

Gender Equality in and through Education

INEE Pocket Guide to Gender



INEE

Inter-Agency Network for Education in Emergencies
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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments, and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis. To learn more please visit www.ineesite.org.

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Cover photograph: Participating in a geometry lesson in a tent behind the main building in Gawarshad Begum Girls Girls in Mazar-i-Sharif in Northern Afghanistan. Photo courtesy of Save the Children.

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Introduction

Emergencies such as violent conflict and natural disasters are experienced profoundly differently by girls, women, boys and men. They face different risks, respond differently to stressful situations, and have different capacities for dealing with the effects of crisis.

Emergencies can result in loss of livelihoods and changed social roles. Power dynamics within families, communities and societies are often in flux, and can change women's and men's status. In these contexts educational needs change and different barriers for boys and girls are often apparent, with girls usually experiencing greater disadvantage. Being aware of these gender dynamics and understanding social constraints will help to ensure gender inequalities are not widened in times of crisis.

Quality education for all is a fundamental human right, a protection mechanism and a catalyst for personal and social development. In crisis contexts, a gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant and protective educational opportunities.

Ensuring equitable and gender-responsive education might seem very difficult during emergency preparedness, response or recovery activities, however emergencies can often provide unexpected opportunities for change if we look for them. Looking at education systems or programmes with a gender lens – considering the participation, needs and realities of girls, women, boys and men – and finding ways to make small changes to better meet the educational rights of everyone is possible, whatever the context or phase of an emergency.

The Pocket Guide is based upon two key global documents:



IASC Gender Handbook in Humanitarian Action

The IASC Gender Handbook sets forth standards for the integration of gender issues into a range of sectors in an emergency. The IASC Gender Handbook includes an Education Section.



INEE Minimum Standards for Education

The INEE Minimum Standards Handbook provides a comprehensive framework for quality education in emergency preparedness, response and recovery. Gender is a key thematic issue in the INEE Minimum Standards.

Both the IASC Gender Handbook and the INEE Minimum Standards ask us to consider gender differences, inequalities and capacities in order to improve the effectiveness of our work in the education sector. This means the needs and aspirations of all learners, teachers and community members – women, girls, boys and men – must be integrated into programming and policy making. This INEE Pocket Guide to Gender builds upon the foundational principles and standards codified within these two handbooks to provide practical guidance and strategies to put this into action.

How is this guide organised?

It first outlines useful principles for a gender-responsive approach to guide all education programming, and provides responses to 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. Finally, key gender terms and a selection of resources are listed at the end of the Pocket Guide.

Who is this guide for?

This Pocket Guide is for anyone working to provide, manage or support education services as part of emergency preparedness, response or recovery – whether with governments, private schools, non-government organisations or international agencies. It has been written with education practitioners, including those involved in Education Clusters and other coordination or sector working groups, in mind but the principles and advice should also be useful for others.

Who is responsible for addressing gender issues?

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

We can all do something using the guidance in this Pocket Guide. We are all accountable.

Key principles of gender equality programming

The fundamental starting point for thinking about gender-responsive education programming is the fact that education is a basic human right for everyone.

All girls and boys, men and women have the right to quality education, with fair access and without discrimination. Gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. It involves restructuring the culture, policies and practices in education interventions to meet the different needs and capacities of all male and female learners.

Gender-responsive education:

- addresses gender-based barriers so that all girls and boys, women and men can learn
- respects differences based on gender and acknowledges gender, together with age, ethnicity, language, disability, and religion are all part of a learner's identity
- enables education structures, systems and methodologies to be sensitive to all girls and boys, women and men
- ensures gender parity in education is part of a wider strategy to advance gender equality in society
- continuously evolves to close gaps on gender disparity and eradicate gender-based discrimination.

Gender-responsive education is essential if we are to achieve quality education for all. Yet in crisis contexts, there are many barriers and challenges to making gender equality in and through education a reality. In order to work towards equal access to and full participation in education, there are some key principles that can help shape how we work:

Gender dynamics impact on 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.”
- “It is too difficult to make sure to consider the needs of different learners in an emergency.”
- “We give the same to all the school students, that’s fair.”

Gender dynamics can impact on the ability of learners to access and fully participate in quality education. Barriers to learning will often be different for male and female learners, who face different risks and have different needs. Sometimes the gender dynamics are clearly visible, but at other times they might be less obvious, or even hidden. Using a gender lens to analyze access to and full participation in education is critical.

Gender analysis is particularly important in crisis contexts. Gender roles will often change dramatically in times of emergencies. Women, girls, boys and men respond differently to resist violence, survive and support their families. A gender analysis helps us understand how gender roles have changed or are changing, so we can address the specific needs and concerns of female and male learners, teachers and other education personnel through the provision of quality, protective and relevant education.

Gender is not just about girls.

Common arguments we need to challenge

- “Our programme only targets girls, so we don’t have to think about gender issues.”
- “Gender is just something feminists talk about, I’m not interested in that kind of politics.”
- “Gender experts only talk about women and girls – what about men and boys? They are just as disadvantaged.”

Gender is often thought to relate only to girls and women, when it is in fact about women, girls, boys and men – their specific needs, concerns and capacities, and their inter-relationships regarding access to resources.

While women and girls are deprived of equal access to education opportunities in more cases than men and boys, we must also continue to look out for the inequalities and barriers to education that boys and young men may also face.

If we focus only on women and girls we get an incomplete view of gender. We may overlook discrimination experienced by boys and men and the positive contributions they can make to improving gender equality. We may also fail to consider the issue of masculinity – how it is perceived by society and what impact society’s views of masculinity have on gender relationships.

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.”

Emergency responses focus on saving lives, delivering supplies and providing security. Addressing gender equality is often sidelined until the situation stabilises. Emergency education practitioners may feel they are not equipped, mandated or motivated to integrate gender issues into their immediate work. However, ignoring the different needs and capacities of women, girls, boys and men, impacts on their survival and protection, as well as their ability to rebuild their lives in the long-term.

The protection needs of learners are different, and should be carefully analyzed with a view to the different risks faced by male and female learners, including potential risks within the education system. Gender mainstreaming is not a time-consuming ‘optional extra.’ It makes programming more effective, helps us better target assistance and protection efforts, and provides foundations for sustainable recovery.

Disaggregated data is non-negotiable.

Common arguments we need to challenge

- “We don’t even have complete total statistics, separating by sex 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. For example, school attendance data can be analysed by sex, age group and geographic area.

Desegregation of data, particularly by sex, age, and other categories that impact on inclusion, such as disability, 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 can restrict or hamper critical decision-making during humanitarian response and render programmes ineffective, or even harmful to the affected populations we are trying to support.

Without this quantitative information, it is hard to get an accurate picture of the gender issues in a particular context. Of course, analysis of gender dynamics involves more than basic population statistics: this information must be used to support more in-depth interpretation and analysis of deeper social issues.

Involve male and female learners 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 addressed within the education sector. Children and young people often know more than adults about the gender dimensions that exclude their peers from education, the different risks they face in and out of school, and the negative consequences of crises on their peers and communities. Children and young people can play a powerful role in promoting gender equality in schools and society. An example activity is included in Annex 2 – The Missing Out Card can be used with learners to identify which boys and girls are unable to attend school and why.

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.”

The challenges of gender discrimination cannot be tackled by sectors working in isolation. Every sector in an emergency can play a part in supporting gender-responsive education. Protection, health (including sexual and reproductive health), water, sanitation and hygiene (WASH), nutrition, emergency shelter, early recovery, all provide essential services that contribute directly and indirectly to an inclusive learning environment. Collaboration and coordination of each sector’s role in the emergency education response ensures gender is addressed as a cross-sectoral issue.

1. Addressing gender in practice in DRC

Demonstrating the importance of inter-sectoral coordination

A UNICEF programme in the Democratic Republic of Congo identified that displaced girls were dropping out of school because the water points were too far from their shelter. They did not have time to collect water for their family and attend school. In addition, there were inadequate supplies of menstrual kits, so adolescent girls were unable and unwilling to attend school during menstruation. Working with colleagues in the WASH, NFI, Emergency Shelter, Health and Protection Clusters would ensure that such barriers to accessing education are addressed in an inter-sectoral and coordinated manner.

Anyone can 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.”

We can all do something, however small, to promote gender equality in and through education. We all have positive and negative personal experience of the impact of gender in our lives, so we can talk confidently from experience to challenge gender-based discrimination. We can make the school environment welcoming and safe for all girls and boys and advocate for the rights of education for all.

Programming for gender equality does not necessarily require a lot of expertise and extra resources. Small measures, such as how learners are encouraged to interact or how teachers address male and female students, can be important steps towards gender equality. It is also important not to work alone on gender issues; talk with colleagues, with learners, with those working in other sectors to share experiences, tips and information.

There is often also a perception that gender issues are too complicated and culturally sensitive to be addressed by non-experts or those who aren't local to the area. Resistance within communities and within social and political structures can strengthen the feeling that gender is a difficult and politicised issue. Education practitioners may be reluctant to address gender equality and gender based violence (including issues such as sexual and domestic violence and early/forced marriage) because they don't want to be seen as interfering, culturally insensitive or imposing Western values.

Reluctance to engage in gender equality programming in education can also be linked to security concerns. Addressing human rights and especially women's rights can be very sensitive, potentially building resentment or even hostility within the local population. Changing attitudes, behaviours and laws regarding gender equality issues requires great sensitivity.

