

Gender Tip Sheets

Education Sector



Quality education provides physical, psychosocial and cognitive protection that can sustain lives and contributes directly to the economic, social and political stability of countries. Effectively integrating gender equality measures into education programming will achieve the following goals. Education sector partners will also support the Government efforts in the provision of MHPSS activities for students, teachers, and other education personnel, along with programs promoting and strengthening active engagement and protection of the displaced children, including gender-sensitive and violence prevention initiatives and support to parents. In close collaboration with the Ministry of Education, Science, Culture and Sports (MESCS) and other relevant authorities and Government partners in Armenia, the Education SWG members will work to support inclusion of the displaced teachers through teacher training and capacity development, provision of catch-up classes, as required, and promoting the socially cohesive initiatives. Partners will also provide support to continuity of learning for tertiary-aged youth through recognition of previous learning and provision of academic and psychosocial support.

Coordination with national authorities through the Education Working Group will facilitate partners' efforts to ensure access to formal, non-formal and informal education and learning, access to skills development for students and teachers, teacher training, and activities aiming to ensure inclusion of children with disabilities and other vulnerable groups of learners into the education system.



Needs Assessments and Analysis

> Collect and analyze sex, age and disability disaggregated data (SADDD) and conduct a participatory gender analysis to understand different protection needs, capacities, barriers and aspirations and identify populations with special protection requirements.

- Population demographics. Household composition, pregnant and lactating women, female- and child-headed households, older persons (Particularly women, living alone). For Education and Child Protection, child-headed households; unaccompanied minors, children of school age in and out of school; children with disabilities (physical, mental, intellectual).
- Gender and cultural norms and practices. For Education, examine mother and father's role in child education, household roles of boys and girls which may interfere with their education; gender roles in female-headed households; decision-making power of women, men, adolescent girls and boys in education decisions.
- Protection risks and likelihood. Gender Based Violence (GBV), human trafficking, forced labor, child labor, sex work, surrogacy, prevalence of child marriage and adolescent pregnancy; For education: exchange of sex for accessing education and/or grades; recruitment for forced/child labor especially of boys; how girls vs boys feel about their safety and security and why.
- Education needs and aspirations. e.g. literacy rate of women vs men, boys vs girls of the community; education trends of girl and boys (e.g. girls drop out after basic education while boys are more likely to complete higher education).
- Intersectional issues. e.g. what other gender-specific barriers do girl and boy children with disabilities face.
- Environmental and structural factors. Overcrowding in shared shelters, lack of locks on shelters and new housing.

> Conduct a child-sensitive participatory gender analysis to identify the gaps in the education response.

- Learning environment and facilities. e.g. safe and accessible segregated latrines for girls, boys, and children with disabilities; availability of menstrual hygiene materials in facilities; learning environment are safe and well-lit; access to safe drinking water and health and hygiene kits.
- Access. e.g. distance and safety of traveling to school by girls and boys, accessible for children with disabilities; who has access, who doesn't, why?
- Learning. e.g. gender-sensitive learning materials (no gender-stereotyping representation, word, language, etc.), curriculum address specific needs of boys and girls (i.e. Sexual Reproductive Health Rights (SRHR), GBV, trafficking).
- Educational staff. e.g. specific training needs, knowledge of gender issues and inclusive teaching methodologies, the existence of policies for teachers (i.e. Code of Conduct, Child Safeguarding and Protection from Sexual Exploitation and Abuse Network (PSEA);), recruit, train and support for female staff; availability of Child Safeguarding and PSEA focal points.

> Education policy/plan. e.g. specific gender and inclusion considerations (e.g. gender and disability focus in targeting, review of curriculum for gender sensitivity and inclusion, etc.) in the education policy/plan, gender-responsive education budgeting.

> Ensure gender analysis is done by analyzing the SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way. e.g. Sex-disaggregated focus groups; time/location/facilities that allows participation from all (i.e. child-care facilities for women with young children).



Strategic Planning

> Reflect gender analysis in the planning documents and situation reports, using SADDD.

- Consult with women, men, girls, boys to design these activities to ensure they meet their needs. Ensure children with disabilities are included in Education assessments. Older men and women, persons with disabilities, and other minority groups should also be included in protection activities planning.

