8.2 Gender in EiE Preparedness: Institutional EiE gender capacity – Part 1 Personnel and Part 2: Capacity analysis

Part 1: EiE Personnel gender in roles and responsibilities

INEE Minimum Standards	**Domain 4: Teachers and other education service personnel** **Standard 1 – Recruitment and selection** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity. **Domain 4: Teachers and other education service personnel** **Standard 2 – Conditions of work** Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
Primary users	Global, regional, national, sub-national • EiE programme managers; • advisors, specialists, officers, analysts (planning, human resources); • Cluster coordinators, Local Education Working Group coordinators.
Purpose of tool	To understand the minimum and 'gold standard' EiE programming roles and responsibilities related to gender for EiE personnel based on crisis type (acute or protracted).

Introduction

EiE personnel should receive professional development opportunities so they can support and uphold gender-responsive principles and practices across all phases of the EiE programme cycle.

This section outlines the roles and responsibilities of EiE programme personnel and partners in delivering a gender-responsive EiE programme. These roles and responsibilities should be integrated into various job descriptions, or gender specialists should be recruited to support EiE programmes where needed.

For advice on when to enhance existing job descriptions, and when to recruit new gender-focused staff, see Part 2 of this tool (gender capacity analysis).

Roles and responsibilities for EiE personnel at the sub-national, community/camp level

Note: These are general competencies for use as a menu of options to integrate into EiE personnel job descriptions or to create job descriptions for gender-specific specialists and field staff.

👥⚠ – minimum competencies for particular consideration in acute crises.

Programme planning and design

- 👥⚠ **Consult girls, boys, women, and men** of all ages and across education levels and communities to identify gender-related barriers to education and protection service access (before and during crises) and enabling factors. Jointly design EiE programme interventions that are inclusive, protective, and gender-responsive.

- **Gather sex-, age-, and geographically-disaggregated data** from consultations with girls, boys, women, and men of all ages. Gather evidence from other credible data sources on gender-related barriers to education and protection service access and enabling factors. Use this data to inform and help develop gender-responsive EiE theories of change, EiE programme results frameworks, operational plans, and other sector policies, programmes, and plans.

Monitoring, evaluation, and reporting

- **Support gender assessments.** This includes identifying and validating trends in barriers and enabling facators, which will help with the promotion of gender-responsive EiE interventions over time.

- **Collect and analyze field data, and report against gender-responsive EiE programme indicators**. Disaggregate all other data by sex, age, level of education system, type of education service, and other vulnerability characteristics (e.g., disability).

Programme implementation

- **Consider and implement gender-responsive EiE principles and practices** to address context-specific gender barriers to educational access in emergencies. Use principles and practices outlined in the INEE Guidance Note on Gender across all EiE activities (i.e., distribution, the establishment of temporary learning spaces (TLS), teacher recruitment and training, water, sanitation, and hygiene (WASH), etc.)

Coordination

- **Design and/or participate in gender-responsive EiE coordination mechanisms** at the sub-national, local community, and/or school level. (Ensure the inclusion of female staff and/or partner institutions such as women's groups, local female leaders, community leaders who engage with men's groups/organizations and boys and who focus on issues of positive masculinity, etc.)

Roles and responsibilities for national-level EiE personnel

> Note: These are roles and responsibilities for use as a menu of options to integrate into job descriptions. They may be used to identify an existing Country Cluster or Local Education Group member who could serve as a gender-responsive EiE focal point. The responsibilities may be conducted with support from a regional or headquarters-based gender specialist or advisor, who may provide additional expertise and capacity building to national-level EiE personnel, and assist with reviewing progress.
>
> 👥⚠ – minimum competencies for particular consideration in acute crises.

Programme planning and design

- 👥⚠ **Consult girls, boys, women, and men** of all ages and across education levels and communities to identify gender-related barriers to education and protection service access (before and during crises) and enabling factors. Jointly design EiE programme interventions that are inclusive, protective, and gender-responsive.

- **Gather sex-, age-, and geographically-disaggregated data** from consultations with girls, boys, women, and men of all ages. Gather evidence from other credible data sources on gender-related barriers to education and protection service access and enabling factors. Use this data to inform and help develop gender-responsive EiE theories of change, EiE programme results frameworks, operational plans, and other sector policies, programmes, and plans.

Monitoring, evaluation, and reporting

- **Support the design and implementation of targeted gender assessments and/or integrate gender-specific questions** into secondary data reviews, Rapid Joint Education Needs Assessments (RJENA), and/or other institution-specific EiE assessments in partnership with other M&E, management, and gender specialist colleagues.

- **Support the analysis and reporting of data from targeted gender assessments**. Do this in partnership with other M&E, management, and gender specialist colleagues to identify barriers to gender equity in education and enabling factors. This will inform the design of new gender-responsive EiE strategies and interventions, or implementation modifications needed within existing interventions.

- 👥⚠ **Consolidate field data and report against gender-responsive EiE programme indicators**. Ensure all other data is disaggregated by sex, age, and other vulnerability characteristics (e.g, disability).

- ⚠️ **Regularly analyze consolidated gender-responsive EiE indicator data and/or sex- and age-disaggregated EiE initiative data**. Do this to identify trends in barriers and enabling factors, to help promote gender-responsive EiE interventions over time in partnership with other M&E, management, and gender specialist colleagues.

