



**EDUCATION  
CANNOT  
WAIT**

# **DELIVERING ON OUR AMBITION TO ADVANCE GENDER EQUALITY AND EMPOWERMENT OF WOMEN AND GIRLS**

**An Implementation Guide for Secretariat Staff  
and FER and MYRP Grantees**

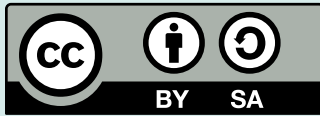


## ABOUT THIS PUBLICATION

The development of this ECW implementation guide has been a truly collaborative effort. Consultations were held with ECW Secretariat staff, ECW Gender Reference Group members and external stakeholders (such as the INEE, the Global Education Cluster, UNHCR, UNICEF, the Global Partnership to End Child Marriage, the Global Inter-agency GBV Guidelines Coordination, the Pakistan Alliance for Girls' Education, the Accountability for Gender Equality in Education Project, the Youth4EiEGlobal Youth Panel, and Equal Measures 2030).

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## ABOUT EDUCATION CANNOT WAIT (ECW)

Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced, and other crisis-affected girls and boys so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth.

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Cover photo: © UNICEF/Eyerusalem Yitna Tekaligne  
Conflict forced Bchiote, 20, and her siblings to flee Congo when she was a young girl. Today, she is benefiting from an ECW-supported Building Self Reliance Programme in Ethiopia that ensures children and adolescents have the tools and support to achieve their dreams.

Design and Layout: Svenja Greenwood

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# Abbreviations

<b>AF</b>	Acceleration facility
<b>CEDAW</b>	Committee on the Elimination of Discrimination against Women
<b>CRC</b>	Committee on the Rights of the Child
<b>CSE</b>	Comprehensive Sexuality Education
<b>CSG</b>	Child Safeguarding
<b>ECW</b>	Education Cannot Wait
<b>EiEPC</b>	Education in Emergencies and Protracted Crisis
<b>ExCom</b>	Executive Committee
<b>FER</b>	First Emergency Response
<b>GEEWG</b>	Gender Equality and Empowerment of Women and Girls
<b>GLO</b>	Gender Lead Organization
<b>GBViE</b>	Gender Based Violence in Emergencies
<b>GRG</b>	Gender Reference Group
<b>IASC</b>	Inter-Agency Standing Committee
<b>INEE</b>	Inter-agency Network for Education in Emergencies
<b>LWGOs</b>	Local Women and Girls Organizations
<b>LWOs</b>	Local Women Organizations
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>MYRP</b>	Multi-Year Resilience Programme
<b>PSEA</b>	Protection from Sexual Exploitation and Abuse
<b>SDG</b>	Sustainable Development Goals
<b>SEL</b>	Socio-emotional learning
<b>SRHR</b>	Sexual and Reproductive Health and Rights
<b>SRGBV</b>	School Related Gender Based Violence
<b>UN</b>	United Nations





## 1.

# RATIONALE AND ISSUES

### 1.1.

## The Context: Gender in EiEPC

Globally, an estimated 222 million school-aged children are affected by crises and in need of educational support<sup>1</sup>. 78 million children (54 per cent of which are girls) are out of school, and close to 120 million are in school but not achieving minimum proficiency in mathematics or reading (ECW, 2022). In fact, just one in ten crisis-impacted children attending primary or secondary education is actually achieving these minimum standards.

Girls' learning outcomes are behind those of boys in crisis-affected communities (INEE, 2021). Based on current trends, girls will not reach 100% lower secondary completion in crisis-affected countries until at least 2063 (INEE, 2021). Only a quarter (26%) of the poorest girls living in crisis affected countries complete lower secondary education (INEE, 2021). School-related gender-based violence (SRGBV) is a critical factor in adolescent girls dropping out of school (Plan

▲ Samira and her classmate Nasra pose in front of their school. Samira aspires to become a professor in the future. Thanks to ECW support in response to the drought in Somalia, the two girls are both able to continue their education.

1 ECW Strategic Plan 2023-2026

International, 2020). Increased SRGBV in humanitarian and crisis settings is often caused by erosion of standard protection mechanisms, existence of fewer supervisory staff, teachers taking advantage of their position of authority, proximity to armed forces, overcrowded camps and separation from family members (UNGEI, 2020 and IASC 2015).

Gender-based discrimination intersects with other forms of discrimination based on age, disabilities, geography, ethnicity, faith, sexual orientation, displacement and statelessness. Nine out of ten children with disabilities in developing countries are excluded from formal education, and the majority of them are girls. Enrolment rates for girls living in forced displacement are far below national rates, and gender gaps in access, particularly at the secondary level, are larger for girls living in forced displacement than for nondisplaced children in crisis-affected countries (INEE, 2021).

During environmental disasters, and the ensuing resource scarcity that follows, women and children have mortality rates 14 times higher than men's (INEE, 2020). At least 200 million adolescent girls living in the poorest communities face heightened risks from the effects of climate change. Although research highlights an impact on all children, there is

a disproportionate impact on girls as barriers to their education are exacerbated by the effects of climate change and environmental degradation, which can have long-lasting negative consequences such as reduced school attendance and school dropout, as well as increasing the risk of child marriage (Malala Fund, 2021).

The COVID-19 pandemic has brought on a global learning crisis resulting in 1.6 billion out-of-school children at the height of school closures. Yet, the children and adolescents affected by social exclusion and discrimination, and especially girls living in crisis situations, have been hit the hardest. Today, an estimated 20 million girls, particularly adolescent girls, may never return to school. These girls are at heightened risk of child marriage, female genital mutilation, adolescent pregnancy and gender-based violence – all of which have devastating impacts on girls' safety, wellbeing and empowerment to reach their full potential.

ECW acknowledges G7 leaders' commitment to support at least 12 years of quality education and skills training for girl children, adolescent girls and women in fragile, crisis and conflict-affected situations. In particular, through the Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and



👉 Teachers from Bongilo Primary School, located in Palorinya Refugee Settlement, ride their new bicycles – distributed thanks to funding from ECW. The bicycles aid teacher movement and support home learning in far away places in Uganda.

© Windle International Uganda/Dionne Kanjogera



Women in Developing Countries, adopted in 2018, the launch of the Gender at the Centre Initiative, which commits donors to support national governments in putting gender at the center of education-sector planning in 2020, and the recent Declaration on girls' education: recovering from COVID-19 and unlocking agenda 2030, launched during the G7 Foreign and Development Ministerial in May 2021 and reaffirming G7 leaders' commitment to 12 years of safe and quality education for all children and especially for girls and women, with the objective of getting 40 million more girls into school and 20 million more reading by the age of ten in low- and lower-middle income countries by 2026. In May 2022, the G7 leaders committed to contributing to more resilient, inclusive, gender transformative education systems in partnership with a range of actors, including ECW. Further to the Transforming Education Summit (2022), ECW is committed to support the fulfillment of the Youth Declaration and Call to Action to Advance Gender Equality and Empowerment of Women and Girls in and Through Education.

▼ After years of conflict, displacement and hardship, Kawthar, 16, questioned if she would ever have a better future. Thanks to an ECW-supported back-to-learning campaign, she was finally able to take the first step towards making her dream of attending school and becoming a fashion designer a reality. "I could not stop smiling. I knew then that my dream could become a reality."



© UNICEF/Delil Souleiman

## 1.2

# ECW's Performance and Achievements on Gender Equality and Empowerment of Women and Girls to Date

Since its creation, ECW has prioritized gender equality and empowerment of women and girls and sought to ensure that the specific needs of girls and boys were systematically pursued throughout ECW's work and are at the forefront of its investments and advocacy efforts.

