Education in Emergencies Gender-Responsive Education

Global Education Cluster **INEE**

Handouts/Participatory Activities

2012

ADAPT and ACT Collectively

Case Study: Iraq

Prior to 1990, Iraq was a leader in education in the Middle East. Recent reports from Iraq indicate that the education sector has been hard hit by decades of wars and armed conflict, sanctions, political manipulation, exodus of professionals, targeting of education professional, displacement of communities and individuals, and sanctions.

In the last two decades, much of the government has become largely divided between Central Iraq (Arabic) and Kurdistan. Education plans, training of education personnel, and the development of curricula follow the same divisions and there is little collaboration or communication between Baghdad and Kurdistan. The two Ministries of Education have, in the past, travelled to a third country to conduct meetings and participate in joint trainings rather than travel internally due to security issues.

Schools and classrooms are still very traditional in structure and based on rote learning. Only a handful of schools in urban areas have electricity and functioning water and sanitation facilities. Many have been damaged either in the conflict or through years of no maintenance. Furniture is often inadequate or damaged and teachers and students often have limited access to teaching and learning materials.

The vast majority of teachers have received formal training through one of the government training or university programmes; however, less than 10% have received substantial in-service training in the past two decades. The few who have been trained in innovative teaching methodologies and psychosocial awareness have not received continued support and are unable to make significant changes in their teaching or classroom habits.

The curriculum, however, has experienced significant changes during the past 7 years. The previous curriculum developed under Hussein‟s ba‟athist regime was immediately discarded following the 2003 invasion. Various stakeholders have been involved in curriculum design and development; the vast majority were international and national experts, the UN, and major international textbook companies.
Students, parents and teachers have expressed concern that the current curriculum is "too hard" for both students and teachers, irrelevant to the needs of children in some communities, and requires tools and equipment that are unavailable for the vast majority of schools.

Although schools hold information sessions for parents twice a year, the parents are not actively engaged in many schools. Traditionally, education was the responsibility of the government and schools have not yet established and developed functional Parent/Teacher Associations or School Committees to monitor progress made and needs of students/teachers/school.

Security continues to be an issue. Many families still fear sending their children to school for safety reasons and recruitment by militia. There are incidents of abduction and rape at school and on route to school for both boys and girls.

At the same time, school fees are expensive and families are struggling with sending all of their children to school, often times choosing boys over girls.

Girls account for 44.7% of student enrollment. Fathers play a major role in whether girls can attend school or not. Issues of safety, family poverty, distance from home to school, early marriage and the need to help at home all

account for reasons why girls' enrollment in schools is low. Girls themselves, speak of being frequently de-motivated to attend school because teachers beat them, favor boys and indicate teachers are unwilling to give explanations to girls on subjects they struggle with. Girls describe schools as unwelcoming.

Based on the above scenario, use the ADAPT and ACT Collectively Framework to question an organizational response. List at least two questions you should ask yourself to incorporate a gender-responsive approach to programming. Next to each question, list a program activity that complements the Gender Component and your question/s.

GENDER COMPONENT	QUESTIONS TO ASK	PROGRAM ACTIVITY
Analyze 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		
Address GBV in education and humanitarian efforts		
Collect, analyze and report sex and age disaggregated data		
Target actions based on a gender analysis		
Collectively coordinate actions with all partners		

Handout 3.2: Activity Sheet 2: Case Study on Gender for Session on ADAPT and ACT Collectively

ADAPT and ACT Collectively

PLAN-Pakistan Flood Response Case Study

In 2010 much of Pakistan was hit by devastating floods. Millions of people were affected and communities lost their homes. Schools were seriously damaged or destroyed. Plan, together with other organizations worked to help build the school system, constructing or renovating schools, training teachers, providing furniture and teaching learning materials, training school management committees.

One of the first challenges faced was confusion over which organization was supporting which school. Despite working through the cluster system there were cases where more than one organization had been tasked with reconstructing a school. Another challenge that emerged was that some female teachers were not allowed to return to teaching by their husbands because school walls had been destroyed or damaged in the floods. In many areas it was not acceptable for female teachers to be visible to outsiders as they got on with their job of teaching. Repair of school walls, which had not originally been budgeted for, therefor needed prioritizing.

In the immediate aftermath, temporary child friendly spaces had been set up within communities. Many of the children who attended, especially girls, were ones who had not been enrolled in school before the floods. In this way the flood response helped to raise demand for education but the existing schools, even once renovated, did not have the capacity to accommodate these children easily.

As part of the response Plan helped to renovate and construct separate latrines for girls and boys, but it was a challenge to meet the INEE requirements regarding the ratio of toilets to pupils.

Most of the schools supported were primary schools and only went up to grade 5. In many communities there were no schools for girls beyond grade 5 (post primary schools were almost exclusively single sex). In the schools and communities where Plan worked there was a lot of demand for the grade range to be extended beyond grade 5, to enable girls to stay in school. The emergency response program therefore included an advocacy element to support communities to request post primary education facilities for girls.

Based on the above scenario, use the ADAPT and ACT Collectively Framework to question an organizational response. List at least two questions you should ask yourself to incorporate a gender-responsive approach to programming. Next to each question, list a program activity that complements the Gender Component and your question/s.

