

Removing gendered barriers to education in emergencies and protracted crisis (EiEPC): Staff capacity building on gender equality with the EiE-GenKit

Learning and Advocacy Brief

October 2022



The global fund for education in emergencies



Inter-agency
Network for Education
in Emergencies

Authors:

Sujata Bordoloi, Gloria Diamond, Kathryn Moore (United Nations Girls' Education Initiative), Jihane Latrous (Education Cannot Wait), Yazgulu Sezgin, Maddison Van Balkom and Nafissatou Faye (Plan International Canada), Caroline Abilat and Andrew Eyamu (Plan International Uganda), Nagore Moran (Plan International UK), Duku Dominic (Plan International South Sudan) and Lauren Gerken (Inter-agency Network for Education in Emergencies).

The Challenge

Girls' already limited access to education in crisis-affected situations is compounded by inadequate gender competencies¹ in the workforce of organizations addressing the issue.

Globally, over 50 per cent of girls not accessing education are in crisis-affected countries. While some progress has been made for girls' education enrolment and completion rates, significant gaps remain.

² For instance, lower secondary completion rates for girls fall behind boys in over half of the crisis-affected countries for which data is available.³

While issues such as school-related gender-based violence (SRGBV) and climate are compounding factors limiting girls access to education in crises,⁴ it has also been found that limited capacities⁵ of the workforce of bodies and organizations working in education in emergencies and protracted crises (EiEPC) poses additional challenges to ensuring that girls have safe, equitable access to education in emergency and protracted crisis settings. A 2018 UNICEF study to understand the EiEPC workforce and related challenges identified gender-sensitive training as an organizational competency of only one organization.⁶ In 2019,⁷ stakeholders working across the EiEPC ecosystem concluded that operationalization of gender equality commitments was a critical gap among EiEPC practitioners. Stakeholders noted that this workforce capacity gap exists despite organizational mandates, resources available and the individual passions that practitioners expressed for supporting girls' education in crisis. Gender training not being represented as a core skill necessary for advancing gender equality across organizations and institutions in EiEPC is clearly problematic.

1 Competencies here refers to stakeholders' knowledge and understanding of foundational gender terms. It also refers to stakeholders' understanding of gender-responsive to transformative strategies and how to integrate these into existing programmes and/or identify new gendered programmatic needs across phases of the Humanitarian Programme Cycle in education in emergencies and protracted crises.

2 INEE (2022). "Mind the gap 2: Seeking safe and sustainable solutions for girls' education in crises," <https://inee.org/resources/mind-gap-2-seeking-safe-and-sustainable-solutions-girls-education-crises>.

3 Ibid, p. 12

4 Ibid.

5 Refer to footnote 1.

6 UNICEF (2018). "Education in Emergencies: Workforce Strengthening for Protracted Crises," https://inee.org/sites/default/files/resources/FINAL%20REPORT%20SPWG%20EiE%20Workforce%20Development_Feb2018.pdf.

7 An internally facing consultation process was conducted by UNGEI and funded by Education Cannot Wait to understand the mandates, tools and needs of organizations and practitioners from national to international levels working on gender and EiEPC.

The Solution

A core resource package to strengthen gender equality in EiEPC

Partners in the education in emergencies and protracted crises ecosystem realized that gender equality in EiEPC commitments would continue to be limited unless inter-agency efforts and investments were made to increase the gender equality capacities of EiEPC actors. This needed to include resources, guidance, tools and funded professional development opportunities that extend across organizations—it could not be limited to only a few.

The [EiE-GenKit](#) was launched in 2021 to respond to this challenge. The toolkit was developed through a partnership between Education Cannot Wait (ECW), the United Nations Girls' Education Initiative (UNGEI) and the Inter-agency Network for Education in Emergencies (INEE).

The EiE-GenKit is based on extensive research and an extensive consultation process, including a comprehensive review of over 150 gender and EiE resources and contributions from over 80 stakeholders at global, regional and national levels that supported EiEPC programming in 2019 and 2020.

The result is the first core resource package of its kind, providing education practitioners with practical tools to promote gender-relevant programming in times of crisis to times of peace and for sustainable development. Inter-agency and globally relevant, the EiE-GenKit includes a series of practical tools to strengthen programmes to make them gender-responsive to transformative. The tools are simple to use, accessible and adaptable for different contexts and types of emergencies and can be accessed through a [digital portal](#).

