4.1 Gender in EiE advocacy and communications

INEE Minimum Standards	Advocacy and communication is cross-cutting through all of the standards. It may be undertaken to highlight particular gaps in the delivery of gender-responsive education in emergencies. It is closely tied into the Foundational Standard: Analysis – Response Strategies, when the findings of needs assessments identify the need for advocacy as a key component of the response.
Primary users	EiE programme managers at global and national level in INGOs, multilateral organizations and civil society organizations;
	EiE advisors, specialists, officers, analysts at national level in advocacy and communications; cluster coordinators, Local Education Working Group coordinators at national level; education personnel at national and sub-national level.
Purpose of tool	To understand and address the issues and challenges of advocacy for gender-responsive education in acute emergencies and protracted crises.

Introduction

Education should be seen as a core component of responses to humanitarian emergencies and protracted crises, and the needs, rights, and capacities of all learners must be recognized and met.

Education advocacy in emergencies must be inclusive in its outlook and desired outcomes, ensuring that no girl, boy, woman, or man is excluded from protective and sustaining opportunities for learning. Identifying and understanding gaps in the specific needs, priorities, and capacities across different groups of girls, boys, women, and men should form the basis of education advocacy. Emergencies offer a 'window of opportunity' to advocate for improvement in gender-responsive policies from initial onset into the longer term.

Education advocacy can be carried out in acute emergencies, for example, by advocating for priority practices, programming, and financing on inclusion of children with disabilities or for the prevention of early marriage of adolescent girls in the education response.

In protracted crises the emphasis may be different. For example, advocacy may be aimed at developing more inclusive pathways into teacher training, developing gender-responsive recruitment practices, strengthening learning outcomes and completion rates for marginalized learners, and stimulating behaviour change with better basic rights awareness.

Efforts to implement gender-responsive EiE frequently provide opportunities to identify the challenges that are faced by female and male learners in accessing, participating, and achieving in education. These can be used to craft advocacy messages with real stories and data and can be validated and promoted by affected populations, e.g., in host communities and/or camp settings.

Box 4.1.1: Advocacy research and interviews with adolescent girls and women

In 2019 the Global Coalition to Protect Education from Attack (GCPEA) conducted advocacy research in the Democratic Republic of Congo (DRC) to highlight the extent to which schools and learners were being targeted by armed groups who sought to recruit children to replenish their ranks. Interviews provided powerful, illustrative evidence and testimony to support advocacy around the endorsement and implementation of the Safe Schools Declaration, targeted at local, national, and international influencers and decision-makers.

The GCPEA report found that "in the Kasai region of DRC, young girls were recruited by the Kamuina Nsapu militia because they were believed to be able to magically stop bullets by rustling their skirts; they were placed at the front of the militia units going into battle as human shields".

Lucai N. was recruited by the Kamuina Nsapu militia in DRC. She said, "I was given a wooden [kitchen utensil] that was supposed to be a magic gun that the soldiers could not defeat.... After that, I went with [the militia] wherever they went and participated in several battles. I later realized that we would not be able to defeat soldiers with the magic. They were killing us in large numbers".

GCPEA (2019) "It is very painful to talk about" Impact of Attacks on Education on Women and Girls, p.13.

Key information

The case for education in emergencies and protracted crises is well made in a number of key documents, including advocacy briefings provided by the IASC Education Cluster.[1] Recognizing that there are agreed steps to take for the development of effective advocacy strategies, the checklist below strengthens gender and inclusion considerations by highlighting relevant information at each stage of advocacy planning and delivery.[2] These steps ensure that EiE advocacy strategies are more gender-responsive. Make sure advocacy plans and strategies are developed in close consultation with the gender focal point and/or gender and EiE working group and other relevant stakeholders.