Since ECW's inception, 95% of ECW-supported programmes have shown improvement in terms of equal access for girls and boys to education in crisis-affected communities, achieving gender parity in First Emergency Response (FER) and Multi-Year Resilience (MYR) programmes. For instance, the *Evaluation of ECW FER Modality (2020)* and the *Evaluation of the ECW MYRP Modality (2021)* have highlighted that attention to gender issues is a common thread across FERs and that ECW's evolving, more strategic approach with respect to MYRPs has seen improvement in gender equality over the MYRP generations. The *Annual Results Report (2020)* reports also that MYRPs have achieved gender parity, with girls representing 50% of reached children<sup>2</sup>, and the *Annual Results Report (2021)* states that ECW made significant progress in reporting on gender equality and equity including by strengthening its standard indicator library, encouraging all new programmes to adopt gender and inclusion indicators, and setting up monitoring and evaluation tools to measure progress towards gender equality and equity.<sup>3</sup>

<sup>2</sup> According to the report, in 2020, ECW reached 51% girls through its COVID-19 interventions despite the heightened risks of girls dropping out.  
<sup>3</sup> According to the report, 71% of MYRPs developed in 2021 included a focus in their results frameworks on changing the social norms, attitudes and behaviors reinforcing gender inequality.

In the last strategic period, ECW has produced and widely disseminated knowledge products on gender equality and the empowerment of women and girls (GEEWG) in EiEPC, this entails:

- Gender-specific guidance on targeting of girls in ECW-supported investments
- Meaningful engagement of local women and girls' organizations (LWGOs)
- Integration of GBV Risk Mitigation Measures in ECW-supported investments
- EiE-GenKit, a core resource package on gender in education in emergencies tailored specifically to the needs of education practitioners, developed jointly with INEE and UNICEF and its Learning and Advocacy brief on staff capacity building on gender equality with the EiE-GenKit following the piloting in South Sudan and Uganda MYRPs led by Plan UK and Canada.
- The call to action to EmpowerHer brief, which sheds light on and articulates the urgency to advance gender equality for girls and boys left furthest behind in crises in order to reach both our financing and programmatic goals.

Furthermore, a *Policy and Accountability Framework* on Disability Inclusion, which seeks to guide the systematization of ECW's work on disability inclusion in both its programmes and operations to ensure that ECW reaches 10% of children with disabilities across its investment portfolio with access to inclusive and gender equitable education in a safe and protected environment, was developed.

The Gender Lead Organization (GLO) function was launched across all MYRPs to address accountability gaps in gender capacity strengthening in MYRP country teams.

ECW became a member of The [Call to Action on Protection from Gender-Based Violence in Emergencies](#). Under the current leadership of the Government of Denmark, ECW made several commitments to ensure GBV risk mitigation is integrated into all its investments and LWGOs are systematically engaged in the design and implementation of investments.

In order to strengthen gender integration in coordinated education planning and response in emergencies and protracted crisis, ECW supported the deployment of a full-time senior gender/GBV expert to support the Global Education Cluster and cluster countries.

Looking ahead, with the concrete commitments and priorities outlined in its Strategic Plan 2023-2026, and Gender Policy and Accountability Framework 2023-2026, ECW seeks to advance gender equality and empowerment of women and girls in and through education in emergencies and protracted crisis through three key objectives: (i) a programming approach that aspires to move away from a gender-parity approach and support EiEPC actors to deliver more gender-equitable results through gender-responsive FERs and gender-transformative MYRPs, (ii) a partnership approach that aims to foster partnerships and alliances with a wide range of stakeholders to address bottlenecks in the field of gender equality in and through education emergencies and protracted crisis, leveraging the Acceleration Facility investment window, and finally, (iii) ensure ECW is committed to being a gender-transformative organization that invests the appropriate resources to develop the capacity of its own staff across levels and areas of work as well as in organizational processes to track and measure progress for better accountability to our commitments.



Since ECW's inception, 95% of ECW-supported programmes have shown improvement in terms of equal access for girls and boys to education in crisis-affected communities, achieving gender parity in First Emergency Response (FER) and Multi-Year Resilience (MYR) programmes."



© ECW/Nahom Tesfaye

## 2.

# ABOUT THE GENDER IMPLEMENTATION GUIDE FOR FERS AND MYRPS 2023-2026

▲ Thanks to an ECW-supported Speed School Programme in Ethiopia, Roho and other out-of-school girls and boys are able to access accelerated learning support – catching up on years of lost learning and allowing them to transition back into formal education.

### 2.1

## Scope of the Gender Implementation Guide:

The Gender Implementation Guide aims to unpack the gender commitments made in the Strategic Plan 2023-2026 and the Gender Policy and Accountability Framework 2023-2026. It is a strategic document for ECW Secretariat staff and FER and MYRP partners (including penholders, grantees, country teams...).



## What the Implementation Guide is not:

- ✗ It is not a Policy
- ✗ It does not provide an accountability framework
- ✗ It does not provide granular guidance on the lifecycle of ECW-supported investments
- ✗ It is not a global public good on GEEWG in and through EiEPC programming

The Gender Operational Plan builds on existing ECW and sector-wide resources to clearly articulate the ECW ambitions set out in the Strategic Plan 2023-2026 and the Gender Policy and Accountability Framework 2023-2026 to deliver on the three objectives set out in the Policy, namely programming, partnerships, and organizational fitness.

The Gender Operational Plan provides concrete strategies and actions for ECW personnel and grantees to ensure meaningful integration of GEEWG following a twin-track approach for gender mainstreaming and gender-targeted interventions in all investments for short-term investments (12-months FERS) that are at minimum gender responsive, and longer-term investments (3-year MYRPs) that strive to be gender transformative.

Some of these actions are required, while other operations are discretionary and should provide a

starting point for ECW staff and partners to consider as a common good practice in advancing GEEWG in EiEPC. Several strategies can also be adapted to suit specific country context, type of crisis, scale and financing modalities, as well as the capacity of grantees.

ECW acknowledges that this Gender Operational Plan is an evolving document and will be updated to represent emerging best practices on GEEWG in EiEPC. ECW staff and partners should carefully review this Gender Operational Plan and determine nuanced ways of selecting appropriate strategies, defining concrete partnerships, choosing exact indicators, allocating sufficient budgets, and crafting outcomes related to GEEWG for each specific country-context and type of crisis. To this extent, ECW staff and partners are encouraged to consult with ECW's Gender Manager for additional operational guidance and to consult the upcoming MYRP manual.



© Save the Children/Daphnée Cook

“When I grow up, I want to work at an NGO.” ECW investments are ensuring that girls like Janat Ara can realize their dreams by being able to access a quality education at learning centers set up in the world’s largest refugee camp in Bangladesh.



© ECW/Tchameni

**3.**

## **COMMITMENTS FOR GENDER-EQUITABLE PROGRAMMING IN CRISIS- AFFECTED COUNTRIES**

▲ ECW investments in the Central African Republic are increasing access to safe, quality education for girls and boys impacted by ongoing violence and crisis in the country.



ECW strives to utilize gender transformative approaches whenever possible across MYRPs.”



In the [Strategic Plan 2023-2026](#), ECW made the following commitments to support crisis-affected countries:



Deliver quality, inclusive, and safe gender-responsive programmes in emergency settings through FERs;



In protracted crises, support a greater focus on gender-transformative education through MYRPs, depending on context, resources, and capacities;



Strengthen multisectoral approaches to shift deeply entrenched gender barriers and intersectional discrimination and to support cross-sectoral shared outcomes;



Locally driven intersectional gender analysis and meaningful engagement of in-country gender expertise that informs programme design and delivery;



A minimum resource allocation for gender targeted interventions in all investments in line with the UN sector-wide approach 2.0;



Partnership with LWGOs in the implementation of investments;



All MYRPs supported by a Gender Lead Organization at the design and implementation phase for sustainable capacity strengthening and accountability;



Gender-based violence risk mitigation measures systematically costed and measured in all investments, including explicit work to prevent and respond to all forms of violence in and around schools;



Enhanced reporting system, new key performance indicators on quality, inclusive, safe, gender-responsive, and transformative EiEPC as well as gender indicators that measure gender equality and change (and not only gender parity in access, participation, and completion of pre-primary, primary, and secondary educational levels).



### **GENDER RESPONSIVE:**

When the different needs, abilities, barriers and opportunities of all stakeholders – including girls, boys, women, men and people who identify as non-binary - are identified, considered and accounted for.

ECW believes all our investments should be gender responsive as a minimum standard. This particularly applies to FERs.



### **GENDER TRANSFORMATIVE:**

When we work with key stakeholders to identify, address, and positively transform the root causes of gender inequality and empower disadvantaged groups.

