

GUIDANCE NOTE

GENDER

gender equality in and through education



Inter-agency
Network for Education
in Emergencies



Published by:
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

INEE © 2019

This document is licensed under a Creative Commons Attribution-ShareAlike 4.0. It is attributed to the Inter-agency Network for Education in Emergencies (INEE).

Citation: Inter-agency Network for Education in Emergencies (INEE). (2019). *INEE Guidance Note on Gender*. New York, NY. www.inee.org. Licence: Creative Commons Attribution ShareAlike 4.0.



Cover photograph:
Laxmi Giri, 16, smiles inside the makeshift tent school of Shree Balephi Secondary School, Nepal (2015). © UNICEF.

Contents

Foreword	5
Acknowledgements	7
Acronyms and abbreviations	9
Introduction	11
Background standards and guidelines	13
Who is this guidance note for?	16
How is this guidance note organized?	16
Key principles of gender equality programming	17
1. Strategies for gender-responsive participation, coordination, and analysis	29
1.1 Participation	29
1.2 Coordination	35
1.3 Assessment, monitoring, and evaluation	42
2. Strategies for equal access and gender-responsive learning environments	48
2.1 Equal access	48
2.2 Protection and well-being	54
2.3 Facilities and services	62
3. Strategies for gender-responsive teaching and learning	68
3.1 Curricula	68
3.2 Gender-responsive instruction and learning processes	74
4. Strategies for gender-responsive policies and support for teachers and other education personnel	77
4.1 Recruitment and selection	78
4.2 Conditions of work	80
4.3 Teacher training, professional development, and support	83
4.4 Support and supervision	88
5. Strategies for gender-responsive education policy	91
5.1. Law and Policy Formulation	92
5.2. Planning and Implementation	94
5.3. Financing for Education in Emergencies	97
Annex 1: Gender – Key Terms	99
Annex 2: Useful resources	105
Annex 3: “Missing out” card used in Sudan	114
Annex 4: Girls’ Education Challenge Educational Marginalization Framework	116
Endnotes	117

Foreword

Since 2010, the *INEE Pocket Guide to Gender* has been the leading authority on how to ensure the needs of girls and boys are addressed in the design and delivery of education in the context of conflict and crisis. Now, almost ten years later, the landscape has shifted. Crises are becoming more protracted, and development and humanitarian actors are coming together in a more coordinated way to respond to complex challenges and identify more sustainable solutions. Commitment to girls' education in crisis situations is also at an all-time high, with G7 partners in 2018 pledging the largest single investment in this area to date. In this context, the need for practical guidance on advancing gender equality in contexts of conflict and crisis has never been greater. We are very pleased that this *INEE Guidance Note on Gender* can contribute to the growing body of evidence on education in conflict and crisis, building on the *INEE Pocket Guide to Gender* and sharing current best practices and experience from a range of partners.

With the launch of the Global Goals for Sustainable Development (SDGs) in 2015, the international community committed to providing inclusive and equitable quality education for all (SDG4) as well as achieving gender equality and the empowerment of all women and girls (SDG5). The Global Goals also emphasize the need to “leave no one behind” by focusing on those furthest behind first, such as those affected by crisis. In line with this, the *Education 2030 Framework for Action* stresses the importance of providing education in “safe, supportive and secure learning environments free from violence” and recommends a stronger, better coordinated response to ensure the protective space of education is maintained during crises and subsequent recovery efforts.

In response to these global commitments, the *INEE 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. It also outlines principles for gender-responsive programming, in alignment with the *INEE Minimum Standards for Education in Emergencies*. The *Guidance Note on Gender* shows how attention to gender dynamics and social constraints will result in better education for all crisis-affected populations and help build inclusive, equitable education systems for the future.

This guidance note also responds to recent developments in the humanitarian context, including the historic commitment made by G7 partners to quality education for girls in crisis situations. The ensuing *Charlevoix Declaration on Quality Education for Girls, Adolescent Girls, and Women in Developing Countries* recognizes that quality education can contribute to peace and stability as well as positive health and life outcomes for all. It is critical that the development community now harnesses this global momentum by working together to break the particular barriers that prevent too many girls and boys in situations of crisis and conflict from accessing the education they need. It is our hope that this *Guidance Note on Gender* will help better equip those at the frontlines of this work to do just that.

I'd like to express my sincere thanks to the INEE Gender Task Team that led the development of this *INEE Guidance Note on Gender*. The current edition underwent an extensive review process, which included a global call for case studies and input from more than 40 stakeholder organizations and individuals. The process was designed to revise and enrich the original principles of the *INEE Pocket Guide to Gender*, offering alignment with new tools and coordination processes and presenting emerging promising practice and recent case studies. We hope that the outcome of this collaborative effort will prove to be a useful resource to policymakers, practitioners, researchers, and civil society organizations.

— Nora Fyles

Director of the Secretariat for the United Nations Girls' Education Initiative (UNGEI)

Acknowledgements

In 2010, the Inter-agency Network for Education in Emergencies (INEE) published the original *INEE Pocket Guide to Gender* to offer practical guidance on promoting gender equality in and through education. The updated *INEE Guidance Note on Gender* brings the content in line with current global best policy and practice. The revision process was conducted on behalf of the INEE Gender Task Team by Juliette Myers (UNGEI/independent) and Emilie Rees Smith (UNGEI). Nora Fyles (UNGEI), Wenna Price (Global Partnership for Education), and Silje Skeie (Norad) were key contributors.

Reviewers included: Lisa Bender; Christine Heckman (UNICEF); Yolande Miller-Grandvaux (USAID); Marian Hogkin (independent, author of original version); Sujata Bordoloi (UNGEI); Ellen Chigwanda (CARE); Natalie Brackett, Dean Brooks, Peter Transburg (INEE); Marni Sommers (Columbia University's Mailman School of Public Health); Grace Armstrong, Stephanie Kumah, and Jackie Ogega (Creative Associates); Yona Nestel (Plan International); Peter Simms and Dianne Denton (Plan Canada); Kalene Resler and Julie Swanson (USAID); Caroline Keenan (War Child Canada); Elyse Ruest-Archambault (Right to Play); Zarmina Ayesha Nasir (Reach Out To Asia); Kelsey Dalrymple (Plan International Tanzania); Munas Kalden (UNICEF, Nigeria); Irene Dawa (independent, Uganda and South Sudan); Haroun Sale (independent, Niger); Anjela Tanej (CARE India); Pauline Westerbakey (graduate student); Dr Shashi Kumar (Centre for the Study of Social Exclusion and Inclusive Policy, Bangalore University); Assa Keita (Winrock Foundation); Kathryn Adams (LIDE, Haiti); Margaret Sinclair (independent); Alisa Phillips (World Vision); Jetske van Dijk (Child to Child), Sumaya Abuhamdeh (independent, Jordan); Kafa Akroush (Ministry of Education, Jordan); Devin Faris (independent); Maglia Fabiana (independent); Dr Farhan Abdul Rauf (public health consultant, Pakistan); Amrit Sandhu, Masumi Yamashima (UNICEF); Kadidia Doumbia (Independent); Henny Slegh (Promundo US and Living Peace Institute); Lotte Renault (CARE); and Emily Wiseman (WUSC). The following students from the School of International Public Affairs at Columbia University generously gave of their time to prepare case studies: Clara Ceccanti, Natasha Goel, Wo Jang, Jeremy Lakin, Aswathi Kizhekalam Puthenveetil, and Hannah Papageorge. Fiona McDowell edited the guidance note.

The 2018 update includes content from the original 2010 guide, which was written by Siobhán Foran, Gurcharan Virdee, and Victoria Rames of the Inter-Agency Standing Committee (IASC) GenCap Project and Marian Hodgkin of the INEE Secretariat, and edited by Ingrid Lewis (EENET).

The INEE Gender Task Team works to support gender mainstreaming and attention to gender equality in and through educational preparedness, response, and recovery. For more information on INEE and the INEE Gender Task Team visit www.inee.org.

INEE would like to thank UNGEI for their financial and technical contributions to the development and revision of this document. INEE is grateful to the agencies, foundations, institutions, and individuals that provide financial and in-kind support to the network.

Translation to Arabic, French, Portuguese, and Spanish from the original English version of this publication was done in partnership with Translators without Borders, <https://translatorswithoutborders.org/>.

Layout and design of the English, French, Portuguese, and Spanish versions of this publication by 2D Studio, www.2dstudio.eu.

This INEE Guidance Note on Gender is dedicated to the memory of Jackie Kirk who worked for the International Rescue Committee (IRC) and who was killed on 30 August 2008 in Afghanistan. This revision marks the 10th anniversary of her death. Jackie established and led the INEE Gender Task Team and much of the guidance in this document is based on the tools and standards she helped develop. Her expertise on gender and education in emergencies is hugely missed.

Acronyms and Abbreviations

AEP	Accelerated education program
AKF	Aga Khan Foundation
CBE	Community-based education
CCM	Camp coordination and management
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
DFID	United Kingdom's Department for International Development
ESP	Education Sector Plan
ECW	Education Cannot Wait
EiE	Education in emergencies
EMIS	Education Management Information Systems
EUP	Early and unintended pregnancy
FGM/C	Female genital mutilation/cutting
GAM	Gender and Age Marker
GBV	Gender-based violence
GCPEA	Global Coalition to Protect Education from Attack
GEC	Global Education Cluster
GenCap	Gender Standby Capacity Project
GPE	Global Partnership for Education
IASC	Inter-Agency Standing Committee
IDP	Internally displaced person
INEE	Inter-agency Network for Education in Emergencies

IRC	International Rescue Committee
JRNA	Joint Rapid Needs Assessment
LEG	Local education group
MHM	Menstrual hygiene management
MSC	Most Significant Change
NGO	Non-governmental organization
NRC	Norwegian Refugee Council
OCHA	United Nation's Office for the Coordination of Humanitarian Affairs
PSS	Psychosocial support
PTA	Parent-teacher association
RTP	Right To Play
SDG	Sustainable Development Goal
SEL	Social and emotional learning
SMC	School management committee
SRGBV	School-related gender-based violence
SRHR	Sexual and reproductive health and rights
SSR	Shelter, settlements, and recovery
STI	Sexually transmitted infection
TAG	Thematic area guide
WASH	Water, sanitation, and hygiene
WHO	World Health Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations Refugee Agency
UNICEF	United Nations International Children's Emergency Fund

Introduction

Education is a human right, even in emergencies. Yet there are 75 million children between the ages of three and eighteen in humanitarian situations in urgent need of education assistance.¹ More than one-third of the world's out-of-school children live in countries affected by armed conflict, and many more are affected by disasters.² On average, instability caused by humanitarian crises or disasters can last longer than seven years, and families caught in conflicts spend an average of twenty-six years as refugees or internally displaced people.³ As the world witnesses the highest ever numbers of displaced people on record, crises become increasingly protracted, and climate change brings new challenges, generations of children and youth risk missing out on education entirely.

An emergency may lead to school infrastructure being destroyed or demolished, schools being attacked, teachers and students being killed or displaced, and to significant disruption in schooling, violating the right to education.

Education in emergencies is protective, providing lifesaving and life-sustaining psychosocial, physical, and cognitive support. It can maintain the progress of learners already being educated and often provides the opportunity to enroll those who have missed out on education in accelerated education programs, vocational training, and other formal and informal learning interventions

Gender has an impact on how individuals experience emergencies in general and specifically affects participation in education in emergencies and how learners progress once enrolled. Girls are less likely than boys to participate in education in conflict and crisis contexts, and they also suffer disproportionately during disasters.⁴ Girls living in crisis situations are two and a half times more likely to be out of primary school and 90 percent more likely to be out of secondary school than their counterparts in more stable

Gender refers to the socially constructed roles, responsibilities, and identities for girls, boys, women, and men and how these are valued in society. They are culture-specific and they change over time. Gender identities define how girls, boys, women, and men are expected to think and act. (WHO, 2011).

settings.⁵ They are routinely targeted during violent conflict simply for attempting to go to school⁶—for example, the attempted murder of Malala Yousafzai in Pakistan and the abduction of Chibok girls in Nigeria—and are at heightened risk of early and forced marriage, trafficking, early pregnancy, and gender-based violence.⁷

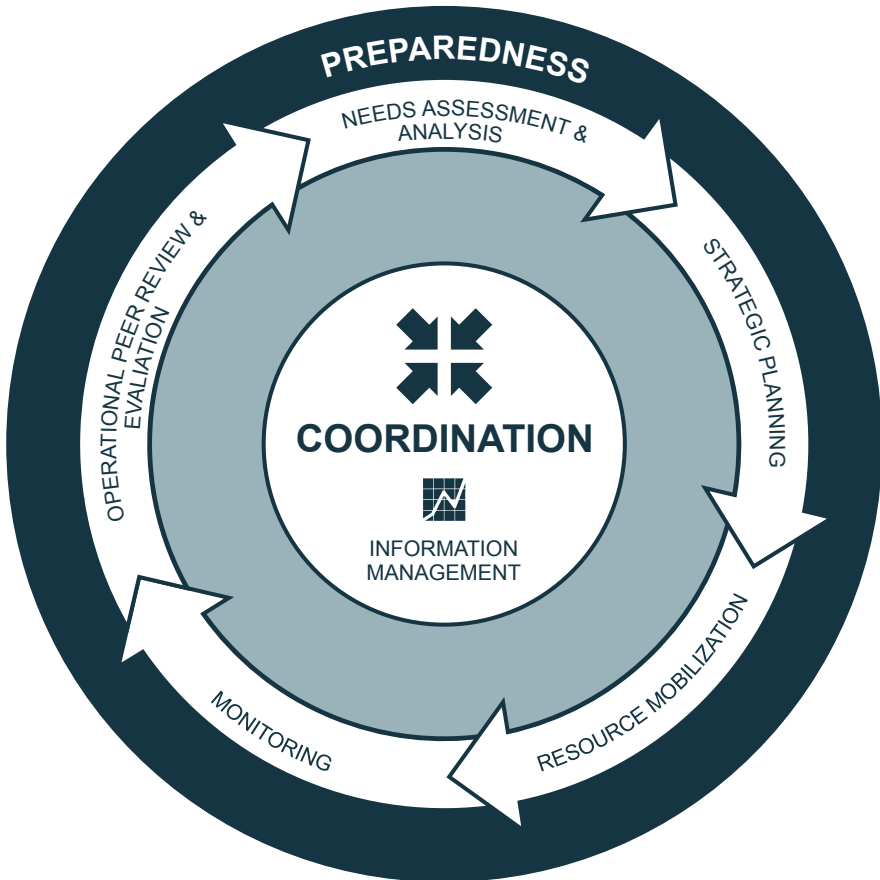
Men and boys are also exposed to numerous threats that can hamper education opportunities and undermine peace and stability.⁸ In some contexts, conflict has had greater impact on boys' education than on girls. In Timor-Leste and Burundi, for example, boys were more likely to be out of school during conflict because they were recruited into armed forces⁹ or pressured to take up paid employment.¹⁰ As with girls, lack of education comes at a high price for boys. Research has shown that men with less education are more likely to have discriminatory views on gender, are more likely to be violent at home, and less likely to be involved in child care.¹¹ Men and boys can also be constrained by traditional notions of masculinity, such as serving as provider and protector for the household. These types of expectations often become unattainable in crisis situations and can lead men and boys to adopt alternate coping strategies, including crime and violence. Challenges that boys face when education options are low quality or not relevant to their lives can make them more vulnerable to negative socioeconomic coping strategies.¹²

Recognizing the gendered nature of barriers to education faced by male and female learners in conflicts and crises is critical to creating appropriate, effective responses.

Education systems that are affected by conflict and crisis are often less able to address the specific learning needs of girls, boys, women, and men. Schools may mirror the violence and unrest in surrounding communities and threats or acts of school-related gender-based violence (SRGBV) may increase. Education participation is among the lowest in conflict-affected states, especially for girls entering adolescence. One recent study indicated that four out of five countries with the largest gender gaps in education were conflict-affected.¹³

Yet in the moment of crisis, education may be more important than ever. Indeed, children and young people caught up in crises consistently identify education as one of their top priorities.¹⁴ Good quality education can break cycles of conflict and violence, redefine gender norms, and promote tolerance and reconciliation. Education is key to enabling children and youth to contribute to peace-building, more gender-equal societies, and creating prosperity for all.¹⁵

Humanitarian program cycle¹⁶

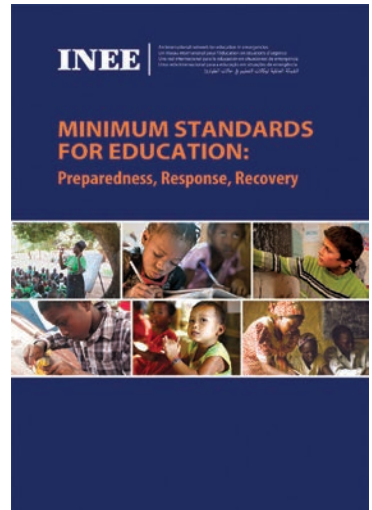


INEE Minimum Standards for Education: Preparedness, Response, Recovery

The *INEE Minimum Standards for Education handbook* 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
5. Education policy

Gender is a key thematic issue in the *INEE Minimum Standards*. The Standards are referenced throughout this guidance note and are listed on the back cover for ease of reference.



IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery

As one of 13 sector-specific thematic area guides (TAGS), the Education TAG helps education actors affected by humanitarian emergencies coordinate, plan, implement, monitor, and evaluate essential actions for the prevention and mitigation of gender-based violence (GBV) across the education sector.

This guidance note builds on the foundational principles and standards described in these three handbooks to provide practical guidance and strategies for action.



Who is this guidance note for?

The *INEE Guidance Note on Gender* provides guidance on delivering education in a gender-responsive manner to anyone involved in providing education in emergencies (EiE) as part of an emergency preparedness, response, or recovery situation. This includes governments, non-governmental organizations, international agencies, and donors. It has been written with education practitioners in mind, including those involved in Education Clusters and other coordination or sector working groups, but the principles and advice are useful for others too.

How is this guidance note organized?

This guidance note first outlines key principles for a gender-responsive approach to education programming and addresses some of the most common misconceptions and arguments against gender-responsive education. It then gives concrete strategies and actions for putting gender equality into practice in the major domains of education in emergencies, framed by the *INEE Minimum Standards*. Finally, a glossary of key gender terms, a list of useful resources for further reading, and a tool for gathering information about why girls and boys are not in school are provided as annexes.

Key principles of gender equality programming

The fundamental starting point for thinking about gender-responsive education programming is that education is a basic human right for everyone. To ensure that inclusive and equitable quality education and lifelong learning are available for all, it is essential to understand and address gender disparities in education.

Gender equality in education

Gender equality is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

— Education 2030 Framework for Action¹⁷

Advancing gender equality in education requires addressing the different needs of girls, boys, women, and men and ensuring their enrollment, participation, and achievement in education and for lifelong learning. It involves shifting the culture, policies, and practices that discriminate against certain groups of students and developing education systems that meet the different needs and capacities of all learners, empowering them equally in and through education. Education systems can play a key part in achieving wider gender equality by promoting positive norms, beliefs, and attitudes, and by avoiding the reproduction or reinforcement of social inequalities.

Gender-responsive education addresses gender-based barriers; respects gender differences; enables structures, systems, and methodologies to be sensitive to gender; ensures gender parity is a wider strategy to advance gender equality; and evolves to close gaps and eradicate gender-based discrimination. It respects and acknowledges differences based on gender and intersecting variables such as age, ethnicity, language, disability, displacement, sexuality, and economic status that are all part of a learner's identity.

Gender and education in emergencies

Gender equality is a critical component of education in emergencies. The various ways in which girls and boys are affected by conflict and crisis can have an impact on the accessibility, safety, and quality of education. Educational needs change and different barriers emerge. Integrating gender considerations into education in emergencies helps ensure that humanitarian response is equitable and protects the fundamental right to education. It can also provide opportunities to promote gender equality as part of a sustainable recovery process.

From a social justice perspective, education can serve as a critical tool to equip all societal groups with the necessary skills and competencies to contribute productively to a country's recovery through economic participation and civic engagement.¹⁸ This requires taking into account the learning needs, capacities, priorities, and different conflict experiences of girls, boys, women, and men.

Global analysis indicates that conflict is less likely in contexts where there is gender parity in terms of mean years of schooling.¹⁹ Ensuring that education opportunities are available equitably, are of good quality, and are responsive to gender and conflict considerations will ensure the best possible prospects for promoting sustainable recovery and gender equality as mutually reinforcing objectives.

Rationale for integrating gender equality into humanitarian action²⁰



Integrating gender considerations into all humanitarian action helps ensure more inclusive, effective, efficient, and empowering responses.

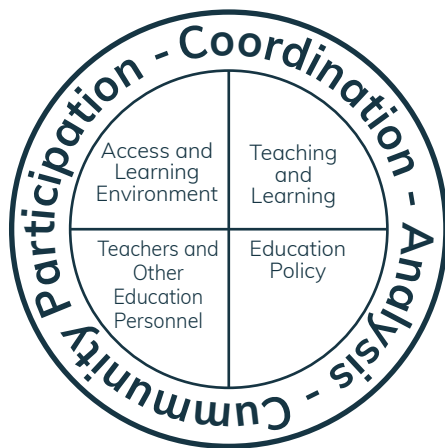
Intersecting factors affecting education participation

The focus of this guidance note is on strategies and responses framed by the *INEE Minimum Standards* to specifically address the gendered nature of barriers to education in emergencies. For this reason, it does not make extensive reference to other issues that may impact learners' experience of education in crisis and conflict settings, such as their disability status, sexuality, ethnicity, or income levels. However, it is critical to recognize that gender overlaps and interacts with other factors and characteristics in an individual's life to determine the extent to which they are able to participate in and progress through education. For example, an adolescent girl with disabilities living in humanitarian and conflict settings is far more likely to be excluded from education service than her non-disabled counterparts.²¹ The Educational Marginalization Framework diagram below, developed by the Girls' Education Challenge, provides a conceptual framework for thinking about the characteristics and contexts that intersect to create barriers to education and push people to the margins of education systems, often to the point of excluding them completely.

