ECW GENDER STRATEGY 2018-2021

ADVANCING GENDER EQUALITY IN EDUCATION IN EMERGENCIES

EDUCATION CANNOT WAIT
a fund for education in emergencies

Cover photo: Taslima, age 6, attends an ECW-supported learning centre in a refugee camp in Cox's Bazar, Bangladesh. After fleeing horrendous violence in Myanmar, it is a safe place where she can learn, play and recover from her trauma. © UNICEF/Nybo

CONTENTS

EXECUTIVE SUMMARY

EDUCATION CANNOT WAIT'S STRATEGY FOR ADVANCING GENDER EQUALITY IN AND THROUGH EDUCATION PUTS GENDER EQUALITY AT THE FOREFRONT OF ECW'S FINANCING IN EMERGENCIES AND PROTRACTED CRISIS.

Making gender ECW priority in the ECW Strategic Plan 2018-2021, it seeks to ensure that the needs and experiences of girls and boys are examined and systematically incorporated throughout ECW's work to:

- Ensure that gender analysis and gender equality are central to each of ECW's core functions, collective outcomes, implementation, financing modalities and operations.

- Ensure sufficient gender capacity in ECW's assessment, planning, and proposal development processes. This entails the engagement of all relevant partners with gender expertise and all relevant sectors. It further includes supporting gender capacity at the field level, among implementing partners, within monitoring, evaluation and learning.

- All ECW approved proposals will meet minimum standards regarding sex and age disaggregated data, the gender and age marker, a gender architecture capacity assessment, and commitment to 'do no harm'.

- Ensure that all country based investments include support for a 'core package' of interventions that advance gender equality in and through education.

- ECW's unique contribution to bridging the humanitarian-development divide, particularly in protracted crises, will link its gender responsive and transformative investments to the overall education response and sector planning.

- ECW's Acceleration Facility will support (1) gender capacity strengthening at country level to improve coordination, gender responsive programming, monitoring and evaluation; (2) improved and better-harmonised gender data collection, and (3) innovations that advance gender equality in through education. It will also support gender-transformative investments to increase the centrality of gender to ECW's five core functions, including partnerships, advocacy, and resource mobilization.

- ECW's monitoring and evaluation strategy will ensure that gender equality indicators are included in its results framework, outcome reporting, monitoring and evaluation plan, and feedback mechanisms.

- An ECW Gender Task Team will be established to support the development of tools, engagement with system-wide gender forums (including the Inter-Agency Standing Committee) and provide guidance on the implementation of the Gender Strategy.

- Strengthen partnerships, coordination and address gender capacity needs, by establishing memoranda of understanding or alternative partnership agreements with relevant partner organizations.

- Ensure that the Gender Strategy is aligned with ECW's operations and management practices. To this end, ECW will establish a separate Policy to Advance Gender Equality.

INTRODUCTION

ECW'S GOAL OF REACHING MORE THAN 8 MILLION CRISIS-AFFECTED CHILDREN CAN ONLY BE ACHIEVED BY ADDRESSING THE GENDER DISPARITIES THAT UNDERMINE EDUCATIONAL OUTCOMES FOR BOYS AND GIRLS.

Their equal access to quality, relevant, and safe learning opportunities serve as a major objective. Recognizing that girls' education and gender equality are affected by processes within and beyond schools, ECW decided to develop a gender strategy to ensure that girls and boys benefit equally from its investments.

Following years of preparations and research, ECW was launched at the World Humanitarian Summit where the centrality of gender equality, and the fulfillment of women's and girls' human rights and their empowerment in political, humanitarian and development spheres was reaffirmed as a universal responsibility: to leave none behind. ECW's mission is aligned with this commitment and with the Sustainable Development Goals on gender equality (Goal 5) and education (Goal 4). ECW views its actions to advance gender equality and education as mutually reinforcing and grounded in the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women.

To this end, ECW's Strategy for Advancing Gender Equality in and through Education seeks to ensure that the specific needs, strategic interests, and experiences of girls and boys are examined systematically and taken into account throughout ECW's work. The Gender Strategy will provide operational guidance for integrating gender equality considerations into ECW's strategic priorities, core functions and financing modalities.

To ensure that the Gender Strategy is aligned with ECW's operations and management practices, ECW will establish a separate Policy to Advance Gender Equality. The Policy will establish an accountability framework for achieving results on gender equality, and ensure the allocation of sufficient human and financial resources for implementation.[1]

Girls in crisis settings are nearly 2.5 times more likely to be out of school than those living in countries where there is no crisis.[2]

---

1   This is consistent with the UN's System-Wide Action Plan (SWAP) for implementing the Chief Executive Board Policy on Gender Equality and the Empowerment of Women.
2   FHI 360, June 2016. Education inequality and violent conflict, evidence and policy considerations.

ECW'S COMMITMENT TO GENDER EQUALITY

ECW RECOGNIZES THAT ACHIEVING EQUALITY IN EDUCATION WILL REQUIRE PROACTIVE MEASURES TO REDRESS THE HISTORICAL, AND SOCIO-CULTURAL DISADVANTAGES THAT PREVENT LEARNERS FROM ACCESSING AND BENEFITING FROM EDUCATION ON EQUAL GROUNDS.

While gender is a central determinant of learning outcomes, it also interacts with other factors, including economic, social and family status, age, geography, ethnicity religion, and disability. These factors, taken together, each understood in each context, are significant in shaping the opportunities and obstacles for girls and boys to fully exercise their right to participate in, complete, and benefit from education.

