**Supplementary Facilitator’s Guide**

**Module 16: Gender-Responsive Education**

This Supplementary Facilitator’s Guide includes additional exercises to help complement and strengthen the overall Gender Module. The supplemental exercises are organized based on the core topic of discussion for the module. Although the CORE training module includes 5 key sessions, this guide includes two additional topics that can be added to the overall training: 1) Principles of Gender Equality Programming and 2) Using a Gender-Lens during the Stages of an Emergency.

Below are suggested training outlines that include the CORE sessions in addition to the supplementary exercises. These outlines are recommendations; however the facilitator should choose the most appropriate exercises depending on the background, skill level, and experience of participants in the workshop.

**Suggested Training Outlines with Supplementary Exercises**

**Training Outline #1:**

*Target: Participants are new to the concept of gender, or have limited experience.*

*Content: The content and exercises used in this training outline include the majority of all lessons in the training module; however, the content is largely theoretical. The facilitator is asked to choose between different suggested lessons on gender and gender terms. When discussing the principles of gender programming for education in emergencies, the participatory activity is “Agree or Disagree.” This training outline does not include two activities that are included in the more advanced learners in Training Outline #2 and #3.(Constraints and Solutions and “What to do if…”) These can be included to allow for a more practical application of the materials and if a longer training timeline can be accommodated.*

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| *Session Content* | ***Time*** | ***Instructional Method/Activity*** |
| Welcome, Overview with Objectives | *5 mins* | *Presentation* |
| Defining Gender and Gender-Related Terms | *20-40 mins* | *Presentation, Choose between 3 “Defining Gender” Exercises. Choose between 3 “Gender Terms” Methodologies.* |
| PowerWalk | *20 mins* | *Supplementary Activity if time is available* |
| Education in Emergencies: Exploring the Gender Disparities and Gaps in Education | *15 mins* | *Video presentation; discussion* |
| Gender Responsive Education | *15 mins* | *Presentation* |
| Principles of Gender Equality Programming | *20 mins* | *Participatory Activity: Agree or Disagree; presentation on principles* |
| Putting Gender Principles into Practice-ADAPT and ACT Collectively Framework | *20 mins* | *Presentation; Participatory Activity using ADAPT and ACT Collectively Framework* |
| Gender Responsive Strategies to Support the INEE Minimum Standards for Education | *35 mins* | *Presentation; Participatory Activity using Case studies and developing “Do and Don’t” Checklists* |
| Conclusion | *20 mins* | *Reflecting on how to use lessons in everyday work; Action Plan* |

**Total Time: 190-210 mins**

**Training Outline #2:**

*Target: Participants are familiar with the concept of gender and have some experience with integrating gender into education in emergencies.*

*Content: The content and exercises used in this training start off by exploring briefly the concept of gender and education in emergencies. Participants have the opportunity to explore issues of disparity, inequalities, discrimination and protection risks as they relate to gender and education in emergencies. The lesson then allows participants to explore key principles and identify constraints and solutions to some common problems. Participants can use the knowledge gained in the sessions prior to think through a gender-focused framework for programming. Finally, participants are asked to reflect on their own practices and programs in the field and to create a “Do and Don’t” Checklist that can be used as a tool to help with future programs in emergencies.*

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| *Session Content* | ***Time*** | ***Instructional Method/Activity*** |
| Welcome, Overview with Objectives | *5 mins* | *Presentation* |
| PowerWalk | *20 mins* | *Participatory Activity to explore Gender Disparities in Education in Emergencies* |
| Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies | *15 mins* | *Video presentation; discussion* |
| Gender Responsive Education | *20 mins* | *Presentation* |
| Principles of Gender Equality Programming | *25 mins* | *Presentation on principles; Participatory Activity: Constraints and Solutions* |
| Putting Gender Principles into Practice-ADAPT and ACT Collectively Framework | *20 mins* | *Presentation; Participatory Activity using ADAPT and ACT Collectively Framework* |
| Gender Responsive Strategies to Support the INEE Minimum Standards for Education | *35 mins* | *Presentation; Participatory Activity using Case studies and developing “Do and Don’t” Checklists* |
| Conclusion | *20 mins* | *Reflecting on how to use lessons in everyday work; Action Plan* |

**Total Time: 160 minutes**

**Training Outline #3:**

*Target: Participants have a strong understanding of mainstreaming gender into education in emergencies; however they have limited opportunity to reflect on practices in the field. Participants are looking for additional tools and recommendations to create stronger, more gender-responsive education programs.*