Key principles of gender equality programming for education in emergencies

In crisis contexts, there are numerous additional barriers and challenges to making gender equality in education a reality. In order to work toward equal access to and full participation in good quality education, there are some key principles that can help shape a successful approach. All of these principles are linked to the five domains of the *INEE Minimum Standards*.

The five domains of the *INEE Minimum Standards*



Overview of key principles of gender equality programming:

1. Gender affects everyone.
2. Gender dynamics affect education.
3. Gender-responsive education is protective.
4. Crises present opportunities for transformative change.
5. Promoting gender equality contributes to peaceful and sustainable recovery.
6. Data is disaggregated by sex.
7. Male and female learners are involved in working toward gender equality.
8. Male and female community members are involved in working toward gender equality.
9. Gender is a cross-sectoral issue.
10. Everyone should champion gender equality in education.

Principle 1: Gender affects everyone.

Common arguments we need to challenge:

- “Our program only targets girls, so we don’t have to think about gender issues.”
- “Our targets are 50 percent girls and 50 percent boys, isn’t that enough to deal with gender issues?”
- “Gender experts only talk about women and girls—what about men and boys? They are just as disadvantaged and you’re discriminating against them.”

Gender is often thought to relate only to girls and women, when it is in fact about girls, boys, women and men.

Gender can affect people’s access to resources and the benefits they gain from those resources, the social roles they play, the things they care about, and many other areas of their lives. Gender can also affect who is left behind. In many countries, girls are disproportionately excluded and disadvantaged in education; in others, boys underperform and drop out at higher rates than girls.²³ Conflict and crisis can exacerbate the issues that already limit educational opportunities for both genders.

Principle 2: Gender dynamics affect education.

Common arguments we need to challenge:

- “We don’t need to think about gender, it’s obvious what the differences are between boys and girls.”
- “We don’t have time. It is too difficult to consider the needs of different learners in an emergency. We already have so much to do.”
- “Everyone is vulnerable or marginalized in an emergency, how do we explain why girls may be more vulnerable or marginalized?”
- “We give the same to all the school students, that’s fair.”

Barriers to participation in education and achievement of good learning outcomes will often be different for male and female learners. Girls and boys are likely to face different risks and challenges, have different experiences of accessing education, participating in classrooms and learning activities, progressing through levels of the system, and achieving to the best of their abilities. For example, female learners may face negative gender stereotypes in textbooks and never see a female teacher in their classroom and this can have a negative impact on their learning.

Gender analysis helps identify the different barriers male and female learners face in and through education, as well as the intersecting factors that affect their participation and determine their needs (see the Educational Marginalization Framework above). Gender mainstreaming makes programming more effective by taking into consideration the challenges faced by girls, boys, women, and men in program design, implementation, and evaluation.

Principle 3: Gender-responsive education is protective.

Common arguments we need to challenge:

- “This is an emergency, we are focused on saving lives. Gender-responsive education is a luxury for later.”
- “Schools always protect learners; gender-based violence isn’t a problem for the education sector to deal with.”

While education is increasingly being included in the first phase of humanitarian response, addressing gender equality in education is often sidelined until the situation stabilizes. EiE practitioners may feel they are not equipped or mandated to integrate gender issues into their immediate work. However, ignoring the impact of gender on education service delivery and the different needs and capacities of girls, boys, women, and men can have consequences for their survival and protection, as well as their ability to rebuild their lives in the long-term.

In emergencies, quality education can save lives by providing physical protection from the risks arising in crisis environments, such as sexual or economic exploitation or forced recruitment into armed forces and organized crime. Education interventions also provide learners with lifesaving knowledge and skills so that they are able to protect themselves from risks such as landmines, cholera, or earthquakes.

The routine provided by daily learning activities is a stabilizing and crucial factor for girls' and boys' development. Those in school are more likely to delay child birth and less likely to voluntarily join the military or armed groups, particularly if they are supported in school and learn skills for making informed decisions. When school is seen as making a valuable contribution to girls' lives, families are less likely to marry their daughters off early. However, schools cannot be taken for granted as safe spaces, particularly during conflict and crisis when they may be used or targeted for military purposes, or damaged. Girls and women can also be uniquely targeted because of their sex where armed groups oppose female education.²⁴ In addition to protecting schools from attack and misuse, steps must be taken to prevent SRGBV and establish gender-responsive education and safe classrooms.

Principle 4: Crises present opportunities for transformative change.

Common arguments we need to challenge:

- “Gender is a sensitive issue. Delving too deeply into such questions is inappropriate and gives rise to negative local perception of education interventions.”
- “Humanitarian actors should be neutral and should only deliver life-saving assistance. We should not aim to change social dynamics. It may put our reputation, or even our operations, at risk.”

Education plays a role in shaping boys' and girls' understanding of gender roles and responsibilities, and their place in the world. The disruption created by violent conflict and crises often creates shifts in gender roles and relations. For example, women may be more likely to take on non-traditional roles as breadwinners or community leaders in situations where there are fewer men to fill these roles because of military activity or crisis-related migration²⁵ These new dynamics can present opportunities to change education systems and set new precedents for fairness, equity, and empowerment. Schools and other educational settings can be crucial in harnessing such transformative change²⁶.

Transformative programming goes beyond meeting the immediate needs of girls, boys, women, and men and tackles the root causes of inequality. A transformative resilience approach that identifies strengths, opportunities, and resources (or “assets”) among vulnerable groups can support a move toward gender equality. This type of approach can lead, ultimately, to better learning outcomes for all, ensuring that the emergency response promotes positive individual, group, and institutional change.

Resource:

The World Bank’s *Transformative Resilience Guide: Gender, Violence and Education (2013)* provides guidance for planners, evaluators, and researchers working on education policy and programming in the context of gender-related violence. It includes practical advice for thinking through key issues and guidance on the ways schools, communities, and education systems can protect and mitigate against violence. It also provides a framework to respond to the protection needs of children and at-risk youth alongside supporting processes to enhance education outcomes.

Principle 5: Promoting gender equality contributes to peaceful and sustainable recovery.

Common arguments we need to challenge:

- “Stability and peace will be the result of addressing economic and security concerns. Gender equality and women’s rights are secondary to this.”
- “Shifting attitudes and behaviour related to gender is far beyond the scope of emergency response and recovery interventions.”
- “Everyone needs protecting.”

Effective peacebuilding involves addressing the underlying inequalities that fuel conflict, including gender discrimination. Ensuring that the rights, needs, and concerns of all groups are reflected in response and recovery is essential to ensure that no one—girls, boys, women, or men—is left behind.

Good quality education that is equitable and inclusive of male and female learners is an essential component of peace building. Education shapes cultural norms and identities and can present opportunities for the gender transformative change that is a prerequisite for peace. Teachers and curricula have important roles to play in promoting equality and enabling girls and boys to contribute to peacebuilding. For example, using education to promote positive masculinities to young men who are at risk of continuing cycles of violence after a conflict can be critical in establishing durable peace.²⁷

Principle 6: Data is disaggregated by sex.

Common arguments we need to challenge:

- “We don’t even have complete statistics, separating by sex and age is too complicated.”
- “Even if we did know that fewer girls or boys were coming to school, we wouldn’t be able to do anything about it, so why bother?”

Disaggregated data is statistical information that is separated into its component parts. School attendance data, for example, can be separated by factors like sex, age group, and geographic area.

Data disaggregation is vitally important and should be a non-negotiable component of any assessment, monitoring, or evaluation that is undertaken as part of emergency preparedness, response, and recovery. Information gaps related to sex and age, including inaccurate or missing data, can hamper decision-making and render programs ineffective or even harmful for affected populations. Failure to disaggregate data makes it difficult to get an accurate picture of the gender issues in a particular context, identify trends, and make informed investments in the right subsectors. In addition to data used for education sector needs assessments, Education Management Information Systems (EMIS) must also be designed to gather disaggregated data.

Principle 7: Female and male learners are involved in working towards gender equality.

Common arguments we need to challenge:

- “We don’t have time to ask all the students what they want, it’s simply not practical.”
- “Gender is a concept that is too complex for children to understand.”
- “The teachers know all about their students, we can just ask them.”

The active participation of male and female children and young people is critical to ensure gender issues are identified and addressed within the education sector. By hearing their viewpoints, humanitarian actors are better able to plan and deliver the emergency response in a way that meets their needs and is accountable to affected populations. For example, when adolescent Rohingya girls were consulted in camps in Bangladesh about the barriers they faced to accessing education and other services, they were able to explain clearly the challenges that stood in their way. They recommended more flexible options to access education, girl-friendly information on sexual and reproductive health, and tackling gender discrimination.²⁸ Involving boys as well as girls is also important for changing mindsets to recognize that gender equality benefits everyone and that they can play a role in challenging harmful and discriminatory ideas about masculinity and femininity.

Principle 8: Men and women are involved in working towards gender equality.

Common arguments we need to challenge:

- “We don’t need to do community outreach. If we provide educational opportunities, parents will send their children.”
- “We don’t have time to consult people about education needs, it’s not practical.”

Involving both women and men, especially parents, is key when developing education programs. Adults most often have the best interests of their children at heart. Families, parents, and communities often retain many traditions,

religious practices, political structures, economic activities, associations, and networks that existed prior to the onset of an emergency and which may facilitate or prevent access to education and the ability of caregivers to support their children's education.

Participation by parents and community members in the analysis, planning, design, implementation, and monitoring and evaluation of education can help address barriers, break down negative gender norms for children and adults, and provide more gender-equitable education programming. Involving men and women can help build community approval of education and helps to uphold education rights, especially for young girls. It can also have a positive impact on learning outcomes.²⁹ Input from both men and women is important to capture their different perspectives, ideas, capacities, and needs. Men, including community and religious leaders, can use their positions of power and privilege to promote gender equality and educational opportunities for all children.

Principle 9: Gender is a cross-sectoral issue.

Common arguments we need to challenge:

- “Gender issues should be dealt with by the protection and health sectors.”
- “We are education experts, we can't do anything about sanitation facilities. We've got enough to worry about.”

Every sector has an important part to play in supporting gender-responsive education. Protection, health (including sexual and reproductive health), nutrition, emergency shelter, early recovery, and water, sanitation and hygiene (WASH) all provide essential services that contribute directly and indirectly to an inclusive learning environment. For example, providing sexual and reproductive health education as part of life skills curricula can empower girls and boys to make informed choices and reduce risks to their health, creating more open, inclusive, and safe environments. Cross-sectoral working and coordination in emergency education response not only ensures effective holistic interventions but also enables more efficient use of resources when these are pooled across sectors to address common challenges.

Principle 10: Everyone should champion gender equality in education.

Common arguments we need to challenge:

- “Addressing gender equality is something the gender experts should do.”
- “Gender issues are too sensitive here, I can’t change the culture.”
- “Gender equality is an idea from outside—it doesn’t apply to us.”

It is the job of education practitioners and policy-makers to make sure that education meets the needs of all girls, boys, women, and men equally, that their rights are protected, and that those most affected by a crisis receive the support and protection they need.

This job has its challenges. Local beliefs, customs, and practices that oppose gender equality will exist, gender-responsive systems may not be in place, and resistance to change can be strong. It is important to acknowledge that gender inequalities are by nature political, since they relate to power dynamics and the underlying structures of society, and are thus difficult to change. However, working with other gender champions can galvanize efforts to address this large-scale task. Local women’s organizations and advocates, for example, can help advance gender equality in education programming by grounding key messages in the local context. Talking to colleagues, learners, and those working in other sectors can yield tips, information, and stories of their experiences. Seemingly small measures, such as encouraging mothers and fathers to enroll daughters as well as sons, ensuring the presence of both women and men in teaching and leadership positions, encouraging male and female learners to interact, or working with teachers to ensure they treat male and female learners fairly and equally, can all be important steps towards gender equality.

Not every strategy suggested in this guidance note will be relevant or possible in every situation, but many will be. This guidance note is a reminder to think about how a gender lens can be applied to any area of education and offers examples of effective, evidence-based approaches used by educators in a range of contexts.

1. Strategies for gender-responsive participation, coordination, and analysis

1.1 Participation

INEE Minimum Standards, Foundational Standard: Community Participation, Standard 1: Participation

What is participation?

Participation refers to people's involvement in and influence on processes, decisions, and activities. Participation is a right for all and is the basis for working with communities and developing programs.³⁰

- Participation varies according to evolving capacities. All groups, including adults, children, youth, persons with disabilities, and members of vulnerable groups, can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with.
- Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated.
- Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others, and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making, and planning and implementing education activities.

Why is participation important?

When all those affected by crisis participate in the design, implementation, monitoring, and evaluation of education programming, it helps make that programming more accountable to the communities it is intended to serve³¹. Direct dialogue with and leadership from girls, boys, women, and men helps ensure that the needs and rights of all groups are addressed in affected communities.

Participation can enable individuals and communities to act on their own behalf, strengthening self-sufficiency and making interventions more sustainable. It can also give humanitarian actors a more holistic understanding of the context, including cultural beliefs and practices or particular gender-based violence risks, and enable them to design programs accordingly.

Including women and girls in the assessment, design, and delivery of education programs enables a deeper understanding of the barriers that prevent girls from attending and participating, as well as ways that learning spaces can be more gender-responsive.

Who should participate?

Emergency teams often rely on male community leaders when gathering information because of time constraints, security issues, and cultural restrictions on the movement and voices of women, among other reasons. But all people who will be impacted by an education intervention are entitled to participate in planning and implementing activities: girls, boys, women, and men, including people with disabilities, and people from different economic backgrounds, ethnicities, and from host and refugee communities.

Involving children and young people, both attending and not attending education, is also vital. Discussing with them gender-related reasons for being included or excluded from education and exploring the reasons why they may not be participating, learning, or progressing to the best of their ability can shed light on the types of support they need. An example activity, the “Missing Out” card, is provided in Annex 3 and can be used with learners to identify which boys and girls are unable to attend school and why.

Case study 1.1

Adolescent girls in crisis speak out: Lake Chad Basin, South Sudan, and Bangladesh³²

Adolescent Girls in Crisis is a Plan International research project focused on the voices and experiences of girls in three of the world's most troubled and volatile locations: South Sudan, the Lake Chad Basin, and the Rohingya refugee camps in Bangladesh. A key concern for girls was lack of access to quality education. Fear is one factor that keeps them at home, as well as the lack of or distance to schools or training centers or having missed so much education that they struggle to catch up. Family poverty is also a factor. One group told researchers: "A girl who didn't have school fees was advised by friends to have relationships with men in order to get school fees." In many cases, girls' difficulties accessing education pre-date the crisis. School attendance rates drop dramatically at age 15, coinciding with an increase in early marriage and early pregnancy rates. In South Sudan, domestic chores cause many adolescent girls to miss out on school work: "I worry the most about not having enough time to revise because I have too much work to do at home and may end up failing my exams" (Girl, 17, South Sudan).

In the Lake Chad Basin, 25 percent of out-of-school adolescent girls also blamed household responsibilities for keeping them out of education, with a further 21 percent saying they could not afford it. The girls urged researchers: "Tell our parents that school is important" (Girl, 13, Lake Chad Basin).

Adolescent girls from the Rohingya community in Bangladesh do not always have the opportunity to attend school, although they are keen to do so. "The people of our area often say that girls do not need education. They think that girls should stay at home" (Rohingya girl, 13, Bangladesh).

Case study 1.2

Engaging Communities in Education: Pakistan³³

Right To Play (RTP) Pakistan uses a play-based experiential learning approach to educate children and youth. It trains local community members to become coaches, and has addressed the challenges faced by girls in accessing education by actively engaging communities in dialogue regarding the importance of girls' education. They have invited mothers to schools and organized them into groups to raise awareness of the challenges girls face and how to address them. Fathers have also been involved, who in turn have mobilized other fathers, causing a positive ripple effect. As a result, girls' attendance has increased in schools and camps organized by RTP, and parents have engaged more in promoting girls' education. More than 50 percent of the 170,000 children and youth impacted by RTP Pakistan are girls.

How should participation work?

Requests for participation should clearly explain what is being asked for and why particular groups (such as young mothers or adolescent male ex-combatants) are being sought out. It should be clear to communities and individuals how information is going to be used, along with any follow-up actions to be undertaken. Participants should understand that it is not compulsory to participate in activities, that they are able to give information freely and confidentially, and be made fully aware of any risks or inconveniences associated with participation.

Consultations should be conducted in a way that does not create additional safety risks for participants—for example, by leading to physical violence from an intimate partner or male relative in retaliation for discussing taboo topics like GBV. Most importantly, the “do no harm” principle of the Humanitarian Charter must be foremost so that any activity that might put children or their parents and communities at risk is carefully assessed before embarking on it (see box below for more on “do no harm”).

Giving careful consideration to reaching marginalized groups is important. Marginalized groups can include adolescent girls, unaccompanied girls and boys, people from ethnic and religious minorities, and survivors of rape or sexual ex-

ploitation, among others (see the IASC Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action for more potentially vulnerable and excluded groups). Local community groups such as women’s and men’s organizations, female and male elders, respected women and men from the community, faith leaders and organizations, youth groups, and disabled people’s organizations can help reach marginalized community members.

Do No Harm

The “do no harm” principle guides the work of organizations in conflict scenarios and reminds humanitarian agencies to ensure their response does not further endanger people or undermine communities’ own capacities for peacebuilding and reconstruction. “Do no harm” is the basis for the Sphere Project’s Protection Principle 1: Avoid exposing people to further harm as a result of your actions in the Minimum Standards for Humanitarian Response, based on the Humanitarian Charter. It is essential to conflict-sensitive education.

Entry points for participation include gender-responsive needs assessments³⁴ and engaging with local groups and networks including youth groups, parent-teacher associations (PTAs), and school management committees (SMCs). These groups may help identify barriers and solutions to participation in education, establish non-formal education activities, and conduct education campaigns that promote girls’ education with affected communities. It is also important to ensure that trainings and meetings are accessible to both male and female participants by scheduling them at appropriate times, providing on-site childcare and safe, free transportation, and using gender-responsive facilitation techniques that ensure everyone has the opportunity to participate.

Participation can also work by actively engaging community members in programme design and delivery on a voluntary or employed basis. For example, Right To Play has actively encouraged parents to visit schools to discuss the barriers to education faced by girls (see Case Study 1.2). World University Service Canada employed community mobilizers in Kenya to expand support for girls’ education among refugee and internally displaced persons (IDP) communities (see Case Study 1.3). In South Sudan, the African Educational Trust and the Ministry of Education recruited school mothers to support girls in school and act as advocates.

The Education Cluster Guide to Education in Emergencies Needs Assessments includes guidance on ethical considerations when conducting research involving children.

Case study 1.3

Community mobilization for girls' education in refugee communities: Kenya

A 2013 survey of families in refugee and host communities in northern Kenya found that only 1.7 percent thought that education had the potential to help girls make a better life for themselves. World University Service Canada's Kenya Equity in Education Project (KEEP) challenges such negative beliefs through community engagement, es-

establishing a network of 52 community mobilizers, most of whom are former KEEP beneficiaries. They are full-time, salaried staff that bridge the gaps between school, home, and community by talking to families about supporting their daughters' education. They are trained to work with male religious and local political leaders and encourage them to champion girls' education. KEEP also works with young refugee women that have resettled in Canada to pursue higher education. By returning to the camps to share their stories and educational journeys, they are role models for girls and help convince parents that education can be life-changing for young women. At the project mid-point, there was already a 13 percent increase in parents that believed in the transformative power of education for girls.



KEEP community mobilizers from Dadaab refugee camp (Photo credit- Lorenzo Moscia)

1.2 Coordination

INEE Minimum Standards, Foundational Standards: Coordination, Standard 1: Coordination

Why is coordination important?

Coordination is essential for effective delivery of education in a crisis situation. Addressing the gender dimensions of education in emergencies requires joint planning, information exchange, and collaboration on design, response, and service delivery with multiple actors (see table on examples of cross-sectoral collaboration in the education sector at the end of this section).

What coordination mechanisms exist?

Government education authorities are responsible for fulfilling the right to education and should ideally assume a leadership role in the education response, including convening and leading coordination mechanisms with other education stakeholders. Where education authorities lack capacity or legitimacy, leadership may be assigned by agreement either to an existing education coordination group such as the local education group (LEG, responsible for existing education sector plan implementation) or, if the IASC's cluster system is activated, an Education Cluster should be established in direct consultation with the Ministry of Education.

Gender is an important cross-cutting issue in the cluster approach. Where it operates, the Education Cluster is a key coordination mechanism for identifying and responding to educational needs. For more information see the Global Education Cluster.

At the global level, the cluster is co-led by UNICEF and Save the Children. At a country level, these agencies also often serve as co-leads together with the national education ministry, although leadership can vary. Cluster members are agencies with expertise and a mandate for humanitarian response within the education sector, such as national and international NGOs, civil society organizations, United Nations agencies, and national bodies such as student and teacher unions. The Cluster approach does not apply to refugee situations, where the UN Refugee Agency (UNHCR) is mandated to work with host governments to coordinate the education response through sector coordina-

tion groups. In so called “mixed situations” where the population of humanitarian concern includes IDPs, refugees, and other affected populations in the same geographic location, either the IASC Clusters or the UNHCR Sectors will be utilized. Guidance is available in the Joint UNHCR-OCHA (United Nations Office for Coordination of Humanitarian Affairs) Note on Mixed Situations: Coordination in Practice.

