

Gender Training Manual

INEE GUIDANCE NOTE ON GENDER: Gender Equality in and through Education



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of representatives from non-governmental organizations, UN agencies, donor agencies, governments, and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis. To learn more, please visit www.inee.org

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Cover image:

Students are seen in the morning queue in the Gaza Strip. 2017 © Wissam Nassar

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INTRODUCTION

The *INEE Gender Training Manual* is intended to orient education practitioners to the [INEE Guidance Note on Gender: Gender Equality in and through Education](#) (2019). By the end of this training, participants will be able to:

1. Explain key gender equity principles and strategies that may be applied in education in emergencies (EiE) programs;
2. Identify gender-equitable EiE programmatic responses across the INEE Minimum Standards (INEE MS) domains;
3. Conduct an EiE appraisal to identify how gender is reflected in existing or future EiE programs; and
4. Describe short- and long-term actions to enhance gender equity in EiE programming.

The *Gender Training Manual* can be delivered in the following ways:

TYPE	LENGTH	OBJECTIVES
A “rapid” self-guided orientation	2 hours	Achieve training objectives 1 and 2 (above) Explore the structure and content of the <i>INEE Guidance Note on Gender</i>
A half-day in person or a facilitated remote training	4 hours	Achieve all training objectives (above)
A full-course in person or a facilitated remote training	8 hours	Achieve all training objectives (above), with additional and expanded activities to explore concepts in more depth, and/or additional time for the “application” activities relevant to context



IMPORTANT!

- These training materials include guidance on customizing the materials for use in various contexts and crisis types (acute to protracted).
- We encourage facilitators and participants to familiarize themselves with the [INEE Minimum Standards](#) (INEE MS) before this training. Read through or, if time allows and opportunities are available, participate in an [in-person or online](#) INEE MS orientation.

TAKE-AWAY INFORMATION

The information below is featured in the *Gender Training Manual* and the *INEE Guidance Note on Gender*. You should cover this information in the half-day and full-course trainings. If you want participants to be familiar with the information before their training, please refer them to the self-guided e-learning course, [Introduction to the INEE Guidance Note on Gender](#).

TAKE-AWAY INFORMATION FROM THE INEE GUIDANCE NOTE ON GENDER	INEE GUIDANCE NOTE ON GENDER PAGE NUMBERS
Foundational Information in the INEE Guidance Note on Gender	
<p>1. Education systems have an important role to play in achieving wider gender equality by</p> <ul style="list-style-type: none">• promoting positive norms, beliefs, and attitudes; and• avoiding reproducing or reinforcing social inequalities.	<p>English: p. 17 French: p. 18 Portuguese: p. 17 Spanish: p. 18 Arabic: p. 18</p>
<p>2. Gender equality in education means that girls, boys, women, and men are able to access and complete their education while being empowered in and through that education.</p>	<p>English: p. 17 French: p. 18 Portuguese: p. 17 Spanish: p. 18 Arabic: p. 18</p>
<p>3. Promoting gender-equitable education requires addressing the different needs of girls, boys, women, and men in the education system.</p> <p><i>For example, ensure that both girls and boys enroll and participate in education, achieve, and engage in lifelong learning.</i></p>	<p>English: p. 17 French: p. 18 Portuguese: p. 17 Spanish: p. 18 Arabic: p. 18</p>

“Key Principles” in the INEE Guidance Note on Gender

Note: This informs how gender is framed in the INEE Minimum Standards.

4. There are ten key principles of gender-equitable EiE programming that are linked to all five INEE MS domains. Common misconceptions and arguments related to the principles should be challenged—in personal and professional settings and in society at large.

- Gender affects everyone.
- Gender dynamics affect education.
- Gender-responsive education is protective.
- Crises present opportunities for transformative change.
- Promoting gender equality contributes to peaceful and sustainable recovery.
- Data are disaggregated by sex.
- Male and female learners are involved in working toward gender equality.
- Male and female community members are involved in working toward gender equality.
- Gender is a cross-sectoral issue.
- Everyone should champion gender equality in education.

Overview of Key Principles

[English: p. 20](#)

[French: p. 22](#)

[Portuguese: p. 20](#)

[Spanish: p. 21](#)

[Arabic: p. 22](#)

Principles Detailed

[English: p. 21-28](#)

[French: p. 22-31](#)

[Portuguese: p. 21-29](#)

[Spanish: p. 22-30](#)

[Arabic: p. 23-30](#)

Gender reflected across specific strategies per the INEE Minimum Standards domains

Note: This summarizes content that is the “heart” of the INEE Guidance Note on Gender.

5. A gender-equitable EiE response protects equitable education as a fundamental human right.

- A gender-equitable EiE response considers the various ways girls and boys and female and male education personnel are affected by conflict and crisis: How differently are they affected? Can this difference have an impact on their access to, safety in and en route to their education facility, and the quality of their education?
- Gender-equitable strategies should be considered across the INEE MS domains to promote gender-equitable EIE responses.
 - See example strategies that correspond with each domain, which are featured case studies:
 - Strategies for gender-responsive participation, coordination, and analysis
 - Strategies for equal access and gender-responsive learning environments
 - Strategies for gender-responsive teaching and learning
 - Strategies for gender-responsive policies and support for teachers and other education personnel
 - Strategies for gender-responsive education policy
- Reflecting gender equity should be applied to all education areas and across the entire program cycle.
- Some strategies may not be relevant or possible in every context.
- A gender-equitable EiE response promotes the best possible prospects for sustainable, equitable recovery processes.

[English: p. 18](#)

[French: p. 19](#)

[Portuguese: p. 18](#)

[Spanish: p. 19](#)

[Arabic: p. 19](#)

Strategies

[English: p. 29-98](#)

[French: p. 32-110](#)

[Portuguese: p. 30-106](#)

[Spanish: p. 31-107](#)

[Arabic: p. 31-102](#)



HALF-DAY TRAINING AGENDA SNAPSHOT



IMPORTANT!

- The agendas below may be tailored to your context and training type; the times indicated are approximations.
- Feel free to add breaks and meals to the agenda where necessary.
- The *INEE Guidance Note on Gender* is needed for almost all agenda items. The page numbers for the *INEE Guidance Note on Gender* content most relevant to each agenda item are found in this document's Take-Away Information, which provides the relevant section page numbers for all the different language versions of the Guidance Note.

TIME	AGENDA ITEM	MATERIALS NEEDED
Part A: Introduction		
8 minutes	Activity 1: Introduction to the Training	Slides 1-2 or slides' content on flipchart/poster
15 minutes	Activity 2: Self-Reflection and Assessment	Slide 3 or slide content on flipchart/poster Handout 1, Self-Assessment on Gender Equity Knowledge, Attitudes, and Practices, adapted from Tool 8.2 from the EiE -GenKit
Part B: Key Gender and EiE Concepts		
20 minutes	Activity 3: Defining Key Gender Terms and Concepts: Definition Matching Activity	Slide 4 or slide content on flipchart/poster Participants' Materials, Handout 2 Facilitator's Materials and Resources, Handout 2 Answer Key
30 minutes	Activity 4: Gender Equity and EiE Assumptions and Principles. A True and False Activity	Slides 5-7 or slides' content on flipchart/poster Facilitator's Resources and Materials, Handout 4
10 minutes	Activity 5: Gender Equity Principles Linked to INEE MS	Slides 8-10 or slides' content on flipchart/poster

TIME	AGENDA ITEM	MATERIALS NEEDED
Part C: Gender-Equitable EiE Strategies		
45 minutes	Activity 6: Gender-Equitable EiE Case Studies	<p>Slide 11 or slide content on flipchart/poster</p> <p>Facilitator's Materials and Resources, Handout 5. Gender-Equitable EiE Interventions and Strategies Case Studies</p> <p>Participants' Materials, Handout 3. INEE MS Domains and Standards At-a-Glance</p>
1 hour	Activity 7: Gender Equity across the INEE Minimum Standards	<p>Slides 12-13 or slides' content on flipchart/poster</p> <p>Participants' Materials, Handout 4. Using the <i>INEE Guidance Note on Gender to Conduct a Gender-Equitable Appraisal of the ECW South Sudan MYRP Proposal</i> (Note: There are handouts for three groups: Groups A, B, and C. Depending on the number of participants, you may use all three groups' handouts and templates or only a selection).</p> <p>Facilitator's Materials and Resources, Handout 6. Answer Key Appraising the South Sudan ECW MYRP Proposal with the <i>INEE Guidance Note on Gender</i>.</p>
1 hour	Activity 8: Identifying "Quick Wins" and Longer-Term Needs and Opportunities	<p>Slide 14 or slide content on flipchart/poster</p> <p>Participants' Materials, Handout 6. Template for Sequencing Gender-Equitable EiE Quick Wins and Long-Term Needs and Opportunities</p>
5 minutes	Activity 9: Additional Gender Resources	Slide 15 or slide content on flipchart/poster
10 minutes	Activity 10: Evaluation and Closing	<p>Slide 16 or slide content on flipchart/poster</p> <p>Participants' Materials, Handout 7, or add the questions in this handout to an online survey or form</p>



FULL-COURSE TRAINING AGENDA SNAPSHOT

TIME	AGENDA ITEM	MATERIALS NEEDED
Part A: Introduction		
20 minutes	Activity 1: Introduction to the Training	Slides 1-2 or slides' content on flipchart/poster
15-30 minutes	Activity 2: Self-Reflection and Assessment	Slide 3 or slide content on flipchart/poster Participants' Materials, Handout 1, Self-Assessment on Gender Equity Knowledge, Attitudes, and Practices, adapted from Tool 8.2 from the EiE-GenKit
Part B: Key Gender and EiE Definitions, Assumptions, and Principles		
1 hour	Activity 3: Defining Key Gender Terms and Concepts: Definition Matching Activity	Slide 4 or slide content on flipchart/poster Participants' Materials, Handout 2 Facilitator's Materials and Resources, Handout 2 Answer Key
1 hour, 10 minutes	Activity 4: Gender Equity and EiE Assumptions and Principles: A True and False Activity	Slides 5-7 or slides' content on flipchart/poster Facilitator's Resources and Materials, Handout 4
10 minutes	Activity 5: Gender-Equity Principles Linked to INEE MS	Slides 8-10 or slides' content on flipchart/poster
Part C: Gender-Equitable EiE Strategies across INEE MS Domains		
1 hour	Activity 6: Gender-Equitable EiE Case Studies	Slide 11 or slide content on flipchart/poster Facilitator's Materials and Resources, Handout 5. Gender Equitable EiE Interventions and Strategies Case Studies Participants' Materials, Handout 3. INEE MS Domains and Standards At-a-Glance

TIME	AGENDA ITEM	MATERIALS NEEDED
Part C: Gender-Equitable EiE Strategies across INEE MS Domains		
1 hour, 30 minutes	Activity 7: Gender Equity across the INEE Minimum Standards	<p>Slides 12-13 or slides' content on flipchart/poster</p> <p>Participants' Materials, Handout 4. Using the <i>INEE Guidance Note on Gender to Conduct a Gender-Equitable Appraisal of the ECW South Sudan MYRP Proposal</i> (Note: There are handouts for three groups: Groups A, B, and C. Depending on the number of participants, you may use all three groups' handouts and templates or only a selection).</p> <p>Facilitator's Materials and Resources, Handout 6. Answer Key Appraising the South Sudan ECW MYRP Proposal with the <i>INEE Guidance Note on Gender</i>.</p> <p>If using country documents, use Participants' Materials, Handout 5. Template for the appraisal</p>
1 hour, 30 minutes	Activity 8: Identifying "Quick Wins" and Longer-Term Needs and Opportunities	<p>Slide 14 or slide content on flipchart/poster</p> <p>Participants' Materials, Handout 6. Template for Sequencing Gender-Equitable EiE Quick Wins and Long-Term Needs and Opportunities</p>
30 minutes	Activity 9: Additional Gender Resources	Slides 15-16 or slides' content on flipchart/poster
10 minutes	Activity 10: Evaluation and Closing	<p>Slide 17 or slide content on flipchart/poster</p> <p>Participants' Materials, Handout 7, or add the questions in this handout to an online survey or form</p>

CONTEXTUALIZATION AND ADAPTATION OPTIONS AND GUIDANCE

To choose between training options, consider the following:

- **Participants' individual and collective knowledge, skills, and experiences in gender equity and EiE** (e.g., previous capacity development or design/implementation). Ask participants to take the self-assessment in advance of the training (see Participants' Materials, Handout 1).
- **Participants' needs** (e.g., do participants need to spend more time on foundational gender in EiE concepts or more time to apply content to their own settings?).
- **Participants' locations** (e.g., are participants and facilitators in the same time zone? Are there internet connectivity issues due to participants being based in remote locations?).
- **Crisis type** (e.g., acute, protracted, or post crisis recovery).
- **Program cycle phase** (e.g., design and planning or implementation/monitoring).
- **Time** (e.g., are participants able to set aside time for shorter or longer sessions?).



