9.2 Summary of humanitarian architecture relevant to gender-responsive EiE

This annex contains a summary of the humanitarian architecture relevant to gender-responsive education in emergencies that comes into operation in an acute emergency or exists in a protracted crisis.

Humanitarian coordination led by the UN Office for Coordination of Humanitarian Affairs **(OCHA)** brings together humanitarian actors to ensure a coherent and principled response to emergencies. This includes coordination within and between clusters working on different sectors of humanitarian response.

The cluster approach is adopted to support internally displaced populations and rapid-onset or chronic crises where local populations are affected. UNHCR is responsible for humanitarian response to the needs of refugees. However, in many countries there are 'mixed settings' (see below), where an OCHA Humanitarian Coordinator has been appointed and a UNHCR-led refugee operation is also underway. In this case, joint coordination often takes place.

National authorities, when governments are functioning, are responsible for leading and coordinating humanitarian response (in large-scale, sudden onset emergencies the cluster approach is usually applied).

Government-led Local Education Groups may already have an EiE strand to their workplan and priorities around gender may be mainstreamed within this. Where there is an existing education sector group, negotiations around coordination will be a priority.

The IASC Gender Capacity Stand-by Project (GenCap) is a pool of Gender Capacity Advisers at a P-4/P-5 level who are deployed at short notice to support the United Nations Humanitarian Coordinator/Resident Coordinator (HC/RC), the humanitarian country teams (UNCT), and gender networks in the initial stages of humanitarian emergencies.[11]

GenCap Advisers provide technical leadership and support on gender-responsive programming through close collaboration with humanitarian actors and building on existing resources within the following main areas of work:

1. information collection and analysis;

2. programme and monitoring;

3. capacity strengthening;

4. coordination;

5. advocacy.

While protection issues such as gender-based violence (GBV) are a part of the GenCap Advisers' terms of reference, they will have a broader role in facilitating gender-responsive programming in all sectors/clusters of humanitarian response.

IASC Global Education Cluster[12]

Established in 2007, the Global Education Cluster (GEC) is a forum for coordination and collaboration on education in humanitarian crises. The GEC derives its primary mandate, purpose, and scope from the 2005 IASC Cluster Approach. Gender is considered a cross-cutting issue.

An education cluster responds to major emergencies when called upon to do so by the UN HC/ Humanitarian Country Team (HCT) and where the scale of the emergency is beyond the response capacity of national authorities. The nature of support provided depends on the expressed needs of individual country clusters, global priorities, and the availability of resources.

The principal responsibility of an education cluster is to ensure education agencies and organizations responding to an emergency have the opportunity to take a coordinated approach and work alongside existing education structures at country level, to meet the education needs of the affected population.

The GEC's work focuses on strengthening the capacity of education clusters/EiE working groups at the country level in achieving their core functions so that they can support the development and delivery of predictable, timely, effective, and appropriate responses.

The GEC provides support to coordination teams before, during, and after a humanitarian crisis to strengthen cluster readiness, reinforce coordination of activated clusters, and support the deactivation of clusters and transition to education development platforms. The support is done through a three-tiered approach:

- direct and remote field support to country clusters;

- providing guidance and capacity through training, development of tools and procedures, and knowledge management;

- global engagement and advocacy with partners in the wider humanitarian and education sectors.

GEC's standardized country-level tools and capacity-building efforts seek to be inclusive. Gender equity issues in GEC products (i.e., response frameworks, strategy documents, secondary data reviews, etc.) have historically been reflected in a cross-cutting manner.

Global Education Cluster stakeholders

The GEC is the only global cluster co-led by a UN agency and an international NGO: UNICEF and Save the Children. Representatives from the Cluster Lead Agencies (CLAs) make up the Education Cluster Steering Group. This provides governance and oversight on the GEC annual plan and budget, promotes engagement of their respective CLAs by securing funding for core coordination activities, and ensures the day-to-day working relationship of the CLAs.

The GEC team comprises two Global Cluster Coordinators (GCCs), one from each CLA. They are based in Geneva and guide and oversee the day-to-day work of the GEC team and its work plan. They also conduct field support missions to support country clusters for various strategic objectives. The GEC team includes knowledge and information management, communication and advocacy, and administrative support.

