teaching quality, or specific gender-responsive pedagogy training;
- **during proposal design** by existing personnel to determine if additional gender technical expertise should be recruited and budgeted;
- **during new staff orientation and induction and staff performance appraisals** to identify areas for professional growth and corresponding capacity building plan;
- **when assessing the results of gender-specific training** aimed at building the capacity of others, such as orientation on the INEE Guidance Note on Gender, gender-responsive pedagogy, gender-responsive education planning, or gender- and risk-sensitive school improvement plans in the field as part of baseline and post-training assessments;
- **as an education personnel observation tool** – integrated into existing protocol and tools.

How can use of the inclusive and gender-responsive capacity assessment template be promoted?

- **Use with focus groups:** separate male and female personnel into groups with common interests or purposes. Label the groups when recording answers to enable comparison across groups during the analysis. Ensure there are enough male and female facilitators and enumerators to conduct the assessment in focus groups. Groups may include:
 - all-male groups;
 - all-female groups;
 - groups of formal education system teachers;
 - groups of teachers who work in refugee camps;
 - people involved in different levels of the education system and different ages;
 - language groups (conduct discussion in the language with which most participants are familiar, even if they speak English or the national language).
- **Adapt questions**, as relevant, to address specific personnel levels and the roles of male and female personnel. Column 1 in the table below lists different types of respondents to help users adapt the assessment for use with various stakeholders, and decide which questions to use with institutions, teams, and/or individuals. Further adaptations could be made for each respondent type. Questions could be adapted so that they are appropriate for investigating:
 - **female personnel based at the field-level** who support programme implementation and monitor activities with female-only groups of teachers, caregivers or students;

- **national level stakeholders** such as those responsible for leading proposal and result framework design;
 - **field-level specific roles and responsibilities** such as for activity implementation;
 - **institutions' specific or 'niche' mandates** - for example, the mandate for a national civil society women's organization may differ from that of international multilateral or community-based non-governmental organizations;
 - **formal or non-formal** education service providers;
 - **pre-primary, primary, secondary** education providers;
 - **diverse target groups** such as out-of-school young children, adolescents/youth and children who are out of school or engaged in accelerated education programmes, alternative education, or technical and vocational education and training;
 - **personnel most likely to experience additional marginalization** – such as people with disabilities, single parents, and those speaking minority languages only;
 - **national level knowledge** of existing, related legislation, codes of conduct;
 - **local level issues**, such as whether and how the community is linked to the education efforts, and their capacity for engaging with local groups and leaders on gender.
- **Ensure that personnel will not be penalized** for identifying their needs for capacity improvements.
-

Actions

1. Adapt the assessment template and conduct the assessment.
2. Enter data from the gender-responsive EiE capacity assessment.
3. Gender-responsive EiE capacity analysis: analyse the assessment responses to identify capacity needs.
4. Use Part 1 of this tool and the checklist to determine specific capacity needs.

Below are an assessment template, guidance, and an analysis checklist for these four actions.

1. Adapt the assessment template and conduct the assessment

Consider the information provided above, then adapt, translate, and use the assessment template below. The form could be completed by participants individually or used as a protocol for focus group discussions, depending on the context.

Template

Gender-responsive EiE capacity assessment

Name of assessor: Date: Location of assessment:

Job title and summary of job description of the EiE respondent(s):

Level(s) of the education system EiE respondent(s) addresses (circle one or more):
Pre-primary Primary Secondary TVET Tertiary

Sex: Age:

Years of experience in the education sector:

Past professional development in the education sector:

Instructions [adapt the following instructions based on the final number of sections and questions]:

There are [insert final number] **sections to this assessment. For Sections 1-3, please tick 'Yes' if you agree with the statement and/or the statement aligns with your skills and experiences. Tick 'No' if you disagree and/or have not had the skills-building or past experiences. Please describe your response in 1-2 sentences in the next column.**

For Sections 4 and 5, please tick the box which indicates your familiarity with the topics detailed. Please describe your response in the next column.

- If you have never heard of the topic, “I don’t know about this” would be most appropriate.
- If you are aware of the topic yet have not had any professional development or implementation experiences related to the topic, “I know about this” may be most appropriate.
- If you are confident to implement the topic in your work or lead others on the topic, then those answers will be most appropriate to select.

Section 1: Attitudes and beliefs related to gender and EiE

Suggested respondent type for Section 1 questions - Individuals/Teams
(See above section on ‘who should use this assessment’ for descriptions.)

1. Statements on past gender and education attitudes and beliefs	Y/N	Please describe your views here
<p>1A. I believe girl students face specific risks/ threats to their safety and security in and en route to school/education opportunities during crises.</p> <p>Please describe your response.</p>		
<p>1B. I believe boy students face specific risks/ threats to their safety and security in and en route to school/education opportunities during crises.</p> <p>Please describe your response.</p>		
<p>1C. Girl students and young children (both young girls and boys age 0 to primary entry age) should not have access to educational opportunities in crises because it is harder to keep them safe.</p>		
<p>1D. It is too hard to locate girl students to participate in education during crises, so it is ok if they are not included in schools, temporary learning spaces, for engaging in digital learning solutions/platforms and/ or distributions of teaching and learning materials.</p>		

Section 2 Past gender-responsive capacity-building experiences/training

The bulleted lists in each statement help with identifying content area strengths to build on, and content that needs to be covered in capacity building efforts.

Suggested respondent type for Section 2 questions - Individuals/Teams

2. Statements on past gender equity focused capacity building experiences/training	Y/N
<p>2A. I have had training on gender.</p> <p>If yes, please describe which topics you have had training on. This could include but is not limited to:</p> <ul style="list-style-type: none"> • gender equity; • gender norms and stereotypes; • gender-based violence; • reporting and referring cases of gender-based violence, physical and/or sexual abuse and exploitation, etc.; • understanding traditional values as they relate to gender; • masculinity/engaging men and boys; • supporting girls' access to safe, quality education; • behaviour change communication/demand-side interventions to engage communities in supporting girls and boys to access safe, quality, inclusive education and protection services and opportunities. 	
<p>Please describe your views here</p>	
<p>2B. I have had training on gender-responsive education-related topics.</p> <p>If yes, please describe topics you had training on. This could include but is not limited to:</p> <ul style="list-style-type: none"> • gender-responsive pedagogy and instruction; • gender-responsive education planning; • gender analysis for education planning and implementation; • understanding risks related to crisis-sensitive planning and/or school improvement plans; • how to identify, prevent or respond to incidents of school-related gender-based violence, including some or all topics: safe, confidential reporting, basic counselling or gender-responsive psychosocial support, use of codes of conduct; • engaging school management committees in a gender-responsive manner and on gender and education/EiE programming, establishing local-level education budgets / school grants which consider gender). 	
<p>Please describe your views here</p>	

Section 3: Institutional capacity and experiences

Respondent type for Section 3 questions - Institutions		
3. Please check the appropriate response regarding the topics below.	Y/N/Not Available/ Other	Notes (describe your response here)
<p>3A. Does the organization have a policy or mandate for implementing gender-responsive or equitable EiE in crisis situations?</p> <p>If yes, provide examples.</p>		
<p>3B. Does the institution have a gender or inclusion staff function?</p> <p>If yes, describe it, and describe at which level (e.g., focal point in a country office, advisor at country, regional and/or HQ levels, etc).</p>		
<p>3C. Does the institution regularly monitor and report on gender-related indicators and outcomes of EiE interventions?</p> <p>If yes, describe.</p>		
<p>3D. Does the institution currently implement gender-responsive EiE programmes and/or gender equity specific interventions?</p> <p>If yes, describe.</p>		
<p>3E. Has the institution partnered with relevant civil society partners (women's unions, youth unions inclusive of male and female youth, religious leaders, etc.)?</p> <p>If yes, describe.</p>		
<p>3F. Does the institution build partner capacity on issues of gender-responsiveness in EiE contexts at the national, sub-national, and/or field levels?</p> <p>If yes, describe.</p>		

Section 4: Gender-responsive EiE programme cycle experiences

Respondent type for Section 4 questions - Individuals/Teams				
4. Please check the appropriate response regarding the topics below for which you and/or your team have experience:	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
4A. Monitoring and reporting: using gender-responsive indicators and ensuring disaggregated data.				
Notes (describe your response here)				
4B. Coordination: Participating in inclusive coordination mechanisms (e.g., ensuring participation of women's groups, local female leaders, male local/national engagement organizations/networks which engage men and boys in gender-responsive efforts, etc.)				
Notes (describe your response here)				
4C. Assessments: Design and implementation of gender analyses or integration of gender into EiE assessments.				
Notes (describe your response here)				
4D. Analysis: Use assessment data to inform the design of new EiE strategies, interventions, or to modify the implementation approaches of existing gender-responsive interventions.				
Notes (describe your response here)				

4. Please check the appropriate response regarding the topics below for which you and/or your team have experience:	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
4E. Reporting on gender results: Against targets for education strategies outlined in gender-responsive proposals.				
Notes (describe your response here)				
4F. Capacity building: Identify and address capacity-building needs to improve institutions' gender-related competencies when implementing gender-responsive EIE programmes.				
Notes (describe your response here)				
4G. Identification and documentation of successful gender-responsive EIE programming practices.				
Notes (describe your response here)				
4H. Advocacy and communications: Prepare materials (briefs, videos, newsletters, case studies, social media posts, etc.) that highlight lessons on gender-responsive EIE programming.				
Notes (describe your response here)				

Section 5: EiE Gender-responsive policy and implementation skills

Note: the bulleted lists in each statement are meant to support identifying content area strengths to build on and content needed to be covered in capacity building efforts.