Gender-responsive education is a critical protective intervention and should be considered without delay, but it is of course also important to keep in mind the cultural context. Education practitioners should be aware of local beliefs and customs and promote dialogue and participation of the community, parents, and adolescents in the planning, implementation, monitoring and evaluation of any programmes. This will not only improve the quality of the programmes but will also ensure that sensitive issues are addressed in ways that are culturally acceptable in the local context.

Remember – we are all responsible for addressing gender issues. We can all do something. We are all accountable.

What can you do?

Putting gender principles into practice

If we are committed to achieving education for all, we must not view gender as a separate or additional piece of work in education programming. We must instead use a 'gender lens' when planning, implementing, monitoring and evaluating all of our work. A gender lens is like putting on a pair of spectacles. Through one lens of the spectacles we see the participation, needs and realities of girls and women. We see boys' and men's participation, needs and realities through the other. To get the full picture in any situation we must look through both eyes.

The IASC Gender Handbook provides a useful 'gender lens' framework that can help us integrate gender issues into programmes.

ADAPT and ACT Collectively to ensure gender equality

Analyse gender differences

Design services to meet the needs of all

Access for women, girls, boys and men is provided equally

Participate equally ensure gender balance

Train women and men equally

and

Address GBV in education and humanitarian emergency efforts

Collect, analyse and report sex- and age-disaggregated data

Target actions based on a gender analysis

Collectively coordinate actions with all partners

The ADAPT and ACT Framework can be used to review projects or programmes with a gender lens. The order of steps in this framework may vary from one situation to another, but all nine steps of the framework should be taken into account.

Here we use ADAPT and ACT to classify some example education activities that have a gender component. Sample indicators are also suggested to show how gender mainstreaming in the education sector can be measured.

Analyse gender differences

Sample activity	Sample indicator
A gender analysis report is prepared to inform education programme planning.	An Education and Gender Analysis report for Ituri district is prepared by May 2011.
The Education Needs Assessment consults equal numbers of women and men.	50% of people consulted by the Education Cluster Needs Assessment Team are women.

Design services to meet the needs of all

Sample activity	Sample indicator
School sanitation facilities are provided for both girls and boys and male and female teachers.	100% of schools built or rehabilitated in Port-au-Prince in 2010 have separate male/female sanitation facilities.

Access for women, girls, boys and men is provided equally

Sample activity	Sample indicator
School attendance figures are analyzed for gender and other inclusion trends.	A report on attendance of girls and boys and other identified groups is prepared by April 2010.

Participate equally ensure gender balance

Sample activity	Sample indicator
The community education committee consists of an equal number of women and men.	50% of members of the community education committee are women.

Train women and men equally

Sample activity	Sample indicator
Equal number of women and men are trained to facilitate in child friendly spaces.	50% of people working in child friendly spaces are women.

Address GBV in education and humanitarian emergency efforts

Sample activity	Sample indicator
A code of conduct for all teachers and other education personnel is developed in consultations with learners and community education committees.	100% of teachers in Kalma camp have signed and been orientated on a code of conduct.

Collect, analyse and report sex- and age-disaggregated data

Sample activity	Sample indicator
Sex- and age-disaggregated data on access to education opportunities are collected on a regular basis.	100% of Education Cluster or Sector Working Group reports in 2010 are based on sex- and age-disaggregated data.

Target actions based on a gender analysis

Sample activity	Sample indicator
Provide appropriate clothing and sanitary supplies to girls so they can attend school and fully participate in class	Sanitary supplies distributed to 100% of girls aged 6-18 in March 2011.

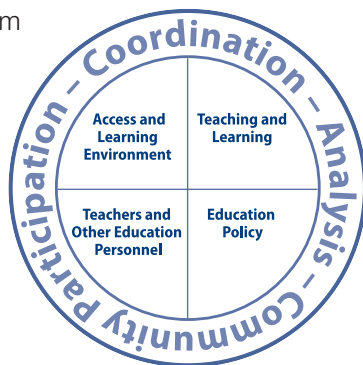
Collectively coordinate actions with all partners

Sample activity	Sample indicator
Education Cluster/Sector actors participate regularly in meetings of the inter-agency gender network.	100% of gender network meetings in 2010 were attended by at least one education sector representative.
The Education Cluster/Sector routinely measures the work done by education actors against gender-specific indicators, like those provided here.	100% of education actors in Pakistan are reporting on progress on gender indicators in their annual reports.

These examples demonstrate how using a gender lens can strengthen and be used to analyze education programming. Next, we build on the Key Gender Principles and the ADAPT and ACT framework to provide some practical strategies and actions for working towards a gender responsive education programme.

Following the structure of the INEE Minimum Standards, the guidance provided below covers all the core domains of education programming:

- community participation, analysis and coordination
- access and learning environment
- teaching and learning
- teachers and other education personnel
- education policy



On the back cover of this Pocket Guide you will find a full map of the INEE Minimum Standards which you can refer to as you read through this guidance.



Not every strategy suggested in this guide will be relevant or possible in every situation. This section is intended to prompt us to think about how a gender lens can be applied to any area of education and offers ideas to get education practitioners started. Even if just one idea is implemented initially, programmes will still be moving towards more gender-responsive education practices.

Advocating for the right to education, Hargeisa, Somaliland. Courtesy of Silje Sjøvaag Skeie/NRC.

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

1.1. Participation

Why is participation important?

Participation of those affected by crisis in the design, implementation, monitoring and evaluation of education programming is a critical element of humanitarian action. Through direct dialogue with women, girls, boys and men, programmes will more effectively and sustainably address the needs and rights of communities.

When careful consideration is given to who, how and for what, participation can be a very effective tool to:

- minimize risk of excluding groups during design and delivery of education programming
- recognize the power dynamics among gender, political, social, economic or other groups
- allow for more holistic understanding of the context and impact of crisis, and more effective response
- enhance accuracy of needs assessment data
- help individuals and communities identify actions to take on their own behalf, setting the foundation for greater self-sufficiency and sustainability

2. Addressing gender in practice in Guinea and Sierra Leone

Recruiting and training female classroom assistants

The International Rescue Committee (IRC) programme for Liberian refugees in Guinea and Sierra Leone identified widespread coercion of girls into sexual relationships with teachers in return for good grades or other privileges. To address this and ensure that more women were involved in providing education for girls and young women, the IRC identified women in the local community who were then trained as Classroom Assistants, responsible for supporting health education activities and keeping track of the class grades. This resulted in a more proactive environment for learners, and provided jobs and further education opportunities for community members. Some Classroom Assistants later became teachers.

Who should participate?

The range of people who will be impacted directly or indirectly by an education intervention should be represented in participatory planning or implementation activities – women, girls, boys and men. The inclusion of women should be ensured. Women have particular needs and contributions but typically have less access than men to decision makers. Issues such as language and literacy skills, less representation in formal community leadership, or mobility and time due to childcare or household duties can limit women and girls access to programme and policy decision making processes. The promotion of young people’s participation – both young men and young women - in organised activities is also important.

Education practitioners can consider a variety of participants:

- **Individuals:** women, girls, boys and men can participate through focus groups, random surveys, school walkabouts or inspections
- **Community at-large:** for example through “representative” collectives such as parents, teachers, national authorities
- **Local networks or organisations:** such as local NGOs, informal youth or women’s networks would participate in designing and implementing education activities or mobilising for community awareness or monitoring

Collecting sex- and age- disaggregated data about those who participate is important to ensure that monitoring of equal involvement women and men of all ages is possible.

What are the entry points for participation?

Education programming before, during and after a crisis has many components, phases and stages, and many opportunities for meaningful participation. A few examples of entry points for participation are:

- **Conducting assessments:** Participation and outreach as part of initial assessments is critical, so that teams can build on what is known, considering needs as well as risks. Ensuring a gender balance and language considerations is vital for ensuring the participation of people who often don't have access to decision-makers, particularly women. Using pictures or models to illustrate discussion points or do mapping exercises can be effective.
- **Community-based approaches:** Working with affected communities to establish non-formal education activities can be a successful way to motivate women, girls, boys and men to participate in a process that meets immediate needs while also considering empowerment, ownership and sustainability. Community education campaigns can also be considered, in partnership with other sectors.
- **Identifying local groups and networks:** Practitioners working in education in emergencies sometimes miss opportunities to build the capacity of groups that already exist in a community and who could participate in programme delivery, monitoring or community advocacy. Community education committees, parent-teacher associations or youth groups can often be mobilised to identify challenges to gender equality in education and find sustainable solutions. We can provide training to strengthen existing education-related community groups' skills and knowledge around gender equality. If these groups don't exist, education practitioners can consider how they might support their establishment.

- **Meetings:** Considering culture and being sensitive to gender issues is important when planning and running meetings. Education staff should consider the timing and location, ensuring that it is convenient and safe for men, women, girls and boys and, where necessary, arrange single-sex meetings. Providing childcare and transport costs is often useful. Using techniques to prevent a few people from dominating the discussion might include rotating the chairperson, allocating specific roles and tasks equally, working in small groups and agreeing to meeting rules for respectful listening and equal participation.

How can we ensure effective and ethical participation?

When considering participatory education programming, practitioners should plan so that requests for participation clearly explain what is being asked for and why particular groups (such as young mothers, or ex-combatants) are being sought out.

Carefully considering how women, men, boys, and girls can be empowered and able to lead in a participatory process is important. What information do these different groups need and how can they be supported most effectively to make the participatory process meaningful for both the affected population and the education actors? It is also important to provide information back to the participants and the wider community with explanations of how this information is to be used along with any follow-up actions to be undertaken.