Overview: EiE-Genkit contents

Section 1: Introduction

- 1.1 Introduction to the EiE-GenKit: Purpose and how to use the Resource
- 1.2 Gender in EiE Explained: Key terms and concepts
- 1.3 Gender in the EiE Programme Cycle
- 1.4 Background Standards and Guidelines
- 1.5 IASC Gender with Age Marker (GAM)

Section 2: Needs Assessment and Analysis

- 2.1 Gender responsive needs assessment checklist
- 2.2 Questions for gender responsive analysis

Section 3: Programme Planning and Design

- 3.1 Criteria for gender-responsive programme strategy selection
- 3.2 Gender in theory of change and M&E frameworks
- 3.3 Gender-responsive EiE costing, cost tracking and cost analysis

Section 4: Resource mobilisation

- 4.1 Gender in EiE advocacy and communication
- 4.2 Gender in EiE resource mobilization

Section 5: Implementation

- 5.1 Accelerated and alternative education
- 5.2 Facilities and services
- 5.3 Gender in EiE Protection and Well-Being Interventions
- 5.4 Teacher and education personnel recruitment, conditions of work, training, and support and supervision
- 5.5 Teaching and learning self-assessment checklist for teachers
- 5.6 Curricula and teaching and learning materials

Section 6: Monitoring and evaluation

- 6.1 Gender-responsive EiE monitoring
- 6.2 Gender-responsive EiE evaluation
- 6.3 Gender-responsive EiE indicators

Section 7: Accountability to affected populations

Section 8: Preparedness and coordination

- 8.1 Gender in EiE preparedness: Coordination and information management
- 8.2 Gender in EiE Preparedness: Institutional EiE gender capacity – Part 1 Personnel and Part 2: Capacity analysis
- 8.3 Gender in EiE preparedness: Risk assessment

Section 9: Annexes

- 9.1 Annex 1: Terms and definitions
- 9.2 Summary of humanitarian architecture relevant to gender-responsive EiE
- 9.3. Humanitarian timeline

The investment

Field testing the EiE-GenKit

While the launch of the EiE-GenKit was an important step forward, EiEPC stakeholders understood that resources such as the kit would be most effective if moved from the theoretical to the actual: that it needed to be field tested. Stakeholders also agreed that in-person capacity strengthening processes to accompany the EiE-GenKit would support its ability to really make a difference in the day-to-day practices of EiEPC practitioners, their partners and affected populations.

Since 2019, Education Cannot Wait (ECW), the global fund for EiEPC, had been supporting a consortium of partners to address gendered barriers to girls' education in South Sudan and Uganda through the Multi-Year Resilience Programme (MYRP) investment window. Plan International South Sudan implemented an accelerated learning programme to support girls, including adolescent mothers, to continue and finish their education. Plan International Uganda strengthened the capacity of ECW partners, communities and school leaders on gender-responsive EiEPC programming design and implementation, including training on inclusive and gender-responsive pedagogy.

Thus, in 2021, UNGEI partnered with Plan International UK and Plan International Canada to conduct a rapid pilot of the EiE-GenKit tools along with the national Plan International organizations and implementing partners in South Sudan and Uganda over a six-month period. Funding for the pilot was provided by ECW.

Discussions started with Plan International regarding if and how the EiE-GenKit could be used across partners and with the affected populations. Some questions that ECW, UNGEI and Plan International sought to answer were:

- Would using the kit support strengthening gender equality in EiEPC? And over which time period?
- Were the tools relevant?
- What types of adaptations and contextualization are needed?
- What types of processes would be needed to pilot the kit?

