INEE Guidance Note on Gender:
An Overview & Selected Case Studies

Inter-agency Network for
Education in Emergencies

UNGEI
United Nations Girls'
Education Initiative

Background & Introduction

- Girls and boys face multiple threats to accessing safe and quality education in crisis-affected contexts due to various forms of **discrimination**

- Without **strategies** to address these different & unique barriers to accessing education in crisis settings, we will fail to reach those furthest behind and SDG targets will not be met.

By 2030 *1 in 5 girls* in crisis-affected countries will still not be able to read a simple sentence.

Plan International, 2019

Today's Presenters

Facilitator: Ellen Chigwanda - CARE USA

Presenters:

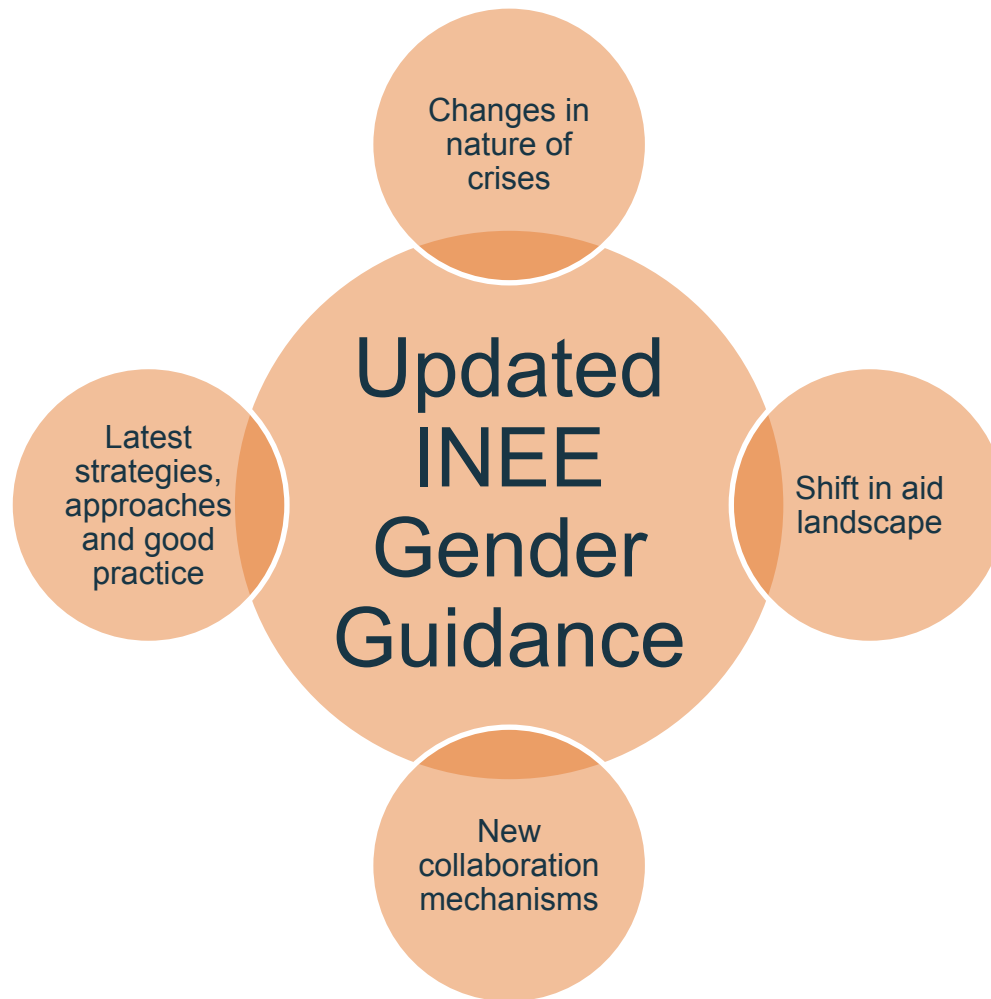Emilie Rees Smith - UN Girls' Education Initiative (UNGEI)

Stephanie McBride - World University Service Canada (WUSC)

Erica Fotheringham - Plan International Canada

Lotte Renault - CARE

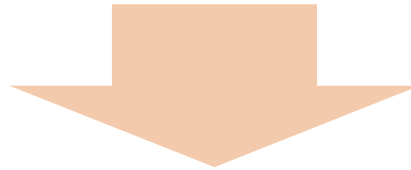# Shifts in context, approaches and modalities

Guidance Note on Gender

Available in English, French, Spanish and Portuguese. Soon to be available in Arabic.

What is Gender-responsive EiE?

Designed to equip EiE actors to address challenges with concrete and practical ideas on how to promote gender equality in and through EiE programming.

Gender-responsive EiE programming - identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes

EXAMPLE: Building separate toilet blocks for girls and boys is gender sensitive – BUT also considering safe and private handwashing facilities and access to sanitary wear for girls has gone a step further to be gender–responsive.

1. Strategies for gender-responsive participation, coordination, and analysis

✓ Participation

✓ Coordination

✓ Assessment, monitoring, and evaluation

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Gender-responsive strategies for participation

What is it?

Direct dialogue and leadership from girls, boys, women and men to understand factors that hinder or facilitate participation in education.

Entry points: gender-responsive needs assessments, engaging with local groups and networks, including PTAs and SMCs.

Active engagement of community in project design and delivery

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Community Mobilization

Stephanie McBride, Education Advisor @ World University Service of Canada

The Kenya Equity in Education Project (KEEP)

- Phase I: 2013-2017
- Phase II: 2017-2022
- DFID-funded
- 84 schools in Dadaab and Kakuma Refugee Camps and surrounding host community
- Focus on learning outcomes, retention in school and year to year transition, and changing social norms around girls' education

Challenges

- Critical barriers: poverty, a high domestic chore burden, and social norms
- Over half of girls are from female-headed households
- 1/3rd of families report that it is difficult to afford to send their girl to school

Solutions

Results

- From baseline to midline, a 25% reduction in the percentage of girls who spend a quarter of their day or more doing household chores (from 73% to 48%)
- 89% of girls say that decide, or decide jointly with their family, at what age they get married (+6% improvement)

Thank you!

Gender-responsive strategies for coordination

What is it? Joint planning, information exchange, and collaboration on design, response, and service delivery with multiple actors

Entry points: If government is unable to lead - Local Education Group, Education Cluster. Gender is an important cross-cutting issue - what does this look like?

- Gender focal point
- Inter-sectoral WG activities
- Joint education needs assessment
- Gender issues mainstreamed/targeted in sector/cluster plans
- Funding proposals explicitly include gender
- Performance monitoring and lessons learned exercises feature gender

What coordination mechanisms exist?

Government education authorities are responsible fo[...] cation and should ideally assume a leadership role i[...] including convening and leading coordination mec[...] cation stakeholders. Where education authorities l[...] cy. leadership may be assigned by agreement eithe[...]

