Gender in Education
Humanitarian Response
Checklist for Humanitarian Actors

UNICEF Middle East & North Africa Region
with design support from iMMAP

unicef
for every child

iMMAP

Introduction to the Checklist

- This checklist has been produced to assist humanitarian workers self-assess the extent gender concerns are integrated into humanitarian response.

- The checklist can also be utilized by monitoring teams to ensure gender responsive monitoring of progress.

- The checklist follows the standard humanitarian programme cycle and provides a set of specific questions to each step:

Analysis · **Objectives** · **Design** · **Implementation** · **Monitoring** · **Reporting**

How to self-assess and calculate your result:

1. Respond to each question with: Yes, No or Not Applicable (N/A) when irrelevant to your programme.

2. Calculate the percentage of "Yes" responses for all steps. A score of 70% and above indicate that, your project is significantly contributing to gender equality.

3. Calculating "Yes" responses for each step will help you identify the steps that can be improved.

---

01 Make your "SITUATION ANALYSIS" gender informed in all dimensions

Individual level analysis:

1. Is there a gender gap in enrolment, retention or completion rates in general and has the emergency lead to dropouts and what are the reasons for these differences?

2. Does the analysis take into consideration the different education needs of girls and boys at all education stages: Early Childhood Development (ECD), primary and secondary? E.g. formal, non-formal, vocational, life skills, or catch up classes.

3. Do girls have access to proper information, MHM supply & facilities within schools and outside?

4. Is there a gender gap in school enrolment, retention or completion rates in general?

5. Has the emergency situation led to increase in school dropouts and are there any gender disparities in dropout rates?

6. Does the analysis reflect on the overall attitudes and value of education for boys and girls within the affected community?

7. Does the analysis reflect on community understanding/ knowledge of the impact of the crisis on girls, boys' access to education and community access to relevant information?

8. Is how social norms and culture affect the enrolment of girls in education reflected? E.g. child marriage norms, acceptance of education for teenage pregnancies, norms around divorced girls, norms around the gender roles which confine girl's role to reproduction, cultural barriers to mixed schools, female teachers and discipline practices for boys and girls.

9. Does the analysis reflects on issues affecting boys' and girls enrollment in school? E.g. attitudes around child recruitment, child labor, migration, child marriage and domestic responsibilities.

10. Are attitudes in the community around volunteering programmes reflected including Parent Teacher Association (PTA)?

11. Is the status of civil society in the community reflected? This include reflecting upon if any of them are responding particularly to gender-education issues, if there is positive community initiatives that can be built on, if there is opportunity to engage community in school dropout monitoring and/or engagement in remedial classes.

12. Does the community structure in the affected area support education access and maintenance? E.g. community support groups, existing of community security volunteers to support children transportation, who is influential, what religious groups, existing community spaces for temporary education classes and community aid for vulnerable families etc.

13. Is the status of civil society in the community reflected? This include reflecting upon if any of them are responding particularly to gender-education issues, if there is positive community initiatives that can be built on, if there is opportunity to engage community in school dropout monitoring and/or engagement in remedial classes.

14. Does the analysis identify children most at risk/disadvantaged? E.g. sex, age, disability, minority, economic status. This includes applying a gender lens.

15. Does the analysis reflect on any additional burden/ workloads on girls and boys in their home environment? Reflect on who has the most responsibilities for domestic work, fetching water, or livelihood work and whether these responsibilities affect their access to education.

16. Does the analysis reflect on underlying gender equality barriers at household level that has impact on accessing education? E.g. who decides on the education expenditure at household level, are boys/girls empowered to take decisions and who accesses the resources and information.

17. Does the analysis reflect on girls and boys access to information (including radio, TV, access to digital media and devices including how young girls and boys connect online; level of digital literacy and gender digital divide)?

18. Does the analysis reflect on different psychosocial support needs of boys and girls?

19. Does the analysis addresses disparities in nutritional status for girls and boys and how this affect their

20. Does the analysis reflect specifically on constraints on girls' access to school? E.g. security, transportation, separated classes, male/female teachers, adjusted time for education, school WASH infrastructure, any discriminations, violence against children and street harassment on the way to school.

21. Does the analysis reflect on what are the specific constraints on boys/girls' enrollment in secondary education? E.g. child labor, child marriage, conflict, poverty, safety and access.