- Ensure that EiE programme theories of change, strategies, and programme interventions, and EiE initiative results frameworks (M&E frameworks) and corresponding indicators are all gender-responsive. This will enable the tracking and reporting of gender-related changes over time, in partnership with other M&E, management, and gender specialist colleagues.

- Ensure full compliance with gender-related quality assurance policies, frameworks, and donor regulations. [Note: when writing the job description, insert relevant compliance details here, such as ECW Gender Accountability Framework, Girls Education Challenge, and expectations from bilateral government partners, foundations, and/or multilaterals.]

Programme implementation

- ⚠️ **Implement gender-responsive EiE principles** and practices to address context-specific gender barriers to educational access in emergencies. Use principles and practices outlined in the INEE Guidance Note on Gender across all EiE activities (i.e., distribution, the establishment of TLS, teacher recruitment and training, WASH, etc.)

- Support sub-national and/or field teams to implement gender-responsive EiE principles and practices through EiE intervention strategies to address context- specific gender barriers to access outlined in the INEE Guidance Note on Gender.

Coordination, partnerships, and personnel

- ⚠️ **Ensure gender-responsive principles are reflected in partnerships formed from the national to the field levels**. Include women's civil society organizations (CSOs) and non-governmental organizations (NGOs), gender-focused research or private sector institutions, workers' organizations, as well as those working on gender equality in national government across a variety of sectors. If existing coordination mechanisms do not have adequate representation of women, identify a strategy for how to invite and actively involve female decision-makers in existing coordination mechanisms and processes.

- Regularly self-assess and/or support the assessment of the gender equity-related professional capacity of field-based colleagues and education personnel. This will help to identify capacity building needs and design institutional, individual, or team capacity-building action plans, with the aim of improving gender-responsive EiE competencies across the humanitarian programme cycle and within specific EiE thematic interventions.

Responsibilities for national and/or international gender focal points/technical specialists

Note: The following roles and responsibilities may be used as a menu of options to identify country, regional, or international gender-related technical assistance needed based on EiE interventions proposed.

These could also be used to customize and create a Terms of Reference for an existing Country Cluster or Local Education Group member that could serve as a gender-responsive EiE focal point to ensure gender is integrated into the Cluster or Education Working Group functions and processes systematically.

Minimum actions for acute crises have not been specified, as a technical specialist could be recruited to fill specific roles and responsibilities in both acute and protracted crises. The suggestions below should be used as a menu of options to customize terms of reference in both settings based on EiE intervention duration and type.

Description of the EiE gender specialist role

The EiE gender specialist provides technical leadership on gender-responsive proposal design (theories of change, strategies, activities, and results frameworks), implementation, monitoring, evaluating, and reporting. The EiE gender specialist follows globally accepted best practice, country-specific policies, and normative documents related to gender and EiE, and according to donor requirements. [Note: when writing the job description, insert details here of any relevant policies/documents and the name of the donor.] The EiE gender specialist provides targeted capacity building and technical assistance to field-based staff, government and development partners, civil society, and community stakeholders to help them design and execute gender-responsive EiE programmes. This position will be based in [insert the name of the location].

Job summary / responsibilities (general gender specialist):

Programme planning and design

- Support the development of evidence-based, gender-responsive, EiE theories of change.

- Following the EiE initiative's theory of change, use sex-, age-, and geographically-disaggregated data to design and articulate evidence-informed gender-responsive education and protection strategies and related programming interventions.

- Develop field-based tools and resources to promote gender-equitable implementation and documentation of programme activities at the field level.

Monitoring, evaluation, and reporting

- Design gender assessments or integrate gender-specific questions into secondary data reviews, Rapid Joint Education Needs Assessments, and/or other institution-specific EiE assessments.

- Analyze the data from gender assessments to identify facilitators and barriers to gender responsiveness in education. This will inform the design of new EiE interventions and/or implementation modifications needed within existing interventions.

- Lead processes with other staff/partners to validate the findings and recommendations of gender assessments. This will inform reports and the design of new EiE interventions and/or implementation modifications needed within existing interventions.

- Ensure the EiE initiative's M&E framework incorporates specific gender-responsive outcomes and indicators aligned with the theory of change, strategies, and programme interventions. This will enable the tracking and reporting of progress over time.

- Track and report against gender-responsive equitable EiE programme indicators. Ensure all other data is disaggregated by sex, age, and other vulnerability characteristics (e.g., disability).

- Regularly analyze gender-responsive indicator data and/or sex- and age- disaggregated EiE initiative data to identify trends in the factors enabling or hindering gender equity over time.

- Review donor requirements and ensure full compliance with gender-related quality assurance policies, frameworks, and donor regulations.[Note: when writing the job description, insert relevant compliance details here, such as ECW Gender Accountability Framework, Girls Education Challenge, and expectations from bilateral government partners, foundations, and/or multilaterals.]

Advocacy and communications

- Identify successful gender-responsive practices in the EiE initiative that can be showcased in publications, communication materials, and conferences.

- Prepare advocacy and communications materials (briefs, videos, newsletters, case studies, social media posts, etc.) that highlight gender-responsive EiE programming, its successes, and lessons learned from implementation, in alignment with the theory of change and strategies.

  - Ensure these materials are aligned with or respond to national policies and institutions promoting gender equity.

  - Ensure messages and materials are validated at the community and sub-national levels by male and female staff, partners, participants, etc., to promote their active voices and ideas.

