

A young girl with dark hair, wearing a white t-shirt and a beaded necklace, is sitting at a desk in a classroom. She is holding a yellow pencil and looking off to the side with a thoughtful expression. In front of her is an open notebook with handwritten notes and a drawing. The background shows other students sitting at desks in a classroom setting. The entire image has a warm, reddish-orange tint.

## 7. Accountability to affected populations

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In the ETEP of Tabuga, Manabi, about 285 kids study. In the earthquake that hit Ecuador on April 16th of 2016, several schools and high schools were damaged. The students of these schools were able to continue their studies in school tents installed by UNICEF.

<p><b>INEE Minimum Standards</b></p>	<p><b>Domain 1: Foundational standards – Community participation</b></p> <p>Standard 1 – Participation</p> <p>Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses.</p>
<p><b>Primary users</b></p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> <li>• EiE programme managers – all institutions;</li> <li>• cluster coordinators, Local Education Working Group and other education coordination group coordinators;</li> <li>• education personnel.</li> </ul>
<p><b>Purpose of tool</b></p>	<p>To provide a checklist for conducting gender-responsive consultations throughout the EiE programme cycle with various education stakeholders, including learners, caregivers, local level government officials, school, and religious leaders.</p>

## Introduction

Girls, boys, women, and men have a right to participate in gender-responsive EiE, and to hold implementers to account. It is fundamentally important to ensure these rights are upheld, so that interventions meet the needs of all stakeholders over time.

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## Key information

Inclusive, age-appropriate, and gender-responsive participation and accountability ensure that girls, boys, women, and men are involved in identifying and describing their needs, in the design and delivery of a response, and have their voices and views heard in an accountable manner. People – including adolescent girls and boys – are experts in their own lives. By engaging meaningfully with all learners, and listening to their needs and concerns, we ensure that EiE programmes tackle the barriers and challenges to learning that they face.

A wide range of tools can help us facilitate gender-responsive community participation and consultation in EiE programming. These include surveys, interviews, community discussions, transect walks, problem trees, storytelling, and mapping exercises. These approaches should be integral to inclusive, participatory M&E processes that respect all stakeholders.

### **6: Monitoring and evaluation**

#### **Box 7.1: Checklist for the participation of girls in acute emergencies**

In South Sudan, the Women’s Refugee Council, Action Against Hunger International, and Population Council piloted an approach for improving the participation of and accountability to adolescent girls in emergency settings. By using participant-driven focus group discussions, a gender analysis matrix, and mobile technologies, field assessments rapidly yield operational data that can inform the delivery of emergency services and the design of later stage targeted programming.

The **‘I’m Here’ Approach** provides an evidence-based checklist for gathering data about adolescent girls in acute emergencies, ensuring their participation in the process. When using this approach, coordinate with other actors to ensure that multiple actors are not asking the same questions, and to ensure that safeguarding standards and codes of conduct are observed by those working with adolescent girls:

- Identify the specific crisis-affected community where displaced adolescent girls are concentrated. Map its key service points, where humanitarian actors are delivering emergency information and services.
- Make visible the universe of girls: sort adolescent girls into basic vulnerability and capacity categories, e.g., age, marital status, education, accompaniment status, and childbearing status.
- Hold group meetings with adolescent girls of similar vulnerabilities or capacities. Use these meetings to learn about girls' top-line needs, fears, and protection concerns, and to record the vital information, skills, and assets they need to help them overcome the negative consequences of displacement and to mitigate their risks of experiencing violence.
- Elaborate specific plans that respond to the universe of girls in the crisis-affected area, e.g., set up safe physical spaces where girls can immediately learn about and receive vital information and services, and as soon as possible, benefit from targeted, asset-building support.
- Rally support across humanitarian sectors and with local actors around the need for adolescent-sensitive emergency response, strategies, indicators, and rights.
- Engage the capacity and unique agency of adolescent girls to support and drive humanitarian response and recovery operations.



### Essential resources

INEE (2019) Guidance Note on Gender includes comprehensive guidance on gender-responsive participation and accountability (p.29 onwards).

The checklist in Table 7.1 supplements the INEE Guidance Note with simple, practical actions that can be taken to make participation more gender-responsive throughout the EiE programme cycle.