IMPORTANT! Based on experiences with similar trainings, we recommend the full-course option. Participants typically request more time to “unpack” concepts and ask for more time to understand how to apply concepts in practice. In the full-course option,

- foundational concepts are discussed in more depth and with additional activities;
- there is additional time to conduct activities, which provides more participant dialogue, interaction, and discussion; and
- more time is allocated for application activities.

The full-course option is strongly recommended if you decide to use national processes and documents for the appraisal activity. These could include documents or processes that are part of proposal development, operational planning, or implementation review and reflection.

We suggest that the self-guided orientation be used as an “icebreaker” or as pre-training introductory material for the half-day or full-course trainings. Parts 1 and 2 may be used before the half-day or full-course training. Part 3 may be used as an application exercise after the half-day or full-course training.

Remote training:

If you are planning a remote training, we recommend that you refer to the following supplementary resources on how to engage participants in virtual trainings:

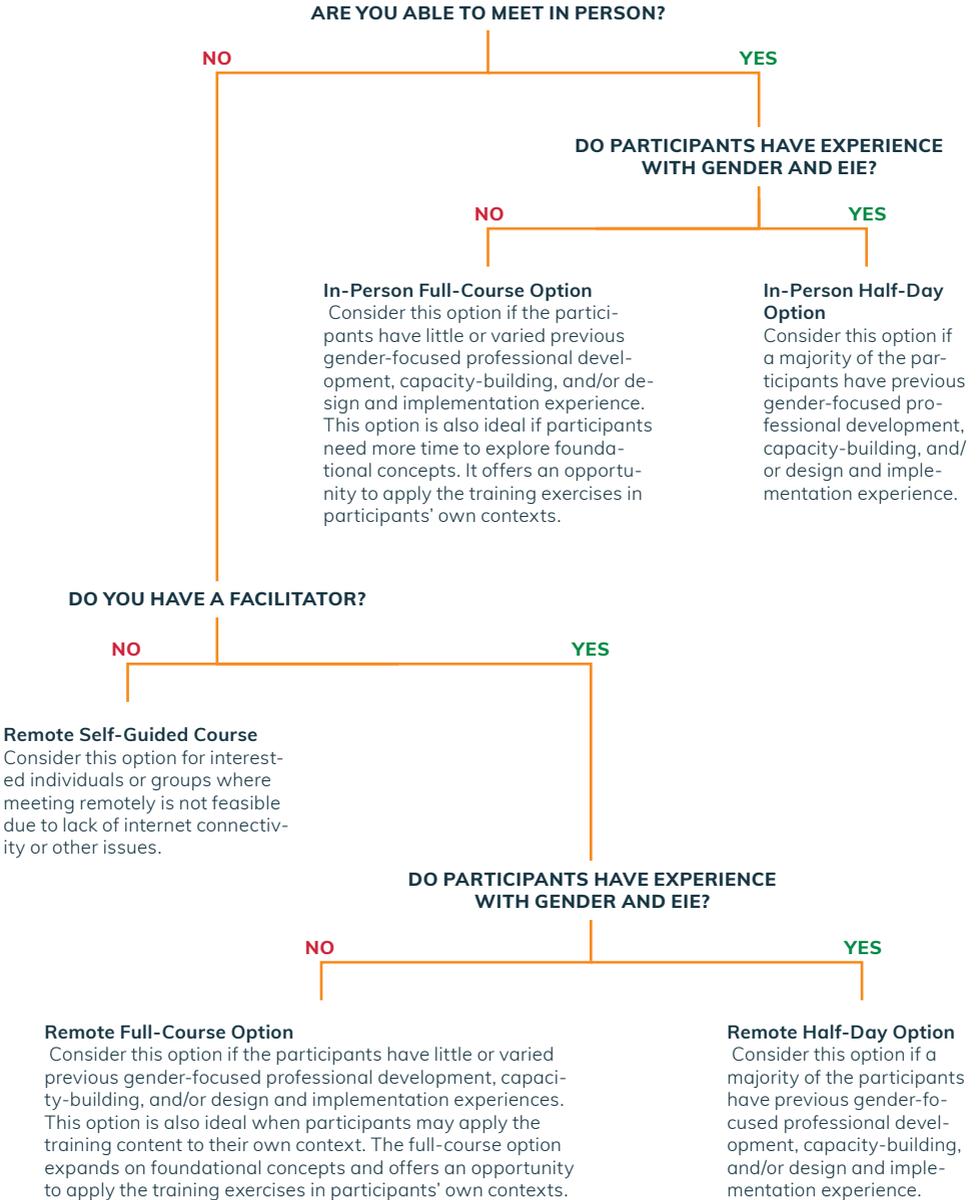
- The Virtual Training Team (n.d.). How to engage modern learners in a virtual orientation session. Retrieved from <https://info.thevirtualtrainingteam.co.uk/blog/how-to-engage-modern-learners-in-a-virtual-training-session>
- Zoom (2020, March 25). How to transform your in-person training into engaging virtual training with Zoom. Retrieved from <https://blog.zoom.us/wordpress/2020/03/25/how-to-transform-in-person-training-into-engaging-virtual-training-with-zoom/>
- *Harvard Business Review* (2020). How to get people to actually participate in virtual meetings. Retrieved from <https://hbr.org/2020/03/how-to-get-people-to-actually-participate-in-virtual-meetings>
- Rees-McCann (n.d.). Web events that connect, a how-to guide. Retrieved from <https://reesmccann.com/web-events-that-connect/>

If connectivity allows, participants may do the following:

- **Use an online shared platform** such as [Google Jamboard](#), [Miro](#), or other online shared whiteboard space or shared document. Everyone may access a shared online space to engage participants, exchange ideas, and organize ideas or group work (in lieu of flipcharts in an in-person workshop). These online platforms may be used in plenary or small groups.
- **Use breakout rooms** for pair or small group exercises.

DECISION TREE: IDENTIFY THE BEST TRAINING OPTION FOR YOUR CONTEXT AND NEEDS

Instructions: Select the training type best suited to your context. Use the contextualization and adaptation options above and the decision tree and considerations below.



Contextualize and Adapt Training Materials

Like other INEE thematic trainings, tools, and resources, these materials are meant to be contextualized to the setting and the participants. Local ownership may be bolstered by featuring contextually relevant photos, examples, case studies, and documentation. See the general considerations below.¹



CHECKLIST FOR FACILITATORS:

- Review images and country examples included in the slide deck and supporting participant materials** (Annex A).
- Modify images and country examples of gender equity issues, challenges, and practices** to reflect the contextual norms, existing stereotypes, and challenges.
- Ensure that you have permission to use alternative photos from institutions/partners and/or individuals.**
- Ensure that the photos used (whether personal or institutional) have documented consent from the individuals featured**, and whether or not identifying details (e.g., name, location) should be protected.¹
- Ensure that you have permission to feature and use country- or regional-level documents for the appraisal activity** (e.g., proposals, results frameworks, detailed implementation plans, etc.) in lieu of the Case Example: South Sudan Education Cannot Wait Proposal (see Annex A).
- Consider the need to convert slides into posters/flipcharts or handouts** if there are anticipated on-site internet connectivity problems, electricity shortages, limited access to electricity/generators, a lack of space or equipment to project slides, or other issues.
- Consider the need to use online platforms if the training will be conducted remotely. Consider which platforms would be most accessible or which participants are already familiar with** (e.g., Zoom, Skype, Teams, Kudo, WebEx, etc.). Consider using online tools (e.g., Mentimeter, Miro, and Padlet) that may be help to increase participants' engagement, idea exchange, and content organization.
- Use the time approximations and activity options to customize activities and the length of the training.** Your training may be between a half-day and a full-course. Depending on the context, it may make sense to facilitate activities over a period of several days or weeks to give participants more time to understand and practice new concepts.

¹ Institutions may have their own policy and consent forms. For further guidance on the ethical use of photos with children, youth, and vulnerable populations, please refer to Child Rights International Network (2018). Using images of children in the media. Retrieved [here](#).

KEY:



This refers to important **information** for facilitators to consider when planning and facilitating the training.



This refers to **questions** the facilitator may ask participants.



These are **examples** of the types of scenarios that could emerge among participants, based on their ideas and experiences. Example scenarios are illustrative but not exhaustive.



This refers to activity descriptions, processes, and timing for the **half-day** training.



This refers to activity descriptions, processes, and timing for the **full-course** training, including additional expansion activities, modified timing, and modified materials.



IMPORTANT! How Activities Are Featured in This Guide

- **Activity:** The session's main topic and activity title
- **Timing:** Times are approximations for how long you should spend on an activity for the training type. As per the contextualization guidance, use the time approximations and training types (half-day to full-course) as a "menu of training options" to customize activities.
- **Materials Needed:** Materials needed for the activity. For more information on how to prepare training materials before the training, refer to the Session Material Outline and Checklist in Annex B, Facilitator's Materials and Resources.
- **Instructions:** Use these general facilitation notes as "step-by-step" facilitation guidance and suggestions, independent of the training type and length.
- **Adaptation Considerations:** Use these additional notes and instructions to contextualize and adapt the training, based on the training type (in-person or remote) and length (half-day to full-course).

PART A: INTRODUCTION

Total Time for Part A:



Half-Day: 20 minutes



Full-Course: 30-60 minutes

ACTIVITY 1: INTRODUCTION TO THE TRAINING

Timing:



8 minutes



20 minutes

Materials Needed:

- Slides 1-2 or slides' content on flipchart/poster

Instructions:

- Welcome the participants, introduce yourself, and ask participants to introduce themselves.
- Introduce the *INEE Guidance Note on Gender*. Say, "This training will reference the *INEE Guidance Note on Gender: Gender Equality in and through Education*. This resource is an update of the 2010 *INEE Gender Pocket Guide*. It aims to help you design, implement, and manage EiE interventions in a gender-equitable way across the INEE Minimum Standards domains. It includes:
 - key principles for a gender-responsive approach to education programming,
 - misconceptions and arguments against gender-responsive education,
 - strategies and actions for putting gender equality into practice,
 - a glossary of key gender terms,
 - a list of useful resources for further reading, and
 - a tool for gathering information about why girls and boys are not in school.



Ask participants: What are your expectations for this training? What do you hope to learn?

- Encourage participants to write their expectations on sticky notes or small pieces of paper, OR the facilitator may make a collective expectations list during the plenary on flipchart paper.



IMPORTANT!

Make time to refer to the official objectives and participants' expectations at the end of the training to "check" if they have been fulfilled. Also use these expectations and objectives at the end of the training to determine if additional resources, meetings, or individualized support is needed post-training.

- Show **slide 2**. Review the training objectives:
 - Explain key gender equity principles and strategies that may be applied in education in emergencies (EiE) programs;
 - Identify gender-equitable EiE programmatic responses across the INEE Minimum Standards (INEE MS) domains;
 - Conduct an EiE appraisal to identify how gender is reflected in existing or future EiE programs; and
 - Describe short- and long-term actions to enhance gender equity in EiE programming.

