

# INEE

An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

## Gender Equality in and Through Education: INEE POCKET GUIDE TO GENDER ASSESSMENT REPORT

January 2013



Commissioned by  
INEE Working Group on Minimum Standards and Network Tools

## **Mission Statement**

INEE is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. [www.ineesite.org](http://www.ineesite.org)

## **Contact Information**

INEE Coordinator for Minimum Standards and Network Tools  
UNICEF - Education Section  
3 United Nations Plaza, 7<sup>th</sup> floor  
New York, NY 10017, USA

[www.ineesite.org/standards](http://www.ineesite.org/standards)  
[www.ineesite.org/toolkit](http://www.ineesite.org/toolkit)  
[minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org)

## **Photos courtesy of UNICEF**

© NOTICE: All UNICEF photographs are copyrighted and may not be reproduced in any medium without written permission from authorized UNICEF staff.

# INEE

An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

## **Gender Equality in and Through Education: INEE POCKET GUIDE TO GENDER ASSESSMENT REPORT**

**January 2013**

Commissioned by  
INEE Working Group on Minimum Standards and Network Tools

## ACKNOWLEDGEMENTS

This study was commissioned by the INEE Working Group on Minimum Standards and Network Tools and carried out by Carine Allaf, PhD, who designed the survey, analyzed the data and wrote this report. Tzvetomira Laub, INEE Coordinator for Minimum Standards and Network Tools and Arianna Sloat, INEE Minimum Standards Program Assistant coordinated and supervised the assessment.

Many thanks to the INEE Working Group on Minimum Standards and Network Tools reference group and to the INEE Gender Task Team reference group for their support and assistance in the creation of the survey instrument and analysis of the survey data. Thanks also to Aytaj Pashayeva and Dan McGovern, INEE Minimum Standards Interns, for providing valuable assistance on various research and data analysis components of this assessment.

## ACRONYMS

<b>DRR</b>	Disaster Risk Reduction
<b>EiE</b>	Education in Emergencies
<b>GTT</b>	Gender Task Team
<b>IASC</b>	Inter-Agency Standing Committee
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>PG</b>	INEE Pocket Guide to Gender

# TABLE OF CONTENTS

<b>I. INTRODUCTION .....</b>	<b>7</b>
<b>II. HISTORY OF THE INEE POCKET GUIDE TO GENDER.....</b>	<b>8</b>
<b>III. ASSESSMENT METHODOLOGY .....</b>	<b>9</b>
<b>IV. OVERALL FINDINGS .....</b>	<b>11</b>
<b>V. RECOMMENDATIONS FOR THE INEE POCKET GUIDE TO GENDER... </b>	<b>27</b>
<b>VI. APPENDICES .....</b>	<b>29</b>
A. Countries Represented in Survey	
B. Question 2 with Question 18 tables	
C. Question 18 table on its own	
D. Survey Instrument	
<b>VII. ANNEXES.....</b>	<b>45</b>
A. Liberia Case Study	
B. Nairobi, Kenya Case Study	
C. Goma, North Kivu, the Democratic Republic of Congo Case Study	

# INTRODUCTION

## Rationale for Assessment

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 8,500 practitioners, students, teachers, and staff from UN agencies, non-governmental organizations, donors, governments and universities who work together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

The INEE Pocket Guide to Gender (PG) is one of the flagship INEE tools used in the Education in Emergencies field. With the input of many INEE members, INEE's Gender Task Team developed this tool in 2010 as a quick reference guide to help practitioners make sure that education, as part of emergency preparedness, response and recovery, is gender-responsive and meets the rights and needs of all girls and boys, women and men affected by crisis.

The INEE Gender Task Team works to support gender mainstreaming and attention to gender equality in and through educational preparedness, response, and recovery. The PG is based upon two key global documents: IASC Gender Handbook in Humanitarian Action and the INEE Minimum Standards Handbook, and builds upon the foundational principles and standards codified within these two handbooks to provide practical guidance and strategies to put this into action.

The INEE has made extensive efforts to disseminate the PG and ensure that it is helping to put gender equality into practice in and across all domains of education policy and programming. In 2012, as part of the INEE-Education Cluster Education in Emergencies Training Package, the INEE Gender Task Team created a module specifically on gender drawing guidance from the INEE Pocket Guide to Gender. As of January 2013, the PG is available in English, French, Spanish, Arabic and Bosnian/Serbian/Croatian on the INEE-Toolkit at [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit).

In order to continue promoting the PG, it is critical to understand who is aware of the PG, how it is being used and if and how it is institutionalized in plans and policies. To do so, the INEE Working Group on Minimum Standards and Network Tools and the INEE Gender Task Team embarked on a large-scale assessment of its usage. This report details the findings of this assessment.

In addition to the survey on the usage of the PG, case studies on gender-responsive education for peacebuilding were collected. As of January 2013, 3 case studies from UNHCR Nairobi, UNICEF Liberia and Save the Children DRC were developed and can be found in the Annexes.

Two research questions framed this assessment:

1. Who is aware of the INEE Pocket Guide, how it is being used and how it is institutionalized in plans and policies?
2. Who is using, and specifically, how is the INEE Pocket Guide being used in conflict-affected situations?

## HISTORY OF INEE PG

In 2006, under the leadership of Jackie Kirk, INEE established the INEE Gender Task Team (GTT) which works to support gender mainstreaming and attention to gender equality in and through educational preparedness, response, recovery and development. Since then, the Gender Task Team has developed a variety of tools and provided guidance on gender issues to INEE members and partners, which can be found on the [INEE Toolkit](#).

During the update of the INEE Minimum Standards Handbook in 2009-2010, the GTT mainstreamed gender in the Handbook. It also created the PG to provide strategies for gender equality in and through education, synthesizing guidance from earlier work and tools developed by the GTT. The PG was created within the framework of the INEE Minimum Standards (MS) to emphasize that gender responsive education programming and policies can be informed by the INEE MS.

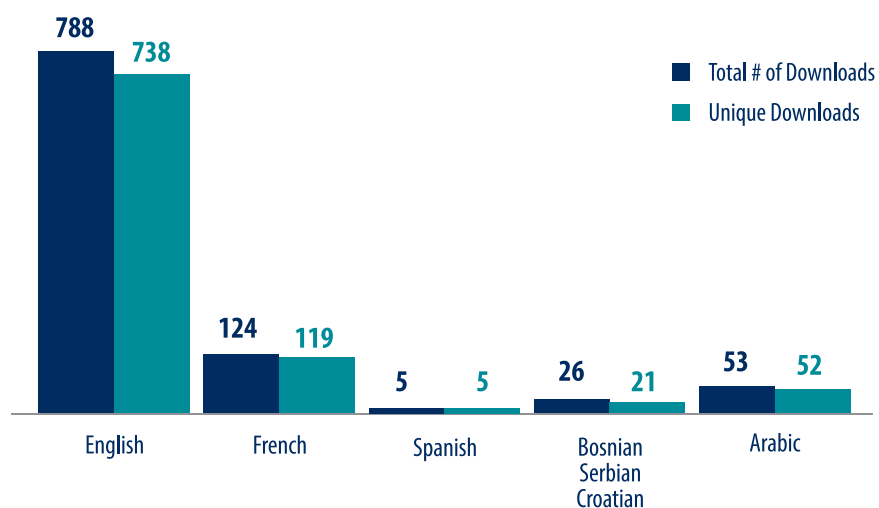
The PG was developed on behalf of the GTT by Siobhan Foran, Gurcharan Virdee, and Victoria Rames of the Inter-Agency Standing Committee (IASC) GenCap Project and Marian Hodgkin (INEE Secretariat) with extensive consultation from INEE members.<sup>1</sup>

The INEE PG was launched in June 2010 in a series of launch events around the world. INEE developed an orientation guide for the PG and, in 2012, a training module on gender responsive education for the INEE-Education Cluster Education in Emergencies Training Package that accompanies the PG.

In addition to being available on the INEE website, the PG is available in the INEE Toolkit. Between January 13th, 2011 and September 19th, 2012 (approximately 21 months) the PG was downloaded 996 times from the Toolkit alone<sup>2</sup>. 935 of those downloads were from unique IP addresses (meaning some users downloaded the Pocket Guide more than once). With the findings from the chart below in mind and due to restrictions in time and funding, it was decided that this assessment of the PG would only be conducted in English.

**INEE Pocket Guide to Gender: Downloads from the INEE Toolkit  
January 13, 2011 to September 19, 2012**

**Figure 1.** INEE Pocket Guide to Gender: Downloads from the INEE Toolkit January 13, 2011 to September 19, 2012<sup>3</sup>



1 Information included in this section was generated from an interview with Marian Hodgkin (personal interview 12/5/2012).  
 2 Google analytics conducted by INEE Intern Daniel McGovern.  
 3 The Spanish version was made available in March 2012 possibly explaining the low download rate.



## ASSESSMENT METHODOLOGY

At the outset of this assessment, with the guidance of the INEE Minimum Standards Program Assistant, a Reference Group of 10 members was created.<sup>4</sup> The Reference Group included members from the INEE Gender Task Team and INEE Working Group on Minimum Standards and Network Tools. An initial draft of the assessment, drawing from the 2012 INEE Minimum Standards Assessment was used as the starting point for the survey. The first draft was sent to the Reference Group, members of the assessment team of the INEE GTT, and select members of the INEE Working Group for Minimum Standards and Network Tools for feedback. The final draft was also shared with the Reference Group. Once the 23-question survey, a mix of closed-ended and open-ended questions, was finalized, it was uploaded on Survey Monkey. The response rate after 6 weeks was 68 completed surveys. Two respondents improperly completed the survey, answering questions they should have skipped. As such, their responses were deleted so that the total number of respondents was 66.