Programme implementation

- Provide technical assistance to colleagues working with sub-national and/or field teams implementing EiE activities to help them identify and address context-specific gender barriers in line with the principles and practices of the INEE Guidance Note on Gender.

Coordination, partnerships, and personnel

- Support national and field-based staff to conduct gender capacity assessments and develop fit-for-purpose professional development opportunities (stand-alone training, on-the-job training, etc.) for institution(s) and/or partners. This will enhance the capacity of staff to promote gender-responsive EiE programming. Include considerations for engaging women's organizations and ensuring opportunities for female and male staff.

- Regarding the capacity building mentioned above, advise and support [insert the name of the institution here] and its partners to consider gender in all activities and ensure the technical design and execution of quality, gender-responsive EiE activities that comply with implementation fidelity. Do this through providing on-the-job technical assistance and training.

- Ensure that partnerships for EiE interventions – from the national to field level – include women's civil society organizations (CSOs) and non-governmental organizations (NGOs), gender-focused research or private sector institutions, workers' organizations, and those working on gender equality in national government across a variety of sectors. If existing coordination mechanisms do not have adequate representation of women, youth, and/or children, identify a strategy for inviting and actively involving female decision-makers, men's groups/organizations dealing with positive masculinity, youth, and children into existing coordination, relationship-building, and partnership mechanisms and processes.

Additional job summary / responsibilities (specific to gender specialists appointed to work across institutions in Local Education Groups and/or Country Clusters)

- Support gender capacity analysis of EiE actors across institutions.

- Support the creation of an EiE personnel gender-responsive capacity-building plan. This will ensure EIE interventions conducted across partners are gender-responsive. The plan includes identifying capacity needs, how the capacity will be built, by whom, when, and the budget needed.

- Lead and/or facilitate the review of cluster processes, tools, and documents to ensure the following are gender-responsive:

  - education group or cluster strategy;

  - pooled funding criteria and applications;

  - secondary data review matrix and related data sources, analysis and report;

  - Rapid Joint Education Needs Assessment data collection tools and reports;

  - other education working group or cluster or cross-partner assessment tools and reports;

  - review processes and documents to inform the Humanitarian Needs Overview and Humanitarian Response Plan.

- Ensure gender is established as a periodically examined cross-cutting area.

- Document lessons learned in relation to gender equity and gender-responsiveness. Record successes, failures, areas of improvement needed, etc. This will enhance gender-responsive EiE coordination and response across partners.

📖 **Further reading**

- United Nations Development Group (2018). Resource Book for Mainstreaming Gender in UN Common Programming at the Country Level.

Requisite qualifications for all gender specialists

In addition to typical academic and communication qualifications, consider:

- Demonstrated ability to ensure gender-responsive project design, implementation, monitoring and evaluation in humanitarian and/or development settings.

- Demonstrated understanding and experience of the principles and practices outlined in the INEE Guidance Note on Gender.

- Experience with building the capacity of a range of development and government partners in gender-responsive EiE and/or education topics such as [INSERT SPECIFIC TOPICS HERE. Could include: gender-responsive pedagogy; gender-responsive psychosocial support; conducting gender-responsive assessments; analyzing data to identify trends, enablers, and barriers related to gender equity in education; revising gender-responsive curricula, teaching and learning materials through education; using implementation tools to support field staff to consider gender in EiE activities such as teaching and learning material disbursement, pedagogical supervision and training, teacher recruitment; having adequately engaged or coordinated with organizations that work with men and boys as partners for women's rights and empowerment, etc.]

- Ability to navigate politically or culturally sensitive terrain and maintain constructive relationships with a diverse range of stakeholders from the national to community level.

Part 2: Gender in EiE capacity analysis

INEE Minimum Standards	**Domain 4: Teachers and other education service personnel** **Standard 2 – Conditions of work** Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated. **Domain 4: Teachers and other education service personnel** **Standard 3 – Support and supervision** Support and supervision mechanisms for teachers and other education personnel function effectively.
Primary users	National, sub-national • EiE programme managers; • advisors, specialists, officers, analysts (planning, professional development/training); • cluster coordinators, Local Education Working Group coordinators; • education personnel.
Purpose of tool	To understand why and how to assess the gender-responsive technical capacity and competencies required of EiE programme managers and education personnel, to ensure EiE initiatives are designed, planned, and implemented within an institution and across partners in a gender-responsive manner. This analysis tool will help you assess whether and to what extent EiE programme managers and education personnel have the right attitudes and skills to support EiE initiatives that are at the very least gender-responsive.

Introduction

In order for EiE initiatives to be gender-responsive, EiE programme managers and education personnel must assess and analyze gender-related competencies (knowledge, attitudes, skills, practices, and behaviours) and past capacity-building experiences.

This tool provides an assessment template and analysis guidance. It will help you to identify strengths and opportunities for recruitment and professional development at the institutional, stakeholder, and individual level, to ensure gender equity is reflected across all phases of the programme cycle. (See also Part 1 on EIE personnel gender-responsive roles and responsibilities.)

Key information

Why should this assessment template and capacity analysis guidance be used?

This assessment identifies individual, team, or institutional gender-responsiveness related professional growth opportunities for EiE programme managers or education personnel. The assessment may lead to a corresponding capacity building plan.

Who should use this assessment template and analysis guidance?

- **EiE institutions**: Institutions can use it to assess their capacity to reflect gender-responsive principles and practices. They will examine their available human and financial resources and existing EiE policies and practices.