Adaptations:

Using the yellow-bracketed portions of the text on slide 1, add details on the training date and location.



Full-Course: The facilitator may spend more time in plenary or small groups to discuss participants' previous experience with INEE tools on gender and EiE.



Ask participants: Have you read or worked with the INEE Minimum Standards or the *INEE Guidance Note on Gender* before this training? How did you use them? What was your initial impression or reaction?

ACTIVITY 2: SELF-REFLECTION AND ASSESSMENT

Timing:



15 minutes



15-30 minutes

Materials Needed:

- Slide 3 or slide content on flipchart/poster
- Participants' Materials, Handout 1, Self-Assessment on Gender Equity Knowledge, Attitudes, and Practices, adapted from [Tool 8.2 from the EiE-GenKit](#)

Instructions:

- Show **slide 3**.
- Explain that participants will use **Participants' Handout 1** to assess their knowledge and experience with gender equity and EiE. Ask participants to first take the assessment individually.
- Assign pairs. Ask participants to discuss their responses with their partners.
- Invite pairs to offer brief responses to the assessment questions in plenary.



Ask participants: What did you learn about your partner? Did you have similar responses? Different responses?

- Highlight similarities and differences in participants' practices and experiences related to gender in EiE.



EXAMPLES: If most participants have experience monitoring and reporting on indicators designed to capture data disaggregated by gender and age, point out this common strength.

Participants' responses may indicate that they have less experience with some areas or topics, such as implementing strategies related to ensuring gender-responsive education access and learning environments, and/or protection and well-being. Point out the specific areas where participants have less experience. Discuss how the group may explore these areas during the training.

Adaptations:

 **Half-Day:** Exploring individual beliefs and attitudes will not be a focus of the half-day training, as there is not the time or scope to delve into a deep discussion. However, these may naturally emerge in the discussion. Aim to keep this discussion “light” and focused. Too much additional discussion here as part of the half-day training may detract from time needed for other activities.



IMPORTANT!

If the assessment shows that participants have previous knowledge and experience on gender in EiE and the INEE MS, reduce the time allocated to the activities in Part B (e.g., use Half-Day time allocations) to give more time to the practice activities in Part C.

If the assessment shows that participants have minimal or varied knowledge on gender in EiE and the INEE MS, consider removing or simplifying the gender equity appraisal exercise in Part C. To save time, give groups “prompts” to review from the Facilitator’s Answer Key to allow more time to learn and discuss the foundational information in Part B. If more time is needed to cover the basic gender concepts in Part B, you could organize another training session for Part C at a later stage.

PART B: KEY GENDER CONCEPTS

Total Time for Part B:



Half-Day: 1 hour



Full-Course: 2 hours, 20 minutes

ACTIVITY 3: DEFINING KEY GENDER TERMS AND CONCEPTS: DEFINITION-MATCHING ACTIVITY

Timing:



20 minutes



1 hour

Materials Needed:

- Slide 4 or slide content on flipchart/poster
- Participants' Materials, Handout 2
- Facilitator's Materials, Handout 2 Answer Key
- *INEE Guidance Note on Gender*
- Supplementary Material: [Harmonized Training Module 16: Gender Responsive Education](#) for identifying additional supplementary activities and slides for participant groups that may need to spend more time exploring key gender and EiE terms and concepts.

Instructions:

- Show **slide 4**. Explain that participants will explore key gender concepts featured in the *INEE Guidance Note on Gender* through a matching activity.
- Assign pairs and distribute **Participants' Handout 2**. Invite participants to use the worksheet to match terms with their definitions.
- Check answers in plenary. Answer any questions participants may have about the terms.



Ask participants: Which of these concepts/terms did you know already? Which are new to you? Why is it important to know these concepts/terms? Which will be useful to your work?

Adaptations:

This activity is aimed at stakeholders who have some familiarity with gender terms and concepts (e.g., gender, sex, school-related gender-based violence, etc.). Consider the adaptations below based on training length.



Half-Day: Adapt the handout to focus on a shorter list of definitions for the activity, prioritizing 5-6 definitions.

- For participants who are less familiar with gender terms and concepts, we recommend highlighting the following terms: gender, sex, school-related gender-based violence, gender equity, and gender equality.
- For groups with more experience, consider differentiating between gender equity, equality, and inequality.



Full-Course: Depending on the group's experience with gender concepts and terms, you may spend more time reviewing and discussing definitions and providing examples. Consider including the following extension activity:

- After matching definitions in pairs and reviewing the correct definitions in plenary, divide participants into small groups to brainstorm examples of the gender terms related to their work.
- Groups may list examples on flipchart paper, prepare short skits, or make "icon" drawings on flipcharts like those on the slide to illustrate what the definitions look like in their context.
- Have small groups present their contextualized examples of terms/definitions.

ACTIVITY 4: GENDER EQUITY AND EIE ASSUMPTIONS AND PRINCIPLES: TRUE AND FALSE ACTIVITY

Timing:



30 minutes



1 hour, 10 minutes

Materials Needed:

- Slides 5-7 or slides' content on flipchart/poster
- Facilitator's Materials, Handout 4: Exploring Key Gender Equitable EIE Principles and Common Arguments
- *INEE Guidance Note on Gender*

Instructions:



Ask participants: Based on your experience, why is it important that EIE interventions are gender-responsive? Why is it important that EIE interventions promote gender equity and inclusion?

- Show **slide 5**. Explain the rationale for gender-equitable EIE programming. Answer any questions participants may have.
- Show **slide 6**. Explain that the *INEE Guidance Note on Gender* has principles of gender equality programming for EIE.



Ask participants: Which principles are you familiar with? How have you seen these principles “in action” in your context?

- Show **slide 7**. Explain that there are common arguments as to why the principles cannot be applied in various contexts. Tell participants that they will play a game to explore assumptions about these “common arguments” related to the key principles.
- One at a time, read the true-or-false statements in **Facilitator's Handout 4**.
- Tell participants to write their responses (true or false) on sticky notes or small pieces of paper and to put their responses into a shared container (like a box or hat). A volunteer participant will mix them up and tally the responses for each statement while you read the next statement.
- Revisit each statement during plenary using the flipchart to examine the group's “true and false” responses for each statement.



Ask participants: Why did you think this statement is true or false? What knowledge or experiences have informed your response?

- Participants may discuss their answers in small groups first, and then in plenary, or just in plenary if time is limited.
- Build on plenary discussions by explaining the responses using the content in the *INEE Guidance Note on Gender*. See Handout 4 more information.

Adaptations:



IMPORTANT! Consider removing this activity or using half-day timing if participants are familiar with these principles or have had past professional development on this content. Then you may allocate more time to Part C activities.

If time is limited, you may need to determine an alternate way to tally responses. Because some of the statements in the true/false game may be sensitive, ensure that participants are able to submit their responses anonymously.



Full-Course: Expand this activity by asking additional reflection questions in plenary.



Ask participants: What gender inequalities existed in your context before the crisis?

How differently does crisis impact girls, boys, men, and women? Can you share any examples from your context? How do these factors affect access to education for girls, boys, women, and men? What additional arguments have you heard against gender-responsive EiE? How can you respond to those arguments?



EXAMPLES: Check out *Facilitators Materials and Resources, Annex B, Handout 3, Examples of Pre-Crisis Inequalities, and How Crisis Impacts Girls, Boys, Women, and Men* for examples to support the discussion on gender-responsive EiE.

ACTIVITY 5: GENDER EQUITY AND THE INEE MINIMUM STANDARDS

Timing:



10 minutes



10 minutes

Materials Needed:

- Slides 8-10 or slides' contents on flipchart/poster
- Supplementary Material: Refer to the INEE Introduction to INEE MS slides for additional slides, or to use this as a pre-training resource to familiarize participants with the INEE MS. There are additional key messages and activities in this slide deck related to orienting participants on the INEE MS more generally.

Instructions:

- Introduce participants to the INEE MS using **slides 8-10**.



Ask participants: Are you familiar with the INEE MS? Have you used them before in your work? How did you use them?

- Show **slide 8** and say:
 - The INEE MS handbook is a global tool that articulates the minimum level of educational quality and access in emergencies, from preparedness to response to recovery. The objectives of the INEE MS are to (1) enhance the quality of educational preparedness, response, and recovery; (2) increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender, or abilities; and (3) to ensure accountability and strong coordination in the provision of education during emergencies and through to recovery.
- Show **slide 9** and say:
 - The INEE MS are organized into 5 domains and 19 standards, each with accompanying key actions and guidance notes. Together they are deemed critical for ensuring access to quality, safe, relevant, and equitable education for all learners during emergencies through to recovery.
 - The first domain includes the Foundational Standards of Participation, Coordination, and Analysis, which should be applied across all domains to promote a holistic, quality response.
 - The other domains focus on (2) Access and Learning Environment, (3) Teaching and Learning, (4) Teachers and Other Education Personnel, and (5) Education Policy.

- Explain the “why, what, and how” of the INEE MS:
 - The “why”—the INEE MS are aspirational and universal, applicable in any environment.
 - The “what”—the INEE MS are suggested actions to be taken in order to reach/meet the standard.
 - The “how”—the INEE MS guidance notes cover points of good practice to consider when applying the INEE MS and adapting the key actions in different situations.
- Show **slide 10**. Present the complete chart showing all INEE MS domains and standards.



Ask participants: Why is it important for gender equity to be reflected across all of the INEE MS domains and standards? What happens if gender equity isn’t addressed?

- Explain that:
 - Ensuring that EiE responses are gender equitable reinforces equitable education as a fundamental human right.
 - A gender-equitable EiE response promotes the best possible prospects for a sustainable, equitable recovery processes.

Adaptations:



IMPORTANT! Consider removing this activity or using half-day timing if participants are familiar with these principles or have had past professional development on this content. More time may then be allocated to Part C activities.



Full-Course: Add additional slides and activities from the INEE Introduction to the INEE MS slide deck to conduct a “deeper dive” into each of the domains and related standards.

Have participants use the key messages with **slide 10**. Participants may create contextualized “infographics” on why national EiE responses should consider gender equity. Refer to guidance in the [self-guided orientation](#) on how to make infographics using key messages.

PART C: GENDER-EQUITABLE EIE STRATEGIES

Total Time for Part C:



Half-Day: 2 hours, 30 minutes



Full-Course: 4 hours, 40 minutes

ACTIVITY 6: GENDER-EQUITABLE EIE CASE STUDIES

Timing:



45 minutes



60 minutes

Materials Needed:

- Slide 11 or slide contents on flipchart/poster
- *INEE Guidance Note on Gender*
- Facilitator's Materials, Handout 5. Gender Equitable EiE Interventions and Strategies Case Studies
- Participants' Materials, Handout 3. INEE MS Domains and Standards At-a-Glance

Instructions:

- Explain that participants will now explore gender-equitable EiE strategies and interventions in more detail across the INEE MS domains.
- Assign small groups of 3-4 participants.
- Give each group a case study card from the **Facilitator's Handout 5**.
- Ask the small groups to identify their case study's
 - main INEE MS domain and related standards;
 - gender-equitable strategy/intervention; and
 - why this strategy is important.

- Participants may “check” and build on their group’s brainstorm and ideas by referring to the *INEE Guidance Note on Gender* to find their case study.
- Have small groups present their case study in plenary.

Adaptations:

This activity is aimed at stakeholders who have some familiarity with gender terms and concepts (e.g., gender, sex, school-related gender-based violence, etc.). Consider the adaptations below based on training length.

 **Half-Day:** If time is limited, present the INEE MS domains and related standards instead of having the groups identify them.

 **Full-Course:** Offer an extension activity to go “deeper” into the topic. For example, participants could act out or describe their case study with a skit or short theater presentation in plenary. The other groups could then identify the INEE MS domain and standards, gender-equitable EiE strategy, etc., that is described and/or presented in the skit.