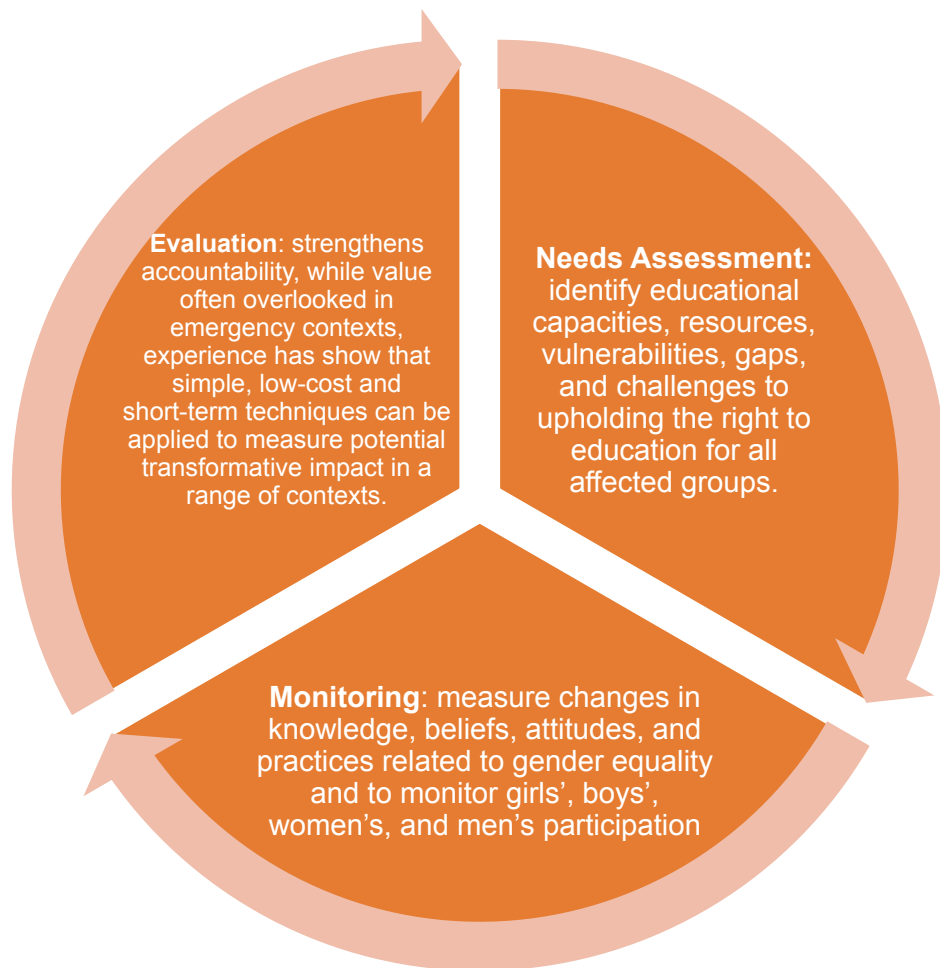**Examples of cross-sectoral collaboration in the education sector:**

WORKING TOGETHER ACROSS SECTORS	
Protection	Work with protection or GBV partners, working groups, or sub-cluster on gender-responsive interventions for [...]

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Gender-responsive strategies for analysis

Gender-responsive M&E: reflects specific, gender-related results that address gaps and challenges identified during the assessment phase.

Evaluation: strengthens accountability, while value often overlooked in emergency contexts, experience has show that simple, low-cost and short-term techniques can be applied to measure potential transformative impact in a range of contexts.

Needs Assessment: identify educational capacities, resources, vulnerabilities, gaps, and challenges to upholding the right to education for all affected groups.

Monitoring: measure changes in knowledge, beliefs, attitudes, and practices related to gender equality and to monitor girls', boys', women's, and men's participation

Building the capacity of the affected community to collect and analyse information is also key – to ensure ownership and ongoing feedback based on direct perspectives from girls, boys, women and men.
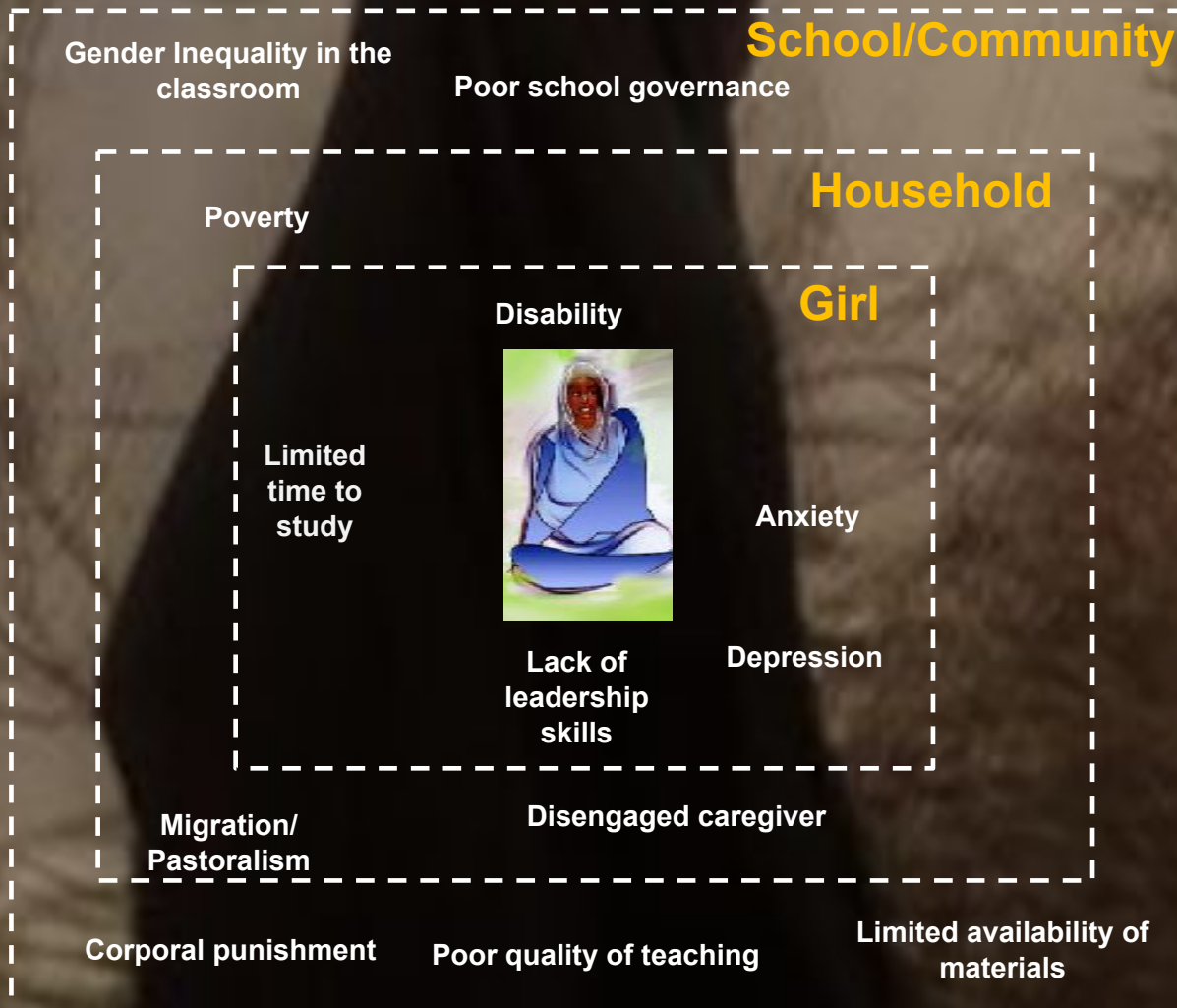
Gender-Responsive Education Programming and M&E in Somalia