Ethical issues must be addressed if the rights of participants are to be safeguarded. Participants should understand that they are not required to participate in activities, are able to give information confidentially and are fully aware of the risks or inconveniences associated with participation. Participants should be allowed to express themselves freely and not challenged in a negative way. For example, if parents say they cannot afford to send their male children to school, they shouldn't be told that it is neglectful and asked why they never went to see the head teacher.

3. Addressing gender in practice in Liberia, Zambia and Malawi

Mothers advocating for girls education

In the last 15 years the Forum of African Women Educationalists (FAWE) has worked hard to bridge the divide between advocating women's rights and promoting and supporting girls' education through school-based activities. The regional network of 'Mothers' Clubs' – in Zambia, Liberia and Malawi – is one of their most successful women's programmes. The clubs provide adult literacy classes and income-generating activities for women. Proceeds from the income-generating activities help out-of-school girls return to education, and enable the women to become economically independent. Many mothers have become effective community leaders and have facilitated the return of girl mothers to school.

1.2. Coordination

Why is coordination important?

Addressing the gender dimensions of education in emergencies requires joint planning, information exchange and collaboration on design, response and service delivery with multiple actors.

Coordination between education actors on issues relating to gender equality will strengthen the overall response, help to avoid duplication, and ensure there are no gaps in education programming for particular groups. As stated in the Key Gender Principles, inter-sectoral coordination is also critical. No one sector can effectively address the diverse needs of women, girls, men and boys alone.

What coordination mechanisms exist?

Education authorities are responsible for fulfilling the right to education and should assume a leadership role in the education response, including convening and participating in 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 or, if the IASC's cluster system is activated, an Education Cluster should be established.

Where it operates, the Education Cluster is a key coordination mechanism for supporting states in determining educational needs in emergency situations and responding to them jointly in a coordinated manner.

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, although leadership can vary and often includes the active involvement of the national Ministry of Education. Cluster members are agencies with expertise and a mandate for humanitarian response within the education sector. The INEE Minimum Standards are the foundational tool used by the Global Education Cluster and country-based Education Clusters to provide a framework to ensure quality education response and are often used to complement national education standards when and where they exist.

The cluster approach is part of a wider reform process aimed at improving the effectiveness of humanitarian response by ensuring greater predictability and accountability, while at the same time strengthening partnerships between responding actors. The principle is that response within a given sector is coordinated by one or more designated cluster lead agencies. Education was included in the cluster approach in 2006. Not included in the cluster approach are refugee settings, where UNHCR is the lead coordinating agency.

Gender is an important cross-cutting issue in the cluster approach, and at global and country levels there is strong emphasis on gender mainstreaming through all the clusters, including education. For more information about the work of the Education Cluster see: <http://education.onerresponse.info>

What does gender-responsive coordination look like?

Coordination within the education sector on gender issues might include:

- **A gender focal-point or working group** is identified or established within the education cluster/sector group to support gender analysis and ensure gender issues are addressed in all the activities of the cluster
- **A Joint Education Needs Assessment** collects sex- and age-disaggregated information, and asks gender-sensitive questions determined by the gender dynamics of the particular context
- **Gender issues are mainstreamed or targeted in sector/cluster plans:** The analysis of gender needs is included in strategic and programmatic planning for the sector. Activities are devised that respond to the gender needs either through mainstreaming gender issues into general education activities (such as a back to school programme targeting both boys and girls) or through targeted activities where the specific purpose is to address gender inequality (such as paying school fees for female secondary school students)

- **Funding proposals explicitly include gender:** gender needs, the mainstreamed and targeted gender elements of activities, and anticipated gender outcomes are noted in proposals. Increasingly, the UN and other funding mechanisms and donors are tracking the inclusion of gender in sector appeals. Education actors should also consider including funds for coordination on gender issues in their funding appeals
- **Participation in inter-sectoral gender working groups or activities:** In a crisis context where an inter-sectoral gender working group or network is established, education actors should ensure the sector/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 coordination action between sectors on gender. Remember the Key Gender Principle: Anyone can be a gender champion! Be sure to look out for pre-existing forums that could host emergency-specific work, such as a national government gender unit or ministry or civil society networks

Inter-sectoral coordination on gender issues helps to ensure education programmes are of quality and protective:

- Coordinate with the **WASH sector/cluster** on participatory assessment (with communities, education staff and learners) regarding design of and access to WASH facilities in learning spaces; and ensure that both males and females have the skills to maintain and repair the facilities.
- Coordinate with the **health sector/cluster** for gender-sensitive health screening, immunisations and life-saving information on health and sexual and reproductive health care within the education environment. Ensure boys and girls not receiving programmed education receive the same health and protection interventions.

- Coordinate with the **protection sector/cluster** on gender-sensitive interventions for unaccompanied, lost/separated and orphaned children.
- Coordinate with the **nutrition sector/cluster** on school feeding programmes that take into account the different needs of male and female learners.
- Coordinate with the **psychosocial support group or focal point** to ensure psychosocial interventions for learners take into account the different needs and coping strategies of boys and girls, men and women. In large scale emergencies there is usually a psychosocial focal point who works across clusters. Where no psychosocial focal point is available, work directly with health and protection colleagues to ensure coordination on this issue.
- Coordinate with the **early recovery, livelihood and agriculture sectors/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 in order to support their access to education. Working with these actors on market assessments which take into account the gender dynamics of livelihood opportunities will help to ensure vocational training is relevant and sustainable.



Toilets in a pre-school in Harare, Zimbabwe. Photo courtesy of Save the Children.

1.3. Assessment, monitoring and evaluation

Assessment

In order to plan an education intervention, an education needs assessment will need to be undertaken. Ideally this would be a coordinated effort facilitated by the Education Cluster or Sector Working Group to avoid duplication. Assessments should identify educational capacities, resources, vulnerabilities, gaps and challenges to upholding the right to education for all affected groups.

Education assessment should collect data relevant for a gender analysis:

- **Disaggregate data** by sex, age, poverty, disability ethnicity, language and other socio-cultural factors, to assess how the situation affects different groups of learners and why they are or are not able to access education. You can then target them more effectively.
- What are the **distinct educational needs** of women, girls, boys and men? How have things changed as a result of the emergency? For example, girls have traditionally not attended school so basic education for adolescent girls is needed. Boys may have only missed a few months of school and catch-up classes are needed.
- What are the **different risks** that face women or girls compared to boys and men? For example, boys are targeted for recruitment into armed groups while they are travelling to/from school; or there is a widespread issue of adolescent girls being forced to trade sex for good grades.
- What are the **different roles, skills, coping strategies** of men, women, boys and girls? For example, women often construct shelters for their families, and could be supported to construct a temporary learning space. Or to cope with the unstable situation fathers are keeping their daughters at home instead of sending them to school.

- How have **gender roles changed?** Take into account social, economic and cultural factors such as age, status and ethnicity. Do boys have more access to education than girls? Do female teachers face more or less restrictions than male teachers? Are there opportunities for improved gender equality and women's empowerment in education?
- What changes have happened to **gender power dynamics** in the family or community that affect learners' access to education? For example, are more women and girls heading households while men and boys seek employment elsewhere? Are young boys acting as protectors and providers for their families, rather than accessing education?
- Boys, girls, women and men have **different views, opinions and issues around education responses in emergencies**. Have we consulted them all equally? Were our consultation methods gender-responsive (e.g. using single-sex groups led by a same-sex facilitator)?

Too much data can be overwhelming and designing assessment forms can take time. Look at the data available before the emergency – from the Central Statistics Office, district education authorities and individual schools. Find out what data is missing and whether suitable forms are already available. The Education Cluster has a Joint Education Needs Assessment Toolkit, which includes sample data collection forms and suggestions of gender-sensitive questions:

<http://education.oneresponse.info>

The composition of the assessment team is important. Women should be included in the emergency assessment team to ensure that we engage with women and girls in the affected population.

Monitoring

Especially in emergency contexts, situations can change rapidly, so we should keep collecting data and deepening our understanding of the 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. We can use this baseline data to assess the impact on different groups and measure progress over time. Building the capacity of affected community members and learners to collect and analyse information is important, so they can support the monitoring of how well gender is being integrated into the education response.

Education actors should schedule regular meetings with community groups, or community representatives such as school management committees, to share results of assessments and education interventions and to invite feedback. Issues and updates to be discussed might include access and participation, the learning environment, or support to teachers.

Different methods the community can use to monitor effectiveness of interventions concerning gender include:

- Male and female children and youth representatives can monitor and regularly provide feedback to community education committees or parent teacher associations on a range of gender issues in the community and learning environment (e.g. security issues, freedom of movement for girls and boys, conditions of latrines, quality of learning, etc).
- Participatory observation and spot checks by education practitioners and community teams can offer opportunities to discuss problems and solutions with affected individuals and groups. Visits at different times of day will enable you to see different routine activities (e.g. school feeding programmes, condition and use of latrines, etc).

Monitoring information should be recorded to build up a bigger picture over time and to help with advocacy and seeking additional resources. Information from stakeholders and others involved in the humanitarian relief effort should be included in your monitoring. Be aware that data needs to be treated with sensitivity, and ensure that no one who reports abuse or violence is at risk from reprisal. Work with communities to analyse the monitoring information and develop an action plan for changes, improvements and next steps.

Evaluation

Evaluations strengthen accountability and help us understand the longer-term impact of an education programme, how it integrates gender issues and impacts on and is impacted by gender dynamics. Evaluations can happen periodically, half-way through or at the end of the programme cycle, and must involve male and female community representatives and other key actors. As well as highlighting progress and weaknesses, an evaluation team can provide a fresh perspective and suggest different strategies that have worked in other emergency contexts.