The context in which the EiE-GenKit was piloted in 2021

Existing gendered barriers to education that disproportionately impact girls in conflict-affected settings, such as child marriage, adolescent pregnancy, gender-based violence and the burden of unpaid household labour, became exacerbated during the COVID-19 pandemic.⁸ For example, media reports in Uganda indicated that 3 in 10 adolescent girls in Uganda became pregnant during pandemic-related lockdowns.⁹ When schools reopened after nearly two years of partial or full closures from March 2020 to 10 January 2022—the longest school closures anywhere in the world—the negative effects on girls' access and retention in education were evident.¹⁰ Government authorities in Uganda also reported significant spikes country-wide in domestic violence, sexual violence and child abuse.¹¹

Plan International was already serving as a champion for gender equality in EiEPC in these contexts and had ongoing EiE programming. Plan International's distinctive contribution within EiEPC settings is to strengthen inclusion, gender equality and accountability through targeted intersectional interventions. These interventions tackle the multiplicity of socio-economic, socio-cultural and educational barriers faced by some of the world's most marginalised girls, adolescent young women and children with disabilities. Because of this, the organization was recognized as being instrumental in strengthening the EiEPC workforce at local and national levels. Given the dynamic operating contexts, there was still scope to deepen their commitments and efforts toward gender equality and transformation in EiEPC.

The objective of the pilot was to test the tools through these ongoing EiEPC programmes, while deepening the quality and impact of gender-responsive EiEPC work already being planned and implemented. Feedback was collected on the value, relevance and practicality for the EiE-GenKit, and areas for improvement identified. The pilot process included: an orientation for Plan International headquarters and country office staff and implementing partners; Plan country office and partner staff using the tools at the community level; and Plan country office staff, partners and community members providing feedback through a post-implementation workshop on the tools used, including relevance, additions and modifications needed.

8 UK Aid Girls Education Challenge (2021). "Emerging Findings: The impact of COVID-19 on girls and the Girls' Education Challenge response. Focus on Central Africa (Democratic Republic of Congo, Malawi, Rwanda and Uganda)," www.tfacafrica.com/wp-content/uploads/2021/08/emerging_findings_central_africa.pdf; UNICEF (2020); "What is affecting the girl child in South Sudan," www.unicef.org/southsudan/stories/what-affecting-girl-child-south-sudan; UNICEF (2020), "Gender equality and COVID-19," <https://data.unicef.org/topic/gender/covid-19/>.

9 Muzungu, Hope (2022). "For the first time in my life, I was taught to dream," www.unicef.org/uganda/stories/first-time-my-life-i-was-taught-dream.

10 UNESCO Institute for Statistics (n.d.). "COVID-19 Educational Response," <https://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/country-dashboard/>.

11 AMPLIFY Girls (2021). "Understanding the Barriers to Girls' School Return: Girls' Voices from the Frontline of the Covid-19 Pandemic in East Africa," www.amplifygirls.org/media/understanding-the-barriers-to-girls-school-return-girls-voices-from-the-frontline-of-the-covid-19-pandemic-in-east-africa.

June 2019-March 2020

Consultations and desk review conducted to inform the EiE-GenKit

EiE-GenKit tools drafted

EiE-GenKit tools reviewed by gender and EiEPC experts and practitioners

March 2020-January 2021

EiE-GenKit tools revised and refined based on feedback

EiE-GenKit designed

EiE-GenKit launched

EiE-GenKit pilot and orientation process conceptualized

Plan International identified as pilot partner

February-June 2021

Partnership agreement with Plan International for piloting the EiE-GenKit finalized

UNGEI developed orientation process and guidance materials

June-November 2021

Plan International UK and Canada oriented Plan International South Sudan and Uganda Country Offices with the materials

Plan International South Sudan and Uganda piloted the tools and shared feedback on the pilot with Plan International UK and Canada, UNGEI and ECW

The EiE-GenKit piloting process in South Sudan and Uganda

Beginning in June 2021, the Plan International South Sudan and Uganda country teams adapted EiE-GenKit pilot materials developed by UNGEI. A two-day rapid orientation was held using materials developed by UNGEI and INEE. The orientation included interactive sessions to assess gender capacity of stakeholders, practical application activities using the EiE-GenKit tools (selected based on existing programming and needs, including Covid-19 related constraints) and an action planning guidance session for the application of EiE-GenKit tools within schools and communities. Stakeholders who took part in the orientation included implementing partners, representatives of the ministry of education and district education offices, community leaders, school administrators, teachers, parent groups and learners. After the two-day orientation, in partnership with these local stakeholders, selected tools were put into action at the community-level to strengthen gender equality in EiE programmes.

