

## 1.2 Gender in EiE explained

Below is a summary of key concepts and terms that help us understand the importance of gender equality in EiE interventions and programmes. It lists terms around gender, equality, and humanitarian programming (1.2.1); explores the main educational problems affecting girls, boys, women, and men in conflict and crisis (1.2.2); and describes cross-cutting issues that need to be considered alongside gender in EiE (1.2.3).

### 1.2.1 Key gender terms and definitions

This list explains the terms used in the Introduction. See [Annex 9.1](#) for a complete reference list of terms and definitions used in all sections and tools.

**Gender:** socially constructed identities, attributes, and roles for girls, boys, women, and men, and society's social and cultural meaning for these biological differences. These identities and values result in hierarchical relationships between girls and boys, women and men, and the distribution of power and rights favouring men and disadvantaging women. This social positioning of girls, boys, women, and men is affected by political, economic, cultural, social, religious, ideological, and environmental factors and can be changed by culture, society, and community.<sup>4</sup>

**Gender equality:** the equal rights, responsibilities, and opportunities of girls, boys, women, and men. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born female or male. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but concerns all girls, boys, women, and men. Equality between women and men is both a human rights issue and a precondition for, and indicator of, sustainable people-centred development.<sup>5</sup>

**Gender equity:** the process of increasing fairness and promoting justice to girls, boys, women, and men regarding benefits, access, and needs. Temporary special measures can boost equity and may be needed to compensate for historical or systematic bias or discrimination. However, such measures ideally should go beyond the concept of equity and support progress towards full equality. Working on gender equity in no way replaces the broader systemic changes required to achieve substantive gender equality.

**Gender-based discrimination:** any situation where people are treated differently and unfairly because of their gender. Gender-based discrimination usually affects women more frequently than men. Even when not intentional, discrimination happens with any distinction, exclusion, or restriction

4 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 5

5 UN Women, '[Concepts and definitions](#)'

which limits human rights and fundamental freedoms. Identical or neutral treatment of women and men might constitute discrimination against women if such treatment has the effect of denying women's rights because there was no recognition of the pre-existing gender-based disadvantage and inequality faced by women.<sup>6</sup>

**Gender norms:** the informal rules and shared beliefs that distinguish expected behaviour on the basis of gender at particular points in time and in particular social contexts. Behaviour constrained by gender expectations may lead to inequitable outcomes.<sup>7</sup> Gender norms evolve and change over time. Periods of emergencies or vulnerabilities may result in a 'backtracking' of changes in gender norms, where people rely on older norms and expectations, putting progressive change on hold.

**Gender sensitive:** acknowledges but does not robustly address gender inequalities.<sup>8</sup>

**Gender responsive:** identifies and addresses the different needs of girls, boys, women, and men to promote equal outcomes.<sup>9</sup>

**Gender transformative:** explicitly seeks to redress gender inequalities and empower the disadvantaged population.<sup>10</sup> (To find out more about the concept of gender sensitive, responsive and transformative within the gender continuum, see [Section 1.2.2.1.](#))

**Intersectionality:** gender-based discrimination is inextricably linked with other factors that affect women and girls, such as race, disability, ethnicity, religion or belief, health, status, age, class, caste, and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect girls and women belonging to such groups to a different degree or in different ways to boys and men.<sup>11</sup> Thinking intersectionally means seeing people's entire identities and the range of barriers they experience.

**Sexual and gender-based violence (SGBV) including school-related GBV (SRGBV):** an umbrella term for any harmful act perpetrated against a person's will based on socially ascribed (gender) differences. The term SGBV highlights the gender dimension of these types of acts. SGBV includes: "sexual violence, including sexual exploitation and abuse, forced prostitution, forced and child marriage, rape, and forced pregnancy; domestic and family violence, including physical, emotional, psychological, and sexual violence and denial of resources or opportunities; and harmful cultural or traditional practices, including FGM/C [female genital mutilation/cutting], honor killings, and widow inheritance".<sup>12</sup> SRGBV includes acts or threats of sexual, physical, or psychological violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

6 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 5.

7 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

8 UNICEF (2018) Gender Programmatic Review Toolkit

9 ibid

10 ibid

11 CEDAW/C/GC/28, 'CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW', 2010, para 18.

12 INEE (2019) [Guidance Note on Gender](#), p.56.

## 1.2.2 Key issues and concepts around gender in EiE

Below is an overview of background information that will help you apply the guidance and tools provided in subsequent sections of the EiE-GenKit.