In the context of gender equality in education in emergencies, evaluations can show us, for instance:

- the impact of an awareness-raising campaign on increasing access and participation of girls in education at local and national levels; as well as how the messages were delivered (drama, posters, parade). An evaluation may indicate whether a campaign effectively helped change attitudes, although accurately attributing attitude change is not easy
- progress made by policies, incentives and teacher training initiatives to recruit and retain more female teachers
- the effectiveness of a teacher's code of conduct in dealing with sexual harassment and other gender-related complaints; whether investigating procedures are accessible, confidential, appropriate and fair

- progress made to support specific groups of children excluded and marginalised on the basis of their sex, and to integrate into the learning environment
- progress made to prevent or mitigate gender-based risk factors specific to the emergency

Community participation in assessment, monitoring and evaluation

Different groups within communities have their own belief systems, vested interests and attitudes. They will have different views on how to address gender dimensions in education. Community members can provide valuable information on the evolution of gender roles, responsibilities and dynamics in their community. We need to find ways to access this knowledge, consulting different groups and verifying information from different sources. Community members may omit or hide information to protect individuals, particularly in the case of sexual violence. Our assessment timeframe and ethical considerations do not always allow us to pursue such issues straightaway, but we must be aware of them and try to make sense of any information we get. If reports of this nature do come to our attention, it is advisable to consult with the GBV Working Group or, if none exists, the Gender Working Group or the protection sector/cluster about how to respond.

A mapping exercise on a particular gender issue (e.g. the reasons for girls' early drop-out or the impact of herding responsibilities on boys' completion rates) can help us work with the community to identify who is supportive, hostile, resistant, neutral, and where alliances are possible. We can then develop strategies to engage and work with these individuals and groups to promote access for learners currently excluded on the basis of their sex. Mapping can help us identify existing and potential resources and actors within government departments, civil society groups and communities, and work out training and support requirements.

Emergency teams often rely on male community leaders when gathering information, due to time constraints, security issues, cultural restrictions on the movement of women, etc. But girls, boys and women should also be consulted. Local community groups (e.g. women's organisations, male elders, respected women from the community, youth groups and disability organisations) can help us reach marginalised community members.

Involving children and young people, both attending and not attending education, is vital. Discuss with them gender-related reasons for being included or excluded from accessing education. Find out what support they think is needed to help those already accessing formal and non-formal education and those not yet attending. An example activity is included in Annex 2 – The Missing Out Card can be used with learners to identify which boys and girls are unable to attend school and why.



Displaced children engage in drawing activities in a temporary school in Sri Lanka. Photo courtesy of Save the Children.

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

2.1. Equal access

In crisis situations, the right to gender-sensitive education is critical and should be fulfilled without discrimination of any kind. National authorities, communities and humanitarian organisations have the responsibility to ensure that all people have access to educational activities. This means assessing and addressing the needs and priorities of excluded groups and those with different learning needs in the specific context.

Discriminatory policies and practices that limit access to learning opportunities should be identified and steps taken to address them.

In crisis contexts, barriers that constrain girls and boys, young women and men from accessing education can be considerable and complex. Needs assessments and a gender analysis should aim to identify these barriers and provide information to inform possible response strategies. This process of identifying needs and barriers can itself be difficult:

- Discrimination is so well-established that no one notices or challenges it
- Some groups can experience multiple barriers to access, including gender, disability, language, etc.
- Children or youth who were out of school prior to an emergency are probably not included in national government statistics
- Reaching majority groups may be considered the priority in situations of limited resources and time

However, a participatory and inclusive needs assessment including a gender analysis process should be able to tackle these issues, often with relatively few additional inputs or costs. Here we provide a few examples on both the supply and demand sides of educational provision. These lists are far from exhaustive, and examining the exact nature of barriers in each situation is essential:

Supply Side

Barrier	Possible Strategy
<p>Schools are far away and girls and/or boys are unable to access them safely.</p>	<p>Temporary learning spaces are established near to communities.</p> <p>Adults accompany groups of learners to and from school.</p>
<p>Learning spaces are staffed only by male teachers resulting in girls or their families being reluctant or unwilling to attend.</p> <p>Learning spaces are staffed only by female teachers resulting in a lack of role models and boys being unmotivated to go to school</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>
<p>Minimal or no sanitation facilities results in low attendance and high drop-out rates for adolescent girls who are menstruating.</p>	<p>Work with water and sanitation colleagues and the local community to build male and female toilets and hand washing facilities.</p>
<p>Female learners are at risk of sexual violence or abuse from the teaching staff and stop attending.</p>	<p>Create protective learning environments by developing a Code of Conduct for Teachers and Other Education Personnel.</p>
<p>Young mothers or girls and/or boys formerly associated with armed forces are unable to (re)enter school as they are too old for their grade level.</p>	<p>Work to ensure there are flexible educational opportunities in the form of extending the age for school attendance, or providing non-formal training. Avoid mixing older and younger boys and girls.</p>

Demand Side

Barrier	Possible Strategy
Poor families prioritize boys' education and don't send girls to school.	Provide incentives or targeted support to female learners, such as uniforms, schools fees or food to reduce the direct costs on families.
Communities are ideologically opposed to girls' education or cultural practices such as early marriage and pregnancy curtail girls' access to schools.	Work with communities and local organisations to promote the importance of culturally acceptable female education. Launch a media campaign or negotiate endorsement by religious leaders.
Girls or boys are occupied with household or income-generating duties and don't have time to attend school.	Consider using shift classes to improve flexibility of school timing. Where caring for younger siblings is a concern, consider establishing early childhood spaces to care for young children while their siblings attend school.

4. Addressing gender in practice in Somaliland

Flexible afternoon classes for out-of-school boys and girls

An assessment of children living in internally displaced persons settlements in Hargeisa, Somaliland, conducted by the Norwegian Refugee Council (NRC), identified a significant number of out-of-school boys. The boys were unable to attend school, mainly because they were engaged in income generating activities (stone collection) during school hours. NRC, in collaboration with the Somaliland Ministry of Education, started late afternoon classes in formal schools. This allowed boys and girls who could not attend during regular hours, to participate in education using a flexible schedule. Solar panels were set up in schools to provide electricity, and teachers from the formal schools were engaged to teach the classes.

As covered in the previous section, continual assessment and monitoring of who is not accessing education and patterns in attendance, retention and completion rates at schools in areas affected by emergencies and analysing why is critical. 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 boys and girls, young men and women have access to educational opportunities.

Making sure that everyone you talk to is aware that every child has the same rights to education, as well as other rights, can be powerful. Sometimes simply emphasising these entitlements can make a difference.

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 (e.g. school fees, uniforms) and indirect costs (e.g. lost income from the child's labour) have a gender dimension. Annex 2 provides a sample activity for this kind of participator analysis.

5. Addressing gender in practice in Afghanistan

Accelerated learning programmes (ALP)

Thirty years of conflict damaged and weakened education and other basic services in Afghanistan. Girls' education above Grade 3 was forbidden by the Taliban regime. The International Save the Children Alliance's 'Better Education: Better Future' initiative reached 30,000 out-of-school children of primary school age, including a large percentage of girls through its ALP. In Afghanistan, a male relative like a father, older brother, uncle or grandfather can decide whether a young girl attends school. The learning centres, therefore, are based in communities, often in someone's home. They are supported by the community because families know their children (particularly girls) can learn safely there.

2.2. Protection and well-being

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. Education can provide physical, cognitive and psychosocial protection for learners. The protection needs of learners are different, and should be carefully analyzed with a view to the different risks faced by women, girls, boys and men.

The routine provided by daily learning activities is a stabilising and crucial factor for girls' and boys' development. Those in school are more likely to delay the age of first sex and less likely to voluntarily join the military and armed groups, particularly if they are supported in school and learn skills for making informed decisions. Our education programmes must be responsive to gender realities so that all women, girls, boys and men feel safe and valued.

Although education can and should provide protection, it is also important to acknowledge that education is not by definition protective. Girls and women are disproportionately affected by gender-based violence, in particular sexual violence and exploitation within education systems. For all learners, a hostile environment, fear or coercion can hinder concentration and learning, leading to drop-out 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. Strengthening prevention and protection interventions is key to creating a safe and enabling environment for all young women, girls, boys and young men to access and continue their education.

Preventing and responding to gender-based violence

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 gender differences. The term GBV highlights the gender dimension of these types of acts; in other words, the relationship between females' subordinate status in society and their increased vulnerability. Men and boys may also be victims of GBV, especially sexual violence. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include:

- sexual violence: sexual exploitation/abuse, forced prostitution, forced/child marriage
- domestic/family violence: physical, emotional/psychological and sexual
- harmful cultural/traditional practices: female, genital mutilation, honour killings, widow inheritance, etc.

In emergencies, women and children, especially girls, face the threat of sexual violence, including rape, sexual exploitation or abuse, prostitution, trafficking and forced pregnancy. Some of the factors that create higher levels of vulnerability include:

- contexts of violence and aggressive masculinity
- the presence of armed forces and peacekeepers in and around communities
- extreme poverty and lack of income-generating activities
- breakdown of protection mechanisms and social safety-nets

Enabling girls and young women, boys and young men to attend a protective learning environment may help safeguard them from such treatment and quality life skills education can encourage the prevention of sexual violence.

