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# Module 16: Gender-Responsive Education

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 **Time: 120 minutes**

## **Learning Objectives**

**At the end of this session participants will be able to:**

1. Explain what is meant by gender-responsive education
2. Reflect on needs and challenges and identify best practices of gender-responsive education
3. Practice the ADAPT and ACT Collectively Framework to mainstream gender into education in emergencies.
4. Develop gender-responsive strategies that support the INEE Minimum Standards for Education.

## **Key Messages and Learning Points**

- Quality education for all is a fundamental human right, a protection mechanism and catalyst for personal and social development. In a crisis, a gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant and protective educational opportunities.
- Gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. It involves restructuring the culture, policies and practices in education interventions to meet different needs and capacities of all male and female learners.
- Responding to education in emergencies requires that we look through a gender-lens and are guided by key principles that include:
  - Gender dynamics impact on gender equality and gender equity in terms of access and outcomes.
  - Gender is not just about girls.
  - Gender-responsive education is protective.
  - Disaggregated data is non-negotiable.
  - Involve male and female learners and teaching staff in working towards gender equality.
  - Gender is a cross-sectoral issue and impacts on all levels and domains of the education system.
  - Anyone can champion gender equality in education.
- When developing education programs, policies, and systems within an emergency, it is essential to use the IASC gender lens framework: ADAPT and ACT Collectively. Using this framework provides a complete and holistic picture of each unique situation as it relates to women, girls, men and boys.

## **Session Outline**

In developing this module, it was recognized that there exists strong Gender and Education in Emergencies training materials by other organizations (International Rescue Committee Training Package on Gender) that go into great depth about core aspects of gender and education in emergencies. This module does not attempt to duplicate these materials, but intends to provide additional content that is not covered or provided in detail by others. Therefore, this module is designed to take the participants through three core topics: 1) What is gender-responsive education and examples of these best practices, 2) how to use the ADAPT and ACT Collectively Framework for mainstreaming Gender into Education in Emergencies, and 3) developing gender-responsive strategies in line with the Minimum Standards for Education.

If the facilitator focuses only on the three core topics above, the module is 120 minutes in length. However, it is recognized that the topic of gender is often misunderstood, needs a foundational background and exploration of one's own understanding and experiences with gender to maximize the learning and depth of what this module hopes to achieve. It is therefore advised that the facilitator explore the background of participants prior to the training, their context, culture, and experience using gender-responsive approaches and use some of the supplementary exercises to strengthen the learning process. Supplementary exercises are included to help the beginner learner explore the concept of gender, and in addition, there are exercises that support the more advanced learner to challenge current practices and build on lessons learned.

This training module is designed to meet the needs of different audiences and provides flexibility depending on different time constraints. The module provides the core training outline and includes additional three variations of training outlines to support different audiences with supplementary exercises. The facilitator can follow these suggestions, however, the sessions are flexible and it is encouraged that the facilitator becomes familiar with all the lessons and adapts the module as it fits the target audience per workshop.

## **CORE Training Outline**

*Target: All participants*

<b>Session Content</b>	<b>Time</b>	<b>Instructional Method/Activity</b>
<b>Welcome, Overview with Objectives</b>	<i>5 mins</i>	<i>Presentation</i>
<b>Defining Gender and Gender-Related Terms</b>	<i>10 mins</i>	<i>Participatory Activity, Discussion</i>
<b>Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies</b>	<i>15 mins</i>	<i>Discussion</i>
<b>Gender Responsive Education</b>	<i>15 mins</i>	<i>Presentation, Participatory Activity: Best Practices</i>
<b>Practicing a Gender-Responsive Approach to Education: ADAPT and ACT Collectively Framework</b>	<i>20 mins</i>	<i>Presentation; Participatory Activity using ADAPT and ACT Collectively Framework</i>
<b>Gender Responsive Strategies to Support the INEE Minimum Standards for Education</b>	<i>35 mins</i>	<i>Presentation; Participatory Activity using Case studies and developing “Do and Don’t” Checklists</i>
<b>Action Planning and Conclusion</b>	<i>20 mins</i>	<i>Reflecting on how to use lessons in everyday work; Action Plan</i>