ECW strives to utilize gender transformative approaches whenever possible across MYRPs.

In the [Gender Policy and Accountability Framework 2023-2026](#), ECW committed to the following guiding principles:

- ✓ A **human rights-based** approach guided by human rights principles.
- ✓ A **feminist approach** that goes beyond targeting women and girls and parity in access and participation to address the root causes of gender inequality to transform unequal power relations and ensure the full and meaningful participation of women and girls to ensure they are in the driver's seat
- ✓ An **intersectional approach** that analyzes and addresses the interaction of different dimensions of discrimination (e.g., gender, disability, refugee status, displacement status, sexual orientation and gender identity, age, and stage-including supporting the early years and secondary school) in all ECW-supported investments.
- ✓ An **inclusive and non-binary** understanding of gender that recognizes different gender identities.
- ✓ A commitment to a **gender-equitable holistic learning approach** that addresses the academic, emotional, ethical, intellectual, physical, and social needs of learners in all their diversity.
- ✓ **Locally-driven gender capacity strengthening of EIE actors** in all ECW-supported investments.
- ✓ **Twin-track approach** to gender mainstreaming and gender-targeted interventions that are costed and measured in all investments.
- ✓ A **gender-transformative approach**, where possible, that addresses the root causes of gender inequality and exclusion, transforms harmful social and gender norms, and shifts unequal power relations by working with a variety of actors across various sectors to address structural inequalities and discrimination, etc.
- ✓ A **multisectoral approach** that seeks broad alliances and engages in agenda-setting through partnerships with a wide range of stakeholders at country and global levels
- ✓ Meaningful collaboration with local actors **including local women and girls' organizations (LWGOs) and feminist youth advocates.**
- ✓ A commitment to the **Do No Harm** principle and Child safeguarding and PSEA
- ✓ A commitment to systematically integrate **GBV risk mitigation measures** in line with IASC GBV Guidelines 2015 and the ECW Commitments made to the multistakeholder [Call to Action on Protection from GBV in emergencies](#).
- ✓ Meaningful **engagement of men and boys** to promote gender equality
- ✓ Ensure **accountability to affected populations** and **accountability across the ECW Secretariat** on achieving the gender results outlined in the Policy.

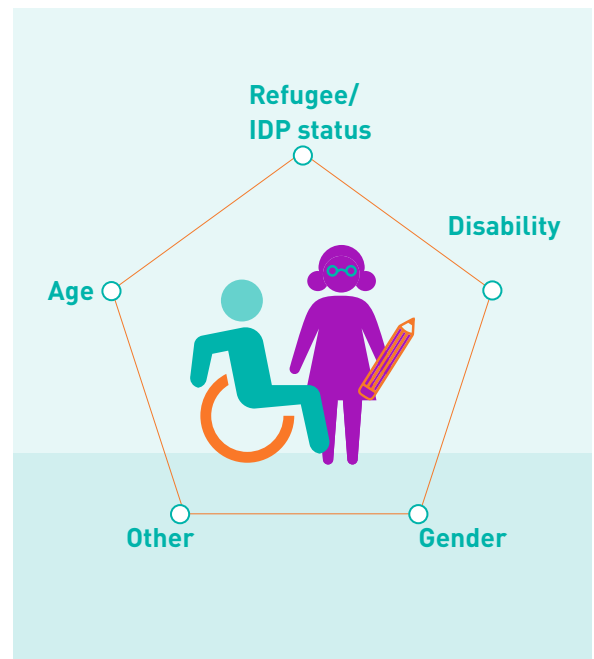
## Key Concepts: Intersectionality, Gender Continuum, Women and Girls' Empowerment, and GBV Risk Mitigation



### Intersectionality

Gender-based discrimination is **inextricably linked with other factors that affect women and girls, such as race, disability, ethnicity, religion or belief, health, status, age, class, caste, and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect girls and women belonging to such groups to a different degree or in different ways to boys and men.**

**Thinking intersectionally means seeing people's entire identities and the range of barriers they experience** and to analyze and respond to how the intersection of characteristics and identities contribute to unique experiences of discrimination.



▼ **Uwase and Joseline sit and talk about their experience in the ECW-supported Child Rights Club and how it has changed their lives. It has taught them the importance of girls' education and motivated them to stay in school and continue learning in Uganda.**





## The Gender Continuum

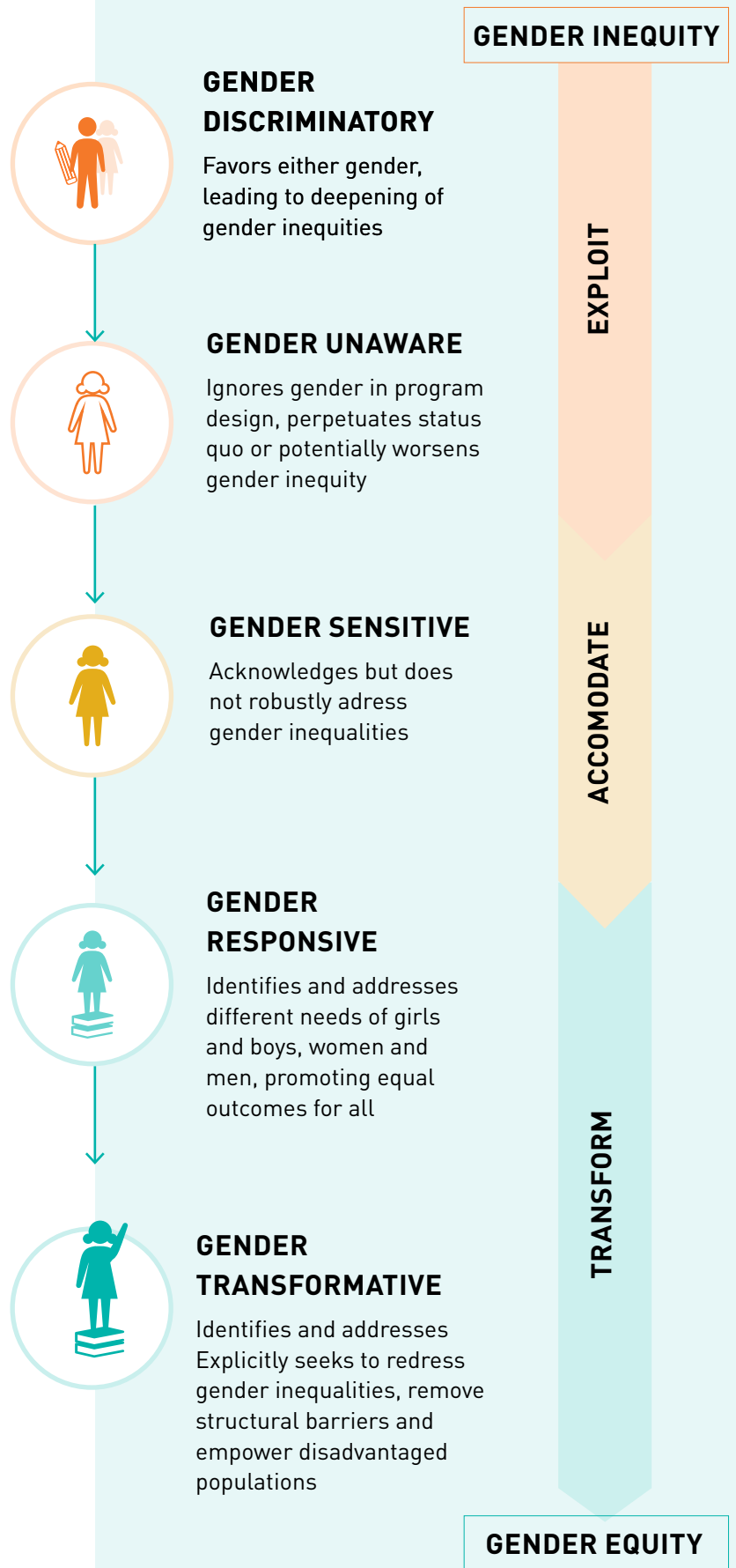
The gender continuum is a useful tool to measure to which extent ECW-supported investments, particularly FERs and MYRPs, address gender dimensions and promote gender equality in their design and implementation.