As a result of lessons learned from the INEE Minimum Standards Assessment, an aggressive dissemination strategy was put into place. The link to the survey was made available via:

- INEE Website Homepage
- INEE listserv sent to all INEE members (a total of 2 messages)
- INEE bi-weekly bulletins (a total of 2 messages)
- INEE GTT listserv
- Education Cluster listserv
- Sphere Project listservSpanish: 61

Additionally, using a snowball methodology personal emails were sent to members of the following entities who were asked to forward on to their colleagues:

- INEE Working Groups: Minimum Standards and Network Tools, Education and Fragility
- INEE Task Teams: Gender, Adolescents and Youth, Early Childhood, Inclusive Education
- INEE Language Communities: Spanish, French, Arabic, Portuguese
- All INEE Staff, Interns, and Consultants
- Select NGO and UNICEF country offices (based on personal relationships)

Interviews were designed to probe for more information on the use of the PG. Although 22 interviews were attempted, only 4 full interviews were completed specifically about the use of the PG. 5 interviews were pointless as the respondents had not used the PG, and no in person or phone contact was made with the remaining 13 attempted interviewees. These interviews also drove the case studies on gender responsive programming in conflict-affected contexts and its relation to peacebuilding. 3 case studies were generated from this process on education initiatives in Liberia, Kenya, and the Democratic Republic of the Congo. The case studies can be found in the Annexes.

---

<sup>4</sup> Reference Group members include: Markus Boer, AIR; Silje Sjøvaag Skeie, NRC; James Lawrie, War Child; Zeynep Turkmen, Mavi Kalem Social Assistance & Charity Association. Gender Task Team Assessment Team Members: Aradhna Duggal, Araceli Garcia, Grace Mukupa, Emily Echessa, Lisa Bender, and Betsey Archambault.

## Limitations

There were a few limitations to this assessment. **First**, the survey was only conducted in English. Although available in 5 languages, the PG is most frequently downloaded from the INEE Toolkit in English (see above). This motivated the decision to conduct the survey only in English but may have impacted the number of survey responses from users who have accessed the PG in other languages.

**Second**, the survey sample was small. The target number of completed surveys was set from 100 to 200 but the final count of submitted surveys was 68, even after extending the deadline of the survey by 2 weeks. This could demonstrate the actual lack of or limited usage or knowledge of the PG or it could be a flaw in the dissemination strategy to reach a wide range of respondents. Regardless, the following conclusions made from a 66-person (two surveys were deleted – see above in Assessment Methodology) survey cannot be generalized. However, they should be viewed as a window into the usage of the PG and findings can help formulate strategies to promote the continued use of the PG and inform future decision regarding the PG.

**Thirdly**, the lack of systemic sampling for the survey could be problematic as respondents self-selected and self-reported. As such, a selection bias might exist in the data. It is possible that only those very familiar and acquainted with the INEE and/or the PG completed the survey, possibly skewing the findings to the positive.

In the same vein, **fourth**, although the sample included those working across the world, government participation was quite low (with only 3 respondents from a government entity) and although there was a national NGO presence, it is possible that the survey favored international participation (especially with English being the language of the survey). As such, a strong stakeholder voice of nationals, governments and Ministries of Education is missing from this assessment.

# OVERALL FINDINGS

## Users of PG

81.8 percent of the total sample was INEE members, demonstrating that those familiar with the PG were involved in some way or another with other aspects of INEE. Interestingly, 18.2 percent were not members, yet completed the survey on this INEE tool. Of the 13 that reported not being INEE members, 6 of the 13 had not heard of the PG. Of the majority of respondents who were INEE members, 8 had not heard of the PG. Of the 14 total respondents who had not heard of the PG, 12 responded to the survey properly by skipping questions they were told to skip (those inquiring about the PG as a tool). The 2 that did not follow the directions of the survey were disqualified and as such deleted from the respondents so that the total surveys analyzed were 66.

Question #1 Are you an INEE Member?		
Responses	Number	% of Total
Yes	54	81.8%
No	12	18.2%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
Skipped Question: 0

Interestingly, there was not a large gap between the representation of national (20%) and international (29.4%) NGOs. Representatives from academic institutions were the next highest number of respondents (14.1%) with those from a UN Agency close behind (12.9%). The remaining agencies/institutions (23.6%) were scattered with low representation (less than 5.9%) and included those who worked for/with foundations, bilateral/multilateral donor, religious organizations, private sector, government or ministries, or were independent consultants. The one other was seconded from an international NGO to UNICEF. This gives a good indication of who is not necessarily using the PG actively. There are the institutions/organizations that should be considered and targeted in the next phase of trainings and publicizing.

**Question #2** What kind of agency/institution do you currently work for/with? Please select all that apply.

<b>Responses</b>	<b>Number</b>	<b>% of Total</b>
National NGOs	17	20.0 %
Government entity / ministry	3	3.5 %
International NGO / implementer of development projects	25	29.4 %
UN Agency	11	12.9 %
Bilateral or Multi-lateral Dono	3	3.5 %
Foundation	5	5.9 %
Academic Institution	12	14.1 %
Religious Organization	2	2.4 %
Corporate/Private sector organization	1	1.2 %
No specific organizational affiliation / I am an independent consultant	5	5.9 %
Other (please specify)	1	1.2 %
<b>Total Responses:</b>	<b>85</b>	<b>100%</b>

Answered Question: 66

Skipped Question: 0

Respondents have worked all over the world in the past year with the majority having worked in Africa, Middle East and Asia. Pakistan (12), Somalia (10), Democratic Republic of Congo (6) and Sudan (6) were the most popularly reported places. Appendix A showcases the countries reported by participants.

The respondents held a wide array of positions from director to peer educator. The majority of the sample (25%), however, worked as independent consultants. Interestingly a big number of these independent consultants must be working for or with the above agencies/institutions as only 5 respondents described themselves as an independent consultant in question #2.

In the 'other' category (17.5%) the following positions were written in: academic (1) (note that many academics might have described themselves as independent consultants because of the 12 respondents earlier who reported working for or with an academic institution), education intern (1), peer educator (1), program officer (1), program manager (1), program officer (1), consultant (1), project coordinator (1), trainer (2), Dean of Student Affairs and Counseling (1), Agency Director (1), and education cluster coordinator (2). 28.8% of the respondents were not based in the target country and 28.8% were based in the target country.

Question #5 Which of the following best describes your current position?		
Responses	Number	% of Total
Project Director (not based in target country)	6	7.5%
Project Manager (not based in target country)	7	8.8%
Technical staff (not based in target country)	10	12.5%
Project Director (in target country)	3	3.8%
Project Manager (in target country)	6	7.5%
Technical staff /adviser (in target country)	14	17.5%
I work as an independent consultant	20	25%
Other (please specify)	14	17.5%
<b>Total Responses:</b>	<b>80</b>	<b>100%</b>

Answered Question: 66

Skipped Question: 0

The majority of the respondents (51.5%) have been working in the field of education in emergencies (EiE) for less than 3 years. 19.7% have been working in the field between 4 and 10 years; 15.2% of the sample has been working in the field of EiE for over 10 years; and 9 respondents worked primarily in other sectors such as WASH, shelter, nutrition, child protection, health, and/or Disaster Risk Reduction (DRR). The field of education in emergencies is relatively new, emerging and gaining exposure over the past ten years, and this sample accurately reflects this. Those with 1-3 years and greater than 10 years of experience in the field of education in emergencies reported using the PG most often in their work (question 13 of the survey), with those possessing 4 to 10 years of experience reporting the next most frequent usage of the PG. Those with less than a year of experience used the PG the least.

**Question #4** For how long have you worked in the education in emergencies field?

Responses	Number	% of Total
Less than 1 year	13	19.7%
1-3 year	21	31.8%
4-6 year	7	10.6%
7-10 year	6	9.1%
Over 10 year	10	15.2%
My main field of work is in another sector.	9	13.6%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
 Skipped Question: 0

69.7% of respondents did not have a gender related descriptor in their title or job description, which could possibly demonstrate the lack of gender-specific positions available. However, this does not mean that gender-specific programming was not taking place (see Gender Programming section below). All those with a gender related descriptor utilized the PG in one way or another with 2 of respondents having only read the PG and not explicitly using. As for those without a gender related descriptor in their title or job description, 8 have only read the PG, 1 rarely uses it, and 1 never uses the PG. Yet 26 respondents without gender related descriptors in their title or job description use the PG in some way in their work.

**Question #6** Is there a gender related descriptor in your title or job description?

Responses	Number	% of Total
Yes	20	30.3%
No	46	69.7%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
 Skipped Question: 0

13.6% of respondents were not familiar with the education cluster or any other coordination groups and 12.1% who were affiliated with another cluster/sector specified the following clusters/sectors: early recovery, nutrition, agriculture, shelter, and WASH. 28.8% of respondents were members of the education cluster or coordination groups. In contrast, 27.3% of respondents were not affiliated with any cluster or coordination groups although the majority of the respondents were affiliated in some way with the education cluster or other education coordination groups (47%). This indicates that many of those involved in the various education cluster or coordination groups are aware of the PG. This echoes the findings of the Global Education Cluster’s survey where 75% of the respondents were aware of the PG.<sup>5</sup> This highlights the need to publicize the tool more comprehensively to a variety of stakeholders both in education-specific programming and otherwise.

