

Introduction

This tool supports EiE managers to consider gender in longer-term national and regional resource mobilization plans, strategies, and mechanisms including cluster pooled funding criteria or joint proposal budgets and partnership agreements.

Key information

Humanitarian crises, both acute and protracted, may require EiE managers to re-prioritize existing resource mobilization⁸ strategy plans, actions, and activities to reflect the most pressing needs of the evolving crises.

For example, at the national level, a Humanitarian Response Plan (HRP) is the humanitarian coordinator's primary response management tool. The HRP outlines the scope and sector needs and proposed interventions to national stakeholders, donors, and the public at large.⁹ HRPs developed during crises serve a purpose for mobilizing resources, including resources for EiE.¹⁰

Key steps for effective resource mobilization¹¹ are linked with other phases of the EiE programme cycle, including:

- Use assessment data to mobilize resources around priority strategies, and generate information and key messages on the distinct needs of girls, boys, women, and men and plans to address these.

➔ 2: Needs assessment and analysis

- Conduct coordination and advocacy to mobilize support and resources for gender-responsive EiE programming.

✂ 8.1: Gender in EiE sector coordination and information management

✂ 4.1: Gender in EiE advocacy and communications

8 Resource mobilization refers to actions planned and taken to identify and secure new and additional resources to fulfil the common aims and/or mandate of an institution or group of stakeholders. It ensures efficiency and effective use of, and/or maximizing, existing resources. Institutions typically have an institutional resource mobilization strategy and/or plan at the global, regional, and national levels. Resource mobilization plans and/or strategies may be organized in varying ways by general institutional priorities, sector (education, health, protection, etc.), or according to other thematic pillars (equity, inclusion, protection, etc.).

9 Text adapted from IASC (2018) [The Gender Handbook for Humanitarian Action](#), p. 394.

10 Ibid.

11 Text adapted from IASC (2018) [The Gender Handbook for Humanitarian Action](#), p. 110.

- EiE actors at the national level, either on an institutional basis or collectively, need to engage in advocacy and partnership with donors. Before and during a crisis, coordinate with donors who prioritize gender-responsive EiE programming. Advocate for gender-responsive programming with donors who do not currently see this as a priority.

4.1: Gender in EiE advocacy and communications

- Consider gender-differentiated costing during strategic planning and resource mobilization.

Gender-responsive interventions may have a cost structure different from 'typical' or 'business as usual' EiE programming.

- For example, an EiE programme may respond to a need to enhance girls' access to primary and tertiary education by recruiting female teachers. The female teachers recruited may require a separate, accelerated preparation course. This would need a separate curriculum and provisions for child care facilities for participants. These unique costs may be outside of the government's typical in-service professional development cost structure.

Actions to take¹²

In addition to the [Gender and Age Marker \(GAM\)](#) required in individual, joint partner, donor proposals, and Education Cluster pooled funding criteria, the actions suggested below will strengthen gender-responsive EiE resource mobilization efforts. These actions provide tips for reviewing and revising resource mobilization strategies at the national level.

12 These actions specifically for EiE resource mobilization have been adapted from the IASC (2018) [The Gender Handbook for Humanitarian Action](#), pp. 55, 78.

Table 4.2.1: Gender-responsive EiE resource mobilization actions

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<div data-bbox="151 324 311 392" style="text-align: left;"> </div> <p>Action 1: Use evidence-based gender data to inform the content of communication and advocacy materials, proposals, strategies, and operational plans (including theories of change, results framework, strategies, and activities).</p> <ul style="list-style-type: none"> • Avoid using language based on assumptions. • Avoid generic sentences such as “we will abide by our organization’s gender policy and mainstream gender across the programme cycle”. • Use gender evidence from education assessments and/or other sources to prepare advocacy messages within your institution and/or inter-agency/inter-sectoral gender working groups (if established). These can be messages for various levels, such as: <ul style="list-style-type: none"> - Inter-sector level: Evidence on gender barriers/issues in education may inform the Humanitarian Needs Overview (HNO), which may then inform the HRP to ensure it is gender-responsive. - Sector level: Strategic planning process. The Education Cluster prioritizes strategies for its response framework based on Joint Education Needs Assessment (JENA) evidence on gendered barriers/issues. It initiates discussion on resource mobilization needs for the strategy; and ensures the strategy is gender-responsive (in donor proposals and pooled funding criteria, including part of HRP processes). - Institutional level: Education evidence on gendered barriers/issues may be used within an organization to inform priority gender-responsive EiE interventions and strategies (national to global), annual work planning, proposal development, etc. 	<ul style="list-style-type: none"> • Include gender analysis results in the initial assessment reports – such as the Rapid Joint Education Needs Assessment (RJENA) or People in Need reports – to influence funding priorities for the education sector within the overall response. • Only include substantive data from rapid assessments and gender analyses to back up claims made. For example, “women and adolescent girls are most affected by the conflict due to X, Y, and Z evidence” or “the action will target the most vulnerable, such as adolescent girls, women, and children”. • Show how findings from gender analyses have influenced specific actions across the programme cycle, from the theories of change, results framework, and budget/cost considerations. For examples see: <ul style="list-style-type: none"> ➔ 3.2: Gender in theory of change and M&E frameworks ➔ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis • Use data emerging from the secondary data review (SDR) or RJENA to inform advocacy and communication messages around the need for gender-differentiated funds for EiE interventions. For further detail on including gender analysis as part of these assessments, see: <ul style="list-style-type: none"> ➔ 2: Needs assessment and analysis ✂ 4.1: Gender in EiE advocacy and communications