The GEC team also includes the Rapid Response Team (RRT), a group of EiE and coordination experts (responsible for coordination, information management, and needs assessment) who are rapidly deployed to support education coordination in humanitarian crises. They also provide capacity building at global and national levels.

The GEC is ultimately a partnership of NGOs, UN agencies, and other organizations working together to support the implementation of the GEC strategic plan.

For advice and guidance on practical ways to engage GEC stakeholders on gender, see:

⊕ 8: Preparedness

See the timelines in Annex 9.3 to identify how education cluster planning and implementation interface with coordinated humanitarian architecture.

UNHCR

Humanitarian response in relation to the needs of refugees remains the responsibility of UNHCR and is not part of the cluster approach. However, in many countries there are 'mixed settings', where an OCHA Humanitarian Coordinator has been appointed and a UNHCR-led refugee operation is also underway. In this case, joint coordination often takes place. Agencies and actors working to serve refugee needs, including UNHCR as the mandated response agency, participate in cluster coordination planning and activities.

The Refugee Coordination Model aims to be light, operations-focused, and impact-oriented.[13] The standard elements are:

- direct advocacy on all international protection matters with the host government by the UNHCR Representative;

- strategic planning (led by the Representative) for all phases of the response, carried out with operational partners, including development actors, to develop a protection and solution strategy;

- an inclusive Refugee Consultation Forum at the national level – co-chaired by the government (wherever possible) and the Representative – focusing on the overall refugee response;

- a UNHCR Refugee Coordinator to lead and coordinate a multi-sectoral response and ensure participation of sector-leads and all players at the field level. This role is supported by a Multi-sector Operations Team with expertise and capacity to facilitate needs assessment, planning, monitoring, reporting, and information management across all sectors;

- a UNHCR-led Refugee Protection Working Group responsible for the coordination of protection services and for mainstreaming protection throughout other operational sectors;

- service-delivery sectors, led by government line ministries and/or (co)chaired by partners and/or UNHCR. Sectors should connect to government-led development mechanisms, if feasible;

- arrangements on sector coordination and delivery with multiple potential partners to ensure a predictable response. Agencies may wish to draw upon global cluster resources to support the delivery of services.

Mixed situations

The Refugee Coordination Model adapts to situations where cluster structures exist, in order to harmonize approaches and reduce duplication. It expands or contracts depending on the characteristics of the situation (i.e., the size of the emergency, the geographical locations of affected populations, and the capacity to meet refugee needs).

There are six primary points of interface between the Refugee Coordination Model and the cluster system:

- In all situations, at the leadership level, the UNHCR Representative maintains responsibility for advocacy with the host government and engages closely with the RC/HC. As an active member of the HCT, this includes regularly keeping the HCT informed on the refugee operation.

- The Representative will lead the refugee-specific strategic planning exercise with partners, drawing on the HCT, including OCHA, to ensure coherence with the broader humanitarian response.

- The HCT will also form part of the broader consultation forum on the overall refugee response.

- The Refugee Coordinator and Multi-sector Operations Team will ensure effective coordination through information exchange with inter-cluster coordination forums, support for the implementation of the Humanitarian Programme Cycle and protection mainstreaming across clusters/sectors.

UNHCR education strategy[14]

UNHCR's education strategy, published in September 2019, contributes directly to the Global Compact on Refugees. Due to the rapid evolution of refugee crises, this is a living document housed online from the end of 2019, and periodically expanded with promising practices, case studies, links to new guidance, etc.

The strategy is intended as a resource for practitioners to see how others are addressing persistent barriers in refugee education. It aims to bridge the humanitarian-development divide.

The three strategic objectives of Refugee Education 2030 are:

"1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless, and internally displaced persons;

2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender, or disability;

3. Enable learners to use their education toward sustainable futures."[15]

14 UNHCR (2019) Refugee Education 2030. A strategy for refugee inclusion
15 UNHCR (2019) Refugee Education 2030. A strategy for refugee inclusion, p.16

UNHCR works to achieve results that are directly relevant to gender equity:

- **Expected result 2.2:** Learning environments are safe – this includes a focus on school-related gender-based violence (SRGBV) reporting, safe routes to school, enabling female participation;

- **Expected result 3.2:** Girls and women have equitable opportunities for and access to education, work, community representation, and leadership – this includes programmes based on gender analyses embedded in education sector planning, equality with boys in enrolment and completion throughout education and the labour force, safe schools, and equitable access to household resources and sustainable fuel.