Moreover, for ECW, the concept of gender is all inclusive: it refers to women, men, girls and boys, and their specific needs, as well as gender identity, gendered, and inter-generational relationships. While recognizing the importance of targeted investments to empower women and girls across all of ECW's collective outcomes, ECW will also work to empower men's leadership and engage boys in this process. ECW recognizes that its political engagement must give priority to the local climate of support for girls' education, the institutional and policy environment, and state capacity to engage in dialogue, as these are key factors that will shape the feasibility and impact of ECW investments to advance gender equality in and through education across its strategic priorities.

ECW's Strategy for Advancing Gender Equality in and through Education and its associated policy[3] seek to ensure that the specific needs, strategic interests, priorities and experiences of girls and boys (and men and women) are considered systematically throughout ECW's work, so that boys and girls benefit equally, and inequality is not perpetuated. More specifically, the Gender Strategy introduces criteria for how each of ECW's funding mechanisms will ensure and promote gender equality and girls' and women's empowerment, and clarifies how the proposals and performance of existing and potential grantees and partners will be judged against these criteria.

ECW's unique contribution, particularly in protracted crises, is in linking its gender-responsive and transformative investments to the overall education response in order to help bridge the humanitarian-development divide. ECW's ability to leverage educational opportunities in support of gender-transformative interventions seek to further contribute to sustainable peace.

Recognising that ECW is not an implementing body, but a financing mechanism geared at systemic change, its strategy for advancing gender equality in and through education will draw from and contribute to system-wide guidance – both the development and humanitarian structures and guidance. This includes: the Inter-Agency Standing Committee's (IASC) Gender Handbook for Humanitarian Action and its Guidelines for Gender-based Violence Interventions in Humanitarian Settings; the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for

---

3   To be developed.

ECW-supported learning centres in Cox's Bazar, Bangladesh, provide a safe place for Rohingya refugee children to learn, play and recover from their traumatic flight from violence and persecution in Myanmar.

© ECW/Lang

Education: Preparedness, Response & Recovery, the INEE Pocket Guide to Gender, the IASC Gender and Age Marker, The Safe Schools Declaration, and other relevant tools and available emerging best practice and innovation.

Strategies to advance gender equality will be specified throughout ECW's results framework and in relation to each of ECW's five collective outcomes areas: Equity and Gender Equality, Access, Quality, Continuity, Protection. In cases where the gender equality gap is so large that

equal access to opportunities is not possible, ECW commits to specifically target its investments accordingly. ECW will ensure that gender analysis and gender equality is central to each of ECW's core functions, implementation modalities, and operations. It will do this by establishing mandatory criteria for all grant submissions, by supporting gender capacity strengthening among implementing bodies, and through its monitoring and evaluation.

GENDER INEQUALITIES IN EDUCATION & CRISES:
COLLECTIVE EDUCATION OUTCOMES

THE LOCAL CLIMATE OF SUPPORT FOR GIRLS' EDUCATION, THE INSTITUTIONAL AND POLICY ENVIRONMENT, AND STATE CAPACITY TO ENGAGE IN DIALOGUE ON GENDER ISSUES WILL INFLUENCE THE FEASIBILITY AND IMPACT OF ECW INVESTMENTS TO ADVANCE GENDER EQUALITY IN AND THROUGH EDUCATION.

These contextual factors will influence how ECW responds to each of its five collective outcomes (see Table 1 for an indicative summary of results, strategies, and indicators). ECW's commitments to gender equality are summarized below in relation to its five collective outcomes:

STRENGTHENED EQUITY AND GENDER EQUALITY
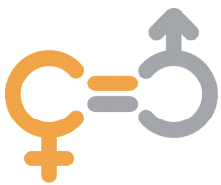
Quality education is a fundamental human right and can provide a pathway for social development and empowerment. Supporting girls along this pathway, particularly in crisis situations, requires targeted investments that ensure their right to access education, their rights within education, and their rights through education.[4]

In this sense, gender equality refers to the equal rights, responsibilities, and opportunities for women and men, girls and boys, to access and control social, economic, and political resources, and to participate fully in decision making and leadership. As distinct from gender equity, which puts focus on fairness and justice regarding benefits and needs for women, girls, boys and men, gender equality is a concept with transformative connotations pointing towards a change of gender-based power relations. Related to these issues:

- ECW's Strategic Plan includes gender equality together with equity as a collective outcome: "Strengthened equity and gender equality".

- All ECW targets and indicators will be informed by a gender analysis of socio-cultural and gender norms and barriers.

- Sex and age disaggregated data on enrollment, retention, dropout and completion will be mandatory in all ECW proposals. If these are insufficiently identified, ECW will refer support to strengthen gender capacity and analysis among implementing partners.

- All proposals submitted to ECW are required to include a gender marker (and age marker where possible) that gives a positive indication of the proposals' purpose and potential to contribute significantly to gender equality.

---

4   CEDAW refers to these three aspects as the 'tripartite' framework for education. CEDAW General Recommendation 36 (CEDAW/C/GC/36: para 14).

INCREASED ACCESS

The impact of crises on children's social support systems and educational opportunities are different for girls and boys and typically evidenced by differential access, learning, and achievement. Parental death, illness, and family separation increases the vulnerability of all children. While orphaned girls may be more vulnerable to sexual abuse, exploitation, and forced and early marriage, orphaned boys may be forced to leave school to find work. Girls and boys often assume different household responsibilities in crises, including care giving, domestic labor, and income generation. Crises can deplete household savings and income and increase the opportunity costs of losing a child's labor to attend school. The direct and indirect costs of education, from transport and uniforms, to books and school fees may further limit a family's ability to send all of its children to school. In these situations, all too often, girls are left behind. Related to these issues:

- Resource interventions, including conditional cash transfers, school feeding, and other in kind supports, will be given priority to address the care burdens that girls assume disproportionately.