Suggested respondent type for Section 5 questions - Individuals/Teams				
5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
<p>5A. Policies and plans: I have experience working with gender-responsive national or sub-national education and protection policies and plans (e.g., teacher code of conduct, referral and reporting mechanisms). If yes, please list the policies/plans in the notes column.</p>				
Notes (describe your response here)				
<p>5B. Distribution of materials: I have distributed teaching and learning materials in crisis in a gender-responsive manner. If yes, please describe how you do this in a gender-responsive manner. For example: 'school in a box' kits, early childhood development kits, notebooks, and backpacks with contents modified for gender considerations, distribution of menstrual hygiene management materials, etc.</p>				
Notes (describe your response here)				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
<p>5C. I have assessed gender-responsiveness within teaching and learning materials (national curriculum, humanitarian learning kits, play equipment, parent/caregiver support group modules or materials). If yes, please describe.</p>				
<p>Notes (describe your response here)</p>				
<p>5D. I have critically reflected with students on the gender-responsiveness of existing or newly designed teaching and learning materials (national curriculum, humanitarian learning kits, play equipment) and adapted teaching approaches accordingly. If yes, please describe.</p>				
<p>Notes (describe your response here)</p>				
<p>5E. I understand gender-responsive pedagogy and instruction principles and practices. If yes, please describe.</p>				
<p>Notes (describe your response here)</p>				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
<p>5F. I implement gender-responsive pedagogy and instruction.</p> <p>If yes, please describe how you implement gender-responsive pedagogy and instruction and in which settings (training others, directly in the classroom with students, etc.).</p>				
<p>Notes (describe your response here)</p>				
<p>5G. I observe other teachers on the use of gender-responsive pedagogy through individual routine [include appropriate term from the context here: supervision/ observation/monitoring/on-the-job training and/or group professional development workshops]. If yes, please describe.</p>				
<p>Notes (describe your response here)</p>				
<p>5H. I have supported the establishment, implementation, and monitoring of school improvement plans that consider one or more of the following: inclusion, protection gender, other.</p> <p>If yes, please describe your response to highlight whether school improvement plans are established, implemented and/or monitored and what they consider.</p>				
<p>Notes (describe your response here)</p>				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
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5I. I manage staff and/or I directly engage with local school groups (parent-teacher associations, school management committees, mothers' groups, fathers' groups, religious leaders, influential community leaders) to implement gender-responsive EiE interventions/activities.
 If yes, please describe which activities/ interventions and whether you manage staff to implement or directly implement.

This includes, but is not limited to, the following types of interventions:

- promote access to learning for all children in crisis through establishing gender-responsive temporary learning spaces, gender-segregated water, sanitation and hygiene facilities, provision of gender-responsive menstrual hygiene management materials;
- technical and vocational education and training or other life skills programmes designed with and for different needs of girls and boys;
- parent support groups for male and female parents and other caregivers (e.g., siblings);
- community mobilization/awareness meetings for girls, boys, women, and men;
- communication campaigns such as back-to-school campaigns inclusive of the needs of girls, boys, women, and men;
- ensuring school environments and routes are safe for girls and boys,
- ensuring early warning systems and responses are established and gender-responsive;
- creation and/or use of school improvement plans and codes of conduct for education personnel and male/female students, etc.);
- awareness of school-related gender-based violence and protocol to prevent and address it, awareness and provision of gender-responsive psychosocial support and social and emotional learning;
- engagement of men and boys on positive masculinity and how to be female allies.school improvement plans and codes of conduct for education personnel and male/female students, etc.);
- awareness of school-related gender-based violence and protocol to prevent and address it, awareness and provision of gender-responsive psychosocial support and social and emotional learning;
- engagement of men and boys on positive masculinity and how to be female allies.

Notes (describe your response here)

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
<p>5J. I support the establishment or monitoring of gender-responsive sub-national or school-level budgets/grants earmarked for education.</p> <p>If yes, please describe.</p> <p>Gender-responsive EiE budgets include, but are not limited to, addressing the gendered needs of girls, boys, women, and men with regards to:</p> <ul style="list-style-type: none"> • EiE services/activities and their costed ingredients; • infrastructure; • teacher salary/incentives, capacity building/professional development for teachers/education personnel (male and female); • teacher/education personnel coaching/observation (male and female); • operational costs (hiring staff with gender equity focus, capacity building on gender-responsive EiE programming for staff, gender assessments/analyses); • teaching and learning material provision. 				
<p>Notes (describe your response here)</p>				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
<p>5K. I collect, analyze, and report on education data in a gender-responsive manner from schools to sub-national levels and/or sub-national to national levels.</p> <p>If yes, please describe.</p> <p>This includes but is not limited to:</p> <ul style="list-style-type: none"> • data – disaggregated by sex, age, and level of the education system –on students, teachers, and other education personnel; • data – disaggregated by sex, age, and level of the education system –on incidents of gender-based violence, including school-related gender-based violence against girls, boys, and female and male education personnel. • training of male and female enumerators; • ensuring male and female enumerators have gender-responsive safety and security mechanisms and protocol for field data collection; • data collection tools/protocol are reviewed with a gender-responsive lens and piloted to ensure they are inclusive and gender-responsive; • focus groups and group consultations are conducted in a gender-responsive manner (e.g., enabling separate groups of males and females). 				
<p>Notes (describe your response here)</p>				

2. Enter data from the gender-responsive EiE capacity assessment

Use the final, adapted questions above to create a spreadsheet for data entry and analysis.

3. Gender-responsive EiE capacity analysis: analyzing the assessment responses to identify capacity needs

- Analyze data by comparing the results of the questions across the types of personnel. Are there any groups of personnel who have more capacity gaps than other groups?
- Also, compare data across the types of personnel operating in areas where there are the most significant gender barriers identified in needs assessments, risk assessments, and gender analyses. This analysis will identify:
 - personnel across levels who have and require additional support to have the necessary capacity relevant to the national, sub-national, and/or field level to coordinate, provide services, and collect/analyze, and report data in a gender-responsive manner;
 - areas in which to strengthen education service personnel capacity so that personnel, regardless of type, have the required knowledge, skills, and abilities to provide gender-responsive education in crisis contexts.

How to analyze results

See the details below on response analysis implications per assessment section. Implications are not prescriptive. Implications are intended to support identifying capacity needs and thematic focus areas to concentrate future capacity building efforts for individuals, teams and/or institutions.

Section 1

Responses should be:

1A. Yes

1B. Yes

1C. No

1D. No

If individuals and or groups do not respond accordingly, organize an orientation (self-guided, half-day, or full-day) on gender concepts and key principles. This information may be found in the INEE (2019) [Guidance Note on Gender](#)). This guidance includes information and activities on: the importance of gender from a human rights perspective; the rationale for gender-equitable programming in humanitarian action and education; common arguments to help challenge misconceptions; and key principles, concepts, and definitions of EiE programming which are gender-responsive or related to gendered issues. Guidance on gender-equitable programming across the INEE Minimum Standards Domains is also featured.

Section 2

2A. Yes – this response indicates respondents have some familiarity with gender concepts. Depending on the topics respondents select from or elaborate on, in addition to those in the bulleted list provided, facilitators may identify whether any concepts require a light review or in-depth explanation and discussion.

2A. No – indicates that respondents would benefit from an in-depth exploration of gender concepts and capacity building efforts focused on enhancing their understanding and practice of gender-responsive principles and practices.

2B. Yes – indicates respondents have past experience of professional development on gender-responsive education, focusing on specific thematic content. Depending on which topics respondents select from or elaborate on, in addition to those in the bulleted list, facilitators may identify additional thematic content to cover. Facilitators may elicit respondents' knowledge and experiences if the training topic covers content with which respondents have experience.

2B. No – indicates that participants have not yet had professional development opportunities specifically on gender-responsive EiE. Priority gender-responsive EiE content to cover in training may be aligned with: challenges highlighted during secondary data review or needs assessments; strategies outlined in proposals and plans; or respondents' thematic interest areas.

Section 3

"Yes" to section 3 statements – indicates one or more gender-responsive institutional strength.

All "Yes" responses – EiE capacity development on gender-responsive institutional strengthening efforts are probably not needed.

All "No" responses – indicate specific areas where either institutional strengthening and/or institutional knowledge dissemination are needed (e.g., on policies and mandates) across institutional levels.

Several "No" responses – indicate that significant capacity efforts are probably needed to strengthen the institution's gender-responsive enabling environment and practices.

Sections 4 and 5

Respondents' answers and their statements will suggest the extent to which they have experience of considering gender-responsiveness within the EiE programme cycle (Section 4) or the extent to which they have experience of gender-responsive EiE implementation (Section 5).