22. Do girls have access to proper information, MHM supply & facilities within schools and outside?

Community level analysis:

23. Is there a gender gap in school enrolment, retention or completion rates in general? This include reflecting upon if the emergency has led to increase in dropouts and what are the reasons for this differences.

24. Does the analysis reflect on the overall attitudes and value of education for boys and girls within the affected community?

25. Does the analysis reflect on community understanding/knowledge of the impact of the crisis on girls, boys access to education and community access to relevant information?

26. Does the analysis reflect on how social norms and culture affect the enrolment of girls in education? E.g. child marriage norms, acceptance of education for teenage pregnancies, norms around divorced girls, norms around the gender roles which confine girl's role to reproduction, cultural barriers to mixed schools, female teachers and discipline practices for boys and girls.

27. Does the analysis reflects on issues affecting boys' enrollment in school E.g. attitudes around child recruitment, child labor and migration.

28. Does the community structure in the affected area support education access and maintenance and is this in any way gendered? E.g. community support groups, existing of community security volunteers to support children transportation, existing community spaces for temporary education classes, religious groups, community aid for vulnerable families and reflection upon who is influential.

29. Are attitudes in the community around volunteering programmes reflected (including PTA)?

30. Is the status of civil society in the community reflected? This include reflecting upon if any of them are responding particularly to gender-education issues, if there is positive community initiatives that can be built on, if there is opportunity to engage community in school dropout monitoring and/or engagement in remedial classes.

Policy and System level analysis:

31. Does the analysis reflect on the accessibility to education for students and teachers? E.g. number of children (by sex, age & disability) who lost access due to displacement/Unexploded ordnance (UXO)/ insecurity.

32. Does the analysis describe the current education system? E.g. is the school located in safe places, ensure equal access to learning opportunities, are there community schools, distribution of female teachers and is there any discrimination to refugee or IDP or disabled or married or divorcee girl.

33. Does the analysis reflect on the status of WASH infrastructure and access to WASH with a gender lens?

34. Does the analysis reflect on existing policies of free education, compulsory education, education for refugee and IDP, registration documents required, education in rural areas, incentive systems second chance education, ALP, corporal punishment, social protection programmes that support education (with dormitory accommodation, special financial incentives to ensure female retention rates), school nutrition programmes and existence or gap of such opportunities can shape the education response in emergencies?

35. Does the analysis reflect on education capacity to accommodate the Psychosocial Support (PSS) needs of boys and girls?

36. Is the linkage with health and protection/GBV reflected e.g are referral SOPs for girls or boys affected by or at risk of GBV in place?

37. Do the school curricula include learning about life skills, HIV/AIDS prevention, sexual and reproductive health, education on rights, gender equality, respect for and appreciation of diversity?

38. Does the analysis reflect on the existing school curriculum, extra curricula activities, school staff enforce or challenge gender stereotypes? This include reflecting upon if there is gender parity among the cadre.

39. Does the analysis investigate supply and logistic capacity with a gender lens?

Yes | No | N/A

40. Is there capacity or partnerships with other actors to address the need of out of school children?

41. Do girls enroll in available vocational education opportunities as boys, does the vocational disciplines respond to needs of boys and girls or are they enforcing stereotypes?

42. Does programme set communications and participatory mechanisms to engage or not to engage key beneficiaries (boys, girls, fathers, mothers) and actors the program stages?

43. Does the analysis reflect on if there are any political sensitivity or conflict around the gender equality agenda?

44. Is the analysis reflecting if there is adequate evidence on targeted beneficiaries, disaggregated by sex & age?

45. Does the analysis reflect on if there are there multiple international actors who are supporting the education agenda?

46. Does the analysis reflect on possible risks the programme might expose the beneficiaries/host communities to, and are measures in place to mitigate these threats during implementation and reporting phases?

Programme context analysis:
Yes No N/A

47. Does the analysis reflect upon if there is any political sensitivity or conflict around gender equality agenda?

48. Does the analysis indicate who is the partner and what capacity is in place to address gender issues?

49. Does the analysis investigate exciting civil society role, influence and opportunity (women NGO)?

50. Does the analysis investigate if there is a role for private sector?

51. Does the analysis indicate if there is multiple international actors who are supporting education agenda with gender focus?

52. Does the programme have outreach capacity for information and community education that reaches girls, boys, men and women?