- ECW will support interventions that address socio-cultural and gender norms and barriers and perceptions about gender roles and educational access, and participation in leadership and decision-making.

SAFE AND PROTECTIVE LEARNING ENVIRONMENT AND EDUCATION

In crises, targeted attacks on schools, as well as the military use of school buildings can impede access for all children and teachers. The Safe Schools Declaration and Framework for Action provides a broad range of possible actions to protect students, teachers, and schools from attack and military use.[5] A school's location and hours of operation, facilities (i.e. water and sanitation), and infrastructure, such as walls that prevent outsiders from looking in, are significant in determining attendance, especially if girls can only travel short distances without a male companion. Both boys and girls are vulnerable to recruitment, attack, and injury, while girls are at greater risk of sexual abuse. Safe learning facilities (disaster-resilient infrastructure), school disaster management and risk reduction and resilience education, are essential for ensuring comprehensive school safety, and form the basis of the Worldwide Initiative for Safe Schools.[6] Moreover, in the classroom and at school, at home and in the community, both boys and girls may experience emotional and physical victimization, violence and abuse. The physical and psycho-social impacts of sexual and gender based violence have consequences for learning, attendance, retention and achievement. Linking sexual and reproductive health services to educational and learning opportunities can help mediate and prevent these negative impacts. Related to these issues:

- ECW will support actions to prevent attacks on educational institutions and help ensure that they are safe and accessible.

- ECW will also support educational policies, teacher training, codes of conduct and the establishment of local mechanisms to prevent

---

5   http://www.protectingeducation.org

6   http://www.unisdr.org/we/campaign/wiss in collaboration with the Global Alliance on Disaster Risk Reduction Education and Resilience in the Education Sector. Also see http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/SC/pdf/Comprehensive_school_safety.pdf

school-related violence, including sexual and gender based violence and abuse.

- ECW supported schools will be required to meet comprehensive school safety standards and ensure that complaints and support mechanisms are in place.

- ECW will ensure that its support for educational infrastructure meets minimum standards in order to facilitate girls' access. Such priorities include safe location, safe access/transportation, accessible operating hours, separate latrines, and related services including menstrual hygiene management).

IMPROVED LEARNING AND SKILLS

As a social institution, education can challenge or entrench discriminatory gender norms and practices. The teaching and learning environment shapes the equality of treatment and opportunity for girls and boys. Teacher training and support, education policies and management, learning materials and pedagogical practices can improve the enabling environment for advancing gender equality in schools. Of importance, fewer female teachers often means fewer female students. Gendered teaching practices and curricula that reinforce negative stereotypes can contribute to unequal learning environments that negatively impact girls' aspirations, retention, and future prospects and may reinforce disparities and discriminatory behaviors. Among adolescent girls, chronic absenteeism is also associated with the absence of separate toilets and washing facilities and the delivery of basic health services, including menstrual hygiene management, sexual and reproductive health care. Relating to these issues:

- ECW will advance gender equality through training and support for female teachers and para professionals.

- ECW will also give priority to pre-primary educational opportunities for girls and boys, as well as the provision of social and emotional learning, life skills, sex education, and gender responsive curricula.

GREATER CONTINUITY AND SUSTAINABILITY

The gender gap widens further in secondary education. In humanitarian emergencies, adolescent girls have less access to sexual and reproductive health services, increasing their risk of sexually transmitted infections, unwanted pregnancy, maternal morbidity and maternal mortality. Crises often exacerbate existing gender inequalities and harmful practices such as forced and early marriage and pregnancy. These are a key determinant of dropout among adolescent girls, especially at the secondary level. Every year of early marriage significantly reduces a girl's likelihood of completing secondary school; conversely, the longer a girl stays in school, the less likely she is to be married before the age of 18, or to have children during her teenage years.[7] Relating to these issues:

- For adolescent girls, in particular, ECW will invest in sexual and reproductive health interventions that are indispensable for ensuring continuity and preventing forced and early marriage and early pregnancy.

- ECW investments will also ensure that that out-of-school children and girls in forced and early marriages have access to flexible, alternative, and accelerated learning opportunities.

---

7   McCleary-Sills et al, 2015: 71 in Subrahmanyam, Gita, Gender Perspectives on Causes and Effects of School Dropouts, p. 33 (Sida, 2016).

TABLE 1: ADVANCING GENDER EQUALITY ACROSS ECW COLLECTIVE OUTCOMES: INDICATIVE STRATEGIES AND INDICATORS

Advancing gender equality across five collective education outcomes:
Equity and Gender Equality, Access, Quality, Continuity and Protection

