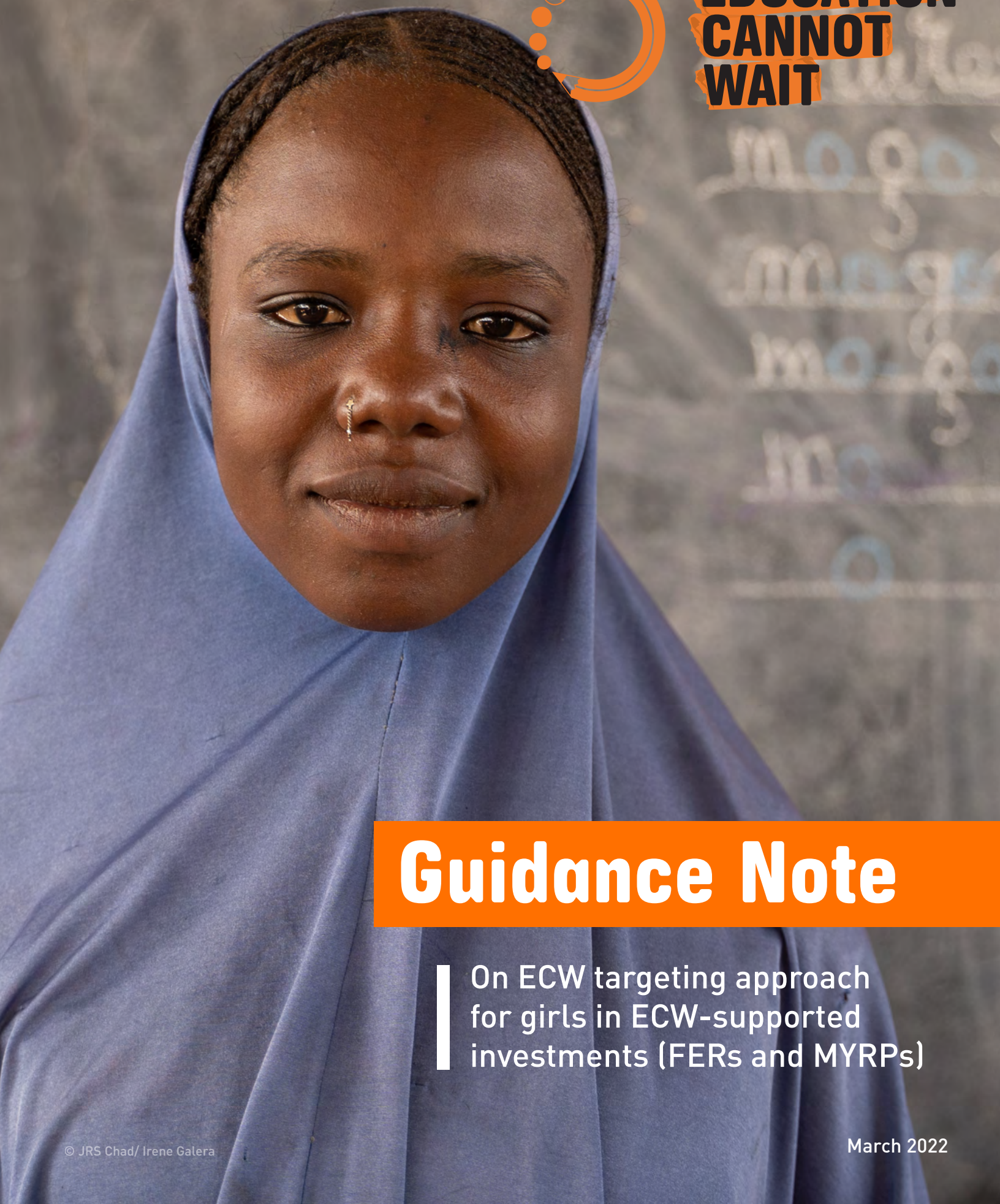EDUCATION
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Guidance Note

