

2.1 Gender-responsive needs assessment checklist

The steps and sections of this checklist correspond with GEC's [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#). They are also relevant to non-cluster based agencies and organizations.

Table 2.1.1: Needs assessment checklist

<input checked="" type="checkbox"/>	Key actions
	Establish an assessment working group
<input type="checkbox"/>	Ensure the assessment working group (AWG) includes, as a minimum, a gender and inclusion specialist.
<input type="checkbox"/>	Ensure gender-balanced representation on the AWG and the participation of relevant ministry of education or gender staff, gender focal points, and agency technical experts. This representation should be noted in the AWG terms of reference under 'membership' or 'participants.'

Additional resources

The terms of reference for the 2013 Provincial Assessment and Monitoring Working Group (PAMWG) in Pakistan had, as one of its core purposes, the promotion and inclusion of 'gender and environment and the coherence with ethical guidelines' ([Pakistan PAMWG, 2013, p. 2](#))

	Conduct the secondary data review (SDR): An ongoing summation and compilation of available information for regular analysis to inform decision making.
<input type="checkbox"/>	Use secondary pre-crisis data collected as part of preparedness measures as a baseline for understanding the effects of interruptions caused by the crisis from a gender and inclusion perspective. ➔ 8: Preparedness
<input type="checkbox"/>	Use Table 2.1.2 to ensure that potential questions asked of in-crisis secondary sources are inclusive and reflect gender considerations.
<input type="checkbox"/>	Decide which questions from Table 2.1.2 can be addressed through existing data, and which will require primary data collection during the field assessment (see below).
<input type="checkbox"/>	Ensure there is a gender specialist within in-country partners and remote technical experts supporting SDR teams to collect and analyze secondary data. Such specialists could identify sources, collect sex- and age-disaggregated data, and/or review the SDR to ensure it adequately assesses gendered needs.
<input type="checkbox"/>	When preparing an SDR matrix, include gender tags to enable tagging and subsequent analysis of secondary education data related to gender.

Additional resources

If you are using the [Global Education Cluster SDR matrix](#), a new tag on gender, under the thematic issue column, should be inserted with sub-tags that flag specific barriers or needs.

For the recommended minimum and a more comprehensive set of tags, see [Table 2.1.3](#).

IASC Gender with Age Marker (GAM)

<input checked="" type="checkbox"/>	Key actions
Design the field assessment	
Determine assessment questions and sources	
<input type="checkbox"/>	Use the results of the SDR to identify additional information needs where 1) analysis points to particularly disadvantaged groups based on sex, age, or other markers of disadvantage for further probing; and 2) relevant questions in Table 2.1.2 could not be answered through existing secondary data.
<input type="checkbox"/>	Formulate field assessment questions accordingly.
<input type="checkbox"/>	Engage with gender-based violence (GBV) and protection against sexual exploitation and abuse (PSEA) specialists to ensure adequate consideration of protection issues in the assessment design.
Sampling strategy	
<input type="checkbox"/>	Ensure that girls, boys, women, and men from different subsections of the affected population meaningfully participate in the assessment and sampling. This must include people with disabilities. 6: Monitoring and evaluation
Select data collection techniques	
<input type="checkbox"/>	Use a range of methodologies and approaches to engage affected people, including focus groups, interviews, transect walks, and gendered risk mapping led by learners. 6: Monitoring and evaluation – for guidance on gender-responsive methodologies and approaches for data collection 7: Accountability to affected populations – for information on inclusive and gender-responsive participatory approaches

Additional resources

See [Table 2.1.4](#) for a sample list of questions to use in a focus group with adolescent girls.

Design, translate, and pilot data collection tools	
<input type="checkbox"/>	Ensure that girls, boys, women, and men from different subsections of the affected population participate in piloting and have the opportunity to feed back on the process (including methodology, questions/topics, and assessment team composition).

Additional resources

IASC GAM

Determine assessment field team composition	
<input type="checkbox"/>	Ensure that the assessment teams which carry out data collection are gender balanced and include specialists on gender and protection.

