

2.2 Questions for gender-responsive analysis

Once data has been gathered on gender and education in emergencies, as outlined in Section 2.1, it should be analyzed and interpreted to provide recommendations for EiE programme design.



Essential resources

Global Education Cluster [Guide to EiE Needs Assessments and Analysis](#) Section 3.4
INEE Minimum Standards. Domain 1: Foundational Standards. Analysis Standard 1: Assessment

Use a series of who, what, when, where, and why questions to help you understand the main drivers or factors relating to the needs of different groups. This information will reveal the critical gaps to be addressed and thus who programmes should target and how.

➔ [3: Strategic planning and programme design](#)

The following IASC Gender with Age Marker (GAM) needs analysis Gender Equality Measures (GEMs) provide an overall basis for analysis and interpretation:

Gender analysis

The distinct needs of girls, boys, women, and men and their age groups are discussed in a written needs analysis.

Collecting and analyzing sex and age disaggregated data

Data (numbers or narrative) in the monitoring report is disaggregated across girls, boys, women, and men and by age groups.

Good targeting

The project provides the right groups with assistance according to the plan. Affected groups across girls, boys, women, and men and across different ages are not excluded, do not receive less assistance, nor do they get less than planned.

[Table 2.2.1](#) takes the user through this process, as part of a desk review, and guides discussion in an interpretive workshop.²

These questions are not designed to be directly asked of participants. The information gathered should broadly relate to these issues. Where relevant, disaggregate and analyse data for girls, boys, women and men, refugees, internally displaced persons (IDPs) or host populations, children and youth with disabilities, urban/rural populations, minorities, and other excluded groups.

Table 2.2.1: Guiding questions for gender-responsive analysis

INEE MS Domain 2: Access and learning	
Guiding questions	
<p>Who is affected by the crisis?</p> <ul style="list-style-type: none"> • How are particular groups affected? <p>What are their needs and priorities?</p> <ul style="list-style-type: none"> • How do they differ based on sex, age, disability, ethnicity, status (e.g. MHM needs, access to basic education and protection services)? <p>Who has access to what assets (including information), resources, and services?</p> <ul style="list-style-type: none"> • Are there differences between groups? <p>What are the different barriers females and males face to accessing education?</p> <ul style="list-style-type: none"> • Is it different from the situation faced by other groups? • What are their coping mechanisms? • How do they differ based on sex, age, ethnicity? <p>How do girls and boys feel about their security and safety?</p> <ul style="list-style-type: none"> • How does this differ between groups? • Is it different from before the crisis? 	<p>What are the different risks faced by girls and boys?</p> <ul style="list-style-type: none"> • Are they different for different groups? • What are their coping mechanisms? • What information is available about the potential risk, and how do girls and boys from different groups access this information? <p>What are the different protection needs of girls and boys?</p> <ul style="list-style-type: none"> • Are needs different for different groups? • What are the traditional protection mechanisms within the community? How have they been disrupted by the crisis? • What groups are most exposed to school-related gender-based violence (SRGBV)? What are their coping mechanisms? What are the referral routes and support services? • What complaint mechanisms are in place and how accessible are they to girls and boys?
<p>What are the main drivers/factors? How do we know?</p>	

² Some of the questions used are drawn from IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#) and IASC (2018) [Gender in Humanitarian Action Handbook](#) and GPE/UNGEI (2018) [Guidance for Developing Gender-Responsive Education Sector Plans](#). The questions and sources listed in the table are not exhaustive. For a full list of potential sources for all needs assessments, see Section 2.2.1 of the Global Education Cluster (2019) [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#).

INEE MS Domain 3: Teaching and learning

Guiding questions

How well are girls, adolescent girls, boys, and adolescent boys learning, including those with disabilities?

- Are there differences between groups (e.g. IDPs, host, refugees) for example reflected by the results of national assessments disaggregated by age, sex, and disability?
- How does the language of instruction affect different groups' participation?
- Are curricula, teaching and learning materials and pedagogical practices relevant and adequate to meet the needs of girls and boys – including those with disabilities across all groups?
- Do teachers and education personnel have adequate knowledge and capacity in the above areas?
- What is the distribution of male/female teachers? Does this pose any risks to access, teaching, and learning? For whom and how?

What are the main drivers/factors? How do we know?

INEE MS Domain 4: Teachers and other education personnel

Guiding questions

How do female and male teachers and other education personnel feel about their security and safety?

- How does this differ between groups?
- Is it different from before the crisis?

What are the different risks faced by female and male teachers and other education personnel?

- Are they different for different groups?
- What are their coping mechanisms?
- What information is available about the potential risk? How do male and female teachers/education personnel from different groups access this information? **What are the different protection needs of female and male teachers and other education personnel?**
- Are they different for different groups?
- What are the traditional protection mechanisms within the community? How have they been disrupted by the crisis?

- What groups are most exposed to SRGBV? What are their coping mechanisms? What are the referral routes and support services?
- What complaint mechanisms are in place? How accessible are they to female and male teachers and other education personnel?

Community members, parents, and school management committees

- How engaged are parents and community members in school-related activities?
- Is there equal participation of women and men and adequate representation of all community groups?
- Are school management committees empowered to ensure school safety and security?

What are the main drivers/factors? How do we know?

Guiding questions

Of the relevant policies identified in the needs assessment:

- Are there any policies with discriminatory aspects that may disadvantage a particular group?
- Are there any that should be prioritized to support critical gaps?
- Are there any additional policies that should be considered?

What are the main drivers/factors? How do we know?