53. Does the analysis ensure there is adequate evidence on targeted beneficiaries, disaggregated by sex & age?

Total answers

02 Ensure having Gender responsive "Results and Objectives"
Yes No N/A

54. Does your programme result benefit most vulnerable (by age, sex, disability, location)?

55. Does your result have a specific focus on targeted groups e.g. IDP, children of female headed households, unaccompanied or separated children, minority groups, boys engaged in child labor or recruitment and/or in detention, girls at risk of child marriage.

56. Does your result respond to specific immediate needs of boys and girls? E.g. access to education, or remedial classes, girls WASH/MHM needs, nutrition needs, nondiscriminatory and safe services.

57. Does your objective include specific results on GBV risk mitigation? This includes reflecting upon if programme objectives meet women and girls' needs.

58. Does the programme consider long term strategic societal results including; empowerment/ engagement of girls and boys, building life skills and capacities, securing entrepreneurship opportunities, or reduce long term risks such as drop-out of school, GBV and child marriage.

59. Does your result enhance the humanitarian development nexus with a gender focus? E.g. contribute to policy change for equity, support sex disaggregated information systems, teacher training on inclusion and rights, promote community ownership through women networks and local governance engagement.

60. Does your result address barriers through a transformative approach? E.g. addressing negative norms that limit education enrollment or outcomes (such as household chores, child marriage), promoting engagement of men and boys to shift gender norms and roles or promoting peace and social cohesion).

61. Does your result include engaging affected families with livelihood e.g. construction, supply, cash for work opportunities, or engage them in programme design with a gender lens?

Total answers

03 Incorporate gender in your project "Design"
Yes No N/A

62. Does your programme design respond to different needs of girls and boys identified in the analysis?

63. Are measures put in place to ensure that the education services meet the needs of girls and boys equally? This includes reflecting on who is missed out.

Total answers

---

64. Are education interventions implemented in a safe, culturally accepted and with accessible locations? E.g. facilities in settlement/camp disaggregated for males and females, not close to military camp and men's center.

65. Does the education interventions consider the time of delivery in response to gender roles? E.g. afternoon classes for girls because they have to take care of siblings in the morning, and evening classes for boys because they have work or collect aid supplies in morning.

66. Does the programme include interventions to address barriers to gender equality at school level physical, security, capacity, human resources, sex disaggregated information system for affected population.

67. Does the programme include interventions to address barriers to gender equality at community level? E.g. cultural sensitivity, negative coping mechanisms, negative norms, value for education and care role by men.

68. Does the programme engage PTAs in addressing education needs and barriers at community level and are women assuming leadership roles in PTA?

69. Does the programme include interventions to address the strategic needs of boys and girls? Reflect upon if it provide career counseling at the stage where boys and girls make career choices and using successful female role models to help them make better choices.

70. Does your programme provide space to engage fathers and mothers and provide feedback?

71. Does the programme include interventions to address barriers at policy and system levels e.g. Refugee and IDP registration, admission policies and practices, school fees.

72. Are there mechanisms in place to mitigate the GBV risk through education? E.g. teacher training and WASH infrastructure.

73. Are there linkages in the programme to hygiene, health, nutrition and protection needs of girls?

74. Are affected GBWM consulted, is the consultation conducted with equal numbers (ratio) of women and men and do boys and girls decide on their activities?

75. Does the programme consider using community engagement and campaigns to influence negative cultural attitudes and to promote the value of education for girls and women and promote shared responsibility for care role.

---

75. Does the programme ensure female role models are included in decision-making and leadership positions (program directors, school principals etc.)?
Yes No N/A

76. Are opportunities for training or scholarships equally accessible to female/male teachers?

Total answers

04 Don't forget when you "Implement"
Yes No N/A

77. Do your staff have sufficient knowledge of gender responsive education programming?

78. Is there a database for attendance registration with gender disaggregated data (disaggregated by sex, age and disability)?

79. Does SOPs and guidelines include gender considerations for education facilities and services? E.g. location, distance, fence, roads, gender responsive WASH infrastructure, school time, risk reduction and measures for corporal punishment, according to cultural context.

80. Does the PCA with partners include gender capacity building and PSEA components?

81. Do teaching staff receive trainings on preventing and responding to GBV in schools?

82. Are measures to prevent GBV risks within school in place?

83. Do teaching staff receive training on providing PSS with different needs for boys and girls?

84. Does the programme integrate gender as a specific subject in all training for primary and secondary teachers?

85. Are measures in place to ensure that girls and boys can access education services (all levels) and facilities equally including vocational opportunities?

