

8.3 Gender in EiE preparedness: Risk assessment

INEE Minimum Standards	Relevant across all standards
Primary users	Global, regional, national, sub-national levels <ul style="list-style-type: none">• EiE managers;• advisors, specialists, officers, analysts;• cluster coordinators;• Local Education Working Group coordinators.
Purpose of tool	To understand how to assess risk regarding gender and education in emergencies.

Introduction

It can be difficult to predict the scale, timing, and impact of emergencies and crises but action can be taken to ensure the education sector is better equipped to respond if a crisis hits.

The Global Education Cluster relies on [IASC guidelines on risk assessment, minimum and advanced preparedness actions](#) for its approach to preparedness. The guidance in this tool complements these approaches by ensuring that gender is adequately risk assessed and included in contingency planning for EiE.

Key information

Integrating gender into EiE preparedness means:

- compiling data to understand current education trends related to gender and other marginalization factors;
- assessing gender and marginalization trends, and the vulnerabilities and capacities of populations and systems to prevent, prepare, and respond to hazards, shocks, and stresses;
- appropriate contingency planning.

Risk assessment of gender and EiE takes place in the pre-crisis phase. The approach should be light-touch, to produce a brief (maximum five-page) document that provides a 'go to' overview of gendered needs and capacities in education. This overview should ideally be continuously monitored and updated.

The gender and education needs assessment which takes place in the weeks and months after a crisis event is a more comprehensive exercise. It assesses the full extent of the actual impact of the crisis on gender and EiE.

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

Actions

1. Establish and maintain a gender and education data snapshot

Compile existing available information on gender and education indicators as the basis for a risk assessment and to keep an up-to-date record of the status of gender in the education system prior to any interruptions caused by a crisis. Create a concise narrative summary report to accompany the data and provide a brief overview of the current situation.

The data review can be done by referring to the following sources:

- national ministry of education data (education management information system (EMIS)) and annual sector review processes/documentation;
- household surveys (demographic and health surveys (DHS), multiple indicator cluster surveys (MICS), general household survey (GHS));
- statistical tables from the most recent [UNESCO Global Education Monitoring Report](#);
- annual [UNESCO Global Education Monitoring Report Gender Reviews](#);
- UNESCO World Inequality Database (WIDE).

[Table 8.3.3](#) provides key indicators to guide the process of creating a gender and education data snapshot. This can also serve as a baseline for the secondary data review (SDR) which is done as part of a needs assessment exercise.

Available secondary data is likely to have limitations in date range and may not be available for the complete list of indicators in Table 8.3.3. The most recently available education data, for example, may be at least three years old. If this is the case (and capacity is available) consider supplementing available data with key informant interviews and focus group discussions.

➔ 2.1 Needs assessment checklist

[Table 8.3.3](#) also provides examples of questions where estimates can be categorized by applying a scoring system to responses.

Ongoing relevant project monitoring may provide the opportunity for primary data capture. This can enable a better understanding of educational needs, vulnerabilities, and capacities with participatory approaches with girls, boys, women, and men.

2. Risk assessment

A risk assessment supplements the data snapshot by identifying the measures in place to control risks within the education sector.

[Table 8.3.1](#) provides questions to support gender and inclusion considerations in an EiE risk assessment.¹ These questions guide the user to assess the gender-differentiated impacts of potential hazards, shocks, and stresses, and to analyze the vulnerabilities and capacities of populations and systems to prevent, prepare, and respond.



Essential resources

[UNICEF \(2019\) Risk-informed Education Programming for Resilience. Guidance note](#)

Table 8.3.1: Questions to support gender and inclusion considerations in an EiE risk assessment

Access and learning environment
Early warning
<ul style="list-style-type: none">• Are gender-sensitive or responsive early warning systems in place? For example, women and girls must be involved in school-level safety and security committees. This will ensure they play an active role in identifying potential risks, that appropriately gendered early warning indicators are developed, and that warnings are communicated via channels identified as most likely to reach girls and women.
Key questions to ask
<ul style="list-style-type: none">• Has there been a growth of fundamentalism or imposition of restrictive laws that lead to abrupt changes in gender roles and resistance to education?• Have there been changes in girls' primary/secondary school attendance vs. boys?• Has there been any avoidance of school by girls due to insecurity?• Have there been threats to female teachers?• Has there been any recruitment of school boys into militarized groups or any radicalization?

6 Some of this section is adapted from Save the Children (2003) Education in Emergencies: A tool kit for starting and managing education in emergencies. Susan Nicolai.

- What barriers exist to education for girls, boys, women, and men? How are these barriers currently being addressed? How could crises exacerbate these barriers?