*Content: The content and exercises used in this training outline skip over basic definitions of gender and gender terms and jump right into exploring the reality on the ground. Participants will use gender theories and principles to explore constraints on the field and to seek gender-responsive solutions. Furthermore, participants are asked to think through the stages of an emergency response and to determine gender-responsive steps for developing education programs in an emergency. Finally, participants are asked to reflect on their own practices and programs in the field and to create a “Do and Don’t” Checklist that can be used as a tool to help with future programs in emergencies.*

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| *Session Content* | ***Time*** | ***Instructional Method/Activity*** |
| Welcome, Overview with Objectives | *5 mins* | *Presentation* |
| Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies | *15 mins* | *Video presentation; discussion* |
| Gender Responsive Education | *15 mins* | *Presentation* |
| Principles of Gender Equality Programming | *25 mins* | *Presentation on principles; Participatory Activity: Constraints and Solutions* |
| Putting Gender Principles into Practice-ADAPT and ACT Collectively Framework | *20 mins* | *Presentation; participatory Activity using ADAPT and ACT Collectively Framework* |
| Using a Gender-Lens during the Stages of an Emergency | *20 mins* | *Participatory Activity: “What to do if…”* |
| Gender Responsive Strategies to Support the INEE Minimum Standards for Education | *35 mins* | *Presentation; Participatory Activity using Case studies to reflect on programs and developing “Do and Don’t” Checklists* |
| Conclusion | *20 mins* | *Reflecting on how to use lessons in everyday work; Action Plan* |

**Total Time: 155 minutes**

1. **Introduction and Defining Gender and Gender-Related Terms**

*Note to Facilitators: Introducing the concept of Gender can be done in several ways. Depending on the amount of time you have for your training and the level of understanding of your participants, this session on Gender and Gender Terms can be introduced in brief or in a more participatory approach that allows participants time to not only think through gender but reflect on their own perceptions of gender. There are three exercises that can be used to introduce the concept of Gender. All three can be used as a full package or you may choose one depending on the time and level of your participants. In addition, there is an additional activity on Gender Terms that can be done in one in three ways also depending on the time available for your training.*

**Supplementary Activity 1: 15 minutes**

1. **Presentation: Exploring what we mean by Gender.** *(Use this activity if participants in the lesson have a good understanding of gender but do not know how to apply it to education. Use this activity if time is limited.)*
2. Ask participants the question, “What is the difference between “Sex” and “Gender"?
3. After a brief discussion, put up slide 4 on the definition of Gender. Reiterate the following points:

* Gender refers to the SOCIALLY constructed roles and relations between men and women, boys and girls, while “sex” refers to the biological characteristics which define humans as female or male.
* Gender roles and relations can be changed. “Sex”, cannot without medical intervention.
* Gender roles, behaviors, power dynamics and access to resources and rewards change over time, from one generation to the next.
* Gender roles and behaviors vary from country to country, culture to culture, even between families. Gender traits can be linked to one’s race, ethnicity, nationality, class, caste, marital status, whether someone has children or not, the level of a person’s education, job status, and so forth.
* Education, tradition, beliefs, custom shape gender roles and responsibilities for boys and girls, women and men.
* Gender roles and behaviors are often introduced and shaped from birth and change through the course of one’s life.

1. Explain that for many years in the past the approach to Gender often focused on girls or women and, still today, many people associate gender this way.
2. *To deepen the discussion, the following notes for the facilitator can be included in the presentation, but are not required:*

* ***Women in Development (WID) approach, 1970s-present:*** *understanding gender as women and girls; understanding education as inclusion of girls in schooling; understanding equality as equal opportunity to resources*
* ***Gender and Development (GAD) approach, 1980s-present:*** *understanding gender as social relations and thus the related power derived from it are constructed; understanding education with an emphasis on empowerment, gender mainstreaming, gender budgeting, gender auditing; understanding equality as redistribution of power/equity*
* ***Post-structuralism Approach, 1990s-present:*** *understanding of gender as shifting identities, femininities and masculinities; understanding education through a deconstructive approach, i.e. shaping new identities; understanding equality as the emphasis on difference*
* ***Rights Based Approach, late 1990s-present:*** *understanding of gender as capabilities denial/inequalities; understanding education much more as right to access education, right within education and right through education; understanding equality as equality of rights & capabilities*

**Supplementary Activity 2: 10 minutes**

1. **Participatory Activity 1: Reflecting on Gender** *(Use this activity if participants are familiar with gender concepts but you want to deepen the discussion with limited time.)*
2. Depending on your audience, select two or three photos from the supplementary slides that depict the culture you are in. *(See Supplementary PowerPoint Slides)*
3. Display the pictures of individuals in non-traditional gender roles based on the context you are in.
4. Ask the following questions:

