

## INEE/Education Cluster Webinar Summary Report

# Gender-Responsive Programming in Education in Emergencies and Post-Crisis Recovery

March 8, 2012

## Introduction

INEE is committed to strengthening the knowledge, evidence base and capacity of education practitioners and key stakeholders in the field of education in emergencies. An important part of INEE's mandate is to develop and make available resource materials and opportunities to help practitioners from UN agencies, NGOs, Ministries of Education, Education Clusters, schools and universities understand innovative, cutting-edge practices and to provide a cross-cultural and cross-institutional forum where challenges can be discussed and good practices shared.

In order to fulfil this mandate, INEE organized a webinar with a focus on gender in order to share experiences, challenges and good practices around gender-responsive programming in education in emergencies and post-crisis recovery.

In early 2012, INEE will convene webinars on inclusive education and youth issues in the work of the Education Cluster, as well as on the use of the INEE Minimum Standards by Education Clusters.

The webinar on gender included presentations by Education Cluster Coordinators Jumma Khan (UNICEF Somalia), Tracy Sprott (UNICEF DRC), and was moderated by Ruth Naylor, Plan- UK. The webinar gathered 38 participants.

### Participants' profile:

Base of operation	Institutional affiliation	Cluster Coordinators
Africa: 4	NGOs/INGOs: 14	Yes: 13
Asia: 0	Government: 3	No: 18
Europe: 10	UN organisations: 5	No Answer: 7
Latin America: 2	Universities: 5	
Middle-East: 2	Other: 4	
North America: 12	No Answer: 7	
No Answer: 8		

## Presentations

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### ***Presentation 1: Jumma Khan, UNICEF Somalia***

#### *Background*

Southern Somalia faces a complex crisis situation resulting from environmental and man-made hazards. Indicators for girls' education are lower in the Southern than the Northern part of the country. However, even through the most acute phases of the crisis, girls' enrolment in primary school was sustained at around 40%. In the absence of a Ministry of Education and international organisation representatives, most of the work is channelled through national and local NGOs.

#### *Education Cluster activities*

Among the key activities and strategies put in place by the Education Cluster to ensure gender-responsive programming, are: (i) use of the IASC Gender Marker to assess project proposals and ensure their gender responsiveness; (ii) work with Community Education Committees, which play a significant role in education decision making in the South to ensure increased participation of women; (iii) establish incentive systems for girls education, through vouchers for uniforms or school supplies; (iv) adult literacy classes to provide learning opportunities for mothers which tends to contribute to the support of the education of their daughters; (v) support flexible school hours through the use of school shifts.

#### *Challenges*

Key challenges include: (i) the lack of female teachers; cultural factors that tend to favour the education of boys; (iii) the recruitment of school boys by militia/piracy groups.

### ***Presentation 2: Tracy Sprott, UNICEF DRC***

*Note: Due to technical difficulties Tracy's presentation was recorded after the webinar and shared separately.*

#### *Background*

DRC faces one of the worst humanitarian situations with numerous movements of population (IDPs, returnees, etc). Girls are less likely to access, remain and succeed in both primary and secondary schools. In DRC 27% of teachers are women and one out of two women is illiterate. Violence and sexual exploitation are widespread in schools.

#### *Education Cluster activities*

The Education Cluster in DRC has taken steps to improve the effectiveness of education interventions through employing gender-sensitive approaches, moving away from parity targets and the association of gender with girls and women. Based on the work of other Clusters, the Education Cluster anticipatorily defined five gender engagements for the Cluster: (i) respect the dignity of boys and girls by providing separate latrines, (ii) raise community awareness about the barriers faced by boys and girls to access education, (iii) promote equal gender representation within the teaching corps and parent committees, (iv) establish listening points in schools, (v) work with mothers and fathers to improve the retention of adolescent girls in secondary school.

The appropriation of these engagements by Cluster partners engendered real challenge. The Education Cluster undertook capacity building activities aiming at leading education workers through a process whereby they would realise the need for an accurate situational analysis

based on disaggregated data. Training also included sharing the many tools at their disposal to move gender responsive programming forward.

Cluster partners were able to improve the quality of their proposals and of project implementation by *demystifying* gender through providing harmonised Cluster MSA tools, reviewing reporting indicators, and sharing tools and good practices.

### *Recommendations*

Gender is often seen as a separate “cross-cutting” section, which hinders its mainstreaming in project activities – if the gender analysis is sound, then activities should logically develop from there, and projects will be more likely to address gender.

Gender mainstreaming may feel daunting – hence the importance to start small and to build on quick wins to get momentum.

Partners need realistic recommendations and ongoing support to reach the point where they feel that they can take on the projects themselves and bring about change.

## **Discussion**

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The Q&A session and the general discussion that followed the presentation focused around the following themes:

### *Barriers to boys’ and girls’ education*

#### **Violence**

In Somalia, distance to schools is a widespread problem due to the low number of schools. Boys are particularly exposed to recruitment on the way to school. There is limited knowledge of the impact of school distance on girls and on violence against girls on their way to school.