ECW is committed to support gender equitable investments, meaning **gender discriminatory and gender unaware interventions will not be supported by ECW.**

ECW intends to move away from gender sensitive interventions that acknowledge gender inequalities, but do not address them systematically in the intervention strategies.

Moving forward, **ECW aims to support interventions that will be at minimum gender-responsive in all its FERs to identify and address the different needs of all genders (girls, boys, women, men, and other gender diverse individuals) to promote equal outcomes whilst MYRPs will explicitly seek to redress gender inequalities and empower the disadvantaged population. All MYRPs will aim to be gender-transformative.**

FIGURE 1. THE GENDER CONTINUUM





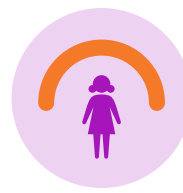
## Women and Adolescent Girls' Empowerment:

*"Personal journey during which an adolescent girl or a woman (female teacher) through increased assets and critical awareness develops a clear and evolving understanding of themselves, their rights and opportunities in the world around them, and through increased agency, and voice and participation, have the power to make personal and public choices and act on these choices for the improvement of their lives and their world."*

*Technical Note on Adolescent Empowerment, UNICEF*

**ECW has a target of at least 20% adolescents in secondary level, of which 60% girls.**

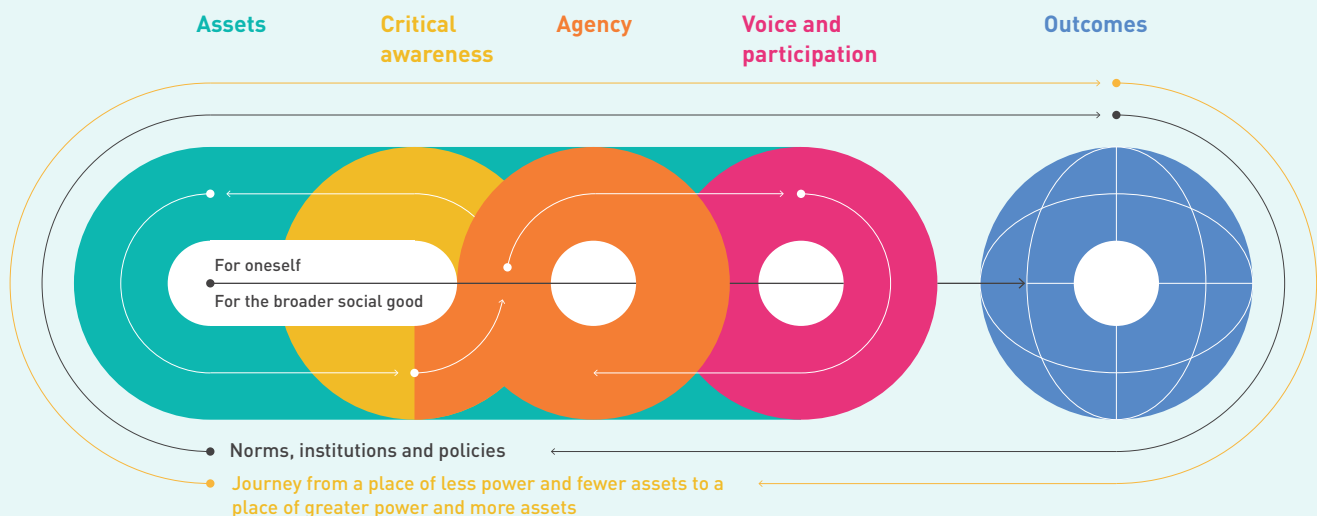
FER and MYRP investments should ensure **gender-responsive and transformative Social Emotional Learning (SEL) and Life skills contribute to adolescent girls' empowerment through gender-targeted MHPSS** interventions considering the needs and capacities of the most disadvantaged girls (such as those with multiple and intersecting forms of discrimination and marginalization, i.e.: girls with disabilities, young mothers,..).



## GBV Risk Mitigation

**EiEPC actors can greatly reduce the incidence of gender-based violence by systematically integrating concrete GBV risk mitigation measures into their programming.** By creating safer EiE programming, girls' and LGBTQI+ children and adolescents' access, retention, and learning outcomes can only increase to have a lasting positive impact on their communities. ECW is also committed to SRGBV and GBV prevention, but given its primary focus on emergencies and protracted crises, ECW is committed to support GBV risk mitigation capacity and accountability within the EiEPC sector, in line with the IASC GBV Guidelines (2015).

FIGURE 2. A FRAMEWORK FOR EMPOWERMENT










A Framework for Empowerment represents the dynamic and interconnected nature of the four components of empowerment – **assets, critical awareness, agency and voice and participation** – that taken together enhance adolescents' abilities to make informed choices and negotiate a safe transition to adulthood.

Source: UNICEF, Technical Note on Adolescent Empowerment

## What Does that Mean for FERs and MYRPs?

“Lasting social change takes time to cultivate and become sustainable. This is why we do not aim for gender-transformative change as the overall objective in projects that are under 12 months duration (FERs)»<sup>4</sup>.

<b>Gender-responsive interventions vs. gender-transformatives interventions:</b>	 <b>Gender-responsive (FER)</b> 	 <b>Gender-transformative (MYRP)</b>  <p><i>In addition to everything outlined in the gender-responsive column on the left, gender transformative interventions will also:</i></p>
 <b>Accelerated Education Programme:</b>	<p>AEP establishes a separate class with daycare for young mothers at a time that is flexible and appropriate to their needs, therefore enabling them to attend the AEP. Pedagogy, curriculum, teaching and learning materials, and the learning environment for the AEP is safe and protective.</p>	<p>AEP governance and accountability are socially inclusive and developed in consultation with all stakeholders, including leaders of all genders, caregivers, and learners who subsequently take an active role in tackling gender inequality in their communities.</p>
 <b>Alternative education programme:</b>	<p>The alternative education programme is designed in consultation with girls. It specifically responds to their identified needs – e.g., offers market relevant vocational skills for young mothers</p>	<p>Negative social norms and behaviors around girls' education are constructively challenged through community engagement and dialogue on an ongoing basis with parents, community leaders, school management, and other relevant actors.</p>
 <b>Teaching and learning:</b>	<p>The teacher understands and analyzes individual needs and adjusts teaching accordingly. The teacher considers gender, assuring equal opportunities and equal outcomes.</p>	<p>Girls and boys are close collaborators in class, actively participating in group work and discussions on an equal basis. The school has a policy and is well budgetted to support/promote gender transformative classroom practices, regular trainings for teachers, etc.</p>

4 FAQ, Gender-Transformative Change in Emergencies, Plan International, July 2022



	Gender-responsive (FER)	Gender- transformative (MYRP)
 <b>MHPSS:</b>	<p>SEL encourages self-awareness, resilience, empathy, and effective communication, enabling learners to see different points of view, establish and maintain positive relationships, make responsible decisions, exercise respect for others, and self-regulate. This can create an effective platform for addressing gender discrimination and help male and female learners build equitable relationships built on mutual respect</p>	<p>Transformative life skills programmes for adolescent girls empower girls to know their rights to education and to act on that knowledge with skills in communicating with authority figures (parents, caregivers), accessing available financial assistance or planning steps to enrolment.</p>
 <b>Community consultations:</b>	<p>Women and girls in all their diversity are proactively identified to participate in consultations, provided with safe, protective spaces, and supported with childcare and transport to attend. Men and boys in all their diversity are proactively engaged to participate and collaborate with women and girls in all their diversity.</p>	<p>Women and girls are involved in all decision-making processes at the community level and intergenerational dialogues between girls, boys and their parents, community leaders, etc. to discuss issues relating to their rights to education lead to action plans developed jointly</p>
 <b>WASH :</b>	<p>WASH facilities include accessible and gender-responsive toilets that are lockable and private.</p> <p> <i>In situations of forced displacement, provision of access to menstrual hygiene kits and sex-segregate latrines is essential to incentivize access and retention of adolescent girls. However, this is not transformative, on its own, as it does not transform gender norms. In order to make it transformative, it could be coupled with other activities, such as attitudinal sessions on menstrual taboos in the community, including with men and boys, and policy/ institutional change that supports better access and involvement of girls and women in education.</i></p>	<p>WASH facilities are designed and constructed after consultation with learners and teachers of all genders. Staff have been fully trained on MHM and safe and appropriate use of WASH facilities.</p> <p>All students are aware of and respect the differences between facilities. Change in social norms is promoted (i.e., boys understand the role they have in preventing GBV and that access to hygiene is a foundational right for all). Policy on gender MHM at the level of the Ministry of Education is developed and enacted</p>

Source: adapted from EIE Genkit (2021) and INEE Guidance Note on Gender (2019)



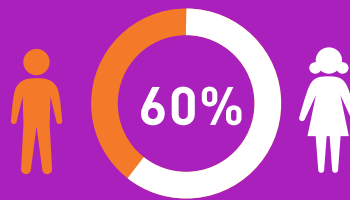
## SEX, AGE, DISABILITY DISAGGREGATION IN ECW-SUPPORTED INVESTMENTS:

Grantees should ensure **targets and indicators are disaggregated by sex, educational level, and disability at the application and reporting phases.** The disaggregation of indicators allows us to capture nuanced data on the population segments reached by ECW-supported grants, ultimately highlighting access and retention gaps among children and adolescents across EiEPC opportunities.