- **Teams**: The template and guidance can be used in focus group discussions to assess and analyze the capacity of EiE programme managers and their teams to understand gender-responsive principles and implement gender-responsive practices. The team assessment and analysis may be used within an institution (i.e., by government ministry personnel or development partner personnel responsible for EiE at the national and field levels), or across institutions (for example, by all members of the country education cluster or Local Education Group).

- **Individuals**: The template and guidance can help individuals to self-assess gender-responsive EiE knowledge, principles, attitudes, practices, and programming capacity.

When could this assessment template and analysis guidance be used?

- **during government and partner workshops and meetings** – existing national/sub-national planning meetings, cluster or Local Education Group meetings, review meetings, proposal or needs assessment design meetings;

- **during community-based non-formal education or school-level workshops and meetings** – existing planning meetings, teacher training workshops on improving teaching quality, or specific gender-responsive pedagogy training;

- **during proposal design** by existing personnel to determine if additional gender technical expertise should be recruited and budgeted;

- **during new staff orientation and induction and staff performance appraisals** to identify areas for professional growth and corresponding capacity building plan;

- **when assessing the results of gender-specific training** aimed at building the capacity of others, such as orientation on the INEE Guidance Note on Gender, gender-responsive pedagogy, gender-responsive education planning, or gender- and risk-sensitive school improvement plans in the field as part of baseline and post-training assessments;

- **as an education personnel observation tool** – integrated into existing protocol and tools.

How can use of the inclusive and gender-responsive capacity assessment template be promoted?

- **Use with focus groups**: separate male and female personnel into groups with common interests or purposes. Label the groups when recording answers to enable comparison across groups during the analysis. Ensure there are enough male and female facilitators and enumerators to conduct the assessment in focus groups. Groups may include:
  - all-male groups;
  - all-female groups;
  - groups of formal education system teachers;
  - groups of teachers who work in refugee camps;
  - people involved in different levels of the education system and different ages;
  - language groups (conduct discussion in the language with which most participants are familiar, even if they speak English or the national language).

- **Adapt questions**, as relevant, to address specific personnel levels and the roles of male and female personnel. Column 1 in the table below lists different types of respondents to help users adapt the assessment for use with various stakeholders, and decide which questions to use with institutions, teams, and/or individuals. Further adaptations could be made for each respondent type. Questions could be adapted so that they are appropriate for investigating:
  - **female personnel based at the field-level** who support programme implementation and monitor activities with female-only groups of teachers, caregivers or students;

- **national level stakeholders** such as those responsible for leading proposal and result framework design;

- **field-level specific roles and responsibilities** such as for activity implementation;

- **institutions' specific or 'niche' mandates** - for example, the mandate for a national civil society women's organization may differ from that of international multilateral or community-based non-governmental organizations;

- **formal or non-formal** education service providers;

- **pre-primary, primary, secondary** education providers;

- **diverse target groups** such as out-of-school young children, adolescents/youth and children who are out of school or engaged in accelerated education programmes, alternative education, or technical and vocational education and training;

- **personnel most likely to experience additional marginalization** – such as people with disabilities, single parents, and those speaking minority languages only;

- **national level knowledge** of existing, related legislation, codes of conduct;

- **local level issues**, such as whether and how the community is linked to the education efforts, and their capacity for engaging with local groups and leaders on gender.

• **Ensure that personnel will not be penalized** for identifying their needs for capacity improvements.

Actions

1. Adapt the assessment template and conduct the assessment.

2. Enter data from the gender-responsive EiE capacity assessment.

3. Gender-responsive EiE capacity analysis: analyse the assessment responses to identify capacity needs.

4. Use Part 1 of this tool and the checklist to determine specific capacity needs.

Below are an assessment template, guidance, and an analysis checklist for these four actions.

1. Adapt the assessment template and conduct the assessment

Consider the information provided above, then adapt, translate, and use the assessment template below. The form could be completed by participants individually or used as a protocol for focus group discussions, depending on the context.

Template

Gender-responsive EiE capacity assessment

Name of assessor:　　　　　　　Date:　　　　　　　　Location of assessment:

Job title and summary of job description of the EiE respondent(s):

Level(s) of the education system EiE respondent(s) addresses (circle one or more):

Pre-primary　　　　Primary　　　　　Secondary　　　　TVET　　　　　Tertiary

Sex:　　　　　　　Age:

Years of experience in the education sector:

Past professional development in the education sector:

Instructions [adapt the following instructions based on the final number of sections and questions]:

There are [insert final number] **sections to this assessment. For Sections 1-3**, please tick 'Yes' if you agree with the statement and/or the statement aligns with your skills and experiences. Tick 'No' if you disagree and/or have not had the skills-building or past experiences. Please describe your response in 1-2 sentences in the next column.

For Sections 4 and 5, please tick the box which indicates your familiarity with the topics detailed. Please describe your response in the next column.

- If you have never heard of the topic, "I don't know about this" would be most appropriate.

- If you are aware of the topic yet have not had any professional development or implementation experiences related to the topic, "I know about this" may be most appropriate.

- If you are confident to implement the topic in your work or lead others on the topic, then those answers will be most appropriate to select.