It is, however, a sad reality of schooling systems around the world that sometimes the very places that should be a protective environment for children and youth, with trusted adults helping to create environments where girls and boys can thrive – are often places where learners live

with the fear of violence. In crisis contexts, factors that can increase risk of gender-based violence might include:

- untrained and unprofessional teachers
- unmotivated and un(der)paid teachers
- lack of any supervisory mechanisms
- male-dominated environments

Some strategies for preventing gender-based violence in and through education include:

In the school community

- Involve school management, community education committees, parent-teacher associations, teachers and students in the establishment of prevention and monitoring systems to identify risks in schools and to prevent opportunities for staff to sexually exploit or abuse learners.
- Create a 'safe school' policy, with specific actions to address the risks that exist in the specific school contexts. This includes making explicit the fact that witnessing or knowing that gender-based violence, for example, sexual violence, abuse, harassment, is happening but taking no action is not acceptable.

In the classroom

- Include discussion of gender-based violence in life skills training for teachers and for girls and boys, young women and men in all education settings.
- Provide psychosocial support to teachers (not just learners). This may reduce negative or destructive coping behaviours that increase the likelihood of gender-based violence.
- Try to ensure that there are female teachers or classroom assistants employed in a learning space. It is important to note that female teachers or assistants might themselves be at risk. Addressing underlying gender dynamics at a school that might make gender-based violence acceptable must be part of a prevention strategy.
- Develop a Code of Conduct for Teachers and Other Education Personnel (see Section below, page 60).

In the physical learning environment

- Involve school management, community education committees, parent-teacher associations, teachers and students in a mapping exercise to ensure that all areas of the learning area are safe for all students and that there are no “no go areas” in which learners feel threatened or afraid.
- Involve students, parents or other community members in clearing bush or undergrowth that may make paths on and around school unsafe. Ensure sanitation facilities are strategically placed, are well-lit and have internally-lockable doors so that students using them are not at risk of attack.
- Collaborate with others, for example with local shopkeepers or transportation workers to help make sure that learners are safe on the journey to and from school. Where necessary, work with local officials to ensure that checkpoints or army posts are located away from the school.

6. Addressing gender in practice in Liberia

Responding to GBV through an education programme

Through the Youth Education Pack (YEP) in Liberia, NRC responds to the education and training needs of adolescents and youth with little or no primary education or training. In the YEP centres, NRC ensures a protective learning environment with specific focus on GBV and sexual harassment. An equal number of female and male learners are enrolled and there is care given to ensuring a gender-balanced teaching staff, all of whom sign a code of conduct and are trained on prevention of sexual abuse and exploitation. Selected young people are also trained and act as GBV focal points.

Gender training uses a participatory approach and leads to the development of an action plan on preventing and responding to GBV in the centres and in the community. Centres have a GBV reporting and referral system. Trained teachers and young people are seen as agents of change in the community. They wear a rubber bracelet that reads ‘Stop Sexual Abuse and Exploitation’ to show clearly that they are focal points.

We need to be able to respond appropriately to allegations of gender-based violence, including sexual exploitation and abuse, whether these occur in the learning environment or the community. Codes of Conduct (see page 60) should outline the steps to be taken when allegations and complaints are made against teachers and other educational personnel. Education practitioners need to find ways of coordinating referrals and ensuring learners receive a gender-sensitive response. This does not mean that we should deal with individual cases but that we should ensure survivors receive appropriate support.

It is important that teachers and other education personnel are trained in how to respond to child and youth survivors of gender-based violence. Some strategies for responding to gender-based violence in and through education include:

- Act in a calm, compassionate and non-judgemental way. In some contexts retribution towards survivors of gender-based violence is common. Reassure the learner that disclosure is the right thing to do and that they are believed
- Sit at eye level, maintain eye contact and assure the child or young person that he or she is not in any trouble
- If required, ensure that appropriate and sensitive medical assistance is provided as soon as possible
- Talk through the different choices that exist for referral – further medical, legal, psychosocial assistance
- Assist in making these referrals and introducing the learner to the various services that exist

See page 43 below for more guidance on managing referrals for GBV and other support services. In certain contexts however, there may be no structure or system for reporting incidences of GBV. Nevertheless, understanding and empathetic education staff that are willing to listen and not judge can make a huge difference. A trusted adult to whom the learner can turn for advice and support contributes to their feelings of safety and reduces risk of further abuse.

Promoting psychosocial well-being

Education is a key psychosocial intervention providing safe and stable activities for learners, a sense of routine, dignity and hope for the future. For many children, youth and parents, the disruption of education can itself also be a major stressor.

Education can provide psychosocial support in two related ways: through the day-to-day provision of quality, learner-centred learning opportunities and through specific psychosocial interventions and activities. This does not mean – indeed should not mean – that teachers have to become counsellors or psychologists, but rather that there are some specific skills and actions that can assist educators in helping learners cope with the particular crisis context. A crucial consideration for practitioners is that every intervention can affect the psychosocial wellbeing of the affected population either positively or negatively.

The gender dynamics of a particular context should help inform the psychosocial support provided through education. How women, girls, boys and men cope with crisis and the kind of support that is best suited to their different needs should be explored. Depending on cultural and social practices some strategies might include:

- Ensuring that the learning environment is **safe, predictable and welcoming** is an important part of psychosocial support provided by education. As discussed throughout this guide, defining what safe, predictable and welcoming means for different learners is important.
- Allowing learners to **express emotions** in a safe environment, and begin to understand or make meaning of what has happened, can be psychosocially beneficial. Depending on local attitudes, boys or girls might feel unable or unwilling to discuss their feelings in a mixed-sex setting. Male or female teachers working with groups of same-sex learners might be appropriate.
- **Recreational activities** such as play, sports, games, singing and dancing can help reduce symptoms of stress. These activities should be gender-sensitive, allowing male and female learners – together or separately - to do activities that are familiar, reassuring and fun.

Teachers and other education personnel, such as head teachers or administrators also have psychosocial support needs. Putting gender-responsive systems in place is essential for them too. Establishing time and space for teacher discussion groups can help strengthen teachers' psychosocial wellbeing, as well as provide opportunities for discussion of psychosocial teaching activities and emergency-related issues arising in classrooms. As with learners, these systems and supports should be gender-sensitive and appropriate to the local context.

2.3. Facilities and services

Education facilities should be designed giving careful thought to who uses the learning space and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users.

In crisis contexts, schools and other educational facilities may have been destroyed, and learning might be happening in temporary learning spaces. This can impact differently on male and female learners and efforts should be put in place to ensure that no one is disadvantaged or unable to access education due to lack of appropriate facilities.

In an emergency, learning spaces can support access to essential services and links to other sectors. Education practitioners should work with colleagues across sectors to ensure that the necessary provisions and referral services are in place.

While crisis contexts may have significantly damaged access to quality facilities and services for learners, these situations can also provide opportunities to “build back better,” so that learning spaces and associated services are more gender-responsive and cater better to all learners.

Gender-responsive facilities

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 sanitation facilities.

As with all interventions, it is vitally important to consult learners, parents, teachers and other community members. Girls and boys can express their own sanitation needs and can be involved in the planning of learning spaces. Coordination with other sectors/cluster such as Shelter, Water and Sanitation, and Camp Coordination and Camp Management colleagues will also be necessary.

Location

Location should be carefully considered. Rebuilding physical structures in their previous location may put learners and education staff at risk of natural disaster, but it may also continue discrimination against certain groups, due to distance or other factors.

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

Sanitary Facilities

Sanitation facilities should allow learners and staff privacy, dignity and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, well-lit, convenient and easily accessible places.

Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys. If provision of separate toilets is not initially possible, arrangements can be made to avoid girls and boys using the toilets at the same time. If toilets are not located within the learning site, nearby facilities can be identified and children's use of them monitored.

Learning environments should have a safe water source and should provide soap. Hygiene practices, such as hand and face washing, should be incorporated as daily activities. Sphere guidelines for minimum water quantities in schools call for 3 litres of water per student per day for drinking and hand washing.

Sanitary Materials

Girls and women affected by crisis might not have access to or be able to afford sanitary pads or other materials, appropriate clothing or soap to be able to actively participate in learning activities during menstruation. Both learners and teachers will often be forced to miss school every month due to this issue.

Sanitary materials should be made available for girls and women who would otherwise not attend school. Efforts should be made to ensure the sustainability of such supplies: for example, by teaching girls how to make their own from local materials.

Women's groups, mother's clubs or other community groups could be encouraged to provide homemade sanitary pads for school girls in need. In some contexts these projects have become successful income generation schemes.

7. Addressing gender in practice in Ethiopia

Meeting sanitary protection needs

In the Walanihby Refugee Camp, the IRC started an education programme for refugees. An assessment showed that girls' enrolment rates were very low and drop-out was common. Focus group discussions with school girls highlighted the lack of materials for use during their menstrual cycle as one of the main reasons. The IRC worked with UNHCR and other partners to create livelihood opportunities for local women who began sewing sanitary kits that were distributed to adolescent school girls. A small group of women and girls tested the product first and provided feedback to improve the design. Later, following vocational training on soap production, soap bars were added to the sanitary kits. The distribution of these items encouraged greater enrolment and retention of girls and young women in school.

Access to services and managing referrals

Teachers and other education personnel can use referrals to local services to support and promote learners' physical, psychosocial and emotional well-being. They should be trained to recognise 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.

To ensure that the referral systems operate effectively, formal links with outside services should be established. Services may include counselling, 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.

