

The IASC Gender Marker (GM) is required in all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster Leads should support their partners in the use of the GM so that cluster projects routinely ensure that ALL segments of the affected population have equal access to quality educational services and that targeted support to advance gender equality in education is based on a gender analysis. This makes education services more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

The purpose of this Tip Sheet is to help Education Cluster Leads and their partners design quality education projects that reflect the distinct needs of women, girls, boys and men. The aim is to:

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY EDUCATION INTERVENTIONS?

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk.

In crises, educational needs change as does the ability of girls and boys to attend school. It is important to ensure that male and female learners of all ages have equal access to quality, relevant and protective educational opportunities. However, providing educational facilities alone will not guarantee their optimal use or a positive impact on individual learners and on the affected communities; only a gender-sensitive, participatory approach at all stages of the project cycle can help ensure that an adequate and efficient response is provided. In order for an education project to have a positive impact, women, girls, boys and men must be involved equally in the process.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations.

GENDER EQUALITY IN THE PROJECT SHEET

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to identify/meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it can enhance both project performance and funding potential.

The **Title**, **Objectives** and **Beneficiaries** sections of the project can also provide useful additional information in order to indicate how well the different needs of women, girls, boys and men are mainstreamed into projects.

VETTING FORM

To code projects correctly and consistently, Cluster Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
GENDER CODE 0 <i>No visible potential to contribute to gender equality</i>	Gender is not reflected anywhere in the project sheet or only appears in the outcomes. There is risk that the project will unintentionally fail to meet the needs of some population groups and possibly even do some harm. These projects are considered gender-blind.
GENDER CODE 1 <i>Potential to contribute in some limited way to gender equality</i>	<i>There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes*</i> . The project does <i>not</i> have all three: i.e. 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Note: Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
GENDER CODE 2A – GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	GENDER CODE 2B – TARGETED ACTION <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A gender analysis is included in the project's needs assessment and is reflected in one or more of the project's activities and one or more of the project outcomes.</p> <p>Gender mainstreaming in project design is about making the concerns and experiences of women, girls, boys and men an integral dimension of the core elements of the project: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. Gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p><i>Most humanitarian projects should aim to code 2a.</i></p>	<p>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</p> <p>All targeted actions are based on gender analysis. Targeted actions are projects that assists women, girls, boys or men who have special needs or suffer discrimination. Most targeted actions are single-sex interventions responding to the disadvantage, discrimination or special needs of one sex or a sub-group of one sex. Other targeted actions can specifically aim to advance gender equality, such as projects that are designed exclusively to provide a gender assessment/baseline for the emergency education response or a project where all activities contribute to female or male teachers and/or female and male learners having equal participation in emergency education committees and projects.</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency education programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. Here are examples of questions that can enrich the design of education projects:

1. No. of displaced children – by sex and age? Where are they located - in camps, collective centres or host communities?
2. What are the sex- and age-disaggregated enrolment, attendance and drop-out rates?
3. Has the crisis affected whether girls, compared to boys, are able to attend school? (E.g. increased household and care-giving chores, pressure to contribute to family income, increased restrictions in mobility, reduced time and privacy for homework, level and type of psychosocial distress.)
4. Do parents think the distance girls or boys walk to school is acceptable and that travel is safe for both girls and boys?
5. Is the learning environment considered safe for girls and for boys?
6. Do girls and boys have safe and adequate access to separate latrines, washing facilities and water at school?
7. Are learning materials free of gender stereotypes? Are they equally relevant to and empowering of girls and of boys?
8. Are male and female teachers, para-professionals and support staff available?
9. Are men and women from the affected community involved equally in community education committees?

See the *INEE Minimum Standards for Education: Preparedness, Response, Recovery (2010)* and *Gender Equality in and through Education: INEE Pocket Guide to Gender (2010)*; both available at www.ineesite.org

Examples of ways to incorporate gender concerns in an education project: The gender analysis in the needs assessment will identify gender gaps, such as unequal access to education facilities for women/girls and men/boys - that need to be addressed. These should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
Communities are ideologically opposed to girls' education or cultural practices such as early marriage and pregnancy curtail girls' access to schools	<ul style="list-style-type: none"> ✦ Work with communities and local organisations to promote the importance of culturally-acceptable female education ✦ Establish same-sex focus groups to brainstorm on what is culturally-acceptable female education

	<ul style="list-style-type: none"> ✦ Open discussions with religious leaders with the aim of negotiating endorsement of girls' education.
Boys are involved in income-generating labour or agricultural tasks (grazing livestock) and do not have time to attend school.	<ul style="list-style-type: none"> ✦ Consult with local community – women and men – about the feasibility of shift schools ✦ Subject to consultations, use shift classes to improve flexibility of school timing.

OUTCOMES should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- Women and men from the affected communities have taken an active role in deciding on the location and the design of the new/temporary school facilities.
- The media campaign for recruitment of school mentors/accompaniers focuses on the importance of the involvement of both women and men in education
- Emergency learning materials have been revised to be culturally-relevant and equally empowering of girls and of boys.
- Gender-specific supports (e.g. transport, childcare) are in place to enable women's participation as teachers/ volunteers.