Section 1: Attitudes and beliefs related to gender and EiE

Suggested respondent type for Section 1 questions - Individuals/Teams (See above section on 'who should use this assessment' for descriptions.)		
1. Statements on past gender and education attitudes and beliefs	**Y/N**	**Please describe your views here**
1A. I believe girl students face specific risks/ threats to their safety and security in and en route to school/education opportunities during crises. Please describe your response.		
1B. I believe boy students face specific risks/ threats to their safety and security in and en route to school/education opportunities during crises. Please describe your response.		
1C. Girl students and young children (both young girls and boys age 0 to primary entry age) should not have access to educational opportunities in crises because it is harder to keep them safe.		
1D. It is too hard to locate girl students to participate in education during crises, so it is ok if they are not included in schools, temporary learning spaces, for engaging in digital learning solutions/platforms and/ or distributions of teaching and learning materials.		

Section 2 Past gender-responsive capacity-building experiences/training

The bulleted lists in each statement help with identifying content area strengths to build on, and content that needs to be covered in capacity building efforts.

Suggested respondent type for Section 2 questions - Individuals/Teams	
2. Statements on past gender equity focused capacity building experiences/training	**Y/N**
2A. I have had training on gender. If yes, please describe which topics you have had training on. This could include but is not limited to: • gender equity; • gender norms and stereotypes; • gender-based violence; • reporting and referring cases of gender-based violence, physical and/or sexual abuse and exploitation, etc.; • understanding traditional values as they relate to gender; • masculinity/engaging men and boys; • supporting girls' access to safe, quality education; • behaviour change communication/demand-side interventions to engage communities in supporting girls and boys to access safe, quality, inclusive education and protection services and opportunities.	
Please describe your views here	
2B. I have had training on gender-responsive education-related topics. If yes, please describe topics you had training on. This could include but is not limited to: • gender-responsive pedagogy and instruction; • gender-responsive education planning; • gender analysis for education planning and implementation; • understanding risks related to crisis-sensitive planning and/or school improvement plans; • how to identify, prevent or respond to incidents of school-related gender-based violence, including some or all topics: safe, confidential reporting, basic counselling or gender-responsive psychosocial suport, use of codes of conduct; • engaging school management committees in a gender-responsive manner and on gender and education/EiE programming, establishing local-level education budgets / school grants which consider gender).	
Please describe your views here	

Section 3: Institutional capacity and experiences

Respondent type for Section 3 questions - Institutions		
3. Please check the appropriate response regarding the topics below.	**Y/N/Not Available/ Other**	**Notes (describe your response here)**
3A. Does the organization have a policy or mandate for implementing gender-responsive or equitable EiE in crisis situations? If yes, provide examples.		
3B. Does the institution have a gender or inclusion staff function? If yes, describe it, and describe at which level (e.g., focal point in a country office, advisor at country, regional and/or HQ levels, etc).		
3C. Does the institution regularly monitor and report on gender-related indicators and outcomes of EiE interventions? If yes, describe.		
3D. Does the institution currently implement gender-responsive EiE programmes and/or gender equity specific interventions? If yes, describe.		
3E. Has the institution partnered with relevant civil society partners (women's unions, youth unions inclusive of male and female youth, religious leaders, etc.)? If yes, describe.		
3F. Does the institution build partner capacity on issues of gender-responsiveness in EIE contexts at the national, sub-national, and/or field levels? If yes, describe.		

Section 4: Gender-responsive EiE programme cycle experiences

Respondent type for Section 4 questions - Individuals/Teams				
4. Please check the appropriate response regarding the topics below for which you and/or your team have experience:	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
4A. Monitoring and reporting: using gender-responsive indicators and ensuring disaggregated data.				
Notes (describe your response here)				
4B. Coordination: Participating in inclusive coordination mechanisms (e.g., ensuring participation of women's groups, local female leaders, male local/national engagement organizations/networks which engage men and boys in gender-responsive efforts, etc.)				
Notes (describe your response here)				
4C. Assessments: Design and implementation of gender analyses or integration of gender into EiE assessments.				
Notes (describe your response here)				
4D. Analysis: Use assessment data to inform the design of new EiE strategies, interventions, or to modify the implementation approaches of existing gender-responsive interventions.				
Notes (describe your response here)				

4. Please check the appropriate response regarding the topics below for which you and/or your team have experience:	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
4E. Reporting on gender results: Against targets for education strategies outlined in gender-responsive proposals.				
Notes (describe your response here)				
4F. Capacity building: Identify and address capacity-building needs to improve institutions' gender-related competencies when implementing gender-responsive EiE programmes.				
Notes (describe your response here)				
4G. Identification and documentation of successful gender-responsive EIE programming practices.				
Notes (describe your response here)				
4H. Advocacy and communications: Prepare materials (briefs, videos, newsletters, case studies, social media posts, etc.) that highlight lessons on gender-responsive EiE programming.				
Notes (describe your response here)				

Section 5: EiE Gender-responsive policy and implementation skills

Note: the bulleted lists in each statement are meant to support identifying content area strengths to build on and content needed to be covered in capacity building efforts.