* *Do these images resonate with you or do they seem unlikely or foreign?*
* *What do you think about when you see these images? Based on the pictures of the females, how would you describe her? Does she appear “feminine”? (What is meant by “feminine”) Based on the pictures of the males, how would you describe him? Does he appear to be masculine? (What is meant by masculine?)*
* *How often do you see men/women/girls/boys in these roles? Why or why not?*
* *Do you think men/women should be in these roles? Why or why not?*
* *What would need to happen in your society/culture/family to create more opportunities or change for men/women/girls/boys to take on such roles? How much resistance do you think exists within your current society/family to allow for such change?*

**Supplementary Activity 3: 30 minutes**

1. **Participatory Activity 2: Reflecting on Gender** *(Use this activity if participants are less familiar with gender concepts and there is additional time that can be used to explore the issue. This exercise can be powerful as it allows for a space for men and women to really hear each other and explore gender differences within their environment).*
2. After following the presentation and discussion on Gender (above) proceed to the following activity.
3. This activity works well if there are both male and female participants within your lesson. Where there is a fewer number of males vs. females, the activity can still be used; however the richness of the discussion might be limited. This exercise can also be done if there are different nationalities within the group. Additional questions can be asked
4. Divide participants into two groups consisting of only males and only females. Ask one of the groups to form a circle in the middle of the room and sit looking at each other. Ask the other group to form a larger circle around the first group.
5. Explain to the large circle (second group) that they are to only observe and listen.
6. Explain to the small circle in the middle (first group) that they are to have an open discussion about a topic that you will present to them. Encourage participants to be honest, open, and to participatory.
7. Present one or two of the questions below and allow the first group to discuss the issue for 10 minutes.

For women ask:

* *What do you think is the most difficult thing about being a woman/girl in your home country and/or the county where you live now?*
* *What do you think men/boys need to understand better about women/girls?*
* *What do you find hard to understand about men/boys?*
* *How can men/boys support women/girls?*
* *How can women/girls support men/boys?*
* *Name something that you never want to hear again about women/girls.*
* *What rights are hardest for women/girls to achieve in your home country and where you live now?*

For men ask:

* *What do you think is the most difficult thing about being a man/boy in your home country and where you live now?*
* *What do you think women/girls need to understand better about men/boys?*
* *What do you find difficult to understand about women/girls?*
* *How can men/boys support women/girls?*
* *How can women/girls support men/boys to lead healthier lives?*
* *What do you remember about growing up as a boy in your home country?*
* *What did you like about being a boy? What did you not like?*

1. After the group in the middle has had a chance to discuss one or two of these questions, have the groups switch places and ask a similar question to the other group. Again, indicate to the group sitting around the group in the middle, they are to only listen and observe.
2. After both groups have had a chance to speak, as the facilitator, guide participants in an open discussion about what they learned from each other. Ask the following questions:

* What information was new?
* Were there similarities between what each group discussed? What were the differences?
* How were the emotions of each group when discussing certain topics? (Anger, frustration, cheerful, sad, disappointment)
* How can we use this knowledge of each other to explore gender issues within our programs?

**Supplementary Activity 4: 30 minutes**

**Participatory Activity 3: Gender-Our Parents, Ourselves, Our Children** *(Use this activity if participants are less familiar with gender and you have additional time to explore the issue. This activity provides an opportunity for participants to reflect on the fluidity of gender norms as seen in changes, expectations, and opportunities for men and women from one generation to the next. It also provides a platform for discussion on what has changed and what we still want to change and what is needed to make those changes.)*

1. After following the presentation and discussion on Gender (above) proceed to the following activity.
2. Divide participants into three groups. Give each group pens and flipchart paper and ask that one person be assigned to report back to the larger group.
3. Explain to participants that you want them to draw a picture. Explain that the task is to capture changes in gender roles over time by drawing the world as it 1) was lived by our parents, 2) is lived by us, and 3) will be lived by our children.
4. Each group will draw one of the timeframes above.
5. Explain that as they draw the picture they should first explore the world as it was/is/will be lived by women/girls and then by men/boys. Emphasize that we want to capture the differences and the drawing of our children’s world should be filled with hopes and dreams of a gender-just world.
6. Allow participants to draw for 10 minutes.
7. Return to the larger group and hang the pictures up on the wall to illustrate a timeline. Ask one person from each group to give a 2 minute explanation of what they drew. Following each presentation, continue a discussion with the larger group by asking the following questions:

* *How have gender roles changed over the generations?*
* *What brought these changes about?*
* *How did you or members of your family contribute to these changes?*
* *Which changes have been positive and which, if any, negative?*
* *What traditions were important to our parents and will remain important to our children?*
* *List one thing that you can do as a woman/man and that your grandmother/grandfather could not do*
* *What do men and women need to do now to ensure that our children’s world is a gender-equal world?*
* *What types of support might they need?*
* *What changes need to be made at the institutional level to ensure that our children have a better chance of living in a gender-*

