



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Good Practice Guide: Inclusive Education of Children At Risk – Gender Equality / Education of Girls and Women

Even in the most developed countries girls and women often do not have free and equal access to education. In times of crisis, sustained access to quality education may become even more difficult for girls and women. There are supply factors such as limited availability of schools, and of female teachers. There are also demand-side factors such as family economic problems, increased workloads and security concerns. For female-headed households the situation may be even more difficult: economic pressures are increased and with no males to offer protection, security may also be of increased concern. Girls with disabilities, refugee and internally displaced girls, and those from marginalized groups such as religious and ethnic minorities, may have even more difficulties in accessing education, as they are often doubly disadvantaged.

Emergency and crisis situations create enormous change for families and communities. There are new and increased risks and responsibilities for women and girls. Women and girls are involved in activities such as taking care of children and the home, and farming. Communities are often concerned for the physical security of women and girls undertaking these activities. Providing education for girls and women and ensuring that they have access to life-saving and life-enhancing skills and information should therefore be a priority. This will also help to prepare them to make a positive contribution to the reconstruction of their communities and society in the future. As Graca Machel states in the [UN Study on the Impact of Armed Conflict on Children](#), “education, especially literacy and numeracy, is precisely what girls need during and after armed conflict. Education can help prepare adolescent girls for the new roles and responsibilities that they are often obliged to take on in conflict situations.”

Because of the barriers highlighted above, additional programming may be needed to ensure that the educational needs of girls and women are met, especially the needs of disadvantaged groups. Programs should build on the fact that emergencies can also present opportunities for women's and girls' participation, because, for example, they are expected to do activities previously undertaken by men and boys who are now otherwise engaged. Stereotypical roles and responsibilities for men and women, and boys and girls, may no longer be relevant or valued in the face of the challenges arising during crisis situations.

Education programs should include important topics such as agency and responsibility, decision-making and future aspirations, gender roles and responsibilities and how these change, and sexual and reproductive health. Women's and girls' particular experiences of conflict and crisis should also be addressed and opportunities created to explore values of justice and peace through gendered lenses.

Broad Strategies

- Use the [Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction](#) to guide programming and practice. The INEE Minimum Standards include different

strategies to promote women's and girls' education, particularly within the Access and Learning Environment category (see below for specific strategies).

- Ensure that educational opportunities are empowering for girls and women and that girls and women are actively engaged in developing and evaluating programs and in decision-making around education.
- Ensure that interventions to promote and support girl students, women teachers and education personnel, mothers and other women community members are linked and mutually supportive.
- Monitor achievements within the system through systematic baseline assessments, the development of appropriate indicators and solid M & E tools and processes to monitor and evaluate progress. Specific indicators might include:
 1. enrolment and attendance figures for girls
 2. extent of girls' participation in class
 3. the pass rate of girls/women within grades and matriculation from one grade to another
 4. number of women teachers and the positions they occupy
 5. number of women head teachers/administrators
 6. number of women involved in community education committees and the roles they hold
 7. number of girls and women in leadership roles within the school
 8. number of reports of harassment experienced by girls and women in school
- Enhance and support the positive changes in gender roles and the opportunities created for transformations in attitudes and expectations of girls and women. Community-led programs should be developed to facilitate discussion of changes in gender roles and responsibilities, leading to family and community harmony.

Specific Strategies (related to the INEE Minimum Standards)

The table illustrates interventions to promote girls' and women's participation in education across the INEE Minimum Standards.

Category and Standards from the INEE Minimum Standards	Actions
Community Participation <i>1: Participation</i> <i>2: Resources</i>	<p>Sensitize communities – especially men – of girls' right to education and of the importance of girls' and women's access to education, especially in emergencies (e.g. by training mentors to regularly visit and discuss the needs of girls)</p> <p>Engage community leaders ("change drivers") in girls' and women's education activities</p> <p>Include women on community education committees (e.g. by</p>

	<p>ensuring that information reaches them and through specific training for women)</p> <p>Ensure that women and girls actively participate in education meetings, activities and trainings (e.g. through appropriate meeting timings and locations, the provision of childcare facilities, and other strategies such as single-sex meetings where appropriate)</p> <p>Provide gender training to ensure men are also supportive and engaged</p> <p>Engage women in specific school-related activities (e.g. school feeding, arranging escort to school, parents' mobilization)</p>
<p>Analysis</p> <p><i>1: Initial assessment</i></p> <p><i>2: Response strategy</i></p> <p><i>3: Monitoring</i></p> <p><i>4: Evaluation</i></p>	<p>Ensure gender-disaggregated data is collected as part of the initial assessment and ongoing monitoring and evaluation</p> <p>Develop project indicators to reflect progress towards increased participation of women and girls</p> <p>Design initial assessment, and monitoring and evaluation tools to gain gender-related insights</p> <p>Consult regularly with women and girls as part of monitoring and evaluation activities</p>
<p>Access and Learning Environment</p> <p><i>1: Equal access</i></p> <p><i>2: Protection and well-being</i></p> <p><i>3: Facilities</i></p>	<p>Create access for all girls and women with particular attention to marginalized girls, for example, girls with disabilities, adolescent girls, girl mothers, working girls. Provide flexibility and “open” programs, with early childhood education (ECE) programs if needed</p> <p>Ensure that programs meet the differentiated needs of girls of different ages</p> <p>Set the hours for classes at convenient times for girls and women involved with household chores, field work</p> <p>Ensure the school/class location is considered safe for girls and women to access</p> <p>Pay particular attention to disproportionate impacts of insecurity on girls and women and vulnerability to GBV, e.g., provide escorts to and from school for girls, employ classroom assistants, provide girls with reporting guidelines and follow-up procedures, establish codes of conduct for teachers</p>