**Question #9** What is your affiliation with the Education Cluster or other education coordination groups?

Responses	Number	% of Total
I am a member of the Educ cluster or coordination group in my country.	19	28.8%
I am an Education Cluster Coordinator or Information Manager	7	10.6%
Member of the Global Educ Cluster WG or Geneva-based Educ Cluster Unit	5	7.6%
Not affiliated with the Educ Cluster/Coordination Group or any other Cluster	18	27.3%
I do not know the education cluster or other education coordination groups.	9	13.6%
Affiliated with another cluster/sector (please specify)	8	12.1%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
 Skipped Question: 0

<sup>5</sup> Education Cluster Unit (2012). Education Cluster Gender Scan. Unpublished.

29% of respondents are not members of the GTT but 52.1% of the sample were members (27.5%) or not members but involved in crosscutting activities of the GTT (24.6%).

**Question #10** Which BEST describes your affiliation with the INEE Gender Task Team?

Responses	Number	% of Total
I am a member of the Gender Task Team	19	27.5%
I am not a member of the Gender Task Team	20	29.0%
Not a member, but am involved in some cross-cutting activities of the GTT	17	24.6%
I do not know	10	14.5%
Other (please specify)	3	4.3%
<b>Total Responses:</b>	<b>69</b>	<b>100%</b>

Answered Question: 66  
 Skipped Question: 0

## Overall rating of the INEE PG

Overall, the PG was rated useful, with the majority (60.5%) finding the PG to be very useful. Only one respondent found the PG of limited use. However, 23 participants skipped this question when only 12 respondents said they had never heard of the PG (see below Usage of PG). In other words, 11 respondents who have heard of the PG chose to not answer this question. In the Global Education Cluster survey, the majority of respondents strongly agreed or agreed that the PG was useful in their work or helped inform the cluster’s strategies or programs.

**Question #14** How do you rate the INEE Pocket Guide to Gender?

Responses	Number	% of Total
Very Useful	26	60.5%
Fairly Useful	16	37.2%
Limited Use	1	2.3%
<b>Total Responses:</b>	<b>43</b>	<b>100%</b>

Answered Question: 43  
 Skipped Question: 23



The main reasons for not using the PG was that the respondent’s organization did not formally institutionalize/ formally adopt the PG (17.1%). The next highest response was that they did not know where to find guidance on the PG (15.7%). This highlights the earlier finding that 12 respondents had not heard of the PG. The next highest (14.3%) response was that there was not sufficient funding to achieve all the recommendations in the PG. This is an interesting finding as it might be useful for future iterations of the PG to include tips on securing funding for gender-specific aspects of programming. Zero respondents thought that it was unrealistic to achieve all aspects of the PG, which indicates that the principles in the PG are indeed realistic and attainable.

**Question #20** Please indicate why you rarely or have not used the INEE Pocket Guide to Gender? Choose all that apply.

Responses	Number	% of Total
I don't know where to find guidance on the INEE Pocket Guide to Gender	11	15.7%
The INEE Pocket Guide to Gender does not apply to my work	5	7.1%
The INEE Pocket Guide to Gender is too complicated to use	2	2.9%
The content of the INEE Pocket Guide to Gender is not clear to me	1	1.4%
My organization has not formally institutionalized/formally adopted the PG	12	17.1%
I do not have time to use it	3	4.3%
I am not trained to use it or lack sufficient training	6	8.6%
I don't know how to use it	4	5.7%
It is not relevant to the current situation	4	5.7%
It is unrealistic to achieve all aspects of the INEE Pocket Guide to Gender	0	0.0%
The wording of the INEE Pocket Guide to Gender is not clear	1	1.4%
The concepts of the INEE PG are difficult to apply in reality	3	4.3%
We do not have enough copies of the INEE PG	6	8.6%
Not sufficient funding to achieve all the recommendations in the PG	10	14.3%
I use a different tool to my work and/or the PG is missing key elements	2	2.9%
<b>Total Responses:</b>	<b>70</b>	<b>100%</b>

Answered Question: 52  
 Skipped Question: 14

## Gender Specific Programming

Despite the fact that the majority of respondents did not have gender related descriptor in their job title or description, all 66 respondents included gender in one way or another in their work. One quarter (25.2%), reported that it was their agency's mandate to include gender in their work. (Despite this, the PG has not been institutionalized or formally adopted by most agencies so this is an important area of follow up. Perhaps trainings on the PG need to target higher-level positions in organizations that have the power to institutionalize or adopt tools.) 22.6% reported having gender-specific projects and 19.5% engaged in gender-specific advocacy. 15.7% had access to gender-specific technical assistance. The minority of respondents (14.5%) created or used gender-specific tools. This demonstrates that agencies are addressing issues of gender in education in emergencies in their work.

**Question #8** How is gender included in your agencies work? Select all that apply.

Responses	Number	% of Total
There are gender-specific projects	36	22.6%
We have gender- specific technical assistance	25	15.7%
We create and use gender-specific tools	23	14.5%
We engage in gender specific advocacy	31	19.5%
It is our agency's mandate to include gender in all our work.	40	25.2%
Other (please specify)	4	2.5%
<b>Total Responses:</b>	<b>159</b>	<b>100%</b>

Answered Question: 66

Skipped Question: 0

With gender programming taking place in agencies (see above) and despite job description or job titles not being gender-specific, 42.4% of respondents considered or addressed issues of gender in EiE daily in their work. An equal number (22.7%) considered issues of gender weekly or monthly and roughly 12.1% of respondents rarely or never considered issues of gender in EiE. This demonstrates that gender issues in EiE are highly considered.

**Question #7** How often do you address or consider issues of gender in education in emergencies during your work?

Responses	Number	% of Total
Daily	28	42.4%
Weekly	15	22.7%
Monthly	15	22.7%
Rarely	6	9.1%
Never	2	3.0%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
Skipped Question: 0

## Usage of PG

18.2% (a total of 12 people) of respondents had not heard of the PG. This further demonstrates a need to increase awareness of this tool to the wider development and aid community, both within INEE and beyond.

**Question #11** Have you ever heard of the INEE Pocket Guide to Gender?

Responses	Number	% of Total
Yes	54	81.8%
No	12	18.2%
<b>Total Responses:</b>	<b>66</b>	<b>100%</b>

Answered Question: 66  
Skipped Question: 0

The majority of respondents learned about the PG from the INEE bi-weekly bulletin, the INEE website, or an INEE/EiE training. This indicates the importance of such outlets for publicizing the PG. However, only 6 respondents learned about the PG from an INEE, EiE, or GTT training. This demonstrates the need for a more concentrated and targeted training agenda specifically for the PG. Also of interest, 0 respondents learned about the PG from the education cluster or education coordination group facilitator and only 2 respondents through the INEE-SPHERE companionship. This demonstrates that the PG is not being explicitly used in acute emergencies (and this is further demonstrated below with only 3 respondents utilizing the PG in acute emergencies).

**Question #12** Which BEST describes how you learned about the INEE Pocket Guide to Gender? (Please choose only one.)<sup>6</sup>

Responses	Number	% of Total
From the INEE bi-weekly bulletin that I receive.	16	29.1%
I downloaded the INEE Pocket Guide to Gender from the INEE website	17	30.9%
From the INEE Toolkit.	5	9.1%
From the INEE e-learning module	1	1.8%
Someone referred me to the INEE Guide to Gender	3	5.5%
Other organization's website	1	1.8%
Job orientation	1	1.8%
In college/ university/ graduate school	0	0.0%
Educ Cluster Coordinator/ educ coordination group facilitator where I work	0	0.0%
From my colleagues	2	3.6%
Through the Sphere-INEE Companionship Agreement	2	3.6%
At a conference.	0	0.0%
Do not know/ Do Not Remember	0	0.0%
Other	1	1.8%
INEE Minimum Standards training or EiE training	6	10.9%
<b>Total Responses:</b>	<b>55</b>	<b>100%</b>

Answered Question: 54  
Skipped Question: 12

<sup>6</sup> Note that the total responses were 55 as one person ticked two responses although the instructions stated to choose only one response. As such, this question was answered by 54 people.

The majority of respondents (64.1%) used the PG in implementing their work, training others, or using it in proposals and planning as these were the top 3 uses of the PG. 18.9% have read through the PG but do not explicitly use it in their work. This indicates the importance of more explicit instruction on how to use the PG and the need to demonstrate how the principles of the PG are put to use and/or into action.

**Question #13** Please choose the statement that BEST describes your experience with the INEE Pocket Guide to Gender. (Please choose only one.)

<b>Responses</b>	<b>Number</b>	<b>% of Total</b>
Referencing and quoting it in proposals and plans	8	15.1%
To inform policy.	3	5.7%
To train others.	13	24.5%
When implementing my work.	13	24.5%
Only in the M&E stage of my work.	1	1.9%
Use PG indirectly, in that it's influenced how my organization and I work.	3	5.7%
Read PG but do not use it in my work.	10	18.9%
Rarely use the INEE PG.	1	1.9%
Never use the INEE PG.	1	1.9%
<b>Total Responses:</b>	<b>53</b>	<b>100%</b>

Answered Question: 53  
Skipped Question: 13

The majority of the sample used the PG in conflict contexts (36.6%) or in a context characterized by both man made and natural disasters (31.7%) with 19.5% of respondents most often using the PG in contexts described as natural disasters. The PG has also been used in an academic setting, for reintegration, and in low resource contexts. In fact, the point that the PG can be used in any low resource context despite it being formally defined as an emergency emerged in a few questions and interviews. One interviewee also suggested that the PG's affiliation as an INEE tool deterred non-emergency contexts that could benefit from using the PG to utilize or formally recognize/adopt it. As such, it is recommended that the INEE consider the marketing and branding of the PG so that its applicable in a variety of contexts and not specific to those explicitly defined as crisis-affected or emergencies and also partnering with actors involved in more development settings.