Suggested respondent type for Section 5 questions - Individuals/Teams				
5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5A. Policies and plans: I have experience working with gender-responsive national or sub-national education and protection policies and plans (e.g., teacher code of conduct, referral and reporting mechanisms). If yes, please list the policies/plans in the notes column.				
Notes (describe your response here)				
5B. Distribution of materials: I have distributed teaching and learning materials in crisis in a gender-responsive manner. If yes, please describe how you do this in a gender-responsive manner. For example: 'school in a box' kits, early childhood development kits, notebooks, and backpacks with contents modified for gender considerations, distribution of menstrual hygiene management materials, etc.				
Notes (describe your response here)				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5C. I have assessed gender-responsiveness within teaching and learning materials (national curriculum, humanitarian learning kits, play equipment, parent/caregiver support group modules or materials). If yes, please describe.				
Notes (describe your response here)				
5D. I have critically reflected with students on the gender-responsiveness of existing or newly designed teaching and learning materials (national curriculum, humanitarian learning kits, play equipment) and adapted teaching approaches accordingly. If yes, please describe.				
Notes (describe your response here)				
5E. I understand gender-responsive pedagogy and instruction principles and practices. If yes, please describe.				
Notes (describe your response here)				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5F. I implement gender-responsive pedagogy and instruction. If yes, please describe how you implement gender-responsive pedagogy and instruction and in which settings (training others, directly in the classroom with students, etc.).				
Notes (describe your response here)				
5G. I observe other teachers on the use of gender-responsive pedagogy through individual routine [include appropriate term from the context here: supervision/observation/monitoring/on-the-job training and/or group professional development workshops]. If yes, please describe.				
Notes (describe your response here)				
5H. I have supported the establishment, implementation, and monitoring of school improvement plans that consider one or more of the following: inclusion, protection gender, other. If yes, please describe your response to highlight whether school improvement plans are established, implemented and/or monitored and what they consider.				
Notes (describe your response here)				

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5I. I manage staff and/or I directly engage with local school groups (parent-teacher associations, school management committees, mothers' groups, fathers' groups, religious leaders, influential community leaders) to implement gender-responsive EiE interventions/activities. If yes, please describe which activities/interventions and whether you manage staff to implement or directly implement.				

This includes, but is not limited to, the following types of interventions:

- promote access to learning for all children in crisis through establishing gender-responsive temporary learning spaces, gender-segregated water, sanitation anh hygiene facilities, provision of gender-responsive menstrual hygiene management materials;
- technical and vocational education and training or other life skills programmes designed with and for different needs of girls and boys;
- parent support groups for male and female parents and other caregivers (e.g., siblings);
- community mobilization/awareness meetings for girls, boys, women, and men;
- communication campaigns such as back-to-school campaigns inclusive of the needs of girls, boys, women, and men;
- ensuring school environments and routes are safe for girls and boys,
- ensuring early warning systems and responses are established and gender-responsive;
- creation and/or use of school improvement plans and codes of conduct for education personnel and male/female students, etc.);
- awareness of school-related gender-based violence and protocol to prevent and address it, awareness and provision of gender-responsive psychosocial support and social and emotional learning;
- enagement of men and boys on positive masculinity and how to be female allies.school improvement plans and codes of conduct for education personnel and male/female students, etc.);
- awareness of school-related gender-based violence and protocol to prevent and address it, awareness and provision of gender-responsive psychosocial support and social and emotional learning;
- enagement of men and boys on positive masculinity and how to be female allies.

Notes (describe your response here)

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5J. I support the establishment or monitoring of gender-responsive sub-national or school-level budgets/grants earmarked for education. If yes, please describe.				

Gender-responsive EiE budgets include, but are not limited to, addressing the gendered needs of girls, boys, women, and men with regards to:

- EiE services/activities and their costed ingredients;
- infrastructure;
- teacher salary/incentives, capacity building/professional development for teachers/education personnel (male and female);
- teacher/education personnel coaching/observation (male and female);
- operational costs (hiring staff with gender equity focus, capacity building on gender-responsive EiE programming for staff, gender assessments/analyses);
- teaching and learning material provision.

Notes (describe your response here)

5. Statements on gender and education/EiE policy and implementation skills	I don't know about this	I know about this	I am confident to use this in my everyday work	I am confident to lead work or train others on this
5K. I collect, analyze, and report on education data in a gender-responsive manner from schools to sub-national levels and/or sub-national to national levels. If yes, please describe.				

This includes but is not limited to:

- data – disaggregated by sex, age, and level of the education system –on students, teachers, and other education personnel;

- data – disaggregated by sex, age, and level of the education system –on incidents of gender-based violence, including school-related gender-based violence against girls, boys, and female and male education personnel.

- training of male and female enumerators;

- ensuring male and female enumerators have gender-responsive safety and security mechanisms and protocol for field data collection;

- data collection tools/protocol are reviewed with a gender-responsive lens and piloted to ensure they are inclusive and gender-responsive;

- focus groups and group consultations are conducted in a gender-responsive manner (e.g., enabling separate groups of males and females).

Notes (describe your response here)

2. Enter data from the gender-responsive EiE capacity assessment

Use the final, adapted questions above to create a spreadsheet for data entry and analysis.

3. Gender-responsive EiE capacity analysis: analyzing the assessment responses to identify capacity needs

- Analyze data by comparing the results of the questions across the types of personnel. Are there any groups of personnel who have more capacity gaps than other groups?

- Also, compare data across the types of personnel operating in areas where there are the most significant gender barriers identified in needs assessments, risk assessments, and gender analyses. This analysis will identify:

  - personnel across levels who have and require additional support to have the necessary capacity relevant to the national, sub-national, and/or field level to coordinate, provide services, and collect/analyze, and report data in a gender-responsive manner;

  - areas in which to strengthen education service personnel capacity so that personnel, regardless of type, have the required knowledge, skills, and abilities to provide gender-responsive education in crisis contexts.