RESULTS	STRATEGIES	INDICATORS RESULTS
Strengthened Equity & Gender Equality	• Establishing targets and indicators informed by gender needs/context analysis • Ensuring sex and age disaggregated data on enrolment, retention, dropout and completion • Strengthening gender capacity among implementing partners • Addressing socio-cultural and gender norms and barriers to education and participation in decision making and leadership • Strengthening ECW's gender capacity • Improving Equity & Gender Equality • Strategies	• Gender Marker Scores • # girls & women's organizations included among implementing partners • Improved learning/evidence about 'what works' to advance gender equality • Perceptions about gender roles and educational access • Grant specific outputs and outcomes
Increased Access	• Addressing household time/care burdens and poverty through cash transfers and school feeding • Increasing female teacher supply • Supporting flexible, accelerated and alternative learning opportunities for adolescents	• Attendance, retention, completion • Out of school rate • Male/Female ratio of teachers
Safe & Protective Learning Environment & Education	• Preventing attacks on educational institutions • Preventing violence by peers, teachers, humanitarian actors (including sexual and gender-based violence and exploitation, bullying, corporal punishment) • Ensuring learning spaces are safe and accessible for girls and boys (safe transportation, separate toilets)	• # schools with capacity to report attacks and # attacks on education • % of ECW supported schools meeting safe learning environment standards • Prevention, complaints, support mechanisms in place • Grant specific outputs
Improved Learning & Skills	• Establishing gender-responsive curricula and teaching practices, including social and emotional learning and life skills • Supporting pre-primary learning opportunities in addition to primary and secondary learning	• # or % children (boys/girls) < 5 on track; • Average hours instruction (boys/girls) • Increased proficiency (boys/girls)
Greater Continuity & Sustainability	• Reducing forced and early marriage and early pregnancy • Providing adolescent sexual and reproductive health services and female hygiene kits (including menstrual hygiene management)	• Girls' secondary education enrollment, retention, attendance, completion • Skills attainment for M/F youth in upper-secondary

FINANCING MODALITIES

ECW HAS THREE FUNDING MODALITIES: THE FIRST EMERGENCY RESPONSE WINDOW, THE MULTI-YEAR RESILIENCE WINDOW, AND THE ACCELERATION FACILITY WINDOW.

Programmatically, in the context of First Emergency Response and Multi-Year Resilience investments, ECW will mobilize partners around a core package of targeted interventions to advance gender equality in and through education.

FIRST EMERGENCY RESPONSE WINDOW

ECW employs the First Response Window to provide rapid funding at the onset or escalation of a crisis, for time-critical interventions, or to reduce the immediate impact of the crisis on education. Within this window, support for gender equality investments can also be generated externally: "ECW may fundraise for specific projects, countries, and/or themes...through innovative financing channels and instruments to ensure additionality in this window."[8]

Planning and proposal development processes for this window will take into account the guidance provided above. Additionally, in applying ECW's criteria for First Response Window, the following gender considerations will be taken into account:

- A large gap in support for gender specific emergency challenges: including sexual and gender based violence, or a shortage of female teachers;

- High ECW impact: If ECW support is likely to make a significant impact among a particular and highly marginalized subpopulation of girls (e.g., through a menstrual hygiene management programme);

- Alignment with ECW's collective education outcomes: including equity and gender equality.

MULTI-YEAR RESILIENCE WINDOW

This window is intended to help bridge the divide between acute emergency response and longer-term strengthening of education systems. Because Multi-Year investments aims to enable experimentation and innovation and engage a broader set of actors, the Multi-Year Resilience window "allows for thematic earmarking to programmes that improve outcomes for specific marginalized groups (e.g., girls, refugees) (...) as long as the groups are a significant beneficiary but not a sole beneficiary (i.e., other at-need children and youth are not excluded)."[9]

Although the majority of ECW investments will be made through country-level coalitions, in the case of a regional crisis, ECW's operating model will also "consider funding regional education in emergencies efforts across multiple countries'.[10] Similarly, this modality could be used to expand gender equality investments or draw on expertise from implementing partners outside of the country. In this way, it will be possible for Multi-Year Resilience investments to support international or regional initiatives and partners with expertise in addressing the gender dimensions of education in emergencies, such as gender responsive curricula, or menstrual hygiene management.

---

8   ECW Draft Operating Model Document (2017), p. 6.

9   Ibid, p. 6.

10   Ibid, p.18.

Since multiyear frameworks are designed to link with national education sector plans and the UNDAF, they can address both recovery and development needs in a mutually reinforcing fashion. For gender equality, this provides an opportunity to strengthen collaboration among actors working in all of the priority areas defined in ECW's core package of investments. Although ECW does not assess education sector needs, it can ensure that gender is given priority within educational assessments and provide resources for this purpose. In addition to the planning and assessment guidance provided above, the ECW secretariat will:

- Support the engagement of the Gender Task Team in ECW's country level processes and three distinct phases of engagement as described in ECW's Standard Operating Procedures (SOPs).

- Develop a partnership with the United Nations Girls' Education Initiative (UNGEI) and define the parameters of support that can be leveraged through the coalition.

- Identify key policy goals at the country level to advance gender equality in and through education that can be collaboratively pursued by humanitarian and development actors.

ACCELERATION FACILITY WINDOW

The Acceleration Facility (AF) has three objectives: (1) to improve education planning, coordination, response and financing in sudden-onset and protracted crises; (2) to bridge the transition into more effective longer-term development interventions; and (3) to promote innovations in education through new and scalable solutions. The Acceleration Facility will fund gender targeted and transformative initiatives that advance each of these objectives.

1. **The Acceleration Facility will support ECW multi-year framework recipients on coordination, monitoring, evaluation and research.**

The Acceleration Facility function will support gender capacity strengthening at country level to improve education in emergencies coordination, evidence-based gender responsive programming, and gender responsive monitoring and evaluation. This will be carried out through capacity development initiatives and through annual meetings of education in emergencies partners. More specifically:

- If needed, the facility will support the preparation of a Joint Education Needs Assessments to ensure that the specific needs of girls and boys are fully understood and reflected, and that proposed strategies are informed by a comprehensive gender analysis.

- The Acceleration Facility will support rigorous impact evaluations for interventions with targeted gender components.

- Although ECW will not pursue its own research agenda, it will support learning on its investments to advance gender equality in and through education. The research and learning gaps and needs are vast, with little empirical evidence to authoritatively identify 'what works' to address gender inequality in and through education, or factors that shape impact across different political, socio-cultural, and emergency contexts.

