# 1.3 EiE programme cycle and gender

The EiE-GenKit is structured around an EiE programme cycle.[26] This is based on the humanitarian programme cycle. The term has been adopted by the EiE-GenKit to describe the key phases of EiE programming along the humanitarian-development continuum. This ensures a practical approach following a set of principles that govern the work of EiE practitioners across both the humanitarian and development programme cycles.

| Start/ escalation of crisis	→	Protracted crisis	→	End of crisis	→	Post-crisis recovery	→	Sustainable development
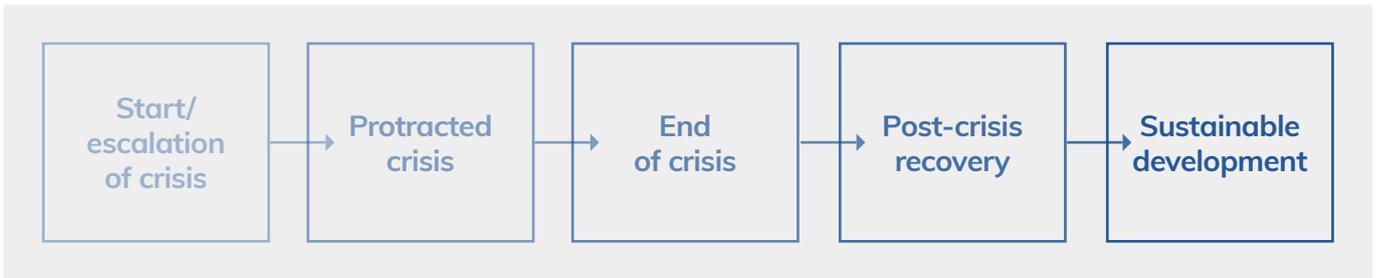
The EiE programme cycle is a series of coordinated actions that help prepare for, manage, and deliver education programmes along the humanitarian-development continuum.

Integrating gender into the EiE programme cycle is essential if the response is to benefit everyone and protect fundamental human rights and freedoms, including the right to protective and inclusive education.