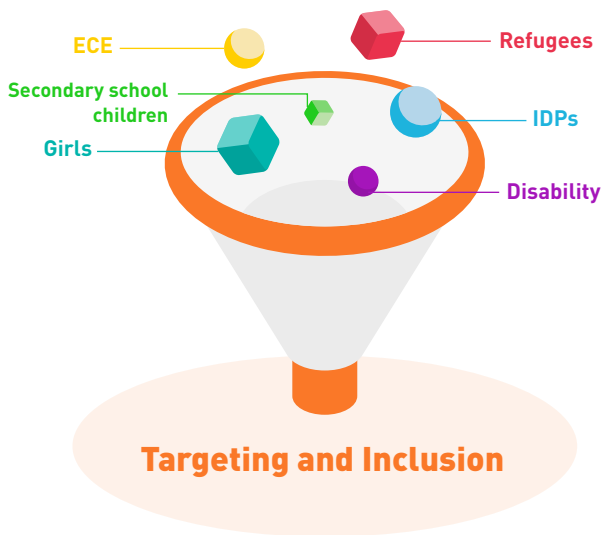On ECW targeting approach
for girls in ECW-supported
investments (FERs and MYRPs)

March 2022

I. PURPOSE

This guidance note is primarily aimed at ECW Secretariat staff and FERs and MYRPs country teams to provide guidance[1] on operational programming approaches that help grantees reach the most marginalized girls, particularly out-of-school adolescent girls in emergencies and protracted crises.

II. RATIONALE

ECW's targeting approach urges grantees to go beyond seeing children and adolescents as a homogenous group, and to meet the needs of the different sub-groups of marginalized children and adolescents prioritized by ECW[2] based on their rights and needs. Although these groups should not be considered in silos, the priority groups considered by ECW are as follows:

Targeting and Inclusion

III. ECW TARGETING BENCHMARKS:

In order to ensure no marginalized group is left behind, ECW has set targets for each group for partners to reach in ECW-supported investments. ECW takes a nuanced approached for FERs and MYRPs.

Group	
Girls including adolescent girls	60% (for MYRPs)[3][4]
Children and adolescents with disabilities (m/f)	10%[5]
Children under 5 (ECE)	10%
Children of secondary level (m/F)	up to 20%

IV. GENERAL CONSIDERATIONS

BEYOND THE NUMBERS

Although these targets aim to make visible those who are traditionally left behind and invisible in most EiEPC programmes, through affirmative action, it is essential to go beyond a focus on numbers and ensure that the proposed targets in the MYRPs and FERs are based on evidence generated from the field and relevant to the local context. For instance, the ECW FER evaluation (2020) demonstrates that although grantees have succeeded in reaching girls, there is less evidence of tailoring efforts to specifically reach girls' differentiated needs. It is therefore important to go beyond the focus on gender numerical parity in education enrolment to gender equality in education, ensuring that the transformative potential of education is not lost.

THE INTERSECTIONAL LENS

To ensure that the most vulnerable children and adolescents are reached, the benchmarks set by ECW Secretariat for the specific groups listed above should be considered with an intersectional lens. For instance, evidence tells us that girls with disabilities face a harder struggle to access and succeed in education than both boys with disabilities and girls without disabilities (Every Girl's Right, Leonard Cheshire, 2021).