Some steps education practitioners can take:

- Identify existing referral mechanisms and any previous national systems (i.e. social services, police and health) and their ability to manage referrals. For GBV cases, be aware that in some contexts, allegations of abuse can result in the arbitrary detention of the survivor, forced virginity tests and medical screening for evidence of sexual activity.
- Ask the Protection and Health cluster/sectors or the relevant authorities about how referrals will be managed. Establish who will coordinate referrals. Map procedures and guidance, assistance and support for learners already in place.
- Determine what gender-responsive health care, psychosocial support and legal support services are available locally through international and local NGOs, health centres, community-based organisations, etc.
- Ensure that communities and all education personnel are aware of guidance for reporting individuals/cases where support is needed.
- Try to allocate a team including a male and female teacher with relevant experience to be focal points for managing referrals.

3. Strategies for gender-responsive teaching and learning

3.1 Curriculum

Simply put, a curriculum is a plan of action to help learners to improve their knowledge and skills. A crisis changes the education environment and the knowledge and skills learners need to know will therefore also change. The teaching of new life-saving and life-sustaining topics becomes urgent and new ways of teaching that promote gender equality are needed. New or revised learning content, whether in formal or non-formal education, should help learners respond to and cope with these changing circumstances and actively participate in the recovery of their communities.

The review and development of the formal education curriculum is the responsibility of the national government. Ministries of Education need to establish education goals together with other ministries and relevant stakeholders; the curricula and accompanying learning materials are created to achieve those goals. Although the crisis may have severely diminished the government's capacity to respond, we need to build consensus and support for gender-responsive curriculum review and development with relevant education authorities and the community. In this way, crisis contexts can become opportunities for the strengthening of teaching and learning content that promotes gender equality in the long-term. An interim measure can be to implement small, practical changes in curriculum content at the local level in immediate response to crisis needs, while starting to develop strategic longer-term curriculum reform.

More substantial guidance on all elements of the domain of teaching and learning can be found in the INEE Guidance Notes on Teaching and Learning which is referenced in the Resources Section on page 73.

Considering curriculum content with a gender lens

As with other domains of educational provision, the analysis of curriculum before, during or after crisis should include the consideration of gender dynamics. Involving a gender-balanced range of key actors in the analysis and review of curricula is important.

In crisis contexts, the content of a curriculum should be determined by the needs of the male and female students, ensuring learning is relevant and appropriate. All curriculum content can be gendered, but here we provide some examples of content that can have a particular impact on gender dynamics:

Human rights education

Curriculum content needs to promote gender equality principles and non-violence with a focus on human rights and in particular girls' and boys' equal rights, with reference to the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of Discrimination against Women (CEDAW).

Peace education

Particularly in conflict situations, peace-building and conflict resolution curricula can be important and can offer ways to challenge cultural norms on gender roles that may perpetuate views of masculinity as aggressive and femininity as passive.

Life skills and sexual and reproductive health education

Education that engages young people in discussions about sexuality, reproduction, relationships and gender issues can promote healthier behaviour, generate a demand for services and promote gender equality. During emergencies, life skills education is vital as families and social networks are disrupted, leaving children and adolescents with little or no information on sexual and reproductive health. A life skills approach encompasses social skills, critical thinking and negotiation skills. In relation to sexual and reproductive health, topics might include:

- the reproductive system
- nutrition
- personal hygiene

- benefits of postponing marriage and pregnancy
- contraceptive methods
- sexuality and safe sexual behaviour
- prevention and treatment of HIV and other STIs
- care and support of people living with HIV and AIDS
- addressing sexual harassment and violence
- avoiding maternal morbidity and mortality
- substance abuse

Age-appropriate, gender-sensitive education should help children and adolescents understand sexual changes as positive and natural aspects of their development. However, this area of content can be sensitive and awareness of the local culture and beliefs is important when considering how to introduce these topics. Working with community education committees and other community-based groups can be helpful. Securing support from authorities such as the Ministry of Health may also be effective.

8. Addressing gender in practice in Bangladesh

Health Education

Classrooms in Bangladesh are growing in gender equality due to a child-to-child approach to health education. The Health Action Schools project advocates the direct involvement of children in promoting health to their families and communities and has now spread to over 700 schools. Lessons are structured using a particular sequence promoting understanding of the topic, finding out more, discussing and pooling findings as a class, deciding what action to take, going into school and community, and, eventually evaluating their action to improve practices. The choice of health priorities is given to schools.

Parents welcomed this project and requested that sex education be included in the curriculum, as they found it very hard to discuss this subject at home. However, there was some difficulty in persuading teachers to respond to this request. Further advocacy with parents and teachers about the importance of including sex education in the curriculum was undertaken.

Vocational or skills training

Either due to inappropriate policies, or self-selection, there are often gendered decisions made about which skills male or female learners select when they participate in vocational or skills training. Male youth tend to select programmes in carpentry, joinery, brick-laying or motor vehicle mechanics, and female learners select skills like tailoring or catering.

This is often the result of gender stereotypes in the community and serves to further reinforce unequal social status and income between the sexes. Males will often receive training in professions that earn higher wages. Education practitioners should ensure that career guidance is provided that challenges gender bias and focuses on the capabilities of each individual trainee. This advice should also be based on market analysis and understanding of the demand for contextually appropriate goods and services.

Teaching and learning materials

In addition to analysis of curricula, the content of textbooks and other teaching materials should also be examined. Often we do not notice the gender and cultural discrimination that teaching and learning texts and images can portray, because we have become so used to seeing them. Reviewing teaching and learning materials can be done by asking questions like:

- How frequently are male and female characters portrayed? E.g. Does the maths textbook only include images or names of boys?
- How are the male and female characters portrayed? E.g. Are only girls shown doing housework?
- How are roles and relationships between males and females portrayed? E.g. 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? E.g. Are females ever referred to as strong? Or are males ever referred to as caring?

We need to move towards using teaching materials and texts that show boys and girls, women and men, in a variety of roles that promote equality (e.g. boys cooking, women driving cars, etc.) and ensure that language and pictures do not reinforce gender stereotypes.

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

3.2. Training, professional development and support

An education response in an emergency should include dedicated time and resources to support and train teachers and other education personnel. Whenever possible, education authorities should take the lead in the design and implementation of formal and non-formal teacher training activities. When education authorities are unable to lead this process, an inter-agency sector or cluster working group can provide guidance and coordination. Training plans should include in-service training and, where necessary, the revitalisation of teacher training institutions and university education facilities. Both teacher training process and content should be gender-responsive. Pre-service and in-service training should encourage male and female teachers and administrators to support gender-responsive education.

Teacher Training Content

One-off sessions on gender in teacher training or emergency education responses are not ideal and should be avoided, but they are still better than nothing. Rather, gender issues should be mainstreamed into teacher training materials. Here are some content areas of teacher training, with reference to examples of gender issues for mainstreaming in other parts of this guide:

- core subject knowledge, such as literacy, numeracy and life skills appropriate to the context – see page 50.
- pedagogy and teaching methodologies, including positive discipline and classroom management, participatory approaches and gender-sensitive learning processes – see page 55.

- codes of conduct for teachers and other education personnel, including condemnation of gender-based violence against learners and appropriate reporting and referral mechanisms – see page 60.
- psychosocial development and support, including both learners' and teachers' needs and the availability of local services and referral systems – see pages 44 and 61.
- human rights principles and perspectives and humanitarian law, to understand their meaning and intention and their direct and indirect connection with learners' needs and the responsibilities of learners, teachers, communities and education authorities – see pages 50 and 63.

Teacher Training Processes

Education practitioners, together with national education authorities, should assess teachers' awareness of gender issues as part of larger teacher training needs assessments. When planning teaching training processes, issues to consider include:

- Just as it is important to have a balance of male and female teachers, teacher trainers should also be gender balanced.
- Training should be accessed by equal numbers of female and male teachers. If not, a quota system may help promote gender parity.
- Open and transparent selection criteria and procedures for accessing training opportunities, using a gender-balanced selection committee could be considered. Candidates for training could be asked how they would use their new knowledge to develop gender-sensitive teaching and/or promote gender equality.
- Ensure that staff development training for senior positions (e.g. 'fast track' training) helps to address gender imbalances in staff at senior levels.

We need to ensure that support and development directed at women is not perceived as either 'women's problems' or 'privileges for women.' An approach that includes men as equal partners can build respect and support for women's experiences and position.

3.3. Instruction and learning processes

How content is delivered is just as important as the content itself if the learning experience is to be successful and fully engage students in their learning. It is first important to emphasize that gender-sensitive teaching is also good quality teaching. The changes we make to education to better meet the specific needs of girls or boys, young women or young men will often be the same, or very similar to, the changes we need to make to ensure that everyone receives a better quality education. Whatever changes teachers can make that promotes gender equality in and through education will also, by definition, improve the quality of education overall.

Teachers can be shown some basic approaches to teaching that can enhance gender-sensitive, participatory and inclusive learning:

- Teachers can be aware of any gender stereotypes in textbooks/ learning materials, and use this positively in gender-sensitive teaching, openly questioning the materials and encouraging critical thinking in terms of gender issues.
- Teaching strategies can be modified 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, it might help to change the seating arrangements so that larger groups of girls or boys are not sitting together and dominating other learners. Single-sex learning spaces may be a desired solution in some contexts.
- Teachers can use girls' and boys' different life experiences as a starting point for designing activities and teaching new things, e.g. to raise discussions on why life experiences become gendered and how girls and boys can notice when difference becomes discrimination.
- The teaching approaches and methods used influence students' self-confidence and self-esteem. Teachers need to be aware that either female or male learners may require more reassurance to feel comfortable.