Additional resources

ACAPS Technical Brief (2012) [Building an effective assessment team](#)

<input checked="" type="checkbox"/>	Key actions
	Collect and enter primary data
	Train field assessment and data entry teams
<input type="checkbox"/>	Training should introduce potential gender dynamics that may be encountered during the assessment (e.g., negative attitudes and behaviours towards female team members or towards the training of young women as teachers).
<input type="checkbox"/>	Training should include information on action to take if an incident or protection issue is disclosed, and on the relevant referral pathway.
<input type="checkbox"/>	Ensure that the code of conduct for the assessment team incorporates a full commitment to gender-responsive needs assessments and protection from sexual abuse and exploitation.

Additional resources

This is outlined in a Joint Education Needs Assessment: [Code of Conduct Template](#).

	Conduct and manage the data collection
<input type="checkbox"/>	Consider the safety and security of data collection teams. ➔ 6.1: Gender-responsive EiE monitoring ➔ 6.2: Gender-responsive EiE evaluation
	Debrief with assessment teams
<input type="checkbox"/>	Ensure any gender issues that arise within assessment teams or that emerge within findings are flagged so that real-time adjustments can be made to procedures.
	Enter primary data
<input type="checkbox"/>	Ensure that the data entry tools and corresponding coding approach make it possible to disaggregate data by sex, age, and other pre-identified markers of disadvantage relevant to the context (e.g., rural/urban, host/refugee/internally-displaced person (IDP), disability).
<input type="checkbox"/>	Include specific instructions on the importance of recording this during the training of data entry teams.
	Analyze the data
<input type="checkbox"/>	Ensure that questions used to guide the analysis are gender-responsive. ➔ 2.2: Questions for gender-responsive analysis
<input type="checkbox"/>	Triangulate and validate your primary data findings with secondary data analysis from the SDR.
<input type="checkbox"/>	Identify any inconsistent or unexpected findings. Seek further verification through additional secondary sources to gain a complete understanding of particularly vulnerable groups' needs (e.g., use shadow reports, reports from women's and men's rights organizations and disabled people's organizations (DPOs)).

Additional resources

IASC GAM

☑	Key actions
☐	<p>Participants in data analysis workshops should include assessment working group members, ministry of education representatives/gender specialists/focal points, cluster members, partners, donors, and other relevant inclusion and equity stakeholders.</p>
Generate and share an assessment report and products	
☐	<p>Adapt the report to different audiences. Invite relevant members of these audiences to participate in the subsequent action planning workshop.</p> <p>Audiences include:</p> <p>assessment working group;</p> <ul style="list-style-type: none"> • crisis-affected communities and assessment respondents, including girls, boys, women, and men (as part of accountability and feedback); • ministry of education (including local education authorities, gender focal points); • other government agencies, e.g., the ministry of gender or women’s affairs; • education cluster partners; • Office for the Coordination of Humanitarian Affairs (OCHA), especially for inclusion in Humanitarian Needs Overview and the Joint Inter-Sectoral Analysis Framework, including GenCap/Gender Advisers where possible • other cluster groups, e.g., water, sanitation, and hygiene (WASH) and protection; • UN agencies, including the United Nations Girls’ Education Initiative (UNGEI) Taskforce, where these exist; • INGOs, including those with gender and EiE programming and expertise; • NGOs (national), including women’s and men’s organizations, male and female youth associations, and DPOs; • donors, including those that prioritize gender in their allocations and investments; • media that is accessible to all audiences, including girls, women, and people with disabilities.

 **Essential resources**

[INEE Minimum Standards. Domain 1: Foundational Standards.](#)
[Analysis Standard 1: Assessment](#)