**Total Time: 120 mins**

## **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.*

<b>Session Content</b>	<b>Time</b>	<b>Instructional Method/Activity</b>
<b>Welcome, Overview with Objectives</b>	<i>5 mins</i>	<i>Presentation</i>
<b>Defining Gender and Gender-Related Terms</b>	<i>20-40 mins</i>	<i>Presentation, Choose between 3 “Defining Gender” Exercises. Choose between 3 “Gender Terms” Methodologies.</i>
<b>PowerWalk</b>	<i>20 mins</i>	<i>Supplementary Activity if time is</i>

		<i>available</i>
<b>Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies</b>	<i>15 mins</i>	<i>Video presentation; discussion</i>
<b>Gender Responsive Education</b>	<i>15 mins</i>	<i>Presentation</i>
<b>Principles of Gender Equality Programming</b>	<i>20 mins</i>	<i>Participatory Activity: Agree or Disagree; presentation on principles</i>
<b>Putting Gender Principles into Practice-ADAPT and ACT Collectively Framework</b>	<i>20 mins</i>	<i>Presentation; Participatory Activity using ADAPT and ACT Collectively Framework</i>
<b>Gender Responsive Strategies to Support the INEE Minimum Standards for Education</b>	<i>35 mins</i>	<i>Presentation; Participatory Activity using Case studies and developing “Do and Don’t” Checklists</i>
<b>Conclusion</b>	<i>20 mins</i>	<i>Reflecting on how to use lessons in everyday work; Action Plan</i>

**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.*

<b>Session Content</b>	<b>Time</b>	<b>Instructional Method/Activity</b>
<b>Welcome, Overview with Objectives</b>	<i>5 mins</i>	<i>Presentation</i>
<b>PowerWalk</b>	<i>20 mins</i>	<i>Participatory Activity to explore Gender Disparities in Education in Emergencies</i>
<b>Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies</b>	<i>15 mins</i>	<i>Video presentation; discussion</i>
<b>Gender Responsive Education</b>	<i>20 mins</i>	<i>Presentation</i>
<b>Principles of Gender Equality Programming</b>	<i>25 mins</i>	<i>Presentation on principles; Participatory Activity: Constraints and Solutions</i>
<b>Putting Gender Principles into</b>	<i>20 mins</i>	<i>Presentation; Participatory</i>

<b>Practice-ADAPT and ACT Collectively Framework</b>		<i>Activity using ADAPT and ACT Collectively Framework</i>
<b>Gender Responsive Strategies to Support the INEE Minimum Standards for Education</b>	<i>35 mins</i>	<i>Presentation; Participatory Activity using Case studies and developing “Do and Don’t” Checklists</i>
<b>Conclusion</b>	<i>20 mins</i>	<i>Reflecting on how to use lessons in everyday work; Action Plan</i>

**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.*

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

**Total Time: 155 minutes**



## Preparation, Resources and Support Materials

### ***Resources/Materials needed:***

- ☐ INEE Handbook – Minimum Standards for Education: Preparedness, Response, Recovery
- ☐ INEE Pocket Guide to Gender: Gender Equality in and through Education
- ☐ Flip chart and markers to record questions and to illustrate points as needed.
- ☐ **Handout 3.1:** Activity Sheet 1: Case Study on Gender for Session on ADAPT and ACT Collectively (includes case study, exercise sheets, index cards, and facilitators chart to be used at front of classroom)
- ☐ **Handout 3.2:** Activity Sheet 2: Case Study on Plan-Pakistan Flooding for Session on ADAPT and ACT Collectively (includes case study, exercise sheets, index cards, and facilitation chart to be used at front of classroom)
- ☐ **Handout 3.3:** Activity Sheet 3: Case Study on Afghanistan for Session on ADAPT and ACT Collectively
- ☐ **Handout 4.1:** Activity Sheet 2: Gender-Responsive Strategy Case Studies (5) and “Dos and Don’ts” Activity Sheet (includes Case Study and “Do’s and Don’ts” Checklist Sheet)
- ☐ Internet to link to UNICEF video on Education in Emergencies
- ☐ **Handout 5.1** Action Planning Tool

### ***Supplementary Resources/Materials Needed:***

- ☐ Gender PowerWalk Cards, String, Photo Slide Show
- ☐ Supplementary Handouts/Participatory Activities: Activity Sheets 1-9 and Handouts 1-3

### ***Preparation for this session:***

- ☐ Review session slide presentations
- ☐ Request all hard copy materials from INEE Secretariat, [materials@ineesite.org](mailto:materials@ineesite.org)
- ☐ Prepare Activity Cards for each group activity
- ☐ Prepare ADAPT and ACT Collectively Chart for displaying at the front of the classroom
- ☐ Review each activity to determine if there is additional time for more in depth supplementary exercises that complement each session.