✔ A student in class in Ein El Hilweh, Lebanon. ECW support is strengthening the learning environment for those left furthest behind in the country – especially refugees, girls and children with disabilities.



## TARGET OF 60% GIRLS



ECW's targeting approach urges grantees to go beyond seeing children and adolescents as a homogenous group, and to intentionally **apply an intersectional gender lens** to meet the needs of the different sub-groups of disadvantaged children and adolescents prioritized by ECW based on their rights and needs.

ECW recognizes the disparity in the enrolment and retention of girls, particularly adolescent girls, in crisis settings (especially those facing intersecting forms of discrimination and marginalization such as displacement or disability). This is why ECW has set a target of **60% girls to be reached in all its investments.** To this end, targeted interventions, that address the specific barriers and bottlenecks (identified in the gender analysis that is part of the needs overview) adolescent girls face for access and retention in education services must be put in place.

Targeting (and reaching 60% girls) is only valid in contexts where there is a **documented disparity in the ratio of the number of female students** enrolled at primary and secondary levels of education to the number of male students in each level. In FERs and MYRPs, the needs overview section should include a **gender analysis** highlighting the Gender Parity Index (GPI) and/or any gender disaggregated data on the enrollment of girls and boys. In context where the gender analysis shows either a parity between the sexes or a disparity in favor of females, then the general guidance of reaching 60% girls does not apply. In contexts where the disparity affects boys, then implementation strategies need to be put in place to target them.

ECW acknowledges that gender parity is an **early indicator of gender equality but is not a replacement for it.**

## Minimum Standards for Gender-responsive FERs



Gender-responsive programming aims to facilitate and enable equitable access to education. It aims to address immediate and practical gender needs and barriers.



### TARGET:

All ECW-supported FERs should aim to be gender-responsive and apply the following minimum standards

### A. ANALYSIS, DESIGN AND IMPLEMENTATION:

- Carry out or **conduct secondary data review of joint context-specific intersectional gender analyses with the collection of sex, age, and disability disaggregated data (SADDD)**, to identify the gender inequalities that lead to different power, vulnerabilities, capacities, voice and participation of all genders, and how these intersect with other inequalities. Use the results of **gender analyses to inform the design of the FER**. Consultation with Gender, GBV, SRHR WGs is essential.
- Ensure **60% of all children reached are girls for each population group** (educational levels, disability status, refugee/IDP status).
- Use the [IASC Gender with Age Marker](#) at the design phase and submit it with the FER application.
- Intentionally promote the **meaningful and safe participation**, of women and girls' organizations, LGBTIQ+, youth, and other gender-progressive groups, in the design, implementation and monitoring phase of the FER in line with the [ECW guidance note on meaningful engagement of LWGOs](#) and global standards.
- **Use a twin-track approach with both gender mainstreaming and targeted action for GEEWG integration** in the FER to meet the specific needs and priorities of girls, boys, women, and men in all their diversity, and provide them with equitable and safe access to quality inclusive and safe education services.
- Adopt strategies that recognize, reduce and redistribute the unpaid care and household work assigned to women and girls; safeguard their dignity; and enable their access to innovative technologies (including information technology) when relevant.
- Support women and adolescent girls' **economic empowerment through vocational training/ALP** employment interventions which are accessible to the most disadvantaged groups (including young mothers) and minimize risk to women and girls.
- Make specific provision for **sexual and reproductive health/comprehensive sexuality education for all adolescent**, including **menstrual hygiene management**.
- Ensure the gender perspective is systematically applied in the **MHPSS** needs analysis and interventions across educational levels and adapted to each context and crisis.
- Ensure that measures are in place to **mitigate risks of GBV and safely refer survivors** in line with IASC GBV Guidelines and that this is reflected in the FER Result Framework and budget, in line with the [ECW guidance note on GBV risk mitigation](#).
- Ensure **safe spaces** are provided for girls in all their diversity, including adolescent girls and mothers.
- Recognize the common goal of the IASC commitments on **Accountability to Affected Populations/PSEA**, the IASC Policy on Protection in Humanitarian Action (2016), and this Policy, and employ common strategies and plans at country level, for example the use of information and feedback mechanisms which are gender sensitive.
- In line with the principle of Do No Harm, ensure **safeguarding and SEA risks** are identified applying a gender lens and that sufficient gender-responsive measures are in place in the risk matrix.
- **Work with men and boys** in achieving the goal of gender equality and the empowerment of women and girls in and through education, and in promoting positive masculinities.

## B. M&E, REPORTING AND BUDGETING

- As much as possible, use indicators proposed in the ECW gender indicator library
- Where possible, apply at least one outcome level gender indicator
- Ensure gender targeted outputs are measured by gender-specific output indicators
- Ensure all indicators are disaggregated by sex, age, and disability status
- Systematically measure and report on GBV risk mitigation measures in place
- **Gender targeted interventions should be part of the gender targeted outputs.** These aim to address gender inequalities through focused action to overcome the specific barriers and vulnerabilities experienced by women and girls, or, men and boys, in the exercise of their rights and in the redress of gender inequality. Examples of gender-targeted interventions supported by MYRPs include Menstrual Hygiene Management, girls'

empowerment through MHPSS (life skills, SEL,...) GBV risk mitigation, Comprehensive Sexuality Education/ SRHR Education,... FERs should have at minimum one gender-targeted output.

- **Ensure measurement of impact** of gender-equitable learning outcomes and girls learning outcomes
- **Ensure that at least 15% of the FER budget is allocated to gender targeted interventions** in each grantee budget
- Systematically use the **gender marker** in the budget template
- Use the [IASC Gender with Age Marker](#) at the end of implementation phase and submit it with the annual report



## Gender-responsive FER Investment

The ECW-supported COVID-19 FER in Tanzania—active between June 2020 and June 2021—exemplifies a gender-responsive FER investment. In recognizing high attrition rates among refugee and host community girls amid compounding crises (displacement, the COVID-19 pandemic, and school closures), grantees (IRC) implemented gender-targeted interventions aimed at diminishing gender-related barriers to EiEPC. Most notably, MHM kits were distributed to mitigate girls' absenteeism during their menstrual cycles and ultimately, improve learning outcomes. The provision of MHM and gender-responsive training opportunities for teachers further complemented the distribution of MHM kits. Overall, this intervention recognized and responded to the gender-specific needs of marginalized girls in Tanzania, thereby contributing to the gender-responsive nature of the FER.





## Minimum Standards for Gender-transformative MYRPs:

A gender-transformative MYRP explicitly intends to transform unequal power relations for positive change and empower the most disadvantaged groups in all their diversity. It should focus on tackling the root causes of gender inequality and exclusion and on reshaping unequal gender and power relations to realize girls' rights and equality between all crisis-affected children, and adolescents regardless of their gender and other intersecting identities and characteristics



### TARGET:

All ECW-supported MYRPs should aim to be gender-transformative and apply the following minimum standards (*please note that some of these standards are common to FERs and MYRPs whilst others are specific to MYRPs*).