Table 2.1.2: Data collection questions from INEE Minimum Standards

Data collection questions ¹
INEE MS Domain 2: Access and learning environment
Are schools being attacked? If so, where and by whom? Are particular groups of learners targeted?
Have schools been damaged and/or destroyed? If so, how many and where? Are there any differences between damage/destruction to boys' or girls' schools?
What are the numbers of out-of-school girls and boys (disaggregate by age, rural/urban location, and disability where possible)?
What are the literacy rates for women and men? (disaggregate by age, rural/urban location, and disability where possible)?
Do internally displaced or refugee children have the right to enrol at local schools, and do they exercise that right? If not, what are the barriers to access? What other arrangements have been put in place to ensure their right to education is met and aligned with national standards?
Do internally displaced or refugee children have the right to enrol at local schools, and do they exercise that right? If not, what are the barriers to access? What other arrangements have been put in place to ensure their right to education is met and aligned with national standards?
What has changed from before the crisis to now for girls and boys of different ages (disaggregate by age, rural/urban location, and disability where possible)? How do these changes influence their ability to enrol and stay in school? Which children and youth are not attending or have dropped out?
What are the specific challenges affecting girls' and boys' retention and attainment rates at different levels? What cultural barriers exist (such as gender norms which prioritize boys' education, child marriage, etc.)?
Are relevant, flexible options available for all children and adolescents, including accelerated, alternative, non-formal options for over-age children who have missed significant periods of schooling or who have never been to school?
What other work do girls and boys do at home? Does this interfere with their access to education programmes?
Are toilets available for female and male teachers and learners? Are they accessible, located safely, and adequate in number? Are there separate male and female toilets? Are water and soap available? Are toilets lockable? Are schools and learning centres equipped with menstrual hygiene materials and private places to dispose of and change materials?
Are facilities (school, classrooms, WASH) accessible for girls, boys, and teachers with disabilities?
Does school leadership or the community take any action to help students with disabilities get to school?

1 Some of these questions are drawn from IASC (2015) [Gender Based Violence Guidelines](#) and IASC (2018) [Gender in Humanitarian Action Handbook](#)

What are the school safety and access issues regarding gender? Are potential sites for schools accessible and safe for girls and boys at all grades? Is there sufficient lighting in schools? Is the distance to school acceptable and safe? What safety precautions are in place or expected to be taken by male and female learners and teachers travelling to and from school?

Are girls and boys suffering from stigma because of specific crisis experiences (e.g., rape survivors, ex-child soldiers)? Does the stigma prohibit access to education?

What safety precautions do parents expect for girls?

Are learning environments secure, and do they promote the protection and mental and emotional well-being of male and female learners? For a comprehensive set of assessment questions on violence against women and girls in school and learning environments, see DFID (2014) [Addressing Violence against Women and Girls in Education Programming](#), p.12. Are there local child protection committees or community watch committees?

Are there independent community-based organizations with a focus on child protection services?

What response services and gaps in services exist for female and male survivors of school-related gender-based violence (SRGBV), including child-friendly and gender-responsive health care, mental health and psychosocial support, security response, and legal/justice processes? Are stakeholders aware of the response services available?

Sources

- Ministry of education;
- Global Coalition to Protect Education from Attack;
- UNICEF MRM for Attacks on Education Data;
- IOM Displacement Tracking Matrix for IDP data and schools acting as IDP sites;
- Education management information system (EMIS) data;
- attendance records;
- UNESCO Global Education Monitoring Report;
- demographic and household surveys;
- interagency assessment missions;
- WASH cluster;
- protection cluster;
- questionnaires participatory activities: interviews, focus group discussions, etc.

 [7: Accountability to affected populations](#)

INEE MS Domain 3: Teaching and learning

What is the language of learning?

Are teaching materials and training available to help teachers address specific topics needed by girls and boys (e.g., sexual and reproductive health)? Do they provide critical information on issues such as self-protection, landmines, etc.?

Is the curriculum gender-responsive?

Is teaching gender-responsive?

Are standardized national tests in place for numeracy and literacy? What are the results of those, and how do they differ by sex and rural/urban location?

Are the learning materials inclusive of and relevant to girls and boys, including those with disabilities? Do they perpetuate gender stereotypes?

Are any accessible learning materials or teaching aids being used by girls and boys with impairments (such as Braille kits, large print, magnifiers, sign language guides, recording devices, counters)?

→ 5.6: Curricula, teaching and learning materials

Sources

- national curricula, schemes of work, lesson plans;
- textbooks, teaching and learning materials including toys, equipment;
- observation records;
- inclusive education policy /special education units.