In South Sudan, orientation was held with 25 stakeholders, including Country Representatives based in Juba, from Plan International, ECW, Oxfam, Children's Emergency Fund, Save the Children, the Education Cluster, the National Ministry of General Education and Instruction and Windle Trust International. Three real-time support sessions were provided by Plan International staff to partners on how to facilitate the application of EiE-GenKit tools with school and community stakeholders in ECW-supported schools in Kapoeta North and Magwi, reaching 90 teachers, 500 learners and 90 parent and teacher association and school management committee members. The EiE-GenKit tools used in the South Sudan pilot were:

[5.1 Accelerated and alternative education](#)

[5.2 Facilities and services](#)

[5.3 Gender in EiE protection and well-being interventions](#)

[5.5 Teaching and learning self-assessment checklist for teachers](#)

[6. Monitoring and evaluation](#)

[7. Accountability to affected populations](#)

In Uganda, an orientation workshop was facilitated by Plan International Uganda staff in Arua and Yumbe involving 25 stakeholders. Partners included Finn Church Aid, Teach a Man to Fish, War Child Holland, Save the Children, Humanity and Inclusion, ZOA, AVSI, Catholic Relief Services and Windle International Uganda. Post-orientation, the pilot included 43 ECW consortium partner staff and stakeholders, including school governance committees and parents. The number of stakeholders had to be reduced from the original plan due to COVID-19 restrictions that limited the number of persons allowed to convene in group gatherings. The EiE-GenKit tool used in the Uganda pilot were:

5.2 Facilities and services

5.4 Teacher and education personnel recruitment, conditions of work, training and support and supervision

After a total time of two months piloting over a six-month implementation phase, closing workshops were held in South Sudan and Uganda to reflect on how using the tools enhanced gender equality in communities and schools, provide feedback to improve the tools and identify recommended actions to continue strengthening gender equality through EiE efforts. In addition to bettering the EiE-GenKit, the piloting process mobilized local actors and created a space for collective action around the shared goal of improving individual and collective knowledge, attitudes and practices to promote gender equality in existing EiEPC services and programmes.

Outcomes of the EiE-GenKit pilots in South Sudan and Uganda

1. Communities were directly involved in identifying needs and designing context-specific strategies to increase gender-responsiveness of EiE programmes, services and infrastructure.

Some of community involvement efforts and results included:

In South Sudan, **ideas for mitigating gender-based violence were undertaken, such as developing safety and security measures for enhancing school infrastructure's safety and protection.** Communities **identified a need to make adolescent-friendly mother spaces**, such as breastfeeding rooms in schools and accelerated learning programmes for both female teachers and young mothers. Additionally, **a need was raised to develop a strategy to empower and support female teachers to set up accelerated learning programmes** in their communities and the provision of incentives, training, resources and support for these teachers. Many of the actions identified will be built into future programme designs, as the existing budget could not support all the actions identified.

Using **Tool 7 on accountability to affected populations** raised implementing partners' awareness **of the importance of involving communities in every step of gender-responsive programme design and implementation.** As a result of participating in the EiE-GenKit orientation, the Director General of Gender Equity and Inclusive Education from the Ministry of General Education and Instruction (MoGEI) in South Sudan recommended the dissemination and application of the EiE-GenKit across all states in South Sudan, due to its importance for gender mainstreaming.

In Uganda, **consortium partners integrated gender-responsive teacher recruitment strategies** into standard operating procedures with the specific aim of reducing the barriers to recruiting female teachers and responding to their gendered needs in the workplace. Consortium partners raised awareness and worked alongside communities in these efforts, particularly to build understanding around the existing lack of women teachers in Uganda and the impact an imbalanced gender ratio of teachers can have on learning, especially for girls.

In the context of a steep rise in adolescent pregnancies in West Nile, Uganda, during COVID-19 lockdowns, the pilot also **strengthened the gender-responsiveness of secondary schools to meet the unique needs of adolescent mothers** by facilitating their access to medical services in urban areas near refugee settlements.

[Tool 5.2 on facilities and services](#) was used to support **gender-responsive monitoring for WASH facilities, school construction and learning spaces**. This resulted in construction of more inclusive and gender-responsive WASH facilities, such as a walkway to latrines for learners with disabilities.