2. **The Acceleration Facility will contribute to improved, more coherent and better-harmonised data at multiple levels.**

With respect to gender equality in and through education in emergencies, the challenges of data collection and measurement are heightened. Many gender related indicators lack data and comparable methodologies for monitoring. The dearth of statistics arises from both a failure to give priority to gender equality in data collection and from a lack of resources. New tools and approaches are needed to help humanitarian and development actors understand and respond to sub-national geographic variation and inequities,

and to anticipate medium and longer-term implications of crisis-related demographic shifts that national census data do not reflect.[11] According to UNICEF, "two thirds of the Sustainable Development Goals (SDGs) indicators relevant to girls are either limited or nonexistent; where data do exist, they are not always utilized or made available in use-friendly formats. In some cases, data are not sufficiently disaggregated or analyzed by sex and age. In other cases, there is insufficient data collection on issues unique to or of critical importance to girls."[12] Only sixteen of the twenty 'ready to measure' indicators are reported in international databases.

- In collaboration with UNESCO Institute of Statistics (UIS), UNESCO, UNICEF, UN Women, UNGEI, and other actors, early funding opportunities will be identified to contribute to SDGs reporting on gender equality in and through education in emergencies, and to strengthen statistical capacity for increasing the localization, production, quality, comparability, regularity, and accessibility of gender statistics.

- Improving sex and age disaggregated data in Education Sector Planning is another way that ECW will help bridge the humanitarian divide. Data on access, retention, completion, and learning outcomes and female teachers are particularly lacking across the board, and rarely reflect variance across regions.

- In crises, and particularly in situations of internal displacement, engaging national statistics offices may not be appropriate or might even increase risks to conflict affected populations. ECW's Acceleration Facility

will consider supporting the adaptation and application of free and open source tools used by humanitarians and researchers to help standardize electronic data collection and make it more reliable and easier to use. Similarly, initiatives like Ready to Measure, identify data sources that may not be taken into account during the rapid assessment phase of emergencies (e.g. from Multiple Indicator Cluster Surveys, Demographic and Health Surveys and others).[13]

3. **The Acceleration Facility will invest in innovations which have demonstrated potential in improving children's learning outcomes as well as generating new sources of finance.**

    As ECW engages with partners that are advancing cost-effective innovations and interventions that rapidly improve children's learning outcomes and socio-emotional well-being, it will ensure that this portfolio supports innovations that seek to advance gender equality in and through education. Other potential investment areas to be considered include:

- Education Technology: e.g., working with UNICEF in support of data technologies to map gender-based violence risks, collect feedback on services, and facilitate the participation and decision-making of women and girls in services and systems affecting their lives.

- Menstrual hygiene management, reproductive and sexual health: Support for innovative approaches to improve reproductive and sexual health among adolescent girls.

---

11   See, for example, flowminder.org

12   United Nations Children's Fund, Harnessing the Power of Data for Girls: Taking Stock and looking ahead to 2030, UNICEF, New York, 2016, p. 12. For example, data are scarce on the main barriers faced by girls to manage their period hygienically and with dignity. In non-emergency contexts, relevant questions are currently being incorporated into household surveys with a focus on a private place to wash and change, and the availability of materials and their disposal.

13   For example, Kobo Toolbox, a free and open source tool used by humanitarians and researchers; and Ready to Measure (R2M) (http:// data2x.org/wp-content/uploads/2014/08/ Ready_to_Measure.pdf).

CORE PACKAGE TO ADVANCE GENDER EQUALITY

ECW WILL ENSURE THAT IN ITS INVESTMENTS, SUFFICIENT SUPPORT HAS BEEN PROVIDED FOR A 'CORE PACKAGE' OF INTERVENTIONS THAT ADVANCE GENDER EQUALITY IN AND THROUGH EDUCATION IN FIRST RESPONSE AND MULTI YEAR FINANCING.

This reinforces ECW's 'value add' in funding educational activities that are not typically included in regular appeal processes and that help bridge the humanitarian–development divide by linking gender equality investments with education sector planning. ECW will align partners around the core package to ensure that all ECW supported investments are identified with a set of clearly defined and measurable results. The core package will be the focus of an early communications product that demonstrates the importance of these investments for realizing ECW's aims.

ECW's proposal template will specify each element of the core package with appropriate guidance. A rationale should be provided when proposals do not specify a need to support activities included within the Core Package.[14]

- **Gender Analysis and Capacity:** Proposals should specify data availability and gaps, qualitative and quantitative, particularly with respect to gender. If unavailable or insufficiently elaborated, proposals should specify the support needed to undertake a more accurate assessment, and to monitor implementation and impact.

- **Safe and Accessible Schools and Services:** All proposals should include strategies to strengthen the protective role of education in conflicts, reduce administrative and physical barriers to enrolment and attendance, and implement codes of conduct, as well as reporting mechanisms, governing school related gender based violence and the military use of schools. Proposals should demonstrate that new school construction or retrofitting, if applicable, meets minimum safety standards, including water, sanitation (separate toilets with locks) and hygiene. Travel distance and safety should be specified, together with community monitoring mechanisms. Proposals should also demonstrate that facilities are linked to health, nutrition, psychosocial and reproductive and sexual health services, or they should request additional support for these activities.

- **Preventing School Related Gender Based Violence[15]:** All proposals should specify strategies to make schools safe and free from all

---

14   This package builds on the INEE Minimum Standards for Education in Emergencies: Preparedness, Response, Recovery.

15   For essential actions and minimum commitments, see the 2015 IASC Gender Based Violence Guidelines. While 'SRSV' is used to refer to sexual violence that takes place within the education sector, it is crucial that the education sector also takes into account the impact of all forms of sexual and gender based violence and exploitation (in the home and community) on educational access and learning outcomes.