The bulleted lists in Section 5 help with identifying strengths in specific content areas that can be built on to enhance quality of existing interventions. The lists also reveal content gaps that need to be covered in capacity building efforts and existing practices. For example, in 5J, if some gender-responsive needs are reflected in budgets and other needs are not, this suggests a specific content

gap that needs attention so as to strengthen gender-responsive EiE budgeting. Capacity building on EiE costing and budgeting using the tools in this kit may be conducted.

Within Sections 4 and 5, if the majority of respondents answer at the level of “I don’t know about this” or “I know about this”, it indicates a need for capacity strengthening in the accompanying areas of knowledge or practice.

Where some respondents indicate they are more confident to implement and lead specific phases or interventions, they could act as facilitators or co-facilitators to enhance their colleagues’ capacity.

In areas where the majority of respondents answer that they have confidence and experience, further in-depth training may not be needed. Instead, their experiences could be a stimulus for learning and reflection, for instance during evaluation validation meetings, on the quality of implementation and how to improve.

4. Use Part 1 of this tool and the checklist to determine specific capacity needs

Refer to the gender-responsive EiE personnel roles and responsibilities in Part 1 of this tool, alongside the analysis in action 3 above, to determine specific capacity needs.

Use the instructions below to understand how to analyze and use findings from this assessment to determine whether and how to support existing personnel capacity or recruit additional staff with gender-responsive expertise.

- Analyze data by comparing the results of the questions across the types of personnel.
 - Identify whether personnel across levels have the necessary capacity relevant to the national, sub-national and/or field level to coordinate, provide services, and collect/analyze, and report data in a gender-responsive manner.
 - Identify areas in which to strengthen education service personnel capacity so that all types of personnel (e.g., nationally based or at the field level) have the required knowledge, skills, and abilities to provide gender-responsive education in crisis contexts.

The roles and responsibilities outlined in this tool help development and government partners working in education identify:

- whether and how they need to revise the roles and responsibilities in the job descriptions of existing personnel or gender focal points supporting all country education partners (e.g., a gender focal point who is part of the Local Education Group or country cluster);
- whether and how they should provide gender-focused professional development opportunities to existing or newly recruited personnel within their institution or to the gender focal point working across institutions;

- whether they need to recruit additional personnel with gender expertise to support EiE initiatives. For example, this might include hiring a full-time gender specialist or accessing shorter-term technical assistance to support specific activities such as the design of country-specific gender-responsive pedagogy or psychosocial support training for education personnel.

The following section contains a checklist to determine capacity needs. It provides both a minimum and gold standard ‘menu of options’ to assist with creating a terms of reference or adapting job descriptions for EiE personnel to highlight competencies for planning, designing implementing, monitoring, and evaluating gender-responsive EiE strategies and interventions.

Use the checklist below to guide the review of responses from the assessment template provided above.

Checklist to support analysis and planning for EiE personnel gender capacity building needs

Determine the competencies of existing EiE personnel, teams and/or institutions in terms of their understanding of EiE principles and/or their experience of implementing gender-responsive EiE interventions	
Questions to consider	Y/N
1.1 Is there a need to enhance the capacity of existing EiE personnel (individuals, teams, or institutions), and in what areas/topics?	
Section 1 informs needs regarding enhancing capacity around key gender definitions, concepts, and principles. Is there a need to build capacity of individual EiE personnel, teams, or institutions in this area? Which topics?	
Notes	
<p>Section 2 provides information on whether previous individual and collective EiE professional development experiences were or were not gender-responsive.</p> <p>This indicates:</p> <ul style="list-style-type: none"> • experiences that can be built on to enhance quality of future capacity-building efforts and interventions’ implementation; • individuals or groups who have had limited or no previous gender-responsive EiE professional development opportunities; 	<ul style="list-style-type: none"> • stakeholders who could be ‘experts’ or help build the capacity of others on certain topics; • specific gender-responsive thematic areas of EiE principle and practice to include in future capacity efforts. <p>Is there a need to build the capacity of individual EiE personnel, teams, or institutions? Which topics?</p>
Notes	

Questions to consider	Y/N
<p>Section 3 reveals the gender-responsive strengths and needs of EiE institutions. Is there a need to build the capacity of individual EiE personnel, teams, or institutions? Which topics?</p>	
<p>Notes</p>	
<p>Section 4 provides information to enhance gender-responsive EiE capacity across specific EiE programme cycle phases. Is there a need to build individual EiE personnel, teams, or institutions' capacity in various programme cycle phases? Which one(s)?</p>	
<p>Notes</p>	
<p>Section 5 reveals where there is a need to build gender-responsive implementation capacity on specific EiE strategies and interventions. Is there a need to build individual EiE personnel, teams, or institutions' implementation capacity on specific thematic areas? Which one(s)?</p>	
<p>Notes</p>	

2. Identify whether existing personnel can receive capacity-building opportunities or whether additional personnel with gender expertise need to be recruited or trained.

Questions to consider	Y/N
<p>2.1 Are gender-responsive roles, responsibilities, and competencies included in job descriptions/terms of reference for existing EiE personnel?</p> <p>Provide details in the notes column. If 'yes', which roles, responsibilities, and competencies are included? If 'no', which ones are missing? Could these roles, responsibilities, and competencies be added to job descriptions and could required capacities be included in staff professional development plans (see action 2 below)?</p>	
<p>Notes</p>	
<p>2.2 Is there time, funding, and expertise to build the capacity of existing EiE personnel within or across institutions on the minimum and/or gold standard gender-responsive professional competencies (see competencies in Part 1 above)?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	
<p>2.2 Is there time, funding, and expertise to build the capacity of existing EiE personnel within or across institutions on the minimum and/or gold standard gender-responsive professional competencies (see competencies in Part 1 above)?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	
<p>2.3. Is the country team at the proposal design phase for a new initiative, or is it pending budget considerations and an ongoing response. Is there a need to hire gender technical staff to support a gender-responsive EiE response?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	

3. Based on the answers given above, what type and level of gender technical support is needed?

Questions to consider	Y/N
<p>3.1 Are institutional staff or external technical expert(s) needed to design and/or conduct training remotely or at the country level to enhance the capacity of existing staff within or across institutions?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	
<p>3.2 Do you need to recruit field staff who have gender-responsive professional competencies as part of their broader job description? Or is a dedicated role solely focused on gender-responsive programme design, implementation, and monitoring needed?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	
<p>3.3 Do you need to recruit or appoint a country-level or cross-institution gender focal point/advisor to provide ongoing gender equity focused support across institutions needed?</p> <p>Provide details in the notes column.</p>	
<p>Notes</p>	
<p>3.5 If 'yes' to recruiting or appointing above – does the recruited staff member have the desired gender equity related professional competencies? If not (e.g., because an individual with the necessary skill set was not available at the time of recruitment), what training/capacity building does the staff member need over time to fulfil their job responsibilities?</p> <p>Describe the required competencies in the notes. They could use the assessment template above.</p>	
<p>Notes</p>	

Integrate professional gender-responsive roles and responsibilities (see above) into existing personnel job descriptions/terms of reference and identify a talent capacity development plan (as a stand-alone plan or part of staff professional development plans).

- Based on capacity building needs identified from the assessment, these needs should be integrated into existing personnel's job descriptions/terms of reference and professional development plans. Use these needs as a basis to create a capacity building plan – either for the individual or if needs are similar across individuals, at the organizational or sector levels. This should include a budget, timeline, and details of who is responsible for organizing it. Personnel from the institution or across institutions can provide gender-specific professional development.

If needed, mobilize additional personnel with gender-specific technical expertise to work within or across institutions.

- Use the minimum and gold standard gender equity related professional roles and responsibilities as a **menu of options** to create job descriptions/terms of references for recruiting additional field-based or national-level personnel.
- If unable to recruit personnel with the requisite skill set, create a capacity building plan (including budget, timeline, and responsible organizers) with personnel from the institution or across institutions to provide gender equity specific professional development.



Further reading

- United Nations Development Group (2018) [Resource Book for Mainstreaming Gender in UN Common Programming at the Country Level](#).
- UNESCO (2011) [Teacher Training Modules that Address Gender Issues and Promote Gender Equality](#).
- UN WOMEN (2014) [Gender Equality Capacity Assessment Tool](#).

8.3 Gender in EiE preparedness: Risk assessment

INEE Minimum Standards	Relevant across all standards
Primary users	Global, regional, national, sub-national levels <ul style="list-style-type: none">• EiE managers;• advisors, specialists, officers, analysts;• cluster coordinators;• Local Education Working Group coordinators.
Purpose of tool	To understand how to assess risk regarding gender and education in emergencies.

Introduction

It can be difficult to predict the scale, timing, and impact of emergencies and crises but action can be taken to ensure the education sector is better equipped to respond if a crisis hits.

The Global Education Cluster relies on [IASC guidelines on risk assessment, minimum and advanced preparedness actions](#) for its approach to preparedness. The guidance in this tool complements these approaches by ensuring that gender is adequately risk assessed and included in contingency planning for EiE.

Key information

Integrating gender into EiE preparedness means:

- compiling data to understand current education trends related to gender and other marginalization factors;
- assessing gender and marginalization trends, and the vulnerabilities and capacities of populations and systems to prevent, prepare, and respond to hazards, shocks, and stresses;
- appropriate contingency planning.

