

## 8.1 Gender in EiE preparedness: Coordination and information management

<p><b>INEE Minimum Standards</b></p>	<p><b>Domain 1: Foundational standards – Coordination</b></p> <p><b>Standard 1 – Coordination</b></p> <p>Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p>
<p><b>Primary users</b></p>	<p>National and sub-national levels</p> <ul style="list-style-type: none"> <li>• EiE advisors, specialists, officers, analysts (planning and technical specialists);</li> <li>• cluster coordinators, Local Education Working Group coordinators.</li> </ul>
<p><b>Purpose of tool</b></p>	<p>To identify key coordination actions to promote gender equality in education in emergencies.</p>

## Introduction

Joint analysis, planning, and delivery – within the education sector and cross-sectorally – is needed if gender equality is to be addressed effectively in education in emergencies and protracted crises.

The main types of formal education coordination groups in emergencies and protracted crises include education clusters, refugee education working groups, EiE working groups and Local Education Groups (LEGs). Each group often has different purposes and membership which can dictate the effectiveness of coordination efforts. Coordination outcomes are also shaped by the country situation (socioeconomic, political, etc.), type of crisis (conflict, health, scale, etc.), and phase of the crisis (acute to protracted).<sup>1</sup>

Coordination takes place throughout the humanitarian programme cycle and is key for the effectiveness of each phase. Therefore one of the most effective ways of ensuring gender is prioritized in EiE is to tap into the coordination mechanisms (especially the cluster) which then serves as an entry point for the entire process. For example, if a cluster team is appropriately trained on and/or has access to a gender specialist, then assessments, strategies, financial proposals, activities, monitoring, etc., will be carried out through a gender lens.

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## Key information

The main actors leading sector coordination in EiE are:

- ministry of education, and/or other national ministries;
- regional or local government bodies overseeing education and/or emergency response;
- OCHA via the humanitarian cluster intersectoral coordination approach (non-refugee);
- UNHCR intersectoral refugee coordination;
- Global Education Cluster at global level and country level leadership of education clusters (usually led by UNICEF/Save the Children, but varies depending on the context);
- development coordination, led by Local Education Groups, guided by UNESCO, and supported by the Global Partnership for Education;
- donor-facilitated coordination, including Education Cannot Wait, which works through the existing coordination architecture to encourage a more collaborative approach among actors on the ground and mobilize additional funding;
- mixed, regional, and other hybrid approaches.

<sup>1</sup> See Nicolai, S., et. Al (2019) [Strengthening coordinated education planning and response in crises: analysis framework](#), ODI, October; Executive Summary.

“...it is important that all actors, as they coordinate, assess, prioritise and implement programmes continually ask the basic questions: Are they addressing the differential need of women, girls, men and boys? Are they including women and men in decision making, drawing on and building their capacities?”

IASC Gender Handbook, p.84

**Gender and inclusion must be prioritized in all coordinated education responses – including coordination mechanisms themselves.**

The actions suggested below support a dual approach to gender in education sector coordination. This means identifying and taking targeted action to support girls, boys, women, and men in education, while also working more systemically to improve gender equality in the education sector.

## Actions

### Establish leadership – gender focal point

Establish a gender focal point within the education cluster or sector group if one does not exist already. This can be a paid stand-alone position or a reassignment of existing staff. Leadership on gender is important and will help ensure that gender issues are addressed systematically within coordination processes. Ensure the focal point participates in technical groups such as those working on curricula, safe schools, teacher recruitment, and advocacy. Civil society organizations, particularly women-led organizations, have a crucial role in holding duty bearers to account and providing additional capacity where needed. The gender focal point could work with a national government counterpart, where desirable.



### Essential resources

ECW (2020) [Partnering with Women’s Non-Governmental Organizations. Quick guidance](#)

In complex or large-scale emergencies, an inter-agency gender expert is often deployed to support the humanitarian coordinator and all clusters to ensure better coordination and gender integration. The education gender focal point should seek support from this inter-agency expert and other relevant focal points, including those working on health, menstrual hygiene management, water, sanitation and hygiene (WASH), gender-based violence (GBV), child protection, and on men's and boys' issues. Together, these representatives should make up an inter-sectoral gender working group.

Consider assigning one male and one female gender focal point and seek opportunities for their capacity-building through training or coaching/mentoring.

## **✂ 8.2: Institutional EiE gender capacity: personnel and gender capacity assessment**

### **Gender issues in sector and cluster plans**

Prioritize gender in the education cluster terms of reference (ToR).<sup>2</sup>

Ensure the ToR includes the following:

- establishment of a gender focal point(s) and outline of specific responsibilities;
- gender-balanced and diverse representation in the Strategic Advisory Group;
- within cluster objectives include: "gender considerations and accountability to affected populations";
- alignment with and adherence to the INEE Guidance Note on Gender among one of its core functions.

Integrate gender and other marginalization factors – such as age, disability, ethnicity, language, and location – into education sector plans and feedback mechanisms.