**Girls, boys, women, and men face different barriers to access and participation in safe quality education.** These include poverty, for example, the direct cost of education and opportunity cost of not using child labour; and inadequate facilities and services, such as meeting the sanitation needs of girls, and inappropriate teaching practices that can reinforce gender stereotypes and exclude certain groups. Gender and social norms play a central role in education. Attitudes and cultural beliefs perpetuate early marriage, SGBV, and low prioritisation of girls' education. They often mean that girls and women experience multiple barriers to education due to gender inequality and discrimination.

**Conflict and crisis can increase these barriers for girls, boys, women, and men in different ways.** Girls, boys, women, and men experience conflict and crisis differently during their lives, affecting their learning needs, participation in education, and training and progress once enrolled.

Data show that girls generally lag behind boys across education indicators in crisis-affected countries. Girls' education outcomes are the weakest in conflict-affected contexts, where the intersecting effects of poverty and gender are particularly pronounced (see [Fig. 1.2 in Section 1.2.2](#)). Girls are two-and-a-half times more likely to be out of school than boys in these areas.<sup>13</sup> Projections show that by 2030, only 1-in-3 girls in crisis-affected countries will have completed secondary school; 1-in-5 girls in crisis-affected countries will not be able to read a simple sentence; and girls in crisis-affected countries will receive on average just 8.5 years of education in their lifetime.<sup>14</sup>

Boys and men are also subject to multiple risks that can affect educational opportunities and gender equality. While the available evidence is limited, data from specific contexts indicates that conflict and crisis can be a greater disadvantage to boys. For example, during the conflicts in Burundi and Timor-Leste, boys were more likely to be out of school than girls due to recruitment into armed forces<sup>15</sup> or pressure to undertake paid employment.<sup>16</sup>

Boys' limited educational opportunities can also undermine broader gender equality goals. Research has shown that men with less education are more likely to have discriminatory views on gender. They are more likely to be violent at home and less likely to be involved in child care.<sup>17</sup> Low quality education options that are not relevant to boys' and men's lives can also make them more vulnerable to negative socioeconomic coping strategies that can undermine peace and stability.<sup>18</sup> In situations

13 UNESCO (2015) [EFA Global Monitoring Report. Education for all 2000-2015: Achievements and challenges](#). Paris: UNESCO.

14 Plan International (2019) [Left Out, Left Behind: Adolescent girls' secondary education in crises](#). London: Plan International

15 The GCPEA found documented evidence of child recruitment into armed forces in at least 16 countries.

See: <http://eua2018.protectingeducation.org/#child-recruitment>

16 Justino, P., Leone, M., & Salardi, P. (2011) [Education and conflict recovery: The case of Timor Leste](#), HiCN Working Paper 100; Verwimp, P. & Van Bavel, J. (2011) [Schooling, violent conflict and gender in Burundi](#), HiCN Working Paper 101.