### ***Supplementary Material:***

- ☐ **Supplementary Facilitator’s Guide**
- ☐ **Handout 1.1:** Activity Sheet 3: Definitions of Gender Terms
- ☐ **Handout 1.2:** Activity Sheet 4: Case Study and Participant Cards for Gender Power Walk
- ☐ **Handout 2.1:** Activity Sheet 5: Principles of Gender Equality Programming
- ☐ **Handout 2.2:** Activity Sheet 6: Constraints and Solutions
- ☐ **Handout 2.1:** Activity Sheet
- ☐ **Handout 4.1:** Activity Sheet 7: “What to do if....”

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

## 15 Minutes

### Slide 2

#### Learning Objectives

At the end of this session, participants will be able to:

- Explain what is meant by gender-responsive education
- Reflect on constraints and gaps and identify best practices
- Practice the ADAPT and ACT Collectively Framework
- Develop gender-responsive strategies

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### 5 minutes

1. Run through the Learning Objectives for the session.
2. Explain that this training is based on the INEE Pocket Guide to Gender: Gender Equality in and through Education.
3. Explain to participants the background on the development of the Pocket Guide to Gender by briefly highlighting the following points about the Pocket Guide:
  - Developed in 2010 by the INEE Gender Task Team with input from INEE members.
  - Outlines principles for a gender-responsive approach to education programming.
  - Provides a series of strategies and actions for putting gender equality into practice across all domains of education programming.

### Slide 3

#### Gender and Sex

- **Gender** refers to the *socially* constructed roles, behaviors, power dynamics, access to resources and rewards and characteristics assigned to females and males in different cultures. These vary from one context to another and over time.
- **Sex** refers to the *biological* difference between male and females. It is generally unchanging unless medically assisted.



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*Please refer to the Supplementary Guide to incorporate additional exercises on gender and gender terms.*

### 10 minutes

1. **Presentation: Exploring what we mean by Gender**
2. To explore the definition of gender, read the following statements to participants.
  - **Clap your hands** if you understand the definition of gender.
  - **Stomp your feet** if this concept is new to you.



- **Raise your right hand** if you think gender is about our biological differences as male and females.
- **Raise your left hand** if you think gender is about our socially constructed roles and behaviors.
- **Stand up** if you think gender can change over time.
- **Sit down** if you think gender is constant and never changes.
- **Wave your hands in the air** if you think gender is different for each person based on their culture, religion, age, language, sexual orientation, ethnic group, family structure/place.
- **Snap your fingers** if you think gender affects your access to resources, benefits, power, and security.

1. After this short exercise, show the slide with the definition of Gender and Sex. Briefly explain the difference.
2. 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.

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## **2. Education in Emergencies: Exploring the Gender Disparities and Gaps in Education in Emergencies**

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**15 Minutes**

## Exploring the Gender Disparities and Gaps in Education in Emergencies



<http://www.youtube.com/watch?v=ptCeodSHMOI>

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*Facilitators Note: This next lesson introduces participants to the concept of gender within the context of education in emergencies. **Begin this session by showing a short minute and a half film done by UNICEF to illustrate the importance of education in emergencies. OR Display one or two of the photos shown to illustrate the importance of education in emergencies.** Where there is limited time, proceed through a series of questions and discussions with participants. If there is additional time, have participants do the supplemental activity provided. The activity allows participants to fully experience the disparities and gaps in attaining the right of education for all.*

### 15 minutes

1. Make sure that you are connected to the internet. Click on the http website address to show the short video on education in emergencies.
2. After the video, explain to participants that this is what we hope education in emergencies can do. Ask participants to think about gender and to reflect on actual programs during an emergency. Does this video show the reality of education in emergencies? How is gender generally considered during an education program in an emergency? Explain that the video is the **IDEAL**. In reality, boys and girls do not always have equal access to education. Explore the reasons why.
3. If displaying a photo, ask participants to discuss gender and to reflect on actual programs during an emergency. Do these photos show the reality of gender in education in emergencies? How is gender generally considered during an education program in an emergency?
4. Explain to participants depending on an individual's gender, the reality of achieving education in an emergency can vary significantly.
5. Ask participants what is the reality of education in emergencies when we think of ALL children? How does gender prevent, harm, discriminate, and/or miss boys and girls in achieving education for ALL during an emergency?
6. Ask participants if they can think of some of the





issues that might occur that would create gender disparity, gender discrimination, gender gaps, gender inequalities, gender-based violence within education in emergencies. What are the barriers to equal access and quality of education for all during an emergency?