For comprehensive guidance on gender responsive EiE sector planning see:

## **✂ 3.1: Gender-responsive transitional education planning**

<sup>2</sup> See sample: [Education Cluster at country level, Terms of Reference](#)

## Participate in inter-sectoral gender working groups or activities

In a crisis context, where an inter-sectoral gender working group or network already exists, education actors should ensure the sector or cluster is systematically represented. Where no gender network exists, education actors should raise the issue of gender in other inter-sectoral meetings, and advocate for coordinated action on gender between sectors.

Identify education and non-education civil society partners that champion gender (e.g., NGOs, local community service organizations (CSOs), teacher's unions, and organizations working with men and boys). Ensure local women's rights groups, networks, and collectives participate in coordination.

### Box 8.1.1: Types of gender working groups that may exist at country level

- inter-ministerial gender working group;
- government gender task team;
- UNDG Gender Theme Group<sup>4</sup> / inter-agency / inter-cluster gender working groups;
- development partners gender working group;
- CSO gender working group;
- youth and gender groups (male and female);
- education and gender subgroup.

3 Source: UNDG (2018) [Resource Guide for Gender Theme Groups](#)

4 *ibid.*

**Table 8.1.1: Examples of cross-sectoral collaboration in the education sector**

Working together across sectors
<b>Protection</b>
<ul style="list-style-type: none"><li>• Work with protection partners to identify and monitor protection concerns in and around school.</li><li>• Include girls, boys, children with disabilities, and their parents in school-based child protection mechanisms (e.g., child rights committees, peer-to-peer approaches).</li><li>• Establish safe, confidential, gender-responsive, and fully accessible reporting and referral mechanisms for protection concerns, including violence, exploitation, and abuse. Ensure all learners are aware of these by providing information in multiple and accessible formats and engaging learners with and without disabilities in raising awareness.</li><li>• Train teachers and other education stakeholders in child protection and safeguarding, including on the rights of girls and children with disabilities. For example, provide training on accessible forms of communication and on recognizing signs of abuse in girls and boys.</li><li>• Establish mechanisms to enable girls and boys to get to school and to promote safety of all children, including children with disabilities, when travelling to and from school. For example, establish 'walking groups'; advocate with local authorities to improve the safety and accessibility of transport systems; link with law enforcement agencies and other GBV actors to identify and address any risks of school-related GBV.</li><li>• Work with community-based protection actors to identify out-of-school girls and boys, including children with disabilities, and to develop and implement strategies to improve access to school. For example, work with local community leaders to raise awareness of the right to education for all children; engage community volunteers to discuss barriers to access to education with girls and children with disabilities and their families.</li><li>• Ensure that protection interventions delivered through schools (e.g., awareness raising on children's rights, mine risk education) include an outreach component for out-of-school children, such as girls and children with disabilities.</li><li>• Work with learners and teachers to develop approaches to address bullying and harassment. Ensure girls and children with disabilities are included. For example, provide opportunities for the development of peer networks through inclusive extra-curricular activities; establish and include girls and children with disabilities in learner-led anti-bullying and harassment committees.</li></ul>

## Food security and nutrition

- Engage with food security and nutrition partners to ensure access to inclusive school feeding, paying particular attention to girls and learners with disabilities to stimulate and enable participation in education opportunities.
- Develop accessible nutrition-sensitive education and livelihood programmes for the prevention and management of impairments and maintenance of good health, recognizing the importance of good nutrition to cognitive development and learning for male and female learners. Ensure targeted outreach to girls and adolescent mothers to prevent nutrition-related impairments.

## Health

- Enlist the support of health colleagues to carry out assessment and screening for impairments and referrals to specialists, and the distribution, monitoring, maintenance of assistive devices. Carry out inclusive sexual and reproductive health and rights education for learners and community members (on topics like pregnancy, sexually transmitted infections, HIV and AIDS, etc).

## WASH

- Work with WASH partners to ensure WASH facilities and services are accessible, safe, and gender-responsive in temporary and permanent schools and learning centres.
- Design and construct safe, accessible, and private sanitation facilities at learning centres, including separate toilets and washing areas for girls and boys.
- Deliver sensitization sessions for education staff and learners on the use of accessible WASH facilities (ensuring, for example, that these facilities are used appropriately and not locked to prevent access).
- Conduct inclusive hygiene promotion activities in schools.
- Support the accessible distribution of hygiene kits for female students and education personnel where appropriate.

## Shelter, settlements, and recovery (SSR)

- Work with SSR partners to plan and design schools and other educational sites using universal design principles and/or to offer reasonable accommodations to learners; and ensure schools/education sites are located in safe and accessible areas for students.
- Address accessibility and GBV-related safety concerns in the ongoing rehabilitation of schools.