ACTIVITY 7: GENDER EQUITY ACROSS THE INEE MINIMUM STANDARDS

Timing:



1 hour



1 hour, 30 minutes

Materials Needed:

- Slides 12-13 or slides' contents on flipchart/poster
- Participants' Materials, Handout 4. Using the *INEE Guidance Note on Gender to Conduct a Gender-Equitable Appraisal of the ECW South Sudan MYRP Proposal* (Note: *There are handouts for three Groups: Group A, B, and C. Depending on the number of participants, you may use all three groups' handouts and templates or only a selection*).
- Facilitator's Materials, Handout 6. Answer Key Appraising the South Sudan ECW MYRP Proposal with the *INEE Guidance Note on Gender*.
- If using country documents, use Participants' Materials, Handout 5. Template for the appraisal.

Instructions:

- Show **slide 12**. Explain that participants will use the *INEE Guidance Note on Gender* to assess a real-world program: the South Sudan Education Cannot Wait Multi-Year Resilience Program (ECW MYRP) Proposal.
- Assign participants to small groups of 3-4. Assign each group a section of the ECW MYRP proposal. Groups may be assigned to review the same section(s) and corresponding strategies or different portions of the South Sudan ECW MYRP Proposal (e.g., some may review the Situation and Needs Analysis Section, Program Results, etc.).
- Tell participants that the groups will present at least one strategy of the three they appraised in their section of the South Sudan proposal in plenary.
- Show **slide 13**. Using the example template on the slide and Handout 4 excerpt for all groups (MYRP Development Process), demonstrate how to "appraise" the South Sudan ECW MYRP proposal using the *INEE Guidance Note on Gender*. Refer to the **Facilitator's Handout 6. Answer Key**.

Adaptations:



Full-Course: In addition to the *INEE Guidance Note on Gender* section and/or strategies prioritized for this activity, groups could review the proposal to check for additional *INEE Guidance Note on Gender* strategies. You may need to create additional "answers" in Handout 6. Answer Key, if you add an additional proposal section and/or *INEE Guidance Note on Gender* strategy for review.

ACTIVITY 8: IDENTIFYING “QUICK WINS” AND LONGER-TERM NEEDS AND OPPORTUNITIES

Timing:



1 hour



1 hour, 30 minutes

Materials Needed:

- Slide 14 or slide content on flipchart/poster
- Participants' Materials, Handout 6. Template for Sequencing Gender-Equitable EiE Quick Wins and Long-Term Needs and Opportunities

Instructions:

- In small groups, ask participants to prioritize and sequence the missing strategies/opportunities. The strategies prioritized and sequenced are intended to strengthen strategies in the previous activity to make them “operational” or “action oriented.”
- Present an example from South Sudan’s ECW MYRP or a contextualized example to highlight how this prioritizing, sequencing, and action planning may be completed, using the questions below.
- Ask participants to complete **Participants’ Handout 6**. They may answer the questions below in their groups to support prioritizing and sequencing needs and opportunities:



Ask participants: What are some short-term “quick wins” that can be achieved during the current initiative? What are some longer-term priorities or actions? What additional resources, capacity-building, and financing are needed to achieve those longer-term priorities?

- If conducting this session in groups, the groups may present their quick wins and longer-term needs/opportunities in plenary.

Adaptations:

Create an example of how to prioritize and/or sequence needs and opportunities in the short and long term using Handout 6 in lieu of presenting the South Sudan ECW MYRP example.



Half-Day: If the time required for earlier sessions does not allow sufficient time for this exercise, this one could be a follow-on training activity that groups or teams are asked to complete.



Full-Course: More time may be allocated for this planning activity. Participants may refer to the [EiE-GenKit](#) to identify additional actions to support planning.

ACTIVITY 9: ADDITIONAL GENDER RESOURCES

Timing:



5 minutes



30 minutes

Materials Needed:

- Slide 15 or slide content on the flipchart/poster

Instructions:

- Show **slide 15**. Highlight tools and resources that may be used in addition to the *INEE Guidance Note on Gender*.

Adaptations:



Full-Course: For additional practice using the *INEE Guidance Note on Gender*, participants can create questions to “quiz” colleagues on how it is organized and where information may be found. Have participants take turns asking their quiz questions in plenary, and allow time for colleagues to answer before divulging the “correct” responses.

ACTIVITY 10: EVALUATION AND CLOSING

Timing:



10 minutes



10 minutes

Materials Needed:

- Slide 16 or slide contents on flipchart/poster
- Participants' Materials, Handout 7, or add the questions in this handout to an online survey or form

Instructions:

- Have participants review the expectations set at the start of the training and discuss their training experience.



Ask participants: What are some short-term “quick wins” that can be achieved during the current initiative? What are some longer-term priorities or actions? What additional resources, capacity-building, and financing are needed to achieve those longer-term priorities?

- Highlight any additional upcoming capacity-building opportunities related to gender and EiE. Examples include in-person trainings, e-learning courses, webinars, communities of practice, etc.
- Ask participants to complete the evaluation handout (**Participants' Handout 7**) or an online version of this handout
- Thank participants for their time and participation.

ANNEX A: PARTICIPANTS' MATERIALS

HANDOUT 1. SELF-REFLECTION ASSESSMENT AND PAIR SHARE ON GENDER-EQUITABLE EIE PRACTICES

This assessment is adapted from the template found in the [EiE-GenKit Tool 8.2 Gender in EiE Preparedness: Institutional EiE Gender Capacity, Part 1-Personnel and Part 2-Capacity Analysis](#). Please refer to the [full assessment](#) if a more comprehensive assessment is needed (e.g., full-course training, where you may have more time). The more comprehensive assessment includes sections on personal attitudes and beliefs related to gender and EiE; institutional gender capacity; and EiE Gender-Responsive Policy Analysis and Implementation in more detail.

Directions:

- Answer yes or no to the statements below.
- Describe your answers in 1-2 sentences.
- After answering, share and discuss your responses with a partner.

STATEMENT (circle any examples that match your experience)	RESPONSE (yes or no)	PLEASE EXPLAIN YOUR ANSWER IN 1-2 SENTENCES
<p>1. I have had training on gender concepts.</p> <p>Examples:</p> <ul style="list-style-type: none">• gender equity; gender norms and stereotypes• gender-based violence• masculinity/engaging men and boys• supporting girls' access to safe, quality education• behavior change communication/demand-side interventions to engage communities in supporting girls and boys to access safe, quality, inclusive education, and protection services and opportunities.		

• I have had training on gender-responsive education-related topics.

Examples:

- gender-responsive pedagogy and instruction
- gender-responsive education planning
- gender-responsive school improvement plans
- how to identify, prevent, or respond to incidents of school-related gender-based violence, including safe, confidential reporting, counseling, or gender-responsive psychosocial support, codes of conduct
- engaging school management committees in gender and education, establishing local-level education budgets, and school grants that consider gender

3. I have participated previously in training/professional development on gender in EiE interventions.

Examples:

- gender-responsive Education Sector Plans or Transitional Education Plans, policies, school or organization code of conduct, proposals, implementation plans, etc.
- gender-responsive needs assessments and analysis
- establishing gender-responsive facilities and learning environments (e.g., gender-segregated latrines, gender equity reflected in design or repairs of Temporary Learning Spaces, camp classrooms, or schools, etc.)
- gender-responsive Psychosocial Support (PSS), protection, and well-being interventions in settings of crisis or conflict
- distribution of gender-responsive teaching and learning materials
- gender-responsive teacher recruitment and retention (e.g., recruiting female teachers to support girls' access to education)
- collecting data disaggregated by sex and age
- ensuring that EiE Theory of Change, monitoring, and evaluation frameworks and related M&E methods and tools are gender responsive

4. I have experience implementing gender in education or EiE interventions.

Examples:

- gender-responsive pedagogy and instruction
- gender-responsive education planning
- gender analysis for education planning and implementation
- understanding risks related to crisis-sensitive planning and/or school improvement plans
- how to identify, prevent, or respond to incidents of school-related gender-based violence, including some or all topics: safe, confidential reporting; basic counselling or gender-responsive psychosocial support; use of codes of conduct
- engaging school management committees in a gender-responsive manner on gender and education, establishing local-level education budgets and school grants that consider gender
- gender equity reflected in crisis-sensitive Education Sector Plans or Transitional Education Plans, policies, school or organization code of conduct, proposals, implementation plans, etc.
- gender-responsive needs assessments and analysis
- establishing gender-responsive facilities and learning environments (e.g., gender-segregated latrines, gender equity reflected in design or repair of Temporary Learning Spaces, camp classrooms, or schools, etc.)
- gender-responsive Psychosocial Support (PSS), protection, and well-being interventions in settings of crisis or conflict
- distribution of gender-responsive teaching and learning materials
- gender-responsive teacher recruitment and retention (e.g., recruiting female teachers to support girls' access to education)
- collecting data disaggregated by sex and age
- ensuring that EiE Theory of Change, monitoring, and evaluation frameworks and related M&E methods and tools are gender responsive

HANDOUT 2. KEY GENDER-RELATED DEFINITIONS MATCHING ACTIVITY

Directions:

- A. Draw a line to match each word with the correct corresponding definition. Definitions are grouped into three categories. Category I is general definitions; Category II is definitions related to differentiating gender equality, inequality, and equity; and Category III is related to defining the gender continuum, from gender blind to transformative.
- B. If time allows after matching the words and definitions, identify examples of each definition.

DEFINITIONS-CATEGORY I

- | | |
|---|---|
| 1. Gender | a. explicit acts or threats of physical, emotional, and sexual violence occurring in and around schools, perpetrated as a result of unequal gender norms and power dynamic. Male and female teachers and students can be both victims and perpetrators. |
| 2. Sex | b. refers to the physical and biological characteristics that distinguish males and females. It refers to a person's anatomy and physical attributes, such as external and internal reproductive sex organs. |
| 3. School-Related Gender-Based Violence (SRGBV) | c. refers to the socially constructed roles, responsibilities, and identities for women and men and how they are valued in society. They are culture specific and they change over time. This defines how women and men are expected to think and act. These behaviors are learned from family, schools, religious teaching, and the media. |

DEFINITIONS-CATEGORY II

- | | |
|--------------------------|--|
| 4. Gender Discrimination | d. based on the belief that one sex is superior to the other and that the superior sex has endowments, rights, prerogatives, and status greater than those of the inferior sex. It stems from a complex set of interacting causes. |
| 5. Gender Equality | e. refers to the disparities between women and men in a society in terms of their access and opportunities in the social, economic, and political spheres, and their share in decision-making power at all social levels |
| 6. Gender Equity | f. refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality in terms of rights, benefits, obligations, and opportunities. |
| 7. Gender Inequality | g. refers to the equal rights, responsibilities, and opportunities of girls, boys, women, and men. This definition does not mean that women and men will become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. It 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. |

DEFINITIONS-CATEGORY III

8. Gender Mainstreaming h. policies and approaches that are not aimed specifically at women or men and are assumed to affect women and men equally; these policies and approaches operate from an assumption that there is no distinction between the sexes. Gender-neutral approaches incorporate biases in favor of existing gender relations and so tend to disadvantage women.
9. Gender Neutral i. means that there is a 50:50 ratio of males and females in a given area, such as access to education, in the workplace, or holding public office.
10. Gender Parity j. refers to the failure to recognize that girls, boys, women, and men are assigned roles and responsibilities based on specific social, cultural, economic, and political contexts and backgrounds.
11. Gender Responsiveness k. means addressing the different situations, roles, needs, and interests of women, men, girls, and boys in the design and implementation of activities, policies, and programs. A program, policy, or activity addresses gender-based barriers, respects gender differences, and enables structures, systems, and methodologies to ensure that gender parity is a wider strategy to advance gender equality.
12. Gender Blind l. is the process of assessing the implications for women and men of any planned action, including legislation, policies, and programs, in all areas and at all levels. It is a way to make both women's and men's concerns and experiences part of policies and program design, implementation, monitoring, and evaluation so that women and men benefit equally and inequality is not perpetuated.