	<p>Involve boys and men in actions to address GBV</p> <p>Monitor sexual harassment, provide confidential complaint reporting mechanisms and follow-up with clear procedures</p> <p>Where single-sex classes are preferred, provide separate classrooms/locations or timings for girls and boys</p> <p>Provide single-sex, hygienic latrines – in safe places</p> <p>Provide appropriate clothing and sanitary products and facilities for girls and women to attend school and fully participate in class</p>
<p>Teaching and Learning</p> <p><i>1: Curricula</i></p> <p><i>2: Training</i></p> <p><i>3: Instruction</i></p> <p><i>4: Assessment</i></p>	<p>Promote learner-centred, participatory and inclusive instruction, reaching out to girls and engaging them actively in class</p> <p>Develop gender-specific curricula, including for example, reproductive health and HIV/AIDS</p> <p>Include gender equality and gender responsive teaching strategies in teacher training courses</p> <p>Establish ethical assessment and examination processes, which protect girls and women (e.g. ensure teachers cannot use grade allocation to exploit girls)</p>
<p>Teachers and Other Education Personnel</p> <p><i>1: Recruitment and selection</i></p> <p><i>2: Conditions of work</i></p> <p><i>3: Support and supervision</i></p>	<p>Provide training to teachers to enable them to create gender-sensitive learning environments</p> <p>Develop (with community) and implement a code of conduct for teachers and other education personnel that addresses sexual harassment, abuse and exploitation. Ensure that it is consistently applied and that appropriate and agreed-upon measures are documented and applied in cases of misconduct and/or violation of the code of conduct</p> <p>Use creative strategies to proactively recruit and to retain women teachers (e.g., entry through classroom assistant program, part-time positions)</p> <p>Where possible ensure that women teachers are placed in high status positions (i.e. not only early years classes and “soft” subjects)</p> <p>Include gender equality and girl-friendly teaching strategies in the criteria for teacher supervision</p>

	Ensure that women teachers are equally able to participate in school meetings and professional development (e.g. select timing carefully, provide childcare, meet with husbands)
Education Policy and Coordination <i>1: Policy formulation and enactment</i> <i>2: Planning and implementation</i> <i>3: Coordination</i>	<p>Advocate for policy decisions to reduce the cost of schooling, especially for girls' families (e.g. school fee waivers/ reductions feeding programs, take-home rations and items, no-uniform policies)</p> <p>Consider how resources can be coordinated (inter-agency, inter-organization) to expand programming to include hard-to-reach girls (e.g., internally displaced people (IDPs), young mothers, urban refugees)</p> <p>Include specific commitment to gender equality in coordination statements/agreements between partners (e.g., UNHCR, NGOs and governments)</p> <p>Support and promote education policies and laws that protect against gender discrimination in education</p>

Checklists

(Questions to ask and to work through with women and girls to guide program/project design)

- Which specific groups of women and girls are currently excluded from education?
- What types of chores and responsibilities do women and girls now have and (how) have these changed due to the emergency situation?
- Are there other barriers to the participation of girls and women in education?
- What specific skills do girls and women feel they need?
- What partnerships with community organizations, women's groups, local NGOs, etc. could support work for girls' and women's education, including possible supplementary curriculum development?
- Are there women available to teach?
- Is it acceptable for men to teach girls and women?
- When female teachers are hired, are they treated equally, or do gender stereotypes prevail?
- Do female teachers provide good role models for girls and boys? i.e. How do they relate to male colleagues? Are they articulate and assertive?
- Are teachers aware of discrimination against girls? Do they know how to encourage both boys and girls to meet their potential?
- Are the boys aware of discrimination against girls? Can they be included in promoting girls' education?
- Are there appropriate teaching and learning materials available or would these need to be developed?
- Are there opportunities to include time and space for imaginative and creative play and other sports or recreational activities for girls?

Resources

(Questions to ask and to work through with women and girls to guide program/project design)

- [Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools](#) (2004) (pdf) By *Ohiambo, M.A. & Maganya, J. The CRADLE (Child's Rights Advisory, Documentation and Legal Centre) - The Children's Foundation*. This training manual is aimed at making schools safe for girls, addressing factors within schools that hinder girls from attaining education, specifically focusing on preventing sexual violence.
- [The Millennium Development Goals and the United Nations Girls Education Initiative, A Guidance Note to UN Teams](#) (April 2002) (pdf) *UNGEI*. Available through [Academy for Educational Development](#).
- [What Works in Girls' Education. Evidence and Policies from the Developing World](#) (2004) By *Barbara Herz & Gene Sperling, Council on Foreign Relations*.
- [Global Survey on Education in Emergencies](#) (2004) (pdf) *Women's Commission for Refugee Women and Children*.
- [Don't Forget About Us: The Education and Gender-Based Violence Protection Needs of Adolescent Girls from Darfur in Chad](#) (2005) (pdf) *Women's Commission for Refugee Women and Children*.
- [OXFAM Education and Gender Equality Series](#)
- [Ensuring a Gender Perspective in Education in Emergencies](#) (2006). *IRC, INEE & Women's Commission*.
- [Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies](#) (2006) (pdf) *UNICEF & UNGEI*.
- [Multisectoral Strategies for Advancing Girls' Education: Principles and Practices](#) (June 2001) (3.4 mg pdf) By *Howard Williams, Academy for Education Development*.
- [Starting Now: Strategies for Helping Girls Complete Primary](#) By *Andrea Rugh. SAGE Technical Report No. 1 (pp. 47-99)*