© UNICEF/UN0248366/Watad
Idlib, Syrian Arab Republic, 2019. A young girl writes on the whiteboard with the support of her teacher, in the school tents of Idlib northern refugee camps.
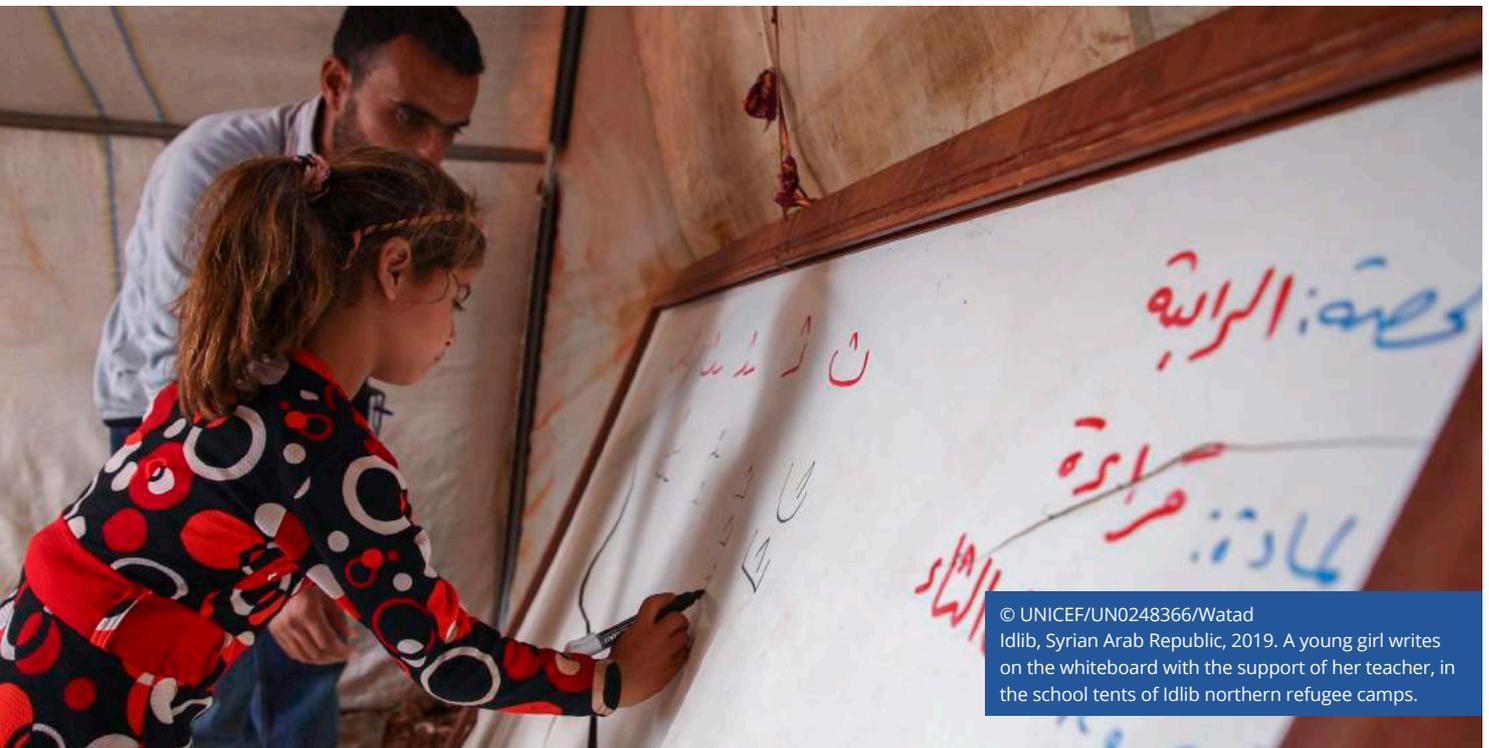
26   The Humanitarian Programme Cycle approach has been revised and enhanced for 2020 to ensure a more effective, inclusive response.