How to analyze results

See the details below on response analysis implications per assessment section. Implications are not prescriptive. Implications are intended to support identifying capacity needs and thematic focus areas to concentrate future capacity building efforts for individuals, teams and/or institutions.

Section 1

Responses should be:

1A. Yes

1B. Yes

1C. No

1D. No

If individuals and or groups do not respond accordingly, organize an orientation (self-guided, half-day, or full-day) on gender concepts and key principles. This information may be found in the INEE (2019) Guidance Note on Gender). This guidance includes information and activities on: the importance of gender from a human rights perspective; the rationale for gender-equitable programming in humanitarian action and education; common arguments to help challenge misconceptions; and key principles, concepts, and definitions of EiE programming which are gender-responsive or related to gendered issues. Guidance on gender-equitable programming across the INEE Minimum Standards Domains is also featured.

Section 2

2A. Yes – this response indicates respondents have some familiarity with gender concepts. Depending on the topics respondents select from or elaborate on, in addition to those in the bulleted list provided, facilitators may identify whether any concepts require a light review or in-depth explanation and discussion.

2A. No – indicates that respondents would benefit from an in-depth exploration of gender concepts and capacity building efforts focused on enhancing their understanding and practice of gender-responsive principles and practices.

2B. Yes – indicates respondents have past experience of professional development on gender-responsive education, focusing on specific thematic content. Depending on which topics respondents select from or elaborate on, in addition to those in the bulleted list, facilitators may identify additional thematic content to cover. Facilitators may elicit respondents' knowledge and experiences if the training topic covers content with which respondents have experience.

2B. No – indicates that participants have not yet had professional development opportunities specifically on gender-responsive EiE. Priority gender-responsive EiE content to cover in training may be aligned with: challenges highlighted during secondary data review or needs assessments; strategies outlined in proposals and plans; or respondents' thematic interest areas.

Section 3

"Yes" to section 3 statements – indicates one or more gender-responsive institutional strength.

All "Yes" responses – EiE capacity development on gender-responsive institutional strengthening efforts are probably not needed.

All "No" responses – indicate specific areas where either institutional strengthening and/or institutional knowledge dissemination are needed (e.g., on policies and mandates) across institutional levels.

Several "No" responses – indicate that significant capacity efforts are probably needed to strengthen the institution's gender-responsive enabling environment and practices.

Sections 4 and 5

Respondents' answers and their statements will suggest the extent to which they have experience of considering gender-responsiveness within the EiE programme cycle (Section 4) or the extent to which they have experience of gender-responsive EiE implementation (Section 5).

The bulleted lists in Section 5 help with identifying strengths in specific content areas that can be built on to enhance quality of existing interventions. The lists also reveal content gaps that need to be covered in capacity building efforts and existing practices. For example, in 5J, if some gender-responsive needs are reflected in budgets and other needs are not, this suggests a specific content

gap that needs attention so as to strengthen gender-responsive EiE budgeting. Capacity building on EiE costing and budgeting using the tools in this kit may be conducted.

Within Sections 4 and 5, if the majority of respondents answer at the level of "I don't know about this" or "I know about this", it indicates a need for capacity strengthing in the accompanying areas of knowledge or practice.

Where some respondents indicate they are more confident to implement and lead specific phases or interventions, they could act as facilitators or co-facilitators to enhance their colleagues' capacity.

In areas where the majority of respondents answer that they have confidence and experience, further in-depth training may not be needed. Instead, their experiences could be a stimulus for learning and reflection, for instance during evaluation validation meetings, on the quality of implementation and how to improve.

4. Use Part 1 of this tool and the checklist to determine specific capacity needs

Refer to the gender-responsive EiE personnel roles and responsibilities in Part 1 of this tool, alongside the analysis in action 3 above, to determine specific capacity needs.

Use the instructions below to understand how to analyze and use findings from this assessment to determine whether and how to support existing personnel capacity or recruit additional staff with gender-responsove expertise.

- Analyze data by comparing the results of the questions across the types of personnel.

  - Identify whether personnel across levels have the necessary capacity relevant to the national, sub-national and/or field level to coordinate, provide services, and collect/analyze, and report data in a gender-responsive manner.

  - Identify areas in which to strengthen education service personnel capacity so that all types of personnel (e.g., nationally based or at the field level) have the required knowledge, skills, and abilities to provide gender-responsive education in crisis contexts.

The roles and responsibilities outlined in this tool help development and government partners working in education identify:

- whether and how they need to revise the roles and responsibilities in the job descriptions of existing personnel or gender focal points supporting all country education partners (e.g., a gender focal point who is part of the Local Education Group or country cluster);

- whether and how they should provide gender-focused professional development opportunities to existing or newly recruited personnel within their institution or to the gender focal point working across institutions;

- whether they need to recruit additional personnel with gender expertise to support EiE initiatives. For example, this might include hiring a full-time gender specialist or accessing shorter-term technical assistance to support specific activities such as the design of country-specific gender-responsive pedagogy or psychosocial support training for education personnel.

The following section contains a checklist to determine capacity needs. It provides both a minimum and gold standard 'menu of options' to assist with creating a terms of reference or adapting job descriptions for EiE personnel to highlight competencies for planning, designing implementing, monitoring, and evaluating gender-responsive EiE strategies and interventions.