Table 4.1.1: Checklist for advocacy planning and delivery

Step 1. Determine your goal, based on evidence	
Questions	**Examples**
Did the needs assessment, including the secondary data review, identify gender or other equity gaps in the provision of education and financing? To what extent is this reflected in your advocacy strategy goal and planning? Did implementation, monitoring, and evaluation of gender-responsive EiE programmes identify gender or other equity gaps that can be reflected in your advocacy goal? Do planned activities, such as psychosocial training for teachers, present opportunities to gather anecdotal information and evidence for advocacy?	Female learners and teachers are not accessing or attending school and other education opportunities due to a rise in targeted attacks on education by armed groups. The advocacy goal focuses on state endorsement of the Safe Schools Declaration, awareness-raising of its provisions among key education stakeholders, and integration of relevant, disaggregated indicators on gender-based attacks into existing accountability mechanisms (e.g., EMIS, CPMIS, district/school level reporting, etc.). **Sample advocacy goals:**[3] • To highlight the impact of attacks on girls' and women's education in areas of conflict and insecurity and cultivate public support for safe education; • To promote effective education programmes and policy to protect girls and women in education from attack, including prevention and response; • To promote recognition and recording of the gendered nature of attacks on education.

2. Identify your targets, messengers, and opportunities	
Questions	**Examples**
Are there targets (organizations, people) that have particular leverage and capacity to bring out gender-responsive change?	This might include specific ministries (education, gender) and/or decision-makers (ministers, head of state, technical specialists, community-level), donors, humanitarian country teams, other clusters (e.g., camp coordination, livelihoods). This should include male and female representatives. Also consider specific male targets, for example, male ex-combatants, returning male soldiers, local peacekeepers, former child soldiers, and unaccompanied adolescents living in high-risk zones. Conduct advocacy planning with groups that deliver psychosocial services to men (e.g., ex-combatants or ex-military); groups working with men and boys (e.g., Congo Men's Network (COMEN), a NGO based in Goma whose mission is to promote positive masculinities by engaging communities and men in discussions around prevention and response to gender-based violence and the spread of HIV and AIDS).

3   To see more recommendations for advocacy messaging on the protection of women and girls, see Global Coalition to Protect Education from Attack.

Have you involved and supported local and national NGOs in your advocacy planning?	Build the capacity of local groups/networks (including women's organizations) to take leadership roles in advocacy and campaigning. Where leaders are predominantly male, reach out to women leaders through religious and civil society groups and other constituencies that are relevant and operational in the context.
Have you consulted affected population groups on advocacy messages? Ensure that you consult with female and male groups and individuals and elicit their active participation in advocacy activities. Invite them to speak for themselves.	Ensure messengers and allies include girls, boys, women, and men, people with disabilities, and representatives from other marginalized groups, where safe and appropriate. High-profile individuals, celebrities, recognized leaders at national, local, and community level can all be effective messengers.
Have you identified opportunities for presenting your message at forums and meetings with individuals who are relevant to improving gender-responsive EiE? Have you invited female and male individuals from affected populations to attend with you and speak out in their own words?	Create your own events: media events around International Women's Day and International Day of the Girl (for instance), high-level meetings on gender, and gender focal point conferences. Other events to consider include: informal meetings, social functions, meetings with development partners, preparations for humanitarian country team meetings, government meetings and events, technical meetings and symposia (e.g., on curriculum reform).

3. Decide your delivery methods	
Questions	**Examples**
Are your chosen delivery methods determined by the best ways to reach out to your intended audience? Are you using the right context-sensitive language? Consider campaigns and events to raise awareness – do they highlight the importance and value of inclusive, gender-responsive EiE? Does your chosen delivery method need key messages, briefings, and presentations? Do these include reference to gender-responsive EiE and the gendered needs of female and male learners and teachers in crises? Do you have the necessary evidence on exclusion from education to support your arguments and key messages? Are there partners in the cluster or Local Education Group who can provide or support the collection of any additional evidence needed?	Examples include: • lobbying; • coalition/network building; • community and religious leaders; • briefings and presentations • dissemination of policy advocacy reports; • working with traditional and new media (via paid-for placement of messages/campaigns in media and/or partnerships), online and broadcast, e.g., radio, social media platforms, using strategic slots to place messaging depending on the target audience. Note that a part of this work may involve capacity building of media professionals to promote gender equity, women's empowerment, and positive masculinities; • short films; • marches, demonstration, and rallies to build public support and demonstrate public support among girls, boys, women, and men; • polling; • public service announcements.