**Table 7.1: Checklist for actions to support accountability to affected populations at each phase of the EiE programme cycle**

Actions	
<b>All EiE programme cycle phases</b>	
<input type="checkbox"/>	<p><b>Assess participation throughout the programme cycle</b></p> <p>Seek the participation of affected populations in all phases of the programme cycle, including in:</p> <ul style="list-style-type: none"> <li>• the design and conduct of assessments;</li> <li>• local project/strategic planning and design workshops;</li> <li>• the design of monitoring protocol;</li> <li>• monitoring and evaluation activities.</li> </ul> <p>If this has not been done, who is missing? Why? How will you address this?</p>
<input type="checkbox"/>	<p><b>Participation and protection</b></p> <p>Ensure that participatory events and opportunities do not put the protection of girls and women or boys and men at risk. For example, are meetings held in spaces that are accessible, safe, and protective? Is transport available to those who need it? Is child care necessary?</p>
<input type="checkbox"/>	<p><b>Participation and compensation for participants</b></p> <ul style="list-style-type: none"> <li>• Budget for and compensate male and female participants for their time.</li> <li>• Arrange financial or in-kind compensation.</li> </ul>
<b>Needs assessment and analysis</b>	
<input type="checkbox"/>	<p><b>Conduct a stakeholder analysis of the affected population</b></p> <ul style="list-style-type: none"> <li>• Who is the population (how many, gender)?</li> <li>• What age are they? What and how do marginalizing factors affect the population (e.g., disability; across age and gender)?</li> <li>• How will you engage with the population, and what steps will you take to modify approaches according to gender and age?</li> </ul>
<input type="checkbox"/>	<p><b>Accessibility of participation</b></p> <ul style="list-style-type: none"> <li>• Make efforts to reach out to different sections of the community, including those who are harder to reach (e.g., people with disabilities, linguistic minorities).</li> <li>• Reach out to marginalized individuals and groups such as unaccompanied children or adolescent girls with communication disabilities.</li> <li>• Consider how factors such as class and caste, ethnicity, sexuality, religion, literacy, and age shape expressions of masculinity and produce differing experiences of power and marginalization for different groups of men. Consider how this diversity impacts on the ability of men and boys to participate.</li> <li>• Engage male and female leaders from local and grassroots community groups of different ages, ethnicities, and abilities in consultation and support for reaching marginalized groups (e.g., youth groups, women's unions).</li> <li>• Ensure invitations to participate are clearly worded, and explain what is required, how people will be involved in co-creating activities, and why the work is being carried out.</li> <li>• Produce invitations to participate in accessible formats, such as large print, Braille, and audio.</li> <li>• Make clear to potential participants how you will use the information and that the information will be confidential.</li> </ul>

## Strategic planning

- Ensure the participation of affected populations in planning for EiE**
  - Invite male and female learners, including children, to participate in planning for education programming that affects them. For example, consult on best timings for classes in light of other responsibilities; on their aspirations for gaining technical and vocational skills; on safe and secure learning environments; on barriers to accessing learning, etc.
- Conduct a participatory assessment of existing programmes**
  - Conduct a community consultation – with stakeholders of diverse ages and genders – on the effectiveness of existing programmes in terms of gender responsiveness, if this has not already taken place.
  - Invite participants to rank the gender-responsiveness of programmes from the most effective and/or useful for meeting their needs, to the least. The focus of the assessment will be determined by programme components but could include: menstrual hygiene management in schools; technical and vocational education and training geared towards female adolescent empowerment; conditional cash transfers for male and female out-of-school learners; and parent support sessions to promote gender-responsive stimulation of young girls and boys. If these issues have not previously been assessed in this way, take steps to conduct such assessments (e.g., focus groups, sample surveys).

## Implementation

- Participatory analysis**
  - Engage girls, boys, young and adult women and men in discussions around why they or others may not be accessing education or training, or why they may not be learning or progressing through education and training.
  - Invite participants to propose solutions and have these inform programme planning.
  - Consult mothers and fathers, female and male caregivers of girls, boys, and young women and men on education programming.
  - Encourage men and boys to participate as peers and allies in education programming for girls and women.
  - Consult girls and young women on male engagement activities to ensure harmful gender norms are not reinforced and female leadership is encouraged.
  - Engage male and female community leaders to support this work.
- Implementation: Peer-to-peer participation and accountability**
  - Establish peer review groups among girls/young women and boys/young men to aid mutual support between programme participants and provide formative feedback and accountability to programme implementers.

## Monitoring and evaluation

- Participatory M&E**
  - Work with girls, boys and/or young women and men to carry out monitoring activities and research on programme effectiveness.
  - How will feedback opportunities promote agency and participation of male and female learners?

## Resource mobilization

- Resourcing participation**
  - Identify donor support for girls' and women's participation in programme design and implementation.
  - Identify funds to support this work.