SOMGEP-T: Addressing Poor Learning Outcomes
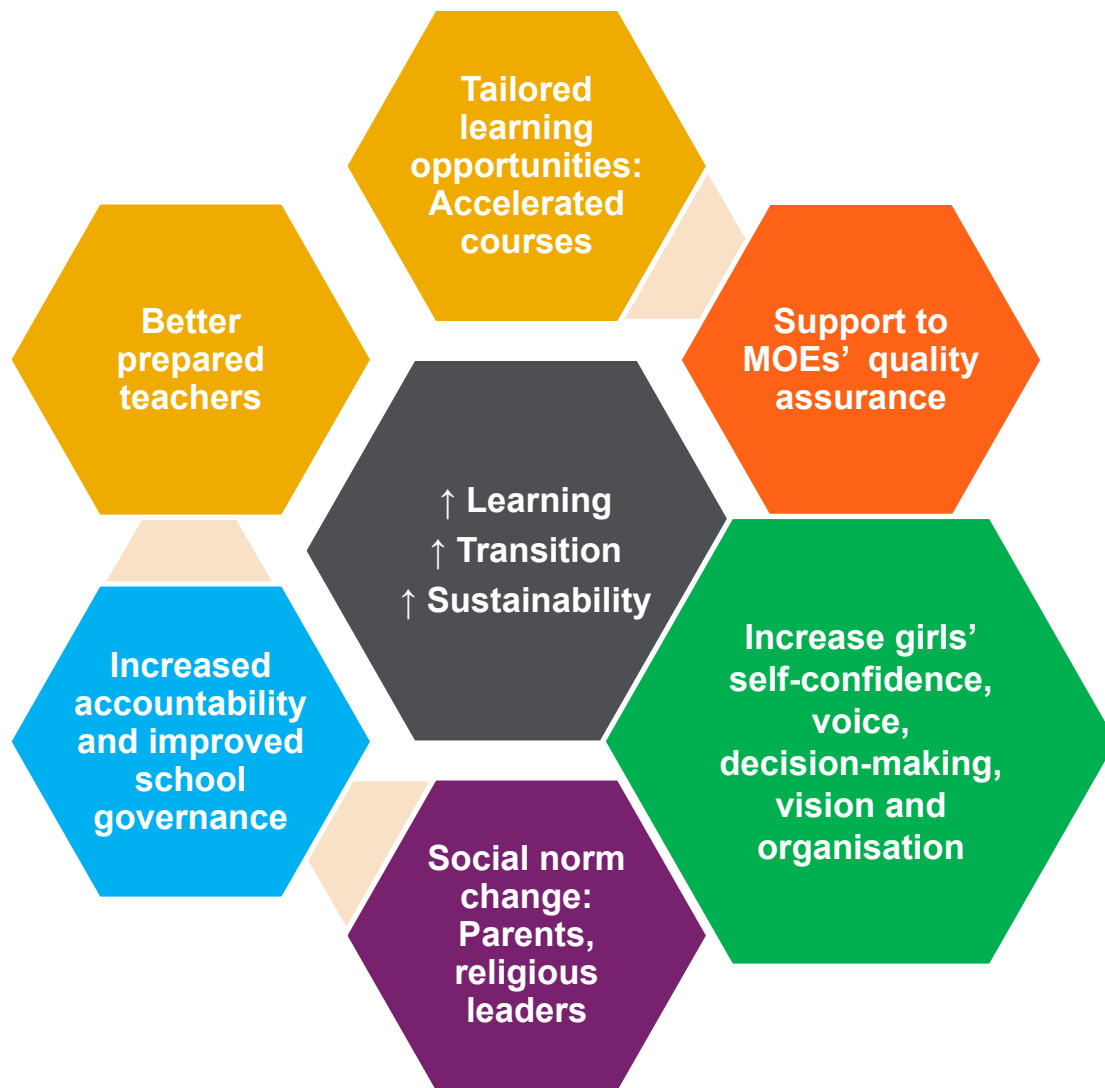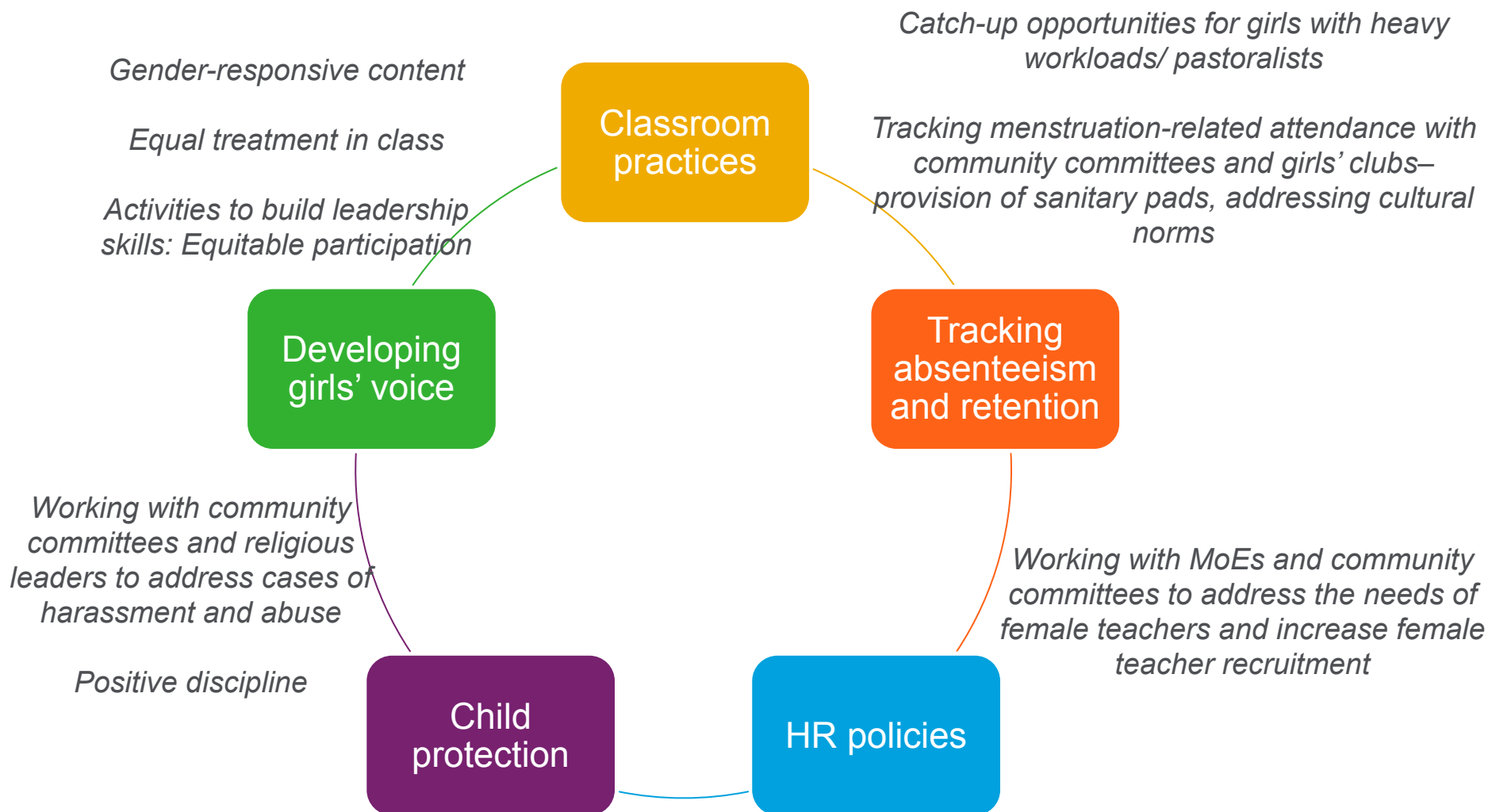