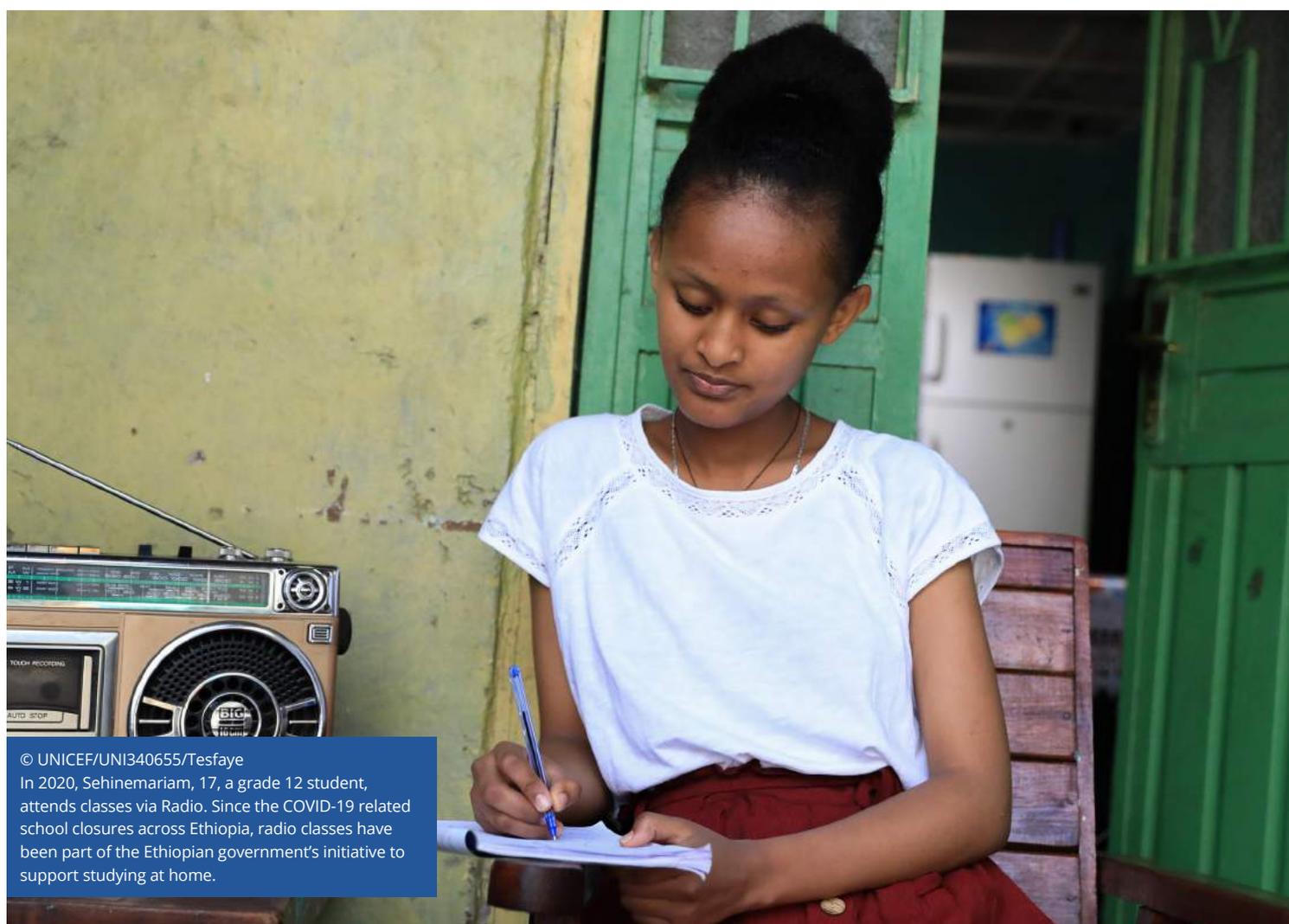
17 UNESCO (2015) [EFA Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges](#), Paris: UNESCO.

18 UNICEF (2016) [Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'](#), New York: UNICEF.

where stereotypical expectations of boys and men as ‘providers and protectors’ become unattainable (often made worse by factors related to conflict and crisis such as poverty), they can be driven to adopting alternative coping strategies, including crime and violence. Examples include susceptibility to recruitment into armed forces and groups, theft and robbery, and SGBV as a means of coping with economic hardship and of reasserting power and masculinity. When conflict and crisis reduce access to quality, relevant educational opportunities for boys and men, this can further undermine peace, stability, and efforts to promote gender equality.

The barriers that constrain girls, boys, women, and men from accessing and participating in education can be a **direct result** of conflict and crisis, such as targeted attacks, collateral damage, and displacement, or as an **indirect result** where existing discriminatory social and gender norms are exacerbated. Barriers can be identified at the individual, relational, community, and institutional levels.

[Table 1.1](#)<sup>19</sup> provides an overview of examples of direct and indirect barriers at each level.



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In 2020, Sehinemariam, 17, a grade 12 student, attends classes via Radio. Since the COVID-19 related school closures across Ethiopia, radio classes have been part of the Ethiopian government's initiative to support studying at home.

19 Adapted from INEE (2019) [Guidance Note on Gender](#), and UNGEI, ODI (2017) 'Mitigating the Threats to Girls' Education in Conflict-affected Contexts: Current Practice. October.