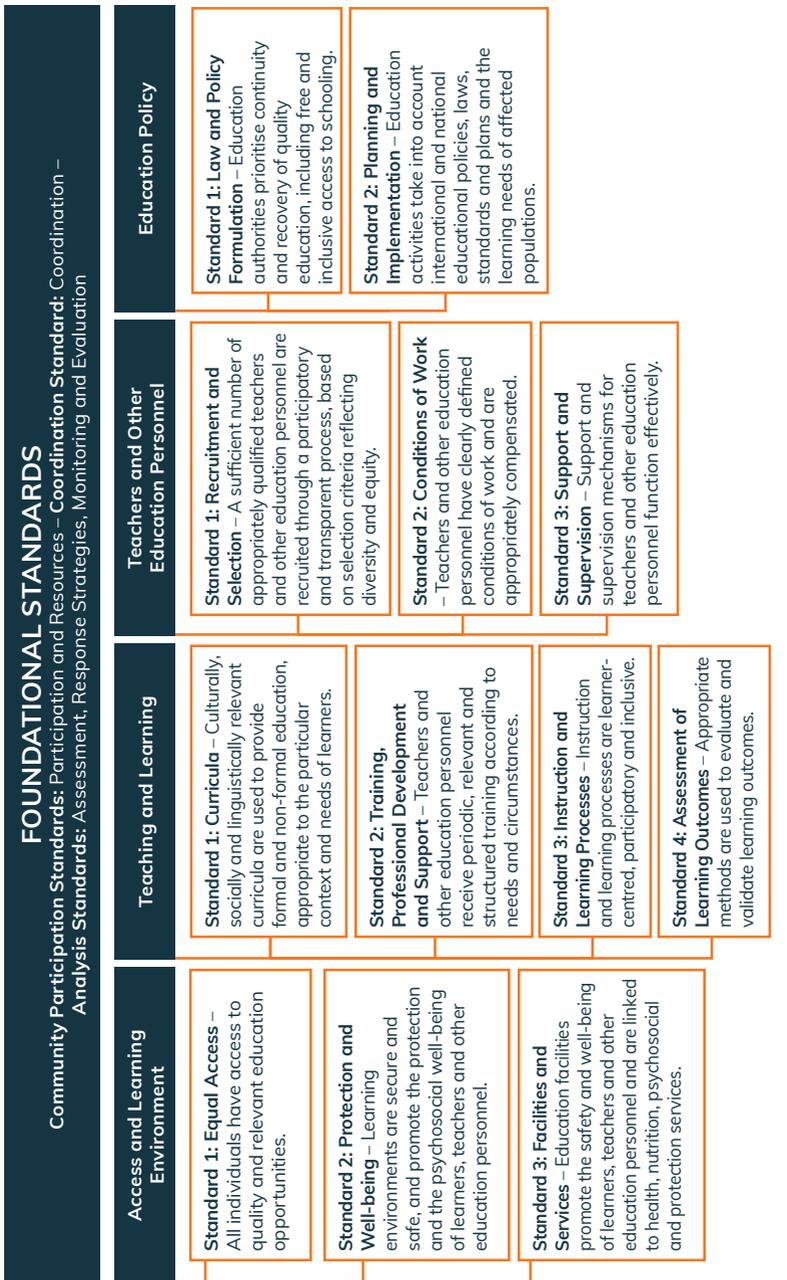
HANDOUT 3: INEE MINIMUM STANDARDS: DOMAIN AND STANDARDS AT A GLANCE



**Inter-agency
Network for Education
in Emergencies**

MAP

**Minimum Standards for Education:
Preparedness, Response, Recovery**



Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

HANDOUT 4. USING THE INEE GUIDANCE NOTE ON GENDER TO CONDUCT A GENDER-EQUITABLE APPRAISAL OF THE SOUTH SUDAN ECW MYRP PROPOSAL

Example: ECW Proposal Excerpts (for all groups and all participants):

ANNEX 1: MYRP Development Process

The ECW and Education Cluster began the process of developing the MYRP in late 2018. Initial steps included a high-level scoping mission from ECW secretariat in October 2018, which built the consensus and buy-in for the development of a comprehensive response plan for the education needs in South Sudan. The mission had successful consultation with all key stakeholders, including Minister of Education, Resident Coordinator, Donors, Cluster Lead Agencies and Education Partners (both humanitarian and development). Initial discussions had paved the way for focused in-country dialogue and planning to address immediate and long-term education needs under one framework.

Based on initial steps, MoGEI, in consultation with Education Cluster, established a task team to provide oversight and guidance for the development of a multi-year education program. The Task Team members were drawn from the MoGEI, UN agencies, Education Donor Group (EDoG), International Non-Governmental Organizations (INGOs), National Education Coalition (NEC), Ministry of Finance and Planning (MoF&P) and Ministry of Gender, Child and Social Welfare (MGC&SW). The Task Team was coordinated by Education Cluster and hired two international consultants from Mott MacDonald (June 2019) to draft the ECW MYRP application. They worked very closely with the Task Team and ECW to review key documents and data, facilitate in country workshops, lead bilateral discussions with key stakeholders, provide technical inputs, and write the proposal document and budget.

Task Team composition (May 29, 2019):

	NAME	INSTITUTION	POSITION
1	Undersecretary	MoGEI	Chairperson
2	Director for Partners	MoGEI	Secretary
3	Education Cluster Coordinator	UNICEF	Coordinator
4	Education Cluster Coordinator	Save the Children	Coordinator
5	All Directors General	MoGEI	Members (10)
6	Representatives of EDoG	USAID/DFID	Members (2)
7	Save the Children	INGO	Member
8	Norwegian Refugee Council	INGO	Member
9	Christian Mission for Development	NNGO	Member
10	UNICEF	UN Agency	Member
11	UNESCO	UN Agency	Member
12	WFP	UN Agency	Member

13	UNHCR	UN Agency	Member
14	Nile Hope	NNGO	Member
15	BRAC	INGO	Member
16	Oxfam	INGO	Member
17	Stromme Foundation	INGO	Member
18	Finn Church Aid	INGO	Member
19	National Education Coalition (NEC)	NNGO	Member (2)
20	Plan International	INGO	Member
21	Representative of MoFP	MoFP	Advisory Member
22	Representative of MGC&SW	MGC&SW	Advisory Member

In keeping with the terms of reference for the international consultants, they undertook the following activities.

ACTIVITY	TIMEFRAME
Phase 1: Inception	
Desk review of key documents	
Inception report submitted	June 2019
Phase 2: Concept Note	
Reviewed all MoGEI and donor-supported programs	
Consultations with government, donors, UN agencies, and NGOs	
Organized and facilitated concept note workshop with Task Team	
Drafted concept note	July 2019
Phase 3: ECW Proposal Draft 1	
Planned and conducted MYRP design workshops with Task Team members	
Supported the costing of MYRP	
Drafted first MYRP application package for review and feedback from Task Team and ECW	September 2019
Drafted a note for the Minister of Education for UNGA	
Phase 4: ECW Proposal Draft 2	
Consolidated feedback from ECW and revised the proposal	
Conducted further data analysis for the targeting section	
Draft 2 submitted to Task Team and ECW external panel	November 2019
Phase 5: Final MYRP Package	
Consolidated and revised proposal based on feedback from ECW external panel review	
Submitted final MYRP package to ECW Executive Board	November 2019

Activities and consultations undertaken by Task Team in country:

Plan International held consultations with two women-led organizations—Women Aid Vision (WAV) and Women for Change—to gather their inputs into the development of the program approach. Other members of the Education Donor Group, GPE section of UNICEF, Humanity and Inclusion, and Light of the World were instrumental to the process to ensure that the program would lead to the achievement of the Education For All goals. Each version of the draft application package was developed after extensive consultations, brainstorming, and workshops with the Task Team and other key stakeholders; it was then reviewed and approved by the Task Team before being submitted to ECW.

Note: This is an excerpt from the South Sudan Education Cannot Wait Multi-Year Resilience Proposal. It does not necessarily reflect INEE's views or actions. ECW has given permission for the use of this excerpt for training purpose

GROUP A EXCERPTS

Section 1: Situational Analysis

1.3.1 Safe, Secure, and Child-Friendly Learning Environments

Safety of children in schools and other educational facilities or centers is critical for the healthy functioning of the education sector. Schools in South Sudan face a number of threats to children's safety and protection in and around schools. For example, the Greater Upper Nile region (includes former Unity, Jonglei, and Upper Nile states) has been among the most conflict-affected regions of the country. In 2016, 63% of schools in the region suffered more than one kind of attack or were occupied by armed actors; by the 2017 assessment, this had fallen to 18%. Across the region, 36% schools were closed in 2016 (Cluster assessment 2016), with this rising to 49% in 2017. As many learning spaces in the region are in temporary structures or have no structures, they are particularly vulnerable to attack or to the impacts of conflict in the area. Since 2013, Protection of Civilian (PoC) sites hosting IDPs emerged in Central Equatoria and Greater Upper Nile states. IDPs have also occupied schools in the region, rendering them unusable for education purposes. Since 2013, the Country Task Force for Monitoring and Reporting (CTFMR) has documented incidents of grave child rights violations in schools affected by conflict, which shows the range of impacts conflict can have on safety and security in and around schools, and therefore on children's education.

In these conflict-affected areas across South Sudan, mine-risk education is also crucial, as children playing or walking to and from school are often the victims of unexploded ordinance.

The protection of children from all forms of exploitation is enshrined in the Transitional Constitution of the Republic of South Sudan (2011) and in the 2008 Child Act. Article 17(1) of the Constitution seeks to protect children from involvement in the army, and according to the section on the Rights of the Child, children are "not to be subjected to exploitative practices or abuse, nor to be required to serve in the army nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being." In addition, Article 17(1), section (h) stipulates that children must be shielded from human trafficking and abduction.

During fighting and displacement, women and children face particular protection risks as a result of the loss, or weakening, of key protective and supportive structures, such as primary caregivers and family structures. Because of the security situation, more and more families are afraid of sending their children to school, and children are also anxious about being separated from [their] parents to go to school. Due to these factors, teachers need to be equipped with the specific skills to create schools/temporary learning spaces (TLSs) that are emotionally and physically safe and protective environments for children to learn in.

Apart from but linked to the conflicts around them, children face other forms of violence as well. For example, over 140 cases of sexual violence against girls were verified in 2016, including girls who were attacked outside the vicinity of UN POC sites; it is highly likely that the actual number of incidents is much higher.

SRGBV is not well documented, but case studies (Oxfam 2019) indicate that girls face high levels of sexual harassment in schools from boys and sexual exploitation by teach-

ers. Further, corporal punishment remains a serious concern within classrooms, despite government policies condemning it. Complaint, reporting, and referral mechanisms for SRGBV are weak or nonexistent and no national level data exists about this.

1.3.2. Gender and Inclusion

There are several socioeconomic and political reasons why girls are underrepresented in South Sudan's education system. A Plan International report (Plan International, *Adolescent Girls in Crisis: Voices from South Sudan*, 2018) found that the three main root causes that girls ages 10-15 cited for low enrollment, attendance, and retention in schools were (a) cost of education, (b) marriage, and (c) the conflict. Girls ages 15-19 years old cited (a) marriage, (b) being too old for school, and (c) a lack of schools as their top three reasons. The report goes on to explore the social norms and values that lead to girls not getting the same education opportunities as boys. For instance, boys are valued more than girls and women, as they are considered the continuation of the family lineage; girls and women are not given rights to inheritance of family resources and are rarely given equal opportunities to participate in public affairs. Where families have limited resources, boys are sent to school instead of girls. Some cattle-keeping communities consider girls and women a source of wealth through payment of bride price, which leads to girls getting married at a very young age and dropping out of school before completing their education.

Although the MoGEI is committed to inclusive education through the Child-Friendly School approach, standards remain low, very few teachers are trained to address special needs, and few schools provide a safe and accessible learning environment or adequate infrastructure and accessibility aids for children with special needs. There is a stigma attached to disability in most communities; people with disabilities and their families are often outcasts, treated differently, and not accepted as equal or respected members of the community. The protracted conflict has left a large number of children and adults physically disabled and psychologically scarred. The compounding effects of displacement and disability makes people and families even more isolated and socially disadvantaged in the communities they have relocated to.