- Somaliland, Puntland & Galmudug

- Focus on rural and remote areas

- 199 schools

- 27,722 marginalised girls

- Quasi-experimental evaluation design

- Longitudinal tracking of girls

Gender-responsive teaching

Gender-responsive content

Equal treatment in class

Activities to build leadership skills: Equitable participation

Catch-up opportunities for girls with heavy workloads/ pastoralists

Tracking menstruation-related attendance with community committees and girls' clubs– provision of sanitary pads, addressing cultural norms

Classroom practices

Developing girls' voice

Tracking absenteeism and retention

Working with community committees and religious leaders to address cases of harassment and abuse

Positive discipline

Child protection

HR policies

Working with MoEs and community committees to address the needs of female teachers and increase female teacher recruitment

What does it mean, in practice?

System level

- Working with pre-service training providers to identify and address gendered practices in classroom management, content delivery and student tracking

- Supporting gender units to:
  - Develop gender-sensitive recruitment and management guidelines for teachers
  - Train teachers on addressing girls' needs and developing their agency
  - Work with community education committees, religious leaders and teachers on child protection
  - Embed a gender perspective in budgeting and planning

School level

- Content delivery: Relevance/ examples providing a counterpoint to traditional gender norms

- Addressing girls' needs: acknowledging the impact of lateness/ absenteeism (flexi-classes, catch-up opportunities)

- Classroom management: positive discipline, encouraging equal participation

- Exercises/ activities to build girls' self-confidence, voice and vision

- Addressing absenteeism and dropout: Improved recordkeeping, support to absent girls, work with community committees to support cases, building peer support

Girls'
Education
Challenge

What did teachers do?

- Use of formative assessments increased from 26% to 40% among the treatment teachers (while decreasing in the comparison group)

- 88% of the female students feel welcome in the classroom, compared to 77% at the baseline

- Proportion of treatment teachers providing encouraging feedback to girls increased from 55% to 66%, while remaining the same in the comparison group

Girls'
Education
Challenge

Developing girls' voice and self-confidence: Impact on reading skills acquisition

Reading comprehension, Grade 4
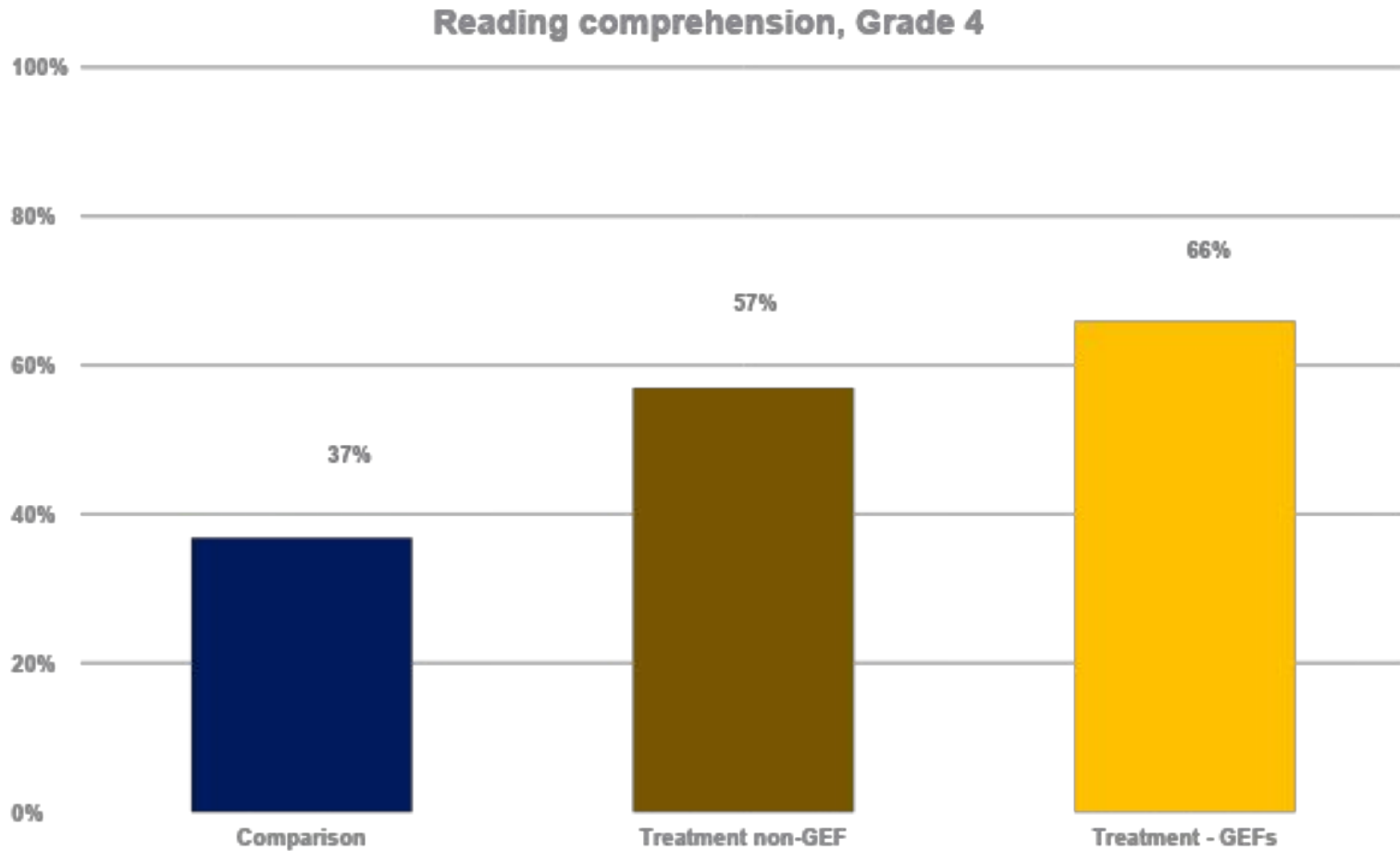
Impact on retention and promotion