## Livelihoods

- Work with livelihoods partners to identify market-relevant and inclusive vocational training opportunities.
- Implement accessible alternative education programmes that include literacy and financial literacy, life skills, sexual and reproductive health, livelihoods, and vocational training components.
- Link these programmes to livelihoods projects that support out-of-school males and females and youth with disabilities who may need economic strengthening

## Camp coordination and management (CCM)

- Work with CCM partners. Take part in regular coordination meetings in camps; and engage in planning, information-sharing, needs assessments, etc.). With them, identify accessible/safe and inaccessible/unsafe areas within the camp. Work together to plan the location of education programmes (including temporary learning spaces) factoring in safety and accessibility concerns identified by male and female learners and learners with disabilities.
- Facilitate the distribution of sanitary supplies to all women and girls of reproductive age. Plan accessible systems for washing and/or disposing of sanitary supplies in educational settings, considering the rights and expressed needs of women and girls.
- Cross-reference school attendance records with food distribution and/or camp registration records to assess (by sex, age, and disability) which children and youth are attending or absent from school, and plan human resources and infrastructure accordingly.

## Operation support services (telecoms)

- Enlist the support of telecommunications actors in developing accessible, inclusive warning systems to mitigate GBV in educational settings (e.g., using cell phones and other technology to avert assaults, etc.)
- Establish the use of accessible digital technology and access to mobile networks and the internet, including for education applications to facilitate distance and home learning.

## Joint education needs assessment

Prioritize gender in joint needs assessments. Consult girls, boys, women, and men in these processes.

For a comprehensive guide to gender-responsive education needs assessments, see:

## ➔ [2: Needs assessment and analysis](#)

## Include gender in funding proposals

Address gender inequalities in funding proposals. In coordinated humanitarian appeals, use of the [IASC Gender and Age Marker](#) is mandatory and assessors will vet proposals accordingly. Education actors should also consider requesting funds for coordination on gender issues in their funding appeals.

Include gender in budgets. This might include, for instance, the cost of hiring a consultant to map gender-responsive EiE interventions across the sector.

## ➔ 4: Resource mobilization

Liaise with donors to ensure their representation on gender and education coordination groups. Donors can support each other as well as government and civil society stakeholders to better integrate gender equality measures into their EiE programming.

Include the gender focal point in vetting and review committees for Humanitarian Response Plan proposals as well as country-based humanitarian pool funds.<sup>5</sup>

## Include gender analysis in performance monitoring and lessons learned exercises

Coordination groups must undertake regular review processes. These periods of reflection are important opportunities for all partners to consider collectively how gender dynamics are being addressed within the EiE response, and to reflect on promising practices or lessons learned.

Consider drawing on global networks and bringing in local and external gender expertise for monitoring and reviews.

Even if a full review process is not undertaken, periodically include a focus on gender lessons learned and good practice in the regular coordination meetings or mid-year reviews. Findings should be documented and reflected in future strategies or contingency plans. For comprehensive guidance on these processes, see:

### ✂ [6.1: Gender-responsive EiE monitoring](#)

### ✂ [6.2: Gender-responsive EiE evaluation](#)

### ✂ [9.2: Summary of humanitarian architecture relevant to gender-responsive EiE](#)

<sup>5</sup> For an example of how donors worked effectively in a cross-sectoral gender coordination group in Burkina Faso, see: EU (2015) EU Resource Package on Gender Mainstreaming in EU Development Cooperation. Programming Tool 1.3: [Establishing a Gender Coordination Mechanism at Country Level](#), p.3.

## Preparedness

Gender and inclusion should be adequately risk assessed and included in contingency planning for EiE. For guidance see:

### ✂ 8.3: Gender in EiE risk assessment

**Information management** involves the collection, analysis, and sharing of relevant information on EiE to enable cluster members and/or other relevant education stakeholders to make informed policy decisions based on real data. Gender-responsive information management forms the foundation of inclusive education in emergencies. Inclusion should be fully integrated into information management at the strategic, technical, and operational levels.

**Needs assessments** should involve the collection, analysis, and sharing of information with a gender lens. For full guidance on this process see:

#### ➔ 2: Needs assessment and analysis

**Strategic planning** should be gender-responsive, based on the findings of the needs assessment. For full guidance on this process see:

#### ➔ 3: Strategic planning and programme design

Systems to manage information throughout **implementation and monitoring** must be sex- and age-disaggregated and respond to gender considerations. For full guidance on gender-responsive implementation see:

#### ➔ 5: Implementation

#### ➔ 6: Monitoring and evaluation

In addition to ensuring gender-responsive information management throughout programme cycles, pay attention to the capacity of information management staff in terms of their attitudes, behaviours, knowledge, and understanding of gender. As a minimum:

- gender-responsive information management team culture and practice is essential;
- ensure information management staff understand and sign a code of conduct to support protection against sexual exploitation and abuse initiatives;
- aim for gender parity in the composition of information management teams.

### ✂ 8.2: Institutional EiE gender capacity: personnel and gender capacity assessment



## Further reading

- Global Education Cluster (2020) CP-EiE Framework
- [GEC Toolkit \(2019\)](#)
  - Coordination Package
  - Strategy Package
  - Needs Assessment Package
- IASC (2018) [Gender Handbook for Humanitarian Action](#)
- INEE (2019) [Guidance Note on Gender](#)
- IASC (2015) [Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery](#)
- UNGEI / GPE (2018) [Guidance for Developing Gender-Responsive Education Sector Plans](#)
- UNICEF (2014) [Humanitarian Information Management: A focus on the role of information management officers](#)