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<p>Action 2: In communications, advocacy, proposals, and funding criteria materials/documents, consistently use language to explicitly highlight strategies or specific activities targeting girls, boys, women, and men, even if the word count is limited.</p>	<ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> - Female teachers and girls of reproductive age are targeted when designing sex-segregated latrines and related menstrual hygiene management (MHM) programming. - Young male heads of households and/or community leaders who will be part of male parent/caregiver groups may receive targeted messages on the importance of education for girls and boys. • Explicitly reference girls, boys, women, and men in language used to describe activities that appear gender-neutral. <ul style="list-style-type: none"> - For example, activities targeting adolescent refugees should specifically use language on including female and male refugees according to age, level of the education system, and type of education intervention/service offered (e.g. “out of school refugees (m/f) aged 14-18”). <p>✕ 3.2: Gender in theory of change and M&E frameworks</p>
<p>Action 3: Address gender throughout pooled funding criteria, proposals, and reports such as in theories of change/results framework sections. Consistently include language referring to girls, boys, women, and men and reference to evidence-based gendered issues.</p> <ul style="list-style-type: none"> • Use all sections of the proposal – not just a designated ‘gender section’ – to demonstrate that an institution or collective group of stakeholders has identified gendered issues or barriers and designed activities to address these based on evidence from assessments. • Either in the proposal’s results framework or an annex, show how the institution or collective agencies will monitor gendered changes over time across stakeholder groups (girls, boys, women, and men). • Show how the initiative is accountable to and has engaged affected populations, including girls, boys, women, and men (including those identified as most vulnerable) in the proposal design. 	<ul style="list-style-type: none"> • See examples of gender-responsive EiE theories of change, logical frameworks, and results frameworks: ✕ 3.2: Gender in theory of change and M&E frameworks • See Box 4.2.1 for an example of gender-responsive pooled funding criteria.

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
 <p>Action 4: Identify resource gaps for gender in EiE programmes and report regularly to donors and other humanitarian stakeholders accordingly.</p> <ul style="list-style-type: none"> • Gender must be an essential category when analyzing available and required resources. • Mobilizing resources for gender should not just be considered in programmes with gender-specific objectives, but across all education and EiE programmes across the humanitarian and development sectors. 	<ul style="list-style-type: none"> • Using a gender-responsive EiE cost capture template, conduct a rapid cost-effectiveness analysis and identify gender-differentiated costs of activities, particularly those geared towards gender-responsiveness or transformation, over time. <p>✕ 3.2: Gender in theory of change and M&E frameworks</p> <p>✕ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis</p> <ul style="list-style-type: none"> - For example, in EiE programmes, girls may disproportionately benefit from programmes targeting primary education because of their higher level of enrolment at this level, and benefit less from programmes targeting lower secondary where boys generally have higher enrolment rates. In this example, mobilizing resources for and allocating funding to specific levels of education (in this case primary) has an important gendered dimension even if girls are not specifically targeted.

Key actions to take in EiE resource mobilization	Examples of actions specific to ensuring gender-responsive EiE resource mobilization
<p>Action 5: Ensure longer-term education budgets and public expenditure management are gender-responsive in situations of protracted crises.</p>	<ul style="list-style-type: none"> • Use gender-responsive budgeting and gender-responsive public expenditure management principles and resources for ensuring longer-term budgets (i.e., part of Education Sector Plans, Transitional Education Plans, Contingency Plans) have considered and mobilized adequate gender-differentiated resources.¹³ <p>[Essential resource] ODI (2018) Gender-responsive public expenditure management.</p> <p>Oxfam (2018) Guide to Gender-Responsive Budgeting.</p> <ul style="list-style-type: none"> • Consider how various funding sources, such as private sector sources, may be mobilized to support gender-responsive EiE interventions. Develop a ‘case for investment’ for the private sector using available data. <p> 2: Needs assessment and analysis</p> <p> 3.2: Gender in theory of change and M&E frameworks</p> <p> 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis</p> <ul style="list-style-type: none"> - For example, see how the research on masculinity in the Middle East and North Africa (MENA) region – IMAGES MENA – led to developing recommendations for engaging men, with the focus on the private sector. This is not a tool directly related to education, but it does speak of the economic benefits of equitable development opportunities. <p> UN Women (2018) Understanding the Business Case for Gender Equality in the Workplace.</p>

13 Colin-Pescina, Jorge U., Fry, Lucia and Fyles, Nora. 2020. Research to Support Better Spending for Girls' Education. New York City, NY: United Nations Girls' Education Initiative (UNGEI) and Malala Fund.