- Treatment group girls' dropout rate 4% compared to 8% in the comparison group

- Participants of Girls' Empowerment Forums are 11 percentage points more likely to have positive transitions than comparison girls

Girls'
Education
Challenge

Khadija*, Grade 8

Now I have the courage to ask my teachers questions in class and also I can ask the teacher for clarification if something is not clear. If his answer doesn't satisfy me I could ask him/her to repeat again.

I'm also helping other students and my younger brothers/sisters with their school work. I have passion for Maths and Arabic. Even though many students find these subjects difficult, I'm confident that I will do well in my national exams next year. Some students who struggle with these subjects often come *(to me)* for help, even boys, and I'm inspired by that.

Girls' Education Challenge

2. Strategies for equal access and gender-responsive learning environments

✓ Equal Access

✓ Protection & well-being

✓ Facilities & services

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Equal Access : Barriers resulting directly from crisis & responses

Institutional
EG: Facilities & services compromised

Low attendance and high drop-out for adolescent girls

Work with WASH and local community to build male and female toilets for learners and teachers, handwashing facilities and MHM

Community
EG: Displacement

Disruption in education, increased distance to school, heightened insecurity prevent girls' and boys' access

Alternative delivery of education

Relational/ Individual
EG: SRGBV

Learners at risk of corporal punishment, sexual violence from teaching staff and peer, teachers at risk in and around school, learners experience high levels of bullying from peers

Integrate targeted strategies such as developing a code of conduct, within EiE programming. Develop a school safety plan and train school staff on available services.

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Equal Access : discriminatory social norms worsened by crisis (indirect barriers)

Opportunity costs

Increased poverty, boys education may be prioritized

Financial and in-kind support such as scholarships and cash transfers

Early Marriage

Girls may be at greater risk if out of school or during periods of instability as part of families' protection strategy or to lift economic burden

Community-led advocacy campaigns, outreach and sensitization through PTAs and SMCs;

Early/unintended pregnancies

Education systems may have policies or practices in place that discriminate against pregnant learners, or young mothers.

Ensure re-entry and continuation policies in place; promote non-formal education opportunities; promote school health and child care services; include comprehensive sexuality education into the curriculum.

Protection & wellbeing

- Risks to protection and well-being affects access and participation in education in different ways across different groups.

- Risks must be identified to ensure responses are equitable and appropriate.

- Preventing & responding to

- GBV: creating 'safe school' policies or through life skills training for teachers and learners.

- Access to services and managing referrals

Example of an official and unofficial referral pathway identified in an SRGBV study in Liberia[44]
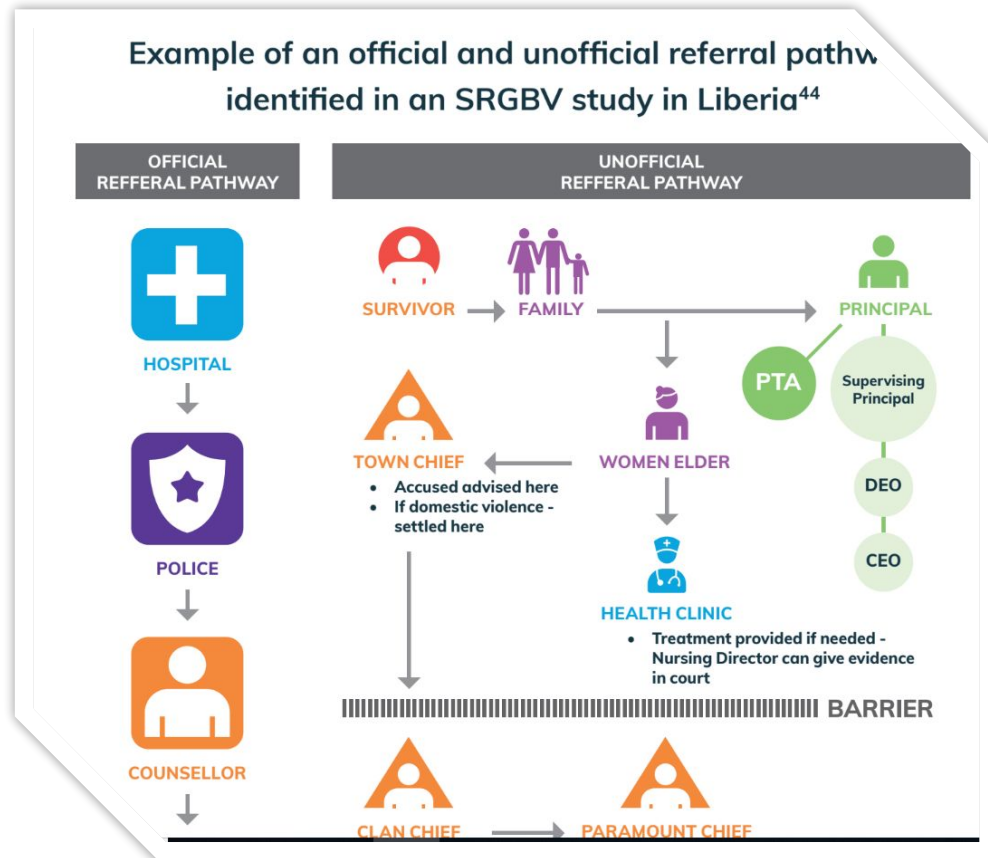
Facilities and Services

- Safely located separate toilets, clearly signed

- Private, indoor latch

- Clear signs on menstrual waste disposal

- Shelf & hook for hygienic storage

- Night time light source in and out

- Easily accessible water for washing

- Trash bins (with lids)

- Walls, door, roof non-transparent, no spaces, gaps

- Some units with disability access

An example of a female-friendly toilet[49]

3. Strategies for gender-responsive teaching & learning

✓ Curricula

✓ Gender-responsive instruction and learning process

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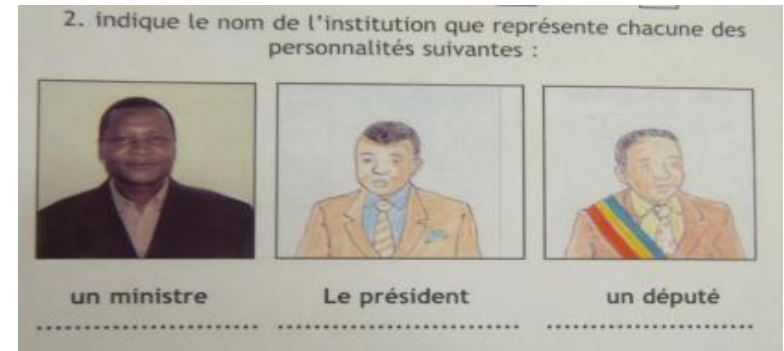
Curriculum through a gender lens

- Crisis can present the opportunity to redress negative gender norms and teach values of inclusion and gender equality.