Fig. 1.4 The EiE programme cycle

PREPAREDNESS

PREPAREDNESS

PREPAREDNESS

COORDINATION

INFORMATION MANAGEMENT

MONITORING AND EVALUATION

NEEDS ASSESSMENT & ANALYSIS

STRATEGIC PLANNING

RESOURCE MOBILIZATION

IMPLEMENTATION

Affected People
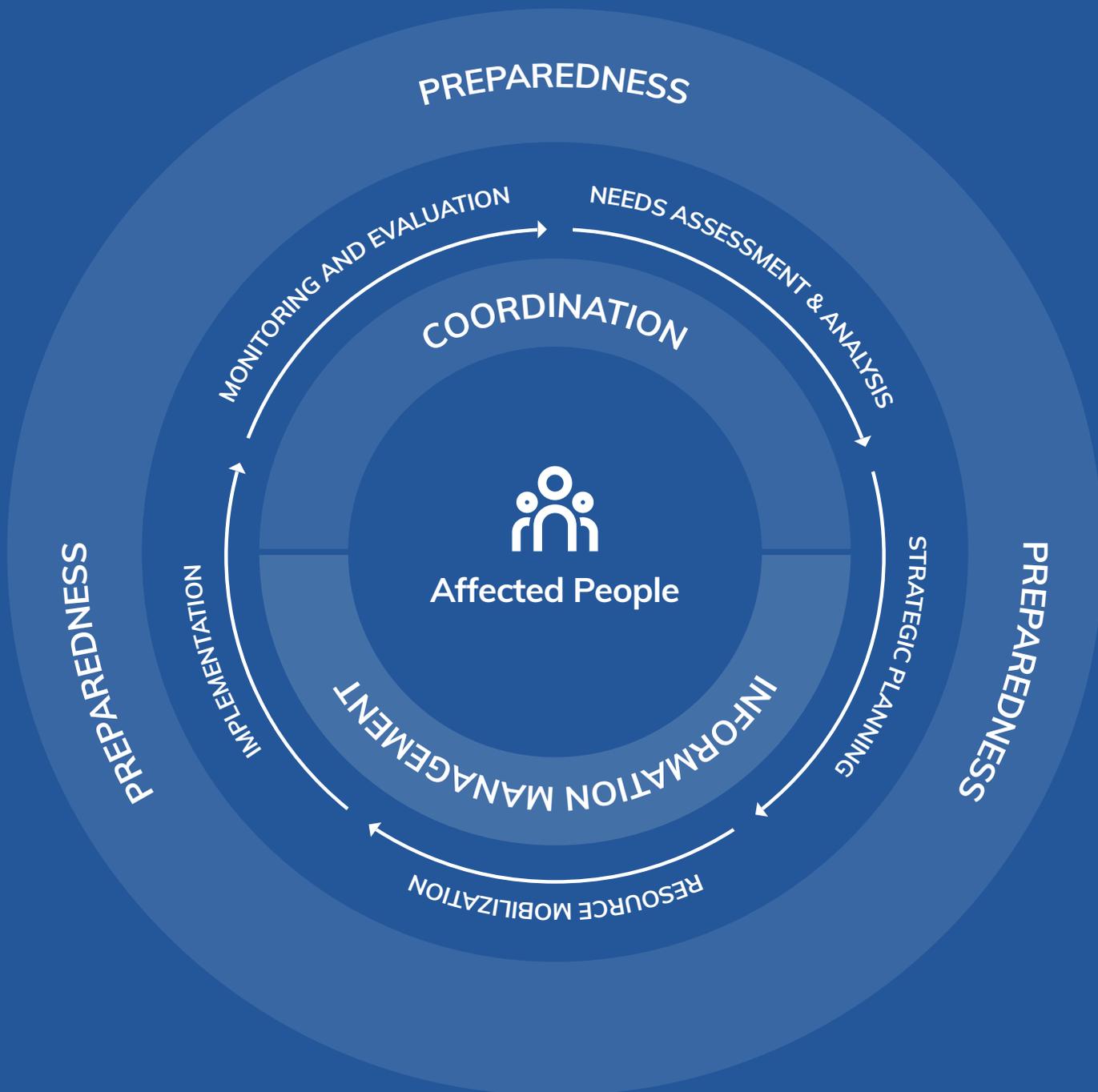
1.3.3 Key information

The EiE programme cycle has five key steps, each supported by preparedness, information management, and coordination. Each phase of the EiE programme cycle is outlined below. Links to the corresponding EiE-GenKit section and individual tools are highlighted.

Preparedness, information management, and coordination: Crisis preparedness, management of information, and strong coordination by different stakeholders (government, UN agencies, NGOs, community groups, parents, children, etc.) are critical given the increasingly protracted nature of crises. Gender and inclusion should be incorporated into all aspects of preparedness, from ensuring gender balance at stakeholder meetings to training staff on gender and incorporating gender-responsive risk assessments. Information management plays a critical role in ensuring a gender lens is applied when collecting, analyzing, and reporting EiE activities. This information must be used to identify gaps and needs related to gender and inclusion. Joint analysis, planning, and delivery are needed if gender equality is to be addressed effectively in EiE, both within the education sector and cross-sectorally. Gender and inclusion must be prioritized in all coordinated education responses – including the coordination mechanisms themselves.