Box 4.2.1: Example of gender-responsive EiE pooled funding criteria and/or joint proposal development criteria

Adaptation of the Global Education Cluster's 2017 'Partner Project Peer Review Template' for use in creating gender-responsive contextualized country-level pooled funding criteria¹⁴

- The project targets the most vulnerable populations (girls, boys, women, and men, disaggregated by sex, age, and level of the education system) based on documented needs (most vulnerable as identified in Cluster Needs Analysis). This should include gender equity considerations explained in:

➔ 2: Needs assessment and analysis

- The project is people-centred and builds in accountability to affected populations, including accountability to girls, boys, women, and men. It prioritizes partnership and consultations with affected communities in a gender-responsive and inclusive manner. Feedback, including a gender and inclusion analysis of feedback, is considered at each stage of the programme cycle, and the feedback mechanism is gender-responsive and inclusive.

➔ 2: Needs assessment and analysis

✂ 8.1: Gender in EiE sector coordination and information management

- The project identifies a theory of change, EiE logical framework, and results framework inclusive of gender-responsive strategies, goals, outcomes, sub-outcomes, and activities. It also identifies related indicators to measure gender-differentiated change over time.

✂ 3.2: Gender in theory of change and M&E frameworks

- The theory of change and results framework are designed to address relevant gender equity and inclusion issues identified through sector assessments, such as gender analysis conducted through SDR, RJENA, project monitoring, or other mechanisms.

➔ 2: Needs assessment and analysis

¹⁴ Based on: Global Education Cluster (2017) Partner Project Peer Review Criteria.

- The project includes inter-sectoral links, including how these links may be gender-responsive.

✂ 8.1: Gender in EiE sector coordination and information management

- The project budget and timeline are feasible, realistic, and linked to the theory of change/ results framework. Gender-responsive budgeting and costing principles have supported the identification of gender-differentiated items to include in the budget.

✂ 3.2: Gender in theory of change and M&E frameworks

✂ 3.3: Gender-responsive EiE costing, cost tracking, and cost analysis

The implementing partner(s) has experience of monitoring and implementing EiE or strong experience with inclusive and gender-responsive education programming. Previous reports/documentation showcases gender-differentiated actions taken and tracked over time and their related results.

✂ 3.2: Gender in theory of change and M&E frameworks

➔ 5: Implementation

Box 4.2.2. Example of institution-specific funding requirements for ensuring grant/proposal M&E frameworks are gender-responsive

Education Cannot Wait (ECW) gender equality and empowerment of women performance indicators

The following ECW mandatory minimum performance indicators are to be incorporated into all grant M&E frameworks, based on the focus and scope of the grants released.

- “All Grants – Grantees apply the IASC GAM to the proposals and share the report generated as part of the proposal submission. Indicators are to be provided on how the GAM will be monitored throughout grant implementation. Unless possible, for FER Grants, the GAM is to be applied 60 days after funds are released.

- All Grants - All educational access, retention, out-of-school and attendance indicators in the grant must be disaggregated by sex, age and disability. If not, justification is required and must be approved by ECW Secretariat.
- All Grants - Numbers of teachers and administrators trained, disaggregated by sex, and proportion of women.
- All Grants - Proportion of ECW-supported schools/learning environments that meet safe learning environment standards as described by INEE Minimum Standards and ECW grants guidelines, including disaster risk reduction, disability and gender specific issues.
- All Grants - Number of partnerships with women's NGOs and national /regional/global INGOs and networks working on GEEWG.
- Where relevant – Humanitarian and Refugee Response Plans and Education sector policy/ plan specifies prevention and response mechanisms to address gender-based violence in and around schools;
- Where relevant - Number of gender sensitive latrines constructed or rehabilitated;
- Where relevant – Number of WASH facilities in school with MHM considerations;
- Where relevant - Proportion of ECW-supported children under five years of age who are developmentally on track in terms of health, learning, and psychosocial wellbeing, disaggregated by sex, age and disability.”

Source: ECW 2019 [Accountability Framework for ECW's Gender Equality Policy 2019 -2021](#)



Essential resources

IASC (2018) [The Gender Handbook for Humanitarian Action](#). Sections on resource mobilization are most relevant