Risk assessment of gender and EiE takes place in the pre-crisis phase. The approach should be light-touch, to produce a brief (maximum five-page) document that provides a 'go to' overview of gendered needs and capacities in education. This overview should ideally be continuously monitored and updated.

The gender and education needs assessment which takes place in the weeks and months after a crisis event is a more comprehensive exercise. It assesses the full extent of the actual impact of the crisis on gender and EiE.

[2: Needs assessment and analysis](#)

Actions

1. Establish and maintain a gender and education data snapshot

Compile existing available information on gender and education indicators as the basis for a risk assessment and to keep an up-to-date record of the status of gender in the education system prior to any interruptions caused by a crisis. Create a concise narrative summary report to accompany the data and provide a brief overview of the current situation.

The data review can be done by referring to the following sources:

- national ministry of education data (education management information system (EMIS)) and annual sector review processes/documentation;
- household surveys (demographic and health surveys (DHS), multiple indicator cluster surveys (MICS), general household survey (GHS));
- statistical tables from the most recent [UNESCO Global Education Monitoring Report](#);
- annual [UNESCO Global Education Monitoring Report Gender Reviews](#);
- UNESCO World Inequality Database (WIDE).

[Table 8.3.3](#) provides key indicators to guide the process of creating a gender and education data snapshot. This can also serve as a baseline for the secondary data review (SDR) which is done as part of a needs assessment exercise.

Available secondary data is likely to have limitations in date range and may not be available for the complete list of indicators in Table 8.3.3. The most recently available education data, for example, may be at least three years old. If this is the case (and capacity is available) consider supplementing available data with key informant interviews and focus group discussions.

➔ 2.1 Needs assessment checklist

[Table 8.3.3](#) also provides examples of questions where estimates can be categorized by applying a scoring system to responses.

Ongoing relevant project monitoring may provide the opportunity for primary data capture. This can enable a better understanding of educational needs, vulnerabilities, and capacities with participatory approaches with girls, boys, women, and men.

2. Risk assessment

A risk assessment supplements the data snapshot by identifying the measures in place to control risks within the education sector.

[Table 8.3.1](#) provides questions to support gender and inclusion considerations in an EiE risk assessment.¹ These questions guide the user to assess the gender-differentiated impacts of potential hazards, shocks, and stresses, and to analyze the vulnerabilities and capacities of populations and systems to prevent, prepare, and respond.



Essential resources

[UNICEF \(2019\) Risk-informed Education Programming for Resilience. Guidance note](#)

Table 8.3.1: Questions to support gender and inclusion considerations in an EiE risk assessment

Access and learning environment
Early warning
<ul style="list-style-type: none">• Are gender-sensitive or responsive early warning systems in place? For example, women and girls must be involved in school-level safety and security committees. This will ensure they play an active role in identifying potential risks, that appropriately gendered early warning indicators are developed, and that warnings are communicated via channels identified as most likely to reach girls and women.
Key questions to ask
<ul style="list-style-type: none">• Has there been a growth of fundamentalism or imposition of restrictive laws that lead to abrupt changes in gender roles and resistance to education?• Have there been changes in girls' primary/secondary school attendance vs. boys?• Has there been any avoidance of school by girls due to insecurity?• Have there been threats to female teachers?• Has there been any recruitment of school boys into militarized groups or any radicalization?

⁶ Some of this section is adapted from Save the Children (2003) Education in Emergencies: A tool kit for starting and managing education in emergencies. Susan Nicolai.

- What barriers exist to education for girls, boys, women, and men? How are these barriers currently being addressed? How could crises exacerbate these barriers?

➔ Introduction

- Which people are affected by multiple barriers? For example, what education barriers would a girl experience if she has a child with disability, has not learned to read and write, and does not speak the national language? How are these barriers currently being addressed?
- What are the possible scenarios for an emergency (e.g., violent conflict, natural disaster, disease outbreak) and in what ways is the emergency likely to impact differently on girls, boys, women, and men? Across these groups, what impact could there be on vulnerable populations such as female learners with disabilities? Are there any measures planned or in place to mitigate these impacts?
- How will displacement affect learning and protection for girls, boys, women and men? For example, will there be loss of or reductions in access to education and protection services? Are there any measures planned or in place to mitigate the impact?
- In what scenarios or contexts are schools likely to still be functioning in the event of an emergency? In what scenarios and contexts will schools be closed?
- Local authorities could have the flexibility to change how they work with boys and girls in education, such as through alternative education, reduced schooling programmes, or accelerated programmes.
- Mobile learning units can be established when travel to school is considered too dangerous for certain groups; protected transportation routes could be provided.
- Differential, gendered needs should be considered. For instance, social and gender norms – such as division of household tasks and caregiving responsibilities – might influence access to alternative education opportunities in the case of school closure. Strategies can be employed to improve equality of access to education.

✂ 5.1: Accelerated and alternative education

- What further impact might there be on existing groups of refugees and internally displaced persons? Where are these groups now, and how are they served by education currently?
- What capacities and resilience do girls, boys, women, and men already have to act when crisis hits? For example are there any school-based safety measures in place to meet the needs of girls and boys in crisis and build their resilience?

Teaching and learning

- Are gender-responsive teaching and learning materials pre-positioned (planned or in place before crisis hits)?
 - Has a sample gender-responsive EiE teaching and learning material package been prepared and costed, and has there been coordination with partners on the materials and unit costs?

3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

- If not, can a list of materials be drawn up? Gathering alternative learning materials that encourage active learning for male and female learners can be a key part of preparedness work.
- Is an emergency curriculum available that includes gender- and disability-inclusive psychosocial and life skills support?

5.6: Curricula, teaching and learning materials

- Does the curriculum include disaster risk reduction content and opportunities to learn about crises and differential impacts on girls and boys? If not, are there extra-curricular opportunities for this (e.g., after-school clubs, community youth groups).

Teachers and other education personnel

- What measures are in place to ensure the continued employment, protection, and well-being of female and male staff in the event of an emergency?
- What measures are in place to recruit and support female and male paraprofessionals and/or volunteer teachers in the event of an emergency?
- Are prevention, complaint, and support mechanisms in place against physical and/or sexual exploitation and abuse, including teacher code of conduct?

- What government (and other agency) EiE planning and policy is already in place to meet needs and leverage capacities of girls, boys, women, and men in various types of crises? For example, is there a draft emergency response plan and does it address gender?
- What has the government learned from previous crises and their impact on gender? Is there a record of lessons learned?
- Has the government built institutional capacity on gender-responsive EiE standards, practices, and interventions for natural disaster and conflict scenarios? These should be aligned with government policies across layers of the education system – from the ministry of education national officials, national/regional school inspectors, and regional/local-level administrators and teachers.
- In what scenarios or contexts will additional safety, protection, and incentive measures need to be put in place for female and male administrators, teachers, and learners in the early stages of recovery?
 - Is there any provision/incentive or safety and security measures identified to support teachers, especially female teachers, to continue working in or after an emergency? For example, this could be a financial incentive, protected transportation to school, or accommodation.
 - In a crisis, will it be possible to reallocate resources such as salaries for displaced teachers, temporary classrooms, and education supplies?
 - Will a mechanism be developed for recognized teacher certification in displacement settings?
 - How will female teachers' safety and security risks be addressed during a crisis?

5.4: Teacher recruitment and support

- Which partners/agencies – who have a particular interest in supporting women and girls and also men and boys – are actively involved in education pre-crisis?
 - Will they continue to operate in an emergency?
 - What activities do they plan to undertake in an emergency?
 - How have they supported girls and women in other emergencies?
 - Do they participate in existing gender coordination mechanisms?

8.1: Gender in EiE sector coordination and information management

- If none exist, is it possible to develop minimum gender equality and EiE standards in preparedness?

Coordination

Organizational mandate and capacity

- How does the organization's planned response assure protection of girls, boys, women, and men (teachers and other staff) when an emergency takes place, e.g., attacks on schools, cyclone, etc.?
- What arrangements exist to ensure the most marginalized – e.g., those with hearing, visual, or other physical and intellectual impairments – do not get left behind?
- Are there gender focal points or specialist staff who are responsible for emergency response? If not, what new knowledge or skills do staff need to take that leadership (e.g., proposal writing, budgeting, detailed implementation planning, field staff/partner capacity building, monitoring and evaluation)?

8.2: Institutional EiE gender capacity: personnel and gender capacity assessment

Partners

- Do education partners have gender and inclusion expertise?
- Do education partners have strong relationships with affected populations, and do they consult with girls, boys, women, and men on their programming?
- How have partners consulted with girls, boys, women, and men on the EiE preparedness and response?
- Is there gender balance in stakeholder meetings and liaison at all levels (community, camp, local, district, regional, national)?

8.2: Institutional EiE gender capacity: personnel and gender capacity assessment

3. Contingency planning

Further to the risk analysis, write a problem statement that identifies who is most vulnerable to missing out on education in emergencies and develop a set of recommended solutions. This will form the basis of the contingency plan.

Outline a plan based on the above analysis to help with preparations for gender equality in the EiE response. Where possible, gender equality in EiE should aim to support and protect existing national education systems and procedures. In many contexts, this will require support to strengthen gender equity in education.