86. Are there measures in place to ensure that existing opportunities and teaching staff do not enforce gender stereotypes? E.g. encouraging only boys' enrollment in vocational trainings.

87. Are there specific measures in place that involve men in gender role shifts/breaking stereotypes? E.g. engaging men in reducing child marriage practices or to value girl education or engage them in care role.

88. Are education community mobilization efforts and campaigns tailored to consider inclusion of both fathers and mothers during the meetings/trainings?

---

89. Does programme educational materials (posters, leaflets, messages, pamphlets) promote shared responsibility of child learning at household level? E.g. including fathers as role models in helping children.
Yes No N/A

90. Is the issue of transportation for vulnerable girls and boys living far from school addressed?

91. Do women, girls and boys participate equally in the design, implementation, monitoring and evaluation of the education programmes and programs?

92. Are measures implemented to address MHM/sexual education for girls and boys in schools?

93. Was a pre-testing exercise conducted for programme educational materials to ensure acceptance and comprehension from a gender perspective?

94. Does the programme include an effective cross sectoral coordination with other sectors including WASH, health and protection, including safe spaces for girls?

95. Are there specific interventions targeting dropout children engaged in child labor (boys) or child marriage (girls) and is there a system to measure the number of such beneficiaries?

96. Are there any measures targeting girls/boys living with disabilities?

97. Are program staffs aware of who is benefiting from education services and have they included all measures to ensure that 'No One is Left Behind'? E.g. special access in schools for girls with special needs.

98. Is there a fund allocated specifically for the development of strategies for increasing poor girls' and women's participation?

99. Is there enough trained female staff for girls' schools?

100. Does your programme have available feedback mechanism and not the programme regularly review the feedback from beneficiaries?

Total answers

05 Make sure you "Monitor" your gender results
Yes No N/A

101. Are your indicators disaggregated by sex, age and disability and other vulnerability criteria as identified in the situation analysis step?

---

102. Is education sex- and age-disaggregated data on programme coverage regularly collected, analyzed and reported on? Especially in relation to enrollment at early levels, and dropouts at later levels in education, indicate which groups has more access to education and why.
Yes No N/A

103. Does your result framework include indicators to measure girl's benefitting of education supplies?

104. Does your result framework include indictors to measure compliance to gender related standards in school facilities and services?

105. Do you have indictors that measure the utilization of services by sex, age, disability and other vulnerability criteria as identified in the situation analysis step?

106. Is there an indictor to measure the change in underlying gender barriers and norms that have implication to education results? E.g. knowledge, attitudes and practices.

107. Are there indictors to measure teaching staff compliances with codes of conduct, their knowledge on GBV referral mechanisms and providing targeted PSS for boys and girls?

108. Is there an indictor to measure the impact of WASH in school on enrollment data, including attention to gender aspects?

109. Are there indicators to measure percentage of boys and girls reporting their satisfaction with the gender-sensitive school facilities and learning materials?

110. Is there an indictor to measure number of GBV cases reported through school mechanisms?

111. Are there indicators to measure the number and percentage of teachers and staff trained on gender equality?

112. Is there an indictor to measure girl enrolment in vocational trainings?

113. Is there an indictor to measure girls, boys, women and men's participation in education planning, monitoring and maintenance?

114. Is there an indictor to measure women and girl membership and leadership positions school committees?

115. Is there an indictor to measure the reach and impact of education communication messages and campaigns on girls, boys, men and women (separately, not aggregate)?

---

116. s there an indictor to measure the shift in gender roles at community and household levels?
Yes No N/A

117. Is there an indicator to measure women and girl empowerment/livelihood opportunities through education sector?

Total answers

06 "Report" your gender results
Yes No N/A

118. Does your reporting mechanism indicate which vulnerable group the programme has served?

119. Does your reporting mechanism indicate which specific immediate gender needs you have addressed?

120. Does your reporting mechanism indicate which long term strategic gender needs you have contributed to?

121. Does your reporting mechanism reflect upon what positive policy or norm change have you specifically achieved?

122. Does your reporting mechanism reflect upon how many girls and women benefited from your empowerment component?

132. Does your reporting mechanism indicate which gender barriers you have reduced?

Total answers

Finally; "Rate" your contribution to gender equality

Calculation formula:

$$\frac{\text{Yes answers}}{\text{Total number of questions} - \text{N/A answers}} = \% \text{ result}$$

Total answers