Table 1.1: Barriers to education directly and indirectly linked to crises

Barriers to education resulting directly from crisis	
<p><b>Institutional</b></p>	<ul style="list-style-type: none"> <li>• <b>Military use of schools or targeted attacks on schools:</b> Access to education is compromised where there is insecurity both in and on the way to school and where teachers and students can be victims of attack. The presence of armed groups at or on the way to school can increase the vulnerability of girls and boys to SGBV and forced recruitment.</li> <li>• <b>Lack of safe passage to school:</b> Breakdown of infrastructure, including private and public transport links, can result in less safe or unsafe passage to school for girls and boys, leading to drop out particularly of girls given safety concerns and the threat of SGBV.</li> <li>• <b>Facilities and services are compromised:</b> This can include the destruction of sanitation facilities, resulting in low attendance and high drop-out rates for menstruating adolescent girls.</li> <li>• <b>Reduced availability of qualified teachers:</b> Lack of female teachers may make girls reluctant to attend, or their families unwilling to send them. Fewer male teachers may mean a lack of role models for boys, who may become less motivated to attend.</li> <li>• <b>Discriminatory policies and practice:</b> Example include policies against participation of pregnant learners or young mothers in education opportunities.</li> </ul>
<p><b>Community</b></p>	<ul style="list-style-type: none"> <li>• <b>Displacement</b> can result in disruption of education, increased distance to school, and heightened insecurity, preventing girls' and boys' safe access to education.</li> <li>• <b>Reinstatement of negative coping strategies</b> may occur, such as attitudes, beliefs, and practices that are damaging to girls, boys, women, and men (such as early marriage and pregnancy, and SRGBV).</li> </ul>
<p><b>Relational/ Individual</b></p>	<ul style="list-style-type: none"> <li>• <b>SRGBV:</b> Female and male learners are at risk of corporal punishment, sexual violence, or other forms of abuse from teaching staff and peers. Women teachers are at risk of sexual and other forms of harassment on the way to, in, and around school. Female and male learners experience high levels of bullying from peers.</li> <li>• <b>Children associated with armed forces and groups:</b> Forced recruitment and the threat of recruitment prevent girls and boys attending school, and affect long-term ability to access education because of age, psychosocial well-being, and reintegration challenges.</li> </ul>

## Barriers to education resulting indirectly from crisis

### Discriminatory social norms

- **Opportunity costs:** Increased poverty may force families to remove children from school to engage in income-generating activities. Boys' education may be prioritized, as girls' education is often not seen as an investment.
- **Early marriage:** A girl may be at risk of early marriage due to leaving school, or her family may see it as a way of lifting the economic burden of her care or as a protection strategy during instability.
- **Early and unintended pregnancies:** Existing risks of early pregnancy can worsen during conflict and crisis, including as a result of SGBV. Girls can be vulnerable to multiple layers of stigmatization which exclude them from educational opportunities (for example, when a girl is unmarried and pregnant / a mother and formerly associated with armed forces and groups).

Understanding the different barriers to education and how they are experienced by female and male learners is central to creating appropriate, effective responses.<sup>20</sup> EiE programming can be protective, providing lifesaving and life-sustaining psychosocial, physical, and cognitive support. But it must recognize and respond to the specific needs of different groups of girls, boys, women, and men. The EiE-GenKit supports EiE interventions to take action across the EiE programme cycle phases in response to these needs.

**When good quality education is available to all and sensitive to conflict and gender factors, it has the potential to be transformative and a key element of building sustainable peace.**<sup>21</sup> It can break cycles of conflict and violence, redefine gender norms, and promote tolerance and reconciliation.

The social upheaval experienced during crises presents a key entry point to promote gender equality, which can be instrumental in building resilience and strengthening the humanitarian-development-peace nexus.

Education influences cultural norms and identities. This begins with early childhood education, where gender inequities emerge.<sup>22</sup> The education system and teachers play a critical role in promoting gender equality and providing opportunities for girls and boys to contribute equally and positively to peacebuilding processes.



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Belgrade, Serbia, 2017. At the Krnjaca refugee centre, refugee and migrant children and youth learn English and Serbian. Many of the children who have arrived in the country are making the most of the opportunity to learn before attempting to cross the border and continue their journey onward to Western Europe.

### 1.2.2.1 The 'gender continuum'

The gender continuum can help gauge the extent to which humanitarian and development programmes, interventions, and activities effectively address gender dimensions and promote gender equality in their design and implementation. Fig. 1.2 defines each stage of the continuum from gender unequal to gender transformative. Terminologies vary slightly between organizations but the concepts are the same.

20 INEE (2019) [Guidance Note on Gender](#)

21 UNICEF (2016) [Gender, Education and Peacebuilding Brief: Emerging issues from 'Learning for Peace'](#), New York: UNICEF.

22 Chi, J. (2018) [Pathways for Gender Equality through Teacher Policy in China](#), Brookings Institution.

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Conflict is less likely in contexts where there is gender parity in terms of mean years of schooling.



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Omoeva, C., Hatch, R., Moussa, W. (2016) The Effects of Armed Conflict on Educational Attainment and Inequality. Education Policy and Data Center, FHI 360.