2. Both immediate actions and long-term solutions were identified to enhance gender equality.

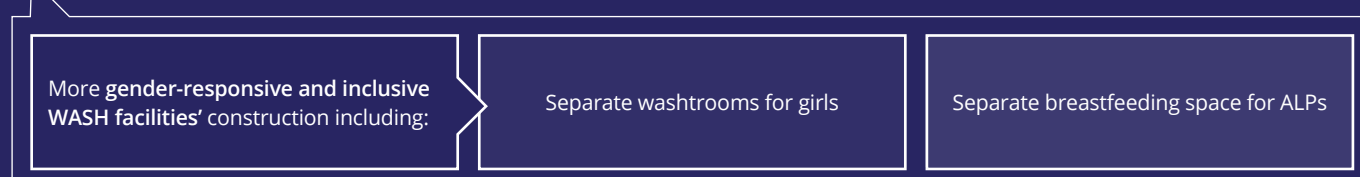
As a result of using the EIE-GenKit, both countries reported that immediate actions were taken by their staff, partners, community leaders, school management committees, parent/teacher associations, parents/caregivers and students, as well as intentions stated to implement longer-term solutions requiring further planning, financing and community action.

South Sudan Pilot Study Results - How using the EIE-GenKit changed knowledge, attitudes and/or practices for gender equality in EIEPC