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1. Further to the FER evaluation (2020) recommendations 3,4, and 5, ECW shall finalize guidance notes on ECW targeting and relevant group-specific programming approaches, such as CwDs, girls, ECE, secondary school children, refugees, IDPs. With respect to ECW targeting, while allowing for flexibilities at country level, ECW aims to provide grantees with targets regarding underserved populations/sub-sectors, such as children with disabilities, ECE, secondary school children. In the effort to provide grantees with guidance on group-specific programming approaches, ECW will avoid duplicating existing INEE and GEC programmatic guidance materials should they exist and instead refer to them.
2. ECW investments are country-led therefore groups of marginalized children are identified at country level based on a contextual needs and gender analysis. However, ECW has established benchmarks for specific groups to be reached in its investments as these are often overlooked. These targeting benchmarks are outlined in section 2 of this document.
3. The announcement of the 60% target girls in 2019 was specific to the MYRPs, however, where there are disparities in enrolment in FER contexts, we have encouraged partners to apply affirmative action to increase girls ́access to education.
4. 60% girls across all groups (including children and adolescents with disabilities, children under 5, and children of secondary level).
5. In conflict and emergency contexts the incidence is usually higher. Therefore the 10% should be the working assumption unless good quality data(collected using the UNICEF Child Functioning module) (are available. More guidance on the targeting approach of children and adolescents with disabilities can be found in the upcoming ECW Targeting paper.
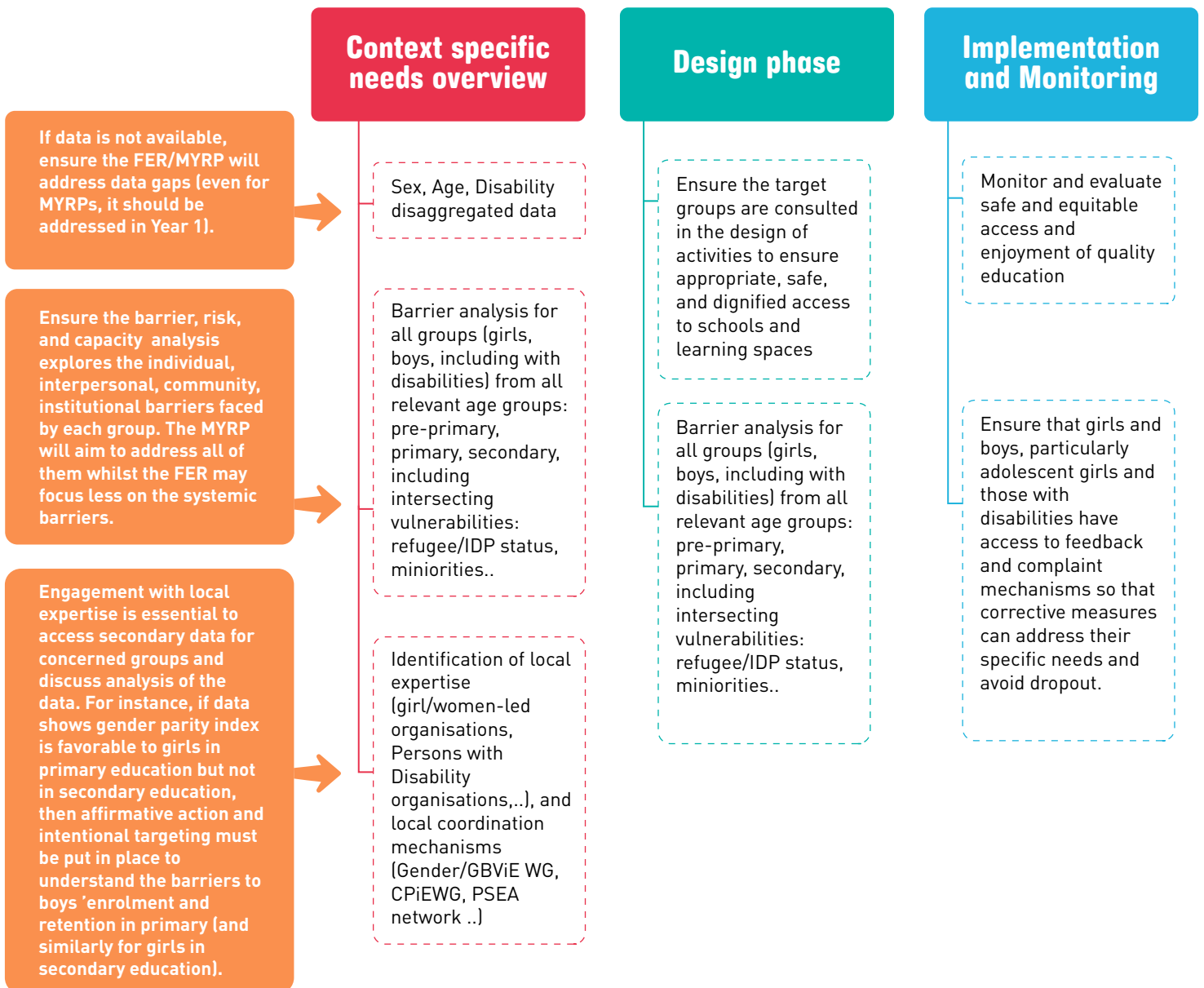
KEY STEPS

Considerations for targeting and intervention strategies for girls, including out-of-school girls, are proposed in the box below, as tailored interventions are needed to increase their access and retention in education services.