➔ Introduction

- Which people are affected by multiple barriers? For example, what education barriers would a girl experience if she has a child with disability, has not learned to read and write, and does not speak the national language? How are these barriers currently being addressed?
- What are the possible scenarios for an emergency (e.g., violent conflict, natural disaster, disease outbreak) and in what ways is the emergency likely to impact differently on girls, boys, women, and men? Across these groups, what impact could there be on vulnerable populations such as female learners with disabilities? Are there any measures planned or in place to mitigate these impacts?
- How will displacement affect learning and protection for girls, boys, women and men? For example, will there be loss of or reductions in access to education and protection services? Are there any measures planned or in place to mitigate the impact?
- In what scenarios or contexts are schools likely to still be functioning in the event of an emergency? In what scenarios and contexts will schools be closed?
- Local authorities could have the flexibility to change how they work with boys and girls in education, such as through alternative education, reduced schooling programmes, or accelerated programmes.
- Mobile learning units can be established when travel to school is considered too dangerous for certain groups; protected transportation routes could be provided.
- Differential, gendered needs should be considered. For instance, social and gender norms – such as division of household tasks and caregiving responsibilities – might influence access to alternative education opportunities in the case of school closure. Strategies can be employed to improve equality of access to education.

✂ 5.1: Accelerated and alternative education

- What further impact might there be on existing groups of refugees and internally displaced persons? Where are these groups now, and how are they served by education currently?
- What capacities and resilience do girls, boys, women, and men already have to act when crisis hits? For example are there any school-based safety measures in place to meet the needs of girls and boys in crisis and build their resilience?

Teaching and learning

- Are gender-responsive teaching and learning materials pre-positioned (planned or in place before crisis hits)?
 - Has a sample gender-responsive EiE teaching and learning material package been prepared and costed, and has there been coordination with partners on the materials and unit costs?

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

- If not, can a list of materials be drawn up? Gathering alternative learning materials that encourage active learning for male and female learners can be a key part of preparedness work.
- Is an emergency curriculum available that includes gender- and disability-inclusive psychosocial and life skills support?

5.6: Curricula, teaching and learning materials

- Does the curriculum include disaster risk reduction content and opportunities to learn about crises and differential impacts on girls and boys? If not, are there extra-curricular opportunities for this (e.g., after-school clubs, community youth groups).

Teachers and other education personnel

- What measures are in place to ensure the continued employment, protection, and well-being of female and male staff in the event of an emergency?
- What measures are in place to recruit and support female and male paraprofessionals and/or volunteer teachers in the event of an emergency?
- Are prevention, complaint, and support mechanisms in place against physical and/or sexual exploitation and abuse, including teacher code of conduct?

- What government (and other agency) EiE planning and policy is already in place to meet needs and leverage capacities of girls, boys, women, and men in various types of crises? For example, is there a draft emergency response plan and does it address gender?
- What has the government learned from previous crises and their impact on gender? Is there a record of lessons learned?
- Has the government built institutional capacity on gender-responsive EiE standards, practices, and interventions for natural disaster and conflict scenarios? These should be aligned with government policies across layers of the education system – from the ministry of education national officials, national/regional school inspectors, and regional/local-level administrators and teachers.
- In what scenarios or contexts will additional safety, protection, and incentive measures need to be put in place for female and male administrators, teachers, and learners in the early stages of recovery?
 - Is there any provision/incentive or safety and security measures identified to support teachers, especially female teachers, to continue working in or after an emergency? For example, this could be a financial incentive, protected transportation to school, or accommodation.
 - In a crisis, will it be possible to reallocate resources such as salaries for displaced teachers, temporary classrooms, and education supplies?
 - Will a mechanism be developed for recognized teacher certification in displacement settings?
 - How will female teachers' safety and security risks be addressed during a crisis?

5.4: Teacher recruitment and support

- Which partners/agencies – who have a particular interest in supporting women and girls and also men and boys – are actively involved in education pre-crisis?
 - Will they continue to operate in an emergency?
 - What activities do they plan to undertake in an emergency?
 - How have they supported girls and women in other emergencies?
 - Do they participate in existing gender coordination mechanisms?

8.1: Gender in EiE sector coordination and information management

- If none exist, is it possible to develop minimum gender equality and EiE standards in preparedness?

Coordination

Organizational mandate and capacity

- How does the organization's planned response assure protection of girls, boys, women, and men (teachers and other staff) when an emergency takes place, e.g., attacks on schools, cyclone, etc.?
- What arrangements exist to ensure the most marginalized – e.g., those with hearing, visual, or other physical and intellectual impairments – do not get left behind?
- Are there gender focal points or specialist staff who are responsible for emergency response? If not, what new knowledge or skills do staff need to take that leadership (e.g., proposal writing, budgeting, detailed implementation planning, field staff/partner capacity building, monitoring and evaluation)?