There is currently no standardized approach to or models for preparedness planning in the education sector. However, the IASC (2015) recommends a set of minimum preparedness actions that could be adapted for use in education. Table 8.3.2 is recommended to form the basis of a plan structure and content.

Table 8.3.2: Minimum preparedness actions

Minimum preparedness actions	Examples in education
Risk monitoring	<ul style="list-style-type: none"> Establish an early warning system informed by gender analysis (see above). Regularly update the gender data snapshot. Ensure risk monitoring – including gender aspects – is a standing item at education stakeholder meetings.
Establish coordination and management arrangements	<ul style="list-style-type: none"> Conduct education stakeholder mapping, including partners who prioritize inclusive approaches. Make arrangements for partners who prioritize inclusive approaches to mentor or train other partners. Establish and/or engage with existing gender and education networks. Seek out and build partnerships among organizations that work primarily with women and girls, and organizations working with men and boys. Establish or engage with other relevant networks, such as water, sanitation and hygiene (WASH), protection, etc. Identify and use their experience in dealing with crises. Ensure all development partners are informed of gender-responsive EiE procedures in the event of an emergency or crisis and education coordination structures. Advocate for gender-responsive disaster risk reduction in emergency preparedness and response planning and education sector planning.
Assessment, information management, and response management	<ul style="list-style-type: none"> Ensure that sex and age disaggregated data and gender analysis are integrated robustly into baseline education data collection, assessments, information systems, communications, and advocacy. Share this information on gender equality and EiE with key groups and actors such as the Local Education Group, ministry of education, civil society, teacher unions, NGOs, and disabled persons organizations. This can be done electronically, through informal networking, and presentations at meetings and conferences. <p> 2: Needs assessment and analysis</p> <ul style="list-style-type: none"> See also: IASC (2018) The Gender Handbook for Humanitarian Action, Needs Assessment pp.30-44 Support the development of disaster risk reduction indicators in existing M&E frameworks.
Operational capacity and arrangements to deliver relief and protection	<ul style="list-style-type: none"> Map gender and education capacity across partners and review as a standing item on education stakeholder meeting agendas. Identify local suppliers of gender-responsive teaching and learning materials and WASH materials to be included in basic EiE package

Further reading

- UNICEF (2019) [Risk-informed Education Programming for Resilience](#)
- IASC (2015) [Emergency Response Preparedness Guidelines - Draft for field testing](#)

Table 8.3.3: Gender data snapshot

The ‘gender data snapshot’ indicators have been compiled and adapted based on the ‘GPE-UNGEI Rapid Assessment Tool on Gender Equality’⁷ in and through Education. It is important to note that:

- Data may not be available for the complete list of indicators.
- The most recent available data may still be outdated.
- Consider complementing indicators with interviews and focus group discussions where feasible.
- For themes where data is unlikely to be available, questions are included with an example for categorizing responses and estimates.
- Building a complete picture of the status of gender and education will be dependent on ensuring disaggregation and analysis by sex and other markers of disadvantage as relevant and available to the context.

Indicator (disaggregated by sex and by other markers of disadvantage) and complementary questions	Source
General	
Sustainable Development Goal (SDG) gender index score: The score is useful in providing an overall indication of achievement towards the gender equality SDG. The score ranges from 0 to 100, with 90+ being excellent and 59 and below being very poor.	SGD Gender Index Score: Includes 51 indicators across the SDGs and covering 129 countries.
Establish coordination and management arrangements	OECD
Is the country signatory of CEDAW? Has the country included any reservations on some articles?	UNESCO HER Atlas; Latest CEDAW reports, shadow reports and Concluding Observations
Does the country have a National Action Plan on the implementation of SCR 1325?	Peacewomen
Is the legal age of marriage for girls below 18? If it is above 18, are there exceptions possible?	UNESCO HER Atlas

7 Forthcoming, publication expected 2021

Access and Learning Environment	
Access	
Gross enrolment rate in (a) pre-primary education and (b) early childhood educational development, adjusted parity index	UIS
Gross enrolment rate tertiary education, adjusted parity index	UIS
Completion rate primary education, adjusted parity index	UIS
Completion rate lower secondary education, adjusted parity index	UIS
Completion rate upper secondary education, adjusted parity index	UIS
Participation rate in technical and vocational programs (15 to 24-year-olds), adjusted parity index	UIS
Never been to school: Percentage of children (m/f) aged 3-6 years above primary school entrance age who have never been to school	DHS
Over-age primary attendance: Percentage of children (m/f) in primary school who are two years or more older than the official age for the grade	DHS
Out of school: Percentage of children (m/f) of primary school age who are not in school	DHS
Out-of-school adolescents: Percentage of adolescents (m/f) of lower secondary school age who are not in school	DHS
Out-of-school youth: Percentage of youth (m/f) of upper secondary school age who are not in school	DHS
Mean years of education: Average number of years of schooling attained for the age group (m/f) 20-24 years	DHS
Learning environment	
Early marriage/pregnancy	
Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF GEMR 2020 Gender Report
Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF GEMR 2020 Gender Report
WASH	
Percentage of primary schools with single-sex basic sanitation facilities	UIS
Percentage of lower secondary schools with single-sex basic sanitation facilities	UIS
School-related gender-based violence (SRGBV), ⁸ gender norms & values	

8 A comprehensive list of process, drivers, and prevalence indicators can be found at: [A Whole School Approach to Prevent School-related Gender Based Violence: Minimum Standards and Monitoring Framework](#).

Percentage of schools that have established mechanisms for prevention of and response to SRGBV	Where national data are not available considering scoring: less than 30%; between 30% and 70%; more than 70%
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
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	GEMR 2020 Gender Report
Teaching and learning	
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 anticonception • 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 	Where national data are not available considering scoring: 0 to 2; 2 to 5; 6
Has a gender review of the curriculum/teaching & learning materials been conducted in the past 5 years?	Where national data are not available considering scoring: yes/no response
Proportion of children achieving at least a minimum proficiency level in reading at the end of primary education, adjusted parity index	UIS World Bank Learning Poverty dataset National examination results MICS
Proportion of children achieving at least a minimum proficiency level in mathematics at the end of primary education, adjusted parity index	UIS
Proportion of children achieving at least a minimum proficiency level in reading at the end of lower secondary education, adjusted parity index	UIS
Proportion of children achieving at least a minimum proficiency level in mathematics at the end of lower secondary education, adjusted parity index	UIS
Adult literacy rate (population 15+), adjusted parity index	UIS
Education outcomes	
Female labor force participation rate of the population aged 15 and over	UNDP
Proportion of seats held by women in national parliaments	UNDP
Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care	World Bank

Teachers and other education personnel	
Percentage of female teachers in primary education	UIS: national monitoring database
Percentage of female teachers in secondary education	UIS: national monitoring database
Percentage of female head teachers in primary education	If data unavailable through EMIS or national surveys consider scoring: less than 20%; between 20% and 50%; more than 50%
Percentage of female head teachers in secondary education	
To what extent are gender concepts and gender-sensitive pedagogy included in teachers' professional development programs?	Consider scoring: not included; pilot phase; implemented at scale
Education policy	
Did the country ratify CADE (Convention Against Discrimination in Education)?	UNESCO HER Atlas
Did the country endorse the Safe Schools Declaration?	Global Coalition to Protect Education from Attack
Does the constitution explicitly guarantee the right to education without discrimination based on sex/gender?	UNESCO HER Atlas
Does the legal framework guarantee 9+ years of free and compulsory public education for all?	UNESCO HER Atlas World Policy Analysis Center

9. Annexes

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An empty classroom in the Official Rural Mixed School (EORM) No. 77 in the Los Mixcos village of Palencia, Guatemala. In 2020, schools closed across Guatemala due to the COVID-19 pandemic. Learning materials were transmitted through television and radio so that learners could study at home.

9.1 Annex 1: Terms and definitions

These terms and definitions supplement the key list contained in the Introduction (Section [1.2.1](#))

Accelerated education is a flexible, age-appropriate programme, run in an accelerated timeframe. It aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalization, conflict, and crisis. The goal of accelerated education programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

Accountability to affected populations (AAP) is an active commitment to take account of, give account to, and be held to account by the people humanitarian organizations seek to assist. AAP focuses on the rights, dignity, and protection of an affected community in its entirety, not only by identifying and addressing community members' needs and vulnerabilities, but also by recognizing and harnessing their capacities, knowledge, and aspirations. AAP is fundamentally informed by accessible information and communication, **participation** in decision making, and active involvement in programme design and implementation.¹ AAP requires budgeting for accessibility, particularly translation into local languages, including sign language.

Alternative education involves planned, structured education programmes for out-of-school children, adolescents, and youth that lead to equivalent, certified competencies in academic or technical and vocational subjects.²

Catch-up programmes are short-term transitional programmes for children and youth who attended formal school prior to a sudden and profound educational disruption. They provide a bridge back to formal schooling.

Community-based education (CBE) is a means to reach children who are unable to attend formal schools due to insecurity, distance, or other constraints. CBE should take place in safe, accessible community settings such as village halls, places of worship, and homes.