In Afghanistan, where girls represent only 39 per cent of primary enrolment, programmes supported by ECW's First Emergency Response allocation are reaching 60 per cent of girls.

© ECW/A. Sandhu

forms of peer and teacher inflicted violence, including corporal punishment, sexual violence, and bullying. Codes of conduct, school clubs, reporting mechanisms, training, legislative and policy reforms, child-centered teacher pedagogies and cross sector services should be included (e.g., safe accessibility, separate latrines with locks, water, sanitation and hygiene, sexual and reproductive health services, and menstrual hygiene management).[16]

- **Resource Interventions:** Proposals should give priority to interventions that reduce the direct and indirect costs of education, including school fees, uniforms, textbooks and school supplies. Proposals should also reduce the opportunity costs of a child's labor through different forms of cash transfers (e.g., conditional, unconditional, in-kind, school feedings and take-home rations, medicine, education kits and uniforms). Incentives should also support the inclusion of children with disabilities and other

vulnerable groups.

- **Teachers and Learning Materials:** Proposals should specify needs for teacher training and salaries, and strategies to increase the supply of female educators and para-professionals who can be involved in teaching and mentoring (e.g., international programmes like Teachers for Teachers). Where possible, proposals should specify the need for gender-responsive curricula, double shifts, and early childhood development opportunities.

- **Ambitious Benchmarks for Adolescent Girls and the proportion of out-of-school children targeted:** Adolescent girls in forced or early marriages are often invisible in education assessments. This sub-population should be identified as a priority target group, where relevant, with interventions that promote a 'joined-up approach' linking alternative, accelerated, life skills, and other educational opportunities to income earning opportunities.

16 Leach, F. Dunne, M. and F. Salvi (2014). UNESCO. School-related Gender-based violence: A global review of current issues and approaches in policy, programming and implementation responses to SRGBV for the Education Sector. 33

IMPLEMENTATION

ECW WILL CATALYSE GENDER RESPONSIVE ASSESSMENT AND PLANNING THROUGHOUT THE RESPONSE AT COUNTRY LEVEL.

ASSESSMENT AND PLANNING

At the country level, the ECW secretariat undertakes scoping missions to convene partners and provide guidance on ECW core objectives. Although ECW's primary counterpart will vary according to the country and type of crisis, ECW engages with actors across government, humanitarian and development structures, and with international and national non-governmental organizations, education mechanisms, and local education groups. Bridging the humanitarian development divide requires gender responsive assessment planning in every ECW investment, including First Emergency Response, although the minimum criteria and partners might be different from Multi-Year Resilience investments. ECW assessment and planning processes will ensure that education and gender components of crisis response plans and ECW programmes are better linked to national education and gender equality plans.

Assessment and Planning: As ECW serves as a catalyst, bringing partners together and facilitating dialogue, it will include gender guidelines and checklists in its standard operating procedures to ensure that gender expertise is included in ECW's assessment and planning process and, further, that:

- All relevant partners with gender expertise are included in planning processes, from UN humanitarian and development actors (e.g. UN Women, UNFPA), government (Women's Ministries), as well as regional, national, and local women's rights organizations (e.g. the Forum for African Women Educationalists).

- All relevant sectors will be consulted in the early stages of planning (e.g. gender-based violence, protection, health, including sexual and reproductive health, water, sanitation and hygiene (WASH), nutrition, emergency shelter, early recovery).

- The in-country gender theme group and the education cluster are engaged in a gender capacity architecture assessment among implementing partners, including UN agencies, educational authorities, local education groups, international and national non-governmental actors. This assessment, together with recommendations for meeting capacity needs, will be reflected in proposal submissions to ECW. Capacity needs for developing gender-responsive education sector plans, which include strategies for education in crisis, should also be taken into account.

PROPOSAL DEVELOPMENT AND MINIMUM CRITERIA

Proposal development:

While the proposal development process is highly streamlined to increase funding responsiveness and to minimize grantee burden, this should not be to the detriment of including adequate gender analysis or implementing partners with gender expertise. Specifically, ECW will:

- Ensure that country teams identify a lead entity/person to act as Gender Lead within the country team/coalition responsible for coordinating the proposal process, for both First Emergency Response and Multi-Year Resilience. This function will be supported

initially by the ECW Secretariat.[17] The Gender Lead will ensure attention to gender in the proposal development and implementation process, whether this is carried out through an existing structure (e.g. education cluster, gender theme group) or in a 'programme support unit' established for this purpose.[18]

- If additional gender capacity and expertise is needed to develop the initial proposal, ECW will provide or facilitate the provision of pre-grant application coordination and technical support, grantee capacity building, and field cultivation through engagement with one of its partner organizations (e.g., Plan International, Save the Children).

- Ensure that an adequate gender and education situational analysis informs the planning process. If this does not exist, ECW will provide support for this to be carried out.

- Ensure that all proposals specify data availability and gaps, particularly with respect to gender, and the need for joint education needs assessments and other tools to provide a more accurate assessment of need, and to monitor and evaluate implementation and impact.

- Ensure that a process is in place for facilitating the participation of girls and women and women's organizations in proposal development and implementation.

- Ensure that the education and gender components of crisis response plans and ECW pro-grammes are better linked to national education and gender equality plans, to help bridge the humanitarian-development continuum.