**Question #15** In which contexts have you MOST often used the INEE Pocket Guide to Gender?

<b>Responses</b>	<b>Number</b>	<b>% of Total</b>
Man Made/Conflict	15	36.6%
Natural Disaster	8	19.5%
Context characterized by both conflict/man made & natural disaster	13	31.7%
Other	5	12.2%
<b>Total Responses:</b>	<b>41</b>	<b>100%</b>

Answered Question: 41

Skipped Question: 25

The PG is mostly used for training staff on gender responsive programming (24.2%). Program design (20.9%), advocacy (18.7%), and setting standards (17.6%) were the next most popular uses of the PG in conflict-affected settings. One respondent specified that they use the PG when conducting needs assessments. The least number of respondents (14.3%) reported using the PG in monitoring and evaluation.<sup>7</sup>

Using the PG to conduct trainings is clearly one of the most popular uses of the PG. However there is still a lack of actual use and implementation of the strategies presented in the PG. As such, there is a demonstrated need to publicize and get the word out about how to use the PG. In other words, there is a disconnect between the use of the PG in trainings and follow up on the actual use/implementation of the PG. Alternatively, it could be that the trainings are raising awareness of gender programming principles through the PG but not necessarily demonstrating how that programming takes place or looks like in practice.

**Question #16** If you have used the INEE Pocket Guide to Gender in conflict contexts, select ALL the ways you have used it:

Responses	Number	% of Total
Program design	19	20.9%
Setting Standards of Gender Practice	16	17.6%
Advocacy	17	18.7%
Training Staff	22	24.2%
Monitoring and Evaluation	13	14.3%
Other (please specify)	4	4.4%
<b>Total Responses:</b>	<b>91</b>	<b>100%</b>

Answered Question: 39  
Skipped Question: 27

<sup>7</sup> It is important to note that those who use the PG in contexts of natural disasters also answered this question, although it was directed at those using the PG in conflict-affected settings.

The PG was rarely used in an acute emergency (7%), but mostly used either in the preparedness phase (23.3%) or early recovery (23.3%), with the majority using it in the development phase (27.9%). This highlights that gender-sensitive education is seen able to wait until after the most acute phases of an emergency. As such, it is important to address the importance of emphasizing and considering gender issues in the very first stage of a response. Additionally, one respondent specified their use of the PG in a low resource fragile context and not necessarily as a response to an emergency. This point was addressed earlier in this report.

**Question #17** At what stage of response have you MOST OFTEN used the INEE Pocket Guide to Gender?

Responses	Number	% of Total
Preparedness	10	23.3%
Acute (immediate response)	3	7.0%
Chronic emergency/ Protracted emergency	7	16.3%
Early recovery	10	23.3%
Development phase	12	27.9%
Other	1	2.3%
<b>Total Responses:</b>	<b>43</b>	<b>100%</b>

Answered Question: 42

Skipped Question: 24



## Types of Uses/Activities of PG

In this survey, the most frequent uses of the PG were (numbers indicate their placement with some uses/activities tied):

- 1) Advocacy for ensuring equitable and gender responsive education. (13.9%)
- 2) Training or capacity development purposed including teaching and learning. (9.3%)
- 3) Disaster/Emergency preparedness planning. (8.3%)
- 3) Reference guide (8.3%)
- 4) Research (7.4%)
- 4) Monitoring and evaluation (7.4%)
- 5) Proposal development/writing (6.5%)
- 5) Coordination of education activities (6.5%)
- 6) Advocacy for more funding for equitable and gender-responsive education. (5.6%)
- 6) Guide to community participation. (5.6%)

Respondents reported never using the PG for the following uses:

- Coordination with other clusters/sectors
- Guidance for donor report writing
- Fundraising

In the Global Education Cluster survey conducted in 2012 the following were the top 5 uses of the PG:

- 1) Project design (57%)
- 2) Advocacy for gender responsive programming and recognition of education as key humanitarian response (52%)
- 3) Proposal development (48%)
- 4) Coordination with other clusters/sectors (43%)
- 5) Training or capacity development (43%)

Overall the uses of the PG are similar across this survey and the Global Education Cluster's with the PG being used mostly for advocacy, project design, proposal development and training/capacity building.

To get a better understanding of what specific strategies organizations are utilizing in their work, consult Appendix B.

It is hard to delineate the difference in uses by each of the institutions/agencies represented because of the low overall response rate but it is interesting to note that INGOs, NGOs, and UN Agencies were the most responsive in terms of the various strategies touted in the PG. This could also potentially illustrate the need to publicize the PG to audiences beyond international and national NGOs and UN Agencies to include governments and ministries, the private sector, and donors (amongst others).

Each of the strategies listed in question 18 (see Appendix C) on the survey emerged from the PG. In the following section, the strategies are listed from the most 'used often' to those that were used 'not at all'. If strategies were tied, they were listed with the same number. What is most useful is to look at the strategies that are least used to inform future programming.

### **Strategies for gender-responsive participation, coordination, and analysis:**

- 1) Mainstreaming gender issues in sector plans.
- 2) Including gender specific elements into proposals.
- 3) Ensuring participation in assessments is gender balanced.
- 3) Disaggregating data by sex.
- 4) Working with affected community.
- 5) Raising issues of gender in inter-sectoral meetings.
- 6) Planning meetings in a gender-sensitive manner.
- 7) Identifying local groups and networks to build their capacity of gender-equality programming.
- 7) Ensuring there is a gender specific working group.
- 8) Ensuring there is a gender focal point.

### **Strategies for equal access and gender responsive learning environments**

- 1) Ensuring equal access, regardless of gender.
- 2) Identifying distinct educational needs based on gender.
- 3) Targeting the most vulnerable.
- 4) Identifying risks and resiliencies
- 4) Ensuring that facilities (such as toilets) are gender responsive.
- 5) Promoting psychosocial wellbeing.
- 5) Ensuring curriculum content is gender responsive.
- 6) Preventing and responding to gender based violence.

### **Strategies for gender responsive policies for teachers and other educational personnel**

- 1) Ensuring that gender issues are mainstreamed training of education staff.
- 2) Considering gender issues in codes of conduct.
- 3) Making sure that there is a gender balance in teacher and education staff.
- 4) Considering gender issues in teacher compensation.

### **Strategies for gender-responsive education policy**

The PG was used highly for policy and advocacy purposes with 64.1% of respondents using it often, 28.2% using it sometimes and 2.6% not at all. Two respondents reported this strategy as not applicable to their work.

### **Other Strategies**

'Other' strategies that were listed that respondents did not feel were covered in the existing strategies in the PG were:

- Developing Terms of Reference for commissioning research and specific studies
- Gender Based Education Budgeting
- Increasing the gender balance by hiring more women for to be teachers.
- Global Advocacy

## RECOMMENDATIONS FOR INEE PG TO GENDER

### ■ Encourage the institutionalization/adoption of PG by bilateral and multilateral donors.

The PG is known and being utilized as evidenced by the findings of this survey. The findings highlight who is NOT actively using the PG: bilateral or multilateral donors; foundations; religious organizations; and the corporate/private sector. Interestingly, the PG was highly used for policy and advocacy purposes, which demonstrates that bilateral and multilateral donors should be encouraged to adopt and/or institutionalize the use of the PG in their work. The PG was used in formulating proposals and to institutionalize its use. As such, donors expecting the use of the PG by their grantees and implementing organizations would lead to the streamlining and increased use of the PG. In order to do this, target higher level/decision makers in the various donor organizations as they have the power to institutionalize or adopt the PG.

### ■ Diversify your target audiences.

Beyond targeting donors, some of the respondents were INEE members who were not aware of the PG. Many of the respondents are involved in the GTT as members or involved in some crosscutting activities. As a result, there is a need to publicize the PG more comprehensively to a variety of stakeholders both in education-specific programming and the wider aid community, within INEE and beyond. Additionally, the analytics of the downloading of the PG further demonstrate a need for strong publicizing of the PG in all available languages.

### ■ A concentrated and targeted training agenda specifically for the PG is needed.

Although there is a general awareness of the PG, the actual implementation and use of the PG in programming was not as evident. Although respondents expressed that they use and are aware of the PG, when further questioned about how they use the PG, respondents had a more difficult time explicitly explaining how the PG impacted their work. This highlights the need for more case studies that explicitly demonstrate how the PG was used in programming. Additionally, a gender module is included in the INEE-Education Cluster Training Package but respondents indicated that there is a need for training specifically on the PG and its uses/implementation. Furthermore, the notion of gender is quite different in every context. Such concentrated or targeted trainings should consider notions of gender in that context and unpack those further. For example, one interview conducted for this survey with a Ministry of Education official in Libya circled around the explanation of the term 'gender' rather than being spent on their use of the PG. He wanted to know more about the definition of gender although he had previously attended an INEE MS training. Similarly, gender usually ends up meaning girls in many contexts and automatically turns off participants. It is important to consider the context and how gender is defined and received so that the training can be the most impactful and effective.