*Note to Facilitator: This next activity can be explored in three different ways. Each method used below is based on the availability of time in your lesson. If you are limited in time, use the first method. If timing is not an issue, use the last method. The greater length of time the more participatory the activity can be.*

**Supplementary Activity 5: 10 minutes**

**Method 1: 10 minutes**

1. ***Supplementary Activity 5: Making Sense of all the Jargon: Exploring Gender Terms***
2. To begin this lesson, explain to participants that although we just explored the concept of gender, there are numerous terms that are often linked and associated with the word. For example, gender equality, or gender balance, or gender lens. Explain that each of these terms means something different and it is important to explore the use of these terms when thinking of gender to ensure that when we develop our programs and policies around education in emergencies, we understand each other and are able to speak with clarity and make our way through all the jargon.
3. Ask participants to either work in pairs or by themselves.
4. Distribute the Gender Terms Activity Sheet (found in supplementary resources)
5. The Gender Terms Activity Sheet is divided into two sections. One with various gender terms and one section with definitions.
6. Ask each pair/individual to look through the terms and definitions and match the appropriate term with the appropriate definition.
7. Allow participants 5 minutes to read through and complete the activity.
8. Once participants have finished, review the terms together in a plenary discussion, highlighting any key concerns and/or questions that may come up by participants in trying to understand the terminology.
9. The facilitator should also pose additional questions to explore whether or not participants have heard the terms before, when and where they have heard them used, and to provide examples of each term.

**Method 2: 20 minutes**

1. ***Supplementary Activity 5 : Exploring Gender Terms***
2. To begin this lesson, explain to participants that although we just explored the concept of gender, there are numerous terms that are often linked and associated with the word. For example, gender equality, or gender balance, or gender lens. Explain that each of these terms means something different and it is important to explore the use of these terms when thinking of gender to ensure that when we develop our programs and policies around education in emergencies, we understand each other and are able to speak with clarity and make our way through all the jargon.
3. Use the Cut-Out Cards provided in the Gender Terms Activity Sheet.
4. Divide the cards up so that half of the participants are given “Term” cards and half of the participants are given “Definition” cards.
5. Explain to participants that they need to walk around the room and find the term or definition that corresponds with the card that they have. Once they have found their match they should stick together.
6. Alternatively, this same exercise can be done in several groups by giving each group all the cards and definitions and asking groups to work together to match the cards and definitions.
7. Following the matching, continue back in a plenary discussion by reviewing the Gender terms and definitions together and highlighting any key concerns and/or questions that may come up by participants in trying to understand the terminology.
8. The facilitator should also pose additional questions to explore whether or not participants have heard the terms before, when and where they have heard them used, and to provide examples of each term.

**Method 3: 25 minutes**

1. ***Supplementary Activity 5: Exploring Gender Terms***
2. To begin this lesson, explain to participants that although we just explored the concept of gender, there are numerous terms that are often linked and associated with the word. For example, gender equality, or gender balance, or gender lens. Explain that each of these terms means something different and it is important to explore the use of these terms when thinking of gender to ensure that when we develop our programs and policies around education in emergencies, we understand each other and are able to speak with clarity and make our way through all the jargon.
3. Use the Cut-Out Cards provided in the Gender Terms Activity Sheet.
4. Divide the cards up so that half of the participants are given “Term” cards and half of the participants are given “Definition” cards.
5. Provide different colored string/rope to each of the persons holding a Gender Term Card.
6. Ask participants holding a Gender Term Card to stand in a line on one side of the room holding their Gender Term Card so that everyone can see it.
7. Ask participants holding the Definition of a Gender Term to stand in a line on the other side of the room (or across from the other group).
8. One by one, ask each participant holding a definition card to read aloud the definition. As a group, have participants explore which Gender Term best describes the definition being read aloud. Once participants agree, a string should be linked to the person holding the correct Gender Term with the correct Gender definition. Before moving to the next definition, the facilitator should encourage an exploration of the term by asking if participants have encountered the term, where they have seen it used, what are some examples in programming where the term is used, etc.
9. Continue asking the definitions and linking string to the correct terms one by one. At the end of the exercise participants will see a “spider-web” of gender terms. Explain to participants that sometimes in our world of gender mainstreaming and jargon, that this is exactly how we can feel when trying to integrate gender into our programs—a spider web! But, remind participants, that by understanding the terminology better we can unravel that spider web and create clarity and better programming. And, just like a spider web is strong and created with detailed precision, so too is gender mainstreaming when done properly. The more we understand the better our programs are able to protect, promote and provide gender-responsive education to ensure that the fundamental right of education for all is attainable and achieved.
10. **Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies**