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Tchéché Murielle Aholi, 16, follows the training given by Séphis on women's leadership, from her home in Yopougon, a suburb of Abidjan, a city in the south of Côte d'Ivoire. In 2020, schools closed in Côte d'Ivoire to curb the spread of the COVID-19 pandemic.

Fig.1.2: The gender continuum



The position of each EiE programme on the continuum depends on numerous factors, including context, resources, and capacity. Programmes should aim to be gender-transformative but this is a goal to work towards. In some scenarios, various actions are still needed before intervention design and implementation can even be considered gender-aware/sensitive or gender-responsive.

**The EiE-GenKit provides advice and resources geared towards ensuring gender-responsive EiE, to ensure relevance to the broadest possible range of contexts and interventions.**

### 1.2.3 Gender in EiE – a cross-cutting approach

**Inclusive approaches provide better access to and quality of education for every learner.**

While the EiE-GenKit focuses on gender, the approach set out is grounded in an understanding that intersecting vulnerabilities and exclusion affect a person's ability to gain access to, learn, and progress in education.

**The EiE-GenKit promotes gender-responsive EiE programming through tools that reflect these intersections and support tailored solutions.** For example, refugee girls with disabilities in camps will require specific accommodations in teaching and learning, augmented and/or alternative communication (AAC) support, transportation, protection, and appropriate infrastructure considerations to address specific barriers to education. EiE-GenKit tools contain icons highlighting the cross-cutting issues that intersect with gender (see further detail on icons below).

**A framework is needed for understanding marginalisation and intersecting vulnerabilities.**

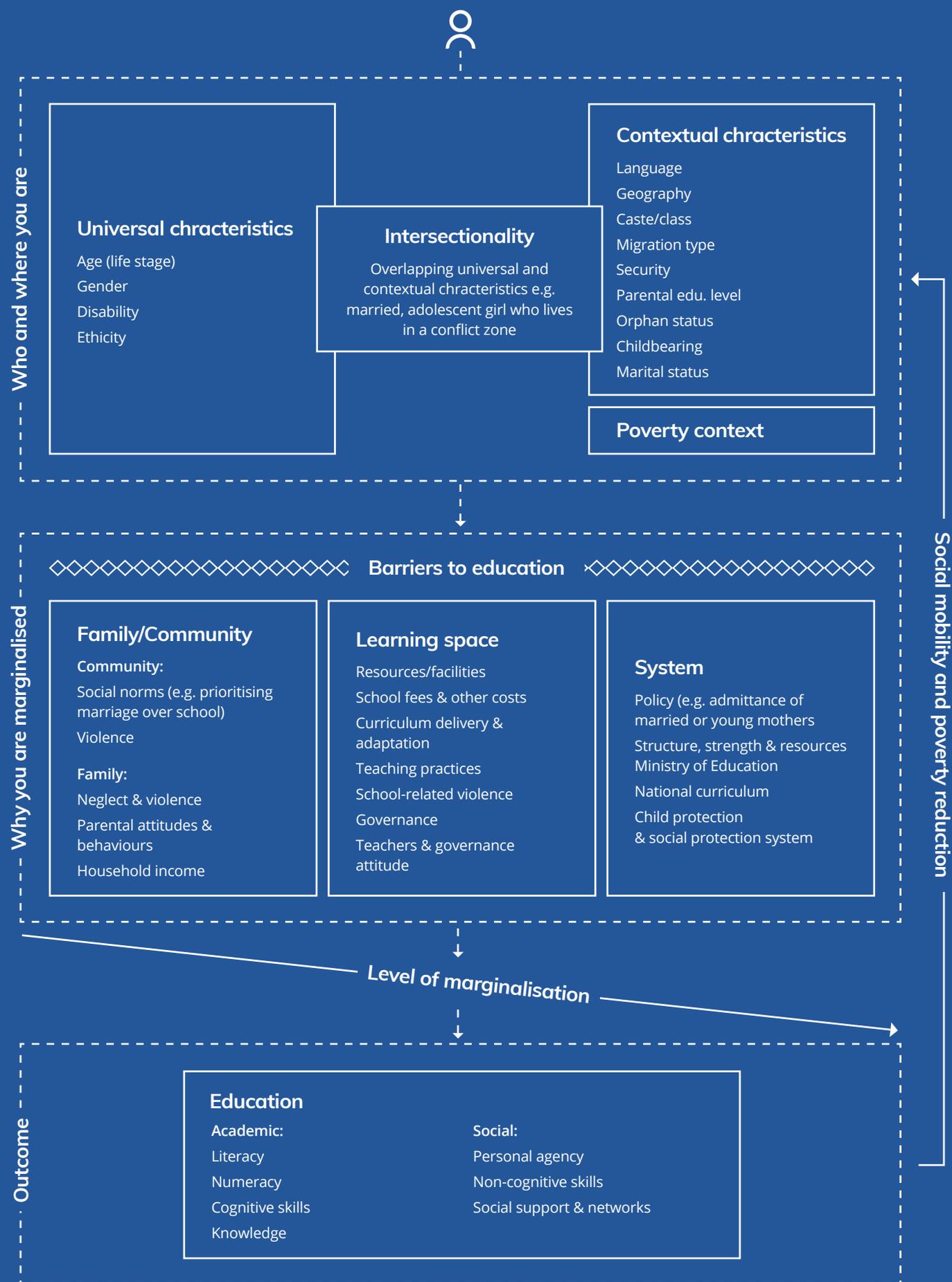
Building on learning from DfID's Girls Education Challenge, the EiE-GenKit takes a rights-based approach to education which calls on education systems – even those in crisis – to respond to the barriers faced by children accessing education.<sup>23</sup>