### ■ Include tips on securing funding for gender-specific aspects of programming.

Although respondents stated that they used the PG to inform proposal development, survey findings indicate a need to learn more about securing funding for gender-specific programming. As such, in future iterations of the PG, it might be useful to include a tip sheet on securing funding for gender-focused programming.

## Marketing the PG to all types of contexts.

One interesting finding is that the PG is quite applicable to non-crisis affected environments yet its branding and association with the INEE, make it unattractive for non-emergency contexts utilize its principles. An interviewee shared that despite emergencies not being in the title of the PG, its association with the INEE deters users in non-emergency contexts or those in low-resource contexts, where the PG is quite applicable. As such, it is important to include the PG in trainings beyond those focused on emergency contexts and to partner with actors involved in development-type settings.

# Countries Represented in Survey

## APPENDIX A

- Afghanistan, 5
- Africa, 1
- Asia Pacific, 1
- Bangladesh, 3
- Burundi, 3
- Colombia, 1
- Congo, 2
- Congo, DR, 6
- Cook Islands, 1
- Côte d'Ivoire, 5
- Djibouti, 1
- Egypt, 1
- Ethiopia, 7
- Fiji, 1
- Guatemala, 1
- Haiti, 3
- Horn of Africa, 1
- India, 3
- Iran, 1
- Iraq, 1
- Jordan, 1
- Kenya, 2
- Lebanon, 1
- Liberia, 5
- Libia, 2
- Malawi, 1
- Malaysia, 1
- Malta, 2
- Mauritania, 1
- Montserrat, 1
- Myanmar, 3
- Nepal, 3
- OP7/Gaza, 5
- Pakistan, 15
- Philippines, 3
- Rwanda, 1
- Sierra Leone, 3
- Solomon Islands, 1
- Somalia, 10
- South Sudan, 6
- Sri Lanka, 4
- Sudan, 1
- Syria, 1
- Thailand, 1
- Timor-Leste, 1
- Tonga, 1
- Tunisia, 2
- Turkey, 4
- Uganda, 3
- United Kingdom, 1
- Vanuatu, 1
- Vietnam, 1
- West Indies, 1
- Worldwide, 3
- Yemen, 1
- Zambia, 1
- Zimbabwe, 3

## APPENDIX B

### Question #2 with Question #18 tables

Question #18A						
Ensuring participation in assessments is gender balanced.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGO (includes all types of local/national civil society organizations / networks / coalitions)	8	0	0	1	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	9	4	0	3	9	25
UN Agency	6	1	0	0	4	11
Bilateral or Multi-lateral Donor (such as USAID, Danida, JICA, DFID, World Bank, etc.)	0	1	0	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution (I am a student, teacher, academic researcher)	2	1	0	0	9	12
Religious Organization	2	0	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	0	2	1	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>30</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>39</b>	

Question #18B						
Identifying local groups and networks to build their capacity of gender equality programming.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	4	0	0	9	17
Government entity / ministry	1	2	0	0	0	3
International NGO / implementer of development projects	7	4	4	2	8	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	2	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>20</b>	<b>20</b>	<b>4</b>	<b>2</b>	<b>39</b>	

Question #18C						
Working with affected community.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	6	2	0	1	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	10	4	0	2	9	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	1	1	0	0	3	5
Academic Institution	2	1	0	0	9	12
Religious Organization	2	0	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	2	0	0	2	5
Other (please specify)	1	0	0	0	0	1
<b>Total</b>	<b>30</b>	<b>13</b>	<b>0</b>	<b>4</b>	<b>38</b>	

Question #18D						
Planning meetings in gender-sensitive manner.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGO (includes all types of local/national civil society organizations / networks / coalitions)	5	3	0	0	9	17
Government entity / ministry	0	3	0	0	0	3
International NGO / implementer of development projects	7	4	3	3	8	25
UN Agency	4	2	1	0	4	11
Bilateral or Multi-lateral Donor (such as USAID, Danida, JICA, DFID, World Bank, etc.)	0	0	1	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution (I am a student, teacher, academic researcher)	1	2	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	1	0	1	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>20</b>	<b>17</b>	<b>5</b>	<b>4</b>	<b>39</b>	

Question #18E						
Ensuring there is a gender focal point.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGO (includes all types of local/national civil society organizations / networks / coalitions)	4	3	0	1	9	17
Government entity / ministry	1	1	1	0	0	3
International NGO / implementer of development projects	4	9	2	1	9	25
UN Agency	3	3	1	0	4	11
Bilateral or Multi-lateral Donor (such as USAID, Danida, JICA, DFID, World Bank, etc.)	0	0	1	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution (I am a student, teacher, academic researcher)	1	2	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	1	1	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>16</b>	<b>21</b>	<b>6</b>	<b>2</b>	<b>40</b>	

Question #18F						
Ensuring there is a gender specific working group.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	1	0	2	9	17
Government entity / ministry	1	2	0	0	0	3
International NGO / implementer of development projects	6	6	4	1	8	25
UN Agency	2	4	0	0	5	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution	1	2	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	0	3	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>17</b>	<b>21</b>	<b>4</b>	<b>3</b>	<b>40</b>	



Question #18G						
Mainstreaming gender issues in sector plans.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	2	1	1	8	17
Government entity / ministry	1	1	0	0	1	3
International NGO / implementer of development projects	11	3	2	1	8	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	1	0	0	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution	2	1	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	3	0	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>30</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>39</b>	

Question #18H						
Including gender-specific elements into proposals.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	2	0	1	9	17
Government entity / ministry	1	1	0	0	1	3
International NGO / implementer of development projects	12	4	1	0	8	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	1	0	1	0	3	5
Academic Institution	1	2	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	1	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>29</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>40</b>	

Question #18I						
Raising issues of gender in inter-sectoral meetings.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	2	0	1	9	17
Government entity / ministry	1	2	0	0	0	3
International NGO / implementer of development projects	6	8	1	2	8	25
UN Agency	5	1	1	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	0	0	2	0	3	5
Academic Institution	0	2	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	2	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>19</b>	<b>18</b>	<b>5</b>	<b>4</b>	<b>39</b>	

Question #18J						
Disaggregating data by gender.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	1	0	2	9	17
Government entity / ministry	1	1	0	0	1	3
International NGO / implementer of development projects	12	3	1	1	8	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	0	2	0	0	3	5
Academic Institution	0	2	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	3	0	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>28</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>40</b>	

Question #18K						
Identifying distinct educational needs based on gender.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	6	2	0	1	8	17
Government entity / ministry	1	1	1	0	0	3
International NGO / implementer of development projects	12	3	1	1	8	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	0	1	0	0	4	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	3	0	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>29</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>39</b>	

Question #18L						
Identifying different risks and resiliencies that face one due to gender.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	2	0	2	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	8	5	3	1	8	25
UN Agency	6	0	1	0	4	11
Bilateral or Multilateral Donor	0	0	1	0	2	3
Foundation	0	3	0	0	2	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	1	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>24</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>37</b>	

Question #18M						
Ensuring equal access, regardless of gender.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	5	2	0	1	9	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	14	2	0	1	8	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	1	0	0	0	2	3
Foundation	1	1	1	0	2	5
Academic Institution	0	2	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	1	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>32</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>38</b>	

Question #18N						
Targeting the most vulnerable.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	5	0	0	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	11	3	0	2	9	25
UN Agency	4	3	0	0	4	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	1	2	0	0	2	5
Academic Institution	0	2	0	0	10	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	1	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>25</b>	<b>19</b>	<b>0</b>	<b>2</b>	<b>39</b>	

Question #180						
Preventing & responding to gender based violence.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	4	0	0	9	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	6	5	2	4	8	25
UN Agency	3	4	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	1	2	0	0	2	5
Academic Institution	0	2	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	1	1	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>18</b>	<b>20</b>	<b>4</b>	<b>5</b>	<b>38</b>	

Question #18P						
Promoting psychosocial well-being.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	6	3	0	0	8	17
Government entity / ministry	1	2	0	0	0	3
International NGO / implementer of development projects	7	5	2	2	9	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	1	1	0	0	3	5
Academic Institution	1	1	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	0	1	1	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>23</b>	<b>15</b>	<b>4</b>	<b>4</b>	<b>39</b>	

Question #18Q						
Ensuring that facilities (such as toilets) are gender responsive.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	3	0	1	9	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	10	5	0	2	8	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	1	2	0	0	2	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	0	3	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>23</b>	<b>20</b>	<b>0</b>	<b>4</b>	<b>38</b>	

Question #18R						
Ensuring curriculum content is gender responsive.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	7	1	0	1	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	7	8	0	1	9	25
UN Agency	5	2	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	0	2	0	0	3	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	0	3	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>22</b>	<b>21</b>	<b>0</b>	<b>3</b>	<b>39</b>	

Question #18S						
Ensuring that gender issues are mainstreamed training of education staff.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	7	1	0	1	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	9	5	0	1	10	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	1	1	0	0	3	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	0	0	0	3	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>28</b>	<b>14</b>	<b>0</b>	<b>2</b>	<b>41</b>	

Question #18T						
Making sure that there is a gender balance in teacher and education staff.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	4	0	1	8	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	8	4	2	3	8	25
UN Agency	3	4	0	0	4	11
Bilateral or Multilateral Donor	0	0	0	1	2	3
Foundation	0	2	1	0	2	5
Academic Institution	0	2	1	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	0	1	1	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>19</b>	<b>18</b>	<b>5</b>	<b>6</b>	<b>37</b>	