In DRC, the presence of soldiers and militia on the way to school is a major problem for the security of girls which results in families fearing to send their daughters to school.

#### **Early marriage and early pregnancy**

Early marriage is a major cause of girls’ attrition (e.g. Sudan). School affiliation can have an impact on their return policies, such as in DRC where it is very problematic for girls to return to schools when enrolled in Catholic institutions. Providing alternative or informal education or catch-up classes (DRC) opportunities might be a way for girls to receive some education despite heavy household duties and particularly during pregnancy and after birth. Working with women’s groups to provide child care for school-age girls and with school management committees to ensure girls can return to school after birth without being discriminated against is critical when lobbying at the national level. However, this might be constrained due to crisis.

Participants questioned to what extent Education Clusters were challenging cultural practices, such as early marriage and early pregnancy, in their work with duty bearers and communities.

#### **Religion extremism**

While in some countries, like Afghanistan, religious groups can be a major hindrance to girls’ education in particular, in Southern Somalia there are opportunities to dialogue with Al Shabbab groups, particularly at the local level. Local NGOs can engage with Al Shabbab groups, inform them about education projects and get, to some extent, their support for girls’ education and female teachers.

### *Teacher motivation*

The critical importance of teacher salaries, teacher motivation and teacher incentives was reiterated. In many countries such as DRC, Liberia or Sierra Leone, some teachers are not on the pay roll and depend on school fees (official or non-official) and communities' financial contribution to survive. In crisis situations in particular, partners may step-in to pay teachers, as is the case in Southern Somalia where partners give a 50USD stipend a month to teachers. Although this is not a sustainable solution and has implications on the role of the government and its accountability towards citizens and children, in cases of extreme community poverty and absence of education players (Government Ministries, Teacher Training Colleges, etc.), finding alternatives is a challenge.

### *Gender gap in the teaching corps and incentive systems for female teachers*

The teacher gender gap varies depending on countries (e.g. in Sudan there are more female teachers). Possible strategies to attract female to the teaching profession:

**Training:** (i) Lowering the official level of education entry requirements for teacher training for women (RCA, Chad); (ii) Providing bridge classes for women to attain the required academic levels to enter teacher training college or accelerated teacher training programmes for females at the community level; (iii) Enrolling community teachers in distance teacher training programmes; delivering these programmes locally; providing incentives for women to attend training (stipends, child care such as in Sierra Leone).

**Working in schools:** (i) Recruiting volunteer female teachers by first seeking their husbands' approval (Mali); (ii) Ensuring female teachers' security and safety (in Pakistan, building school walls was a condition for female teachers to work); (iii) Providing incentives for teachers to work in rural areas (financial, accommodations, etc.). In Afghanistan a new strategy involves the relocation of female teachers and their families from urban to rural areas, with incentives paid by the government. Community preparation before the arrival of these teachers will be critical to ensure success.

## Reference materials

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### [INEE Pocket Guide to Gender](#)

This tool is a quick reference guide to help practitioners ensure that education, as part of emergency preparedness, response and recovery, is gender-responsive and meets the rights and needs of all girls and boys, women and men affected by crisis. The tool is now available online in [French](#) and [Bosnian/Croatian/Serbian](#) and online and in print in [Arabic](#), [English](#) and [Spanish](#). The [INEE Toolkit](#) offers a number of [implementation tools](#) on gender for use by education workers to promote gender responsive educational programming.

### [INEE Guidance Notes on Teacher Compensation](#)

These Guidance Notes address a critical challenge to quality education by providing a framework for discussing the complex issues surrounding the compensation of teachers based on lessons learnt from practice around the world. The tool is organised around and provide guidance on the following three themes: Policy and Coordination of Teacher Compensation, Management and Financial Aspects of Teacher Compensation. Teachers' Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation. Gender is a cross-cutting theme throughout this resource. This tool is available in [English](#), [Arabic](#), [French](#) and [Spanish](#).

### **[IASC Gender Marker](#)**

The IASC Gender Marker is a tool that codes, on a 0-2 scale, whether or not a humanitarian project is designed well enough to ensure that women/girls and men/boys will benefit equally from it or that it will advance gender equality in another way. If the project has the potential to contribute to gender equality, the marker predicts whether the results are likely to be limited or significant. You can find a [short video](#) on the tool along with Country Reports, the [Education Tip Sheet](#) and the [2012 Gender Marker Report](#) on the [OneResponse](#) site.

### **[Criteria for grading proposals on gender, Plan-UK](#)**

This tool outlines criteria that may be used as a guide to determine the extent to which project proposals integrate girls' rights and gender equality. In this effort, Plan also created a document that offers [10 useful tips for developing gender sensitive/transformational project proposals](#).

### **[Education Cluster Guidelines on Gender, Education Cluster, DRC](#)**

These Guidelines, put together by the Education Cluster DRC, outline the Education Cluster approach for inclusivity and quality within the education sector. This material is only available in French.

This Summary Report was prepared by Laetitia Antonowicz and the [INEE Gender Task Team](#)