Use the checklist below to guide the review of responses from the assessment template provided above.

Checklist to support analysis and planning for EiE personnel gender capacity building needs

Determine the competencies of existing EiE personnel, teams and/or institutions in terms of their understanding of EiE principles and/or their experience of implementing gender-responsive EiE interventions	
Questions to consider	**Y/N**
1.1 Is there a need to enhance the capacity of existing EiE personnel (individuals, teams, or institutions), and in what areas/topics?	
Section 1 informs needs regarding enhancing capacity around key gender definitions, concepts, and principles. Is there a need to build capacity of individual EiE personnel, teams, or institutions in this area? Which topics?	
Notes	
Section 2 provides information on whether previous individual and collective EiE professional development experiences were or were not gender-responsive. This indicates: • experiences that can be built on to enhance quality of future capacity-buliding efforts and interventions' implementation; • individuals or groups who have had limited or no previous gender-responsive EiE professional development opportunities; • stakeholders who could be 'experts' or help build the capacity of others on certain topics; • specific gender-responsive thematic areas of EiE principle and practice to include in future capacity efforts. Is there a need to build the capacity of individual EiE personnel, teams, or institutions'? Which topics?	
Notes	

Questions to consider	Y/N
Section 3 reveals the gender-responsive strengths and needs of EiE institutions. Is there a need to build the capacity of individual EiE personnel, teams, or institutions? Which topics?	
Notes	
Section 4 provides information to enhance gender-responsive EiE capacity across specific EiE programme cycle phases. Is there a need to build individual EiE personnel, teams, or institutions' capacity in various programme cycle phases? Which one(s)?	
Notes	
Section 5 reveals where there is a need to build gender-responsive implementation capacity on specific EiE strategies and interventions. Is there a need to build individual EiE personnel, teams, or institutions' implementation capacity on specific thematic areas? Which one(s)?	
Notes	

2. Identify whether existing personnel can receive capacity-building opportunities or whether additional personnel with gender expertise need to be recruited or trained.	
Questions to consider	**Y/N**
2.1 Are gender-responsive roles, responsibilities, and competencies included in job descriptions/terms of reference for existing EiE personnel? Provide details in the notes column. If 'yes', which roles, responsibilities, and competencies are included? If 'no', which ones are missing? Could these roles, responsibilities, and competencies be added to job descriptions and could required capacities be included in staff professional development plans (see action 2 below)?	
Notes	
2.2 Is there time, funding, and expertise to build the capacity of existing EiE personnel within or across institutions on the minimum and/or gold standard gender-responsive professional competencies (see competencies in Part 1 above)? Provide details in the notes column.	
Notes	
2.2 Is there time, funding, and expertise to build the capacity of existing EiE personnel within or across institutions on the minimum and/or gold standard gender-responsive professional competencies (see competencies in Part 1 above)? Provide details in the notes column.	
Notes	
2.3. Is the country team at the proposal design phase for a new initiative, or is it pending budget considerations and an ongoing response. Is there a need to hire gender technical staff to support a gender-responsive EiE response? Provide details in the notes column.	
Notes	

3. Based on the answers given above, what type and level of gender technical support is needed?	
Questions to consider	**Y/N**
3.1 Are institutional staff or external technical expert(s) needed to design and/or conduct training remotely or at the country level to enhance the capacity of existing staff within or across institutions? Provide details in the notes column.	
Notes	
3.2 Do you need to recruit field staff who have gender-responsive professional competencies as part of their broader job description? Or is a dedicated role solely focused on gender-responsive programme design, implementation, and monitoring needed? Provide details in the notes column.	
Notes	
3.3 Do you need to recruit or appoint a country-level or cross-institution gender focal point/advisor to provide ongoing gender equity focused support across institutions needed? Provide details in the notes column.	
Notes	
3.5 If 'yes' to recruiting or appointing above – does the recruited staff member have the desired gender equity related professional competencies? If not (e.g., because an individual with the necessary skill set was not available at the time of recruitment), what training/capacity building does the staff member need over time to fulfil their job responsibilities? Describe the required competencies in the notes. They could use the assessment template above.	
Notes	

Integrate professional gender-responsive roles and responsibilities (see above) into existing personnel job descriptions/terms of reference and identify a talent capacity development plan (as a stand-alone plan or part of staff professional development plans).

- Based on capacity building needs identified from the assessment, these needs should be integrated into existing personnel's job descriptions/terms of reference and professional development plans. Use these needs as a basis to create a capacity building plan – either for the individual or if needs are similar across individuals, at the organizational or sector levels. This should include a budget, timeline, and details of who is responsible for organizing it. Personnel from the institution or across institutions can provide gender-specific professional development.

If needed, mobilize additional personnel with gender-specific technical expertise to work within or across institutions.

- Use the minimum and gold standard gender equity related professional roles and responsibilities as a **menu of options** to create job descriptions/terms of references for recruiting additional field-based or national-level personnel.

- If unable to recruit personnel with the requisite skill set, create a capacity building plan (including budget, timeline, and responsible organizers) with personnel from the institution or across institutions to provide gender equity specific professional development.

📖 **Further reading**

- United Nations Development Group (2018) Resource Book for Mainstreaming Gender in UN Common Programming at the Country Level.

- UNESCO (2011) Teacher Training Modules that Address Gender Issues and Promote Gender Equality.

- UN WOMEN (2014) Gender Equality Capacity Assessment Tool.