INEE MS Domain 4: Teachers and other education personnel

Are female and male teachers available? At all grade levels (from early childhood care and education (ECCE) to tertiary)?

What are teachers' levels of qualification and experience?

Are there any geographical areas where there are teacher shortages (male/female)?

What are the main barriers to teachers' attendance, if any (from ECCE to tertiary)? Do they differ for female and male teachers?

Are there female and male para-professionals?

Are female and male education administrators available?

Are provisions being made to review entry qualifications and routes into the teaching profession to encourage a gender-balanced workforce?

Are there women in the community who could support girls in school and be involved in teaching and/or mentoring?

Are there any role models for boys in schools who encourage their education/staying in schools?

Is there a gender-responsive code of conduct for teachers to address sexual harassment, GBV, and abuse? Have staff been trained on supporting GBV survivors?

Are there grievance redress mechanisms that include referral pathways, including for boy victims of sexual exploitation and abuse?

Are there female teacher trainers and support staff?

Do parent-teacher associations (PTAs) or similar groups exist? To what extent are women and men involved? Are there any cultural restrictions on women's involvement? Are there incentives for men (fathers, male caregivers) to be involved?

Has training been provided to the PTA? If so, has gender been addressed?

➔ 5.4: Teacher recruitment and support

Sources

- ministry of education;
- EMIS;
- interagency assessment mission.

INEE MS Domain 5: Education policy

What policies and legal frameworks exist to prevent and/or enforce and address key issues that affect women and girls, for instance, GBV laws, national HIV and gender and girls' education policies, etc.?

Are there any education policies that address boys' disengagement or disadvantage in education?

What roles and accountability/coordination/partnerships exist for gender at the national level?

Are there any barriers that hinder the enforcement of relevant legislation on education and protection?

Do institutes/institutions dealing with gender issues exist?

Are there institutions dealing with girl child issues? Are there organizations dealing with child soldiers and boy child issues?

Is there a specific gender desk/division?

Is girls' education reflected in national plans?

If there is a gender in education or girls' education policy, what are the priorities? Are these priorities likely to have changed as a result of the emergency?

How is gender addressed in national plans and budgets in education? Are there systemic funding constraints in education for specific groups that limit the capacity to provide education and support for vulnerable priority populations, thereby hindering progress?

Has the government made a budget provision to address the related issues in the plans/policies? Is targeted financing for gender and EiE programming available?

Has the government introduced any gender-responsive policies in education?

What GBV policies are in place (including sexual exploitation and abuse of boys in and outside educational settings)?
Are standards in place to assess the safety and security of learning spaces?
What are the challenges to parental involvement in education for women and men?
What are the challenges to community involvement in education programming and opportunities and assessment for girls, boys, women, and men?
Is there a law to protect children against child labour?
Are there any laws or policies that ensure attendance by pregnant girls, or ensure school-age mothers return to school after giving birth? Are there any laws or policies that ensure child soldiers return to school?
Is there a law on the age of marriage?

Sources

- education sector plan;
- Joint Education Sector Review reports;
- gender and education policy;
- GBV policy;
- EiE policy;
- Global Partnership for Education;
- government/ministry of education budget.

Table 2.1.3: Gender tags

Minimum gender tags for use in SDR

Domain	Tags
Access and learning environment	Gender issue – enrolment/attendance of female/male Gender issue – lack of gender-responsive WASH/menstrual hygiene management (MHM)
Teaching and learning	Gender issue – lack of gender-responsive pedagogy, curriculum, and/or teaching and learning materials Gender issue – lack of gender-responsive teacher training (i.e., pedagogical training, psychosocial support training, school safety/improvement planning training, code of conduct, etc.)
Teachers and other education personnel	Gender issue – lack of female/male teachers Gender issue – no code of conduct
Education policy	Gender issue – education policy documents lack comprehensive gender analysis Gender issue – lack of investment in gender and education in emergencies interventions

Comprehensive list of gender sub-tags to be selected for SDR. These sub-tags should be used as needed, and added to, by context