GENDER COMPONENT	QUESTIONS TO ASK	PROGRAM ACTIVITY
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Handout 3.3: Activity Sheet 3: Case Study on Gender for Session on ADAPT and ACT Collectively

ADAPT and ACT Collectively

Case Study: Afghanistan

Early marriage has been identified as one of the main reasons why girls drop out of school in some villages in rural Afghanistan. Marriage and usually subsequent motherhood means that girls of 15 and 16 have to leave the community-based education classes supported by NGOs. The legal age of consent in Afghanistan is 16 for girls (and 18 for boys). The teaching staff doesn't consider "girls dropping out of school to get married" to be an issue since it is a practice that seems to be supported by the government.

Answer the following questions:

1. **What is the primary gender issue in this scenario?**

2. **Which clusters/sectors would you approach to address this situation; would you prioritize working with one cluster over another (assuming you have limited time and funding)?**

3. **Based on the ADAPT & ACT Collectively framework, what would you recommend the different clusters/humanitarian actors to do?**

Handout 4.1: Activity Sheet 2: Gender-Responsive Strategy Case Studies (5) and "Dos and Don'ts" Activity Sheet

Gender-Responsive Strategies for Implementing the INEE Minimum Standards: Case Study

Conflict has ravaged much of the northeastern part of Mindaley for the past 6 years. The militia controlled government in the area has created road blocks and barriers blocking access from the rest of the country. Only a limited number of aid agencies have been allowed access. The schools in the militia-controlled areas have suffered greatly. There is a shortage of teachers as many male teachers have been recruited to fight with the military. Schools have also been used on many occasions as a place to hide ammunition and weapons. The storing of military weapons in schools has created a heavy presence of military soldiers around school compounds. School classrooms have also been used to interrogate individuals considered spies and those who try to escape to the other side. Human rights violations occur frequently.

Although there are some schools that remain free of a military presence, children and families are afraid of schools. They fear the soldiers. They fear that schools will be attacked or bombed by the government-controlled forces. Parents are concerned that children will be recruited at school to fight with the militia-controlled forces and girls attending school will be sexually abused and harassed. Most children have not had any type of formal schooling in years.

The militia-controlled government, however, has ordered that all boy children below the age of 12 must go to school. Boys attending have a difficult time concentrating on lessons because of the fear and emotional distress of the situation. Those boys 12 and older fear recruitment into militia forces and often avoid school altogether.

Although there is no formal policy for girls to attend school, many parents keep girl children out of school due to cultural practice. Girls in general are ready to marry at age 12 and are forced to stay inside the house out of fear that young girls will create bad omens for the family and community if educated. Although not all have this view, many families restrict their girl children from attending any type of school because of community and neighbors' opinions. On many occasions, when girls tried to walk to school, men on motorbikes would shoot acid from squirt guns onto the faces of girls harming and disfiguring them. Since then, families opt to educate girl children 'underground.'

The curriculum that is used is outdated and censored to ensure that children learn what the militia-controlled government believes is appropriate. To ensure that this curriculum is followed, teachers are monitored frequently.

Group 1:

1. Some aid agencies have been allowed into the area to provide educational support to families. By looking at the INEE Pocket Guide to Gender, what might your strategy be for a gender-responsive approach to **participation, coordination, and analysis**? List steps you might take given the above situation.

2. Create a "Do's and Don'ts Checklist" that highlights issues and challenges that should be upheld or avoided to ensure that your strategy is gender-responsive.

Group 2:

1. Some aid agencies have been allowed into the area to provide educational support to families. By looking at the INEE Pocket Guide to Gender, what might your strategy be for a gender-responsive approach for **equal access and a gender responsive learning environment**? List steps you might take given the above situation.

2. Create a "Do's and Don'ts Checklist" that highlights issues and challenges that should be upheld or avoided to ensure that your strategy is gender-responsive.

Group 3:

1. Some aid agencies have been allowed into the area to provide educational support to families. By looking at the INEE Pocket Guide to Gender, what might your strategy be for a gender-responsive approach to **teaching and learning**? List steps you might take given the above situation.

2. Create a "Do's and Don'ts Checklist" that highlights issues and challenges that should be upheld or avoided to ensure that your strategy is gender-responsive.

Group 4:

1. Some aid agencies have been allowed into the area to provide educational support to families. By looking at the INEE Pocket Guide to Gender, what might your strategy be for a gender-responsive approach to policies for teachers and other educational personnel? List steps you might take given the above situation.

2. Create a "Do's and Don'ts Checklist" that highlights issues and challenges that should be upheld or avoided to ensure that your strategy is gender-responsive.

Group 5:

1. Some aid agencies have been allowed into the area to provide educational support to families. By looking at the INEE Pocket Guide to Gender, what might your strategy be for a gender-responsive approach to **education policy**? List steps you might take given the above situation.

2. Create a "Do's and Don'ts Checklist" that highlights issues and challenges that should be upheld or avoided to ensure that your strategy is gender-responsive.

Action Plan

What steps are needed in your organization to assist you in creating a more gender-responsive approach to education in emergencies?

Action Point	What is Needed?	Target Group/Who?	Where?	When?	How? What is the Process?	Why? What are the Benefits?	What is the Timeframe?	Who is the Person Responsible for this Action Point?	Budget Needed
Capacity-Building on Gender									
Organizational Policy Development Implementation									
Assessment Tools									
Fundraising									
Staff/Personnel									
Resources									
Organizational Program Strategy									
Coordination									
Program Design (Tools, Methods)									
Program Implementation									
Monitoring and Evaluation									