THE ADAPT & ACT-C FRAMEWORK: A PRACTICAL TOOL TO DESIGN/REVIEW EDUCATION PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary, as many as possible of the steps - ideally all nine - should be taken into account in the design of projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

A	ANALYSE the impact of the crisis on women, girls, boys and men and what this entails in terms of division of tasks/labour, work load and access to education services and facilities. Ensure, for example, that a project's targeted beneficiaries are disaggregated by sex and age and that women, girls, boys and men are consulted at the assessment, monitoring and evaluation stages.
D	DESIGN services to meet the needs of women and men equally. Education actors should review the way they work to ensure that girls and boys, women and men benefit equally from their services, e.g. school sanitation facilities are provided for both female and male learners and teachers.
A	Make sure that girls and boys of all age groups can ACCESS education services equally. A continuous monitoring of enrolment, retention, drop-out and completion rates, disaggregated by sex and age, and of who takes part in decision forums will help ensure all are accessing services. In order to allow optimal access, attention should be paid to mitigation of sexual violence risks on the way to/from or when using the educational facilities.
P	Ensure women, girls, boys and men PARTICIPATE equally in the design, implementation, monitoring and evaluation of education projects, programmes and strategies, and that women are in decision-making positions.
T	Ensure that women and men benefit equally from TRAINING or other capacity-building initiatives offered by the project. Make certain that women and men have equal opportunities for work or employment.

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A	Make sure that the project takes specific ACTIONS to prevent risks of GBV. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings includes a chapter for education actors and should be used as a tool for planning and coordinating emergency education programming.
C	COLLECT, analyse and report sex- and age-disaggregated data; analyse the differences and, subsequently, develop a profile of at-risk populations and how and whether girls' and boys' needs are being met equally by the response. Disaggregate by sex (and age, where appropriate) learners, teachers and other education personnel, as well as those participating in capacity-building and work opportunities generated by the project.
T	Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate. Where one group is more at-risk than others, for example, to sexual violence or abduction when travelling to or from or at school, special measures should be taken to protect that group.
C	Ensure COORDINATION and gender mainstreaming in all areas of work. In particular, education actors should coordinate with protection partners for effective prevention of sexual violence and other forms of GBV, with WASH, Shelter and Food Security partners about the design of facilities and distribution of food and NFIs through schools.

DESIGNING MINIMUM GENDER COMMITMENTS FOR WASH:

In order to translate the cluster and organisational commitments to gender-responsive education projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions which need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all partners in the cluster. They should be practical, realistic and focus on improvement of current approaches rather than on drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. *The commitments, activities and indicators below are samples only:*

- Sex- and age-disaggregated data on enrolment, retention, drop-out and completion rates among learners is routinely collected, analysed and reported.**

Sample Activities	Sample Indicators
<i>Each school maintains a record of learners' – by sex and age - enrolment, drop-out/completion dates</i>	<i>By [date], each school has prepared and analysed the record of enrolments, drop-outs and completions among female and male learners of all age-groups.</i>
<i>Conduct consultations with women/girls and men/boys to understand challenges to enrolment and reasons for drop-out of female and male learners of all ages.</i>	<i>[%] of the people consulted on challenges to enrolment and reasons for drop-out of learners are female.</i>

- Design learning spaces/facilities that are safe for both boys and girls.**

Sample Activity	Sample Indicator
<i>Convene meeting with men/women and boys/girls to discuss location and layout of school facilities.</i>	<i>Focus group discussions with female and male representatives from the affected community have been held by [date].</i>

- Establish confidential complaints mechanisms in each school to receive and investigate allegations of sexual abuse and other forms of violence experienced by boys or girls at school or in their community.**

Sample Activity	Sample Indicator
<i>School committees, involving equal representation of female and male learners, parents and educational personnel, develop a Code of Conduct (CofC).</i>	<i>By [date], each school has a school committee – with presentation from female and male learners, parents and educational personnel - tasked to discuss and develop a CofC</i>

- Respond to the specific hygiene needs of female learners through the provision of female hygiene kits.**

Sample Activity	Sample Indicator
<i>Provide appropriate sanitary supplies to girls so they can attend school and fully participate in class.</i>	<i>Sanitary supplies distributed to 100% of girls aged 12-18 years in [area/region/camp] in [date].</i>

- Encourage equal access to education for all by sensitizing local communities and by taking into account the specific obstacles that might impede girls and boys to attend school**

Sample Activity	Sample Indicator
<i>Hold single-sex focus group discussions with women/girls and men/boys to discuss specific obstacles to girls' and boys' attendance at school.</i>	<i>By [date], focus group discussions have been held and the results of the discussions documented.</i>

For more information on the **Gender Marker** go to www.onereponse.info

For more information on gender in education in emergencies, see the **INEE Minimum Standards for Education: Preparedness, Response, Recovery** (2010) and **Gender Equality in and through Education: INEE Pocket Guide to Gender** (2010) at www.ineesite.org

For the e-learning course on **“Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”** see www.iasc-elearning.org

