EDUCATION

WHY DOES GENDER EQUALITY MATTER IN EDUCATION IN EMERGENCY INTERVENTIONS?

In crises, educational needs change, as does the ability of girls and boys to attend school. It is important to ensure that male and female learners of all ages have equal access to quality, relevant, and protective educational opportunities. However, providing educational facilities alone will not guarantee their optimal use or a positive impact on individual learners and on the affected communities; only a gender and age sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for an education project to have a positive impact, women, girls, boys and men must be involved equally in the process.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population of all ages are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2 - 0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing education in emergencies programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to education services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN EDUCATION PROJECT NEEDS ASSESSMENTS
✓ # of displaced children – by sex and age? Where are they located - in camps, collective centres or host communities?
✓ What are the sex- and age-disaggregated enrolment, attendance and drop-out rates?
✓ Has the crisis affected whether girls, compared to boys, are able to attend school? (E.g. increased household and care-giving chores, pressure to contribute to family income, increased restrictions in mobility, reduced time and privacy for homework, level and type of psychosocial distress.)
✓ Do parents, teachers, girls and boys think the distance girls or boys walk to school is acceptable and that travel is safe for both girls and boys of all ages?
✓ Do girls and boys of all ages have safe and adequate access to separate latrines, washing facilities and water at school?
✓ Are learning materials free of gender stereotypes? Are they equally relevant to and empowering of girls and of boys of all ages?
✓ Are male and female teachers, para-professionals and support staff available?
✓ Are men and women from the affected community involved equally in community education committees?
GENDER IN EDUCATION PROJECT ACTIVITIES
✓ Work with communities and local organisations to promote the importance of girls' education
✓ Establish same-sex focus groups to brainstorm on initiatives that will help girls and vulnerable groups access, participate and stay in school
✓ Open discussions with religious leaders with the aim of obtaining their support in promoting girls' education
✓ Consult with local community – women and men – about the feasibility of class shifts in schools/learning spaces to improve flexibility of school timings
✓ In collaboration with WASH, establish separate latrines for girls and boys in schools/learning spaces
GENDER IN EDUCATION PROJECT OUTCOMES
✓ Women and men from the affected communities have taken an active role in deciding on the location and the design of the new/temporary school facilities
✓ The media campaign for recruitment of school mentors/accompaniers focuses on the importance of the involvement of both women and men in education
✓ Emergency learning materials have been developed/revised to be culturally relevant, age-targeted and equally empowering of girls and of boys
✓ Gender-specific supports (e.g. transport, childcare) are in place to enable adolescent girls and women's participation in the learning activities and/or as teachers/ volunteers

DESIGNING MINIMUM GENDER COMMITMENTS FOR EDUCATION:

In order to translate the cluster and organisational commitments to gender-responsive education projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note than commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided **as samples only***:

1. **COLLECT, analyse and report sex- and age- disaggregated data on enrolment, retention, drop-out and completion rates among learners.**

Sample Activities	Sample Indicators
Each school maintains a record of learners' – by sex and age - enrolment, drop-out/completion dates	*By [date], each school has prepared and analysed the record of enrolments, dropouts and completions among female and male learners of all age groups*

2. **DESIGN learning spaces/facilities that are safe and accessible for both boys and girls of all ages.**

Sample Activity	Sample Indicator
Convene meeting with men/women and boys/girls to discuss location and layout of school facilities	*Focus group discussions with female and male representatives from the affected community have been held by [date]*

3. **Take specific ACTIONS to prevent GBV, establishing confidential complaints mechanisms in each school to receive and investigate allegations of sexual exploitation and abuse and other forms of violence experienced by boys or girls at school or in their community.**

Sample Activity	Sample Indicator
School committees, involving equal representation of female and male learners, parents and educational personnel, develop a Code of Conduct (CofC)	*By [date], each school has a school committee – with representation of female and male learners, parents and educational personnel -- tasked to discuss and develop a CofC*

4. **Based on the gender analysis, develop TARGETED actions to respond to the specific hygiene needs of female learners through the provision of female hygiene kits.**

Sample Activity	Sample Indicator
Provide appropriate sanitary supplies to girls so they can attend school and fully participate in class	*Sanitary supplies distributed to 100% of girls aged 12-18 years in [area/region/camp] by [date]*

5. **Work to ensure that boys and girls of all age groups can ACCESS education services by sensitizing local communities and by taking into account the specific obstacles that might impede girls and boys to attend school**

Sample Activity	Sample Indicator
Hold single-sex, age-segmented focus group discussions with women/girls and men/boys to discuss specific obstacles to girls' and boys' attendance at school	*By [date], focus group discussions have been held and the results of the discussions documented*

For more information on the **Gender Marker** go to www.onereponse.info

For more information on gender in education in emergencies, see the **INEE Minimum Standards for Education: Preparedness, Response, Recovery** (2010) and **Gender Equality in and through Education: INEE Pocket Guide to Gender** (2010) at www.ineesite.org

For the e-learning course on **"Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men"** see www.iasc-elearning.org

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