However, there are key preliminary steps that need to be considered from the start and that are common to all the marginalized groups targeted by ECW, as listed above.

The graph below shows the importance to contextualize targeting. For instance, since the Covid-19 pandemic and the closure of schools, evidence shows us that globally, 20 million secondary school-aged adolescent girls many never return to the classroom after the pandemic[6]. It is therefore essential in the needs overview to take this into account and identify context-relevant strategies to address this issue. Unless distance learning takes existing gender and age barriers into account, relying on education delivery at home through technology alone risks widening gender gaps in access and learning outcomes, as the most marginalized girls will not be reached without additional support, such as paper-based learning materials, community-based radio listening/reading clubs, shifting harmful social and gender norms preventing adolescent girls from reaching their full potential, and the sensitization of parents and caregivers on how to support girls' learning at home.

	Context specific needs overview	**Design phase**	**Implementation and Monitoring**
If data is not available, ensure the FER/MYRP will address data gaps (even for MYRPs, it should be addressed in Year 1).	Sex, Age, Disability disaggregated data	Ensure the target groups are consulted in the design of activities to ensure appropriate, safe, and dignified access to schools and learning spaces	Monitor and evaluate safe and equitable access and enjoyment of quality education
Ensure the barrier, risk, and capacity analysis explores the individual, interpersonal, community, institutional barriers faced by each group. The MYRP will aim to address all of them whilst the FER may focus less on the systemic barriers.	Barrier analysis for all groups (girls, boys, including with disabilities) from all relevant age groups: pre-primary, primary, secondary, including intersecting vulnerabilities: refugee/IDP status, miniorities..	Barrier analysis for all groups (girls, boys, including with disabilities) from all relevant age groups: pre-primary, primary, secondary, including intersecting vulnerabilities: refugee/IDP status, miniorities..	Ensure that girls and boys, particularly adolescent girls and those with disabilities have access to feedback and complaint mechanisms so that corrective measures can address their specific needs and avoid dropout.
Engagement with local expertise is essential to access secondary data for concerned groups and discuss analysis of the data. For instance, if data shows gender parity index is favorable to girls in primary education but not in secondary education, then affirmative action and intentional targeting must be put in place to understand the barriers to boys 'enrolment and retention in primary (and similarly for girls in secondary education).	Identification of local expertise (girl/women-led organisations, Persons with Disability organisations,..), and local coordination mechanisms (Gender/GBViE WG, CPiEWG, PSEA network ..)		

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6. Girls 'Education and Covid-19, Malala Fund, 2020

V. SPECIFIC CONSIDERATIONS

ECW Benchmark	60% of all children reached through each ECW investment are girls and adolescent girls	
ECW Investment Objectives	ECW recognizes the disparity in the enrolment and retention of girls, particularly adolescent girls, in crisis settings (especially those facing intersecting vulnerabilities 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.	
Considerations for Targeting	In addition to the information in the graph above, ensure the needs overview is based on a context specific gender analysis (analyzing secondary data from the EIEPC sector and gender/GBV sectors) and examines the following gender barriers and bottlenecks: Lack of safety and mobility; Lack of resources and decision making; Limited access to knowledge, information and technology; Gender division of labour between women and men, girls and boys; masculine and feminine ideas and expectations for all groups mentioned above: girls and boys from 3 to 18 years old, including those with disabilities, and other intersecting vulnerabilities (refugee status,..). To identify potential GBV barriers and risks that impede girls' access and retention in education in emergencies and protracted crises, including those that may not be immediately apparent, it is important for partners at country level to identify the potential barriers and risks related to the availability, accessibility (physical, financial, administrative, social, information), acceptability, and quality of education services in EiE/PC[7]. Additionally, the gendered impact of Covid-19 needs to be analyzed to ensure that appropriate support is provided, and that ECW-supported investment do not contribute to widen the dropout rate and/or digital divide between girls and boys.	
Key Expectations for implementation strategies	Based on the barrier and bottlenecks analysis identified in the needs overview, gender responsive intervention strategies are to be implemented to address the differentiated needs of girls and boys (3-18 yo), through a twin-track approach: gender mainstreaming and gender targeted interventions. Interventions for FERs and MYRPs may vary as FERs may not address systemic barriers:	
Sample of gender-targeted interventions	**First Emergency Response**	**Multi-year Resilience Programme**