- Facilitate the Harmonized Approach to Cash Transfers (HACT)[19] approval process for all relevant partners that do not meet this requirement for ECW funding. In this way, ECW will enable new actors, including national NGOS, to be eligible for direct funding.

Proposal review criteria and minimum standards:

All proposals approved by ECW must meet the following minimum standards. These should be incorporated into the proposal application process with appropriate guidance:

- Gender and Age Marker: All proposals submitted to ECW should include a gender and age marker that gives a positive indication of the proposals' purpose and potential to contribute significantly to gender equality (i.e. code 2a and 2b).[20] Because the Gender and Age Marker is a self-assessment tool, ECW staff will offer a second review of the score. Any variance in scoring will provide a basis for dialogue and monitoring performance

- Sex and age disaggregated data is mandatory for Multi-Year proposals. The use of sex and age-disaggregated data (SADD) and gender analysis is the most effective way to promote gender equality in humanitarian efforts.[21]

---

17 This function could also be outsourced to another entity, e.g. UNGEI, UN Women, or an ECW partner at country level with sufficient capacity, e.g. Save the Children, Plan International.

18 See p. 21 of ECW's Strategy 2018-2021 (7 January 2018).

19 https://agora.unicef.org/course/info.php?id=1312

20 The IASC Gender Marker Code 2A refers to *Gender Mainstreaming* and the investment's **potential to contribute significantly to gender equality**. A gender and age analysis is included in the project's needs assessment and is reflected in **one or more** of the project's activities and **one or more** of the project outcomes. *Gender Code 2B* refers to *Targeted Actions* in which the investment's **principal purpose is to advance gender equality**. The gender analysis in the needs assessment justifies this project in which **all** activities and **all** outcomes advance gender equality. Targeted actions are projects responding to the disadvantage, discrimination or special needs of women, girls, boys or men. (IASC Gender Marker).

21 In a recent review of the consolidated appeals, only 40% of coordinated needs assessments provided SADD for any sector and only 20% provided SADD for just one sector. Another review of gender marker code distribution across the clusters found that 0% of proposals in protection, education, WASH, shelter, and early recovery had the principal purpose of advancing gender equality.

Sudanese refugee girls attending class in an ECW-supported elementary school in a refugee camp in north-east Chad.
© ECW/Lang

When possible, factors such as ethnicity, disability status, geography should also be taken into account. If this is not possible at an early stage, grantees will be asked to include a plan to address these gaps as a part of their gender capacity needs assessment. ECW staff can then determine the best approach for meeting these needs, through technical advisory support and/or through the Acceleration Facility.

- Within the context of grant specific results frameworks that are linked to ECW outcomes, all strategies to advance gender equality and equity should be aligned with a gender-based analysis of the context and needs assessment. For example, if the needs assessment identifies too few female teachers relative to the population, a strategy for workforce strengthening and teacher training should be included in the proposal. Strategies should also be specified to promote the inclusion of children with disabilities, LGBTQ-community and other vulnerable groups.

- All ECW proposals should include a gender architecture capacity assessment and proposal to ensure that program design, implementation, monitoring, and evaluation takes gender equality into account.

- All partners, contractors and subcontractors must comply with standards and codes of conduct in line with 'Do No Harm' principles. Proposals should include mandatory codes of conduct for teachers and other educational personnel committing to maintaining a protective environment from GBV, sexual harassment, and sexual exploitation and abuse. These should include an education based referral pathway that safely links survivors of sexual and gender based violence to medical care, psychosocial support, legal and justice services. All contractors and grantees should put in place confidential complaint mechanisms and procedures to report, investigate, document and take disciplinary action.

OPERATIONS

ECW'S MONITORING AND EVALUATION STRATEGY WILL ENSURE THAT GENDER EQUALITY INDICATORS ARE INCLUDED IN ITS RESULTS FRAMEWORK, OUTCOME REPORTING, MONITORING AND EVALUATION PLAN, FEEDBACK MECHANISMS, AND LEARNING STRATEGY.[22]

MONITORING, EVALUATION, AND LEARNING

All grantees will be asked to demonstrate how gender equality results will be captured at different levels:

Results: Within each of ECW's results areas, indicators will be disaggregated by sex and age, as well as education level as applicable. For example, in relation to ECW's overall outcomes on equity and gender equality, indicators of continuity can account for the proportion of girls and boys that receive early childhood development, and complete, primary, lower secondary, and secondary school. Out of school rates will specify sex, marital status, and age. Protection indicators will identify school safety issues, preventing school related gender-based violence, reporting and support mechanisms, and codes of conduct.

Beneficiary level objectives and collective education outcomes: Sex and age data disaggregation is mandatory in grantee level indicators. Reporting on classrooms should include minimum requirements (e.g. separate latrines, WASH, and menstrual hygiene management). With respect to non-core, non-mandatory indicators, at least one gender equality indicator should be identified (e.g.in relation to cash transfers or school feeding). All grantees should be asked to report on sexual and gender based violence and exploitation.

Outcomes: Gender analysis will also be included in reporting on outcomes (e.g., policies and legal frameworks should include focus on violence in schools; educational policies for girls; financial tracking on funding for gender in education) and at the level of outputs (e.g., the extent to which political support for inclusive and equitable education addresses gender equality).

Thematic evaluations and annual reviews: ECW will produce an annual thematic evaluation on gender issues that draw on country-level evaluation findings and highlights best practices in areas ranging from Sexual and Gender Based Violence (SGBV) prevention to the impact of cash transfers on girls' learning achievements. ECW will also convene an annual meeting of the Gender Task Team to support and follow up the implementation of the Gender Equality Strategy and Policy.