While there are a few legislations and policies that protect young girls from forced marriage and gender-based violence (Penal code section 247, 274, 256 and 273), as well as the Child Act and the Gender Policy, there is limited budgeting allocated to government departments at the central and decentralized levels. In addition, there is no clear allocation or ringfencing of the budget to address gender-related issues. There is also limited capacity within the government at all levels to enforce legislation and policies for education and child protection.

Section 7: Monitoring and Evaluation Approach

Progress towards results will be closely monitored through a detailed monitoring plan, which will clearly state who will be responsible for which activity at what time. Progress towards improvement of access to education and the holistic learning achievements of children will be measured against the indicators in the result matrix within a set schedule. To measure holistic learning outcome (literacy, numeracy, and SEL), a baseline and end line are taking place in targeted areas. To track enrollment and retention of OOSC,

partners will be working closely with MOGEI, and strengthening their overall capacity in the collection, analysis, and use of OOSC data.

The monitoring and evaluation plan, as well as the evaluation design, will be developed in close collaboration with stakeholders, including the MOGEI and state-level authorities. Joint field visits with national education officials, as well as with local education authorities, NGOs, and community representatives will be on an as-needed basis. The process of working with all partners to design and carry out monitoring activities will be an important capacity-development exercise. It will also strengthen the partnership and provide a basis for the analysis and identification of corrective action required and the role of each partner in these future actions. The aim is to promote a shared stake in both the process and outcome of the partnership. The monitoring plan will be overseen by the country-level ECW Steering Committee and updated regularly.

Semi-annual and annual progress reports will be submitted, highlighting the progress of project implementation towards results, best practices, and lessons learned, and the course corrections needed to address problems and plans for the next six months. The schedule and the template of the programmatic and financial reporting requirements to ECW will be as per the standard of reporting agreed to with ECW. Third-party monitoring could be part of the M&E approach, particularly in hard-to-reach areas. Evaluations are done by external agencies.

Furthermore, partners will explore innovative community-based monitoring and evaluation systems to enable them and the beneficiaries to better collect, analyze, and act on OOSC data in real time and in a more cost-effective manner. The introduction of innovative data-collection methods will enable efficient and effective tracking of OOSC at the school/community levels.

Note: This is an excerpt from the Education Cannot Wait South Sudan Multi-Year Resilience Proposal. It does not necessarily reflect INEE's views or actions. ECW has given permission for the use of this excerpt for training purposes.

GROUP A DIRECTIONS:

- Use the tables below (one per group) to review the South Sudan ECW MYRP Proposal excerpts alongside the corresponding *INEE Guidance Note on Gender strategy*.
- For each *INEE Guidance Note on Gender strategy*, put an “x” in the box if the strategy is addressed, somewhat addressed, or not at all addressed in the excerpt. List your rationale/description in the last column. See the example on slide 13.
- Depending on time and [the] number of members in your group, you may divide up the strategies and excerpts to review in your small group.

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL	SECTION 1: SITUATION AND NEEDS ANALYSIS			
	SECTION 7: MONITORING AND EVALUATION APPROACH			
INEE MS Domains and Standards and INEE Guidance Note on Gender Strategies	Strategies for Gender-Responsive Participation, Coordination, and Analysis			
	Yes	Some-what	Not at All	Rationale/Description: <ul style="list-style-type: none"> • If yes, how? • If somewhat, what could be strengthened? • If not at all, what is missing in the proposal?
Desk review of key documents				
Gender-Responsive Coordination				
Gender-Responsive Assessment, Monitoring, and Evaluation				

GROUP B AND C EXERPTS

Note: This part of the proposal outlines the expected results and the strategies/activities to achieve the results, and the related budget to achieve results. One outcome and a couple of example outputs are included for the group's review.

OUTCOME 2: Improve quality and gender equity of teaching and leadership to provide quality learning in ECD, AES, primary, TVET, and secondary schools to at least 500,000 IDP, returnee, and host community children, and increase learning outcomes

Supporting and upskilling teachers to deliver valuable learning opportunities to all children will be the main focus of the MYRP. The current needs analysis, as shown above, demonstrates that there are a number of issues that need to be tackled urgently. These include too few female and local teachers; too many uneducated and untrained teachers; too few teachers at every level; and a teaching force that is itself conflict-affected and demoralized. To tackle this fundamental issue for the delivery of quality education, the MYRP will invest in: recruiting new teachers; training existing and new teachers; and supporting teachers to succeed and stay in the profession. All of this requires supporting more educated people, especially young women, to enter into teaching and creating a pipeline of future teachers; contributing to strengthening a system that can train and support current teachers; and ensuring that, for the short term and to ensure that there are no gaps in the provision of education, current teachers receive peer mentoring and other support, including MHPSS, so they can keep working.

Output 2.1: Recruit and train 5,000 new female teachers while ensuring the continuous professional development of 10,000 existing teachers (at least 50% women) in South Sudan.

The MYRP will work with the existing pool of teachers, knowing that most do not meet the MOGEI requirements, to ensure that they can qualify to meet these standards. Plans will be in place to target current female learners in upper primary and secondary to encourage them to complete their education and enroll in pre-service teacher training to increase the number of female teachers in the workforce.

Identify 10,000 current primary school teachers, at least 50% female (AES, pre-primary, primary, secondary, and TVET) who can enter the fast track in-service training, building on packages being developed by UNICEF and MOGEI with support from GPE, including, if necessary, opportunities to complete their primary and secondary school certifications, and to deploy to schools in areas with high numbers of returnees, especially those targeted in Outcome 1. Of these 10,000 teachers, up to 3,000 will be primary school teachers who have themselves not completed secondary education and are therefore not eligible for any teacher-training schemes. These 3,000 (at least 50% of whom will be female) will receive a fast-track secondary school education to the S4 level so they can qualify for teacher training and be registered formally as teachers.

- Identify and support 5,000 female secondary school students to complete S4 and enroll in pre-service teacher training in TTIs. Offer scholarships and other incentives to keep them in school and support their training.
- Review and enhance the teacher-training curriculum to ensure the needs of IDPs, returnees, and host community children, particularly girls. Children recruited into armed conflict and CWDs are covered and liaise with partners to strengthen training to meet INEE standards. MYRP will support this through advocacy with their partners, using evidence gathered from its own demonstration activities. Key skills the MYRP will look to ensure are adequately addressed include the use of summative and formative assessment tools, inclusive education (including anti-stigma), gender sensitivity, the new code of conduct, MHPSS (adversity-informed teaching), child protection, how to identify children with social and emotional needs, and how to facilitate an SEL curriculum.
- Ensure that at least 70% of teachers in 33 clusters have access to peer-to-peer support to promote their well-being and self-care practices, improved pedagogical skills, and continuous development.
- Provide day-care and creche facilities and meals at all teacher trainings to encourage the participation of female teachers.
- Support the short-term pedagogical training of 2,000 volunteer teachers/teaching assistants (at least 50% female) recruited by MoGEI before they are deployed to schools to reduce the high pupil-teacher ratio (PTR).

Related Budget Excerpt:

2.1.1	Accelerated secondary education pilot for 3,000 primary school teachers
2.1.2	Fast Track in-service training for 10,000 teachers (AES, PPR, PRI, SEC, TVET)
2.1.2.1	Food (10,000 teachers x 10 training days/year = 100,000)
2.1.2.2	Transportation support (10,000 teachers x 10 training days/year)
2.1.2.3	Creche facilities for female teachers
2.1.2.4	Hall hire (200 events x 10 days)—50 teachers per event
2.1.2.5	Stationery (200 events@50 teachers)
2.1.3	Pre-service teacher training for 5,000 new teachers (need to break down the cost)
2.1.4	Cash transfers for female secondary school students to complete S4
2.1.5	Train and deploy 2,000 TAs and volunteer teachers
2.1.6	Peer-to-peer support for teachers
2.1.7	Incentives for 5,000 ECD, primary, and secondary school teachers (monthly, for up to 2 years)
2.1.8	Management and delivery of teacher incentives (7.5%)
2.1.9	Review of existing teacher-training curriculum to include inclusion, code of conduct, MHPSS, etc.
2.1.9.1	5-day workshop x 2 events
2.1.9.2	Hall hire
2.1.9.2	Contribution fee (50 participants x 5 days x 2 events)

Note: This is an excerpt from the South Sudan Education Cannot Wait Multi-Year Resilience Proposal. It does not necessarily reflect INEE's views or actions. ECW has given permission for the use of this excerpt for training purposes.

Group B Directions:

- Use the tables below (one per group) to review the South Sudan ECW MYRP Proposal excerpts alongside the corresponding *INEE Guidance Note on Gender strategy*.
- For each *INEE Guidance Note on Gender strategy*, put an “x” in the box if the strategy is addressed, somewhat addressed, or not at all addressed in the excerpt. List your rationale/description in the last column. See the example on slide 13.
- Depending on time and the number of members in your group, you may divide up the strategies and excerpts to review in your small group.

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL	SECTION 3: PROGRAM RESULTS SECTION 5: PROGRAM BUDGET			
INEE MS Domains and Standards and INEE Guidance Note on Gender Strategies	Strategies for Equal Access and Gender-Responsive Learning Environments			
	Yes	Some-what	Not at All	Rationale/Description: • If yes, how? • If somewhat, what could be strengthened? • If not at all, what is missing in the proposal?
Gender-Equitable Equal Access				
Gender-Equitable Protection and Well-Being				
Gender-Equitable Facilities and Services				

Group C Directions:

- Use the tables below (one per group) to review the South Sudan ECW MYRP Proposal excerpts alongside the corresponding *INEE Guidance Note on Gender strategy*.
- For each *INEE Guidance Note on Gender strategy*, put an “x” in the box if the strategy is addressed, somewhat addressed, or not at all addressed in the excerpt. List your rationale/description in the last column. See the example on slide 13.
- Depending on time and the number of members in your group, you may divide up the strategies and excerpts to review in your small group.

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL	SECTION 3: PROGRAM RESULTS SECTION 5: PROGRAM BUDGET			
INEE MS Domains and Standards and INEE Guidance Note on Gender Strategies	Strategies for Gender-Responsive Education Policy			
	Yes	Some-what	Not at All	Rationale/Description: <ul style="list-style-type: none"> If yes, how? If somewhat, what could be strengthened? If not at all, what is missing in the proposal?
Gender-Equitable Law and Policy Formulation				
Gender-Equitable Planning and Implementation				
Gender-Equitable Financing for Education in Emergencies				

HANDOUT 5. TEMPLATE FOR APPRAISING COUNTRY DOCUMENTS WITH THE INEE GUIDANCE NOTE ON GENDER

Directions: Use this template to appraise how strategies from the *INEE Guidance Note on Gender* are featured in your own national documents and processes (e.g., a proposal, a detailed implementation plan, an M&E Results Framework, etc.).

DOCUMENT TITLE	[LIST DOCUMENT TITLE HERE]			
INEE MS Domains and Standards and INEE Guidance Note on Gender Strategies	[LIST STRATEGY HERE, EXAMPLE: Strategies for Gender-Responsive Participation, Coordination, and Analysis]			
	Yes	Some-what	Not at All	Rationale/Description: <ul style="list-style-type: none"> • If yes, how? • If somewhat, what could be strengthened? • If not at all, what is missing in the proposal?
[LIST INEE Guidance Note on Gender STRATEGIES, e.g. Gender-Responsive Participation]				
[LIST INEE Guidance Note on Gender STRATEGIES, e.g. Gender-Responsive Coordination]				
[LIST INEE Guidance Note on Gender STRATEGIES, e.g. Gender-Responsive Assessment, Monitoring, and Evaluation]				

HANDOUT 6. TEMPLATE FOR ACTION PLAN: SEQUENCING GENDER-EQUITABLE EIE QUICK WINS AND LONG-TERM NEEDS AND OPPORTUNITIES

Directions: In small groups or plenary, use the templates below to start planning how to address needs and opportunities identified from using the *INEE Guidance Note on Gender*.