> Ensure equal and inclusive access to education that addresses the specific needs of women, girls, men, boys and other marginalized populations (persons with disabilities, orphan children, other vulnerable groups.) as well as the socio-cultural context (Do No Harm).

- Access to learning facilities. e.g. safe and well-lit roads, community-led escort/group transport for at-risk children, accessible to children with disabilities, timing of classes.
- Gender and disability-friendly learning facilities. e.g. gender-segregated bathrooms, functional for children with disabilities, provision of menstrual hygiene materials.
- Gender-responsive and inclusive curriculum and pedagogy practices. e.g. gender-responsive teaching and learning materials that do not generate gender stereotypes; teachers understand gender equality and value learning capabilities of boys and girls; curriculum includes life-skills (i.e. gender equality, SRHR).
- Gender-balanced education staff/volunteers/committees. e.g. recruit and train both female and male parents in parents' teachers' associations including the parents of children with disabilities, provisions for equal participation of women and men in school management committees.

> Work with other sectors to holistically plan interventions that address the barriers to quality education for girls and boys. e.g. Resilience, Health, food security and nutrition, Shelter/NFI/WASH; PSEA; gender working group.

- Child safeguarding. e.g. Code of conduct for teachers, training for education staff on child safeguarding and PSEA, training on identification, monitoring, referral, confidential reporting of GBV and child protection issues; functional, safe and ethical referral pathways.

> Community awareness and social norm changes. e.g. messaging and community outreach on child protection, messaging and outreach on GBV, messaging and outreach on human trafficking, gender sensitization of male household members, community members and other actors; messaging on adolescent engagement.

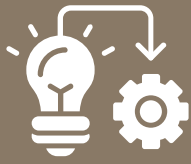
> Develop indicators to measure change for women, girls, men and boys.

- Use SADDD indicators so gaps between groups can be identified and assessed.
- Use the Gender with Age Marker (GAM) to assess program planning.



Resource Mobilization

- > **Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in protection to the education and protection sector so that priority areas are funded.**
- > **Engage in advocacy with donors and regularly report on the gender resource gaps in protection and education.**
 - Apply the GAM to protection and education program design to assess and highlight its contribution to gender equality and the empowerment of women and girls.



Implementation and Monitoring

- > **Involve women and men equally and meaningfully in decision-making, implementation and monitoring of programs/projects.**
 - Involve relevant community members and groups from affected populations. e.g. involve community groups such as women's rights, youth, and other marginalized identity organizations in program implementation and monitoring, ensure equal participation of women by providing childcare services.
 - Ensure gender balance in the implementing and monitoring staff of the project.
 - Ensure the safety of staff and volunteers, especially female staff/volunteers. e.g. put measures in place to respond to potential threat, intimidation and harassment of female staff.
 - Ensure women, girls, men and boys are aware of available child protection, GBV, and protection services, how to access those, the organization providing them and ways to influence their design and delivery.
 - Develop and maintain feedback and complaint mechanisms that are child- and adolescent- friendly, gender-responsive, inclusive and confidential (including for SEA reporting). e.g provide feedback and complaint boxes, provide UNHCR hotline services, do gender and age segregated FGDs, establishing child rights committees in schools.
- > **Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program.**
- > **Monitor access to livelihood assistance by women, girls, men and boys.**
- > **Contribute to the RRP's gender-specific outcomes.**
 - Apply the GAM to assess and improve gender equality programming.



Operational Peer Review and Evaluations

> Share information, SADD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in protection, gender-based violence, child protection, and education.

- The Gender Task Force can support in reviewing and disseminating information, reports and other materials.

> Share good practices and lessons learned on using gender-responsive approaches in protection and education.

> Review education sectors and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.

> Use GAM to assess the program's contribution to gender equality and empowerment of women and girls.

Key Resources

- [The Gender Handbook for Humanitarian Action, Section on Education P. 168](#)
- UNICEF, [Gender in Education Humanitarian Response: Checklist for Humanitarian Actors](#) (contains questions for assessments).

Protection Working Group Key Actors

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