7. Additional guiding questions to help participants list issues:
  - *What are the distinct needs of girls and boys during an emergency and how do we respond to each of these needs?*
  - *When an emergency takes place; how do girls and boys roles change? How might this affect their education? What similarities and differences might occur based on the type of emergency: natural disasters vs. conflict vs. civil unrest?*
  - *What risks are heightened during an emergency for boys/girls? How does this affect their education? What protection risks can occur depending on the type of emergency (conflict, natural disaster, civil unrest)*
  - *How might the quality of education differ for boys and girls during an emergency? (natural disasters vs. conflict)*
  - *What might be the specific education needs of boys and girls during an emergency? (conflict vs. natural disaster)*
  - *In a society where education is already limited to one gender over another, how might an emergency provide an opportunity to change this dynamic?*
  - *Ask participants to provide additional examples based on their own experiences/context.*
8. Encourage participants to also think about how humanitarians, themselves, can create gender disparities or exasperate the situation. Ask the question:
  - *What might we do as humanitarians that can create gender inequalities or exasperate gender differences in terms of our emergency response?*
9. Have participants list some examples; encourage participants to provide real life case examples when appropriate. *(See Resource for a list of various examples of challenges that can occur*

*because of gender disparities. Use this as a guide to supplement what participants say.)*

10. Make a list of the different issues and explain that these disparities and gaps can be seen both through a supply side and a demand side. For example:

**Supply Side**

- Schools are too far away and boys and girls are unable to access them safely.
- Learning spaces are only staffed by male teachers resulting in girls reluctant or unwilling to attend.
- No sanitation facilities resulting in low attendance
- Young mothers or boys associated with fighting forces are unable to re-enter school as they are too old for their grade level
- If no schools or poor education provisions, boys may be more at risk than girls to be recruited into armed forces.

**Demand side:**

- Poor families prioritize boys education
  - Early marriage curtails girls access to schools
  - Girls and/or boys have household income responsibilities and no time for school
11. Before proceeding to the next activity or issue, reiterate that socially constructed gender-based roles and their related power dynamics are often barriers for girls and boys access to school and affect their abilities to thrive there. When emergencies happen these same gender dynamics are exasperated and can make access and quality education even more compromised.
  12. Use supplementary slides to highlight data collected from the Tufts University, Feinstein International Center on Sex and Age Matter.

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## 3. Understanding what we mean by Gender-Responsive Education

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**15 Minutes**

*Slide 5*

**15 minutes**

## What is Gender-Responsive Education?

- It addresses gender-based barriers
- It respects gender differences as part of the learner's identity
- It enables education structures, systems and methodologies to be sensitive to gender
- It ensures gender parity is part of a wider strategy to advance gender equality
- It evolves to close gaps and eradicate gender-based discrimination

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1. Explain to participants that now that we understand Gender, the terms associated with it, and we understand that gender roles and responsibilities change over time, that we have a responsibility as humanitarians to appreciate this dynamic and ensure that our programs (education) are responsive to gender.
2. Prior to presenting slide 5, ask participants what they think a “Gender-Responsive Education” program entails. Brainstorm and list some points on the flipchart.
3. Present slide 5. Compare participants’ responses with the points listed for a gender-responsive education.
4. Ask participants to turn to the person next to them and ask them to discuss each of the Gender-Responsive points listed on the slide. Ask participants to think of practical examples of programs that address each gender-responsive approach.
5. After brainstorming, go through each point on slide 5 to illustrate what is meant by Gender-Responsive Education and to explore examples from participants.

### **It addresses gender-based barriers**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a program/initiative addresses gender-based barriers.

If not, use the following example:

*In Turkey, Plan has worked with volunteers to go door to door to break down barriers to sending girls to school. Volunteers are equipped with responses for numerous questions that parents may have about risks, distance, school fees, registration, etc that a parent could say to prevent a girl from attending school. The campaign has not only created awareness about girls education, the program has helped over 120,000 girls return to school.*

### **It respects gender differences as part of the learner's identity**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a

program/initiative that addresses the identity of the learner.