## Preparedness

### Staff capacity in participatory approaches

- Train previously untrained staff and implementing partners on gender-responsive participation and accountability.
- Assign staff roles or tasks specifically to manage gender-responsive participation and accountability.

### Staff team composition and participation

- Ensure gender balance within teams of staff and implementing partners carrying out participatory activities.

Note that staff and facilitators do not necessarily need to be the same sex if facilitating same-sex groups. Recruiting staff and facilitators who role model women's empowerment or positive masculinities (or building staff capacity in this respect) is a good practice. Working with adequately supervised peer facilitators is also an effective strategy.<sup>1</sup>

## Box 7.2: Engaging men and boys

### Single-sex discussion groups on gender norm change

"Single-sex discussion groups can be a useful approach for programs to engage participants around gender norm change. This approach has been used for a long time with girls and women and is increasingly being used with boys and men. It should be noted that male-only spaces should not be places where their inherited roles in sustaining men's power over women are left unquestioned. Rather, male-only spaces should be places where men and boys are safe to question and challenge norms that privilege them as well as an opportunity to explore the gendered challenges of being a man. To do so, a skilled facilitator seeks to help the group open up about their vulnerabilities as men and explore how a desire to mask these vulnerabilities can be one of the drivers of gender inequitable behaviors such as violence against women and unsafe sexual practices."<sup>3</sup>

### Living Peace and stakeholder analyses

The Living Peace Programme in Democratic Republic of Congo was developed as a result of stakeholder analysis. Key findings from the stakeholder analysis included the need to:

- address the roots of sexual and gender-based violence (deeply rooted power inequalities between men and women) in non-conflict circumstances as well as to address how they are exacerbated in conflict;
- rebuild social connection, and a sense of self, and a positive definition of masculinity;
- address men's gendered specific coping mechanisms (including violence, alcohol use, and withdrawal);
- help men heal from experiences of trauma, which exacerbate their use of violence against partners and children.<sup>4</sup>

1 See ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#), p.15

2 ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#), p.11

3 Hassink, A. (2015) ['Living Peace: From Conflict to Coping in Democratic Republic of Congo'](#), EMERGE Case Study 7, Promundo-US, Sonke Gender Justice and the Institute of Development Studies.

### Box 7.3: Adolescent girls' participation in research: suggested tools

Researchers from Gender and Adolescents: Global Evidence (GAGE) have used participatory approaches to engage adolescent girls in Palestine, Jordan, and Lebanon. The aim is to learn more about the availability, relevance, effects, and quality of services for adolescents (and in particular, adolescent girls) in conflict-affected areas – from the perspectives of these adolescents, their caregivers, service providers, and other relevant actors.

Suggested tools for working with adolescent girls include:

- online mapping of adolescent services;
- daily schedules;
- vignettes/stories about adolescent services for discussion;
- object-based interviews to prompt insight on adolescents' lives;
- decision-making exercise;
- worries exercise;
- timeline;
- intergenerational interviews;
- reflection exercise;
- community scorecards.

For more information, including comprehensive guidance and examples of tool usage see: Jones, N., Gercama, I., Presler-Marshall, E. and Hamad, BA, (2017) [Adolescent perspectives on services and programmes in conflict-affected contexts. A participatory research toolkit](#), GAGE