**Supplementary Activity 6: 20 Minutes**

1. ***Supplementary Activity 6: Gender Power Walk*** *(Use this additional activity if time permits and/or you would like to explore the gender disparities and gaps at a deeper level)*
2. Ask all participants to line up against one side of the room.
3. Give each participant a card (Provided in resources under Gender Power Walk).
4. Each card illustrates a picture of either a girl or boy. The girl or boy is depicted with different colors, symbols, lines, dots, etc. Each card is unique and therefore no participant should have the same card. This illustrates the uniqueness of each individual person within a community. (Each person has their own strengths, weaknesses)
5. Explain to participants on the other side of the room is the right for Education for All. Place a large sign on the wall that reads, “Education for All.”
6. Explain to participants that the goal of this activity is for everyone to try to attain this right.
7. Explain to participants that you will now read a scenario to set the scene for this community and the girls and boys (the participants) within this community.
8. After you read the description of the scene, explain to participants that you will now read off instructions one step at a time. As you read each instruction, ask participants to take one step forward or one step backwards depending on the instruction you provide. Participants will make the decision to move forward, backward or to not step at all based on the illustration of the card they are holding.
9. Begin the activity by reading each description/instruction provided in the resource section under Gender Power Walk.
10. At the end of the exercise, some participants will have made it to the other side of the room where the sign reads, “Education for All.” Other participants will have remained in the same place they started. Others will have moved up slightly but still out of reach of “Education for All.” And, still others, will have moved backwards.
11. The point of this exercise is to illustrate that in an emergency setting, based on the different gender roles, responsibilities, disparities, discriminations, gaps, and so forth, that not all children will have equal access, quality and protective education.
12. As a group, discuss some of these disparities and gaps as illustrated by where each participant is standing. Guide the discussion by asking some of the following questions:

* *Do all boys have access to education in this scenario? Why or why not? How does this relate to real life emergencies?*
* *Do all girls have access to education in this scenario? Why or why not? How does this relate to real life emergencies?*
* *What protection risks in your school environment did you face because of your gender?*
* *What disparities or gaps exist because of a supply side? Demand side?*
* *How did the emergency change the access, quality and protection of education in emergencies for each child? Why did this happen?*
* *Did the emergency create a positive opportunity for anyone because of their gender?*

1. Following the discussion on disparities, ask participants what initiatives might be done to stop these disparities, inequalities.

* *As a humanitarian, what could you do to improve access to education for all children in this emergency setting? Would the response be the same in a conflict situation vs. a natural disaster? How might the response differ? What risks and vulnerabilities exist for males and females in emergency settings?*
* *How can you ensure that the learner is protected when at school in an emergency situation/environment? What are the gender issues within the school environment that affect learning?*
* *What needs and rights should be looked at to ensure learners have access, quality and a protected environment of learning during an emergency setting?*

1. Finally,to reiterate the importance of understanding the distinct needs of boys and girls, the facilitator can provide a handout (or read) the short fable of the “Fox and the Crane”. See below. (The handout is also provided in the resources guide under Fox and Crane.)

**The Fox and Crane**

**Once a fox and a crane became friends. So, the fox invited the crane to dinner. The crane accepted the invitation and reached the fox's place at sunset.**

**The fox had prepared soup for his mate. But as we all know that foxes are cunning by nature, he served the soup in flat dishes. So, he himself lapped the crane's share with his tongue enjoying its relish a lot. But the crane could not enjoy it at all with his long beak and had to get back home hungry. The shrewd fox felt extremely amused.**

**After few days, the crane invited the fox to dine in with him. The fox reached his place well in time. The crane gave him a warm welcome and served the soup in a jug with a long and narrow neck.**

**So, the crane enjoyed the soup with great relish using his long beak. The fox's mouth couldn't reach the soup through the narrow neck of the jug. He had to return home hungry. Now he realized that he had been repaid for his behavior with the crane.**

1. **Principles of Gender Equality Programming**

*Facilitator Notes: Begin section 2 by engaging participants in an interactive exercise that helps them learn the principles of gender equality programming but also challenges them to think of issues that should be avoided.*