### A. ANALYSIS, DESIGN AND IMPLEMENTATION:

- Ensure a **Gender Lead Organization** is identified in the design phase to support the integration of gender in the analysis and design phase, and to understand and address how gender norms impact crisis-affected children and adolescents in all their diversity (from early childhood to secondary education) as well as female teachers.
- Ensure **60% of all children reached are girls for each population group** (educational levels, disability status, refugee/IDP status)
- Use the [IASC Gender with Age Marker](#) at the design phase and submit it with the MYRP application
- **Partner with LWGOs at the design, implementation, and monitoring phase.** Invest in their capacities and resource them financially, in support of localization. Apply the principles outlines in the ECW guidance note on Meaningful Engagement of Local Women Organizations (2021).
- **ECW recognizes that GEEWG cannot be achieved by the MYRP alone.** As such it is essential to identify during the planning phase what are the gender-related cross-sectoral shared outcomes that the MYRP can contribute to achieve in a given context. For instance, in contexts where a national strategy to end child marriage is in place, the MYRP should contribute to advance this strategy from the education perspective. **Multisectoral collaboration across humanitarian coordination mechanisms and Ministries is essential** (E.g. engage with national gender machineries as relevant, GBViE sector, SRHR sub-sector, Gender in Humanitarian Action,...).
- **Use a twin-track approach with both gender mainstreaming and targeted action for GEEWG integration in the MYRP** to address key systemic barriers (including harmful gender norms) related to gender inequality affecting girls, boys, including adolescents in all their diversity and female teachers.
- Ensure the gender perspective is systematically applied in the **MHPSS** needs analysis and interventions across educational levels and adapted to each context and crisis.
- Make specific provision for **sexual and reproductive health/comprehensive sexuality education** for adolescent girls and boys, including **menstrual hygiene management**.
- Ensure targeted interventions to **support girls' agency over the decisions that affect them, as well as by building their knowledge, confidence, skills, and access to resources**.
- Ensure **men and boys** are systematically and meaningfully engaged to promote gender equality as **agents of change**.
- **Ensure that measures are in place to mitigate risks of GBV and safely refer survivors** in line with IASC GBV Guidelines and that this is reflected in the MYRP Result Framework and budget, in line with the ECW guidance note on GBV risk mitigation.
- Ensure **GBV prevention is prioritized to address underlying harmful gender norms** through meaningful and targeted work with a variety of actors (men and boys, parents, community leaders, government, school actors, and other sectors).

## B. MONITORING, REPORTING AND BUDGETING

- As much as possible, use indicators proposed in the ECW **gender indicator library**.
- Ensure **at least one outcome level gender indicator** is used to measure shift in attitudes, behaviours or norms.
- Ensure **all indicators are disaggregated by sex, age, and disability status** in the application and reporting phase
- Systematically **measure and report on GBV risk mitigation** measures in place
- **Gender-targeted interventions should be part of the gender targeted outputs.** These aim to address gender inequalities through focused action to overcome the specific barriers and vulnerabilities experienced by all genders, in the exercise of their rights and in the redress of gender inequality.

Examples of gender targeted interventions supported by MYRPs include Menstrual Hygiene Management, girls 'empowerment through life skills, GBV risk mitigation, Comprehensive Sexuality Education/SRHR Education,...FERs should have, at minimum, one gender-targeted output.

- Ensure that at least **25% of the MYRP budget** is allocated to gender targeted interventions
- Systematically use the gender marker in the budget template
- Use the **IASC Gender with Age Marker** at the end of each year and submit it with the annual performance assessment report (APA). Ensure the **MYRP evaluation intentionally applies a gender lens**, in line with the EiE-GenKit guidance



## Gender-transformative MYRP Investment

The ECW-supported MYRP in Chad, mobilized in 2021, constitutes a gender-transformative investment. As UNESCO-led assessments found that 1 in 10 girls in the region missed school during their menstrual cycles, ECW-supported grantees distributed MHM kits to diminish girls' absenteeism. However, the MYRP surpassed gender-responsive strategies by introducing MHM teacher training and awareness-raising interventions within schools and communities to eliminate the stigma surrounding menstruation. In doing so, these gender-transformative interventions sought to empower girls to manage their menstrual hygiene while simultaneously altering communal attitudes regarding menstruation. This MYRP is gender-transformative because it went beyond responding to the gender-specific needs of girls to empower them and explicitly challenge prevailing gender-related stereotypes in Chad.

👉 In Chad, crisis-affected adolescent girls like Hadiza, 14, are staying in school during their periods and getting closer to achieving their dreams – thanks to an ECW-supported initiative which is providing menstrual hygiene management kits/trainings and combating stigma around menstruation.



The ECW Secretariat will be tracking compliance of the FERs and MYRPs with the above-mentioned standards using the scorecard system designed in the Gender Policy and Accountability Framework. ECW will develop a self-assessment tool for FER and MYRP partners to assess the degree of responsiveness and transformation of a FER and MYRP prior to submission to ECW.

### **3.4.1**

## **Learning Agenda for gender-equitable investments:**

✓ As part of its learning agenda in the period 2023-2026, ECW has planned studies and evaluations aimed to assess progress, and the contribution ECW has made towards that progress for a sample of ECW-supported programmes on the theme of gender equality and empowerment of women and girls. These studies will complement what grantees are doing regarding data and evidence:

### **Research questions (Subject to change)**

1. Extent to which social norms and attitudes towards gender equality among students, teachers and caregivers have improved in communities supported through MYRPs, and how the MYRPs have contributed to this
2. Extent to which women and girls felt more empowered in communities supported by the MYRP
3. Extent to which cross-sectoral collaboration for joint gender equality outcomes in and through education (Gender-Based Violence in Emergencies (GBViE), WASH, Gender in Humanitarian Action (GiHA), SRHR etc.) improved in MYRP countries, and how the MYRPs have contributed to this
4. Extent to which Gender Lead Organizations contributed to partner capacity development from design to implementation
5. Extent to which MYRPs have contributed to improving the availability, sharing and use of quality global guidance on programming approaches regarding gender
6. Extent to which gender equitable interventions and investments are impacting on girls' learning
7. Assess which factors contributed (or did not contribute) towards the above changes