⊕ **8: Preparedness**

⚒ **8.1: Gender in EiE sector coordination and information management**

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

⚒ **8.3: Gender in EiE risk assessment**

Needs assessment and analysis: This provides the evidence base for education strategic planning. In the education sector, needs assessments and analyses are ongoing – before, during, and after a crisis – to ensure the response aligns with needs. Gender and inclusion must be considered as part of the design, planning, data collection, analysis, and reporting at each stage. To ensure that data can be disaggregated by gender and age, questionnaires and indicators are harmonized. This ensures that gender-related issues are included across various assessments carried out by different education actors; enumerators interacting with affected people are gender-balanced; and participatory data collection methodologies, that are inclusive of women and children from various age groups, are prioritized.

Inclusive needs assessments in education consider the distinct needs of learners based on their gender and other marginalisation factors – such as disability, ethnicity, language, location, refugee / IDP status – and take account of how these characteristics shift and change over time (see Section 1.2.3 for further discussion). The EiE-GenKit's needs assessment and analysis section provides guidance and resources to help ensure needs assessments and analyses are gender-responsive.

⊕ 2: Needs assessment and analysis

✕ 2.1: Gender-responsive needs assessment checklist

✕ 2.2: Questions for gender-responsive analysis

Strategic planning: This should be informed by gender-responsive needs analyses. At sector level, individual clusters, Local Education Groups or other country-level mechanisms should develop an education strategy (aligned to the Humanitarian Needs Overview (HNO) and national education plans), setting objectives and outlining prioritized education response activities. The strategic planning process should engage across sectors, with input from affected populations. Strategies should consider gender equality and inclusion of the most marginalized groups.

⊕ 3: Strategic planning and programme design

✕ 3.1: Gender-responsive transitional education planning

✕ 3.2: Gender in theory of change and M&E frameworks

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

Resource mobilization: Advocacy and communication are needed to foster partnerships that can mobilize inclusive, nimble financing to meet the changing educational needs of girls, boys, women, and men, both at onset and as crises evolve. Needs assessment data and analysis must inform proposal development and mobilization of resources around priority strategies, and should generate information and key messages on the distinct needs of girls, boys, women, and men and plans to address these.

⊕ 4: Resource mobilization

✕ 4.1: Gender in EiE advocacy and communications

✕ 4.2: Gender in EiE resource mobilization

Implementation: Implementation of activities must ensure all relevant groups have equitable access to services and assistance. To ensure assistance for different groups identified through needs assessment and analysis, activities must be tailored to their distinct needs, and existing capacities and strengths should be harnessed. This will ensure that no vulnerable group is excluded and that access to and participation in quality education can help promote gender equality. Interventions should include gender-responsive pedagogy training, psychosocial support, and development of flexible curricula to accommodate the different needs and experiences of diverse groups of girls and boys in crises.

⊕ 5: Implementation

Section 5 provides guidance and tools for the implementation of gender-responsive EiE strategies across the following INEE Minimum Standards domains:

Access and learning environment

⚒ **5.1: Accelerated and alternative education**

⚒ **5.2: Facilities and services**

⚒ **5.3: Protection and well-being**

Teachers and education personnel

⚒ **5.4: Teacher recruitment and support**

Teaching and learning

⚒ **5.5: Teaching and learning self-assessment for teachers and project managers**

⚒ **5.6: Curricula, teaching and learning materials**

Monitoring and evaluation: Monitoring and evaluation (M&E) provides evidence on what is working and not working and what needs to be revised. In the education sector, regular reviews should include analysis of gender in the EiE information coming from affected populations through feedback mechanisms on the quality and appropriateness of programming. Good quality evaluations and sharing of good practice will strengthen existing programming and inform future interventions by generating evidence on the best ways to promote gender-responsive EiE programming.

⊙ **6: Monitoring and evaluation**

⚒ **6.1: Gender-responsive EiE monitoring**

⚒ **6.2: Gender-responsive EiE evaluation**

⚒ **6.3: Gender-responsive EiE indicators**

📄 **Essential resources**

IASC (2017) Gender Handbook for Humanitarian Action includes a comprehensive overview of gender in the humanitarian programme cycle at the global, national, and sectoral levels.