4. Craft your messages	
Questions	**Examples**
Are your messages gender-responsive? Are your messages succinct and clear about the change you want to achieve in gender-responsive EiE? Are your messages negative or positive and aspirational? Do you use data to illustrate your points?	🗎 Global Education Cluster Advocacy Key Messages Design Tool. Sample message: 'Girls in crisis settings are 2.5 times more likely to be out of primary school than boys. Supporting cash transfers, school feeding and other in-kind supports help to remove barriers to girls' education'.[4] Sample message for positive masculinities (see Box 4.1.2): 'People can be changed!' 'Be a man, change the rules!'[5] Use of positive messages that promote men as agents of change – instead of 'shaming and blaming' them – can encourage and inspire men, rather than castigate them for men's bad behaviour and for the negative effects of patriarchy as a whole.

---

4   Education Cannot Wait (2019) Gender Factsheet
5   See: Namy, S., Heilman, B., Stich,S., Crownover, J., Leka, B. and Edmeades, J. (2015) Changing what it means to 'become a man': participants' reflections on a school-based programme to redefine masculinity in the Balkans, Culture, Health & Sexuality, 17:sup2, 206-222.

Are your messages crafted to the local context? Have you consulted local partners on this?	For example, if early marriage is being used as a negative coping strategy as a result of the crisis and is preventing girls from accessing education, have discussions been held with local partners and stakeholders on an agreed approach to address this issue and appropriate angles to take on the messaging?
Are you aware of what individual agencies and their representatives are saying about education? Are there synergies on gender that will enable you to deliver mutually supportive messaging? Is there anything unique about your position or which adds value to a broader collective message?	See Box 4.1.3 below for sample advocacy messages.

5. Put your plan into action

Questions	Examples
Be strategic in your delivery methods, building the case and the achievement of change over time.	Use the most appropriate delivery methods for each audience. For example, for high-level ministers and other stakeholders, a 1-2-page policy advocacy briefing with key asks and recommendations may be best. Technical specialists may be more interested in longer, fully referenced, evidence-based papers. Caregivers and community leaders might respond better to radio broadcasts, social media messaging, face-to-face meetings, and other accessible ways of communicating. Set short, medium, and longer-term advocacy outputs and anticipated outcomes.

6. Identify your resources and gaps; monitor and adapt your strategy

Questions	Examples
Are there any areas in your strategy related to gender that are weak? What can you do to strengthen these? Where are you succeeding in your gender strategy? Can anything be learned from this to improve weaker areas?	For example, do staff have the capacity to craft strong messages on gender and EiE and liaise with appropriate messengers? What training is needed? Do staff have the requisite technical capacity and oral skills to liaise effectively with high-level individuals? Do staff have the requisite skills to liaise effectively with girls and boys from affected populations?

Box 4.1.2: Advocacy for positive masculinities post-conflict

"In the Balkans – Working to overcome the long-term effects of militarization on masculinities CARE (in partnership with Promundo, the International Center for Research on Women and others) has worked with adolescents and young adults to challenge the deeply entrenched social, ethnic and religious norms that have influenced their lives. A youth-led community and school-based campaign called 'Be a Man' has slogans like, 'Be a man, break the mold'. Impact evaluation has found changes in attitudes and reductions in self-reported bullying behavior as well as positive interactions between young men across ethnic lines, including in the ongoing conflict areas of Kosovo. Within the group education activities are messages about the meanings of consent and sexual violence. Projects like this show the potential of work with young men in post-conflict settings to construct new ways of being (Balkan) men who are aren't militaristic, xenophobic, homophobic or misogynistic. Impact evaluations at the school level have confirmed important changes in attitudes on the part of young men, including reductions in various forms of ethnic based prejudices."