Question #18U						
Considering gender issues in teacher compensation.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	3	3	1	2	8	17
Government entity / ministry	1	1	1	0	0	3
International NGO / implementer of development projects	5	5	4	3	8	25
UN Agency	2	4	1	0	4	11
Bilateral or Multilateral Donor	0	0	0	0	3	3
Foundation	0	2	0	0	3	5
Academic Institution	0	2	0	1	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	0	1	1	1	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>12</b>	<b>19</b>	<b>8</b>	<b>7</b>	<b>39</b>	

Question #18V						
Considering gender issues in codes of conduct	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	7	2	0	0	8	17
Government entity / ministry	0	2	1	0	0	3
International NGO / implementer of development projects	10	4	0	3	8	25
UN Agency	3	4	0	0	4	11
Bilateral or Multilateral Donor	0	0	1	0	2	3
Foundation	0	2	0	0	3	5
Academic Institution	0	3	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	1	2	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>22</b>	<b>20</b>	<b>2</b>	<b>3</b>	<b>38</b>	



Question #18W						
Advocating for gender-responsive education policy.	Used often	Used sometimes	Not at all	Not Applicable	No Response	Total
National NGOs	4	2	0	2	9	17
Government entity / ministry	2	1	0	0	0	3
International NGO / implementer of development projects	11	6	0	0	8	25
UN Agency	6	1	0	0	4	11
Bilateral or Multilateral Donor	0	1	0	0	2	3
Foundation	0	1	0	0	4	5
Academic Institution	1	2	0	0	9	12
Religious Organization	1	1	0	0	0	2
Corporate/Private sector organization	0	0	0	0	1	1
No specific organizational affiliation / I am an independent consultant	2	1	0	0	2	5
Other (please specify)	0	0	0	0	1	1
<b>Total</b>	<b>27</b>	<b>16</b>	<b>0</b>	<b>2</b>	<b>40</b>	

## APPENDIX C

**Question #18** During the past year, how often have you used the following strategies for gender equality through education in emergencies in your work?

Response	Used often	Used sometimes	Not at all	Not Applicable	Response Total
<b>A</b> Ensuring participation in assessments is gender balanced.	24 61.5%	10 25.6%	1 2.6%	4 10.3%	39 100.0%
<b>B</b> Identifying local groups and networks to build their capacity of gender equality programming.	16 41.0%	17 43.6%	4 10.3%	2 5.1%	39 100.0%
<b>C</b> Working with affected community.	22 55.0%	13 32.5%	1 2.5%	4 10.0%	40 100.0%
<b>D</b> Planning meetings in gender-sensitive manner.	17 43.6%	13 33.3%	5 12.8%	4 10.3%	39 100.0%
<b>E</b> Ensuring there is a gender focal point.	14 36.8%	16 42.1%	6 15.8%	2 5.3%	38 100.0%
<b>F</b> Ensuring there is a gender specific working group.	16 42.1%	15 39.5%	4 10.5%	3 7.9%	38 100.0%
<b>G</b> Mainstreaming gender issues in sector plans.	28 71.8%	6 15.4%	3 7.7%	2 5.1%	39 100.0%
<b>H</b> Including gender-specific elements into proposals.	26 68.4%	8 21.1%	2 5.3%	2 5.3%	38 100.0%
<b>I</b> Raising issues of gender in inter-sectoral meetings.	18 46.2%	13 33.3%	4 10.3%	4 10.3%	39 100.0%
<b>J</b> Disaggregating data by gender.	24 63.2%	8 21.1%	2 5.3%	4 10.5%	38 100.0%
<b>K</b> Identifying distinct educational needs based on gender.	26 66.7%	9 23.1%	2 5.1%	2 5.1%	39 100.0%
<b>L</b> Identifying different risks and resiliencies that face one due to gender.	21 51.2%	13 31.7%	4 9.8%	3 7.3%	41 100.0%
<b>M</b> Ensuring equal access, regardless of gender.	28 70.0%	8 20.0%	2 5.0%	2 5.0%	40 100.0%
<b>N</b> Targeting the most vulnerable.	23 57.5%	14 35.0%	1 2.5%	2 5.0%	40 100.0%
<b>O</b> Preventing & responding to gender based violence.	16 40.0%	15 37.5%	4 10.0%	5 12.5%	40 100.0%
<b>P</b> Promoting psychosocial well-being.	20 51.3%	11 28.2%	4 10.3%	4 10.3%	39 100.0%
<b>Q</b> Ensuring that facilities (such as toilets) are gender responsive.	21 52.5%	15 37.5%	0 0.0%	4 10.0%	40 100.0%
<b>R</b> Ensuring curriculum content is gender responsive.	20 50.0%	16 40.0%	1 2.5%	3 7.5%	40 100.0%
<b>S</b> Ensuring that gender issues are mainstreamed training of education staff.	26 66.7%	10 25.6%	1 2.6%	2 5.1%	39 100.0%
<b>T</b> Making sure that there is a gender balance in teacher and education staff.	18 43.9%	13 31.7%	4 9.8%	6 14.6%	41 100.0%
<b>U</b> Considering gender issues in teacher compensation.	10 25.6%	16 41.0%	6 15.4%	7 17.9%	39 100.0%
<b>V</b> Considering gender issues in codes of conduct	19 47.5%	16 40.0%	2 5.0%	3 7.5%	40 100.0%
<b>W</b> Advocating for gender-responsive education policy.	25 64.1%	11 28.2%	1 2.6%	2 5.1%	39 100.0%
<b>X</b> Other (please specify)					4

Answered Question: 41

Skipped Questions: 25

# APPENDIX D: SURVEY INSTRUMENT

## Assessment of Usage of the INEE Pocket Guide to Gender

The INEE Working Group on Minimum Standards is conducting a large-scale assessment on the use of the INEE Pocket Guide to Gender. The INEE Secretariat would love to hear about your experience and to find out more information on who is using the Pocket Guide and how they are using it! The assessment findings will be carefully reviewed by the INEE Working Group and will inform future work on the INEE Pocket Guide to Gender. The assessment findings will be shared with the INEE members in Spring 2013. Take the Survey! Share your experience with the Minimum Standards in 15 minutes!

Please fill in the entire survey. If you don't have time to fill in the survey now, please fill it in later.

### 1. Are you an INEE Member?

- Yes
- No

### 2. What kind of agency / institution do you currently work for/with? Please select all that apply:

- National NGO (includes all types of local/national civil society organizations / networks / coalitions)
- Government entity / ministry
- International NGO / implementer of development projects
- UN Agency
- Bilateral or Multi-lateral Donor (such as USAID, Danida, JICA, DFID, World Bank, etc.)
- Foundation
- Academic Institution (I am a student, teacher, academic researcher)
- Religious Organization
- Corporate/Private sector organization
- No specific organizational affiliation / I am an independent consultant
- Other (specify):

### 3. Please write the names of all the countries you have supported in the area of education in emergencies in the last year.

- (Write in.)

### 4. For how long have you worked in the education in emergencies field?

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- Over 10 years
- My main field of work is in another sector: WASH, shelter, nutrition, child protection, health, Disaster Risk Reduction (DRR), etc.

### 5. Which of the following would best describe your current position?

- Project Director (not based in target country)
- Project Manager (not based in target country)
- Technical staff (not based in target country)
- Project Director (in target country)
- Project Manager (in target country)
- Technical staff/adviser (in target country)
- I work as an independent consultant
- Other (identify)

### 6. Is there a gender related descriptor in your title or job description?

- Yes. Please briefly describe:
- No

### 7. How often do you address or consider issues of gender in education in emergencies during your work?

- Daily
- Weekly
- Monthly
- Rarely
- Never

### 8. How is gender included in your agencies work? Select all that apply.

- There are gender-specific projects
- We have gender-specific technical assistance
- We create and use gender-specific tools
- We engage in gender specific advocacy
- It is our agency's mandate to include gender in all our work.
- Other (specify):

### 9. What is your affiliation with the Education Cluster or other education coordination groups?

- I am a member of the Education Cluster or Education coordination group in my country
- I am an Education Cluster Coordinator or Information Manager
- I am a member of the Global Education Cluster WG or Geneva-based Education Cluster Unit
- I am not affiliated with the Education Cluster/Education coordination group but with another Cluster/sector (please specify: Ex: WASH, Child Protection, Health, Shelter, Nutrition, Early Recovery)
- I am not affiliated with the Education Cluster/ Education Coordination Group or any other Cluster
- Other (please specify):
- I do not know the education cluster or other education coordination groups.