EiE programmes are the diverse interventions included in a proposal by one or more organization to achieve the goal, outcomes, and sub-outcomes for girls, boys, women, and men in need within acute to protracted crisis contexts. Interventions include, for instance, gender-responsive school rehabilitation; capacity building on various topics for EiE staff and education personnel; gender-responsive recruitment of female teachers; establishment of gender-responsive school-level improvement plans, etc.

EiE programme advisors/specialists are staff from across government, donors, INGOs, multilateral organizations, and civil society organizations who are responsible for the strategic direction, coordination, oversight and delivery of EiE programme interventions and activities. They are often based at the global, regional, and national levels.

EiE interventions are a combination of thematic EiE activities with a common aim. For example, gender-responsive pedagogy training for education personnel as an **intervention** will consist of **multiple detailed activities** such as:

- identifying and potentially designing or adapting training modules and curriculum;
- orienting a core cadre of government and development partners to deliver and/or support the training for other education personnel;
- training education personnel;
- integrating gender-responsive pedagogy competencies into existing education personnel supervision protocol;
- monitoring education personnel over time on their use of gender-responsive pedagogy as part of existing supervision protocol.

More than one intervention may be needed to implement a programme.

EiE activities are the detailed activities, such as those outlined in the above example, that make up a thematic EiE intervention.

Education personnel are defined as formal and non-formal service providers such as:

- sub-national (e.g., district) education administrators;
- teachers;
- volunteer teachers;
- temporary learning space providers;
- alternative education service providers such as radio hosts;
- other non-formal education service providers from school to community level.

Education personnel may work within specific education sites, or across all education levels, from pre-primary to tertiary education as well as within alternative education or accelerated education programmes.

EiE programme managers are personnel responsible for the strategic direction, design, planning, coordination, delivery, and monitoring of EiE programmes at the national and sub-national levels. This includes government ministry personnel or development partner personnel responsible for EiE at the national and field levels or across institutions (for example, all members of the country cluster or Local Education Working Group).

Formal education is “Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system”.³

Gender roles and stereotypes are the expected roles – including behaviours, activities, and responsibilities – associated with each sex group. These are often an exaggeration of gender norms.

Gender socialization is the process by which individuals (especially children and adolescents) internalize gender norms and develop beliefs, attitudes, and practices on that basis. In essence, it is how girls and boys ‘learn’ what it means to be a girl or boy in a given society and culture and at a certain point in time.⁴

Non-formal education (NFE) is the overarching term for planned, structured, and organized education programming that is outside the formal education system. Some types of NFE lead to equivalent, certified competencies,⁵ while others do not. NFE programmes are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context, as well as their holistic, learner-centered pedagogy. Informal learning (knowledge and skills naturally obtained through day-to-day interactions and activities) is not considered NFE.⁶

Other NFE is education programming for out-of-school children, adolescents, and youth that does not lead to equivalent, certified competencies. These programmes may be temporary, ad hoc, or provide reduced or partial curricula.⁷

3 [ISCED 2011](#)

4 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

5 Equivalent, certified competencies refer to equivalence to the knowledge, skills, and attitudes gained in the formal schools.

6 Inter-agency Network for Education in Emergencies (INEE). 2020. Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY

7 Inter-agency Network for Education in Emergencies (INEE). 2020. Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY

Participation: Gender equitable participation in EiE refers to the involvement of girls, boys, women, and men in the planning and delivery of programmes. Participation can be passive, involving the contribution of resources or acceptance of decisions made after consultation. It can also be proactive, with the direct involvement of people in activities, decision making, and implementation of programmes. Participation should be inclusive of all groups. This may require extra resources to include those who face additional barriers to taking part in consultations, delivery, and monitoring of programmes, such as people with disabilities or speakers of minority languages.⁸

School-related gender-based violence (SRGBV) refers to acts or threats of sexual, physical, or psychological violence occurring in and around schools. It relates to violence perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics that violate children's fundamental human rights. SRGBV is a form of gender-based discrimination. SRGBV is perpetuated by women and men teachers, and by students. It includes bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. In emergencies, the following factors may lead to higher levels of SRGBV: stigma and silence around GBV in the community; lack of training and skills among teachers and learners on how to recognize and respond to SRGBV; lack of knowledge on the use of positive discipline and professional codes of ethics due to rushed recruitment and training processes in emergencies; unmotivated, underpaid, and unpaid teachers; male-dominated environments, such as the military.⁹

Support services include programmes offered to students in addition to their formal or non-formal education studies. These may be in the form of stand-alone classes or after-school programmes, or integrated into the curriculum. They exclude programmes that are not added on to existing formal, alternative, or other NFE programmes, such as water, sanitation, and hygiene (WASH), health, and disaster risk reduction (DRR) programmes that are not directly supplementary to an existing education programme.

Transitional programmes are short-term educational programmes that help learners transition into formal or alternative education. They alone do not lead to certification or equivalent competencies, and they are often implemented by NGOs.

Harmful traditional practices (HTPs) are grounded in "discrimination based on gender and age, among other things, and have often been justified by invoking sociocultural and religious customs and values, in addition to misconceptions relating to some disadvantaged groups of women and children". HTPs are often associated with serious forms of violence or are themselves a form of violence against women and children. The nature and prevalence of HTPs varies between and even within countries. The most prevalent forms of HTPs are female genital mutilation/cutting, child and/or forced marriage and early unions, polygamy, crimes committed in the name of so-called honour, and dowry-related violence. In some countries where HTPs had disappeared, they may re-emerge as a result of conflict or emergencies.¹⁰

8 INEE and UNGEI (2019) [Guidance Note on Gender](#), p.29.

9 INEE and UNGEI (2019) [Guidance Note on Gender](#), p.56

10 CEDAW/C/GC/31-CRC/C/GC/18, "Joint General Recommendation No. 31 of the CEDAW Committee/General Comment No.18 of the CRC Committee on Harmful Practices", November 2014, paras 7 & 8.

9.2 Summary of humanitarian architecture relevant to gender-responsive EiE

This annex contains a summary of the humanitarian architecture relevant to gender-responsive education in emergencies that comes into operation in an acute emergency or exists in a protracted crisis.

Humanitarian coordination led by the UN Office for Coordination of Humanitarian Affairs (OCHA) brings together humanitarian actors to ensure a coherent and principled response to emergencies. This includes coordination within and between clusters working on different sectors of humanitarian response.

The cluster approach is adopted to support internally displaced populations and rapid-onset or chronic crises where local populations are affected. UNHCR is responsible for humanitarian response to the needs of refugees. However, in many countries there are 'mixed settings' (see below), where an OCHA Humanitarian Coordinator has been appointed and a UNHCR-led refugee operation is also underway. In this case, joint coordination often takes place.

National authorities, when governments are functioning, are responsible for leading and coordinating humanitarian response (in large-scale, sudden onset emergencies the cluster approach is usually applied).

Government-led Local Education Groups may already have an EiE strand to their workplan and priorities around gender may be mainstreamed within this. Where there is an existing education sector group, negotiations around coordination will be a priority.

The IASC Gender Capacity Stand-by Project (GenCap) is a pool of Gender Capacity Advisers at a P-4/P-5 level who are deployed at short notice to support the United Nations Humanitarian Coordinator/Resident Coordinator (HC/RC), the humanitarian country teams (UNCT), and gender networks in the initial stages of humanitarian emergencies.¹¹

GenCap Advisers provide technical leadership and support on gender-responsive programming through close collaboration with humanitarian actors and building on existing resources within the following main areas of work:

1. information collection and analysis;
2. programme and monitoring;
3. capacity strengthening;
4. coordination;
5. advocacy.

While protection issues such as gender-based violence (GBV) are a part of the GenCap Advisers' terms of reference, they will have a broader role in facilitating gender-responsive programming in all sectors/clusters of humanitarian response.

IASC Global Education Cluster¹²

Established in 2007, the Global Education Cluster (GEC) is a forum for coordination and collaboration on education in humanitarian crises. The GEC derives its primary mandate, purpose, and scope from the 2005 [IASC Cluster Approach](#). Gender is considered a cross-cutting issue.

An education cluster responds to major emergencies when called upon to do so by the UN HC/ Humanitarian Country Team (HCT) and where the scale of the emergency is beyond the response capacity of national authorities. The nature of support provided depends on the expressed needs of individual country clusters, global priorities, and the availability of resources.

The principal responsibility of an education cluster is to ensure education agencies and organizations responding to an emergency have the opportunity to take a coordinated approach and work alongside existing education structures at country level, to meet the education needs of the affected population.

The GEC's work focuses on strengthening the capacity of education clusters/EiE working groups at the country level in achieving their core functions so that they can support the development and delivery of predictable, timely, effective, and appropriate responses.

The GEC provides support to coordination teams before, during, and after a humanitarian crisis to strengthen cluster readiness, reinforce coordination of activated clusters, and support the deactivation of clusters and transition to education development platforms. The support is done through a three-tiered approach:

- direct and remote field support to country clusters;
- providing guidance and capacity through training, development of tools and procedures, and knowledge management;
- global engagement and advocacy with partners in the wider humanitarian and education sectors.

GEC's standardized country-level tools and capacity-building efforts seek to be inclusive. Gender equity issues in GEC products (i.e., response frameworks, strategy documents, secondary data reviews, etc.) have historically been reflected in a cross-cutting manner.