**Supplementary Activity 7: 15 minutes**

1. ***Participatory Activity 7: Agree or Disagree***
2. In the room, use string, tape or other similar material to draw a long line across the room.
3. On one side of the line place the card “AGREE.” On the opposite side of the line place the card “DISAGREE." In the middle of the line, place the card, “UNDECIDED or “NEUTRAL.”
4. Ask participants to stand up. Explain to participants that you will read a statement and you would like them to decide (on their own) whether they Agree, Disagree, or are Undecided about the statement that you read aloud.
5. Use the following statements to guide the participatory activity *(Note to Facilitator: You do not need to use all the statements, pick a few that highlight the principles. The more time you have the longer you can spend on this exercise):*

* *“Gender experts only talk about women and girls, what about the boys? They are just as disadvantaged.”*
* *“Our programs focus on girls. We are already covering gender because of this.”*
* *“During an emergency, especially during the acute phase, it is important to deliver a rapid response, gender issues can be discussed as a next step.”*
* *“Schools serve as a way to protect children; gender-based violence is thus avoided in this environment.”*
* *“It is so difficult to get good statistics during an emergency, separating by sex and age group is impossible during an emergency.”*
* *“We have a good understanding of the gender dynamics at this school as we spoke with the teachers and children’s parents.”*
* *Children and young learners often know more than adults about gender dimensions in their learning environment.*
* *Addressing gender equality is something the gender exerts do.*
* *We can’t discuss or address gender issues here in this culture because it is too sensitive.*
* *We are education exerts, we can’t do anything about the sanitation facilities.”*
* *Every sector in an emergency can play a part in supporting gender-responsive education: this includes WAT/SAN, Health, Livelihoods, Nutrition, etc.*
* *Programming for gender does not require expertise or extra resources.*
* *Gender mainstreaming is an “optional extra”.*
* *Protection needs of learners should be analyzed with a view to the different risks faced by male and female learners.*
* *Gender roles within a given society are upheld even more during an emergency.*
* *Mainstreaming gender is about ensuring that girls have equal access to education.*

1. After each statement ask participants to stand in the place they believe supports the statement you have read.
2. After participants have chosen where to stand, ask a few individuals why they chose Agree, Disagree, or undecided. If participants are split and are standing in different places, explore the reasoning of each. *(Facilitator’s Note: It is important to keep track of where people stand to assess the views within the room and the specific issues you may want to spend more time on given participant’s responses.)*
3. Do several statements without giving your own opinion or the “answer”.
4. After you have done several statements and discussions (enough that cover the key issues you want to bring out about the principles), explain to participants, that the statements you have been reading are common arguments and view points about gender in education in emergencies. Some of the statements are issues that need to be challenged and some need more awareness-raising. All of them relate to the core principles of a gender-responsive approach to education in emergencies.
5. Put up the slide on the principles and go through each principle one-by-one, referring back to the exercise that was just completed to illustrate why this principle is important.
6. *Note to Facilitator:* To provide examples with the principles, use some of the following case studies:

* *Dynamics: Gender roles often change during emergencies. Girls may be forced to stay inside their homes and take on greater household responsibility; boys may become breadwinners in times of survival.*
* *Gender is not just about girls: Women, men, girls and boys all have different gender roles and challenges. Education programs that focus entirely on girls can create a backlash and/or miss critical issues affecting boys; for example how boys cope in times of conflict; the risks boys face in terms of recruitment, trafficking, and also sexual abuse.*
* *Protection: Ignoring the different needs and risks of boys/men and girls/women creates long-term impact. Programs need to not only reduce risks they should not create harm or new risks. Promoting education in Afghanistan for girls created a backlash against them and many girls attempting to go to school were harassed and abused.*
* *Data: Information gaps hinder gender-responsive programs. Not knowing the issues that affect boys and girls at different ages, language, ethnicity, culture, location, creates misguided aid.*
* *Cross-Sectoral: In the DRC, WAT/SAN built watering holes too far away that girls who were responsible for getting water were unable to both do this and go to school. Working with other sectors ensures that these gender issues are addressed.*

**Supplementary Activity 8: 30 minutes**

1. ***Participatory Activity 8: Constraints and Solutions-Reflecting on Programs***
2. In this next activity, participants should come prepared to discuss an example of education in emergencies that they have experienced themselves. Prior to the workshop, participants should be notified to come with several different examples of programs they have worked on in the past that aimed to respond to the education needs of boys/men and girls/women in an emergency setting. (If participants do not have a case example, provide participants with one of the examples in the Supplementary Resources section: See Handout #).
3. Divide the participants into two groups.
4. Ask participants to review one of the cases from their fellow participants.
5. One of the groups will look at the issue of access and quality of education in an emergency setting (natural disaster) and the second group will look at the issue of access and quality of education in an emergency setting (conflict).
6. Ask each group to reflect on the case study. The participant who shares the example can provide a richer discussion about the situation on the ground, what happened, what were the needs, vulnerabilities, risks, of those affected by the emergency.
7. Ask each group to think through the case study and the core principles of gender equality programming. As they look through the situation and the immediate response of the agency, participants should come up with a list of gender constraints that make it difficult to achieve Education for All in this environment.