- Improving curricula to make them more gender-responsive is one way of doing this.

- Formal review may not be feasible in an emergency context, but can build consensus for assessing the curriculum from a gender perspective and supporting teachers to make small changes for more inclusive and relevant curricula in emergencies.

Teaching & Learning materials

Curriculum content can contain bias and stereotypes, and represent and encourage girls, boys, women, and men to act in specific ways.

2. indique le nom de l'institution que représente chacune des personnalités suivantes :

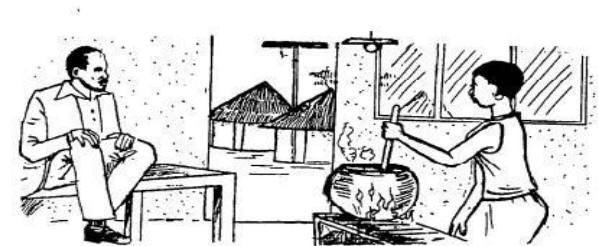un ministre   Le président   un député

How are male and female characters portrayed?
What adjectives used to describe them?

Can undertake an informal review of materials by asking gender-related questions.

Employ alternative strategies:

- Existing materials can be used for positive effect – encourage critical thinking

- Inviting local role models to class
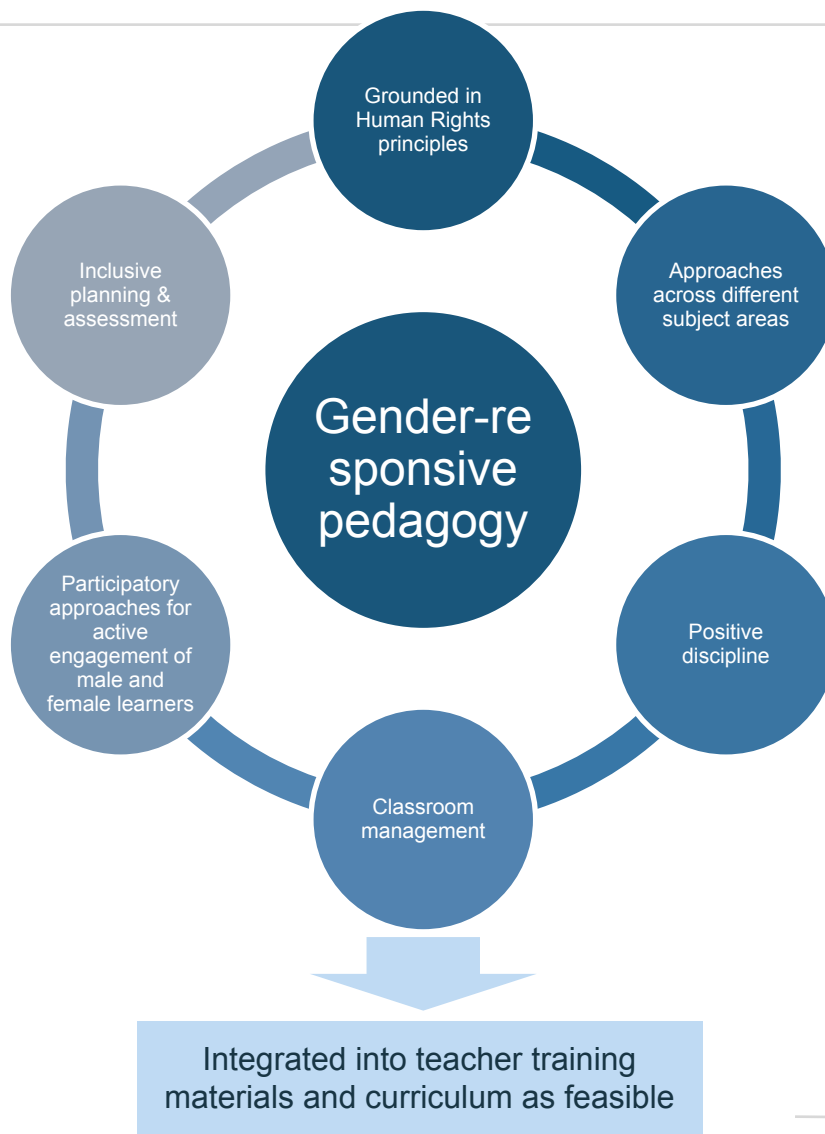
- Open-ended questions on the content

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4. Strategies for gender-responsive policies and support for teachers and other education personnel

✓ Recruitment & selection

✓ Conditions of work

✓ Teacher training, professional development and support

✓ Support & supervision

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Gender-responsive Teacher Training Content

Gender Responsive Pedagogy Teacher Training

Adaptation of the GRPTT manual to respond to the crisis in South Sudan in 2016

GRPTT in AMOR & SUCCESS

AMOR: "Apoio para Melhores Oportunidades para Raparigas"

SUCCESS: "Stop Unique Challenges Compromising (Girls') Education in South Sudan"

Gender responsive pedagogy teacher training

- Integrates gender equality into practical child-centered pedagogical training by **building teaching skills to avoid gender bias and to create understanding on how to address gender barriers to student participation**

- Designed to provide **practical ideas and solutions for teachers in low-resource environments** that face particular challenges, such as large class sizes and limited teaching and learning materials

- Designed by Plan International Canada in 2016

- Built on the Gender Responsive Pedagogy Model pioneered by the Forum for African Women Educationalists (FAWE)

Content of the GRPTT package

10-day GRPTT is organized in four modules

| Days 1 - 3	Days 4 - 7	Days 8 – 9	Day 10	Ongoing
Introduction & Gender Responsive Schools •Gender in our lives •Gender & education •Gender based violence at school •Gender responsive schools & teaching	**Learning & Teaching** •My classroom •How girls & boys learn •Practical skills for responding to learning needs of girls & boys equally •Practical skills for assessment & feedback	**Positive Discipline** •Classroom code of conduct •Why girls & boys misbehave •Punishment vs. discipline •Practical skills for positive discipline	**Support for Students & School** •Engaging mothers, fathers & community •Management support for gender responsive schools	**Reflection Circles** •Sharing teaching challenges & solving problems as a group •Sharing teaching resources •Developing joint lesson plans •Demonstrating and sharing model lessons •Developing common student assessments