Global Education Cluster stakeholders

The GEC is the only global cluster co-led by a UN agency and an international NGO: UNICEF and Save the Children. Representatives from the Cluster Lead Agencies (CLAs) make up the Education Cluster Steering Group. This provides governance and oversight on the GEC annual plan and budget, promotes engagement of their respective CLAs by securing funding for core coordination activities, and ensures the day-to-day working relationship of the CLAs.

The GEC team comprises two Global Cluster Coordinators (GCCs), one from each CLA. They are based in Geneva and guide and oversee the day-to-day work of the GEC team and its work plan. They also conduct field support missions to support country clusters for various strategic objectives. The GEC team includes knowledge and information management, communication and advocacy, and administrative support.

The GEC team also includes the Rapid Response Team (RRT), a group of EiE and coordination experts (responsible for coordination, information management, and needs assessment) who are rapidly deployed to support education coordination in humanitarian crises. They also provide capacity building at global and national levels.

The GEC is ultimately a partnership of NGOs, UN agencies, and other organizations working together to support the implementation of the [GEC strategic plan](#).

For advice and guidance on practical ways to engage GEC stakeholders on gender, see:

➔ 8: Preparedness

See the timelines in [Annex 9.3](#) to identify how education cluster planning and implementation interface with coordinated humanitarian architecture.

UNHCR

Humanitarian response in relation to the needs of refugees remains the responsibility of UNHCR and is not part of the cluster approach. However, in many countries there are 'mixed settings', where an OCHA Humanitarian Coordinator has been appointed and a UNHCR-led refugee operation is also underway. In this case, joint coordination often takes place. Agencies and actors working to serve refugee needs, including UNHCR as the mandated response agency, participate in cluster coordination planning and activities.

The Refugee Coordination Model aims to be light, operations-focused, and impact-oriented.¹³ The standard elements are:

- direct advocacy on all international protection matters with the host government by the UNHCR Representative;
- strategic planning (led by the Representative) for all phases of the response, carried out with operational partners, including development actors, to develop a protection and solution strategy;
- an inclusive Refugee Consultation Forum at the national level – co-chaired by the government (wherever possible) and the Representative – focusing on the overall refugee response;
- a UNHCR Refugee Coordinator to lead and coordinate a multi-sectoral response and ensure participation of sector-leads and all players at the field level. This role is supported by a Multi-sector Operations Team with expertise and capacity to facilitate needs assessment, planning, monitoring, reporting, and information management across all sectors;
- a UNHCR-led Refugee Protection Working Group responsible for the coordination of protection services and for mainstreaming protection throughout other operational sectors;
- service-delivery sectors, led by government line ministries and/or (co)chaired by partners and/or UNHCR. Sectors should connect to government-led development mechanisms, if feasible;
- arrangements on sector coordination and delivery with multiple potential partners to ensure a predictable response. Agencies may wish to draw upon global cluster resources to support the delivery of services.

Mixed situations

The Refugee Coordination Model adapts to situations where cluster structures exist, in order to harmonize approaches and reduce duplication. It expands or contracts depending on the characteristics of the situation (i.e., the size of the emergency, the geographical locations of affected populations, and the capacity to meet refugee needs).

There are six primary points of interface between the Refugee Coordination Model and the cluster system:

- In all situations, at the leadership level, the UNHCR Representative maintains responsibility for advocacy with the host government and engages closely with the RC/HC. As an active member of the HCT, this includes regularly keeping the HCT informed on the refugee operation.
- The Representative will lead the refugee-specific strategic planning exercise with partners, drawing on the HCT, including OCHA, to ensure coherence with the broader humanitarian response.
- The HCT will also form part of the broader consultation forum on the overall refugee response.
- The Refugee Coordinator and Multi-sector Operations Team will ensure effective coordination through information exchange with inter-cluster coordination forums, support for the implementation of the Humanitarian Programme Cycle and protection mainstreaming across clusters/sectors.

UNHCR education strategy¹⁴

UNHCR's education strategy, published in September 2019, contributes directly to the Global Compact on Refugees. Due to the rapid evolution of refugee crises, this is a living document housed online from the end of 2019, and periodically expanded with promising practices, case studies, links to new guidance, etc.

The strategy is intended as a resource for practitioners to see how others are addressing persistent barriers in refugee education. It aims to bridge the humanitarian-development divide.

The three strategic objectives of Refugee Education 2030 are:

- “1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless, and internally displaced persons;
2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender, or disability;
3. Enable learners to use their education toward sustainable futures.”¹⁵

¹⁴ UNHCR (2019) [Refugee Education 2030. A strategy for refugee inclusion](#)

¹⁵ UNHCR (2019) [Refugee Education 2030. A strategy for refugee inclusion](#), p.16

UNHCR works to achieve results that are directly relevant to gender equity:

- **Expected result 2.2:** Learning environments are safe – this includes a focus on school-related gender-based violence (SRGBV) reporting, safe routes to school, enabling female participation;
- **Expected result 3.2:** Girls and women have equitable opportunities for and access to education, work, community representation, and leadership – this includes programmes based on gender analyses embedded in education sector planning, equality with boys in enrolment and completion throughout education and the labour force, safe schools, and equitable access to household resources and sustainable fuel.

Education Cannot Wait¹⁶

Education Cannot Wait (ECW) is the first global fund dedicated to education in emergencies and protracted crises. The fund supports UNHCR and education cluster interventions.

ECW was established during the [World Humanitarian Summit in 2016](#) by international humanitarian and development aid actors, along with public and private donors. It was set up to help reposition education as a priority on the humanitarian agenda, usher in a more collaborative approach among actors on the ground, and foster additional funding to ensure that every crisis-affected child and young person is in school and learning.

ECW's First Emergency Response investment window supports education programmes immediately in sudden-onset or escalating crises.

The fund's Multi-Year Resilience investment window addresses longer-term needs through multi-year joint programmes in protracted crises, enabling humanitarian and development actors to work together on delivering collective education outcomes in five priority areas:

- **Access:** Ensure that crisis-affected children are provided with continuous quality learning;
- **Equity and gender equality:** Leave no one behind and ensure access is provided to the most vulnerable children, including girls and children with disabilities;
- **Continuity:** Ensure children stay in school until they complete their education;
- **Protection:** Make sure that schools and learning centres offer a safe, protective, and healing environment to crisis-affected children;
- **Quality:** Improve learning outcomes by focusing on curriculum, teachers' capacities, and learning materials.

By providing seed funding to develop and implement such programmes through selected partners, ECW aims to catalyze broader investments from global and in-country donors in EiE. ECW's third

¹⁶ Source: ECW website '[About ECW](#)'

window of investment, the Acceleration Facility, supports research and data collection to advance best practices and promote innovation, learning outcomes, and gender-targeted interventions in EiE.

ECW gender policy

ECW's investments help to tackle the impact of inequalities on girls', boys', and youths' equal access to and enjoyment of inclusive and quality education. The investments also seek to address the root causes of gender-based discrimination in emergencies.¹⁷

Under the corporate vision and mission, the vision of the Gender Equality Policy is to ensure that ECW's investments leverage action and contribute towards coordinated strategies that ensure and go beyond enrolment parity. The vision also seeks to address the gender norms that perpetuate historical, socio-cultural inequalities that prevent girls, boys, and youth from equally accessing and benefiting from quality education.¹⁸

The Policy's vision will be achieved through the following objectives:

1. Ensure that all girls, boys, and youth affected by emergencies and protracted crises can equally learn free of cost, with national and local commitment towards the equal valuing of girls' and boys' education regardless of age, disabilities, geography, faith, ethnicity, sexual orientation, status,¹⁹ and displacement/statelessness;
2. Ensure learning happens in safety and without fear, recognizing and tackling all forms of SRGBV, including bullying and insecurities associated with but not limited to attacks on education which girls and boys face when learning in emergencies and protracted crises;
3. Promote education systems and pedagogies which seek to empower girls and boys equally through the transformation of gender norms and subsequent gender roles restricting girls', boys', and youths' realization of their full potential.²⁰

ECW's gender policy is underpinned by its Accountability Framework which sets out minimum gender mainstreaming criteria:

- Gender analysis is conducted as part of needs analysis and informs design.
- Programme conceptualization mainstreams gender equality and women's empowerment.
- Gender performance indicators must be incorporated in all grant M&E frameworks.
- Gender equality and empowerment of women strategies are embedded within programmes, aiming to bring about transformative change in gender relations.

¹⁷ ECW (2019) Gender Policy, p.1.

¹⁸ ECW (2018) "Gender Equality Strategy 2018-2021", p. 4.

¹⁹ Adolescent and teenage mothers, orphaned or abandoned children, children who are in institutions, for example, are often restricted from enjoying their full educational rights, including within emergencies and protracted crises.

²⁰ ECW (2019) Gender Policy, p.4.

ECW Gender Equality and Empowerment of Women performance indicators

The following ECW mandatory minimum performance indicators are to be incorporated into all grant M&E frameworks, based on the focus and scope of the grants released.