Targeted investments: ECW's Strategic Plan indicates that Multi-Year Resilience programs will support annual joint programme reviews and that ECW will rely on 'existing capacity in country' for ongoing monitoring. Given the limited gender capacity at country level, ECW may support targeted investments to:

• Develop a learning agenda that identifies data and knowledge gaps and needs in relation to gender equality in and through education, including in relation to programme impact (e.g. what is known, what is unknown, what needs to be tested, how to scale impact). This will also identify learning needs of key stakeholders, including implementing partners, host communities, civil society,

---

22   Note that the Gender and Age Marker is a self-assessment tool used at the design phase and does not provide assessment of implementation or outcomes.

ECW leadership, and the broader community of research and praxis.

- Support training on the collection and analysis of gender-sensitive and sex and age disaggregated data.

- Establish or contribute to existing knowledge sharing platform (in collaboration with partners such as UNGEI/INEE).

- Provide gender guidelines (and potentially a checklist) to facilitate 'spot checks' and assessments carried out by consultancy firms in the case of first response investments

- Establish a process for external reporting and complaints mechanism to feed into ECW's monitoring framework, and provide a complaint/reporting mechanism.

INSTITUTIONAL ARRANGEMENTS FOR IMPLEMENTING THE GENDER STRATEGY

The Gender Strategy will be implemented in a phased approach. To ensure that it is aligned with ECW's operations and management practices, ECW will establish a separate Policy to Advance Gender Equality and implementation plan that will be updated and monitored on an annual basis. ECW's Gender Adviser will have overall responsibility for coordinating the gender work and liaising with the Gender Task Team and other relevant actors, and for supporting ECW colleagues in the mainstreaming of gender within their own functions. To further strengthen ECW capacity and gender responsiveness of the programmes the following should be considered:

- Within the ECW Secretariat, gender capacity needs will be identified across all functional areas (e.g. monitoring and evaluation, learning,

country support, assessment and proposal development, grant management, human resources, governance, administrative).

- In addition, gender equality will be mainstreamed in all ECW guiding documents, SOPs, proposal and budget templates, operational frameworks and funding mechanisms.

- Among implementing partners, ECW will support gender capacity strengthening as a part of its three funding windows, requests through, for example, partnerships for providing technical guidance, professional development, and peer-learning opportunities. Depending on ECW's growth trajectory, these needs can be met through a combination of modalities and should be reviewed as a part of the implementation of the gender policy.

To further strengthen partnerships and coordination, and to address capacity needs, the following should be considered:

- Developing partnership agreements with organizations to determine the levels of support and engagement they can provide at regional and country level (e.g. with UN Women, UNFPA, Plan International, Save the Children, the IASC Gender Reference group, GPE).

- Utilising existing gender capacity surge/roster (e.g., from UNICEF, Gender Standby Capacity (IASC), UN Women).

- Identifying discrete lines of work that could be outsourced to partner organizations with relevant expertise in advancing gender equality in education.

GLOSSARY

Gender

Gender refers to the social attributes and opportunities associated with being male and female, and the associated relationships between women, men, girls and boys. The attributes, opportunities and relationships assigned to women and men, girls and boys, are socially constructed and are learned; they are context and time-specific, and thus subject to change. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources and decision-making opportunities.

Source: http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm

Gender Mainstreaming

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Source: ECOSOC agreed conclusions 1997/2

Equal Representation of Women

The goal of gender balance / gender parity / the equal representation of women and men applies throughout the United Nations system, and in every department, office or regional commission, overall and at each level. Gender parity applies to all posts, without regard to the type or duration of the appointment, the series of Staff Rules under which the appointment is made, or the source of funding.

Equity in Education

Equity in education is a means to achieving equality.[22] This, in turn, requires proactive measures to redress the historical, and socio-cultural disadvantages that prevent learners from accessing and benefiting from education on equal grounds. According to UNESCO, "Poverty, geographical isolation, minority status, disability, early marriage and pregnancy, gender-based violence, and traditional attitudes about the status and role of women, are among the many obstacles that stand in the way of women and girls fully exercising

their right to participate in, complete and benefit from education."

Source: https://en.unesco.org/themes/women-s-and-girls-education

Gender Equality – Equality between Women and Men

Gender equality refers to the equal rights, responsibilities, and opportunities for women and men, girls and boys, to access and control social, economic, and political resources. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities and opportunities do 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 concerns all men, women, girls and boys. Equality between women and men is both a human rights issue and a precondition for, and indicator of, sustainable people-centred development.

Source: http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm

The Committee on the Convention on the Elimination of All Forms of Discrimination Against Women's (CEDAW) General Recommendation 28 calls on States parties to: use exclusively the concepts of equality of women and men or gender equality and not to use the concept of gender equity in implementing their obligations under the Convention. The latter concept is used in some jurisdictions to refer to fair treatment of women and men, according to their respective needs. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities".

Gender Equity

Gender equity denotes an element of interpretation of social justice, usually based on tradition, custom, religion or culture, which is most often to the detriment to women. Such use of equity in relation to the advancement of women has been determined to be unacceptable. (UN Women, OSAGI Gender Mainstreaming - Concepts and definitions; Committee on the Elimination of Discrimination against Women (2010), General recommendation No. 28 on the core obligations of States parties under article 2 of the Convention on the Elimination of All Forms of Discrimination against Women).

---

22   Source: https://en.unesco.org/world-education-forum-2015/5-key-themes/equity-education

EDUCATION
CANNOT
WAIT
a fund for education
in emergencies

www.educationcannotwait.org

Follow us @EduCannotWait
https://twitter.com/EduCannotWait