What does gender-responsive coordination look like?

Coordination within the education sector on gender issues might include:

- **A gender focal point** within the education cluster or sector group. While all partners need to consider gender issues, leadership is important and can help ensure that gender issues are addressed systematically within coordination processes. The gender focal point could be a representative of an organization with a strong track-record on gender issues, perhaps working together with a national government counterpart. The focal point(s) may decide to establish a sub-working group on gender to support gender analysis and ensure gender issues are addressed in all the activities of the cluster. In complex or large-scale emergencies, there is often an inter-agency gender expert 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 health, menstrual hygiene management (MHM), WASH, and child protection. The Gender Standby Capacity Project (GenCap) has produced a helpful video on working with inter-sectoral gender focal points.
- **Participation in inter-sectoral gender working groups or activities:** In a crisis context where an inter-sectoral gender working group or network is already established, education actors should ensure the sector or cluster is systematically represented. Where no gender network exists, education actors should consider raising the issue of gender in other inter-sectoral meetings, and advocate for coordinated action between sectors on gender.
- **A joint education needs assessment** will collect sex- and age-disaggregated information and identify the local power dynamics, norms, beliefs, and attitudes that shape relationships and access to, retention in, and completion of education. It asks gender-sensitive questions determined by the gender dynamics of the particular context in order to inform a gender-responsive humanitarian response.

- **Gender issues are mainstreamed or targeted in sector and cluster plans:** Strategic and programmatic planning for the sector is gender-responsive. The humanitarian response might include gender mainstreaming across general education activities (such as a back-to-school program targeting both girls and boys) or targeted activities where the specific purpose is to address gender inequality (such as cash transfers for female secondary school students). See the IASC Gender Equality Measures in Education Tip Sheet for guidance on mainstreaming versus targeted action.
- **Funding proposals explicitly include gender:** The intention to address gender inequalities is noted in proposals. In coordinated humanitarian appeals, use of the IASC Gender and Age Marker is mandatory (see below). Education actors should also consider requesting funds for coordination on gender issues in their funding appeals.
- **Performance monitoring and lessons-learned exercises look specifically at gender:** Clusters and other coordination groups will often undertake a review process after a year of operation or when they deactivate. These periods of reflection are important opportunities for all partners to consider together how gender dynamics were addressed within the response, and to reflect on promising practices or lessons learned. Even if a full review process is not undertaken, periodic focus on gender lessons learned and good practice can be included in the regular coordination meetings or mid-year reviews. Findings should be documented and reflected in future strategies or contingency plans.

IASC Gender and Age Marker (GAM)

The IASC Gender and Age Marker (GAM) is a tool that uses a scale of 0-4 to code whether a humanitarian program will ensure that girls, boys, women, and men will benefit equally from the program or whether the program will advance gender equality in some other way. It provides an automatic and objective assessment of a range of measures including data, targeting, protection, coordination, and transparency. The GAM also helps donors identify and fund gender-responsive programs. The GAM is mandatory for all projects included in coordinated humanitarian appeals and funding mechanisms overseen by the Humanitarian Country Team. Sector coordinators (or cluster teams) support partners and ensure that they receive guidance to design and monitor gender-responsive programs, complete the GAM process, and generate and understand the GAM Results.

The GAM helps programming staff, coordinators, humanitarian leadership, and donors track whether a project takes a gender mainstreaming approach and provides for everyone on an equal basis, or uses targeted action to address gender discrimination and barriers. The GAM tool codes higher when the project can demonstrate that gender- and age-related needs, roles, and dynamics are considered, activities are tailored accordingly, and affected groups benefit fairly and influence the project equitably.

More information on the Gender and Age Marker can be found here: <https://iascgenderwithagemarker.com/>

Examples of cross-sectoral collaboration in the education sector:

WORKING TOGETHER ACROSS SECTORS

Protection

Work with protection or GBV partners, working groups, or sub-cluster on gender-responsive interventions for unaccompanied, lost or separated, and orphaned girls and boys, and to identify and monitor protection concerns in and around school.

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 and engage them in raising awareness.

Provide teacher and other education stakeholder training in child protection and safeguarding, with a focus on gender-based risks.

Establish safe routes to schools for girls and boys. For example, establish “walking groups” of children; advocate with local authorities to improve safety and accessibility of transport systems; link with law enforcement agencies and other GBV actors to identify and address any risks related to SRGBV.

In locations where no GBV services or referrals are available, education actors can be trained using the Pocket Guide on how to support survivors of gender-based violence when a GBV actor is not available in your area.

Health

Coordinate with the health sector or cluster for gender-sensitive and youth-friendly health screening (for STIs, HIV/AIDS, etc.), immunizations, and life-saving information on health care in education settings. Ensure boys and girls not accessing education receive the same health and protection interventions as those children who are accessing education.

Psychosocial support	<p>Coordinate with the psychosocial support group or focal point to ensure psychosocial interventions take into account the different needs and coping strategies of girls, boys, women, and men. In large scale emergencies, there is usually a psychosocial focal point who works across clusters. Where no focal point is available, work directly with health and protection colleagues to ensure coordination on this issue. See the INEE Guidance Note on Psychosocial Support for detailed guidance.</p>
WASH	<p>Work with WASH partners on participatory assessment (with communities, education staff, and learners) and gender-responsive design and access to WASH facilities for learners and teachers, including menstrual hygiene management (MHM) supplies and facilities; ensure males and females have skills to maintain and repair facilities.</p> <p>Ensure WASH facilities and services are accessible, safe, and gender-responsive in temporary and permanent schools and learning centers.</p> <p>Deliver sensitization sessions for education staff and learners on the use of gender-responsive WASH facilities (ensuring, for example, that these facilities are used appropriately and not locked to prevent access).</p> <p>Conduct hygiene promotion activities in schools.</p>
Food security and nutrition	<p>Engage with partners working on food security and nutrition to ensure access to inclusive school feeding, paying particular attention to the different needs of male and female learners to encourage and enable participation in education opportunities.</p>
Shelter, settlements and recovery (SSR)	<p>Address accessibility and GBV-related safety concerns in the ongoing construction and rehabilitation of schools.</p>

<p>Livelihoods</p>	<p>Engage with partners working on livelihoods to identify market-relevant and inclusive vocational training opportunities for girls and boys. Identify potential role models to support programs.</p> <p>Coordinate with the early recovery, livelihood, and agriculture sectors or clusters to support vulnerable families (such as single-, female-, and youth-headed families) to find safe, alternative livelihoods and to promote food security and safe access to appropriate cooking fuels. This can help support access to education. Working with these actors on market assessments that take into account the gender dynamics of livelihood opportunities will help to ensure vocational training is relevant and sustainable. It is also important to engage GBV and protection actors in such discussions given the potential unintended consequences—such as intimate partner violence—that such programs can generate</p>
<p>Camp coordination and management (CCM)</p>	<p>Work with CCM partners to identify accessible, safe areas and inaccessible, unsafe areas within the camp for education programs.</p> <p>Facilitate the distribution of sanitary supplies to all women and girls of reproductive age, and plan accessible systems for washing and disposing of sanitary supplies in educational settings that are consistent with the rights and expressed needs of women and girls.</p>
<p>Operation support services (telecoms)</p>	<p>Enlist 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).</p>

1.3 Assessment, monitoring, and evaluation

Assessment

INEE Minimum Standards, Foundational Standards: Analysis, Standard 1: Assessment

Prior to planning a gender-responsive education intervention, it is important to conduct an education needs assessment. This assessment should be linked to any existing or planned education sector analysis where possible. Ideally this will be facilitated by the Education Cluster or education sector working group and coordinated among partners to avoid duplication.

Assessments should identify educational capacities, resources, vulnerabilities, gaps, and challenges to upholding the right to education for all affected groups. A gender-responsive assessment will:

- Use data collected from a range of sources such as classroom observations, EMIS data, interviews with head teachers, and community assessment workshops;
- Identify the learning needs of girls, boys, women, and men;
- Seek to understand changes in gender roles and power dynamics,
- Assess risks faced by male and female learners, teachers, and other education staff in learning environments; and
- Capture the capacities and composition of teaching staff and others working in education, including in education ministries.

An assessment should also strive to include conflict analysis to understand the causes, actors, and dynamics of conflict, with particular attention to gender issues. This will ensure that program planning and design are conflict-sensitive and can help identify opportunities for interventions to contribute to peacebuilding efforts and address related gender issues.

The composition of the assessment team is important. Emergency assessment teams that include both women and men, and engage with girls, boys, women, and men from the affected population, will be more effective.

The Global Education Cluster's (GEC) Education Cluster Guide to Education in Emergencies Needs Assessments provides extensive guidance on best practice needs assessments, including frameworks and checklists that can be adapted to context. The Education Cluster Guide to Education Cluster Strategies is another useful resource.

Case study 1.4

Joint Rapid Needs Assessment: Rohingya refugee crisis³⁵

A Joint Rapid Needs Assessment (JRNA) was carried out for the Rohingya refugee response in Cox's Bazaar, Bangladesh, in December 2017 to identify education and child protection needs, priorities, and capacities of Rohingya boys and girls in the camps, settlements, and host community, to inform the 2018 Joint Response Plan. The methodology involved direct observations on site and key informant interviews. Questions were asked about coordination (actors working in education); access and learning environment (interruptions in learning and non-attendance; barriers to education for school-age girls and boys ages 4-18); availability of spaces for education; teaching and learning (most helpful activities for children); and teachers and other education personnel (availability of trained teachers, teachers' education levels, and preferences in teacher's training support). Early marriage, child trafficking, and domestic violence emerged as key protection threats for girls, while demands on boys for labor restricted their access to education. Recommendations from the JRNA informed the response that followed.

Monitoring

INEE Minimum Standards, Foundational Standards: Analysis, Standard 3: Monitoring

Monitoring is an ongoing process that provides stakeholders with regular feedback on progress toward achieving goals and objectives. In emergency contexts situations can change rapidly, so continuous monitoring is required, with data collected and regularly reviewed to deepen understanding of gender dynamics and how they might be changing.

A baseline on gender and education should be established early in the response, using data gathered during the initial assessment. This baseline data can be used to project anticipated results, assess the impact on different groups, and measure progress over time. A starting point would be to ascertain the relevance of the existing education sector plan (ESP) monitoring framework and EMIS data.

A gender-responsive monitoring and evaluation framework reflects specific, gender-related results that address gaps and challenges identified during the assessment phase, including a baseline on social norms. Each planned response should include corresponding indicators and key data collection points for the ongoing monitoring of the intervention. This will help determine whether and how adjustments need to be made for positive impact from a gender perspective and to inform key evaluation activities.

Useful monitoring activities will aim to measure changes in knowledge, beliefs, attitudes, and practices related to gender equality and to monitor girls', boys', women's, and men's participation through both quantitative and qualitative indicators and data collection methods. For example, depending on the nature of the intervention, indicators could be designed to collect data on gender-responsive practices in the classroom, girls' and boys' sense of safety (for example, when traveling to school) or level of shared responsibility (such as within classroom routines) in the school environment.

A range of low-cost techniques can be employed to collect such data such as simple questionnaires administered before and after training activities over a sustained period, focus group discussions with male and female learners, classroom observation, or participatory assessments.

Building the capacity of affected community members and learners to collect and analyze information is important, so they can help monitor how well gender is being integrated into the education response.

By scheduling regular meetings with community groups or community representatives such as SMCs, education actors can share results of assessments and education interventions and invite feedback. Issues and updates for discussion might include access and participation, learning outcomes for boys and girls, or support to teachers.

There are a number of different methods the community can use to monitor effectiveness of interventions concerning gender, including:

- Girls, boys, and youth representatives can monitor and regularly provide feedback to SMCs or PTAs on gender issues such as security, latrine conditions, and the quality of learning. School and youth councils can also provide opportunities for girls and boys to engage actively in monitoring interventions.
- Participatory observation and spot checks by education practitioners and community teams can offer opportunities to discuss problems and solutions with affected individuals and groups. Visiting at different times of day will reveal different routine activities and situations, like school feeding programs, gender-responsive teaching methodologies, and the condition and use of latrines.
- Most Significant Change (MSC) technique is a qualitative approach that involves collecting stories of “significant change” recounted by community stakeholders. The technique in itself can contribute to the overall objectives of the intervention by instilling a sense of ownership and commitment with beneficiaries or collaborators.³⁶

Case study 1.5

Gender-sensitive monitoring and evaluation in education in emergencies: Somalia³⁷

Under the Somali Girls' Education Promotion Project (SOMGEP), funded through the UK Department for International Development's (DFID) Girls' Education Challenge since 2013, CARE and its partners tracked more than 1,200 girls and their households to identify patterns in enrollment, attendance, literacy, numeracy, and retention. They also explored how changes in gender norms have an effect on education outcomes and on different dimensions of a girl's life. The project combined robust quantitative analysis with an in-depth approach to qualitative research, including the use of girl-led tools, such as video-voice. The project analyzed data on learning outcomes, classroom delivery, classroom participation, time spent on different tasks (at school and within the household), allocation of resources at home, menstrual hygiene, safety and security, mobility, and migration. CARE's monitoring and evaluation system combined data to explore how gender norms affect adults, adolescents, and children, identified "blind spots" where data is systematically under-reported or not reported at all, and invested in qualitative research and community-led tracking mechanisms to understand patterns and appropriate responses.

Evaluation

INEE Minimum Standards, Foundational Standards: Analysis, Standard 4: Evaluation

Evaluations strengthen accountability and help measure the impact of an education program against the strategic plan. They look at what an intervention set out to do, what has been accomplished, and how. In gender-responsive education programming, evaluations will focus on how an intervention has affected gender dynamics. Evaluation results can provide important lessons and good practice for future program design. Evaluations are ideally planned from the outset of an intervention; can happen periodically, halfway through, or at the end of the program cycle; and can include formative, process, outcome, and impact evaluations. Regardless of the type of evaluation activity, it must involve male and female community representatives and other key actors and include a gender perspective.

In conflict and crisis contexts there is often a tendency to overlook the opportunity to: (1) conduct rigorous research in the face of limited resources and challenging contexts and (2) examine transformative change in relation to norms of gender equality because of the short-term nature of interventions and prevailing socio-political conditions. However, experience has shown that evaluation activities can be designed to be simple, low-cost, and conducted over a short period to suit the context. An evaluation of gender socialization in education and peace-building activities was carried out in Uganda's Karamoja region at low cost using qualitative methodologies like focus groups, interviews, role plays, classroom observations, and three in-depth case studies.³⁸ The evaluation demonstrated that changes were taking place to make teacher practice more gender-responsive, but that reinforcement of strategies and links to the community level were needed longer term. Evidence also indicates that transformative change is possible in challenging contexts and promising approaches can be identified in the short-term. The Rigorous Review of Global Research and Evidence on Policy and Practice on SRGBV shares findings on community-based social norm approaches that have been effective at addressing SRGBV.

Evaluations of gender-responsive education in emergencies can show, for example:

- An awareness-raising campaign's impact on increasing girls' access to and participation in education at local and national levels; as well as how the messages were delivered (drama, posters, and parades, etc.). An evaluation may indicate whether a campaign effectively helped change attitudes, although accurately attributing attitude change is not easy and may not be discernible in the short-term.
- Progress made by policies, incentives, and teacher training initiatives to recruit, protect, and retain more female teachers.
- Effectiveness of a teacher's code of conduct in dealing with sexual harassment, bullying, and other complaints; whether investigating procedures are accessible, confidential, appropriate, and fair.
- Progress made to support specific groups of children excluded and marginalized on the basis of their sex, and to integrate them into the learning environment.
- Progress made to meet the needs of learners, including vulnerable populations, for safe MHM with dignity.

2. Strategies for equal access and gender-responsive learning environments

2.1 Equal access

INEE Minimum Standards, Access and Learning Environment, Standard 1: Equal Access

All people have the right to good quality, gender-responsive education without discrimination of any kind, even in crisis situations. National authorities, communities, and humanitarian organizations have the responsibility to ensure that everyone has access to educational activities and that no one is left behind. This means assessing and addressing the needs and priorities of excluded groups and those with different learning needs in the specific context. It also means identifying and addressing discriminatory policies and practices that limit access to learning opportunities.

In crises, the barriers that constrain girls, boys, women, and men from accessing education are often aggravated and can be considerable and complex. Girls often face multiple barriers and risks because of gender inequality and discrimination. Such risks and related barriers can be a direct result of crisis, as in the case of targeted attacks, collateral damage, displacement, and forced recruitment, or an indirect result, such as when discriminatory social and gender norms are exacerbated in crisis. They happen at the individual, relational, community, and institutional levels. Education practitioners should make sure that policy-makers, donors and the relevant education authorities understand the costs of education to families and explore ways of reducing this burden. Both direct costs, like school fees and uniforms, and indirect costs, such as lost income from the child's labor, have a gender dimension.

Needs assessments and gender analysis (including as part of the education sector planning process) can help identify these risks and barriers and provide information about possible response strategies that take into account the assets

(strengths, opportunities, and resources) available at each level. There are likely to be challenges to identifying barriers to education including lack of national statistics on out-of-school children and youth, discrimination that has become so entrenched that it is not recognized or challenged, or prioritization of majority groups when there are limited resources and time.

BARRIERS TO EDUCATION RESULTING DIRECTLY FROM CRISIS

	Barriers	Responses
INSTITUTIONAL	<p>Military use of schools or targeted attacks on schools Access to education is compromised where there is insecurity and where teachers and students can be victims of attack. Presence of armed groups at school make girls particularly vulnerable to GBV and boys to forced recruitment. Evidence suggests increasing regularity of attacks on girls seeking education. See the Global Coalition to Protect Education from Attack (GCPEA).</p> <p>Facilities and services are compromised, such as destruction of sanitation facilities, resulting in low attendance and high dropout rates for adolescent girls who are menstruating.</p> <p>Reduced availability of qualified teachers: Lack of female teachers may make girls reluctant or unwilling to attend, or their families to send them, while fewer male teachers means a lack of role models for boys and they may be less motivated to attend.</p>	<p>Implement physical protection measures to shield potential targets, minimize damage from an attack, or provide a means of self-defense. Examples include armed or unarmed guards in schools, reinforcing school infrastructure, and reducing the risks on the way to school.</p> <p>Negotiate with armed groups to prevent them from using schools. GCPEA have developed guidelines for protecting schools and universities from military use during armed conflict.</p> <p>Systematically monitor and report attacks on education, ideally through the Education and Child Protection Clusters.</p> <p>Multi-pronged strategies: Work with water and sanitation colleagues and the local community to build male and female toilets for teachers and learners and hand washing facilities, including appropriate facilities for menstrual hygiene management (MHM). See Menstrual Hygiene Management Toolkit.</p> <p>Recruit female or male teachers or classroom assistants. Where trained staff are not available, consider asking trusted volunteers to participate in educational activities.</p>

COMMUNITY	<p>Displacement resulting in disruption of education, increased distance to school, and heightened insecurity prevent girls' and boys' safe access.</p>	<p>Alternative delivery of education, including through radio and distance learning, community-based education, or providing catch-up or bridging classes.</p> <p>Organize transport to and from school. Establish “walking groups” where adults accompany groups of learners to and from school.</p>
RELATIONAL/INDIVIDUAL	<p>SRGBV: Learners are at risk of corporal punishment, sexual violence, or other forms of abuse from the teaching staff and peers.</p> <p>Women teachers are at risk of sexual and other forms of harassment on the way to, in, and around school.</p> <p>Male and female learners experience high levels of bullying from peers.</p>	<p>Integrate targeted strategies to address SRGBV into education programs. Create protective learning environments by working with school authorities, teachers, and learners to develop a code of conduct outlining the forms, consequences of, and responses to SRGBV.</p> <p>Develop a school safety plan that identifies actions to respond to and prevent SRGBV, principles of positive discipline, and respectful relationships between boys and girls and teachers and learners.</p> <p>Train school staff on what services are available to support GBV survivors—including themselves—and how to safely and appropriately provide referrals.</p>
	<p>Children associated with armed forces and groups: Forced recruitment and its threat prevents children attending school, and affects long term ability to access education because of age, psychosocial well-being, and reintegration challenges.</p>	<p>Accelerated education programs (AEPs) allow adolescents who missed years of schooling to catch up with foundational skills and enter or reenter formal education at a grade compatible with their age, or transition into vocational training, employment, or self-employment. Courses need to allow for flexible attendance to take into account the responsibilities of older adolescents, such as household chores, child labor, and acting as head of household. The Inter-agency Working Group on AEPs have developed and tested programming principles to provide guidance.</p>

BARRIERS RESULTING INDIRECTLY FROM CRISIS

DISCRIMINATORY SOCIAL NORMS EXACERBATED IN CRISIS	Barriers	Responses
	<p>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.</p> <p>Early marriage: A girl may be at risk of early marriage as a result of 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.</p>	<p>Financial and in-kind support such as scholarships, social protection safety nets and cash transfers and in-kind support such as provision of uniforms and feeding programs.</p> <p>Provision of flexible non-formal education programs that are designed to fit around the realities of learners' lives and their daily schedules.</p> <p>Community participation and engagement to promote the importance of culturally acceptable female education and shift gender norms including: community-led advocacy campaigns; outreach and sensitization through PTAs and SMCs; direct engagement with traditional and community leaders; and working with positive deviants.</p>
	<p>Early marriage: A girl may be at risk of early marriage as a result of 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.</p>	<p>Community participation and engagement to promote the importance of culturally acceptable female education and shift gender norms including: community-led advocacy campaigns; outreach and sensitization through PTAs and SMCs; direct engagement with traditional and community leaders; and working with positive deviants.</p>
	<p>Early and unintended pregnancies: Education systems may have policies or practices in place that discriminate against pregnant learners, or young mothers.</p>	<p>Ensure that re-entry and continuation policies exist to allow pregnant and parenting girls to continue their education.</p> <p>Promote accredited non-formal education opportunities for those unable to enter or re-enter the formal system.</p> <p>Provide school health services and school-based child care facilities.</p> <p>Include comprehensive sexuality education in the curriculum to provide information on reproductive health and rights.</p>

A participatory and inclusive needs assessment (see also Chapter 1) that includes a gender analysis will help humanitarian actors tackle these issues, often with relatively few additional inputs or costs.