The framework in Fig. 1.3 provides a model for understanding the complex factors that lead to marginalization and an opportunity for analyzing these factors and addressing them through inclusive EiE programming.

In this framework, being female, with a disability, and a refugee or person displaced by conflict to a rural zone is not seen as a barrier to education per se. Rather, these characteristics marginalize or exclude individuals from education because of the barriers, failures, or gaps that exist within the system.

23 DFID Girls Education Challenge (2018) Thematic Review Understanding and Addressing Educational Marginalisation: Part 1: A new Conceptual Framework for educational marginalisation. Tool designed by Rachel Booth and Jess Mony for Social Development Direct.

Fig. 1.3 Education marginalization analysis<sup>24</sup>



24 DFID Girls Education Challenge (2018) Thematic Review Understanding and Addressing Educational Marginalisation: Part 1: A new Conceptual Framework for educational marginalisation. Tool adapted by Daniel Pomlett from an original design by Rachel Booth and Jess Mony for Social Development Direct.

It is vital to identify the characteristics of those excluded from EiE, the barriers they face, and the extent to which this marginalizes them. By understanding the impact these factors have on learning outcomes, we can plan targeted, inclusive and gender-responsive EiE.

## 1.2.4 Cross-cutting EiE-GenKit themes

Each tool in the EiE-GenKit places a strong emphasis on the following cross-cutting themes:

**Accountability:** The EiE-GenKit emphasizes approaches for demonstrating that work has been conducted in line with agreed standards and that results are reported fairly and accurately. Tools in the kit promote accountability to affected populations (AAP). AAP is “an active commitment to take account of, give account to and be held to account by the people humanitarian organizations seek to assist”.<sup>25</sup> Mirroring IASC’s approach, AAP is a central component of the EiE-GenKit’s approach to participation. The kit also contains a section dedicated to AAP.

### ➔ 7: Accountability to affected populations

**Protection:** Girls, boys, women, and men can face different risks to their protection and well-being, which in turn can affect their access to, and participation and progress in education in different ways. EiE-GenKit tools provide methods to help identify these risks, including how to recognize overlapping vulnerabilities such as having a disability or being a child head-of-household.

**GBV including SRGBV:** The EiE-GenKit addresses key issues in the prevention and mitigation of (SR) GBV – aligned with [CEDAW principles and recommendation No.35](#) and reflecting considerations of the IASC GBV Guidelines and the [Global Guidance on addressing SRGBV](#) – across each of the phases of the programme cycle.

**Populations:** EiE-GenKit tools are applicable to many different populations. Internally displaced persons (IDPs), refugees, returnees, remainees, host communities, and stateless populations are important groups for EiE programmes, with distinct needs. The EiE-GenKit does not comprehensively cover related considerations such as language issues, qualifications, etc, but the tools do consider these issues as they pertain to the promotion of gender-responsive EiE interventions.

**Boys and men:** The EiE-GenKit emphasizes gender rather than women and girls, recognizing that gender inequality limits opportunities for both girls and boys to fully develop their capacities. However, limited evidence is yet available on the specific issues affecting boys and men in relation to EiE and ‘what works’ to this end. The kit integrates emerging promising approaches to working with boys and men, where possible, with a hope that this will encourage further expansion of this evidence-base.

25 IASC (2018) Gender Handbook for Humanitarian Action