- Teachers and learners should be encouraged to use gender-sensitive, non-violent and non-abusive language, avoiding jokes and terms that degrade or belittle either sex.
- Teachers should be encouraged to be conscious of the number of questions asked and answered by male or female learners and the amount of attention given to different students in class.
- Teachers need to ensure that domestic, volunteer and community roles (e.g. cleaning communal areas, helping younger children and running errands for teachers) are shared equally between girls and boys.

3.4. Assessment of learning outcomes

Assessment of learning outcomes involves measuring learner progress against identified learning objectives. It promotes accountability amongst teachers, communities, education authorities, organizations and donors and is a fundamental tool in fostering quality education.

There are different types of assessment. Continuous assessment involves gauging ongoing progress by identifying learner strengths and weaknesses. Summative assessment or assessment by examination or test is a formal evaluation of learner competencies against established national or international learning objectives as identified in curricula or non-formal education frameworks.

Open, transparent, ethical and fair assessment policies can reduce the risk of corrupt practices and sexual exploitation (e.g. bribes/sex in exchange for good grades). Learners should be clearly informed that assessments are judged on merit and that unethical practices should be reported. Teachers and education personnel should be told that unethical practices will result in disciplinary action.

Changing corrupt and exploitative practices can be difficult in situations where salaries are low, or where there is a culture of corruption and impunity. The following steps can help practitioners work towards gender-responsive assessments:

- Work with teachers and communities to develop policies and practices around fair assessment methods.
- Raise community awareness around the harm that unethical assessment practices cause to learners, the education system's reputation, the community and the wider society.
- Establish confidential complaint boxes where learners can post their concerns anonymously.
- Work with national authorities to ensure that national exams are not gender biased.
- Ensure national and in-class assessments measure learners' knowledge and skills related to human rights, gender equality and life skills curricula, in addition to numeracy and literacy.
- Work with education authorities to ensure assessment results are collected and analysed with a gender lens - are boys and girls at the different levels of education achieving equally?



Learners discussing the right to education for all - the quote on the poster is from the Convention on the Rights of the Child. Courtesy of Silje Sjøvaag Skeie/NRC.

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

4.1. Recruitment and selection

In some crisis contexts, such as South Sudan, it is easier to recruit male teachers than female. In other cases, such as 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 to have role models and supportive adults of the same sex as learners available to give advice and encouragement. In some conservative 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. We need to ask questions about the nature of the gender or cultural barriers in education and the society that prevents or discourages men or women joining the education field. In some cases, lack of teachers of a particular sex, usually women, is a result of a lack of sufficiently qualified or educated potential recruits. Where there are suitably qualified candidates, male or female candidates may not be attracted into the teaching profession because more lucrative earning opportunities exist elsewhere, or because of other commitments and pressures, such as family expectations.

Short-term measures to meet recruitment needs of individual schools should be matched with longer-term policy development, incentives or quota systems. Some strategies for ensuring gender-balanced recruitment include:

- Engage with the spouses or families of potential teaching candidates to ensure they understand the importance of the role

- 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 in the identification of potential male or female teachers, and in providing support to their families to enable them to become teachers, by, for example, sharing farming duties or helping with childcare.
- Recruit male or female classroom assistants with lower levels of education, providing ongoing training and opportunities to complete their own education whilst they are working, and then supporting a transition to a full teaching role.

Selection processes should also be gender-sensitive, ensuring that recruitment committees are made up of male and female representatives. Transparent selection criteria should be developed and an assessment of competencies undertaken. Selection decisions should take into account gender and diversity.

9. Addressing gender in practice in South Sudan

Female mentors

In South Sudan in 2004, only approximately 6 percent of teachers were female with the figure falling to as low as 2 percent in some regions. Various long-term strategies were used to increase the numbers of women teachers in schools. Short-term measures were also taken by individual schools. Where it was, at least for the foreseeable future, not possible to recruit a female teacher, schools hired so-called ‘mentors’ to come into school on a regular basis to lead particular activities with female students. The female mentor may not have the same formal qualifications as male teachers, but should still be respected as an important member of the school community and be present at all school functions, meetings (including staff meetings) and activities, in addition to regular activities with girls.

4.2. Conditions of work

Job descriptions, descriptions of working conditions and codes of conduct should be included in a contract. This helps to professionalise the role of male and female teachers in the learning environment and community. It 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 behaviour.

Teacher Compensation

Incentives and other compensation packages (e.g. support with accommodation, transport costs, childcare, etc.) depend on local contexts and resources. It is imperative that there is gender parity in salaries, and incentives should also address the different development and retention needs of male and female teachers.

Further in-depth information about this issue can be found in the INEE Guidance Notes on Teacher Compensation which is referenced in the Resources Section on page 73.

Codes of conduct

A code of conduct sets clear standards of behaviour for teachers and other education personnel. These standards apply in the learning environment and during education events and activities. The code of conduct specifies mandatory consequences for persons who do not comply. Preferably, teachers, education authorities, community education committees, parent-teacher associations and learners should all actively help to draft these documents.

Gender-responsive commitments in a code of conduct might include:

- Commitment of teachers to respect, protect and, within their ability, fulfil the education rights of learners
- Commitment of teachers to actively remove barriers to education to ensure a non-discriminatory environment where all learners are accepted.

- Commitment to maintain a protective, healthy and inclusive environment, free from sexual and other harassment, exploitation of learners for labour or sexual favours, intimidation, abuse, violence and discrimination;
- Clear statement of a zero tolerance policy of sexual relationships between teachers and learners.
- Commitment not to teach or encourage knowledge or actions that contradict human rights and non-discrimination principles;
- Explicit mention of disciplinary action to be taken, including criminal prosecution, should commitments be broken.

All teachers and other education personnel should understand and sign a code of conduct and a copy should be displayed prominently in the learning environment.

A sample code of conduct is available in the INEE Toolkit:
www.ineesite.org/toolkit

4.3. Support and supervision

The education response team, with teachers and community education committees, should consider ways to identify, manage and prevent stress, promote self- and peer-care among teachers, and identify and respond to gender-related self-coping mechanisms that may be unhealthy.

Support a culture where teachers meet regularly to share information on progress and challenges, including how gender issues are addressed in teaching and learning. Ensure that gender issues are on the agenda, 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 should be fed into the general meetings.

Where there is a gender imbalance in the teaching staff, it can be helpful to ensure that there are at least two teachers of the same sex at one school, if encouragement is given for them to work together and support each other professionally. If possible, finding senior male or female teachers to “mentor” colleagues of the same sex in the school

(or other education institution of local organisation) might be an effective support mechanism, as well as potentially benefiting professional development.

The positive role model status of male or female teachers should be reinforced, and it is critical that female teachers are not treated as subordinate to male colleagues.



Apolonia teaches Level One of an Accelerated Learning Program at Ntoroko Primary School, Uganda. Photo courtesy of Save the Children.

5. Strategies for gender-responsive education policy

Progress towards gender equality can be difficult if key actors in education policy at national and sub-national levels are not committed to integrating gender issues into the education system. Advocacy can be undertaken to ensure that education staff and communities know about international and regional conventions and commitments that the country has ratified, and what non-discrimination principles these convey.

Gender and Education - International Commitments

Millennium Development Goals (MDGs)

MDG 2: Achieve Universal Primary Education

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

MDG 3: Promote Gender Equality and Empower Women

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

Education for All Goals (EFA)

EFA goal 2: Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

EFA goal 5: Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Article 10 of this Convention states that parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. Specifically, the article discusses the importance of equal career and vocational guidance, access to the same curricula, examinations and educational facilities, sports and physical education. Mention is also given to the importance of equal access to continuing education, including adult and literacy programmes.

Guiding Principles on Internal Displacement

Principle 23: Every human being has the right to education. Special efforts should be made to ensure the full and equal participation of women and girls in educational programmes.

Other international commitments that underpin the right to education for everyone: Universal Declaration of Human Rights (1948) (Articles 2, 26); Fourth Geneva Convention (1949) (Articles 3, 24, 50) and Additional Protocol II (1977) (Article 4.3 (a)); Convention Relating to the Status of Refugees (1951) (Articles 3, 22); International Covenant on Civil and Political Rights (1966) (Article 2); International Covenant on Economic, Social and Cultural Rights (1966) (Articles 2, 13, 14); Convention on the Rights of the Child (1989) (Articles 2, 22, 28, 29, 30, 38, 39); Guiding Principles on Internal Displacement (non-binding) (1998) (Paragraph 23); Convention on the Rights of Persons with Disabilities (2006) (Article 24)

Helping ensure everyone understands these commitments can lift certain barriers to progress. Use the Millennium Development Goals (MDG) and the country's MDG targets to remind everyone to work towards gender equality in education. Offer to support decision-makers and stakeholders to develop and implement an action plan to work towards these contextual goals.

Emergencies can also present a 'window of opportunity' for strengthening gender equality within educational policy. Crisis contexts can provoke national advocacy efforts and policy reforms, and therefore chances to promote gender equality in education in emergencies. Advocacy and policy work should be based on analysis and lessons learned from the current or other emergency responses. Examining post-emergency evaluations for information about achievements regarding gender dimensions can generate interest and motivation in future responses. In countries where there are no emergency or disaster response policies for education, the emergency situation provides an opportunity to create them with gender issues mainstreamed throughout. National authorities can draw upon international commitments and conventions to develop policies.

Gender-responsive policy is similar to gender-responsive programming in the sense that it can involve both targeted dimensions (such as Liberia's Girls' Education National Policy), as well as a mainstreamed approach, whereby sector-wide policies include reference to and consideration of 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.

Also, like gender-responsive programming, policy work must include the development of measures of progress that not only track quantitative outcomes but the qualitative impacts of policy implementation.