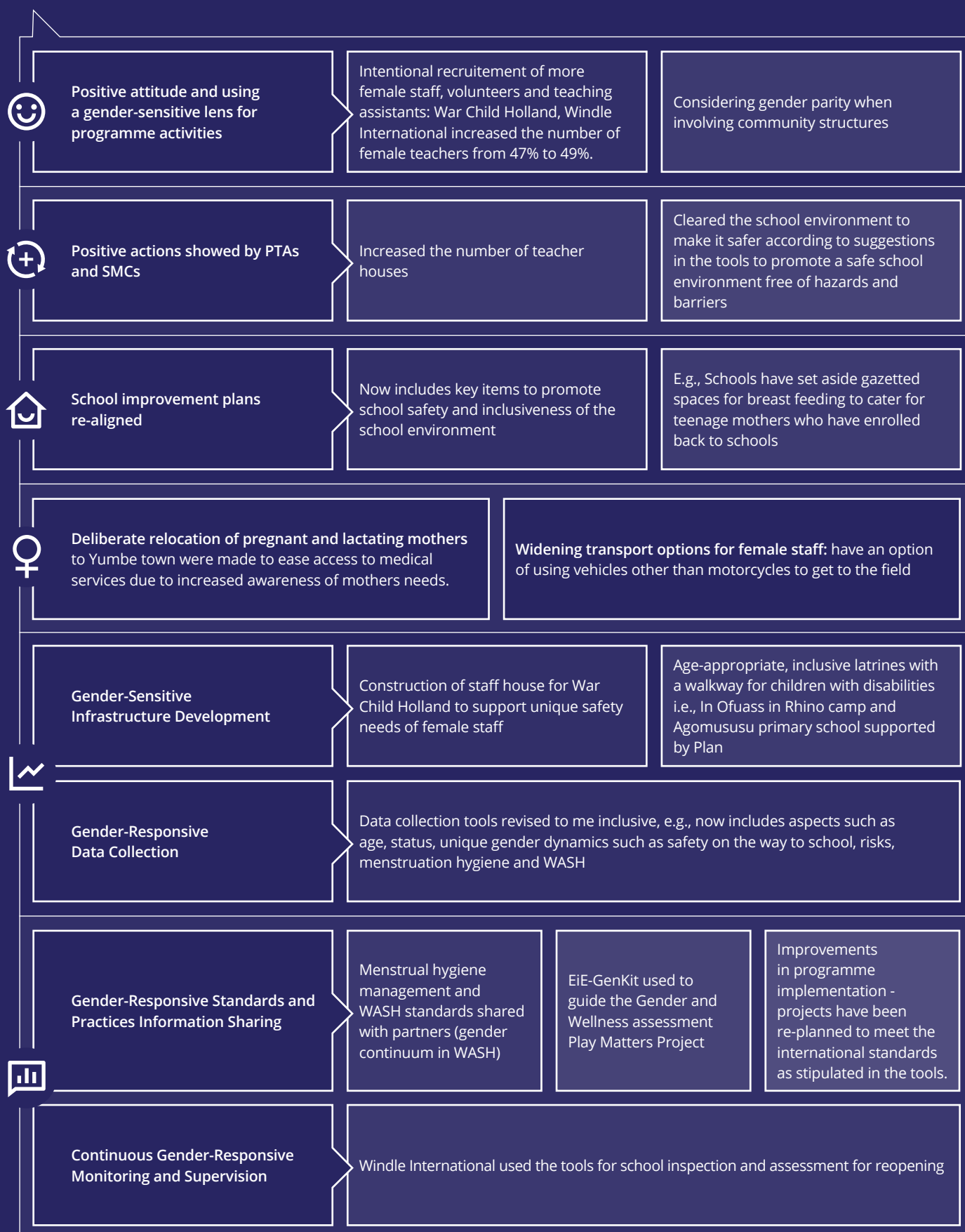
Immediate actions and real-time changes



Tools identified longer-term, community identified needs



Using the tools supported immediate actions and in real-time changes for promoting GE in EiEPC including:



The way forward

Elevating gender equality in education in emergencies and protracted crises

Plan International South Sudan continues to use the EiE-GenKit in quarterly stakeholder coordination meetings, for training of teachers and school management committees, and to establish gender-responsive accountability mechanisms, such as a complaint desk at school supply distributions. Plan International Uganda continues to share good practices and provide technical support on using the EiE-GenKit with implementing partners. As a result, the EiE-GenKit tools are now being adopted by other projects, such as the Play Matters Consortium in Uganda, to strengthen their gender-responsive needs assessment and analyses.

Global partners, such as Plan International, are also beginning to integrate the EiE-GenKit capacity building processes in their ECW-funded EiE programmes in other geographic locations, such as the Americas through the Venezuelan Regional Response and ECW investments in Cameroon, Mali and Nigeria. Plan International is also expanding these efforts to non-ECW investment programmes and Plan International's response to the crisis in Mozambique.

UNGEI is exploring avenues for partnering with women's rights organizations and feminist-led youth organizations to use and learn from their EiE-GenKit implementation to understand how they are pivoting existing gender-responsive and transformative efforts to focus on women's and girls' education needs in crises. For example, in 2022, Transform Education, a feminist youth-led organization, is using the EiE-GenKit as a resource for designing advocacy training for youth in EiE programming in various countries.

ECW will use the EiE-GenKit as part of its capacity building of multi-year resilience programme (MYRP) partners by Gender Lead Organizations, a new function intended to address gender capacity gaps in MYRP country teams.¹² Gender Lead Organizations take the responsibility to support all MYRP grantees and sub-grantees in gender capacity strengthening and programming throughout the duration of the MYRPs, from the design phase to the implementation phase.

¹² This Gender Lead Organization function was initiated in the MYRPs designed in 2021 such as Bangladesh, Burundi, Lebanon, Libya, Pakistan and Sudan and is being expanded to all new MYRPs supported by ECW.

A call to action

More investment in longer-term gender equality in EiEPC efforts is critical to changing gender norms, knowledge, attitudes and practices at systems and local levels

While participating stakeholders and partners agreed that progress was accomplished in the rapid pilot process, much more remains to be done. The recommendations below have been consolidated from views expressed by country teams, government stakeholders and national and international partners involved in the pilots. Recommendations target ECW, donors and the broader EiEPC implementing practitioner community.

Recommendations

Recommendations for donors, including Education Cannot Wait

Invest in longer-term EiEPC workforce development efforts geared toward gender equality, including for national ministerial stakeholders.

It is critical that project-based gender equality in EiEPC capacity efforts leverage the expertise and leadership of national ministries to ensure gender-responsive policy establishment, strategies and implementation plans and costing and budgeting of national plans and strategies within government systems and humanitarian response mechanisms is critical to sustainability and systems integration of actions identified. This will ensure ministry leadership guides national agendas for gender-responsive EiE programming. It will also mobilize a cadre of national leaders to deliver training, guide implementation and monitor programme design and implementation that is integrated into government systems.

Workforce development must reach national ministry stakeholders across related and supportive ministries, such as gender, education and social welfare, as well as ministries of finance and planning, women and youth and sports.

Strengthen investments in gender-specific EiEPC workforce development initiatives and support flexible funding modalities to encourage uptake.