### 10. Which BEST describes your affiliation with the INEE Gender Task Team?

- I am a member of the Gender Task Team
- I am not a member of the Gender Task Team
- I am not a member, but am involved in some cross-cutting activities of the Gender Task Team
- I do not know

### USAGE

#### 11. Have you ever heard of the INEE Pocket Guide to Gender?

- Yes
- No (Skip to question 20)

#### 12. Which BEST describes how you learned about the INEE Pocket Guide to Gender?

- INEE Minimum Standards training or Education in Emergencies training (specify)
- From the INEE bi-weekly bulletin that I receive.
- I downloaded the INEE Pocket Guide to Gender from the INEE website
- From the INEE Toolkit
- From the INEE e-learning module
- Someone referred me to the INEE Pocket Guide to Gender
- Other organization's website
- Job orientation
- In college/ university / graduate school
- From the Education Cluster Coordinator/ education coordination group facilitator where I work
- From my colleagues
- At a conference (specify):
- Through the Sphere –INEE Companionship Agreement
- Do Not Know/ Do Not Remember

#### 13. Please choose the statement that BEST describes your experience with the INEE Pocket Guide to Gender.

- I use the INEE Pocket Guide to Gender directly, referencing and quoting it in proposals and plans
- I use the INEE Pocket Guide to Gender to inform policy.
- I use the INEE Pocket Guide to Gender to train others.
- I use the INEE Pocket Guide to Gender when implementing my work.
- I use the INEE Pocket Guide to Gender only in the monitoring & evaluation stage of my work.
- I use the Guide to Gender indirectly, in that it's influenced how my organization and I work
- I've only read through the Gender Guide (Skip to question #20)

- I RARELY use the INEE Pocket Guide to Gender when planning and implementing my work. (Skip to question #20)
- I have NEVER used the INEE Pocket Guide to Gender in planning and implementing my work. (Skip to question #20)

#### 14. How do you rate the INEE Pocket Guide to Gender?

- The INEE Pocket Guide to Gender has been very useful in helping me plan and/or implement programs.
- The INEE Pocket Guide to Gender has been fairly useful in helping me plan and/or implement my programs.
- The INEE Pocket Guide to Gender was of limited use in helping me plan and/or implement programs.

### CONTEXT/STAGE

#### 15. In which contexts have you MOST often used the INEE Pocket Guide to Gender?

- Conflict (war, civil violence/civil unrest, etc.)
- Natural Disaster (flood, earthquake, tsunami, mud slides, hurricane, cyclone, etc.) – IF YOU CHOOSE THIS THEN SKIP QUESTION 16.
- Context characterized by both conflict and natural disaster
- Other (specify)

#### 16. If you have used the INEE Pocket Guide to Gender in conflict contexts, select ALL the ways you have used it:

- To inform integration of gender issues in education in emergencies program design
- To set standards of gender practice in education in emergencies programming
- To advocate for gender issues
- To train staff on gender issues
- For monitoring & evaluation of all education in emergencies programs

#### 17. At what stage of response have you MOST OFTEN used the INEE Pocket Guide to Gender?

- Preparedness
- Acute (immediate response)
- Chronic emergency/ Protracted emergency
- Early recovery
- Development phase
- Other - Please specify

## KNOWLEDGE

18. During the past year, how often have you used the following strategies for gender equality through education in emergencies in your work?

	Used often	Used sometimes	Not at all
Ensuring participation in assessments is gender balanced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying local groups and networks to build their capacity of gender equality programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with affected community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning meetings in gender-sensitive manners (providing child care, considering transportation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring there is a gender focal point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring there is a gender specific working group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mainstreaming gender issues in sector plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including gender-specific elements into proposals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising issues of gender in inter-sectoral meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaggregating data by gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying distinct educational needs based on gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying different risks and resiliencies that face one due to gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring equal access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeting the most vulnerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preventing & responding to gender based violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting psychosocial well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that facilities (such as toilets) are gender responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring curriculum content is gender responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that gender issues are mainstreamed training of education staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making sure that there is a gender balance in teacher and education staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering gender issues in teacher compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering gender issues in codes of conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for gender-responsive education policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## TYPES OF ACTIVITIES

19. For what purposes do you most frequently use the INEE Pocket Guide to Gender? Please limit your answers to the top 3.

- Advocacy for ensuring equitable and gender-responsive education
- Advocacy for more funding for equitable and gender-responsive education
- Research
- Monitoring and evaluation
- Proposal development / writing
- Project design
- Resolving gender challenges in project implementation
- Disaster/emergency preparedness planning
- Coordination of education activities
- Coordination with other clusters/sectors
- Coordination with peace building commission
- Guide to community participation
- Training or capacity development purposes including teaching or learning about gender in Education in Emergencies
- Guidance for donor report writing
- Reference guide
- For providing support and guidance to Ministries of Education and government agencies
- Development of policies (organizational/institutional or national, regional and international)
- Fundraising
- Conflict Analysis
- Situational Analysis
- Other (specify): \_\_\_\_\_

20. Please indicate why you rarely or have not used the INEE Pocket Guide to Gender? Choose all that apply.

- I don't know where to find guidance on the INEE Pocket Guide to Gender
- The INEE Pocket Guide to Gender does not apply to my work
- The INEE Pocket Guide to Gender is too complicated to use

- The content of the INEE Pocket Guide to Gender is not clear to me
- My organization has not formally institutionalized/ formally adopted the Pocket Guide
- I do not have time to use it
- I am not trained to use it or lack sufficient training
- I don't know how to use it
- It is not relevant to the current situation
- It is unrealistic to achieve all aspects of the INEE Pocket Guide to Gender
- The wording of the INEE Pocket Guide to Gender is not clear
- The concepts of the INEE Pocket Guide to Gender are difficult to apply in reality
- We do not have enough copies of the INEE Pocket Guide to Gender
- We do not have sufficient funding to achieve all the recommendations in the Pocket Guide
- I use a different gender-specific tool in my work and/or its missing key elements (specify which one and explain):

## OTHER INFORMATION

21. Optional: Please indicate how you self identify in relation to gender.

- Male
- Female
- Prefer not to answer

22. Would you be willing to be contacted for an interview to get further information? If yes, please provide your contact information below.

- Yes (share info):
- No

23. Please include any other comments that were not covered in this survey that you would like to share.

## ANNEX A

Name:	Lisa Bender
Position:	Education Specialist
Phone/ Skype Username:	1 919-423-6906
Email:	<a href="mailto:lbender@unicef.org">lbender@unicef.org</a>
Organization:	UNICEF
Location:	NY, USA

### Background and Context

- In Liberia, on the border of the Ivory Coast, during the aftermath of contested elections that created a political and security crisis, there were an estimated 140,000 refugees.
- As most of the refugees were living outside of established camps, preferring to stay in host communities, there were thousands of children out of school. These children were primarily francophone and not able to integrate easily into Liberia's Anglophone system. Prior to the Ivorian political crisis, the Liberian schools were already under-resourced and over-crowded. The increased demand affected both refugee and host children.
- Existing gender issues: Girls have lower participation rates in Liberia and there are high rates of gender-based violence.
- Impact of crisis on gender issues: There were increased concerns about gender-based violence in regions due to increased generalized violence, high population movements and the presence of mercenaries.
- Programme Response: Conducting a rapid joint needs assessment along the border area to understand the educational needs of affected populations, with particular concern for the needs of women and children. Using the assessment to inform appeals, advocacy and EiE programming.
- Other stakeholders: National and District Education authorities, UN agencies, international NGOs, national NGOs and local schools and community leaders.

### Application

- Planning and conducting a rapid joint education needs assessment in collaboration with child protection.
- Emphasized participation by ensuring the inclusion of women in the planning process and on the data collection teams. Ensured women were interviewed in both mixed and separate focus groups. Ensured girls were included in both mixed and separate focus groups. Ensured questions were gender sensitive and that all information was disaggregated by gender. Considered language in conducting community discussions. To ensure we did not exacerbate existing tensions, we ensured informed consent and confidentiality and provided women and girls the opportunity to speak in both mixed and single sex groups. Child protection specialists noted any reportings of violence of abuse for follow-up.
- The INEE Pocket Guide to Gender (PGG) served as a reference tool while developing survey instruments and informed the training for the data collectors.

## Challenges

- Working across agencies and organizations is always challenging as there are often competing agendas and priorities. INEE is seen as a highly credible and reputable entity, thus using its standards and tools create a solid foundation for joint exercise. When there was conflict on what should be included or excluded we were able to refer to the Minimum Standards, and with the PGG we were able to highlight the importance and necessity of gender sensitive approaches to the needs assessment process.
- In a rapid assessment, determining what to include and what has to be excluded is always difficult. Given that this was a joint exercise involving both education and child protection, the PGG provided gender considerations that were relevant to both sectors.

## Outcomes

- The Education Sector group was able to use the needs assessment to provide an evidence-base for response planning, prioritization and advocacy. By providing gender specific data, we were able to increase consideration of gender in designing the programmatic response. We were also able to share the data with colleagues in the Ivory Coast – making all partners aware of the different protection and education needs of children affected by the crisis.

## ANNEX B

Name:	Viola Muhangi Kuhaisa
Position:	Education Officer
Phone/ Skype Username:	violakuhaisa
Email:	<a href="mailto:violabenda@yahoo.com">violabenda@yahoo.com</a>
Organization:	UNHCR Regional Support Hub
Location:	Nairobi, Kenya

### Background and Context

UNHCR regional Support Hub is a technical specialist unit that supports 11 Country operations in Eastern and Horn of Africa and the Great Lakes Region. The education unit supports country operations in the provision and protection of education during periods of emergency. The main role of the education unit is to strengthen the capacity of UNHCR staff and implementing partners in the region improve efficiency and effectiveness in preparing and responding to education in emergency situations.

Education is one of the highest priorities of persons of concern<sup>1</sup>, too few displaced/refugee children and young people, especially girls and other marginalised groups, have access to quality education. In order to realise the current opportunities and threats to girls education in displacement contexts, and to compile lessons learned and identify good practices in selected countries in the region, the UNHCR Regional Support Hub in Nairobi in collaboration with the UNICEF Regional Office for Eastern and Southern Africa (ESARO) organized regional workshop on girls education in an effort to promote girls' education through gender equality, focusing on Rwanda, Burundi and Democratic Republic of Congo (DRC) in the Great Lakes Region and Chad respectively. The workshop took place on 27-29 November 2012 in Nairobi, Kenya.