* *What are the gender constraints for access and what are the gender constraints for quality education?*
* *Based on this case study, what did the organization do or not do that resulted in programming that was not gender-responsive?*
* *How do these constraints impact the principles of gender equality programming?*

1. Groups should write their list of constraints on flipchart paper.
2. Once the group has a list, ask the groups to switch constraints. The group looking at natural disasters now has the constraints of a conflict situation.
3. Ask each group to look through each constraint based on the situation/case study and ask groups to come up with solutions to these gender constraints. What should happen (programs, initiatives, participation, coordination, policy, activities) to improve the gender constraint?
4. Once groups have completed the solutions, return to the plenary and ask each group to read off one constraint and one solution at a time.
5. Engage participants in a discussion around the various program needs, evaluation methods, and funding constraints that can impact and/or support gender-responsive education.
6. Ask participants as a group, if others have experienced similar constraints when designing, implementing and monitoring/evaluating gender-responsive education programs during emergencies.
7. **Practicing a Gender-Responsive Approach to Education in Emergencies: ADAPT and ACT Collectively Framework**

**Supplementary Activity 9: 20 minutes**

1. ***Participatory Activity 9:***
2. Divide participants into three groups.
3. Ask participants to use the following chart to think through challenges and possible responses they could take when looking at Gender in the Education Sector.

|  |  |
| --- | --- |
| **Gender-Specific Challenges** | **Possible Responses** |
| **General lack of school facilities and/or overcrowding** |  |
| **Lack of appropriate school facilities for girls.** |  |
| **Loss of girls’ [especially the first girl in the family) domestic labour/income may be a factor that prevents them attending school.** |  |
| **Parents’/ fathers’ negative attitudes to education in general – affecting both girls and boys or girls in particular** |  |
| **Low marriage age of girls that impacts their attendance or dropping out early: Increased early marriage as a negative coping mechanism in times of increased food insecurity** |  |
| **Lack of qualified teachers in general, impacting both girls and boys access to education and/or lack of qualified female teachers, impacting girls’ access to school in particular** |  |
| **Targeted attacks on girls’ schools in particular** |  |
| **Class schedules are inconvenient for boys who have income-generating and/or domestic or agricultural labour responsibilities; and/or for girls who have domestic and/or agricultural tasks** |  |
| **Non-recognition of community-based education by the MoE** |  |
| **Lack of transparency within communities with respect to activities taking place in schools can lead to mistrust. Need to consult with and involve the whole community before schools/classes commence.** |  |

Use the following guide from the **GenCap OCHA** **AFGHANISTAN: DEVELOPING SECTOR-SPECIFIC GENDER ANALYSES** matrix to supplement participants’ responses:

|  |  |
| --- | --- |
| **GENDER-SPECIFIC CHALLENGES** | **POSSIBLE RESPONSES** |
| * General lack of school facilities and/or overcrowding | * Establish community-based education and adult literacy centres; engage local person(s) from the affected community to teach * In the case of overcrowding, it may be possible to operate in two shifts – morning and afternoon classes, possibly for girls and boys separately. |
| * Lack of appropriate school facilities for girls. | * Establish community centres that will allow females to gather together. * Encourage home-based learning * Ensure separation of boys and girls and privacy for girls at all times * Provide adequate, culturally-appropriate toilets and washing facilities for girls and boys. |
| * Loss of girls’ [especially the first girl in the family) domestic labour/income may be a factor that prevents them attending school. | * Consider operating in two or more shifts – morning, afternoon and evening classes - possibly for girls and boys separately. |
| * Parents’/ fathers’ negative attitudes to education in general – affecting both girls and boys or girls in particular | * Encourage parents/fathers about the importance of boys’ and girls’ education through awareness-raising of Mullahs and elders and other respected people: In the case of girls’ education, reinforce the Islamic tenet on the importance of girls’ education * Build awareness of the importance of education for girls and boys among religious leaders so that this information may be included in Friday prayers. * Provide adult-literacy classes so that parents see for themselves the value of education. |
| * Low marriage age of girls that impacts their attendance or dropping out early: Increased early marriage as a negative coping mechanism in times of increased food insecurity | * Work with FSAC to identify families at-risk of adopting such a strategy. * If adult-literacy classes are being run, then include awareness-raising on the impacts on girls and communities of early marriage. * Liaise with Child protection actors in the project area to establish what they are doing in this regard; seek the advice and support of the Child Protection sub-cluster in project response. |
| * Lack of qualified teachers in general, impacting both girls and boys access to education and/or lack of qualified female teachers, impacting girls’ access to school in particular | * As a short-term measure, refocus capacity-building among educated community members – male and female - as community-based educators. |
| * Targeted attacks on girls’ schools in particular | * As long as attacks on girls going to school and/or attacks on girls’ schools remain a danger, an intermediate response may be to refocus efforts on community- and home-based education. |
| * Class schedules are inconvenient for boys who have income-generating and/or domestic or agricultural labour responsibilities; and/or for girls who have domestic and/or agricultural tasks | * Consider operating in two or more shifts – morning, afternoon and evening classes - possibly for girls and boys separately. |
| * Non-recognition of community-based education by the MoE | * Education Cluster, supported by evidence-based data from the field from active NGOs, to lobby the MoE |
| * Lack of transparency within communities with respect to activities taking place in schools can lead to mistrust. Need to consult with and involve the whole community before schools/classes commence. | * Involvement of community leaders in the process of establishing school facilities in order to build trust and ownership. * Encourage parents’ active involvement in the school, including parent/teacher meetings * Involve the daughters and sisters of Mullahs in education process for girls. * Build awareness of the importance of education for girls and boys among religious leaders so that this information may be included in Friday prayers. |