Lesson planning & peer reflection

What is AMOR: "Apoio para Melhores Oportunidades para Raparigas"
Why was it needed

AMOR1 was a five year project launched in 2014, designed to support girls to:
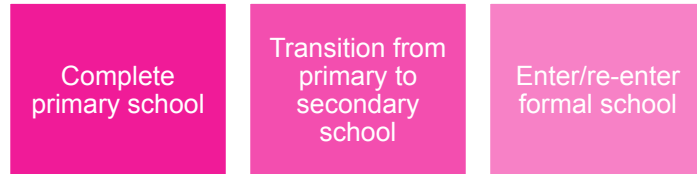
| Complete primary school | Transition from primary to secondary school | Enter/re-enter formal school |

Key Interventions:

- Learner Centered and Gender Responsive Teacher Training-GRPTT

- Construction of School Infrastructure;

- Distance Learning in Secondary Schools.

- Capacity Building of Stakeholders, (Government officials, School Management and Communities).

- Design and Development of Curriculum and Teaching Material.

1 AMOR was supported by Dubai Cares

Beneficiaries:
- **3,648** young girls
- **3,316** young boys
- **617** intermediaries (329F / 288M), including teachers, ZIP Coordinators, SMC members, school club facilitators and community-based tutors
- **Indirect beneficiary** reach of the project is estimated at **25,513** (14,925F /10,588M).

- **Ranks 129th** (of 144 countries) in gender equality in educational outcomes;

- **1.3 Million out of school children and adolescents in 2014, 59% girls**

- Lack of schools, inadequate classrooms, WASH facilities and teaching and learning materials;

- Lack of teacher training and support, especially in GE and child centred learning.

- **Harmful socio-cultural norms:**

  - **80% of girls** in primary school experienced some **form of violence; 39%** experienced some form of **sexual violence.**

  - **70% of girls** reported knowing that **some teachers use sexual favours as a condition for promotion between grades**

  - By **16 years of age, 22% of girls in Mozambique have given birth or had one or more pregnancies**.

What is SUCCESS: "Stop Unique Challenges Compromising (Girls') Education in South Sudan"
Why was it needed

SUCCESS2 was a four year project launched in 2014, designed to:

| Increased enrollment & retention of children, especially girls | Improve quality of primary education, responsive to the needs of children, especially girls | Improve, locally accountable community-based, gender-sensitive school management |

Key Interventions:

- Learner Centered and Gender Responsive Teacher Training-GRPTT

- Construction of School Infrastructure;

- Support over-age learners (esp. married children, young mothers & pregnant girls) enrol in ALP.

- Capacity Building of Stakeholders (Government officials, School Management and Communities).

2 SUCCESS was supported by Dubai Cares

Beneficiaries:
- **9,022** students (4,116 girls)
- **141 Teachers (51 Female)**
- **42 Government Officials (Including 6 Female)**
- **13,752 Community Members.**
- **Indirect beneficiary** reach of the project is estimated at **18,000**

- **2.2 million children and adolescents (over 70%) are out of school children and adolescents in 2018, 60% girls**

- Lack of schools, inadequate classrooms, WASH facilities and teaching and learning materials;

- Lack of teacher training and support, especially in GE and child centred learning.

- **Harmful socio-cultural norms:**

  - The chance of completing the eight year primary cycle was **30% for boys and a mere 17% for girls** at the start of the project.

  - Less than **10% of girls actually finish their primary education largely due to child marriage.**

  - **Lack of Female Teachers (Only 12% of Primary and Secondary School Teachers are Female).**

  - **Gender Segregation** is a cultural norm.

Teacher training in emergency contexts

- The GRPTT was adapted for emergency contexts when violence broke out in South Sudan in July 2016.

- In May 2017, 67 teachers from schools in South Sudan's conflict-affected Yei town were trained in the adapted GRPTT package.

- Teachers had more time to take part in training, as they did not have a full teaching schedule or at-capacity classes.

- This was a unique opportunity to provide training during the academic year in order to support teachers' capacity development so that they can respond to the needs of their students as well as improve their teaching, which is a sustainable investment that paves the way for development interventions.

Examples of practical adaptations made:

- Shortened session length
- Adapted discussion questions to speak to crisis settings
  - For example, within the "Intro to Gender Session"…
- Q: How do boys and girls, or men and women, experience conflict differently? *For example, do girls become even more vulnerable to sexual violence? Perhaps women and girls are viewed as powerless victims, while boys and men are viewed as perpetrators?*

- Discussed challenges and practical solutions with lesson planning during the emergency context:
  - Challenge: feeling personally affected by the conflict (stressed, distracted, etc.)
  - Solution: Keeping lesson plans simple—focusing on the big question "what do students need to know"

Adaptation to GRPTT for EiE in SUCCESS Sudan

Introduction & Gender-responsive schools

- Importance of education in conflict
- How do girls, boys, women and men experience conflict differently?
- How do power dynamics alter during conflict
- How do daily routines of students change during conflict
- How is SRGBV / GBV exacerbated during Conflict

Learning & Teaching

- Dealing with the challenges of lesson planning in the current emergency context
- Impact of conflict on how girls and boys learn. (Hunger, missed school, psycho social impact, etc)
- Cooperative learning and large class sizes.
- Importance of remedial teaching
- Sharing lesson plans with other teachers to decrease workload
- Focusing on simple lesson plans and the "big ideas"

Positive Discipline

- How stress and trauma is exacerbated through negative discipline methods.
- In times of conflict children require positive reinforcement and discipline more than ever.
- Altering classroom rules to adapt to conflict situation.

Support for students & school

- Unmet needs of children during times of conflict.
- Increased need for Psycho social support for students and teachers.
- Children may require more specialized psychosocial support services. If support services are available, teachers should be made aware of them to refer children
- If no services are available, the SMC and/ or community leaders may be able to offer guidance.

Thank you!

5. Strategies for gender-responsive education policy

✓ Law and policy formulation

✓ Planning and implementation

✓ Financing for EiE

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Strategies for gender-responsive education policy

- Can involve targeted or mainstreamed approaches

- Conflict/crisis presents the opportunity to use existing tools such as a Humanitarian, Refugee or Joint Response Plan for gender-appropriate responses

- Influence gender considerations in the development of emergency, transitional and preparedness education plans

- Advancing work at the humanitarian-development nexus

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Gender-responsive education plans

Uptake of the INEE Guidance Note on Gender

- INEE Guidance Note already being actively used in the field

- Plans to support tailored orientation sessions on the use of the Guide from field project level to senior management through development of a 'Facilitator's Guide'

- Your feedback? Strategies to promote awareness and use of the Guide more broadly:

  - More detailed webinars on each section?
  - Comprehensive training?
  - Online training?