GENDER-EQUITABLE EIE: QUICK WINS			
Strategy and/or Related Activities or Actions	Time Needed	Human Resources Needed	Financial Resources Needed
1.			
2.			
3.			
4.			
5.			

GENDER-EQUITABLE EIE: LONGER-TERM NEEDS AND OPPORTUNITIES

Strategy and/or Related Activities or Actions	Time Needed	Human Resources Needed	Financial Resources Needed
1.			
2.			
3.			
4.			
5.			

HANDOUT 7. TRAINING EVALUATION

Please complete and return the following form. If not private or sensitive, please also upload populated templates of Participants' Handouts 5 and 6, which could serve as country examples for other contexts undertaking this training.

Date	
Organization	
Facilitator	
Location	
Audience (e.g., program staff, teachers)	
List the top three things you learned during this training	
What are three things you suggest improving (e.g., facilitation, content, activities, etc.)?	

ANNEX B: FACILITATOR'S MATERIALS

Overview of Session Materials for the Half-Day or Full-Course Training: What, When, and How to Use Materials Overview

The below table provides you with an overview of training materials with details on when and how to use them for the half-day or full-course training. Details on using materials remotely are featured briefly here; more remote guidance is in this guide's section on contextualization and adaptation.

Resource	Description	When and How to Use
PowerPoint Slide Deck	Facilitator notes are featured in the presenter notes section in both Google Slides and PowerPoint. Notes include: materials needed for each slide, activity instructions, and a suggested script.	<p>Pre-Training: Review and adapt the slides according to the Contextualization and Adaptation Guidance and notes in the Facilitator's Guide.</p> <p>For Remote Locations where no internet access is available, adapt the slides' content pre- training onto flipcharts or posters.</p> <p>During Training: Use adapted slides and/or flipcharts/posters based on slides to guide the sessions.</p>
Facilitator's Guide	The facilitator's guide section of this guide provides facilitators' notes for each slide and participant activity. It links you to: <ul style="list-style-type: none"> • additional pre- and post-training resources, • facilitator materials and participant handouts, • and provides further guidance on how to adapt/contextualize the activities and materials. 	<p>Pre-Training: Review the notes to identify</p> <ul style="list-style-type: none"> • key content to deliver, • possible questions to support engaging participants in reflection and dialogue, and • the sequencing, structure, and "directions" for activities. <p>Use and adapt the digital version of the guide to support her or his planning, preparation, and notes.</p> <p>During Training: Refer to the guide to support maintaining the structure and content of the training materials.</p>

<p>Evaluation Form</p>	<p>Please provide workshop information and facilitator feedback using this link.</p>	<p>Pre-Training: Print enough copies of the feedback form for each participant.</p> <p>During Training: At the end of the training, ask participants to complete a paper or digital copy of the feedback form. Collect all feedback forms (either collect the papers or ask participants to email the digital version to you to send on to INEE).</p> <p>Post- Training: You and/or the facilitation team will consolidate feedback forms (scan in one PDF attachment), and email to gender@inee.org.</p>
<p>INEE Guidance Note on Gender</p>	<p>The INEE Guidance Note on Gender is the document on which the training is based. The INEE Guidance Note on Gender supports individuals, facilitators, and teams in understanding core gender-equity concepts and best practices across the INEE MS domains.</p>	<p>Pre- Training: It is essential that you familiarize yourself with the guide, its structure and contents.</p> <p>Ensure that each participant has a digital or hard copy of the guide prior to the training. Download and print enough copies of the INEE Guidance Note on Gender for each participant or, at a minimum, each small group. Download free digital copies here.</p> <p>During Training: Several activities in the training rely on using a digital or hard copy of the guide. Depending on context, ensure that printed or digital copies are available for yourself and all participants.</p> <p>Pre-/Post-Training for Participants: Before the training, ask participants to take the self-assessment and/or use the self-guided orientation materials to familiarize themselves with the INEE Guidance Note on Gender.</p> <p>After training, ask participants to use the training or self-guided orientation materials to conduct further, locally contextualized trainings on the INEE Guidance Note on Gender with stakeholders in their context.</p>

FACILITATOR TIP SHEET FOR PLENARY DISCUSSIONS²

During the training, participants may disagree, based on their personal or professional experiences. Participants may also bring up a harmful or negative personal or professional behavior or experiences. It is okay for participants to disagree as long as no prejudicial/discriminatory remarks are made. This tip sheet provides suggestions on how facilitators can frame discussions to be safe and productive.

- **Emphasize that this training is a “safe space”** to discuss gender as experienced in personal and professional settings. Agree on “ground rules” for the training, with emphasis on respecting all participants’ opinions and acknowledging others’ experiences.
- **Familiarize yourself with the safeguarding and “whistle blower” procedures** of participating organizations before conducting the training. If a participant shares an act of harm she or he witnessed or committed that went unreported, follow appropriate safeguarding and “whistle blower” procedures.³
- **If participants disagree on opinions or experiences, help them clarify what they disagree on**—is it a shared experience or personal attitude or belief? What is the crucial aspect/point they disagree on? Why? If the disagreement gets “heated,” it may be time to take a break and return to the topic later.
- **Try framing the discussion—disagreement point or negative attitudes, beliefs, or practices—as a problem to be solved together.** Reference solutions in the *INEE Guidance Note on Gender*.
- **Identify ideas or principles where participants agree.** Focus on positive attitudes/beliefs and points of consensus, holding back on points of disagreement. If possible, align points of agreement with principles and ideas from the *INEE Guidance Note on Gender*.
- **Help participants illustrate/challenge ideas with examples.** For example, if a participant says, “There are already a lot of female leaders,” prompt participants to name several female leaders within the country and at the regional and global levels.
- If you are unsure how to respond to a disagreement or negative attitude or belief, **consider tabling the conversation for later using techniques like the “parking lot.”** Refer to the *INEE Guidance Note on Gender* or discuss the issue with colleagues/experts and come back to the conversation with more information.

² Adapted from National Gender and Equity Campaign of AAIP (n.d.). *Facilitation Guide for Community Engagement: How to Foster Effective Conversations about Our Work and Our Communities*. Retrieved [here](#).

³ A whistle blower is a person who informs on an individual or institution about illicit behavior, or behavior and acts that are deemed organizationally inappropriate and are not allowed.

HANDOUT 2. KEY GENDER-RELATED DEFINITIONS MATCHING-ACTIVITY

ANSWER KEY

Directions:

- Read each key term and the correct corresponding definition. Correct terms here are color coded.
- If time allows, have participants share examples of some definitions. Some examples are listed throughout, though these are not exhaustive.

TERM	DEFINITION ANSWER
Category I	
1. Gender	<p>c. refers to the socially constructed roles, responsibilities, and identities for women and men and how these are valued in society. They are culture specific and they change over time. This defines how women and men are expected to think and act. These behaviors are learned from family, schools, religious teaching, and the media.</p> <p> Examples: Girls have to shoulder most domestic tasks, such as cooking, childcare, and washing. Boys are not supposed to cry.</p>
2. Sex	<p>b. refers to the physical and biological characteristics that distinguish males and females. It refers to a person's anatomy and physical attributes, such as external and internal reproductive sex organs.</p>
3. School-Related Gender-Based Violence	<p>a. explicit acts or threats of physical, emotional, and sexual violence occurring in and around schools, perpetrated as a result of unequal gender norms and power dynamics. Male and female teachers and students can be both victims and perpetrators.</p> <p> Examples: bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape.</p>
Category II	
4. Gender Discrimination	<p>d. is based on the belief that one sex is superior to the other and that the superior sex has endowments, rights, prerogatives, and status greater than those of the inferior sex. It results from a complex set of interacting causes.</p> <p> Examples: If a family has boys and girls, the boys are thought of as superior to the girls and more competent. Boys are prioritized in having access to education opportunities, cash-for-work opportunities, etc., whereas girls may be viewed as inferior and required to stay home to do domestic tasks.</p>

5. Gender Equality

g. refers to the equal rights, responsibilities, and opportunities of girls, boys, women, and men. This definition does not mean that women and men will become the same, but that women's and men's rights, responsibilities, and opportunities will not depend on whether they are born male or female. It implies recognizing the diversity of different groups of women and men, and that the interests, needs, and priorities of both women and men are taken into consideration.

 **Examples:** There are out-of-school girls and boys in a geographic area. The most economically vulnerable girls' and boys' families have access to cash transfers to support accessing education.

6. Gender Equity

f. refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality in terms of rights, benefits, obligations, and opportunities.

 **Examples:** There are more out-of-school girls than boys in a geographic area. A needs assessment identifies that cash transfers are a solution to increase girls' enrollment. While all families could be classified as vulnerable, families with out-of-school girls could be prioritized to receive cash transfers in order to promote gender parity in education access.

7. Gender Inequality

e. refers to the disparities between women and men in a society in terms of their access and opportunities in the social, economic, and political spheres, and their share in decision-making power at all social levels

 **Example:** Males have historically had more access to education, thus they are the only ones recruited as teachers, due to their having the requisite education qualifications.

Category III

8. Gender Mainstreaming

l. is the process of assessing the implications for women and men of any planned action, including legislation, policies, and programs, in all areas and at all levels. It is a way to make both women's and men's concerns and experiences part of policies and program design, implementation, monitoring, and evaluation so that women and men benefit equally and inequality is not perpetuated.

9. Gender Neutral

h. policies and approaches that are not aimed specifically at women or men and are assumed to affect women and men equally; these policies and approaches operate from an assumption that there is no distinction between the sexes. Gender-neutral approaches incorporate bias in favor of existing gender relations and so tend to disadvantage women.

 **Example:** A project has a strategy to increase access to education. To do this, interventions identified are establishing Temporary Learning Spaces (TLS) and recruiting teachers for the TLS. The interventions do not consider the barriers girls and boys have to accessing the TLS (e.g., Menstrual Hygiene Management, safety concerns for girls en route to TLS, domestic responsibilities for girls during the TLS open hours, armed recruitment of boys en route to TLS). Other barriers, such as the need to recruit female teachers to promote girls' access to the TLS, were also not considered.

10. Gender Parity

i. means that there is a 50:50 ratio of males and females in a given area

 **Examples:** accessing education, in the workplace, or holding public office.

11. Gender Responsiveness

k. means addressing the different situations, roles, needs, and interests of women, men, girls, and boys in the design and implementation of activities, policies, and programs. A program, policy, or activity addresses gender-based barriers, respects gender differences, enables structures, systems, and methodologies to ensure that gender parity is a wider strategy to advance gender equality.

 **Examples:** A project has a strategy to increase access to education. To do this, an intervention identified is establishing Temporary Learning Spaces (TLS). TLS consider the different barriers girls and boys face in accessing the TLS (e.g., provide Menstrual Hygiene Management materials for girls and female teachers, address safety concerns for girls and boys en route to TLS, have various shifts so girls may attend TLS during “after hours” that are based on household domestic needs, and female teachers are recruited to promote girls’ access to TLS).

12. Gender Blind

j. refers to the failure to recognize that girls, boys, women, and men are assigned roles and responsibilities based on specific social, cultural, economic, and political contexts and backgrounds.

 **Examples:** These types of projects, programs, policies, and attitudes do not take into account these different roles and diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations.

For example, when establishing school-related gender-based violence reporting and referral mechanisms for a Temporary Learning Space or host community school, the referral mechanisms do not consider that girls are not encouraged to “speak up” or be assertive about challenges or problems they are facing, whereas boys are. There is no way for girls to report anonymously or to girl peers or female leaders.

HANDOUT 3. EXAMPLES OF PRE-CRISIS INEQUALITIES AND HOW CRISIS IMPACTS GIRLS, BOYS, WOMEN, AND MEN

Related to slide 5's full-course questions, the facilitator may build on participants' ideas to highlight evidence-based examples from the context.