1. **Using a Gender-Lens during the Stages of an Emergency**

**Supplementary Activity 10: 20 minutes**

1. ***Participatory Activity 10: “What to do if…”***
2. Divide participants into three groups.
3. One group will represent the group responding to an emergency during the early acute phase. The second group will represent a group responding to a Stabilized Emergency Phase, and the third group will represent a group at the Emergency Preparedness Phase.
4. Participants are given 12 different cards. Each card contains a STEP that should be done during the specific phase of emergency when thinking about gender and education in emergencies.
5. Ask participants to think about the emergency, the issues, the protection issues, the issues of access, quality, and so forth as they relate to gender and this specific context.
6. Based on their discussion as a group, ask participants to stand in the order that they feel the STEPS should be done to ensure that their education programs are gender-responsive and align with the phase of emergency they are in.
7. Although all groups have 12 STEPS, some of the steps may not pertain to the particular emergency phase their group represents. If participants determine that a step should be done in another phase they can pass the step off to one of the other groups. The other group must determine if the step fits within their phase and if so, integrate it within the steps that they are taking. If not, they can also pass the step onward.
8. Additionally, the steps are not exhaustive. If participants wish to add a step within their timeline, they may certainly do so.
9. Once each group has decided which step comes first, second, third and so forth, have each group explain their chosen steps and ask the other group to challenge and/or agree with the approach presented by the group.
10. In this exercise, there is not necessarily a right or wrong answer, but the purpose allows participants to think through different scenarios and to recognize that during different phases of an emergency will require different types of action depending on the context, gender issues, type of emergency, age, and so forth.
11. Some key issues to watch for are for, example: you wouldn’t want to set up a community-based reporting system on GBV if staff and/or teachers had not been trained yet, and/or if there were no point persons. As Facilitator, watch and consider carefully the order participants put steps in as some might actually be misplaced.
12. It is also very possible that participants will want to place things together as tasks/steps that they would do at the same time. Although this is very likely to happen during an emergency, for this exercise, ask participants to think carefully about each one and have them prioritize activities. You can indicate that there is little funding and/or resources and therefore steps need to be prioritized in terms of most urgent and necessary and which steps can happen later.
13. After each group has had an opportunity to share their timeline of STEPS, continue the discussion by posing the following questions:

* *How difficult is it to fulfill some of these steps in an actual emergency? Can you give some examples of some situations you have been in where these steps were ignored or too difficult to implement?*
* *How might these steps be different in a conflict situation vs a natural disaster?*
* *When you think about the phases of an emergency, how often do you consider gender at each phase when setting up education programs in an emergency?*
* *Can you provide examples of emergency programs that showed strong best practices when considering gender?*
* *What are the organizational constraints of some of these steps? (Funding, donor priorities? Staff capacity? Resources? Timing? Barriers? Coordination? Participation?*

1. Reiterate to participants through this discussion that the point of the exercise is to challenge their understanding and thinking around prioritizing gender during different phases of an emergency based on the situation on the ground, the available resources, funding, capacity, and policies. There is no right or wrong answer, but participants should be encouraged to think about new approaches to mainstreaming gender in education in emergencies through the exercise.
2. By this time participants should have gone through the principles of gender equality programming, the ADAPT and ACT Collectively Framework, and the strategies to implement the INEE Minimum Standards using a gender-responsive approach. This activity builds on all of these tools and asks participants to think through actual emergency phases when trying to decide