The table below provides examples of both direct and indirect barriers and possible corresponding strategies for dealing with them.³⁹ The examples are not exhaustive but are meant to provide an overview of key common risks to help guide an in-depth examination of the exact nature of barriers in each specific context. Evidence shows, however, that efforts are most successful when the individual strategies below are implemented in parallel across relevant sectors and actors.

Continual monitoring and analysis of educational exclusion and attendance, retention, and completion rates at schools in areas affected by emergencies is critical. Patterns of absenteeism are generally associated with poor learning outcomes. Gendered patterns of absenteeism are common, often because of domestic chores and child labor done by boys and girls. Systematic absenteeism among adolescent girls may be because of the risk of gender-based violence at or on the way to school, or other barriers related to gender.

Early and unintended pregnancies in education

Early and unintended pregnancy (EUP) is a global concern that affects girls in all countries in the world. Rates of unwanted pregnancy are often higher in emergencies. For instance, following the earthquake in 2010, pregnancy rates in Haitian camps were three times higher than the average urban rate. Two out three of these were unplanned and unwanted.⁴⁰ Inclusion of comprehensive sexuality education in the curriculum can help prevent early pregnancies. Schools are also responsible for ensuring girls can continue their education when they become pregnant. Re-entry and continuation policies must be in place, for formal and non-formal education. UNESCO's brief *Early and unintended pregnancy: Recommendations for the education sector* provides concrete recommendations for addressing EUP in education. The UNESCO *International Technical Guide on Sexuality Education* gives guidance on how to include comprehensive sexuality education in schools.

Teachers can regularly review the attendance patterns of girls and boys, identifying cases of students who often miss school, arrive late, or leave class early. When doing so, it is helpful to:

- Note whether there are trends or differences between male and female learners of different ages.
- Try to understand the causes and ask learners, their parents, guardians, and teachers what needs to be done to ensure all girls, boys, young women, and young men have access to educational opportunities. For example, an increased dropout rate among adolescent girls may be caused by early marriage or lack of MHM facilities and supplies.

Consider working with faith leaders, families, and programs to incentivize school attendance through cash transfer programs and by constructing MHM facilities and distributing MHM kits.

Case study 2.1

Accelerated education—breaking down barriers to education for excluded girls: Kenya⁴¹

Fifty-two percent (70,000) of school-aged children in Dadaab refugee camps were out of school in 2016 and of those in school, many were over-age for their grade. The Norwegian Refugee Council (NRC) provided accelerated education programs (AEPs) for children aged 10-17 years who had either never been to school or had their education interrupted. The AEP condenses eight years of primary education into four levels and provides flexible timetables to accommodate learners' domestic responsibilities. AE learners sit for annual national exams, equivalent to those used in Kenyan public schools. Female teachers were recruited and trained to strengthen protection and provide role models to the girls. Through AE, NRC provided education to nearly 2,000 learners, 32 percent of who were girls. None of the girls had ever been in school before, while most of the boys had had their education interrupted. Extensive community sensitization on the value of education for girls was essential to be able to enroll and retain girls and counteract social and cultural norms, including parents' own lack of education.

2.2 Protection and well-being

INEE Minimum Standards, Access and Learning Environment, Standard 2: Protection and Well-being

Education can provide physical, cognitive, and psychosocial protection for learners. Ensuring children and young people have access to supportive educational activities as soon as possible after an emergency provides them with a routine, stable, and protective environment. Girls, boys, women, and men may face different risks to their protection and well-being and this can affect their access to education in different ways. Identifying these risks, including overlapping vulnerabilities such as having a disability or being a child head-of-household, helps ensure responses are equitable and appropriate.

Although education can and should provide protection, it is also important to acknowledge that education is not by definition protective. Education has historically been the catalyst for some conflicts, for example in Rwanda, and the (often higher) risks of SRGBV in humanitarian settings undermine the protective nature of learning environments. Unsafe routes to school, poorly monitored facilities, untrained staff members, inappropriate curricula and teaching and learning materials, and lack of safeguarding policies such as codes of conduct for teachers can all contribute to unsafe learning environments for female and male learners. When schools are not safe they may prevent access or hinder learning, leading to increased drop-out rates or poor attendance. Work must be done to ensure that education activities do not themselves create protection risks for male and female learners or teachers, and that the school provides a safe and supportive environment where learners feel protected and have access to support services.

Protecting schools from military use during armed conflict

Government and international bodies have committed to shield schools from military use during armed conflict, in line with the Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict. Many conflict-affected states have endorsed the Safe Schools Declaration and thereby committed to keeping schools safe from military use and attacks. It is important that the Declaration be implemented in a gender-responsive way, taking into account the different ways that girls and women can be targeted and impacted by attacks on education and military use of schools.⁴² More guidance on how to keep schools safe from military use and attacks can be found at the Global Coalition to Protect Education from Attack (GCPEA), www.protectingeducation.org.

Preventing and responding to gender-based violence

Gender-based violence (GBV) refers to any harmful act that is perpetrated against a person's will and that is based on gender differences. GBV 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 female genital mutilation/cutting (FGM/C), honor killings, and widow inheritance.

School-related gender-based violence (SRGBV) is defined as explicit acts or threats of physical, emotional, and sexual violence occurring in and around schools perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. It includes bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. Male and female teachers and learners can be both victims and perpetrators. Girls and young women are usually more affected because of their role and status in society. Experiencing SRGBV threatens a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development.

In crisis contexts, factors that can increase the risk of SRGBV might include:

- **Stigma and silence** around GBV in the community; high levels of domestic violence and GBV in the community;
- **Lack of training and skills** among teachers and learners on how to recognize and respond to incidents of harassment, bullying, sexual abuse, and violence;
- **Lack of knowledge on use of positive discipline and professional codes of ethics**, often because teachers are recruited quickly from the community, without proper recruitment processes and training;
- **Unmotivated, underpaid, and unpaid teachers**; lack of school and teacher codes of conduct or supervisory mechanisms that hold teachers accountable;
- **Male-dominated environments**, particularly the military;

- **Increased vulnerability** and propensity to use violence because of psychosocial stress and trauma experienced by teachers and school staff, as well as learners;
- **Lack of reporting systems and protocols** through which survivors and witnesses can speak up and seek support and perpetrators can be held accountable;
- **Presence of armed forces or armed groups** in schools or in communities, including on the way to and from school.

Protective learning environments along with quality life skills education—including sexual and reproductive health and rights (SRHR) education—can help make girls’ and boys’ less vulnerable to violence and better able to recognize inappropriate behavior, such as sexual harassment, exploitation, and abuse. Additional strategies for preventing SRGBV in and through education include:

In the school community:

- **Tackle negative beliefs and practices through community mobilization and informal education** activities that build community members’ capacity to support and engage in school-based SRGBV prevention.⁴³
- **Involve the wider community in making schools and school journeys safer**, such as by clearing routes to school, building boundary fences and gates, and ensuring sanitation facilities are well lit and have internally lockable doors. Collaborate with others, for example with local shopkeepers or transportation workers to help keep learners safe on the journey to and from school, or with local officials to ensure that checkpoints or army posts are located away from the school.
- **Work purposefully with men and boys** to address harassment and change beliefs, attitudes, and behaviors that underpin SRGBV.
- Partner with SMCs, PTAs, teachers, and students to **create prevention, monitoring, and reporting systems to identify potential SRGBV risks** in schools such as through mapping safe and unsafe school zones. Develop action plans to create safe spaces and reduce risks.

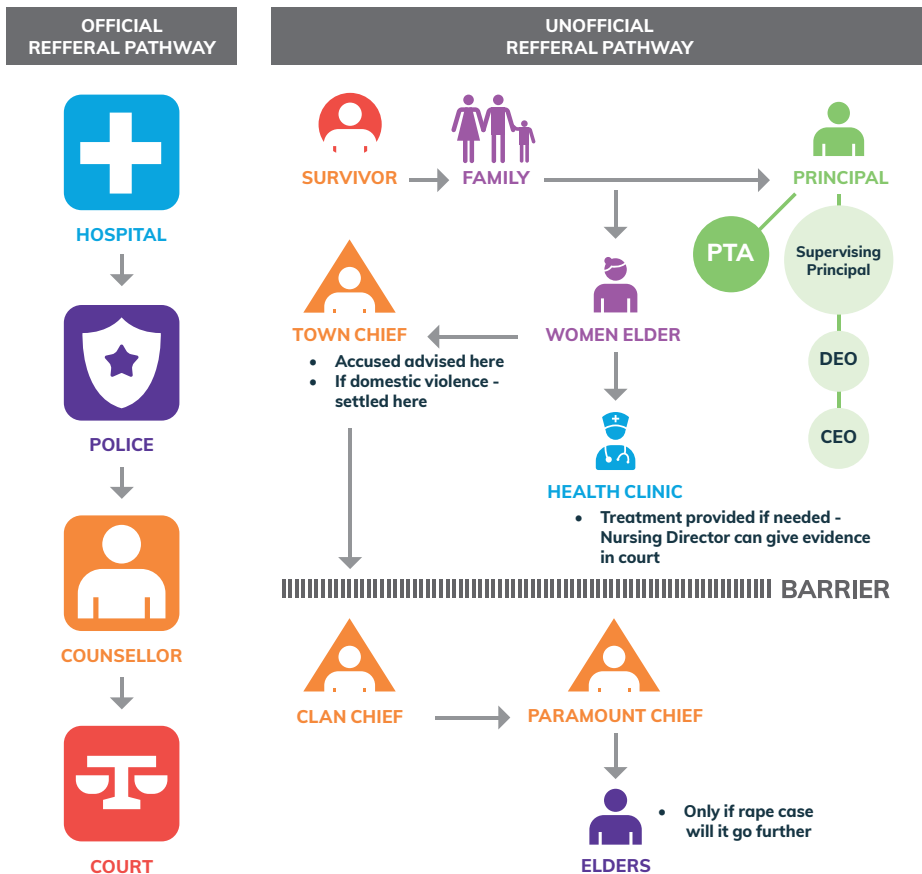
- **Train teachers and school staff to recognize and respond to all forms for SRGBV** and ensure they are equipped with the information and skills necessary to refer individuals to support. See the diagram below for examples of official and unofficial referral pathways.
- **Establish a mandatory code of conduct**, including guidelines for appropriate behavior and steps to be taken when allegations and complaints are made. Ensure all teachers and school staff understand the code and commit to upholding it. Codes of conduct are most effective when developed with the active participation of school personnel, including teachers and learners (see Section 4).
- **Create a “safe school” policy**, with concrete actions to address the risks that exist in specific school contexts. This includes making information available on what to do when witnessing or knowing that GBV is happening in and around the school. Provide information in multiple formats, such as posters and flyers, on available GBV services and how to access them.
- **Find ways to support survivors**, even in contexts where there is no structure or system for GBV survivors to access care. The IASC Pocket Guide on how to support survivors of gender-based violence when a GBV actor is not available in your area, provides more guidance on this issue.

In the classroom:

- Discuss gender-based violence—including the links between gender norms, discrimination, and violence—in life skills training for all teachers and all learners in all settings.
- Try to ensure that there are female teachers or classroom assistants employed in every learning space.

UNESCO and UN Women’s Global Guidance on Addressing School-related Gender-based Violence provides comprehensive direction on responses in and around schools, which is highly relevant in crisis contexts.

Example of an official and unofficial referral pathway identified in an SRGBV study in Liberia⁴⁴



Ethical considerations related to collecting information on sensitive issues such as SRGBV from children must be carefully considered. Any information and data gathering related to SRGBV or other protection risks for programming or research should be done with the consent of adults (parents or teachers) and the children themselves. Those working directly with children must receive training in asking such questions, as well work with trained counsellors to provide support. It is important to establish referral pathways to accessible medical, social, and legal services. The WHO has issued ethical and safety recommendations for researching and monitoring sexual violence in emergencies.

Case study 2.3

Safer school environments: Liberia⁴⁵

In Liberia, more than three quarters of the country's poorest girls ages 7-16 have never been to school. With funding from the United States Agency for International Development (USAID), the Girls' Opportunity to Access Learning (GOAL Plus project provided scholarships to girls, PTA capacity building, and school improvement grants to communities to create safer school environments. The project also supported girls' clubs, mentoring programs, and whole-school health interventions. Informed by conflict sensitivity analysis, GOAL Plus supported Ministry of Education policies that call for protection, and used a community education counselor to raise awareness of GBV. Research and evaluation showed that girls' attendance in GOAL Plus-supported schools rose from 66 percent in 2014 to 72 percent in 2015. Data analysis found that schools that received additional services under GOAL Plus improved girls' enrollment, attendance, completion, and promotion.

Promoting psychosocial well-being

INEE Minimum Standards, Access and Learning Environment, Standard 2: Protection and Well-being

Psychosocial support (PSS) promotes well-being and aims to help individuals return to normality and build resilience after crises have disrupted their lives. PSS seeks to prevent further conflict and violence by helping people cope with painful and traumatic experiences. Education can provide psychosocial support in two related ways:

1. Day-to-day provision of quality, learner-centered learning opportunities; and
2. Specific social and emotional learning (SEL) processes and psychosocial interventions and activities.

Gender-responsive psychosocial approaches recognize that girls, boys, women, and men are exposed to different risks, cope differently, and have different needs that are best treated from a gender-specific perspective and in cultur-

ally appropriate ways. SEL encourages self-awareness, resilience, empathy, and effective communication, enabling learners to see different points of view, establish and maintain positive relationships, make responsible decisions, exercise respect for others, and self-regulate. This can create an effective platform for addressing gender discrimination and help male and female learners build equitable relationships built on mutual respect.

For detailed guidance including practical tips and advice about how to integrate PSS and SEL into formal and non-formal education efforts, see the INEE Guidance Note on Psychosocial Support.

Case study 2.4 **Psycho-social approaches in schools: Gaza⁴⁶**

The Norwegian Refugee Council's Better Learning Programme, a school-based response in Gaza, combined psychosocial and social and emotional learning approaches to help teachers, school counselors, and parents empower school children with strategies for calming and self-regulation, particularly those who reported having nightmares and sleep disturbances that disrupted their learning. More boys than girls were targeted, because some evidence had shown that boys were more vulnerable to the consequences of protracted crisis. The program was found to be effective in reducing effects of trauma.

Access to services and managing referrals

Teachers and other education personnel can refer learners to local services to support their physical, psychosocial, and emotional well-being. Ideally, teachers are trained to recognize signs of physical or psychosocial distress in girls and boys, as well as other protection concerns, such as children who have been separated from their families.

Establishing formal links with outside services helps ensure that referral systems operate effectively. Services may include medical, psychosocial, and legal services for survivors of gender-based violence, and social services for suspected cases of abuse or neglect. Boys and girls formerly associated with armed forces and armed groups may need help with family tracing and reunification.

Steps to ensure learners have access to the services they need may include:

- Identifying existing referral mechanisms and national systems (such as social services, police, health, and NGOs) and their ability to manage referrals. Make teachers aware of these. For GBV cases, be aware that in some contexts, allegations of abuse can result in responses that can further harm the survivor, such as arbitrary detention of the survivor, forced virginity tests, and medical screening for evidence of sexual activity. As such, it is crucial to work with GBV specialists to understand the potential benefits and risks of accessing particular services and how to provide referrals in a survivor-centered manner.
- Ask the Protection, GBV and Health Cluster or sectors or the relevant authorities how referrals will be managed. Establish who will coordinate referrals and map procedures, guidance, and support for learners already in place.
- Establish confidential complaint boxes where learners can post their concerns anonymously and establish transparent, effective complaints procedures.
- Designate a team to be focal points for managing referrals, including a male and a female teacher with relevant experience. The IASC guide on How to support survivors of gender-based violence when a GBV actor is not available in your area may be useful here.

2.3 Facilities and services

INEE Minimum Standards, Access and Learning, Standard 3: Facilities and Services

Education facilities that are designed with careful thought to who will use the space and how—taking into account gender, age, physical abilities, and cultural backgrounds—can contribute to better learning experiences. While schools may have been significantly damaged during a crisis, crisis situations also provide opportunities to “build back better,” developing education infrastructure that better meets the needs of female and male learners and teachers.

Location

The location of facilities and services is an important consideration. Not only may rebuilding physical structures in their previous location put learners and education staff at risk of disasters or exposure to conflict, it may also continue discrimination against certain groups, because of distance or other factors.

Placing learning spaces close to the learners' homes is usually beneficial to both boys and girls.⁴⁷ To the degree possible, sites should be away from potential dangers such as soldiers' quarters, land-mined areas, or dense bush.

When temporary learning spaces are used in place of education facilities that are unusable, there are a number of factors to consider in order to make them as accessible as possible for both female and male learners. This includes making sure they are a reasonable distance from communities and that the timing of classes, in shifts or otherwise, takes in to account the daily rhythms and time constraints of girls, boys, women, and men.

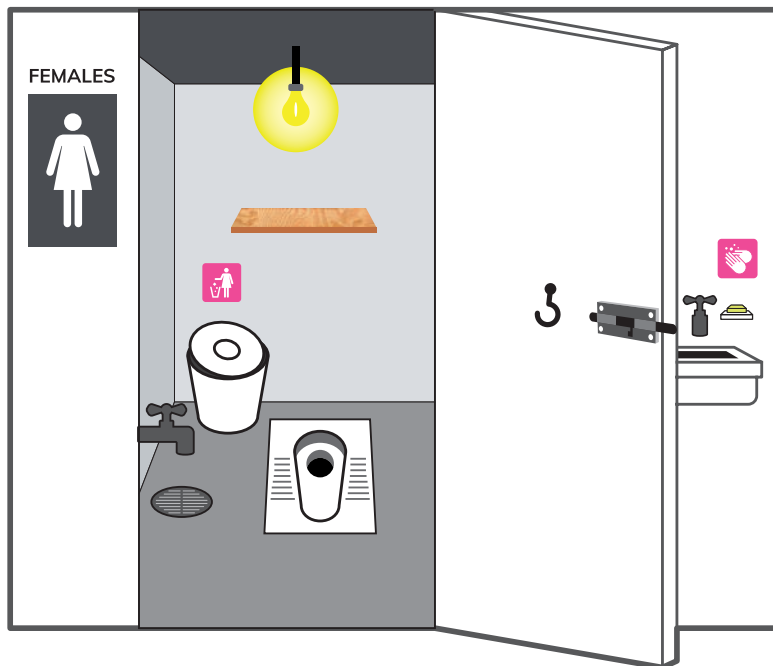
Physical structures used for learning sites, whether permanent or temporary, should be appropriate for the situation and include adequate space for classes, administration, recreation and gender-responsive sanitation facilities (see below).

Gender-responsive sanitation facilities

It is vitally important to consult learners, parents, teachers and other community members about sanitation facilities. Girls and boys can express their own sanitation needs (in same sex groups) and can be involved in the planning of learning spaces.

Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys.⁴⁸ If providing separate toilets is not initially possible, arrangements can be made to avoid girls and boys using the toilets at the same time (by scheduling, for example). If toilets are not located within the learning site, nearby facilities can be identified and children's use of them monitored. Separate toilets for boys/men and girls/women, located in safe, well-lit, convenient, and easily accessible places, can help prevent sexual harassment and abuse. Toilet doors should lock from the inside (see female friendly toilet diagram below). Providing a safe water source and soap helps ensure that hygiene practices, such as hand and face washing, are incorporated as daily activities. Sphere guidelines for minimum water quantities in schools call for three liters of water per student, per day for drinking and hand washing.

An example of a female-friendly toilet⁴⁹



Adequate numbers of safely located toilets separated (with clear signage) from male facilities



Easily accessible water (ideally inside the cubicle) for girls and women to wash themselves and menstrual materials



Safe and private toilets with inside door latch



Trash bins (with lids) to dispose of used menstrual materials



Clear signs instructing girls and women to dispose of menstrual waste in the trash bin



Walls, door, and roof are made of non-transparent materials with no gaps or spaces



A shelf and hook for hygienically storing belongings during usage



Some units should be accessible to people with disabilities



Night time light source both inside and outside of the toilets

Menstrual hygiene management (MHM)

Managing menstruation in resource-poor settings can be challenging. Girls and women may not have access to or be able to afford sanitary pads or other supplies, appropriate clothing, underwear, or soap and this may prevent them from actively participating in learning activities during menstruation. These challenges are often compounded by societal taboos around menstruation, which are amplified during emergencies given the loss of privacy and safety in such contexts. This can prevent both learners and teachers from participating effectively in educational activities.

MHM programming is focused on improving the overall safety, privacy, and dignity of girls and women in emergency contexts and can therefore promote improved sectoral outcomes, including the quality of education provision. The Toolkit for Integrating MHM into Humanitarian Response identifies some of the major MHM challenges and recommended responses in emergency settings.

Below is a summary of key actions that can be taken to improve MHM in the education sector. The full guide provides deeper discussion in Chapter 11 (MHM and Education), Chapter 2 (Conducting a needs assessment), and Chapter 3 (Training staff on MHM), including key assessment questions, case studies, design direction, and monitoring resources.

MENSTRUAL HYGIENE MANAGEMENT (MHM) IN EMERGENCIES

OVER 26 MILLION DISPLACED GIRLS & WOMEN ARE ESTIMATED TO BE MENSTRUATING GLOBALLY



THE CHALLENGES

LACK OF SAFE AND PRIVATE SPACES FOR MHM

In emergencies, there is often poor access to safe, private, and clean toilets and wash rooms for changing and washing menstrual materials during the day and night.