Men Engage Alliance and UNFPA (2012) Sexual Violence in Conflict and Post-Conflict: Engaging Men and Boys, p.12.

Box 4.1.3: Sample advocacy message on gender and education in emergencies

Sample messages from UNGEI on improving access to girls' education in emergencies:

- Putting a girl in school dramatically changes the direction of her life. It resets the compass for her future family.

- It changes the direction of the road she'll walk on for the rest of her life.

- It's a helping hand that keeps helping.

- The benefits of education are passed from mother to son or daughter down the generations, like a treasure, a new language, or a valuable heirloom. And it can be divided among children and never loses its value.

- An educated girl becomes a more capable mother – she can read instructions on a medicine bottle.

- It's not just an education, it's a future family and a community prospering. It is a catalyst for reconstruction and economic recovery and growth after conflict: it not only makes sense for the girls but for the wider society in which she lives.

- Getting girls in schools lifts everyone up.

- Girls' education is a cornerstone of early recovery/development/a foundation for future peace and prosperity.

More sample messages from Malala Fund:

- Girls and boys still have a right to education in situations of conflict. This has been agreed by the majority of the world's governments through human rights treaties and in a UN resolution in 2010.

- Girls' education outcomes are poorest where there is conflict, particularly at secondary level.

- Girls living in conflict-affected countries are nearly 90% more likely to be out of secondary school than girls in peaceful countries. The equivalent for boys in conflict versus non-conflict settings is 54%.[6]

- Today, 4 of the 5 countries with the largest gender gaps in education are conflict-affected countries (Central African Republic, Chad, Yemen and South Sudan).[7]

- 75% of refugee adolescents are out of secondary school. For every 10 refugee adolescent boys in secondary school in 2015, there were the equivalent of just seven girls.[8]

- Refugee girls are least likely to finish primary school, transition into and complete secondary school.[9]

- Girls and women feel the effects of conflict the most. Existing gender inequalities are magnified in situations of increased insecurity, family breakdown, poverty and violence which accompany conflict. For example:

  - if conflict forces schools to close or education to become more costly, girls are often the first to be taken out as their education is often not seen as so much as an investment as that of boys;

  - increased threats of violence in school or on the way to and from school can lead to parents keeping girls at home;

  - increases in early marriage during conflict can lead to girls being taken out of school.

  - The right kind of education for girls in conflict can help build peace and rebuild societies.

---

6   Malala Fund (2016) Yes All Girls
7   Nicolai, S., Hine, S., and Wales, J. (2015). Education in emergencies and protracted crises: Toward a strengthened response. London: ODI.

Essential resources

Malala Fund (2018) Raise Your Voice with Malala: A guide to taking action for girls' education

This handbook can be used by girls themselves to identify advocacy issues and develop strategies for use in their own communities. It is available in ten languages (Arabic, Brazilian Portuguese, Dari, English, French, Hausa, Hindi, Pashto, Spanish, Urdu).

Further reading

- Education Cannot Wait advocacy resources

- INEE advocacy collection

- Global Coalition to Protect Education from Attack (GCPEA) website

- GCPEA (2019) What can be done to better protect women and girls from attacks on education and military use of educational institutions?

- Global Education Cluster (2018) Advocacy Guidance: A note for education cluster coordinators

- Global Education Cluster (2018) Education: An essential component of a humanitarian response

- ICRW (2019) Gender Equity and Male Engagement Brief: It only works when everyone plays

- Global Education Cluster (2015) Advocacy Resources for Education in Emergencies: Compendium of Global Guidance, Visual Resources & Evidence

- Iverson, E., & Oestergaard, E., (2019) Gender equality in education in emergencies Forced Migration Review, March. A useful primer on key issues.

- Malala Fund advocacy pages

- Plan UK 'Left Out and Left Behind' campaign includes advocacy resources for girls' education in emergencies in the words of adolescent girls themselves

- Save the Children (2018) Hear it from the Teachers