If not, use the following example:

*In Kenya, ChildFund, worked with the Maisai who traditionally “promise” their girl children at young ages to be married. Instead of creating “promises” of marriage, families created “promises” to keep girls in school.*

**It enables education structures, systems, and methodologies to be sensitive to gender**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a program/initiative addresses the structures, curriculum, systems in a gender-responsive manner.

If not, use the following example:

*In Somalia, the Norwegian Refugee Council, together with the Ministry of Education, created formal afternoon classes to help both boys and girls who could not attend normal hours because they were working or caring for the household, to attend classes at a later time.*

**It ensures gender parity is part of a wider strategy to advance gender equality**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a program/initiative addresses gender equality.

If not, use the following example:

**It continuously evolves to close gaps and eradicate gender-based discrimination**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a program/initiative evolves to close gaps and eradicate gender-based discrimination.

If not, use the following example:

*In the Balkans and in the Middle East, Search for*



*Common Ground has been active in promoting peace building programs within schools discussing not only issues surrounding the conflicts, but also issues concerning boys and girls and building more gender-responsive approaches for handling conflict resolution and understanding.*

**It provides a safe and protective environment for both boys and girls.**

Ask participants, what does this mean? After an explanation (by participants and the facilitator), ask if participants can give an example of how a program/initiative provides a safe and protective environment for both boys and girls.

If not, use the following example:

*In Uganda, ChildFund, established codes of conducts within their child-friendly spaces where early childhood education programs were held. All teachers were trained on child protection, gender-based violence, and reporting mechanisms.*

6. After the discussion above, reiterate the fact that to achieve Education for ALL, especially during times of emergencies, we MUST not only understand gender dynamics, we must be ACTIVE in our understanding and become gender-responsive at every level of programming and policy-making. Explain to participants that gender responsive programming in education means examining ALL the different components that make up an education system... the school structure, the role and status of male/female education workers, access, policies, curriculum and textbooks, processes etc.

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## **4. Practicing a Gender-Responsive Approach to Education in Emergencies: ADAPT and ACT Collectively Framework**

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### **20 Minutes**

Slide 6-9

*Facilitator Notes: The first part of this training module focused primarily on concepts and theory. The last two sections focus more on action and helping participants practice using a gender lens as they design programs for education in emergencies. In addition to the participatory activity listed, there is a supplementary activity that can be added if time permits. See Supplementary Activity 9.*

**5 minutes**



## IASC Gender Handbook

- Targeted for field practitioners
- Sets gender standards from the onset of an emergency
- Provides a legal framework for gender
- Addresses coordination and participation
- Provides a framework that uses a “gender lens”: **ADAPT and ACT Collectively Framework**

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## ACT Collectively

- **A**ddress GBV in education and humanitarian emergency efforts
- **C**ollect, analyze and report sex-and age-disaggregated data
- **T**arget actions based on a gender analysis
- **C**ollectively coordinate actions with all partners

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1. Begin this session by referencing the IASC Gender Handbook and going through slide 6 to highlight the importance of the tool. Participants can also use the Pocket Guide on page 15 to view indicators of the ADAPT and ACT Framework.
2. Explain to participants that this is the tool to use to help you mainstream gender into programs and policies for education in emergencies.
3. Explain to participants that the IASC has developed a useful acronym to help humanitarians better remember and apply steps to ensure gender-responsive programming is upheld.
4. Using slides 8 and 9, present the ADAPT and ACT Collectively Framework.
5. Explain that the order of the steps may vary from one context to the next, what is important is that all are addressed.

### 15 minutes

1. ***Participatory Activity 1: ADAPT and ACT Collectively: Putting the framework into Practice***
2. Divide participants into pairs or small groups consisting of 3 persons for a total of 9 groups. (Each pair or group representing one of the steps in the ADAPT and ACT Collectively Framework)
3. A case study is read by the facilitator (See ADAPT and ACT Collectively Activity Sheet 3.1, 3.2, 3.3) that depicts an emergency situation where education in emergencies is the program concern.
4. Give each pair or small group the ADAPT and ACT Collectively Framework Activity Sheet in addition to an Activity Card along with markers.
5. Each pair or small group is assigned one step in the framework.
6. Each pair or small group is asked to think of questions related to the case study and the step they must consider. What questions should they be asking themselves about gender and education in emergencies if the step is “*Design services to meet the needs of all*” for example.
7. Each pair or small group should consider 2 or more questions to help guide their thinking to help them consider the next step in the exercise.
8. Following the development of a few questions, the pair or small group must develop one activity related to the STEP they have been assigned in the ADAPT and ACT Collectively Framework.
9. Remind participants that an activity does not necessarily mean a program activity; an activity

can mean how monitoring and evaluation are designed, or the development of certain policies, or who they include in a community meeting about education, and so forth.