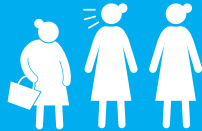
LACK OF INFORMATION ON MHM

The absence of basic menstrual hygiene and health education poses challenges to healthy and hygienic MHM practices, including disposal.



EMBARRASSMENT AND ANXIETY

Bloodstains on clothing and worry about menstrual leaks prevent girls and women from daily activities (e.g. going to school, the market, or distributions).



OVERCROWDING AND LACK OF PRIVACY

Lack of privacy in shelters makes it difficult to urgently change menstrual materials or clothing, especially at nighttime.



CULTURAL TABOOS OR RESTRICTIONS ON MHM

Cultural beliefs may limit the types of materials used and complicate how used materials can be disposed of or washed and dried.



RECOMMENDED RESPONSE:

CONSULT GIRLS AND WOMEN

Ask girls and women directly about their experiences and preference with MHM.



PROVIDE MENSTRUAL MATERIALS & SUPPLIES

Distribute a range of essential menstrual materials (pads, cloth) and supplies (underwear, soap, bucket) and re-supply as needed.



PROVIDE SAFE FEMALE FRIENDLY FACILITIES

Ensure access to female friendly toilet and washing facilities that include locks, water, soap, gender separation, and lighting.





PROVIDE APPROPRIATE DISPOSAL OPTIONS

Ensure that culturally and environmentally appropriate disposal and waste management systems are in place for menstrual waste.

PROVIDE INFORMATION ON MENSTRUATION

Demonstrate good menstrual hygiene practices and provide information on the basics of menstrual health.



 Summary of Key Actions from Chapter 11: MHH in educational spaces	
1. Consult girls and female staff on their MHH needs, preferences and challenges while managing their menstruation in educational spaces.	
2. Equip schools with female friendly toilets (with doors, locks, lighting, water and a disposal method) in collaboration with WASH actors.	
3. Train male and female staff on how to confidently and knowledgeably talk about menstruation and support female students.	
4. Ensure basic access to contingency sanitation supplies (including underwear) for girls unprepared for a menstrual period during the school.	
5. Provide menstrual hygiene promotion and menstrual health education to adolescent girls.	
6. Conduct follow up and monitoring to ensure that vulnerable girls, women and caregivers are adequately supported.	

Case study 2.5 Menstrual Hygiene Management: Mali⁵⁰

Right To Play's (RTP) Play for the Advancement of Quality Education (PAQE) program in Mali works to create a safe learning environment in pre-primary and primary schools to ensure children's physical and emotional safety, gender equality, and inclusion. Insufficient sanitation facilities, particularly the lack of separate toilets for girls and boys, proved a barrier to the retention of girl students, who relied on toilets in private residences near their schools and stayed home when they were menstruating. RTP worked with PTAs and SMCs to develop plans for maintaining sanitary facilities, including providing sufficient cleaning equipment. Students were consulted during planning, and RTP developed capacity at the school level by training students' clubs and supervisors and at the government level by training pedagogical counsellors. Participatory activities that drew attention to MHH and WASH, such as designating a sanitation day at school, helped mobilize community support.

3. Strategies for gender-responsive teaching and learning

3.1 Curricula

INEE Minimum Standards, Teaching and Learning, Standard 1: Curricula

A curriculum is a plan of action to help learners to improve their knowledge and skills. Crisis often changes the education environment, providing opportunities to improve existing curricula to make them more gender-responsive, as well as more appropriate and relevant to learners. Curriculum content plays an important role in the promotion of sustainable recovery, peace, stability, and resilience, rebuilding social cohesion, and developing positive national identities.

National governments usually take lead responsibility to review and develop formal education curricula, working with relevant stakeholders and ministries to set educational goals. Although crises can weaken government capacity to respond (and in some cases the system was already weak), it is good practice to build consensus for inclusive, gender-responsive curriculum review and development with relevant education authorities and the community. It isn't optional or extra, but an important component of "building back better."

However, it is not always possible or realistic for a full curriculum review to take place. Teachers can be supported in other ways to make their curricula more inclusive and relevant in emergencies. Small, practical changes in curriculum content can be made in response to immediate needs, such as introducing life skills topics on avoiding landmines or combating vector mosquitoes during a Zika outbreak. Teaching new life-saving and life-sustaining knowledge and skills is as important as being sensitive to conflict dynamics and underlying causes of inequality, and mainstreaming inclusion and gender equality principles across curricula.

More substantial guidance on all aspects of teaching and learning can be found in the INEE Guidance Notes on Teaching and Learning, and in Education for Safety, Resilience and Social Cohesion: A Guide for Curriculum Developers, which is referenced in the Resources section (Annex 2).

Appropriate learning content and concepts for education during an emergency⁵¹

Essential learning content and concepts for education in emergencies, which should be gender-responsive, are:

- Literacy, numeracy, and the core competencies of basic education;
- Skills-based health education, appropriate to age and situation, including first aid, reproductive health, sexually transmitted infections, and HIV/AIDS;
- Human rights and humanitarian norms, active citizenship, peace education and peacebuilding, nonviolence, conflict prevention, conflict management, conflict resolution, and child protection;
- Security and safety;
- Cultural activities, such as music, dance, drama, sports, and games;
- Information necessary for survival in the new environment, such as rapid evacuation procedures and how to access services; and
- Child development and adolescence.

For more detail, see next section.

Considering curriculum content through a gender lens

All curriculum content can be “gendered”—containing bias and stereotypes, and representing and encouraging girls, boys, women, and men to act in particular ways. For example, science textbooks may have illustrations only showing boys doing experiments or literacy exercises may represent women only as primary caregivers. It is often necessary to take proactive steps to address these gender norms and one approach is to use the curriculum to teach the values of inclusion and gender equality.

Below are some examples of curriculum content that can be used to promote gender equality and respond to the diverse needs of male and female learners.

Human rights education:

Curriculum content can promote gender equality principles and non-violence with a focus on human rights, particularly equal rights of girls and boys. It is helpful to reference to the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW).

Peace education and conflict-sensitive education: Particularly in conflict situations, peace education programs for personal development, inter-group contact, and conflict resolution techniques can include an examination of

Possible sexual and reproductive health and rights (SRHR) education topics:

- Nutrition
- Personal hygiene, including MHM
- Reproduction
- Benefits of postponing marriage and contraceptive methods
- Sexuality and safe sexual behavior, including consent; respect for one's own body and others' bodies; negotiating safe sex; and traditional perceptions of masculinity linked to unsafe sexual behavior
- Communication skills and non-violent conflict resolution
- Preventing and treating HIV and other STIs; care and support for people living with HIV and AIDS
- Recognizing and addressing sexual harassment and violence
- Reducing maternal morbidity and mortality
- Substance misuse
- Internet safety

gender norms. These gender norms might include seeing aggression as a sign of manhood and submissiveness as a feminine quality. Analysis can enable a deeper understanding of how girls, boys, women, and men can contribute to the peace process by challenging gender norms.

Conflict-sensitive education aims to minimize the negative impacts and maximize the positive impacts of education on conflict. It requires a thorough understanding of the contexts in which education is delivered. The INEE Guidance Note on Conflict Sensitive Education (2013) gives ideas on how to deliver education in a conflict- and gender-responsive manner. USAID has a checklist for conflict sensitive education, which may also be useful.

Life skills and sexual and reproductive health and rights (SRHR) education: Life skills and SRHR education engage young people in discussions about sexuality, reproduction, relationships, gender norms, and violence. They can also address important daily living skills, such as road safety and personal hygiene (see box above for additional topics). This can reduce risks, promote healthier behavior, and empower young people to recognize unhealthy relationships and avoid exploitative ones.

During emergencies, life skills education is vital as families and social networks are disrupted, leaving children and adolescents with little or no information about how to protect themselves, including from sexual exploitation and abuse. A key component of life skills education is the development of social skills, critical thinking, and individual agency through negotiation and leadership skills like self-confidence, voice, vision, decision-making, and organization. Building girls' voice, confidence, and vision helps them develop the ability to negotiate with peers, partners, and families, to exercise their SRH rights, and results in improved class participation and learning outcomes.

Age-appropriate, gender-responsive sexual and reproductive health education helps children and adolescents understand physical changes in their bodies as positive and natural aspects of their development. However, these topics can be sensitive and awareness of local culture and beliefs is important when considering how to introduce them. Working with SMCs and other community-based youth and women's groups can be helpful. In conservative contexts, communities are often more supportive of including SRH in the curriculum from a perspective of promoting safe and healthy approaches for future mothers and fathers. Securing support from authorities such as faith leaders can be an effective way to get buy-in from parents and learners.

Case study 3.1

Life Skills Education: Zimbabwe⁵²

Improving Girls' Access through Transforming Education (IGATE) aimed to address barriers that keep girls from education in rural Zimbabwe. Implemented from 2013-2017 through World Vision UK and World Vision Zimbabwe and part of a consortium of partners, IGATE involved village savings and loans to generate income for girls' school costs and to improve living standards; mother's groups to mentor and guide girls; community advocacy and social score-carding; school development committees, which were trained on WASH and MHM; school-based girls' clubs; a bicycle program to help girls travel to school; training for faith and traditional leaders; engaging men to support girls' education; and teacher training to develop students' reading skills. At the end of the project there was evidence of improved learning and changed social norms around valuing girls and girls' education. Girls who participated in leadership skills development acquired literacy skills at a significantly faster rate than their peers in control schools. Girls whose mothers were in village savings groups were more likely to improve their numeracy skills. Qualitative data indicated that in schools where mothers' groups were active, girls broke the silence around cases of gender-based violence and were able to enhance their participation in class.

Teaching and learning materials

Reviewing and adjusting the content of textbooks and other teaching and training materials can be a valuable way to address negative gender stereotypes. Teachers use textbooks as a core element of their teaching in 70 to 95 percent of classroom time.⁵³ Gender discrimination and inequality is often reflected in textbooks and can lower classroom engagement and diminish children's expectations of their potential.

The images below from a range of sources provide examples of the kinds of gender stereotyping—such as male leadership and female subservience—that can be found textbooks.

Reviewing teaching and learning materials can be done by asking questions like:

- **How frequently are male and female characters portrayed?** For example, does the math textbook only include images or names of boys?
- **How are the male and female characters portrayed?** For example, are only girls shown doing housework?
- **How are roles and relationships between males and females portrayed?** For instance, is the mother always telling the children what to do? Is the father always disciplining the children?
- **What adjectives are used to describe male and female characters?** For example, are female characters ever referred to as strong? Or are male characters ever referred to as caring?

Examples of gender stereotyping in textbooks⁵⁴



Ideally, teaching materials and texts should show girls, boys, women, and men in a variety of roles that promote equality, such as boys cooking or women driving cars, and ensure that language and pictures do not reinforce gender stereotypes. It is also important that language and pictures are inclusive of all groups, including those who are disadvantaged, such as children with disabilities or those from ethnic minorities. It is possible to work with teachers and local groups, including women leaders, to select role models from disadvantaged groups and create simple local content to portray relevant examples to learners. Local role models can also be invited to share their experiences with learners in classes.

Even if the development of gender-sensitive teaching materials is not feasible, gender-responsive teaching is still possible. When teachers are trained to be aware of gender stereotypes in textbooks, for example, existing materials can be used for positive effect, prompting open-ended questions about the content and encouraging critical thinking in terms of gender issues.

3.2 Gender-responsive instruction and learning processes

INEE Minimum Standards, Teaching and Learning, Standard 3: Instruction and Learning Processes

Gender-responsive instruction and learning processes aim to meet the needs of girls, boys, women, and men, and can enable better quality education in practice. These approaches seek to break down inequalities in the classroom, including gender-based discrimination, and can reduce the use of violent discipline.

Teachers can use a variety of strategies to make the learning experience more gender-responsive, participatory, and inclusive:

- **Modify teaching strategies to give girls and boys equal space to contribute to discussions and activities.** Teachers can observe whether girls or boys dominate in the classroom and take action to encourage equal contributions. Where culturally appropriate, changing the seating arrangements so that larger groups of girls or boys are not sitting together can prevent them from dominating other learners. Single-sex learning spaces may be helpful in some contexts.
- **Be aware of the number of questions asked and answered by male and female learners and the amount of attention given to different students in class.** In addition, the types of questions asked are important. In certain contexts, teachers may ask boys questions that require more complex answers and girls more simplistic ones. This can impact learning as well as learners' self-belief, and reinforce low expectations of girls.
- **Note gender stereotypes in textbooks and learning materials,** and turn them into a learning opportunity by questioning the materials and encouraging students to think critically about gender issues.
- **Use girls' and boys' different life experiences as a starting point** for designing activities and teaching new things. For example, to prompt discussions on why life experiences become gendered and how girls and boys can notice when difference becomes discrimination.
- **Employ teaching approaches and methods that build students' self-confidence and self-esteem.** Self-confidence is built over time with

consistent support and reinforcement. Students can be engaged in simple games and projects to develop self-confidence and voice, and sports can be used to break traditional roles and increase self-esteem. It is often more effective to start with single-sex group work to allow girls and boys to explore non-traditional roles, creating a safe space for engagement. Activities should be age-appropriate and recognize how gendered patterns are exacerbated in adolescence.

- **Learn and adapt teaching** practices to accommodate the developmental differences of boys and girls.
- **Use gender-responsive, non-violent, and non-abusive language**, avoiding jokes and terms that degrade or belittle either sex.
- **Ensure that domestic, leadership, volunteer, and community roles are shared equally between girls and boys.** This might include tasks like cleaning communal areas, helping younger children, and serving on the school council or as class monitors.

For more information on gender-responsive teacher training content, see Section 4. See also *INEE Minimum Standards, Teaching and Learning, Standard 4: Assessment of Learning Outcomes*

Case study 3.2

Gender-responsive instruction and learning: Afghanistan⁵⁵

In 2009, Aga Khan Foundation (AKF) began the Girls' Education Support Programme (GESP) to increase educational access and opportunities for all children, particularly girls. GESP expanded many schools from primary to secondary, provided training and mentoring to teachers and other stakeholders, supported SMCs and parent-teacher-student associations, and made physical improvements to schools. AKF also increased the number of female teachers through incentive payments, providing transportation, and by training female graduates as teachers. In 2009, at the beginning of the program, 225 girls graduated from supported schools; by 2013, that number had increased to over 2,300. Overall, an internal study found that GESP increased girls' enrollment, fewer girls dropped out, and more girls graduated. This was attributed primarily to better quality teaching, supportive and involved communities, and a new corps of local women teachers and role models.

Gender-responsive vocational, technical, or skills training

Options for vocational, technical, or skills training programs can be limited in crisis contexts, but they can help build the resilience of older adolescents and young people and are an important next step for male and female learners after AEPs. They can also provide the opportunity to address gender stereotypes and improve equity.

Gender norms often affect which skills female or male learners opt to learn. For example, male youth may tend to select programs in (higher earning) vocations like carpentry, brick-laying, or motor vehicle mechanics, while female learners select skills like tailoring, hairdressing, or catering. This serves to further reinforce unequal social status and income between the sexes.

Teachers, trainers, and other education practitioners can take steps to remove gender bias from vocational, technical, and skills training programs and promote the values of gender equality and inclusion. For example:

- **Career guidance can challenge gender bias** and focus on the capabilities of each individual trainee by suggesting a range of options for employment or self-employment. This advice should also be based on market analysis, understanding the demand for contextually appropriate goods and services and identifying non-traditional areas for entrepreneurship.
- Strategies can be put in place to acknowledge and **address the fact that gender stereotypes impact learners' self-belief** in relation to program choice and employment options.
- Appropriate and **gender-responsive instructional methods and pedagogy** can make programs accessible to all.
- Girls in particular often lack access to capital, particularly when removed from their family or other support network during displacement. **Identify sources of capital for entrepreneurship**, including savings groups and microfinance agencies, or work with partners to develop these.

4. Strategies for gender-responsive policies and support for teachers and other education personnel

Quality, inclusive education is critically important for children and youth in emergencies and teachers have a central role to play in delivering it. As frontline service providers and liaisons with parents, communities, learners, and other stakeholders, they are vital in establishing the protective sense of normality and routine that is so important to children's well-being. They also have an opportunity to create new, more inclusive, and equitable norms and standards in classrooms.

In reality, qualified teachers can be in short supply in emergency settings, both in acute and protracted crises. Those who are available and willing to teach are often volunteers, sometimes reluctant, and likely to be facing a range of complex issues in their own lives that affect their capacity and motivation to teach. They are also likely to be male.

Teachers can experience their own psychosocial issues, bring gender and other biases with them into the workplace, and reflect widespread tolerance of GBV. They may have had very limited training, relying instead on their own experiences of schooling to teach. These constraints mean that teachers, rather than creating the nurturing safe spaces that children and young people need in emergencies, may behave in abusive ways (such as using corporal punishment or expecting female learners to exchange sex for grades) or marginalize certain children in the classroom.

Recruitment processes and ongoing management and development of teachers that are sensitive to these factors help ensure an appropriate response. Providing teachers in crises with pedagogical and inclusion training, and support and supervision to help them provide positive and beneficial learning experiences for girls, boys, women, and men can help mitigate these issues. They may also benefit from additional psychosocial support that recognizes the experiences of teachers themselves in humanitarian settings.

4.1 Recruitment and selection

INEE Minimum Standards, Teachers and Other Education Personnel, Standard 1: Recruitment and Selection

In some crisis contexts, such as South Sudan, it is easier to recruit male teachers than female. In other cases, like in the Philippines, the reverse is true. Achieving a gender-balance of teachers and other education personnel can be challenging, but is vitally important for a gender-responsive education system. Although male teachers might be supportive of female learners, and vice versa, it is important that learners have role models and supportive adults of the same sex available to give advice and encouragement. In some cultures, if there are no female teachers at all, parents are unlikely to send their daughters to school.

Special measures may be required to proactively identify and recruit female or male teachers, depending on the root cause of the shortage. Analysis of the gender or cultural barriers in education and the wider community or society that prevent or discourage men or women from joining the education field is a helpful first step. In some cases, lack of teachers of a particular sex, usually women, happens because there aren't enough sufficiently qualified or educated potential recruits. Establishing quotas for recruiting female teachers and making exceptions can help ensure a minimum number of candidates.

Even where there are suitably qualified candidates, those candidates may not be attracted to the teaching profession. Male teachers often seek out lucrative earning opportunities that exist elsewhere, while female teachers may have other commitments and pressures, such as family expectations. In crisis contexts, female teachers are often reluctant to work in remote or conflict-affected areas because of concerns for their own safety. Offering safe accommodation space and transportation may act as an incentive to teachers in these situations.

Short-term measures to meet the recruitment needs of individual schools should ideally be matched with longer-term policy development, incentives, or quota systems. Where plans for such development do not yet exist, advocacy to government may be needed. Some strategies for ensuring gender-balanced recruitment are:

- **Engage with the spouses or families of potential teaching candidates** to discuss the importance of the role.
- **Reduce the minimum entry level** for recruitment into teacher training institutions to improve the diversity of the teaching force, especially in contexts where female participation in education is poor.
- **Use incentive payments** to attract female teachers to remote or under-served areas and ensure that they are provided with safe transportation and accommodation.⁵⁶
- **Provide additional support to trainees** who are below entry level to strengthen their subject matter knowledge and pedagogical approaches.
- **Develop media campaigns** that focus on the importance of the involvement of both women and men in education.
- **Work with secondary school girls and boys to raise their interest in becoming teachers**—for example, linking them with primary schools where they can volunteer and help teachers with different activities. Provide bursaries and other incentives for either women or men attending pre-service training.
- **Work with community groups** to help identify potential male or female teachers, and provide support to their families to enable them to become teachers by, for example, sharing farming duties, helping with childcare, or providing safe accommodation and transport.
- **Mobilize community groups to be responsible for the safety of female teachers.**
- **Recruit male or female classroom assistants** with lower levels of education, provide ongoing training and opportunities to complete their own education while they are working, and then support their transition to a full teaching role.
- **Gender-responsive selection processes**, such as including both women and men on recruitment committees, making sure selection criteria are transparent and take gender and diversity into account, and assessing competencies, can contribute to a more gender-balanced teaching staff. Quotas may help establish the principle of equal representation in decision-making.

Case study 4.1

Teacher recruitment and training for community-based education (CBE): Afghanistan⁵⁷

In Afghanistan, community-based schools have strengthened local ownership of education services through a range of initiatives. For instance, to increase the number of qualified local teachers, CARE provided training for girls in CBE programs to develop the skills to become a teacher or health care professional after graduation from Grade 9. The DFID-funded consortium project STAGES, led by Aga Khan Foundation, tracked the acquisition of literacy and numeracy skills among students attending CBE classes and government schools between 2013 and 2017. The results indicate that students attending CBE classes have higher literacy and numeracy scores than their peers attending government schools, showing that female volunteers with limited academic background can be effective teachers when adequately trained.

4.2 Conditions of work

INEE Minimum Standards, Teacher and Other Education Personnel, Standard 2: Conditions of Work

Including job descriptions, descriptions of working conditions, and codes of conduct in teachers' employment contracts helps professionalize the teacher's role in the learning environment and community. The contract defines the services expected from teachers in return for compensation from communities, education authorities, and other stakeholders, and provides a framework for appropriate and expected teacher behavior.

Teacher compensation

Incentives and other compensation, such as accommodation support, transport costs, and childcare, depend on local contexts and resources. Teachers are often paid low salaries that don't provide them with sufficient income and may force them to take on other income-generating activities. Education stakeholders may need to advocate for adequate teacher salaries and

gender parity in pay, incentives, and other compensation for female and male teachers. Incentives can be used to address the different development and retention needs of male and female teachers, such as access to professional development. Incentive schemes can also include particular motivation for teachers and other education staff to undertake training or additional responsibilities for gender mainstreaming as part of a wider strategy to strengthen gender-responsiveness across the sector.