Education Cannot Wait[16]

Education Cannot Wait (ECW) is the first global fund dedicated to education in emergencies and protracted crises. The fund supports UNHCR and education cluster interventions.

ECW was established during the [World Humanitarian Summit in 2016](#) by international humanitarian and development aid actors, along with public and private donors. It was set up to help reposition education as a priority on the humanitarian agenda, usher in a more collaborative approach among actors on the ground, and foster additional funding to ensure that every crisis-affected child and young person is in school and learning.

ECW's First Emergency Response investment window supports education programmes immediately in sudden-onset or escalating crises.

The fund's Multi-Year Resilience investment window addresses longer-term needs through multi-year joint programmes in protracted crises, enabling humanitarian and development actors to work together on delivering collective education outcomes in five priority areas:

- **Access:** Ensure that crisis-affected children are provided with continuous quality learning;

- **Equity and gender equality:** Leave no one behind and ensure access is provided to the most vulnerable children, including girls and children with disabilities;

- **Continuity:** Ensure children stay in school until they complete their education;

- **Protection:** Make sure that schools and learning centres offer a safe, protective, and healing environment to crisis-affected children;

- **Quality:** Improve learning outcomes by focusing on curriculum, teachers' capacities, and learning materials.

By providing seed funding to develop and implement such programmes through selected partners, ECW aims to catalyze broader investments from global and in-country donors in EiE. ECW's third

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16   Source: ECW website '[About ECW](#)'

window of investment, the Acceleration Facility, supports research and data collection to advance best practices and promote innovation, learning outcomes, and gender-targeted interventions in EiE.

ECW gender policy

ECW's investments help to tackle the impact of inequalities on girls', boys', and youths' equal access to and enjoyment of inclusive and quality education. The investments also seek to address the root causes of gender-based discrimination in emergencies.[17]

Under the corporate vision and mission, the vision of the Gender Equality Policy is to ensure that ECW's investments leverage action and contribute towards coordinated strategies that ensure and go beyond enrolment parity. The vision also seeks to address the gender norms that perpetuate historical, socio-cultural inequalities that prevent girls, boys, and youth from equally accessing and benefiting from quality education.[18]

The Policy's vision will be achieved through the following objectives:

1. Ensure that all girls, boys, and youth affected by emergencies and protracted crises can equally learn free of cost, with national and local commitment towards the equal valuing of girls' and boys' education regardless of age, disabilities, geography, faith, ethnicity, sexual orientation, status,[19] and displacement/statelessness;

2. Ensure learning happens in safety and without fear, recognizing and tackling all forms of SRGBV, including bullying and insecurities associated with but not limited to attacks on education which girls and boys face when learning in emergencies and protracted crises;

3. Promote education systems and pedagogies which seek to empower girls and boys equally through the transformation of gender norms and subsequent gender roles restricting girls', boys', and youths' realization of their full potential.[20]

ECW's gender policy is underpinned by its Accountability Framework which sets out minimum gender mainstreaming criteria:

• Gender analysis is conducted as part of needs analysis and informs design.

• Programme conceptualization mainstreams gender equality and women's empowerment.

• Gender performance indicators must be incorporated in all grant M&E frameworks.

• Gender equality and empowerment of women strategies are embedded within programmes, aiming to bring about transformative change in gender relations.

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17 ECW (2019) Gender Policy, p.1.
18 ECW (2018) "Gender Equality Strategy 2018-2021", p. 4.
19 Adolescent and teenage mothers, orphaned or abandoned children, children who are in institutions, for example, are often restricted from enjoying their full educational rights, including within emergencies and protracted crises.
20 ECW (2019) Gender Policy, p.4.