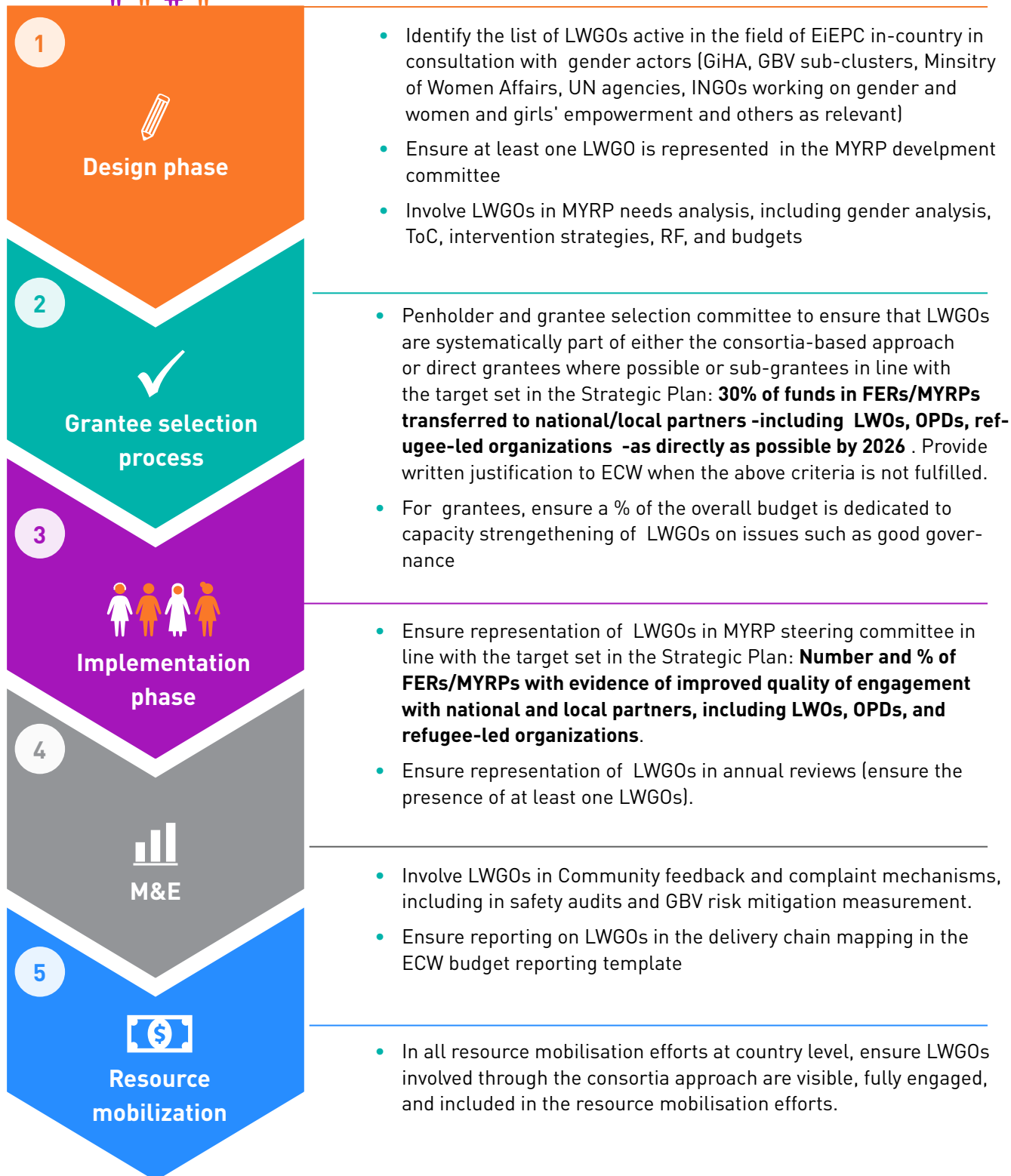
### **3.4.2**

## **Meaningful Engagement of Local Women and Girls' Organizations in MYRPs**

**Local women's and girls' organizations have traditionally been overlooked within humanitarian coordination and decision-making platforms, including in EiEPC, reinforcing underlying inequalities that obstruct access to humanitarian services for women, girls and other gender identities excluded on the basis of their gender.**

ECW supports the localization agenda of the Grand Bargain agreement and is committed to transferring funds as directly as possible to local and national providers. ECW has made the explicit commitment that 100% of MYRPs involve local women organizations in the design/implementation phases. ECW recognizes that for FERs, the development timeline (usually between 6 to 8 weeks) may not allow the same level of engagement in the design phase as the MYRP development timeline, and that resources may be more limited for FERs during the implementation phase. However, as much as possible, FER country teams and grantees should be invited to follow this guidance. For more details, please consult the ECW guidance on Meaningful Engagement of Local Women Organizations (2021).

## STEPS TO ENGAGE WITH LOCAL WOMEN'S AND GIRLS' ORGANIZATIONS IN ECW-SUPPORTED MYRPS:





## THE GENDER LEAD ORGANIZATION FUNCTION IN MYRPS

In line with its commitment to embed gender capacity within all its investments, particularly MYRPs, ECW is supporting all MYRPs to ensure dedicated gender expertise is available at the three key stages of the MYRP lifecycle:



### Design phase

- Support MYRP Development Committee (MDC) to:
- Conduct secondary gender data review;
- Conduct a mapping of/and consult relevant in-country gender stakeholders, including LWOs
- Support MDC to Conduct an intersectional gender analysis
- Complete IASC GAM tool
- Consult with other sectors: GBV, Gender, WASH, SRHR,..
- Identify gender capacity gaps and provide guidance/orientations
- Integrate gender into ToC and outcomes/results/products
- Participate in all key meetings



### Grantee selection process

- Serve on the selection committee to ensure consideration of the gender sensitivity of selected proposals and to ensure that a consortium member has the real capacity to be the lead organization on gender issues during the implementation phase



### Implementation phase

- Support the overall implementation of the MYRP in a transversal manner
- Use resources allocated in the MYRP budget for gender capacity strengthening
- Ensure technical support, monitoring, training and knowledge management/production

#### Considerations for the grantee selection phase:

The GLO supporting the MYRP design can also play a role in the grantee selection process, provided that their organization will not submit grantee applications or be a sub-grantee:

It is expected that a neutral gender expert from a local NGO, INGO, UN agency, or gender coordination structure will be part of the selection committee to ensure the review of the gender-responsiveness of the selected proposals and to ensure that one consortium member has the actual capacity to be the gender lead organization during the implementation phase.

#### Considerations for the grantee implementation phase:

The GLO function needs to be sufficiently resourced (budget line in the Operational Cost section of the ECW seed funding budget for the three years of implementation of the MYRP to strengthen gender capacity at country level within the MYRP country team and ensure dedicated gender technical support, monitoring, training, and knowledge management/production is available to all grantees and sub-grantees.

## Considerations for Gender Integration in ECW Thematic Priorities



© UNICEF/Zaidi

▲ Kanhaiya, 4, attends her early childhood class in Pakistan. A recently-launched ECW-supported multi-year programme in the country is working to break down barriers to learning so children can access the protection, opportunity and hope of a quality education.

### EARLY LEARNING:

Even in EiEPC contexts, quality of early learning services can play a significant role in closing the gender divide and reducing the negative impacts of gender inequality later in life. For gender-responsive and transformative investments, ECW recommends the following actions to grantees to be reflected in the FER and MYRP proposals, budgets and results framework:

- **Engage parents, caregivers, community leaders and educators in equitable ways** to change how children are raised, so that unequal gender roles and responsibilities as well as gendered norms and attitudes are challenged from an early age.
- Train teachers and school personnel on **Gender-Responsive Pedagogy in Early Childhood Education** (please note that gender-responsive pedagogy is expected to be used across ECW-supported educational levels).
- Ensure that girls and boys are provided with **equal care and opportunities**.

- **Promote men and boys' active engagement** in childcare and domestic work as well as equal sharing of responsibility with their partner for promoting the health, wellbeing and development of their children.
- In contexts where **child marriage and adolescent pregnancy** are identified as barriers to adolescent girls' enrolment, retention, and completion, ECW recommends that partners consider creating **safe, private spaces for breastfeeding**, as part of accelerated learning programmes, for adolescent mothers to continue their education whilst providing nurturing care for their infants' childcare can also benefit adolescent girls, who may be unable to attend school because they're caring for younger siblings or their own children.

*\*Adapted from Moving Minds Alliance, How early childhood development in emergencies promotes gender equality, 2022*

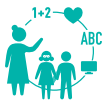


© JRS Chad/Irene Galera

▲ Aicha rests with her son in the nursery during a break from teaching. The establishment of ECW-funded nurseries next to the school in the Kounoungou Refugee Camp in Chad is providing a safe childcare space so that female students and teachers are able to return to school.

### MHPSS:

Tailored gender-responsive and transformative MHPSS interventions that aim to advance adolescent girls' empowerment through skills building, mentoring, and coaching opportunities are critical. Please consult the paragraph on women and adolescent girls' empowerment for guidance.



In line with ECW's commitment to a gender-equitable holistic learning approach, gender-responsive or **gender-transformative MHPSS is a core part of every FER and MYRP investment.**

This requires gender and disability integration across MHPSS approaches and interventions. This entails the intentional inclusion of MHPSS in-country expertise at the design stage of every investment to identify the context-specific MHPSS needs applying a gender and inclusive lens and supporting the design of tailored gender-responsive and gender-transformative MHPSS interventions across educational levels for all children and adolescents in all their diversity (young mothers, adolescent boys engaged in harmful forms of child labour,...).



▲ Nour, 11, plays in front of her school in Damascus. ECW investments in Syria are increasing access to safe, inclusive, holistic education for children affected by conflict.