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

Partners

- Do education partners have gender and inclusion expertise?
- Do education partners have strong relationships with affected populations, and do they consult with girls, boys, women, and men on their programming?
- How have partners consulted with girls, boys, women, and men on the EiE preparedness and response?
- Is there gender balance in stakeholder meetings and liaison at all levels (community, camp, local, district, regional, national)?

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

3. Contingency planning

Further to the risk analysis, write a problem statement that identifies who is most vulnerable to missing out on education in emergencies and develop a set of recommended solutions. This will form the basis of the contingency plan.

Outline a plan based on the above analysis to help with preparations for gender equality in the EiE response. Where possible, gender equality in EiE should aim to support and protect existing national education systems and procedures. In many contexts, this will require support to strengthen gender equity in education.

There is currently no standardized approach to or models for preparedness planning in the education sector. However, the IASC (2015) recommends a set of minimum preparedness actions that could be adapted for use in education. Table 8.3.2 is recommended to form the basis of a plan structure and content.

Table 8.3.2: Minimum preparedness actions

Minimum preparedness actions	Examples in education
Risk monitoring	<ul style="list-style-type: none"> • Establish an early warning system informed by gender analysis (see above). • Regularly update the gender data snapshot. • Ensure risk monitoring – including gender aspects – is a standing item at education stakeholder meetings.
Establish coordination and management arrangements	<ul style="list-style-type: none"> • Conduct education stakeholder mapping, including partners who prioritize inclusive approaches. Make arrangements for partners who prioritize inclusive approaches to mentor or train other partners. • Establish and/or engage with existing gender and education networks. Seek out and build partnerships among organizations that work primarily with women and girls, and organizations working with men and boys. • Establish or engage with other relevant networks, such as water, sanitation and hygiene (WASH), protection, etc. Identify and use their experience in dealing with crises. • Ensure all development partners are informed of gender-responsive EiE procedures in the event of an emergency or crisis and education coordination structures. • Advocate for gender-responsive disaster risk reduction in emergency preparedness and response planning and education sector planning.
Assessment, information management, and response management	<ul style="list-style-type: none"> • Ensure that sex and age disaggregated data and gender analysis are integrated robustly into baseline education data collection, assessments, information systems, communications, and advocacy. • Share this information on gender equality and EiE with key groups and actors such as the Local Education Group, ministry of education, civil society, teacher unions, NGOs, and disabled persons organizations. This can be done electronically, through informal networking, and presentations at meetings and conferences. <p>➔ 2: Needs assessment and analysis</p> <ul style="list-style-type: none"> • See also: IASC (2018) The Gender Handbook for Humanitarian Action, Needs Assessment pp.30-44 • Support the development of disaster risk reduction indicators in existing M&E frameworks.
Operational capacity and arrangements to deliver relief and protection	<ul style="list-style-type: none"> • Map gender and education capacity across partners and review as a standing item on education stakeholder meeting agendas. • Identify local suppliers of gender-responsive teaching and learning materials and WASH materials to be included in basic EiE package

Further reading

- UNICEF (2019) [Risk-informed Education Programming for Resilience](#)
- IASC (2015) [Emergency Response Preparedness Guidelines - Draft for field testing](#)

Table 8.3.3: Gender data snapshot

The ‘gender data snapshot’ indicators have been compiled and adapted based on the ‘GPE-UNGEI Rapid Assessment Tool on Gender Equality’⁷ in and through Education. It is important to note that:

- Data may not be available for the complete list of indicators.
- The most recent available data may still be outdated.
- Consider complementing indicators with interviews and focus group discussions where feasible.
- For themes where data is unlikely to be available, questions are included with an example for categorizing responses and estimates.
- Building a complete picture of the status of gender and education will be dependent on ensuring disaggregation and analysis by sex and other markers of disadvantage as relevant and available to the context.