Further in-depth information about this issue can be found in the INEE Guidance Notes on Teacher Compensation.

Professional pathways

Education institutions and actors can motivate qualified teachers to stay in the teaching profession by ensuring that there is a clear professional pathway, one where women and men are given equal opportunities for promotion and leadership roles. While it may not be realistic to offer structured professional development pathways to teachers in emergency settings, consideration can be given to how teachers can build up their competencies through training, accreditation, and other motivational incentives.

Codes of conduct

Codes of conduct guide and support teachers and other education professionals, protect learners and staff, encourage high professional standards, and promote public trust in and for the education profession.⁵⁸

Codes of conduct are designed to be applicable across the entire learning environment, encompassing all school and education-related activities. Preferably, teachers, education authorities, community education committees, PTAs, and learners help to draft these documents. It is advisable to check if national codes of conduct already exist and whether these can be used “as is” or adapted to the emergency context.

- Gender-responsive commitments in a code of conduct might include:
- Commitment of teachers to respect, protect, and (within their ability) fulfill the education rights of female and male learners.
- Commitment not to teach or encourage knowledge or actions that contradict human rights and non-discrimination principles, including gender non-discrimination.

- Commitment of teachers to actively remove barriers to education to ensure a non-discriminatory environment where all learners are accepted irrespective of gender, ethnicity, race, displacement status, and disability.
- Commitment to maintain a protective, healthy and inclusive environment, free from sexual and other harassment, gender-based violence, exploitation of learners for labor, intimidation, abuse, and discrimination. Include definitions of different forms of violence and abuse and establish a zero-tolerance approach.
- Commitment to take safe and ethical action as quickly as possible when child safeguarding and sexual abuse and exploitation incidents occur.
- Clear statement of a zero-tolerance policy on SRGBV and sexual relationships between teachers and learners.
- Clear statement of a zero-tolerance approach to corrupt practices and commitment to open, transparent, ethical, and fair assessment.
- Explicit mention of disciplinary action to be taken, including criminal prosecution, should commitments be broken.

It is important to make sure teachers and other education personnel understand and sign the code of conduct and prominently display a copy in the learning environment. Familiarizing learners with the content of the code of conduct and where to go to raise concerns or make complaints in a safe, confidential manner, are also key. Finally, monitoring mechanisms can be put in place to ensure that the code is enforced and implemented effectively.

A sample code of conduct from South Sudan is provided in the box below. Also see pages 57-59 of UNESCO and UN Women's Global Guidance on Addressing School-related Gender-based Violence for guidance on developing a code of conduct.

UNGEI's A Whole School Approach to Prevent School-related Gender-based Violence: Minimum Standards and Monitoring Framework provides a framework and detailed indicators on SRGBV which can be incorporated into codes of conduct. See pages 21-23.

Case study 4.2

Teachers' Code of Conduct for Emergency Situations: South Sudan ⁵⁹

In South Sudan, the Ministry of General Education and Instruction and the South Sudan Education Cluster developed a teachers' code of conduct for use in emergency situations, where teachers might not be trained on the full teacher code of conduct and where there are particular protection and safety concerns. The Teachers' Code of Conduct for Emergency Situations lays out the responsibilities of teachers in emergency situations and the relationships between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post-emergency recovery. The code of conduct includes clear guidelines on teachers' responsibility to do no harm, use appropriate discipline, provide care and support, and act appropriately in the classroom to ensure the safe and equitable participation of boys and girls in learning. Penalties for violating the code of conduct include suspension and termination of employment.

4.3 Teacher training, professional development, and support

INEE Minimum Standards, Teaching and Learning, Standard 2: Training, Professional Development, and Support

Dedicating time and resources to support and train teachers and other education personnel in an emergency is an important part of an education response. Ideally, relevant government institutions will take the lead in the design and implementation of teacher professional development support, whether pre-service or in-service. When education authorities are unable to lead this process, an inter-agency sector or cluster working group can provide guidance and coordination to the efforts of individual organizations providing teacher professional development opportunities.

Training plans can include in-service training, coaching, supervision, and—where necessary in the reconstruction phase—the revitalization of teacher training institutions and university education facilities to offer improved pre-service training. Both teacher training process and content should be gender-responsive. Pre-service and in-service training can encourage male and female teachers and administrators to support gender-responsive education by, for example, encouraging teachers and administrators to examine their own gender biases; supporting administrators to carry out equitable recruiting in schools; and providing resources and tools that teachers can use in the classroom to encourage critical thinking about gender norms.

Teacher training content

One-off sessions on gender in teacher training or emergency education responses are not ideal and evidence suggests they have limited effectiveness,⁶⁰ but they are still better than nothing. Ideally, gender issues are both mainstreamed into teacher training materials and studied in-depth in additional modules integrated into the teacher training curriculum. Gender-responsive teacher training covers gender-responsive pedagogy and teaching methodologies that can be used across subject areas, positive discipline and classroom management, participatory approaches to ensure active engagement of female and male learners, and inclusive planning and assessment. It is also imperative that teachers have a grounding in human rights principles and perspectives (and how these relate to learners needs and the responsibilities of all education stakeholders) and are aware of codes of conduct for teachers and other education personnel (see above).

The INEE Teachers in Crisis Contexts Collaborative (TiCC) has developed a training pack for primary school teachers based on 28 teacher competencies. This can be adapted and used to guide gender-responsive training development.

Case study 4.3

Gender-responsive pedagogy teacher training: Mozambique and South Sudan⁶¹

Designed by Plan International Canada in 2016, the Gender Responsive Pedagogy Teacher Training (GRPTT) package integrates gender equality into practical, child-centered pedagogical teacher training. It invites teachers to explore their personal experiences of gender and then identify key issues for boys and girls in their schools and learning environments. Dubai Cares supported the first pilot of the GRPTT in rural South Sudan and Mozambique to combat SRGBV. In response to the crisis in South Sudan in July 2016, the package was then adapted and implemented in the emergency response and recovery phases of the conflict. In Mozambique, a quasi-experimental control trial of the GRPTT showed significant impact on integration of child-centered and gender-sensitive pedagogical practices in the classroom. It also highlighted the need for continued support from school leadership to maintain the impact of the GRPTT. The GRPTT is available through Plan International in various languages.



Photo credit: Plan International

Case study 4.4

Training teachers in gender-responsive disaster risk reduction: Myanmar⁶²

Training teachers in gender-responsive disaster risk reduction (DRR) is a key strategy for building resilience. Following Cyclone Nargis in 2008, UNESCO developed the Myanmar Education Recovery Programme (MERP) in order to enhance the resilience of Myanmar's education sector by integrating DRR and emergency preparedness into the education system. A total of 2,102 school principals and teachers from all affected schools in Myanmar were trained in DRR, and 400,000 students benefitted from information and education communication materials on disasters. Most of the training participants were female teachers. Gender-responsive communication materials on disaster risk reduction were distributed to the children and the local communities, highlighting the specific needs and roles played by women and girls in times of catastrophes.

Teacher training processes

In many crisis situations, teaching will be conducted by volunteers with limited training. The majority of those perceived as qualified to volunteer as teachers are often men, because of the limited education opportunities available to girls and women. This is particularly true in the case of upper primary and secondary grades. It is also exacerbated in contexts where women have historically been excluded from education, such as Afghanistan, Pakistan, and Somalia. To counteract these factors, female trainees and teachers may need catch-up programs to support their development and male teachers who are unused to working with female colleagues may need orientation.

When preparing teacher training on gender issues, it is useful to carry out an assessment of teachers' current knowledge, attitudes, and practices if possible. Ensuring that any training and development that is targeted at female (and male) teachers and trainees is conflict-sensitive in approach, and responsive to the local context and informed by changes women themselves seek helps avoid potential negative repercussions such as increased levels of GBV. Changing gender norms and teaching practices do not happen quickly—awareness-raising efforts will take time to translate into transformative change in the classroom (see case study 4.5).

When planning teacher training, there are a number of issues to consider to help make the training more gender-responsive:

- **Aim for a balance of male and female trainers and male and female participants** in teacher training. If this is not the case, a quota system may help promote gender parity.
- **Involve school leadership in any planned teacher training**, especially for gender-focused trainings, which may meet with more resistance. Inviting school administrators, head teachers, or teacher group leaders to trainings can give them a better understanding of the positive impact these trainings can offer. If they have relevant experience, they could be given a coaching role for teachers once back in the classroom.
- **Use open and transparent selection criteria** and procedures for accessing training opportunities, such as a gender-balanced selection committee.
- **Consider distance learning**, including the use of electronic platforms, for remote teacher training. It is commonplace in emergency settings and can reduce risks associated with in-person training, as well as costs like training venues, transportation, and foregone income. Distance learning is often associated with quarterly periods of in-person training.
- Where there are no female teachers or candidates for training available, **consider approaching women from the community** to work as classroom assistants to create more balanced representation and more protective spaces. Adequate training can support inexperienced or underqualified volunteers to teach effectively (see case study 4.1).
- Ensure that staff development training for senior positions (such as “fast track” training) helps to **address gender imbalances in staff at senior levels**.
- **Emphasize good quality but straightforward training focused on gender-responsive teaching methods**. Many teachers working in emergency contexts lack basic pedagogical skills. Research shows that training inexperienced or newly qualified teachers in complicated pedagogical approaches and gender terminology is ineffective. Training content that gently encourages teachers to examine their own biases and the ways that these manifest in the classroom, as well as providing practical tips on improving the quality of the learning environment for girls and boys, is ideal.

Case study 4.5

Teacher training in gender equality and conflict-sensitive education: Uganda⁶³

In 2015, the Gender Socialization in Schools pilot project provided training to more than 1,000 primary school teachers in Karamoja, Uganda to enhance their knowledge, attitudes, and practices relating to gender equality and conflict management. Activities were designed to operate within existing systems for teacher training, supervision, and mentoring. Teachers who took part in the training demonstrated improved knowledge and attitudes, such as acknowledging the equal capacities of girls and boys, awareness of the effects of gender-based discrimination on girls' social interactions and confidence and on their likelihood of missing school during menstruation, and how to promote a more gender-equitable environment. An impact evaluation of the project showed that while it was more challenging for teachers to translate this new knowledge into practice, the model showed promise for promoting social participation and peacebuilding if coupled with concerted efforts to engage the wider community to promote new ideas related to gender.

4.4 Support and supervision

INEE Minimum Standards, Teachers and Other Education Personnel, Standard 3: Support and Supervision

Teachers that are teaching in situations of conflict and crisis operate in a very challenging environment, supporting learners who may have experienced extremely distressing events as well as displacement. Education stakeholders, together with teachers and school management committees, are positioned to help identify, manage, and prevent stress, promote self-care among teachers, and identify and respond to unhealthy coping mechanisms.

In addition to regular supervision by inspectors or advisors from ministries or district education authorities, teachers can be supported and supervised through peer networks, where teachers meet regularly to share information on progress and challenges, including how gender issues are addressed in

teaching and learning. Teacher circles can include head teachers, where appropriate, and enable dialogue and sharing of good practices.⁶⁴ It is important to ensure that gender issues are discussed and addressed at regular meetings and that meetings allow female and male teachers to contribute equally. A separate forum for female teachers and other education personnel may be appropriate in some contexts; their discussions can inform the general meetings and vice versa.

In addition to teacher circles, a coaching initiative where senior teachers that are knowledgeable in gender-responsive pedagogy can give guidance and support to less experienced teachers is a way of equipping teachers to become more gender-responsive in their teaching. It is important to provide coaches with adequate training and compensation to perform the task.

Where there is a gender imbalance in the teaching staff, it is important to ensure that there are at least two teachers of the same sex at each school, if they are encouraged to work together and support each other professionally. Finding senior male or female teachers to “mentor” colleagues of the same sex in the school (or other local education institution) may be an effective way to provide support, as well as potentially benefiting professional development.

Reinforcing the positive role model status of male or female teachers and ensuring that female teachers are not treated as subordinate to male colleagues are two additional ways to promote a more gender-equal work environment.

Gender-responsive management of the teaching force is essential in order to motivate and retain female staff. It is likely that most of the potential teaching candidates in emergency settings will be young men, given historic low levels of female education in many fragile contexts. The high risk of GBV and the potential for losing the job because of pregnancy can also deter young female candidates and contribute to high attrition rates among young female teachers. Working with community groups, camp managers, local authorities and Ministry of Education personnel is key to ensuring safe conditions (including safe accommodation, toilets for female teachers, and zero tolerance for harassment in the workplace) and to implement gender-friendly policies like maternity leave, breastfeeding time, and safe working environments.

Case study 4.6

Teacher support and supervision: Somalia⁶⁵

Since 2013, CARE has been working with education ministries, district offices, and community education committees to implement the Somali Girls' Education Promotion Project (SOMGEP). SOMGEP addresses barriers to access, retention, and learning outcomes for girls, including education policies that contribute to low numbers of female teachers and low or nonexistent salaries. To attract and retain more women teachers, the project reviewed human resources policies and provided recommendations for gender-equitable guidelines for teacher recruitment and workplace treatment. SOMGEP also built the capacity of teacher training institutions to mainstream gender in their curriculum and ran recruitment campaigns for female teachers before the in-service teachers' training. Approximately 40 percent of the teachers trained were women, and 65 female teachers working in rural areas received salary incentives to motivate them to continue serving the target schools. Recruiting, training, and retaining female teachers has reportedly boosted girls' confidence in engaging in class and seeking support from teachers, who serve as role models and confidants for girls, particularly during the transition into adolescence.

5. Strategies for gender-responsive education policy

Sustained progress towards gender equality requires not only commitment from key education stakeholders at regional, national, and sub-national levels, but also a strategic policy framework to ensure that gender is considered and addressed as part of the overarching education system. Key stakeholders include education authorities at all levels, UN agencies, donor agencies, NGOs and community-based organizations, PTAs, teachers, teachers' unions, academics, human rights advocates, and humanitarian actors.

An effective policy process is dynamic and brings together the strategies and standards outlined in the previous chapters of this guidance note. It yields policies based on evidence gathered through assessment, monitoring, and evaluation of the crisis as it evolves, and with the involvement of partners from other sectors and affected communities. A holistic policy will include, but is not limited to, strategies and goals related to access and learning environment, teaching and learning, and teachers and personnel.

Gender-responsive policy can involve both targeted dimensions (such as specific national policies on girls' education), as well as mainstreamed approaches, in which sector-wide policies refer to and consider gender issues throughout. Both approaches are important and should aim to systematically make links between sub-sectors within education and with broader processes such as economic development and citizenship. Gender-responsive policy is based on sound gender and education sector analysis. To ensure gender equality is given sufficient priority, a separate gender analysis can be carried out to complement the other forms of education sector analysis. Progress can be measured through quantitative outcomes as well as indicators that capture the qualitative impacts of policy implementation, including in relation to gender-specific challenges and strategies.

As noted in the Key Principles section, emergencies can present a window of opportunity for strengthening gender equality within educational policy. Crisis contexts can spur national advocacy efforts and policy reforms, and therefore chances to promote gender equality in education in emergencies. In countries where there are no emergency or disaster response policies for education, the emergency situation provides an opportunity to create preparedness plans or disaster risk reduction (DRR) strategies with gender issues mainstreamed throughout.

5.1. Law and Policy Formulation

INEE Minimum Standards, Education and Policy, Standard 1: Law and Policy Formulation

The right to an education is guaranteed by international law, including in situations of crisis. National governments and the international community have a responsibility to ensure that access to education is sustained for all children during and after a crisis.

Making sure that all national and international education stakeholders understand international commitments can remove certain barriers to progress and ensure all parties are aware of their responsibility to work toward gender equality in education in emergencies. The box below outlines some of the key international conventions and agreements underpinning the right to education in emergencies for all children, regardless of gender.

In addition, there may be relevant regional conventions that a particular country has ratified. Advocacy with national governments and ministries can ensure that policy makers, education planners, and staff know about international and regional conventions and commitments that the country has ratified, and which non-discrimination principles these convey.

National authorities can draw upon international and regional commitments and conventions to develop policies. Technical expertise and support regarding gender and inclusion can be sourced via the local education group, Education Cluster or working group, or other relevant network.

International conventions and agreements underpinning the legal right to education in emergencies for girls and boys

UN Convention on the Rights of the Child (CRC): Article 22 on the protection of refugees, Article 28 on the right to free and compulsory primary and secondary education, Article 29 on the right to an education that develops respect for human rights and freedoms, including cultural identity, language, and values.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW): Article 10 on the equal rights of women and men in the field of education.

Guiding Principles on Internal Displacement: Principle 23 on the right of all people to receive an education and on the need to make special efforts to ensure women and girls can access education programs.

Sustainable Development Goals: SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all; SDG 5 on ensuring the end of all forms of discrimination against all women and girls everywhere.

Education 2030: Incheon Declaration and Framework for Action: Article 8 recognizing the importance of gender equality in achieving the right to education for all.

Agenda for Humanity: Core Responsibility 3 to Leave No One Behind commits to empowering and protecting women and girls and eliminating gaps in education for children, adolescents, and young people.

The Safe Schools Declaration and Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict

5.2. Planning and Implementation

INEE Minimum Standards, Education Policy, Standard 2: Planning and Implementation

Various types of practical planning tools and frameworks are available to education planners in emergency contexts.

A Humanitarian, Refugee, or Joint Response Plan facilitates planning among multiple sectors and agencies, creating a forum for developing a holistic approach to meeting the needs of those affected by crisis. In addition to education, a Joint Response Plan may consider protection, food security, health, nutrition, water, sanitation, and telecommunications, among other issues (more details about the process of data collection informing the education response are outlined in Section 1.3). Active engagement in this process enables policymakers to understand the range of needs facing female and male learners, parents, and teachers in the education system. It provides the opportunity to advocate for gender-appropriate responses to challenges faced by the community, and to coordinate with other sectors to identify opportunities for collaboration in relation to gender-specific and non-gender specific education sector challenges.

In addition to any overarching response plan, international best practice calls for developing additional education plans such as emergency or transitional education plans (depending on the type or phase of emergency) to support the right to education, and to facilitate access to education services in different emergency or crisis situations. Such plans aim to maintain the long-term vision of the education sector while focusing on immediate issues arising from crisis. Efforts can be further reinforced by adopting crisis-sensitive education planning.⁶⁶ This involves identifying crisis risks and preventing or minimizing their impact on education service delivery within an Education Sector Plan. This approach provides a window of opportunity to strengthen gender equality by ensuring that measures to challenge underlying gender dynamics in and through education are included during the transitional period. These are critical steps in bridging the humanitarian-development divide and must be explicitly linked to longer-term gender equality objectives rather than focusing solely on short-term concerns traditionally linked to girls' and boys' access to education.

A gender-responsive emergency education plan, transitional education plan or crisis-sensitive education plan is one that is:

- a) **Able to meet the education rights of all children, following principles of non-discrimination:** By assessing and analyzing the specific context, planners can identify disparities between groups, and their underlying causes, in order to develop a plan to address them and prevent further exacerbation of inequities or tensions. Gender should be analyzed alongside the intersection of several other factors (see Key Principles). To truly meet the needs of all children, a variety of strategies may need to be developed to support different groups with unique needs.
- b) **Context-specific:** A sound plan will consider specific vulnerabilities in each individual context. These could involve mitigating the negative consequences of the emergency at hand, disaster preparedness (including early warning systems), and disaster prevention. A gender-responsive approach would also include consideration of the overall environment and the impact this has on male and female learners. This includes formal structures such as national or state laws and legislation, sector policies, and professional standards. It also includes informal structures such as beliefs about gender roles and attitudes and behaviors towards girls, boys, women, and men.
- c) **Developed transparently, through a participatory approach:** A participatory approach includes all education stakeholders and helps to encourage ownership and accountability. In addition to consulting any relevant ministries, such as the Ministry of Gender, consulting with girls, boys, women, and men will improve understanding of the specific needs of each group.
- d) **Evidence-based:** In contexts where it is not possible to do a full analysis, or where data may be unreliable or in flux, it is possible to use the best available data and to update this at regular intervals to ensure an approach that adapts with the evolving situation. The needs of girls, boys, women, and men may also evolve as the emergency develops, or as the community transitions out of the emergency.
- e) **Strategic:** The plan could include linkages to other sectors and focus on the key actions and efforts needed to develop or build education service provision over the medium-term. Because of resource constraints, plans are likely to be very targeted, and may not cover the full sector, or all the identified needs. Ensuring that the targeted areas include strategies relevant to children of all genders is likely to increase the chances of successful implementation.

- f) **Practical to implement:** Plans are operational documents, and part of a broader, dynamic process of planning, implementation, monitoring, and evaluation. A strong plan will be achievable, specify clear roles and responsibilities of implementing partners, and identify targets and goals that are practical to measure, track, and monitor. It will include a mechanism for reporting on progress toward the plan, and a leadership function that allows for course correction. It is important that resource allocation be equitable, with adequate financial and human resources allocated to strategies in a non-discriminatory manner. By taking gender into account, monitoring can capture results for girls, boys, women, and men and make it possible to accurately measure and report on progress addressing each group's needs.
- g) **Costed and funded:** Allocating financial resources strategically and systematically can help ensure key priorities are funded. Costing provides a realistic picture of the financial resources required to implement each strategy, and makes it possible to prioritize activities. It is important to allocate financial resources equitably, designating support for both gender mainstreaming and gender-specific activities that are key to sector development.