### DISABILITY INCLUSION:

Multi-country estimates show that girls with disabilities are more likely to be out of school than both boys with disabilities and girls without disabilities. Disability is one of the most critical areas of marginalization in the intersecting vulnerabilities faced by girls in crisis settings. To tackle this issue, it is critical that FERs and MYRPs avoid adopting a siloed approach to gender and disability inclusion, and rather intentionally adopt an intersectional approach to gender and disability inclusion through:

- **Intersectional gender analysis**, paying particular attention to the specific situation of girls with disabilities
- Ensure the twin-track approach promoted by ECW for disability inclusion and gender equality concretely addresses the specific needs of girls with disabilities. **Gender-targeted interventions addressing the specific barriers faced by girls with disabilities should be prioritized** and should be reflected using the Gender and Disability markers in the ECW budget template to track funding and resources allocated in order to ensure accountability and to better assess progress and gaps. **Meaningful engagement of local women organizations and organizations of persons with disabilities** should put gender-equitable disability inclusion



Multi-country estimates show that girls with disabilities are more likely to be out of school than both boys with disabilities and girls without disabilities. Disability is one of the most critical areas of marginalization in the intersecting vulnerabilities faced by girls in crisis settings.”

at the center of the engagement to overcome the multi-layered barriers to education faced by girls with disabilities (e.g.: representation of women with disabilities and/or their organization in the MYRPs steering committee in addition to their involvement in the different phases of the programme). The **benchmark of 10% children with disabilities set by ECW should intentionally target 60% girls** given the barriers faced by girls with disabilities.

- Indicators, particularly gender specific indicators, should be systematically disaggregated by sex, educational level, and disability status in order to identify the gaps and opportunities to ensure no girl with disability is left behind.

#### **Safeguarding (PSEA and child safeguarding) and gender equality**

Sexual Exploitation and Abuse (SEA) is a form of GBV that constitutes an abuse of power by aid workers against the affected population. It is based in gender inequality, power imbalance, patriarchy, and disrespect of human rights. As such, girls, particularly adolescent girls with disabilities and/or other intersecting vulnerabilities are at heightened risk of SEA.

When undertaking the **safeguarding risk assessments** and developing risk management plans, FER and MYRP partners should apply a gender, age, disability inclusion lens and take into account the gender and inclusion-specific barriers and risks faced by certain groups. Risk mitigation measures should identify gender-equitable and inclusive solutions to mitigate these risks as a 'one size fits all' approach to safeguarding does not reach girls with disabilities (e.g., strive for gender balance of staff – at least 50% female in activities with direct contact with women and children such as cash, food and non-food item distributions, community outreach, schools/temporary learning spaces, etc.).

ECW grantees must also adhere to ECW's safeguarding due diligence requirements, including the *United Nations Implementing Partner Capacity Assessment*, and must demonstrate their capacity to prevent, detect, report and respond to risks of harm to affected populations due to the actions of aid workers or programme design and implementation.

## 4

# ANNEXES

ECW Gender Indicator Library Guidance and menu of indicators

ECW Budget template guidance for gender considerations

ECW Gender Lead Organisation ToR

ECW Strategic Plan 2023-2026, 2022,

[https://www.educationcannotwait.org/sites/default/files/2022-09/f\\_ecw1016\\_strategic\\_report.pdf](https://www.educationcannotwait.org/sites/default/files/2022-09/f_ecw1016_strategic_report.pdf)

ECW Technical Guidance Note on MHPSS in EiEPC, 2021, <https://www.educationcannotwait.org/sites/default/files/2022-02/Updated%20MHPSS%20Technical%20Guidance%20Note%202.0.pdf>

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ECW Guidance notes:

- Guidance Note on the Integration of GBV Risk Mitigation Measures in ECW-supported Investments (FERs and MYRPs), 2021, <https://www.educationcannotwait.org/sites/default/files/2022-05/guidance-note-on-the-integration-of-gbv-risk-mitigation-measures-in-ecw.pdf>
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- ECW Guidance Note On ECW targeting approach for girls in ECW-supported investments (FERs and MYRPs)Targeting, 2022, [https://www.educationcannotwait.org/sites/default/files/2022-11/guidate\\_note\\_on\\_ecw\\_targeting\\_approach\\_for\\_girls.pdf](https://www.educationcannotwait.org/sites/default/files/2022-11/guidate_note_on_ecw_targeting_approach_for_girls.pdf)



# TERMS AND DEFINITIONS

**Gender** refers to the socially constructed roles, responsibilities, and identities for women and men and how these are valued in society. They are culturally specific and change over time. Gender identities define how women and men are expected to think and act. These behaviours are learned from family, schools, religious teaching, and the media. Since gender roles, responsibilities, and identities are socially learned, they can also be changed. Gender, together with age group, sexual orientation, and gender identity, determines roles, responsibilities, power dynamics, and access to resources. This is also affected by other diversity factors such as disability, social class, race, caste, ethnic or religious background, economic wealth, marital status, migrant status, displacement situation, and urban or rural setting.

**Gender equality and inclusion analysis** examines the relationships between genders. It examines their roles, their access to and control of resources, and the constraints they face relative to each other. Gender analysis should be integrated into education sector assessments and responses.

**Gender-based violence (GBV)** is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between genders. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private. Examples include: Sexual violence, including exploitation, abuse, and harassment.; Domestic and family violence, which may be physical, emotional, psychological, or sexual; Harmful practices, such as female genital mutilation/cutting, child marriage, honor killings, and widow inheritance; and Denial of resources or opportunities, such as education.

**Gender equality** refers to the equal rights, responsibilities and opportunities of all genders. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs, and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men and all genders. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable, people-centered development.

**Gender Equality and the Empowerment of Women and Girls (GEEWG)** programming is a term which indicates that programming intends to promote both gender equality, i.e., the equal enjoyment of men, girls, men and boys of rights, opportunities, resources and rewards, and the empowerment of women and girls, i.e., the ability of women and girls to control their own destiny. It also indicates that to achieve such goals it adopts the twin track approach of gender mainstreaming and targeted interventions.

**Gender mainstreaming** is the process of assessing the implications for women and men of any planned action, including legislation, policies, and programs, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. Gender mainstreaming is an approach to achieving gender equality.

**Gender responsive** is when the different needs, abilities, barriers and opportunities of all stakeholders— including girls, boys, women, men and people who identify as non-binary—are identified, considered and accounted for.

**Gender transformative** is when we work with key stakeholders to identify and address the root causes of gender inequality and exclusion, tackle harmful social and gender norms, and shift unequal power relations by working with a variety of actors across various sectors to address structural inequalities and discrimination.

**Inclusion** is about bringing people into a process in a meaningful manner. It is the process of improving the terms for individuals and groups to take part in society and to fully enjoy their rights. It requires addressing the root causes of exclusion and understanding how intertwined the roots of different forms of exclusion are. Inclusion involves improving the opportunities available to girls, boys, adolescents from all genders, in particular those who are vulnerable and excluded, including children with disabilities, who are excluded on the basis of the social groups they identify with or are associated with, as well as respecting their dignity.

**Intersectionality:** gender-based discrimination is inextricably linked with other factors that affect women and girls, such as race, disability, ethnicity, religion or belief, health, status, age, class, caste, and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect girls and women belonging to such groups to a different degree or in different ways to boys and men. Intersectional thinking means seeing people's entire identities and the range of barriers they experience.

**School-related gender-based violence (SRGBV)** refers to acts or threats of sexual, physical, or psychological violence occurring in and around schools. It relates to violence perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics that violate children's fundamental human rights. SRGBV is a form of gender-based discrimination. SRGBV is perpetuated by women and men teachers, and by students. It includes bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. In emergencies, the following factors may lead to higher levels of SRGBV: stigma and silence around GBV in the community; lack of training and skills among teachers and learners on how to recognize and respond to SRGBV; lack of knowledge on the use of positive discipline and professional codes of ethics due to rushed recruitment and training processes in emergencies; unmotivated, underpaid, and unpaid teachers; male-dominated environments, such as the military.



## 6

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### **About Education Cannot Wait (ECW):**

Education Cannot Wait is the United Nations global fund for education in emergencies and protracted crises. We support quality education outcomes for refugee, internally displaced, and other crisis-affected girls and boys so no one is left behind. ECW works through the multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming. ECW works in close partnership with governments, public and private donors, UN agencies, civil society organizations, and other humanitarian and development aid actors to increase efficiencies and end siloed responses. ECW urgently appeals to public and private sector donors for expanded support to reach even more vulnerable children and youth.

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