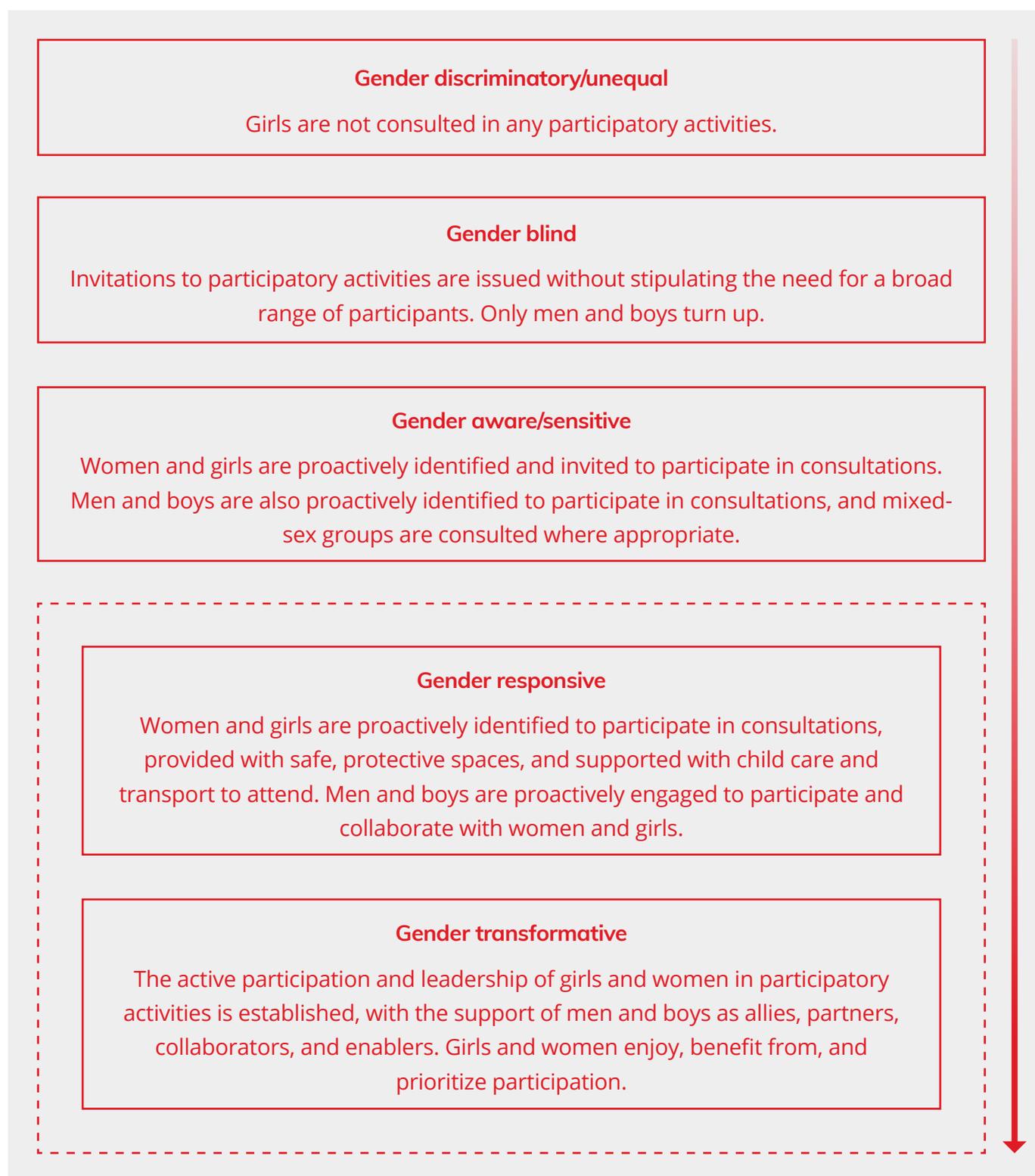


### Essential resources

Global Education Cluster (2019) [Guide to Coordinated Education in Emergencies Needs Assessments and Analyses](#). This includes guidance on ethical considerations when conducting research involving children.

GEC (2019) [Considerations for Protection Against Sexual Exploitation and Abuse & Gender-based Violence in Education in Emergencies Needs Assessments. Checklist](#)

**Table 7.2: Gender continuum – examples for community consultations**





## Further reading

- CARE (2009) [The Power to Lead: A model for adolescent girl leadership](#)
- INEE (2019) [Guidance Note on Gender](#)
- IASC (2018) [The Gender Handbook for Humanitarian Action](#). See pp. 81-87 on Participation
- Jones, N., Gercama, I., Presler-Marshall, E. and Hamad, BA,(2017) [Adolescent perspectives on services and programmes in conflict-affected contexts. A participatory research toolkit, GAGE](#)
- ICRW et al (2019) [Engaging Men and Boys to Promote Gender Equality Through Education Workshop Outcome Report](#)
- The Men Engage Alliance (2014) [Accountability Standards and Guidelines](#)
- The Men Engage Alliance (2018) [Accountability Training Toolkit: Second Edition](#)
- Save the Children (2014) [A Toolkit for Monitoring and Evaluating Children’s Participation \(six booklets\)](#)
- Save the Children (2018) [Adolescents in Humanitarian Contexts](#). This interactive course provides guidance for practitioners on best practices and approaches when working with adolescents in humanitarian contexts, gaining a better understanding of who are adolescents and why it is important to work with them.
- Plan (2018) [Empowering and Protecting Adolescent Girls During Disasters and Emergencies](#)
- Wilton Park (2018) [Addressing the needs of adolescent girls in humanitarian settings, Monday 2 – Wednesday 4 July 2018. Report.](#)