A tool to support gender-responsive education sector planning

The Guidance for Developing Gender-responsive Education Sector Plans is a tool available from the Global Partnership for Education (GPE) and the United Nations Girls' Education Initiative (UNGEI) to support countries in delivering gender equality in education. The guide offers a combination of theory and practical tools that can be used by planners and policy-makers. It includes approaches to designing gender-responsive data collection, analyzing data through a gender lens, and identifying gender-responsive strategies to address education sector challenges. The guidance goes beyond questions of access and quality, and encompasses a holistic approach to the education system, including teacher recruitment, curriculum and materials development, and the elimination of violence from schools as learning and working environments.

See GPE and UNESCO International Institute for Education Planning's (IIEP) Guidelines for Transitional Education Plan Preparation and UNESCO IIEP's Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners for crisis-sensitive planning.

Case study 5.1

Implementing policies and programs for girls' education: Liberia⁶⁷

In Liberia, some institutional structures have been created to specifically address girls' education and gender equality. At the Ministry of Education there is a Girls' Education Unit that was set up in 2006 with support from UNICEF. In 2012, to demonstrate political will and commitment to issues affecting girls, President Ellen Johnson-Sirleaf launched an Adolescent Girls Unit at the Ministry of Gender, Children, and Social Protection. The unit's role is to address the issues, needs, and concerns of girls ages 10–24, with special focus on girls ages 10–15. It works to ensure that policies and programs at the national level work better for Liberian girls, a group previously neglected by structures addressing women and youth. With support from the World Bank, the Adolescent Girls' Unit established a resource center to provide adolescent girls with access to information and communication technology, as well as to serve as a link to support services for gender-based violence and child protection.

5.3. Financing for Education in Emergencies

States need funds in order to provide public education, but in emergency settings public funding for such services is likely to be highly constrained. Countries affected by conflict generally spend less than the global average of four percent of national income on education.⁶⁸ Private sources of funding from donors, communities, civil society organizations, and other private entities may be needed to support or rebuild the education system. Unfortunately, education has traditionally been one of the most poorly funded sectors in humanitarian appeals.⁶⁹

Education Cannot Wait

Established in 2016, the humanitarian fund for education in emergencies, Education Cannot Wait (ECW), represents a new, collaborative approach between education in emergencies stakeholders to ensure education is considered a priority on the humanitarian agenda. ECW provides funding during rapid onset emergencies and protracted crises through a multiyear mechanism. It also seeks to “inspire political commitment so that education is viewed by both governments and funders as a top priority during crises.” In its Strategic Plan 2018-2021 and Gender Strategy 2018-2021: Advancing Gender in Education in Emergencies, ECW confirms its commitment to leaving no one behind and ensuring that the needs of girls and boys in crisis situations are examined and systematically addressed. As of 2018, it is the only fund dedicated to education in emergencies.

Resources are available to support international agencies, civil society organizations, and national governments looking to make more equitable funding allocations, including ensuring that resources are targeted at supporting female learners where needed. The Handbook on Measuring Equity in Education discusses practical approaches for equitable financing, including assessing who benefits most from the status quo and which groups would benefit most from redistribution of financing. It also provides examples of countries such as Mali and Afghanistan that have established funding targets for children affected by conflict.⁷⁰ The cost of providing access and quality education to different communities will vary according to the needs of the community, and the underlying causes of inequity, which have historically prevented them from accessing quality education.

Ensuring sufficient gender-responsive financing for education in emergencies is critical both in terms of conflict-prevention and reconstruction after the emergency.

Annex 1: Gender – Key Terms

Accelerated Education (AE) is a flexible, age-appropriate program run in an accelerated timeframe, which 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, or crisis. The goal of AE programs is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

Disaggregated data is statistical information that is separated into its component parts. For example, assessment data from a population or a sample can be disaggregated by sex, age group, and geographic area.

Gender refers to the socially constructed roles, responsibilities, and identities for women and men and how these are valued in society. They are culture-specific and they change over time. Gender identities define how women and men are expected to think and act. These behaviors are learned from family, schools, religious teaching, and the media.

Since gender roles, responsibilities, and identities are socially learned, they can also be changed. Gender, together with age group, sexual orientation, and gender identity, determines roles, responsibilities, power dynamics, and access to resources. This is also affected by other diversity factors such as disability, social class, race, caste, ethnic or religious background, economic wealth, marital status, migrant status, displacement situation, and urban or rural setting.

Gender analysis examines the relationships between females and males. It examines their roles, their access to and control of resources, and the constraints they face relative to each other. Gender analysis should be integrated into education sector assessments and responses.

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private. Examples include:

- Sexual violence, including exploitation, abuse, and harassment;
- Forced and early marriage;
- Domestic and family violence, which may be physical, emotional, psychological, or sexual;
- Harmful cultural and traditional practices, such as female genital mutilation/cutting, honor killings, and widow inheritance; and
- Denial of resources or opportunities, such as education.

Gender-blind refers to the failure to recognize that girls, boys, women, and men are assigned roles and responsibilities based on specific social, cultural, economic, and political contexts and backgrounds. Gender-blind projects, programs, policies, and attitudes do not take into account these different roles and diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations.

Gender discrimination is based on the belief that one sex is superior to the other and that the superior sex has endowments, rights, prerogatives, and status greater than those of the inferior sex. Gender discrimination results from a complex set of interacting causes. Women's rights are often violated because of some religious texts and teachings, cultural and traditional practices, and because of the differences in education (in certain contexts, women and girls are less educated than men and boys). Gender discrimination against women can also be legitimized through national laws such as rights to inherit land and needing permission from male relatives to travel, for example.

Gender equality refers to the equal rights, responsibilities, and opportunities of girls, boys, women, and men. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. 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 should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable, people-centered development.

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality in terms of rights, benefits, obligations, and opportunities.

Gender inequality refers to the disparities between women and men in a society in terms of their access and opportunities in the social, economic, and political spheres and their share in decision-making power at all social levels.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies, and programs, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. Gender mainstreaming is an approach to achieving gender equality.

Gender marker: The IASC Gender Marker is a tool that codes, on a 0-2 scale, whether or not a humanitarian project is designed to ensure that girls, boys, women, and men will benefit equally from it or that it will advance gender equality in another way. If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant. The Gender Marker tip sheet can be found on the IASC Gender Markers page at www.humanitarianresponse.info.

Gender-neutral policies and approaches are not aimed specifically at women or men and are assumed to affect women and men equally. However, because they operate from an assumption that there is no distinction between the sexes, gender-neutral approaches incorporate biases in favor of existing gender relations and so tend to disadvantage women.

Gender parity means that there is a 50:50 ratio of males and females in a given area, such as accessing education, in the work place, or holding public office. Analyzing gender parity in education means comparing the participation of female and male learners in education. This can be analyzed in regard to a wide range of indicators and at each education level, including early childhood development programs, primary, secondary, tertiary, and non-formal education programs, as well as among teaching staff and other education personnel.

Gender-responsive means addressing the different situations, roles, needs, and interests of women, men, girls, and boys in the design and implementation of activities, policies, and programs. A program, policy, or activity that is gender-responsive addresses gender-based barriers, respects gender differences, enables structures, systems, and methodologies to be sensitive to gender, ensures gender parity is a wider strategy to advance gender equality, and evolves to close gaps and eradicate gender-based discrimination.

Non-formal education is institutionalized, intentional, and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative, or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration or low intensity, and it is typically provided in the form of short courses, workshops, or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programs contributing to adult and youth literacy and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development.

Protection refers to all activities aimed at obtaining full respect for the intrinsic rights of all individuals in accordance with international law—international humanitarian, human rights, and refugee law—taking into account differences in age, gender, minority status, or other background.

Psychosocial: The term “psychological” refers to our thoughts, emotions, attitudes, and behavior, and “social” to our relationships, traditions, spirituality, and culture. The term psychosocial therefore emphasizes the close and dynamic interaction and relationship between these two areas and how they influence each other. Psychosocial support can be a range of local or external support that promotes psychosocial well-being and prevents or treats mental disorder.

School-related gender-based violence (SRGBV) is defined as explicit acts or threats of physical, emotional, and sexual violence occurring in and around schools perpetrated as a result of unequal gender norms and power dynamics. It includes bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. Male and female teachers and students can be both victims and perpetrators.

Sex refers to the physical and biological characteristics that distinguish males and females. It refers to a person’s anatomy and physical attributes such as external and internal reproductive sex organs.

Sexual and reproductive health addresses the reproductive processes, functions, and systems at all stages of life, and is aimed at enabling men and women to have responsible, satisfying, and safe sex lives, as well as the capacity and freedom to plan if, when, and how often to have children. Sexual and reproductive health and rights (SRHR) education is a key feature of gender-responsive curricula in crisis contexts.

Transformative change Interventions that seek to target the structural causes, as well as the symptoms of gender inequality, leading to lasting changes in the power and choices women (and men) have over their own lives, rather than just a temporary increase in opportunities.

These definitions are derived from:

- *INEE Pocket Guide to Gender* (2010)
- *Education in Emergencies Glossary*. Available at <https://www.inee.org/education-emergencies-glossary>.
- UN Women Training Centre. (2017) *Gender Equality Glossary*. Available at <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=asc>.
- Inter-Agency Standing Committee. (2015). *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery*. Retrieved from https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf.
- UNESCO & UN Women. (2016). *Global Guidance on Addressing School-related Gender-based Violence*. Retrieved from <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>.
- UNESCO Institute for Statistics Glossary. Available at <http://uis.unesco.org/en/glossary>.
- World Health Organization. (2011). *Gender, equity and human rights*. Available at <https://www.who.int/gender-equity-rights/understanding/gender-definition/en/>

Annex 2: Useful resources

Standards and Guidelines

Global Education Cluster *Education Cluster Coordinator Handbook* (2010) http://educationcluster.net/?get=001197|2013/12/EC-Coordinators-Handbook_low2.pdf

Child Protection and Education in Emergencies (2015) <http://educationcluster.net/wp-content/uploads/2015/09/Child-Protection-and-Education-in-Emergencies-Increase-effectiveness.pdf>

Guide to Education in Emergencies Needs Assessment (2016) <http://educationcluster.net/resources/needs-assessment-guide-package/>

Global Partnership for Education & UNGEI *Guidance for Gender-responsive Education Sector Plans* (2017) http://www.ungei.org/GPE_Guidance_for_Gender-Responsive_ESPs_Final.pdf

Inter-Agency Standing Committee (IASC) *Guidelines on Mental Health and Psychosocial Support in Emergency Settings* (2007) <http://www.reliefweb.int/rw/lib.nsf/db900SID/YAOI-6Z3A2K?OpenDocument>

Guidelines for integrating gender-based violence interventions in humanitarian action (2015) www.gbvguidelines.org

Gender Handbook for Humanitarian Action for Education (2017) <https://interagencystandingcommittee.org/gender-and-humanitarian-action/documents-public/gender-handbook-humanitarian-action> pp.168-197

Gender with Age Marker (2018) <https://interagencystandingcommittee.org/other/content/iasc-gender-age-marker-gam>

INEE *Minimum Standards for Education: Preparedness, Response, Recovery* (2010) <https://inee.org/resources/inee-minimum-standards>

International Rescue Committee (IRC) & Colombia University *A Toolkit for Integrating Menstrual Hygiene Management (MHM) Into Humanitarian Response Full Guide* (2017) <https://www.rescue.org/sites/default/files/document/2113/themhminemergenciestoolkitfullguide.pdf>

UNGEI *A Whole School Approach to Prevent School-related Gender-based Violence: Minimum Standards and Monitoring Framework* (2018) http://www.ungei.org/srgbv/index_6522.html

UNESCO & UN Women *Global Guidance on Addressing School Related Gender Based Violence* (2016) <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

World Bank *Transformative Resilience Guide: Gender, Violence, and Education* (2013) <https://openknowledge.worldbank.org/handle/10986/18979>

World Humanitarian Summit *Education in Emergencies and Protracted Crises: Special Session Summary* (2016) https://reliefweb.int/sites/reliefweb.int/files/resources/Education_1.pdf

Gender Training Materials for Education Practitioners

INEE *INEE Annotated Bibliography on Teacher Professional Development* <https://www.inee.org/resources/teacher-professional-development-crisis-annotated-bibliography>

Teachers in Crisis Contexts Training for Primary School Teachers (2016) <https://www.inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>

Teachers in Crisis Contexts Peer Coaching Pack (2018) <https://www.inee.org/resources/teachers-crisis-contexts-peer-coaching-pack>

Inter-Agency Standing Committee (IASC) *Different Needs – Equal Opportunities: Increasing effectiveness of humanitarian action for women, girls, boys and men (2010)*

This online course is designed to help humanitarian practitioners learn how to effectively integrate gender equality into programming. It is an interactive, online simulation and covers ten sectors of response, including a section on education. Those who complete the course earn a certificate in gender mainstreaming in humanitarian settings. <http://www.iasc-elearning.org>

Promundo *Portal for Gender Equality in Education* Online training for teachers on implementing Promundo's Program H and Program M school dialogues on gender equality. <https://promundoglobal.org/programs/portal-for-gender-equality-in-schools/>

USAID *Doorways III: Teacher Training Manual on School Related Gender-Based Violence Prevention and Response (2009)* Available in English, French, Arabic and Spanish. Practical teacher training to address SRGBV. Designed for low resource settings, to be adapted for emergencies. https://www.usaid.gov/sites/default/files/documents/1865/Doorways_III_Teachers_Manual.pdf

Accelerated Education Working Group *Guide to the Accelerated Education Principles (2017)* <http://www.unhcr.org/uk/publications/education/59ce4fc77/accelerated-education-guide-principles.html>

Advocacy Resources

IASC Global Education Cluster *Advocacy Guidance: A Note for Education Cluster Coordinators (2012)* <http://educationcluster.net/wp-content/uploads/2014/01/Education-Cluster-Advocacy-Guidance-Tool.pdf>

Education: An Essential Component of a Humanitarian Response (2014) http://educationcluster.net/wp-content/uploads/2014/01/Education-An-Essential-Component-of-a-humanitarian-response_EN.pdf

Education Advocacy Guidance: A Note for Education Cluster Coordinators (2014) <http://educationcluster.net/wp-content/uploads/2014/01/Education-Cluster-Advocacy-Guidance-Tool.pdf>

Compendium of Advocacy Resources for Education in Emergencies (2015) <https://www.inee.org/resources/compendium-advocacy-resources-education-emergencies>

Human Rights Watch *I Won't Be a Doctor, and One Day You'll Be Sick: Girls' Access to Education in Afghanistan* (2017) http://www.protectingeducation.org/sites/default/files/documents/afghanistan1017_web.pdf

No Place for Children: Child Recruitment, Forced Marriage, and Attacks on Schools in Somalia (2012) http://www.protectingeducation.org/sites/default/files/documents/hrw_no_place_for_children_0.pdf

Plan International *Adolescent Girls in Crisis: Experiences of risk and resilience across three humanitarian settings* (2018) <https://plan-international.org/publications/adolescent-girls-crisis>

UN *Background Paper on Attacks against Girls Seeking to Access Education* (2015) http://www.protectingeducation.org/sites/default/files/documents/report_attacks_on_girls_feb2015.pdf

UNICEF & UNGEI *Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies* (2006) www.ungei.org/resources/files/unicef_Reachinggirlsinsouthasia.pdf

UNESCO *Education in Emergencies: The Gender Implications – Advocacy Brief* (2006) <https://www.inee.org/resources/education-emergencies-gender-implications>

Role of Men and Boys in Promoting Gender Equality – Advocacy Brief (2004) <http://unesdoc.unesco.org/images/0013/001377/137780e.pdf>

Education in Emergencies: The Gender Implications - Advocacy Brief (2006) <https://files.eric.ed.gov/fulltext/ED496357.pdf>

Tools for Programming

Brookings Centre for Universal Education *Community-supported Models for Girls Education in Diverse Contexts in Pakistan: Key issues for policy and practice* (2015) http://www.protectingeducation.org/sites/default/files/documents/community_supported_models_for_girls_education_in_pakistan_razzaq.pdf

Cambridge Education *Education in Emergencies Guidance Note* (2017) https://www.dai.com/uploads/EiE_Guidance_Note-8fc7f4.pdf

CARE *Common Indicator Framework Toolkit* (2015) *Assessment tool for gender-equitable practices in education. Contains a bank of items that can be used to create simple surveys, and guidance on how to apply them.* <https://www.care.org/sites/default/files/documents/CARE-CIF-Toolkit-FINAL-WEB.pdf>

DFID *Working Effectively in Conflict-affected and Fragile Situations: Summary Note* (2010) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67696/summary-note-briefing-papers.pdf

Delivering quality education in protracted crises: A discussion paper (2015) <http://gbc-education.org/wp-content/uploads/2015/05/Delivering-quality-education-in-protracted-crises-a-discussion-paper-March-2015-1.pdf>

GBV Inter Agency Reference Group *How to support survivors of GBV when a GBV actor is not available in your area. A step-by-step pocket guide for practitioners* (2018) <https://gbvguidelines.org/en/pocketguide/>

Global Coalition to Protect Education from Attack (GCPEA) *Summary Report of the Workshop on Promising Practices for Protecting Education from Attack and Schools from Military Use* (2015) http://www.protectingeducation.org/sites/default/files/documents/istanbul_workshop_summary_report.pdf

Global Education Cluster *Ensuring Education and Protection in Emergencies: Lessons Learned from Youth and Adolescent Programming (2014)* <http://educationcluster.net/?get=002009|2014/11/Lessons-learned-from-YA-programming-in-emergencies.pdf>

Inter-Agency Standing Committee (IASC) *Gender Equality Programming in Emergencies in Education (2014)* Concise guidance on how to incorporate gender equality programming in education sector needs assessments, activities and outcomes. <https://resourcecentre.savethechildren.net/library/gender-equality-programming-emergencies-education>

Education Tip Sheet. Gender Equality Measures in Education (2018) <https://iascgenderwithagemarker.files.wordpress.com/2018/08/education-tip-sheet.pdf>

IIEP-UNESCO *Guidelines for the design and effective use of teacher codes of conduct (2009)* <http://teachercodes.iiep.unesco.org/teachercodes/guidelines/Guidelines.pdf>

Education for Safety, Resilience, and Social Cohesion: Planning resource kit and Curriculum resource kit (2014) <http://education4resilience.iiep.unesco.org/en>

INEE *Guidance Note on Psychosocial Support - Facilitating Psychosocial Wellbeing and Social and Emotional Learning (2018)* <https://www.inee.org/resources/inee-guidance-note-psychosocial-support>

Guidance Notes on Teacher Compensation (2009) <https://www.inee.org/resources/inee-guidance-notes-teacher-compensation>

Guidance Notes on Teaching and Learning (2010) <https://www.inee.org/resources/inee-guidance-notes-teaching-and-learning>

Guidance Notes on Safer School Construction (2009) <https://www.inee.org/resources/inee-guidance-notes-safer-school-construction>

Pocket Guide to Inclusive Education: Education in Emergencies – Including Everyone (2009) <https://www.inee.org/resources/inee-pocket-guide-inclusive-education>

Toolkit Thematic Guide: Gender (2010) <https://inee.org/resources/inee-thematic-issue-brief-gender>

Where it's needed most: Quality professional development for all teachers (2015) <https://www.inee.org/resources/where-its-needed-most-quality-professional-development-all-teachers>

International Rescue Committee (IRC) *Creating Healing Classrooms: Guide for teachers and teacher educators*, International Rescue Committee (2006) www.theirc.org/resources/hci-teachers-guide.pdf

IREX *Creating Supportive Learning Environments for Girls and Boys. Practical guidance for teachers on how to reflect on their own gendered practices in class and to implement a plan to create a gender-equitable environment.* https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys_2.pdf

New York University, INEE, & DFID *What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts* (2015) <https://www.inee.org/resources/what-works-promote-childrens-educational-access-quality-learning-and-wellbeing-crisis>

Teachers College, Columbia University *Urban refugee education: Strengthening policies and practices for access, quality, and inclusion* (2016) <https://www.inee.org/resources/urban-refugee-education-strengthening-policies-and-practices-access-quality-and-inclusion>

Save the Children *Choices: A Curriculum for 10-14 year olds in Nepal, Empowering Boys and Girls to Change Gender Norms* (2009) *Examples of activities to promote discussion on gender equality, to be used as part of classroom activities or in extracurricular settings.* https://www.iywg.org/sites/iywg/files/2009_savethechildren_choices.pdf

Making Schools Inclusive: How Change Can Happen - Save the Children's Experience (2008) http://www.savethechildren.org.uk/en/54_5432.htm

Non-Discrimination in Emergencies. Training Manual and Toolkits (2008) <http://www.crin.org/resources/infoDetail.asp?ID=18188>

Save the Children's Experience in Disaster Risk Reduction in the Education Sector in Asia: 2007-2013. Preparing for the Post-2015 agenda. (2015) https://resourcecentre.savethechildren.net/sites/default/files/documents/drr_in_the_education_sector-_save_the_childrens_experience_in_asia.pdf

UNESCO Institute for Statistics, FHI 360 Education Policy Data Center, Oxford Policy Management, and the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge *Handbook on Measuring Equity in Education* (2018) Available at <http://uis.unesco.org/en/news/new-report-how-measure-equity-education>

UNESCO *Toolkit for Promoting Gender Equality in Education* (2009; update forthcoming) <http://www.unescobkk.org/education/gender/resources/genia-toolkit/>

International Technical Guidance on Sexuality Education (2018) <http://unesdoc.unesco.org/images/0026/002607/260770e.pdf>

Making textbook content inclusive: A focus on religion, gender and culture (2017) <http://unesdoc.unesco.org/images/0024/002473/247337e.pdf>

UNFPA and Save the Children *Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings* (2009) <http://www.unfpa.org/public/publications/pid/4169>

UNGEI & ODI *Evidence Review: Mitigating Threats to Girl's Education in Conflict Affected Contexts: Current Practice* (2017) http://www.ungei.org/resources/files/Girls_in_Conflict_Review-Final-Web.pdf

UNICEF *The Participation of Children and Young People in Emergencies* (2007) www.unicef.org/eapro/the_participation_of_children_and_young_people_in_emergencies.pdf

Gender, Education and Peacebuilding A review of selected Learning for Peace case studies (2016) <https://www.inee.org/resources/gender-education-and-peacebuilding-review-selected-learning-peace-case-studies>

Gender, Education and Peacebuilding Brief: Emerging issues from learning for peace (2016) <https://www.inee.org/resources/gender-education-and-peacebuilding-brief-emerging-issues-learning-peace>

USAID *State of the Field Report: Evidence in Youth Education in Crisis and Conflict* (2013) https://www.usaid.gov/sites/default/files/documents/1865/USAID_state_of_the_field_youth_education_in_conflict_final_2_11.pdf

Conceptual Framework for Measuring School-Related Gender-Based Violence (2016) [http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_\(1\).pdf](http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_(1).pdf)

A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials (2016) https://eccnetwork.net/wp-content/uploads/8460-3_DERP_Gender_Guide_V3_102715_r9_FNL.pdf

World Bank *ICT and the Education of Refugees: A Stocktaking of Innovative Approaches in the MENA Region, Lessons of Experience and Guiding Principles* (2016) <https://openknowledge.worldbank.org/handle/10986/2652>

Annex 3: “Missing out” card used in Sudan

These cards were created by Save the Children in Sudan.