Annex 1:

Gender glossary

Disaggregated data: statistical information that is separated into its component parts. For example, assessment data from a population or a sample can be analysed 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 behaviours are learned in the family, schools, religious teaching and the media. We may grow up as girls and boys, but we are taught to be women and men with appropriate behaviour, values, attitudes, roles and activities pertaining to each sex. Since gender roles, responsibilities and identities are socially learned, they can also be changed. Gender is a main aspect of an individual's wider identity along with race, age, sexuality, religious and social status, etc.

Gender analysis: is a tool for examining the difference between the roles that women and men play; the different levels of power they hold; their differing needs, constraints and opportunities; and the impact of these differences on their lives. Evidence-based gender analysis is required to inform policy reforms, and design gender equality programmes, strategies and actions.

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 (gender) differences. The term GBV highlights the gender dimension of these types of acts; in other words, the relationship between females' subordinate status in society and their increased vulnerability. Men and boys may also be victims of GBV, especially sexual violence. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include:

- sexual violence: sexual exploitation/abuse, forced prostitution, forced/child marriage

- domestic/family violence: physical, emotional/psychological and sexual
- harmful cultural/traditional practices: FGM, honour killings, widow inheritance, etc.

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 violated because of some religious texts and teachings, cultural and traditional practices, and because of the differences in education (women and girls are often less educated than men and boys). Gender discrimination against women can also be legitimized through national laws such as rights to inherit land, needing permission from male relatives to travel, etc.

Gender disparity: refers to reasons or contributing factors (such as poverty, traditional and cultural practices) behind the gender gap in education (and in other public areas) for girls in comparison with boys. Generally, gender disparities persist in enrolment and retention rates for girls at all levels in education. In a few countries, boy's enrolment and retention rates are lower than girls at some levels of education.

Gender equality between women and men, refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male. Gender equality refers to women and men having equal:

- *rights*: social, economical, political and legal (e.g. right to own land, education, manage property, travel, work, etc)
- *resources*: control over productive resources including education, land, information and financial resources
- *voice and agency*: power to influence resource allocation and investment decisions in the home, in the community, and at the national level.

Gender equity: is the process of being fair to women and men. Gender equity calls for those who are in disadvantaged positions to have a fair share of the benefits of development as well as the substantive responsibilities in society. This means giving to those who have less on the basis of needs, and introducing special measures and interventions to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity leads to equality.

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

Gender mainstreaming: aims to achieve gender equality, whereby women and men have equal agency, equal access and power concerning resources and decision-making. The Economic and Social Council of the UN defined gender mainstreaming as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

Gender-neutral policies and analysis: Gender neutral (or 'gender blind') policies and analysis usually insist that men and women are being treated as having the same rights or are equal. However, because they operate from an assumption that there is no distinction between the sexes, gender-neutral approaches incorporate biases in favour of existing gender relations and so tend to exclude women.

Gender parity: means that there is a 50:50 ratio of males and females accessing education, in the work place and holding public office. Analysing gender parity in education means a comparison of female and male learners' level of access to education at each level of education, including early childhood development programmes, primary, secondary, tertiary and non-formal education programmes. Gender parity amongst teaching staff and other education personnel should also be sought.

Psychosocial: The term psychological refers to our thoughts, emotions, attitudes and behaviour, and the 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.

Sex: refers to biological attributes of women and men. It is natural, determined by birth, and, therefore, generally unchanging and universal.

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.

Annex 2: ‘Missing out’ card used 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.

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Why can't they come to school?

لماذا لا يذهبون إلي المدرسة؟

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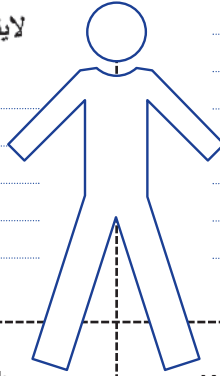
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What have they missed by not coming to school? How might their life be different from yours in the future?

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

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

كيف يمكنك أن تساعدهم
للذهاب الي المدرسة؟

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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.

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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؟

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Why can't they come to school?

لماذا لا يذهبون إلي المدرسة؟

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

كيف يمكنك أن تساعدهم
للذهاب الي المدرسة؟

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Useful resources

Standards and Guidelines

IASC *Guidelines for gender-based violence interventions in humanitarian settings* (2005) <http://gender.onerresponse.info>

IASC *Gender Handbook for Humanitarian Action: Women, Girls, Boys and Men: Different Needs – Equal Opportunities* (2006)
<http://gender.onerresponse.info>

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

INEE *Minimum Standards for Education: Preparedness, Response, Recovery* (2010) www.ineesite.org/standards

Gender Training Materials for Education Practitioners

NEE Pocket Guide to Gender Orientation (2010) These materials provide guidance on using this Pocket Guide, with ideas for developing actions plans and modifying strategies to the local context.

Paying Attention: Addressing Gender in Education in Emergencies (2009) This comprehensive training package was developed by the IRC on behalf of the INEE Gender Task Team. The package includes PowerPoints, a facilitator's guide, handouts and background documents. The training package covers much of the content of this Pocket Guide using a range of interactive training activities. The entire workshop is approximately 15 hours in duration and should be delivered over 3 consecutive days, but could also be modified for shorter trainings.

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.

All of these training courses are available on the INEE Gender Task Team webpage: www.ineesite.org/gender

Advocacy Resources

Kirk J. *Education in Emergencies: The Gender Implications – Advocacy Brief (UNESCO, 2006)* www.ineesite.org/gender

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

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

Tools for Programming

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

INEE *Guidance Notes on Teacher Compensation (2009)*
www.ineesite.org/teachercomp

INEE *Guidance Notes on Teaching and Learning (2010)*
www.ineesite.org/teachinglearning

INEE *Guidance Notes on Safer School Construction (2009)*
www.ineesite.org/ssc

INEE Pocket Guide to Inclusive Education: Education in Emergencies – Including Everyone (2009)

www.ineesite.org/inclusion

INEE Toolkit Thematic Guide: Gender (2010)

www.ineestite.org/gender

INEE Toolkit Thematic Guide: Gender-Based Violence (2010)

www.ineesite.org/gender

IRC Creating Healing Classrooms: Guide for teachers and teacher educators, International Rescue Committee (2006)

www.theirc.org/resources/hci-teachers-guide.pdf

Save the Children Making Schools Inclusive: How Change can Happen - Save the Children's Experience (2008)

http://www.savethechildren.org.uk/en/54_5432.htm

Save the Children Non-Discrimination in Emergencies. Training Manual and Toolkits (2008)

<http://www.crin.org/resources/infoDetail.asp?ID=18188>

UNESCO Toolkit for Promoting Gender Equality in Education (2003)

www.unescobkk.org/index.php?id=4634

UNFPA and Save the Children Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings (2009)

<http://www.unfpa.org/public/publications/pid/4169>

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

Case Study References

1. Addressing gender in practice in DRC – Demonstrating the importance of inter-sectoral coordination

Adapted from a programme synopsis provided by UNICEF DRC.

2. Addressing gender in practice in Guinea and Sierra Leone – Recruiting and training female classroom assistants

Adapted from INEE Gender Task Team *Gender Strategy Sheet: Recruiting a Supporting Women Teachers (2006)*.

3. Addressing gender in practice in Liberia, Zambia and Malawi – Mothers advocating for girls education

Adapted from Salina Sanou, *Establishing Links Between Women's Organisations and Education for All: The Work of FAWE in EQUALS: Newsletter for Beyond Access: Gender, Education and Development (2009)*.

4. Addressing gender in practice in Somaliland – Flexible afternoon classes for out-of-school boys and girls

Adapted from a case study provided by Silje Sjøvaag Skeie, NRC, a member of the INEE Gender Task Team.

5. Addressing gender in practice in Afghanistan – Accelerated learning programmes (ALP)

Adapted from *Save the Children Education in Emergencies: A Toolkit for Starting and Managing Programmes (2008)*.

6. Addressing gender in practice in Liberia – Responding to GBV through an education programme

Adapted from a case study synopsis prepared by Silje Sjøvaag Skeie, NRC and member of the INEE Gender Task Team and Fred Magumba, Project Manager, NRC Liberia.

7. Addressing gender in practice in Ethiopia – Meeting sanitary protection needs

Adapted from the *INEE Task Team on Gender Strategy Sheet: Gender Responsive School Sanitation, Health and Hygiene (2006)*.

8. Addressing gender in practice in Bangladesh – Health Education

Adapted from *Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies (UNICEF and UNGEI, 2006)*

9. Addressing gender in practice in South Sudan – Female mentors

Adapted from *INEE Gender Equity Strategies for South Sudan Series: Women Mentors for Girls in School (2006)*.

Foundational Standards

Community Participation Standards: Participation and Resources — **Coordination Standard:** Coordination — **Analysis Standards:** Assessment, Response Strategy, Monitoring and Evaluation

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p>Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.</p> <p>Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p>Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p>Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p>Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p>Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p>Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p>Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p>Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p>Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

Gender Equality in and through Education

INEE Pocket Guide to Gender

This guide is for anyone working to provide, manage or support education services as part of emergency preparedness, response or recovery and complements the *INEE Minimum Standards for Education*. It outlines principles for a gender-responsive approach to education programming, and provides responses to some of the most common misconceptions and arguments against gender mainstreaming. The guide also gives a series of concrete strategies and actions for putting gender equality into practice in across all domains of education programming.

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, UN agencies, donor agencies, governments, and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis. To learn more please visit www.ineesite.org.

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