ECW Gender Equality and Empowerment of Women performance indicators

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

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

- All Grants - All educational access, retention, out-of-school and attendance indicators in the grant must be disaggregated by sex, age and disability. If not, justification is required and must be approved by ECW Secretariat.

- All Grants - Numbers of teachers and administrators trained, disaggregated by sex, and proportion of women.

- All Grants - Proportion of ECW-supported schools/learning environments that meet safe learning environment standards as described by INEE Minimum Standards and ECW grants guidelines, including disaster risk reduction, disability and gender specific issues.

- All Grants - Number of partnerships with women's NGOs and national /regional/global INGOs and networks working on GEEWG.

- Where relevant – Humanitarian and refugee response plans and education sector policy/ plan specifies prevention and response mechanisms to address gender-based violence in and around schools;

- Where relevant - Number of gender sensitive latrines constructed or rehabilitated;

- Where relevant – Number of WASH facilities in school with MHM considerations;

- Where relevant - Proportion of ECW-supported children under five years of age who are developmentally on track in terms of health, learning, and psychosocial wellbeing, disaggregated by sex, age and disability."

Source: ECW (2019) Accountability Framework for ECW's Gender Equality Policy 2019 -2021, pp.15-16

See the timelines in Annex 9.3 to identify how ECW planning and implementation interface with coordinated humanitarian architecture.

Global Partnership for Education[21]

In situations of crisis, the Global Partnership for Education (GPE) aims to have education services restored quickly while laying the foundation to meet longer-term education goals.

Transitional education planning maps out a coordinated approach among development and humanitarian partners as a country emerges from a crisis. Flexible and accelerated funding provides rapid support to countries in urgent need to ensure that children's schooling continues during the crisis.

GPE disburses accelerated funding within eight weeks for critical interventions such as temporary shelters, classroom construction, school meals, school supplies, teacher payments, and school grants.

GPE allocates 60% of its funding to partner countries affected by fragility and conflict. GPE grants are flexible and can be adjusted to allow countries to shift easily from emergency mode to long-term development.

GPE helps countries prepare for emergencies during long-term education planning. This includes provisions for keeping children in school even during an emergency.

GPE works with Education Cannot Wait, UNHCR, and other partners to ensure that education support during crises is complementary. GPE is also facilitating dialogue among development and humanitarian actors in many countries – such as Bangladesh, Burundi, the Central African Republic, Chad, Somalia, South Sudan and Yemen – to improve links and joint planning between humanitarian and long-term development efforts and to avoid fragmentation of education planning and financing.

GPE's approach to gender[22]

GPE supports country investments in equitable and gender-responsive systems in order to improve outcomes in access, retention, and learning for all girls and boys by:

- providing grants for implementation of education plans that promote gender equality and supplement domestic investments in gender equality. GPE uses its results-based partnership model to work with developing countries to prioritize planning and spending on girls' education throughout the education cycle to achieve gender equality;

- promoting gender-responsive education sector plans;

- Knowledge and Innovation Exchange (KIX) which focuses on capacity development and knowledge exchange, evidence and evaluation, and identification of innovative pilots with potential for scale-up;

- tackling SRGBV;

21   Source: GPE (2019) Supporting Countries Affected by Fragility and Conflict
22   Adapted from GPE website 'What We Do: gender equality'

- monitoring and analyzing results: GPE collects gender-disaggregated data and supports governments to establish data systems to reveal inequalities;

- global advocacy – at the global and regional levels, GPE works with a wide range of partners across sectors to galvanize political support for girls' education and gender equality.

See the timelines in Annex 9.3 to identify how GPE planning and implementation interface with coordinated humanitarian architecture.

Inter-agency Network for Education in Emergencies (INEE)

INEE is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE provides global minimum standards on education in emergencies.

The INEE Minimum Standards Handbook contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response, and recovery, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services. The guidance in the INEE Minimum Standards Handbook is for use in crisis response in a range of situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations, and emergencies in rural and urban environments.

The INEE and UNGEI Guidance Note on Gender provides strategies to ensure that girls, boys, women, and men in contexts of conflict and crisis equally enjoy the protection and learning outcomes that quality education can provide. The Note guides how implementation of the INEE Minimum Standards can be gender-responsive.