Questions & Answers

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The following Questions were asked during the webinar, but not answered at the time. Answers were provided by presenters after the webinar.

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[For all presenters] What is the procedure of ensuring functional community engagement through film and radio?

[From WUSC] We worked closely with our film and radio partners to design content that was relevant to the community. Using a series of gender analysis conversations as our evidence, we highlighted a few issues that we thought were the highest priority for the films. These were recorded with our partner, FilmAid (who hires refugee filmmakers from the communities we work in!), and are subsequently translated into multiple languages. Facilitators from FilmAid are given training to help them conduct discussions after the screenings of films. On the radio side of things, we gave general guidance on the topics, but the beauty of radio is that it can be adapted in real-time to conversations that people want to have! We quickly found that we weren't getting as much engagement on the interactive radio programs as we wanted from women, so we started to facilitate listening groups and encouraging people to participate. With both types of engagement, the key is to base your content on issues identified by the community, and to be responsive and adaptable based on how the programs are being received.

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[For all presenters] Gender responsive includes also men and boys engagement. Can you share how men and boys are included in the programs?

The engagement of men and boys is key to any holistic gender equality strategy and approach to programming. Both male and female teachers are trained on the GRPTT manual, and in South Sudan the majority of teachers are male teachers as there is a limited number of female teachers. And during the first module of the GRPTT training is an opportunity for male and females to reflect on their own gender biases. Further, both boys and girls benefit from a gender-responsive learning environment which is discussed thoroughly throughout the GRPTT manual.

[For Stephanie, WUSC] Can you describe the M&E tools that you used to measure the changes you described?

The results that I presented come directly from an External Evaluation undertaken by an evaluation firm (C.A.C. International) as part of our Girls' Education Challenge (GEC)-funded initiative. The results presented today were all from the Midline Evaluation. The methodology for the evaluation is rigorously reviewed and validated by GEC and includes large-scale household surveys, focus groups, key informant interviews, review of project records, and in-school testing.

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[For Stephanie, WUSC] Do you have any learning outcome/education access related result for the project?

At our Midline Evaluation, the external evaluators assessed a 16.1 point improvement in literacy outcomes and a 5.3 point improvement in numeracy outcomes. These improvements were based on in-school testing according to a modified Early Grade Reading Assessment and Early Grade Math Assessment methodology.

[For Stephanie, WUSC] Is there a specific rate of retention after the program? Has that rate improved?

At the baseline for the second phase of KEEP II, when we had been working in the community for 4 years, our transition rate was 89%. This rate held at midline, with 89% transition. (Again, these figures are from the Midline Evaluation)

[For Stephanie, WUSC] How can we be sure that the measures and the results can be applied all around the world? not only in a specific area?

While I strongly believe that we should learn from best practices from other stakeholders and organizations in this space, I also feel that community engagement is not something that can be "scaled-up" or perfectly replicated. Another organization might find it useful to test some of the same approaches that WUSC is using (such as training Community Mobilizers on specific techniques for engagement of men and boys, for example), but the reality is that socio-cultural contexts are so nuanced and specific that the content of the messaging will be wildly different from place to place. We have started to achieve more success through highly locally specific engagement messaging. In short; "basic principles" might be scalable, but the whole approach is probably not!

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[For Stephanie, WUSC] who took up the chores when the girls stopped?

Excellent question! I'm not sure that we have a complete picture of this, as the Midline Evaluation did not ask follow-up questions related to how the chore burden has shifted- although we are trying to capture this data qualitatively in follow-ups. Our community engagement messaging has strongly focused on sharing the chore burden more evenly throughout the household, with male parents, male siblings, and younger children taking a larger role in chores (as opposed to, for example, the oldest girls in the family doing all the chores which is a common practice).

[For Lotte, CARE] How can gender equality be highlighted across subject sessions?

Regardless if classes/ sessions are on different subjects, we observe if teachers are calling equally on girls and boys; asking questions of similar difficulty level to girls and boys; engage girls and boys equally in activities; respond questions and seek to support struggling students equally, regardless of gender (and of background - sometimes, exclusion of subgroups is an additional layer intersecting with gender exclusion); allow girls and boys to use the classroom; provide materials equally to girls and boys; and even arrange the classroom in a manner that allows girls and boys to engage equally in class.

[For Lotte, CARE] While there are sessions of these subjects [geometry, geography, history, etc.], how can I see gender equality happen?

Regardless if classes/ sessions are on different subjects, we observe if teachers are calling equally on girls and boys; asking questions of similar difficulty level to girls and boys; engage girls and boys equally in activities; respond questions and seek to support struggling students equally, regardless of gender (and of background - sometimes, exclusion of subgroups is an additional layer intersecting with gender exclusion); allow girls and boys to use the classroom; provide materials equally to girls and boys; and even arrange the classroom in a manner that allows girls and boys to engage equally in class.

[For Lotte, CARE] Can you explain more about the instruments used to measure, specifically the formative assessment and developing of the girls' voice?

Formative assessments are checked by staff as part of a fidelity of implementation protocol; girls' voice, self-confidence, vision, decision-making are assessed using the Youth Leadership Index, a CARE tool.

[For Lotte, CARE] In terms of changing social norms, particularly among religious leaders, can you explain these changes and how they are correlated to educational experiences of girls?

Changing social and gender norms among religious leaders had a particular impact on access and retention. It was one of the most impactful components for access, and also resulted in additional community support to formal schools.

[For Emilie, UNGEI] Could you develop more on "evidence based"?

The evidence-base on gender-responsive EiE remains scarce. At the same time, there is a range of emerging promising practice on the issue. Applying gender-responsive M&E approaches to collect data and feed into policy and programming can build on such promising approaches to advance present and future transformative EiE programming. Experience has shown that low-cost, simple and straightforward data collection techniques can be successfully and ethically used to conduct rigorous research and evaluations - even in the most challenging contexts. The INEE Guidance Note on Gender provides further elaboration of some examples on this. It is also worth noting that UNGEI in collaboration with ECW are in the process of developing a Core Resource Package on Gender and EiE which will include a compendium of tools to support gender responsive EiE across all phases of the Humanitarian Programme Cycle and a specific tool on Evaluation will be included. This is due to be released in 2020.

[For Erica, Plan Canada] I'd love to know more about the practical skills for positive discipline included in the GRPTT training sessions.

Two of the strategies were loosening up the rules on being on time and not penalising students for absenteeism by segregating them to the back of the class etc and to encourage more group work.

[For Erica, Plan Canada] Are you able to say more on how you alter classroom rules to adapt to conflict situations?

Practical skills for positive discipline would include working with the students to understand some of the reasons for non compliance with expectations of behaviour and how the teacher can help facilitate a better response. Also training teachers to identify which disciplinary issues emerge as a result of conflict and then ensuring that strategies are put into effect that ensure that the child gets appropriate support.