The workshop was attended by 21 participants from Burundi, Chad, DRC and Rwanda, and they included: Government counterparts responsible for refugee/IDP education, including Officers from the Ministry of Education, UNHCR staff working on education, UNICEF staff cooperating with UNHCR on the refugee/IDP education response, education NGO partners, and (head) teachers from a primary or secondary refugee/IDP school. The workshop built on findings and recommendations made during a similar workshop organized for the East and Horn of Africa regions in Nairobi in July 2012, in which Ethiopia, Kenya, South Sudan and Uganda participated.

<sup>1</sup> The term "Persons of concern" in UNHCR context refers to: Refugees, Internally Displaced People (IDPs) and Returnees

## Application

During this workshop we used the INEE Pocket Guide to Gender as a resource in a session on “Managing Girls Education in Conflict and Emergency situations”. Participants used the tool kit to develop gender responsive country joint action plans for promoting girls education in displacement situations. We also used the “arguments on gender” to wrap up sessions, and most participants recognized and appreciated the use of gender lenses in planning, implementing, monitoring and evaluation of education in emergency programmes without compromise. Through the wrap up exercises on gender arguments, participants affirmed that gender responsive programming should be ensured in education during emergencies.

## Challenges

No challenges so far.

## Outcomes

Developed country gender responsive action plans to promote girls education in displacement situations in Rwanda, Burundi, DRC and Chad. The country joint actions plans were developed based on: INEE Pocket Guide to Gender, SWOT analysis by each country, the identified barriers to girls’ education in respective countries and the existing partnership between UNICEF, UNHCR and other partners.

The action plans will be implemented in 2013 by respective countries.



## ANNEX C

<b>Name:</b>	Katie Seaborne
<b>Position:</b>	Communications and Information - Emergency Response Personnel
<b>Phone/ Skype Username:</b>	Katie.seaborne
<b>Email:</b>	<a href="mailto:k.seaborne@savethechildren.org.uk">k.seaborne@savethechildren.org.uk</a>
<b>Organization:</b>	Save the Children
<b>Location:</b>	Goma, North Kivu, the Democratic Republic of Congo

### Background and Context

The Democratic Republic of the Congo (DRC) today represents one of the most difficult post-conflict contexts, posing major obstacles towards the attainment of Education For All and MDG goals. The two wars of 1997 and 1998-2003, characterized by an unusually high incidence of sexual violence, have caused 5 million deaths and 1.4 million internally displaced people. This has left a psychologically and physically scarred population, living in abject poverty in a country with destroyed infrastructure, weak governance and shattered social services. Furthermore, although the war ended, conflict persists in many areas throughout North Kivu and eastern DRC.

The situation in Masisi territory, North Kivu is of particular concern due to ongoing inter-ethnic tensions, and fighting between various militias and government forces. This has resulted in significant numbers of displaced families and requires considerable engagement from the government, local actors and humanitarian agencies.

This ongoing conflict and displacement has had a devastating impact on children's education. The UN estimate that some 600 schools have been looted or damaged in North and South Kivu since April 2012, including some 250 since September. In addition, Save the Children conducted a rapid assessment in Masisi Territory and found 2,486 children are out of school in Masisi, 10,803 children in schools are displaced, hundreds of children have lost their school supplies or had them stolen, and thirty schools had been looted, damaged or occupied.

This violent conflict is being experienced profoundly differently by girls, women, boys and men. Boys and girls are facing different challenges to their education. One challenge is that of child recruitment – with primarily young boys conscripted to fight and young girls being recruited as 'wives' or as forced labour to carry goods and arms for the soldiers. In addition, sexual and gender based violence (SGBV) continues to be a major issue affecting primarily young females, who face risks of unwanted pregnancies and STDs. These gender-based risks have required a gender-sensitive approach to programming.

Save the Children is implementing health, child protection and education projects in these communities to ensure an integrated and holistic response to these needs.

## Application

Save the Children implemented an integrated education and child protection SIDA- funded project in Masisi territory to address these needs of children and the local communities. The project was implemented from March 2010 to February 2011. The project, "Protection, Health and Education: A Holistic Approach to Addressing Children's Rights," had six main objectives:

- To reinforce, strengthen and expand existing community based systems to improve the well-being of 24,000 children in 12 health zones of Masisi district;
- To improve basic services for 24,000 children, with direct support to 2,200, through training, mentoring and support of social workers in communities;
- To improve 7,913 children's access to quality formal education in a protective environment in 12 schools;
- To improve children's access to education, protection and health care through non-formal education;
- To improve children's and their caretakers' access to nutrition, Community Therapeutic Care and basic health care; and
- To safeguard children from SGBV, including sexual exploitation, and its effects, through prevention and a holistic response.

The education component of the project provided 12 primary schools with rehabilitation, extensive trainings for the teachers and school directors, capacity-building support to inspectors from the Ministry of Education, school kits for students, teachers, and directors, the payment of school fees for especially vulnerable children and an Alternative Learning Programme (ALP) for out-of-school children. The team targeted 50% of boys and 50% of girls for the ALP classes and the re-integration activities to ensure both genders benefitted equally. Additionally, training and support was offered to children's and girls' clubs, and a big-sister, little-sister mentorship activity between older and younger girls helped to support girls who might otherwise drop out of school.

The two particular aspects of interest are the children's clubs and mentorship scheme, described in depth below.

In total 20 children's clubs were formed in the schools. These comprised of 10 clubs for girls only and 10 clubs for boys and girls – ensuring at least one in each school. The total membership was 330 school child participants (an average of sixteen children per club) with 100 girls and 130 boys in total. Learning from the INEE guidelines, the clubs were separated to ensure that girls felt willing and able to discuss female-specific issues in their groups, such as the SGBV challenges to education, boys also discussed their issues in the mixed groups. The clubs met weekly and gained training on child protection, referral systems and good health and hygiene practices. This aspect of the project guaranteed children's participation, training and outreach – ensuring that gender-specific concerns could be discussed, raised and acted upon.

The Grandes-soeurs, Petites-soeurs (big-sister, little-sister) mentorship scheme was a particularly innovative aspect of the project. It took into account the specific threats and challenges faced by girls in the schools as a result of ongoing conflict and displacement, such as SGBV and heightened risks of dropping out of school. The mentorship scheme paired older girls with younger girls who were considered to be at specific risk of abandoning school (44 big-sisters and 96 little-sisters). The pairs met on a weekly basis to provide academic support and to discuss school-related issues. The older girls were provided with training on protection and education issues to enable them to support their mentee effectively.

## Challenges

The project could have improved on the community's involvement in the project elaboration and planning phase – meaning that gender-specific needs and opportunities would have been better mapped and programmed into the intervention. This resulted in perhaps young girls' needs being better accounted for than young boys, for example girls had a space to discuss and report SGBV issues, but boys did not have the same opportunity. Learning from the INEE guidelines that gender should not just be thought of as a girls' activity but take into account the gender-specific needs and opportunities of both sexes, Save the Children extended the mentorship scheme to boys as well.

In a context of broader poverty and insecurity and where women's rights are consistently violated, it must be noted that it is extremely challenging to address girls' education issues in the longer term. Social and economic barriers remain at the societal level, and without longer-term secured funding and more concerted advocacy and action it is extremely difficult to tackle these challenges in the longer term.

However, the greatest challenge from this project was securing further funding. Despite the project's evaluated strengths, Save the Children has found it extremely difficult to secure more long-term funding for education and gender issues. The education component of the DRC Consolidated Appeal is only 7% funded – revealing the huge gaps in education funding, despite the significant needs. Without funds being secured, Save the Children is finding it impossible to ensure that this kind of programming and the lessons learned can be put into practice.

## Outcomes

The children involved in the children's clubs expressed that their participation in the clubs helped them to respond to some of the greatest protection concerns affecting children. One girl in Nyamitaba school explained that among the greatest worries facing adolescent girls is becoming pregnant; she actively discusses with her peers the risks of unprotected sex.

The children's club of primary school Kaberekasha noted that one of their greatest advocacy successes was in meeting with the FARDC military commander in Kitchanga, and requesting that his soldiers no longer take children to carry their loads for them. The community members and school teachers reported that this intervention led to an immediate change in the behaviour of FARDC elements.

Anecdotal evidence from school directors' report that the involvement of girls in the mentorship scheme led to improved academic performance and higher retention rates.

The project achieved a number of key outcomes including:

- 2,394 children enrolled in formal education
- 12 schools moderately or completely rehabilitated, including 57 latrines
- 2,394 children received school kits
- 126 teachers received kits
- 2,924 school manuals distributed
- 4 training of trainers held for EPSP : including in gender, HIV and child protection; teaching methodologies; school manual (PNEP); and child protection and positive discipline
- 150 teachers and 12 directors trained in « L'exploitation des nouveaux manuels et le programme national d'enseignement au primaire. »
- 44 Grandes-Soeurs and 96 Petites-Soeurs selected and supported.



An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

This report reflects the findings from the INEE Pocket Guide to Gender Assessment, which took place from October 2012 to January 2013. It offers insights and recommendations from education and humanitarian stakeholders on the use of the flagship INEE tool on gender. The INEE Working Group on Minimum Standards and Network Tools, in collaboration with the INEE Gender Task Team, are committed to acting on the findings and recommendations in the report in an effort to support gender equality and gender-responsive programming through educational preparedness, response and recovery.



[www.ineesite.org](http://www.ineesite.org)

[www.ineesite.org/standards](http://www.ineesite.org/standards)

[www.ineesite.org/toolkit](http://www.ineesite.org/toolkit)