Indicator (disaggregated by sex and by other markers of disadvantage) and complementary questions	Source
General	
Sustainable Development Goal (SDG) gender index score: The score is useful in providing an overall indication of achievement towards the gender equality SDG. The score ranges from 0 to 100, with 90+ being excellent and 59 and below being very poor.	SGD Gender Index Score: Includes 51 indicators across the SDGs and covering 129 countries.
Establish coordination and management arrangements	OECD
Is the country signatory of CEDAW? Has the country included any reservations on some articles?	UNESCO HER Atlas; Latest CEDAW reports, shadow reports and Concluding Observations
Does the country have a National Action Plan on the implementation of SCR 1325?	Peacewomen
Is the legal age of marriage for girls below 18? If it is above 18, are there exceptions possible?	UNESCO HER Atlas

7 Forthcoming, publication expected 2021

Access and Learning Environment	
Access	
Gross enrolment rate in (a) pre-primary education and (b) early childhood educational development, adjusted parity index	UIS
Gross enrolment rate tertiary education, adjusted parity index	UIS
Completion rate primary education, adjusted parity index	UIS
Completion rate lower secondary education, adjusted parity index	UIS
Completion rate upper secondary education, adjusted parity index	UIS
Participation rate in technical and vocational programs (15 to 24-year-olds), adjusted parity index	UIS
Never been to school: Percentage of children (m/f) aged 3-6 years above primary school entrance age who have never been to school	DHS
Over-age primary attendance: Percentage of children (m/f) in primary school who are two years or more older than the official age for the grade	DHS
Out of school: Percentage of children (m/f) of primary school age who are not in school	DHS
Out-of-school adolescents: Percentage of adolescents (m/f) of lower secondary school age who are not in school	DHS
Out-of-school youth: Percentage of youth (m/f) of upper secondary school age who are not in school	DHS
Mean years of education: Average number of years of schooling attained for the age group (m/f) 20-24 years	DHS
Learning environment	
Early marriage/pregnancy	
Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF GEMR 2020 Gender Report
Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF GEMR 2020 Gender Report
WASH	
Percentage of primary schools with single-sex basic sanitation facilities	UIS
Percentage of lower secondary schools with single-sex basic sanitation facilities	UIS
School-related gender-based violence (SRGBV), ⁸ gender norms & values	

8 A comprehensive list of process, drivers, and prevalence indicators can be found at: [A Whole School Approach to Prevent School-related Gender Based Violence: Minimum Standards and Monitoring Framework](#).

Percentage of schools that have established mechanisms for prevention of and response to SRGBV	Where national data are not available considering scoring: less than 30%; between 30% and 70%; more than 70%
Percentage of women aged 15-49 years who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons, i.e. if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations	OECD
Percentage of adolescents aged 10–14 years who, during the reference week, spent at least 21 hours on unpaid household services, adjusted gender parity index	GEMR 2020 Gender Report
Teaching and learning	
How many of the following subjects does the curriculum address in a clear and explicit way, using a life-skills approach? <ul style="list-style-type: none"> • The influence of gender norms on students' choices regarding sexuality • Correct and efficient use of condoms • How to purchase and use different types of anticonception • How to avoid unwanted sexual intercourse • How to use sexual and reproductive health services • The risks of violence, abuse and sexual harassment on internet and social media 	Where national data are not available considering scoring: 0 to 2; 2 to 5; 6
Has a gender review of the curriculum/teaching & learning materials been conducted in the past 5 years?	Where national data are not available considering scoring: yes/no response
Proportion of children achieving at least a minimum proficiency level in reading at the end of primary education, adjusted parity index	UIS World Bank Learning Poverty dataset National examination results MICS
Proportion of children achieving at least a minimum proficiency level in mathematics at the end of primary education, adjusted parity index	UIS
Proportion of children achieving at least a minimum proficiency level in reading at the end of lower secondary education, adjusted parity index	UIS
Proportion of children achieving at least a minimum proficiency level in mathematics at the end of lower secondary education, adjusted parity index	UIS
Adult literacy rate (population 15+), adjusted parity index	UIS
Education outcomes	
Female labor force participation rate of the population aged 15 and over	UNDP
Proportion of seats held by women in national parliaments	UNDP
Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care	World Bank

Teachers and other education personnel	
Percentage of female teachers in primary education	UIS: national monitoring database
Percentage of female teachers in secondary education	UIS: national monitoring database
Percentage of female head teachers in primary education	If data unavailable through EMIS or national surveys consider scoring: less than 20%; between 20% and 50%; more than 50%
Percentage of female head teachers in secondary education	
To what extent are gender concepts and gender-sensitive pedagogy included in teachers' professional development programs?	Consider scoring: not included; pilot phase; implemented at scale
Education policy	
Did the country ratify CADE (Convention Against Discrimination in Education)?	UNESCO HER Atlas
Did the country endorse the Safe Schools Declaration?	Global Coalition to Protect Education from Attack
Does the constitution explicitly guarantee the right to education without discrimination based on sex/gender?	UNESCO HER Atlas
Does the legal framework guarantee 9+ years of free and compulsory public education for all?	UNESCO HER Atlas World Policy Analysis Center