	At the level of the learning space
	
	• Transportation,
	• Gender-responsive WASH and Menstrual Health and Hygiene (MHH)
	• Curriculum delivery & adaptation: gender-responsive life skills and social emotional learning (SEL), gender-responsive distance learning (tailored for subgroups such as married girls, child mothers, based on the gender analysis).
	• Teachers trainings and Teaching practices
	• GBV risk mitigation measures/SRGBV
	• Girls' clubs
	
	At the level of girls
	
	• Menstrual hygiene kits and/or dignity kits
	  Girls peer education
		At the level of the learning space
		
		• Transportation,
		• Gender-responsive WASH and Menstrual Health and Hygiene (MHH)
		• Curriculum delivery & adaptation: gender-responsive/transformative life skills and social emotional learning (SEL), gender-responsive distance learning (tailored for subgroups such as married girls, child mothers, based on the gender analysis).
		• Teachers trainings and Teaching practices
		• Teachers and governance attitudes,
		• GBV risk mitigation measures/SRGBV
		• Girls'clubs
		
		At the level of girls
		
		• Menstrual hygiene kits and/or dignity kits
		  Girls peer education and girl-led community action
		  Support to young mothers' groups

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7. https://gbvguidelines.org/wp/wp-content/uploads/2019/11/AAAQ-framework-Nov-2019-WEB.pdf

ECW Benchmark	60% of all children reached through each ECW investment are girls and adolescent girls	
	First Emergency Response	**Multi-year Resilience Programme**
	At the level of families/communities: • Resources interventions: School fees & other costs, Cash and CVA • Community mobilization on back to school and harmful gender norms (e.g. prioritizing marriage over school, FGM, GBV, value of girls' education..), • Support to mothers' groups • Involvement of local women organisations	**At the level of families/communities (including men and boys):** • Resources interventions: School fees & other costs, Cash and CVA, • Community mobilization on harmful gender norms (e.g. prioritizing marriage over school, FGM, GBV, value of girls'education..), • Support to mothers' groups Involvement of local women organisations **At the systemic level:** • Policies: e.g. admittance of married or young mothers • Structure & resources: Support to MoE Gender Unit (Human and financial), gender-responsive data management system • Ministry of Education National gender-responsive curriculum • Collaboration with Ministry of Gender and other key Ministries to jointly address systemic barriers such as child marriage, FGM, GBV, for shared gender equitable outcomes.
	For more examples of gender targeted intervention strategies for FERs and MYRPs, please refer to the ECW Gender Policy:pages 17-20	
Justification for not applying target	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 should include a gender analysis highlighting the Gender Parity Index (GPI)[8] 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 favour 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.	

In addition to the above, strengthened Accountability to Affected Populations and consultations with girls, boys, and their communities, to take corrective measures are essential to reach these targets and ensure sound programming.

VI. EXTERNAL RESOURCES TO GO FURTHER:

🔗 Genkit - https://bit.ly/3703wqp
🔗 INEE Gender Guidance Note - https://bit.ly/3Cd8LOM
🔗 IASC GiHA Handbook - https://bit.ly/3hBfwkk
🔗 UNGEI Gender in EiE Knowledge Hub - https://bit.ly/349HS1M

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8. Gender Parity Index: A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

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Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. We support and protect holistic learning outcomes for refugee, internally displaced and other crisis-affected girls and boys, so no one is left behind. ECW is administered under UNICEF's financial, human resources and administrative rules and regulations; operations are run by the Fund's own independent governance structure.

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