10. After the pair or small group has listed one activity, they should write this activity both on their ADAPT and ACT Collectively Activity Sheet, but they should also write the activity in large letters on the card provided.
11. Each pair or small group is asked to tape the card on the chart at the front of the class that illustrates the ADAPT and ACT Collectively Framework.
12. Once all groups have completed the task, allow each pair or small group to explain the activity they chose and how it relates to the questions they posed at the start of the exercise.
13. Encourage participants to fill in their activity sheets with the examples that other participants provided for each step of the ADAPT and ACT Collectively Framework.
14. **VARIATION:** *if time is permitted, instead of asking each pair or group to create ONE activity, the exercise can be done by dividing participants into three groups with each group completing all the steps for the ADAPT and ACT Collectively Framework. Have groups complete both the activity sheet and the cards. Display all the activities (1 per group) on the chart at the front of the room. Instead of one activity per step, this exercise allows participants to see and explore 3 or more activity examples. In the plenary session explore the different types of activities that were created under each Step of the framework.*

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## 6. Gender-Responsive Strategies to Support the INEE Minimum Standards for Education in Emergencies

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**35 Minutes**

*Slide 10*

### Strategies for a Gender-Responsive Approach to Education in Emergencies

**10 minutes**

1. Present slides 10 through 15 by highlighting briefly the overall gender consideration when thinking through each Minimum Standard for Education.

**25 minutes**

## Slide 11-12

### Gender-Responsive Participation, Coordination, and Analysis

#### Foundational Standards:

- Emphasizes gender-balanced participation in decision-making, processes and actions
- Stresses disaggregated data by sex and age
- Promotes coordination to address gender dimensions in:
  - Planning
  - Information exchange
  - Design
  - Response
  - Delivery of services

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### Equal Access and Gender-Responsive Learning Environments

#### Access and Learning Environment Domain:

- Highlights the need to reduce gender discrimination and barriers
- Addresses different gender concerns of safety and well-being in/on the way to school
- Promotes gender-sensitive facilities and services

### Gender-Responsive Teaching and Learning

#### Teaching and Learning Domain:

- Promotes gender equality and reduces gender stereotypes in:
  - Educational materials
  - Curriculum
  - Teaching methodologies
  - Educator's behavior and attitudes towards all learners

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### Gender-Responsive Policies for Teachers and Other Educational Personnel

#### Teachers and Other Education Personnel Domain:

- Promotes gender balance in recruitment
- Ensures the presence of positive role models
- Supports codes of conduct, incentives and compensation packages that are gender protected/equity

#### 1. *Participatory Activity 2: Gender Strategies*

2. Once you have presented how gender is integrated into the five Minimum Standards and how it is highlighted in the INEE Pocket Guide to Gender, divide participants into 5 groups.
3. Each group will explore one strategy in greater depth and work together to come up with a checklist of “Do’s and Don’ts” to support practitioners in the field design, develop, and implement better gender-responsive programs and policies that are in line with the INEE Minimum Standards on Education.
4. After assigning each group a strategy, ask participants to turn to the INEE Pocket Guide to Gender to read through the strategy suggestions provided in the guide.
5. Each group is presented with a case study that represents a conflict situation where there are numerous protection issues and challenges to achieving education for all in general. (*See Gender Strategies Case Study Supplementary Materials*)
6. Participants in the group are asked to read the case study, identify the challenges and to think about how they would use the gender-responsive strategies to respond to the situation. The scenario is the same for each group and it is particularly challenging to show that emergencies can be very complex in nature making it challenging to look at issues in a gender-responsive manner.
7. Participants should list possible action they might take given the strategy they have been asked to look at.
8. By using the case study as a guide, participants should create a “Do and Don’t Checklist” for the specific strategy to prevent misinformed and gender-neglected programming and to uphold key principles and best practices to ensure the right for Education for All is reached, even in an emergency. Encourage participants to come up with at least 5 Do’s and at least 5 Don’ts. More can certainly be added. (*See Gender Strategies Case Study Activity Sheet for a “Do’s and Don’ts” Checklist Supplementary Materials*)
9. Allow groups to work on their list for 20 minutes.
10. Return to a plenary group and ask one representative from each group to share the “Do’s and Don’ts Checklist.”
11. As a group, reflect on the general checklist created