- “All Grants – Grantees apply the IASC GAM to the proposals and share the report generated as part of the proposal submission. Indicators are to be provided on how the GAM will be monitored throughout grant implementation. Unless possible, for FER Grants, the GAM is to be applied 60 days after funds are released.
- All Grants - All educational access, retention, out-of-school and attendance indicators in the grant must be disaggregated by sex, age and disability. If not, justification is required and must be approved by ECW Secretariat.
- All Grants - Numbers of teachers and administrators trained, disaggregated by sex, and proportion of women.
- All Grants - Proportion of ECW-supported schools/learning environments that meet safe learning environment standards as described by INEE Minimum Standards and ECW grants guidelines, including disaster risk reduction, disability and gender specific issues.
- All Grants - Number of partnerships with women’s NGOs and national /regional/global INGOs and networks working on GEEWG.
- Where relevant – Humanitarian and refugee response plans and education sector policy/ plan specifies prevention and response mechanisms to address gender-based violence in and around schools;
- Where relevant - Number of gender sensitive latrines constructed or rehabilitated;
- Where relevant – Number of WASH facilities in school with MHM considerations;
- Where relevant - Proportion of ECW-supported children under five years of age who are developmentally on track in terms of health, learning, and psychosocial wellbeing, disaggregated by sex, age and disability.”

Source: ECW (2019) [Accountability Framework for ECW's Gender Equality Policy 2019 -2021](#), pp.15-16

See the timelines in [Annex 9.3](#) to identify how ECW planning and implementation interface with coordinated humanitarian architecture.

Global Partnership for Education²¹

In situations of crisis, the Global Partnership for Education (GPE) aims to have education services restored quickly while laying the foundation to meet longer-term education goals.

Transitional education planning maps out a coordinated approach among development and humanitarian partners as a country emerges from a crisis. Flexible and accelerated funding provides rapid support to countries in urgent need to ensure that children's schooling continues during the crisis.

GPE disburses accelerated funding within eight weeks for critical interventions such as temporary shelters, classroom construction, school meals, school supplies, teacher payments, and school grants.

GPE allocates 60% of its funding to partner countries affected by fragility and conflict. GPE grants are flexible and can be adjusted to allow countries to shift easily from emergency mode to long-term development.

GPE helps countries prepare for emergencies during long-term education planning. This includes provisions for keeping children in school even during an emergency.

GPE works with Education Cannot Wait, UNHCR, and other partners to ensure that education support during crises is complementary. GPE is also facilitating dialogue among development and humanitarian actors in many countries – such as Bangladesh, Burundi, the Central African Republic, Chad, Somalia, South Sudan and Yemen – to improve links and joint planning between humanitarian and long-term development efforts and to avoid fragmentation of education planning and financing.

GPE's approach to gender²²

GPE supports country investments in equitable and gender-responsive systems in order to improve outcomes in access, retention, and learning for all girls and boys by:

- providing grants for implementation of education plans that promote gender equality and supplement domestic investments in gender equality. GPE uses its results-based partnership model to work with developing countries to prioritize planning and spending on girls' education throughout the education cycle to achieve gender equality;
- promoting gender-responsive education sector plans;
- Knowledge and Innovation Exchange (KIX) which focuses on capacity development and knowledge exchange, evidence and evaluation, and identification of innovative pilots with potential for scale-up;
- tackling SRGBV;

²¹ Source: [GPE \(2019\) Supporting Countries Affected by Fragility and Conflict](#)

²² Adapted from GPE website '[What We Do: gender equality](#)'

- monitoring and analyzing results: GPE collects gender-disaggregated data and supports governments to establish data systems to reveal inequalities;
- global advocacy – at the global and regional levels, GPE works with a wide range of partners across sectors to galvanize political support for girls' education and gender equality.

See the timelines in [Annex 9.3](#) to identify how GPE planning and implementation interface with coordinated humanitarian architecture.

Inter-agency Network for Education in Emergencies (INEE)

INEE is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE provides global minimum standards on education in emergencies.

The [INEE Minimum Standards Handbook](#) contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response, and recovery, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services. The guidance in the INEE Minimum Standards Handbook is for use in crisis response in a range of situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations, and emergencies in rural and urban environments.

The INEE and UNGEI [Guidance Note on Gender](#) provides strategies to ensure that girls, boys, women, and men in contexts of conflict and crisis equally enjoy the protection and learning outcomes that quality education can provide. The Note guides how implementation of the INEE Minimum Standards can be gender-responsive.

9.3. Humanitarian timeline

Sudden onset crisis

	Phase	Activity (output)	Activity (output)	Responsible parties
Pre-crisis	0	Needs assessment / secondary data review, regularly updated (Adapted Multi Sector Rapid Assessment (MIRA))		Education Cluster Local Education Group (LEG)
Crisis			Application for OCHA Central Emergency Response Fund (CERF) (Rapid Response Grant)	
3 days	1	Secondary data review (Situation analysis)	Education Cannot Wait (ECW) First Emergency Response (FER) concept note (ECW concept note)	Education actors Cluster; EIE Working Group; LEG; UNHCR; Global Partnership for Education (GPE); ECW Government, civil society, NGOs, private sector, philanthropists
2 weeks	2	Joint assessment: primary data collection (MIRA report)	If concept note is approved, ECW FER proposal development <ul style="list-style-type: none"> education needs overview response to date coordination mechanisms intervention strategy (meeting needs, alignment with ECW outcomes, use of IASC Gender with Age Marker (GAM), INEE Minimum Standards (MS)) accountability to affected populations risk assessment (ECW FER proposal > 2 weeks. 7-12 days feedback, review, and approval of FER proposal. FER Grant - 12 months duration (no renewal))	OCHA UNHCR IASC Clusters and Coordination Group Gender in Humanitarian Action working group GIHA ECW and education actors Government, civil society, NGOs, private sector, philanthropists
4 weeks - 5 months	3	Detailed joint inter-sectoral assessments (using JIAF framework), humanitarian consequences, people in need, severity ranking, risk analysis and monitoring of situation / needs Sectoral analysis at this stage is optional. Present to Humanitarian Country Team (HCT) (HNO – Humanitarian Needs Overview)		
5-6 months	4		Application to GPE for accelerated support can begin if education features in HNO / Humanitarian Response Plan (HRP) (aligns with conflict-sensitive ESP/Education Cluster planning and does not displace government financing). 7-week timeframe. (FER Grant - 12 months duration (no renewal))	

6 months	5	Select priority humanitarian consequences to address Select population groups and geographic areas HRP should prioritise (people in need) Data disaggregated by population groups, age, gender, disability		OCHA HCT UNHCR IASC Clusters and Coordination Group Government, civil society, NGOs, private sector, philanthropists
7 months	6	Analyze response options and formulate strategic objectives Identify indicators Define response approach Identify output indicators (cluster level), and outcome indicators (inter-sectoral level) for each strategic and specific objective in the HRP.	Education Cluster / UNHCR / LEG (ECW / GPE as donors) strategic plan specific objectives formulated Coordinate with other sectors Cluster support from GenCap, if requested (GPE accelerated support proposal can be approved (in theory)) (Education Strategy ECW Multi-Year Resilience Programme (MYRP) proposal (and GPE proposal))	Education actors Cluster; EIE Working Group; LEG; UNHCR; GPE; ECW Government, civil society, NGOs, private sector, philanthropists
8 months	7	Review approve strategic objectives and monitoring requirements Define the boundaries of the humanitarian response, as well as complementarities with the other plans (development, resilience nexus)		
9 month	8	Formulate the activities and estimate cost of plan	Resource mobilization	
HPC continues		Resource mobilization Implementation and monitoring	Operational peer review and evaluation	

Development setting

	Activity (output)	Activity (output)	Responsible parties
Regularly updated / monitored	National level planning and implementation of poverty reduction strategies / vision documents / medium term plans, etc. (National plans Sector plans)		National government Donors Civil society, etc.
1-2 years	Education sector level processes, analysis, planning GPE processes Initial dialogue about funding model requirements (GPE Education sector plan development grant ESP - Education Sector Plan GPE Programme Development Grant)	ESP appraisal ESP endorsement Government adopts ES plan (GPE Education sector plan development grant Education Sector Plan GPE Programme Development Grant)	Education sector steering committee LEG (government led) GPE
3 years	ESP implemented ESP monitored; annual / twice yearly JESR (GPE grant implementation and monitoring JESR reports Grant reporting and lessons learned)		Education sector steering committee LEG GPE
Annually and end of ESP period	Evaluation Education sector analysis and planning cycle continues (Education sector evaluation)		External evaluation team Education sector steering committee LEG GPE



The global fund for education in emergencies


Education Cannot Wait (ECW)
c/o UNICEF
3 United Nations Plaza
New York, NY 10017
United States of America




United Nations Girls' Education Initiative (UNGEI)
3 United Nations Plaza
New York, NY 10017
United States of America





Inter-agency Network for Education in Emergencies (INEE)
c/o International Rescue Committee
122 East 42nd Street, 12th floor
New York, NY 10168
United States of America


 /EduCannotWait

 /EduCannotWait

 /educationcannotwait

 /educannotwait

 educationcannotwait.org


 info@educationcannotwait.org


 /UNGEI

 /UNGEI


 /ungei

 /ungirlseducation


 ungei.org


 info@ungei.org

 /ineetweets

 /INEEnetwork

 /inee-network

 inee.org

 info@inee.org