A variety of workforce development modalities were identified as useful for strengthening gender equality in EiEPC. Modalities include on-the-job training, workshops that are co-constructed with participants based on capacity assessments, and communities of practice, which are in-person or virtual, remote learning groups made up of EiEPC practitioners for sharing implementation successes and challenges across project sites within a country and/or across countries. For instance, on-the-job coaching was done by teams in Uganda to facilitate tool use with the community. This coaching supported stakeholders and the communities they work with to see the promise of promoting gender equality through EiE efforts for behaviour change in a way that one-off training could not. It enabled the identification and training of local gender focal points that could be linked with national efforts and priorities to reduce gender-based violence, mainstream gender-responsiveness in the education system and ensure that gendered barriers to girls' education in particular are eliminated.

After training, additional funding will be needed, such as small grants and sub-grants, in order for communities to take up actions identified during training.

Coupling interventions with existing research and analysis tools, such as cost-effectiveness analysis, will help stakeholders identify the benefits and effectiveness of various training models to enhance future workforce development efforts geared at supporting gender equality in EiE.

Identify needs-based adaptations to the EiE-GenKit and invest in making adaptations to the kit over time.

Since its launch, partners around the world have expressed they believe the kit will be useful in ongoing programming. Concurrently, partners identified the need for tools around specific thematic areas, such as gender-responsive climate change and resilience.

Additionally, partners identified the need for inter-agency resources and tools on how to involve children across their life course in EiEPC to understand foundational gender concepts presented in the kit and other complementary resources, such as INEE's Guidance Note on Gender.

As partners begin using the EiE-GenKit, inter-agency process indicators will need to be established and employed for partners to:

- ✓ **gauge to what extent the EiEPC workforce gender equality training is making a difference over time;**
- ✓ **identify implementation barriers and opportunities; and**
- ✓ **understand the costs of this work.**

Recommendations for the EiEPC implementing practitioner community, including Education Cannot Wait grantees

Expand the timeframe for adapting EiEPC programmes to promote gender transformation.

Stakeholders involved in the pilots in South Sudan and Uganda recommend a three-to five-day orientation process and on-the-ground support for using the EiE-GenKit tools and adapting programmes over six months, at a minimum.

Stakeholders noted that at the beginning of the EiE-GenKit orientation, a capacity assessment was conducted, but the rapid orientation was not sufficient to enable a meaningful response to all the capacity gaps identified. These would likely need to be addressed through a series of capacity development workshops over time. Ultimately participants need more experiential training opportunities on how to use tools together with communities. These would ideally be part of longer-term community empowerment processes designed jointly with local stakeholders, including faith-based leaders, women's rights organizations and affected government stakeholders. Through such a process, the breadth of the toolkit may be best unpacked and utilized to select tools most relevant to context.

A longer-term capacity building process should be coupled with implementation research and an outcome study to build the evidence base on the effectiveness and results of investing in capacity building for strengthening gender equality in EiE.

Support more inclusive humanitarian coordination and response mechanisms and conduct joint monitoring of the results of EiE-GenKit tool use for evidence generation.

The EiE-GenKit tools can support Local Education Working Groups, Country Education Clusters, and Education Sector Working Groups to meaningfully and inclusively expand their membership to women's rights organizations, feminist-led youth organizations, organizations for persons with disabilities and other marginalized groups. All of these actors could engage in joint capacity building processes across organizations and actors on gender-responsive EiE and subsequently conduct joint monitoring on the extent that each of their mandates, organizational processes and programmes promote gender equality in EiEPC.

Organizations should adopt the EiE-GenKit tools as part of standard operating procedures across design, assessments, analysis, implementation and more. However, procedures alone are not enough and monitoring the results of using the tool allows for evidence to be built on how communities can take concrete actions to support gender equality in EiEPC.



The global fund for education in emergencies

Education Cannot Wait (ECW)
c/o UNICEF
3 United Nations Plaza
New York, NY 10017
United States of America



United Nations Girls' Education Initiative (UNGEI)
3 United Nations Plaza
New York, NY 10017
United States of America



Inter-agency Network for Education in Emergencies (INEE)
c/o International Rescue Committee
122 East 42nd Street, 12th floor
New York, NY 10168
United States of America

/EduCannotWait

/EduCannotWait

/educationcannotwait

/educannotwait

/@educannotwait

educationcannotwait.org

info@un-ecw.org

/UNGEI

/UNGEI

/ungei

/ungirlseducation

ungei.org

info@ungei.org

/ineetweets

/INEEnetwork

/inee-network

inee.org

info@inee.org