A. Boys

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من
أصدقائك – أقاربك أو جيرانك
لا يتمكن من الذهاب الي المدرسة.

Why can't they come to school?

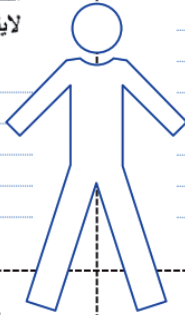
لماذا لا يذهبون إلي المدرسة؟

What have they missed by not coming to school? How might their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا
بالمدرسة؟ الي أي مدي سوف
تكون حياتهم مختلفة في
المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعدهم
للذهاب الي المدرسة؟



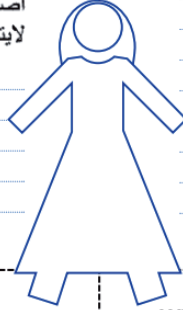
B. Girls

Describe a friend, relative or neighbour who can't go to school

صف عما إذا كان هناك أحد من
أصدقائك - أقاربك أو جيرانك
لا يتمكن من الذهاب الي المدرسة.

Why can't they come to school?

لماذا لا يذهبون إلي المدرسة؟



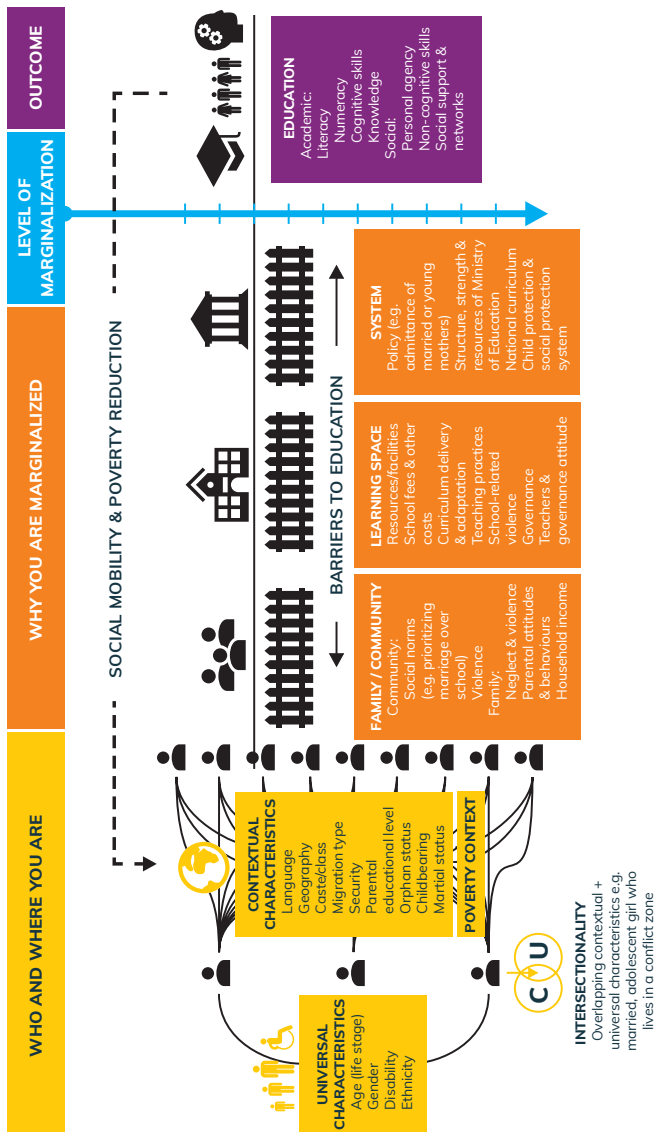
What have they missed by not coming to school? How will their life be different from yours in the future?

ماذا يخسرون إذا لم يلتحقوا
بالمدرسة؟ الي أي مدي سوف
تكون حياتهم مختلفة في
المستقبل؟

What can you do to help this child go to school?

كيف يمكنك أن تساعدهم
للذهاب الي المدرسة؟

Annex 4: Girls' Education Challenge Educational Marginalization Framework²²



Endnotes

- 1 Education Cannot Wait. (2018). Education in Emergencies: A Neglected Priority. Retrieved from <http://www.educationcannotwait.org/the-situation/>
- 2 UNESCO Institute for Statistics & the Global Education Monitoring Report. (2016). Leaving no one behind: How far on the way to universal primary and secondary education? Policy Paper 27, Factsheet 37. Retrieved from <http://uis.unesco.org/sites/default/files/documents/fs37-leaving-no-one-behind-how-far-on-the-way-to-universal-primary-and-secondary-education-2016-en.pdf>
- 3 UN High Commissioner for Refugees (UNHCR). (2016). Global Trends: Forced Displacement in 2015, Retrieved from <http://www.refworld.org/docid/57678f3d4.html>
- 4 WHO. (2011). Gender mainstreaming for health managers: a practical approach. Retrieved from <https://www.who.int/gender-equity-rights/understanding/gender-definition/en/>
- 4 Oxfam. (2008). Rethinking Disasters: Why Death and Destruction is not Nature's Fault but Human Failure. Retrieved from <https://policy-practice.oxfam.org.uk/publications/rethinking-disasters-why-death-and-destruction-is-not-natures-fault-but-human-f-126069>; Bradshaw, S. & Fordham, M. (2013). Women, Girls, and Disasters: A review for DFID. Retrieved from www.gov.uk/government/uploads/system/uploads/attachment_data/file/236656/women-girls-disasters.pdf
- 5 UNESCO. (2015). Humanitarian Aid for Education: Why it Matters and Why More is Needed. Education for All Global Monitoring Report: Policy Paper 21, June 2015. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0023/002335/233557E.pdf>
- 6 Global Coalition to Protect Education from Attack (GCPEA). (2018). Education Under Attack 2018. Retrieved from http://protectingeducation.org/sites/default/files/documents/eua_2018_full.pdf

7 GCPEA. (2018). "I Will Never Go Back to School" The Impact of Attacks on Education for Nigerian Women and Girls." Retrieved from http://protectingeducation.org/sites/default/files/documents/attacks_on_nigerian_women_and_girls_summary.pdf; Girls Not Brides. (2017). Child Marriage in Humanitarian Settings. Retrieved from: https://www.girlsnotbrides.org/wp-content/uploads/2016/05/Girls-Not-Brides_Child-marriage-in-humanitarian-settings_ENG.pdf; World Vision. (2013). Untying the Knot: Exploring early marriage in fragile states. Retrieved from <https://reliefweb.int/report/world/untying-knot-exploring-early-marriage-fragile-states>

8 UN Children's International Emergency Fund (UNICEF). (2016). Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace.' New York: UNICEF. Retrieved from <https://www.inee.org/resources/gender-education-and-peacebuilding-brief-emerging-issues-learning-peace>

9 The GCPEA found documented evidence of child recruitment into armed forces in at least 16 countries: <http://eua2018.protectingeducation.org/#child-recruitment>

10 Justino, P., Leone, M., & Salardi, P. (2011). Education and conflict recovery: The case of Timor Leste. HiCN Working Paper 100. Retrieved from <https://elibrary.worldbank.org/doi/abs/10.1596/1813-9450-5774>; Verwimp, P. & Van Bavel, J. (2011). Schooling, violent conflict and gender in Burundi. HiCN Working Paper 101. Retrieved from <https://ideas.repec.org/p/hic/wpaper/101.html>

11 UNESCO. (2015). EFA Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

12 UNICEF. (2016). Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace.' New York: UNICEF. Retrieved from <https://www.inee.org/resources/gender-education-and-peacebuilding-brief-emerging-issues-learning-peace>

- 13 Nicolai, S., Hine, S. & Wales, J. (2015). Education in emergencies and protracted crises: Toward a strengthened response. London: ODI. Retrieved from <https://www.odi.org/publications/9688-education-emergencies-protracted-crises-toward-strengthened-response>
- 14 Gladwell, C. & Tanner, L. (2014). Hear it from the children: Why education in emergencies is critical. Save the Children & Norwegian Refugee Council. London: Save the Children; Goulds, S. (2018). Adolescent Girls in Crisis: Experiences of risk and resilience across three humanitarian settings. Woking: Plan International. Retrieved from <https://plan-international.org/publications/adolescent-girls-crisis>
- 15 Inter-agency Network on Youth Development Working Group on Youth and Peacebuilding. (2016). Young People's Participation in Peacebuilding: A Practice Note. Retrieved from <http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/practice-note--young-people-s-participation-in-peacebuilding.html>
- 16 Inter-Agency Standing Committee (IASC). (2017). The Gender Handbook for Humanitarian Action. Retrieved from https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf
- 17 UNESCO. (2015). Incheon Declaration and Education for All 2030 Framework for Action. Retrieved at <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
- 18 United Nations Girls' Education Initiative (UNGEI). (2017). Addressing Threats to Girls' Education in Contexts affected by Armed Conflict. Policy Note. Retrieved from <http://www.ungei.org/resources/6460.htm>
- 19 Omoeva, C., Hatch, R., & Moussa, W. (2016). The Effects of Armed Conflict on Educational Attainment and Inequality. Washington, DC: Education Policy and Data Center, FHI 360. Retrieved from <https://www.epdc.org/sites/default/files/documents/Omoeva%20Hatch%20and%20Moussa%20%282016%29%20-%20The%20Effects%20of%20Armed%20Conflict%20on%20Educational%20Attainment%20and%20Inequality.pdf>

- 20 UNESCO. (2015). Incheon Declaration and Education for All 2030 Framework for Action. Retrieved from <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>
- 21 Jones, N., Presler-Marshall, E., & Stavropolou, M. (2018). Adolescents with Disabilities: Enhancing resilience and delivering inclusive development. London: GAGE/ODI. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/resource-documents/12323.pdf>
- 22 United Kingdom Department for International Development (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. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730845/TR-Add-Educational-Marginalisation-1.pdf
- 23 Global Partnership for Education (GPE) & UNGEI. (2016). Guidance for Developing Gender-Responsive Education Sector Plans. New York: UNGEI/ Washington, DC: GPE.
- 24 Girls and women were targets of attacks on education because of their gender in at least 18 of the 28 countries profiled in GCPEA's Education Under Attack 2018. (GCPEA. (2018). Education Under Attack 2018. Retrieved from http://www.protectingeducation.org/sites/default/files/documents/eua_2018_full.pdf)
- 25 UNICEF. (2016). Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace.' New York: UNICEF. Retrieved from <https://www.inee.org/resources/gender-education-and-peacebuilding-brief-emerging-issues-learning-peace>
- 26 Reyes, J. E., Kelcey, J., & Diaz Varela, A. (2013). Transformative Resilience Guide: Gender, Violence, and Education. Washington, DC: World Bank, Retrieved from <https://openknowledge.worldbank.org/handle/10986/18979>

27 Ibid

28 Gordon, E., Lee-Koo, K., & Jay, H. (2018). Adolescent girls in crisis: Voices of the Rohingya. Woking: Plan International. Retrieved from <https://plan-international.org/publications/adolescent-girls-crisis-rohingya#>

29 Burde, D. & Linden, L. L. (2013). Bringing Education to Afghan Girls: A Randomized Controlled Trial of Village-Based Schools. *American Economic Journal: Applied Economics* 2013, 5(3): 27–40. <http://dx.doi.org/10.1257/app.5.3.27>

30 INEE Education in Emergencies Glossary, available at <https://inee.org/eie-glossary>

31 For more information on improving accountability to affected populations, see <https://emergency.unhcr.org/entry/147239/accountability-to-affected-populations-aap>

32 Goulds, S. (2018). Adolescent Girls in Crisis: Experiences of risk and resilience across three humanitarian settings. Woking: Plan International. Retrieved from <https://plan-international.org/publications/adolescent-girls-crisis>

33 Right To Play Pakistan. Based on an interview by Natasha Goel, Columbia SIPA student.

34 See the Global Education Cluster’s Guide to Education in Emergencies Needs Assessments, available at <https://educationcluster.app.box.com/v/guideeieneedsassessment>

35 Education Sector & Child Protection Sub-sector. (2017). Education & Child Protection in Emergencies: Joint Rapid Needs Assessment, Rohingya Refugee Response 2017. Retrieved from https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/eie_cpje_jrna_report_-_rohingya_refugee_response_-_25_january_2018.pdf

- 36 See the Overseas Development Institute's (ODI's) Strategy Development: Most Significant Change (MSC), available at <https://www.odi.org/publications/5211-msc-most-significant-change-monitoring-evaluation>
- 37 JBS International. (2017). Somali Girls Education Promotion Project (SOMGEP) Girls Education Challenge Endline Evaluation Report.
- 38 El-Bushra, J. & Rees Smith, E. (n.d.) The Transformative Potential of Positive Gender Socialization in Education for Peacebuilding: Pilot Programme and Impact Evaluation in Karamoja, Uganda. UNICEF. Retrieved from <https://www.inee.org/resources/transformative-potential-positive-gender-socialization-education-peacebuilding-uganda>
- 39 Adapted from UNGEI. (2017). Policy Note: Addressing the Threats to Girls' Education in Contexts affected by Armed Conflict. Retrieved from http://www.ungei.org/Policy_Note_VF%281%29.pdf
- 40 Plan International. (n.d.). Girls in Emergencies Overview. Retrieved from <https://plan-international.org/emergencies/girls-emergencies>
- 41 Flemming, J. (2017). Case Study Report, Norwegian Refugee Council, Dadaab, Kenya. Accelerated Education Working Group/Norwegian Refugee Council. Retrieved from <https://www.inee.org/resources/accelerated-education-principles-case-studies>
- 42 GCPEA. (2018) What can be done to better protect women and girls from attacks on education and military use of educational institutions? New York: GCPEA. Retrieved from http://www.protectingeducation.org/sites/default/files/documents/what_can_be_done_to_better_protect_women_and_girls.pdf
- 43 El-Bushra, J. & Rees Smith, E. (2016). Gender, Education and Peacebuilding: A Review of Selected Learning for Peace Case Studies. UNICEF Peacebuilding, Education and Advocacy Programme.

44 Figure adapted from Dunne, S. (2011). From Incident to Conviction: The Road to Justice. Concern Worldwide Liberia, Retrieved from <https://www.concern.net/insights/incident-conviction-road-justice>, in UNESCO & UN Women. (2016). Global Guidance on Addressing School-Related Gender-Based Violence. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

45 Messner, L., Morel-Seytoux, S., Spratt, K., & Ladd, A. (2015). Beyond Access: Toolkit for Integrating Gender Based Violence Prevention and Response into Education Projects. Rockville, MD: USAID's Advancing the Agenda of Gender Equality (ADVANTAGE), Task Order 3. Retrieved from: http://www.ungei.org/srgbv/files/USAID_ADVANTAGE_GBV_Education_Toolkit-Final.pdf; American Institutes for Research <https://www.air.org/project/girls-opportunities-access-learning-goal-and-goal-plus-liberia>; Murray, Matthew, Hannah Reeves, and Howard Williams. (2014). Gender-Based Violence in Liberia and the GOAL Plus Response [PowerPoint slides]. American Institutes for Research.

46 Cambridge Education. (2017). Evidence Brief 5: Protection and Inclusion. Cambridge: DFID/ Cambridge Education. Retrieved from <https://www.dai.com/uploads/Theme 5 - Protection and inclusion 08.01.18.pdf>

47 See, for example, the Assessment of Learning Outcomes and Social Effects (ALSE) of Community-Based Education research project work in Afghanistan: <https://steinhardt.nyu.edu/ihdsc/alse>

48 The Sphere Project. Minimum standards in water supply, sanitation and hygiene promotion, Appendix 3, in The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response. Retrieved from <http://www.spherehandbook.org/en/appendix-3/>

49 Sommer, M., Schmitt, M., & Clatworthy, D. (2017). A Toolkit for Integrating Menstrual Hygiene Management (MHM) into Humanitarian Response. Columbia University and International Rescue Committee. Retrieved from <https://www.rescue.org/sites/default/files/document/2113/themhminemergenciestoolkitfullguide.pdf>

50 Based on an interview with Right To Play Mali, carried out by Aswathi Kizhekalam Puthenveetil, Columbia SIPA student.

51 Adapted from USAID. (2014). Guide to Education in Natural Disasters: How USAID supports education in crises. Produced by JBS International, Inc. under the Global Evaluation and Monitoring II Blanket Purchase Agreement. Washington, DC: USAID. <https://www.usaid.gov/sites/default/files/documents/2155/Natural%20Disasters%20Report%20FINAL.pdf>

52 Miske Witt & Associates Inc. (2017). Improving Girls Access through Transforming Education (IGATE) Endline Evaluation Report. For World Vision UK.

53 Benavoit, A. & Jere, C. (2016). Gender bias is rife in textbooks. [GEM Report web log] <https://gemreportunesco.wordpress.com/2016/03/08/gender-bias-is-rife-in-textbooks/>, 8 March

54 Ibid

55 Aga Khan Development Network. (2014). Afghanistan: A study of the Girls' Education Support Programme (GESP). Retrieved from <https://www.akdn.org/publication/study-girls-education-support-programme-gesp>

56 See, for example, Agha Khan Foundation's work to develop a gender-balanced teaching workforce in Afghanistan: Roy, P. & AKF Afghanistan. (2014). Case Study: Aga Khan Foundation Girls' Education Support Program—Flexible Response Fund. Retrieved from <https://www.goodpracticefund.org/documents/AKF-UNGEI-Final.pdf>

57 Corboz, J. (2017). Endline GEC Report – Steps Towards Advancing Girls' Educational Success: AKF UK. Eureka Research & Evaluation; Salamyar, A. N. (2018). A Comprehensive Community-based Approach to Education in Afghanistan. Presentation for CIES 2018 Conference, Mexico City, Mexico.

58 UNESCO & UN Women. (2016). Global Guidance on Addressing School-Related Gender-Based Violence. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

59 Ministry of General Education and Instruction, South Sudan & South Sudan Education Cluster. (2012). South Sudan Teachers' Code of Conduct for Emergency Situations. Retrieved from [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/Teachers%27Code of Conduct for Emergency Situations FINAL new logo.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/Teachers%27Code%20of%20Conduct%20for%20Emergency%20Situations%20FINAL%20new%20logo.pdf)

60 Cambridge Education. (2017). Evidence Brief 4: Quality and Learning. Cambridge: DAI/DFID. Retrieved from <https://www.dai.com/uploads/Theme%204%20-%20Quality%20and%20learning%2008.01.18.pdf>

61 Plan International Canada. (2018). Gender-Responsive Pedagogy Teacher Training Pack, Toronto: Plan International Canada.

62 Plan International. (n.d.). #GirlsVoices: We Want to Be Part of the Solution. [web log]. Retrieved from <https://plan-international.org/girlsvoices-we-want-be-part-solution>

63 El-Bushra, J. & Rees Smith, E. (2016). Gender, Education and Peacebuilding: A Review of Selected Learning for Peace Case Studies. UNICEF Peacebuilding, Education and Advocacy Programme. Retrieved from <https://www.inee.org/resources/gender-education-and-peacebuilding-review-selected-learning-peace-case-studies>

64 For example, in Sierra Leone, teachers delivering accelerated education programmes have formed “teacher learning circles” that facilitate the sharing of lesson plans, teaching methods, and classroom management techniques among other issues. See: Save the Children/AEWG. (2016). Case Study Report: Save the Children Sierra Leone. Retrieved from <https://www.inee.org/resources/accelerated-education-principles-case-studies>

65 JBS International. (2017). Somali Girls Education Promotion Project (SOMGEP) Girls Education Challenge Endline Evaluation Report.

66 Education Above All. (2012). Conflict-Sensitive Education Policy. A Preliminary Review. Doha June 2012.

- 67 GPE & UNGEI. (2017). Guidance for Developing Gender-Responsive Education Sector Plans. Washington, DC: GPE. Retrieved from http://www.ungei.org/GPE_Guidance_for_Gender-Responsive_ESPs_Final.pdf
- 68 INEE. Education Financing. [Web log]. Retrieved from <https://www.inee.org/collections/education-financing>
- 69 UNESCO. (2015). EFA Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- 70 UNESCO Institute for Statistics (UIS), the FHI 360 Education Policy Data Center, Oxford Policy Management & the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge. (2018). Handbook on Measuring Equity in Education. Montreal: UNESCO UIS. Retrieved from <http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>



**Inter-agency Network for
Education in Emergencies**