## Gender-Responsive Education Policy

### Education Policy Domain:

- Promotes education policies that protect against discrimination based on sex and gender
- Ensures a commitment from education partners to utilize standards on gender-sensitive project implementation and management

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by everyone and ask if other issues should be added that were not considered.

12. Ask the following questions to guide the discussion:

- *What were some of the challenges you faced in thinking about gender in this context?*
- *How does conflict, political constraints, culture play a role or hinder your responsibility to incorporate and use a gender-lens?*
- *Are there opportunities to “Build Back Better” where issues surrounding gender create disparities, inequalities, protection risks, discrimination?*
- *Does the “Do and Don’t Checklist apply to all types of emergencies (conflict, natural disaster, civil unrest)?*

13. **Additional Role Play Method:** As a way to liven up the activity, indicate that participants presenting their “Do’s and Don’ts” Checklist are to present the list to Senior Management (the other participants in the room). They need to convince senior management that the list is complete, supports education in emergencies, and is a cost-effective and protective response to gender in education in emergencies.

14. **For the Advanced Learner:** Rather than use the pre-made case studies, ask participants to share one of the case studies they brought that represents their organization/experience. As a group, have participants look through each of these case studies and explore what worked and what did not work in terms of the strategy. Continue with the exercise by having participants create a “Do’s and Don’ts Checklist” using their own case studies as a guide.

15. **Note to Facilitator:** This exercise is a great action plan to help participants in their day to day work. If possible, make copies of the consolidated “Do’s and Don’ts” Checklist and distribute to participants at the end of the workshop.

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## 7. Conclusion

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### 20 Minutes

Slide 16

#### Conclusion

- Gender-responsive education in an emergency is essential if we are to achieve the right of Education for All.
- Understanding the principles, framework and tools for mainstreaming gender into education in emergencies is the first step.
- Promoting advocacy, awareness-raising, capacity-building and knowledge sharing of these tools must be a continuous effort by all.
- We can **ALL BE GENDER CHAMPIONS!**

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1. Conclude the lesson by highlighting the key points for why integrating and mainstreaming Gender into emergency programming for education is essential.
2. Emphasize that it is a continuous effort and responsibility for everyone to promote the gender tools, principles and framework. We can do this by raising awareness about gender, promoting advocacy initiatives, building the capacity of those around us and sharing our knowledge on the issue.
3. Emphasize that we can all be gender champions and reassure practitioners to take action. Gender sensitive programming heavily relies on common sense and good practice. The tools that were provided during the training serve to help participants address gender more systematically and identify potential gaps.
4. If there is time, provide participants with a one-page Action Plan. The Action Plan helps participants reflect on the workshop and identify areas that need strengthening within their own programs/organizations. The Action Plan helps participants put into motion steps needed to create more gender-responsive programming in the future.
5. If participants represent the different organizations, divide participants into groups that reflect their organization. If participants are from the same organization, ask different groups to look at specific issues/topics on the Action Plan.
6. Allow groups at least 15 mins to work on the Action Planning Tool. (Ideally, if there is enough time plan to give participants 30 or more minutes to work on the action plan). If time is not available, the facilitator should explain the Action Planning Tool and how to use it, but participants can work on completing it after the workshop is complete.
7. Finally, in conclusion, share information on how to join INEE as a member and the INEE Gender Task Team if participants have not yet joined: [www.ineesite.org](http://www.ineesite.org)
8. If participants are interested in exploring the concept of Gender further, the facilitator can direct participants to either the IRC Gender and Education

Training package found on the INEE Gender Task Force site, or they can also take an e-learning course on Gender and Humanitarian Action at the following

website: <http://www.oneresponse/gender>

9. If evaluation forms are available it would be helpful to distribute these before the conclusion.
10. Saving time for questions, reflections and discussion is also recommended.
11. For further information and/or to provide feedback please contact: [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org) and [educationclusterunit@gmail.com](mailto:educationclusterunit@gmail.com).