Domain	Tags
Access and learning environment	<p>Gender issue – enrolment/attendance of female/male (disaggregated by education level)</p> <p>Gender issue – poverty</p> <p>Gender issue – attacks on education</p> <p>Gender issue – unsafe routes to school</p> <p>Gender issue – early marriage</p> <p>Gender issue – forced armed recruitment</p> <p>Gender issue –SRGBV, GBV, and/or PSEA (disaggregated by education level)</p> <p>Gender issue – lack of accessible gender-responsive WASH/MHM (disaggregated by education level)</p> <p>Gender issue – lack of child protection committees (disaggregated by education level)</p> <p>Gender issue – lack of psychosocial support interventions (disaggregated by education level)</p> <p>Gender issue – lack of gender-responsive child protection mechanisms</p>
Teaching and learning	<p>Gender issue – lack of gender-responsive pedagogy</p> <p>Gender issue – lack of gender-responsive curriculum and/or teaching and learning materials</p>
Teachers and other education personnel	<p>Gender issue – lack of male teachers, ECCE</p> <p>Gender issue – lack of female teachers, ECCE</p> <p>Gender issue – lack of female teachers, lower primary</p> <p>Gender issue – lack of female teachers, upper primary</p> <p>Gender issue – lack of female teachers, lower secondary</p> <p>Gender issue – lack of female teachers, upper secondary</p> <p>Gender issue – lack of female teachers, tertiary</p> <p>Gender issue – lack of female teachers, technical and vocational education and training</p> <p>Gender issue – lack of female/male teachers, alternative education</p> <p>Gender issue – lack of male leadership (by education level)</p> <p>Gender issue – lack of female leadership (by education level)</p> <p>Gender issue – lack of gender-responsive pedagogical training (by education level)</p> <p>Gender issue – lack of gender-responsive psychosocial support training</p> <p>Gender issue – no code of conduct</p>
Education policy	<p>Gender issue – no gender and education in emergencies policy</p> <p>Gender issue – no gender and education in emergencies strategic plan</p> <p>Gender issue – lack of investment in gender and education in emergencies interventions</p> <p>Gender issue – lack of gender-responsive school safety planning</p> <p>Gender issue – lack of gender-responsive disaster risk reduction policy and/or planning</p>



Table 2.1.4 Sample questions to ask adolescent girls in focus group discussions in protracted crises

Are all your female friends able to access this school/temporary learning space (TLS)?

If they are not accessing, why not?

What are some of the reasons they are not able to access the school/TLS regularly?

(Probe: parents' level of support to education, financial constraints, concerns about school safety or other aspects of the learning environment, distance from schools, level of interest/engagement, other responsibilities including the need to make money for the household, other...)

What do they do when not school?

Paid or unpaid work? (Probe: paid work, household chores, other...)

Social activities? (Probe: spend time with friends, play sports, engage in activities with religious groups or at community centres, other...)

Other activities?

What stops girls and/or boys from finishing lower primary (Grades 1-3) and going onto upper primary (Grades 4-6)? At the supply side (school level)? At the demand side (family, community level)?

What stops girls and/or boys from finishing upper primary and then going to secondary (13-18)?

What barriers do some girls and/or boys face in accessing this school/TLS?

Do any girls or boys with disabilities or health problems not come to school?

What difficulties do girls and/or boys face while they are in the school/TLS? (If not mentioned: do any girls or boys have problems understanding lessons?)

Are there any places where you feel unsafe in the TLS/school (e.g., latrines)?

How could we ensure that you feel safe getting here and being here?

Do you feel comfortable talking to your teacher or other adults about the problems you face?

What activities would you like us/the school/TLS to run?

For example, lifeskills sessions or recreational activities that facilitate girls' participation.

What programmes, activities, services are available inside or outside school for boys and for girls?

What resources do you need to participate meaningfully in the school/TLS?

(i.e., what do you want student kits to include?)

What would you change about the school/TLS?

How would you like to be involved in designing the services in [enter site name]?

Do you feel your input will be valued/taken into consideration for designing the services?

Adapted from: Save the Children (2019) Gender-sensitive programme co-design tool