Pre-Training: Prior to the training, the facilitator will need to refer to national data, and to situation analyses and reports to identify which gender-equity and education data are available.

For examples of country-level data sources to reference, please see the [Global Education Cluster \(2019\) Guide to EiE Needs Assessments, p. 18](#)

Examples of pre-crisis gender inequality:

- Boys have more access to secondary, tertiary, and job skills/training opportunities.
- Childcare and domestic work falls largely to girls and women, which limits their education and economic opportunities outside the home.
- Domestic violence disproportionately affects young children, girls, female adolescents, and women.

Examples of how differently crisis may impact girls, boys, women, and men:

- Recruitment by armed forces disproportionately affects boys and men.
- Attacks on education may cause girls to be disproportionately impacted—depending on context—due to abduction, rape, and forced marriage, such as has occurred in northeastern Nigeria.
- Female teachers may not be able to return to teaching positions in crises if safety and security risks en route to/from school or on site are not addressed, whereas males may continue teaching despite increased security risks, as in Papua New Guinea.

Examples of how crises may affect girls', boys', women's, and men's access to and experiences in education:

- Girls' and boys' education may be interrupted or stopped altogether due to recruitment by armed forces or attacks on education.
- Different and/or increased experiences with gender-based violence and trauma may disrupt boys' and girls' overall health and development, including their interest in education and/or their ability to learn and develop, and increase risky behavior, such as substance abuse.

HANDOUT 4. EXPLORING KEY GENDER-EQUITABLE EIE PRINCIPLES AND COMMON ARGUMENTS

Directions:

- A. Read each statement and ask participants to anonymously record “True” or “False” on a paper.

Note: The statements below from the INEE Guidance Note on Gender are a few that were prioritized. If you are conducting a Full-Course training, feel free to add more “common arguments” and responses, and to contextualize the common arguments (see Facilitator’s Notes and Contextualization Guidance).

- B. Ask a volunteer to collect, tally, and record the number of True and False responses per statement. Use a flipchart prepared before the training to record tallied responses. The flipchart should have a matrix or table with each statement written down, next to two columns labeled “True” and “False” for tallying participants’ responses.
- C. Review participants’ tallied “True or False” responses per statement. Review in either plenary or small groups, depending on training length.
- D. After giving space for participants to share the rationales for their responses (see questions in the Facilitator’s Notes), use the information below to build on their ideas.
- E. As needed, refer to Facilitator’s Resources and Materials, Handout 1, for tips on re-framing and reorienting discussions productively, as needed.

“COMMON ARGUMENT” STATEMENT

RESPONSE FROM THE INEE GUIDANCE NOTE ON GENDER

1. “Gender experts only talk about women and girls. Men and boys are just as disadvantaged.”

Response Talking Points for Statement 1: **DEPENDING ON CONTEXT, MAY BE TRUE OR FALSE**

- Gender can affect anyone who is left behind.
- In some contexts, girls are disproportionately excluded and disadvantaged in education; in others, boys underperform and drop out at higher rates than girls. NOTE for Facilitators: use regional or national statistics to illustrate this point.
- Conflict and crisis can exacerbate the issues that already limit educational opportunities for both genders.

Source: INEE Guidance Note on Gender, Principle 1

2. “It’s too difficult to consider the needs of different learners in emergencies, as everyone is vulnerable and marginalized in an emergency.”

Response Talking Points for Statement 2: **FALSE**

- While everyone may be vulnerable in some ways, girls or boys could be more disadvantaged, depending on context (see Principle 1 above).
- Girls and boys are likely to face different risks and challenges, have different experiences of accessing education, participating in classrooms and learning activities, progressing through levels of the system, and achieving to the best of their abilities. Example: Some girls never have a female teacher, or girls and boys may face negative stereotypes in their textbooks.
- Gender analysis helps identify the different barriers male and female learners face.
- Gender mainstreaming makes programming more effective by considering the challenges faced by girls, boys, women, and men in program design, implementation, and evaluation.

Source: INEE Guidance Note on Gender, Principle 2

3. “Gender-based violence isn’t a problem the education sector needs to deal with, especially during crises, because schools protect children.”

Response Talking Points for Statement 3: FALSE

- Schools cannot be taken for granted as safe spaces, particularly during conflict and crisis.
- Schools may be used or targeted for military purposes, or damaged.
- Girls and women can be uniquely targeted because of their gender by armed groups that oppose female education. Rape and sexual violence are well-documented weapons of war.
- In addition to protecting schools from attack and misuse, steps must be taken to prevent schools from being sites for abduction, armed recruitment, and/or SRGBV.

Source: INEE Guidance Note on Gender, Principle 3

4. “Gender is too complex for children to understand, thus we don’t have to ask them how gender issues impact them with regard to education and protection.”

Response Talking Points for Statement 4: FALSE

- Children’s viewpoints help humanitarian actors plan and deliver the emergency response in a way that meets their needs most effectively and is accountable to affected populations.
- For example, when adolescent Rohingya girls were consulted in camps in Bangladesh, they explained the barriers they face in access to education and recommended providing flexible options for accessing education. They also provided girl-friendly information on sexual and reproductive health and ideas for tackling gender discrimination.

Source: INEE Guidance Note on Gender, Principle 7

5. “Gender equality comes from the outside—it doesn’t apply to us and our culture, our context.”

Response Talking Points for Statement 5: FALSE

- Challenges will be there: local beliefs, customs, and practices that oppose gender equality and gender-responsive systems may not be in place, and there may be strong resistance to change.
- Gender inequalities are by nature political, since they relate to power dynamics and the underlying structures of society.
- Working with other gender champions can galvanize efforts. For example, local women’s organizations and advocates can help advance gender equality in education programming by grounding key messages in the local context.

Source: INEE Guidance Note on Gender, Principle 10

HANDOUT 5. GENDER-EQUITABLE EIE INTERVENTIONS AND STRATEGIES CASE STUDIES

CASE STUDY A: SOMALIA

Under the Somali Girls' Education Promotion Project (SOMGEP), funded since 2013 through the UK Department for International Development's (DFID) Girls' Education Challenge, CARE and its partners tracked more than 1,200 girls and their households to identify patterns in enrollment, attendance, literacy, numeracy, and retention. Their monitoring approach also explored how changes in gender norms affect education outcomes and different dimensions of a girl's life. Their methods combined robust quantitative analysis with an in-depth approach to qualitative research, including the use of girl-led tools, such as video-voice. The project analyzed data on learning outcomes, classroom delivery, classroom participation, time spent on different tasks (at school and in the household), allocation of resources at home, menstrual hygiene, safety and security, mobility, and migration. CARE's monitoring and evaluation system combined data to explore how gender norms affect adults, adolescents, and children, identified "blind spots" where data are systematically under-reported or not reported at all, and invested in qualitative research and community-led tracking mechanisms to understand patterns and appropriate responses.

Facilitator to cut here across the dotted line. Give one small group this case study and keep the Answer Key.

ANSWER KEY FOR CASE STUDY A:

INEE Domain and Standard(s): INEE Foundational Standards, Analysis Standards

Related to INEE Guidance Note on Gender Strategies: 1.3 Gender-Equitable Assessment, Monitoring and Evaluation on INEE Guidance Note on Gender; Case Study A is Case Study 1.5 in the INEE Guidance Note on Gender

Key Points from the INEE Guidance Note on Gender:

- A gender-responsive monitoring and evaluation framework reflects specific, gender-related results and corresponding indicators and data-collection methods. These should address gender-related barriers (these barriers should be based on data and/or identified through a needs assessment).
- Ensuring that EIE M&E approaches and tools are gender equitable will support the measurement of changes in knowledge, beliefs, attitudes, practices, participation, and coordination related to gender equity. In acute crises, it may not be feasible to measure changes in knowledge, beliefs, attitudes, and practices.
- Gender-equitable M&E will help determine whether and how adjustments need to be made in order to have a positive impact from a gender perspective.

CASE STUDY B: AFGHANISTAN

In 2009, the Aga Khan Foundation (AKF) began the Girls' Education Support Program (GESP) to increase educational access and opportunities for all children, particularly girls. AKF increased the number of female teachers by providing incentive payments, transportation, and training female graduates as teachers. At the beginning of the program in 2009, 225 girls graduated from the supported schools; by 2013, that number had increased to more than 2,300. An internal study found that, overall, GESP increased girls' enrollment, fewer girls dropped out, and more girls graduated. This was attributed primarily to better quality teaching, supportive and involved communities, and a new corps of local women teachers and role models.

Facilitator to cut here across the dotted line. Give one small group this case study and keep the Answer Key.

ANSWER KEY FOR CASE STUDY B:

INEE Domain and Standard(s): Teachers and Other Education Personnel, Standard 1, Recruitment and Selection

Related to INEE Guidance Note on Gender Strategies: 4.1 Recruitment and Selection; Case Study B is adapted from Case Study 3.2 in the INEE Guidance Note on Gender.

Key Points from the INEE Guidance Note on Gender:

- Achieving a gender balance of teachers and other education personnel can be challenging, but it is important to create a gender-responsive education system. It is important that learners have role models and supportive adults of the same sex available to give advice and encouragement.
- Offering safe accommodations and transportation for female teachers may be necessary to facilitate their engagement in EiE responses. Community groups may be mobilized to put local measures in place to ensure female teachers' safety.
- Recruit male or female classroom assistants with less education and offer incentives to support their transition to a full teaching role.
- Use gender-responsive selection processes, such as including both women and men on recruitment committees. Make sure the selection criteria are transparent and account for gender diversity, and use quotas to support decision-making.

CASE STUDY C: UGANDA

In 2015, the Gender Socialization in Schools pilot project provided training to more than 1,000 primary school teachers in Karamoja, Uganda, to enhance their knowledge, attitudes, and practices related to gender equality and conflict management. Activities were designed to operate within existing systems for teacher training, supervision, and mentoring. Teachers who took part in the training demonstrated improved knowledge and attitudes, such as acknowledging the equal capacities of girls and boys; awareness of the effects of gender-based discrimination on girls' social interactions and confidence, and on their likelihood of missing school during menstruation; and how to promote a more gender-equitable environment. An impact evaluation of the project showed that, while it was challenging for teachers to translate this new knowledge into practice, the model showed promise for promoting social participation and peace-building if coupled with concerted efforts to engage the wider community in promoting new ideas related to gender.

Facilitator to cut here across the dotted line. Give one small group this case study and keep the Answer Key

ANSWER KEY FOR CASE STUDY C:

INEE Domain and Standard(s): Teaching and Learning, Standard 2: Training, Professional Development, and Support

Related to INEE Guidance Note on Gender Strategies: 4.3 Teacher Training, Professional Development and Support; Case Study C is Case Study 4.5 in the *INEE Guidance Note on Gender*

Key Points from the *INEE Guidance Note on Gender*:

- Gender issues may be both mainstreamed into teacher-training materials and studied in-depth in additional modules that are integrated into the teacher-training curriculum.
- Gender-responsive teacher training covers gender-responsive pedagogy and teaching methodologies that can be used across subject areas, positive discipline and classroom management, participatory approaches to ensure the active engagement of female and male learners, and inclusive planning and assessment.
- It is imperative that teachers have foundational training in human rights principles and perspectives, and in how they relate to female and male learners' needs and all education stakeholders' responsibilities.
- Training should include building teachers' awareness of gender-equitable codes of conduct for teachers and other education personnel.

CASE STUDY D: LIBERIA

In Liberia, some institutional structures have been created specifically to address girls' education and gender equality. A Girls' Education Unit was set up at the Ministry of Education in 2006 with support from UNICEF. In 2012, to demonstrate political will and commitment to issues affecting girls, President Ellen Johnson-Sirleaf launched an Adolescent Girls' Unit at the Ministry of Gender, Children, and Social Protection. The unit's role is to address the issues, needs, and concerns of girls ages 10-24, with a special focus on girls ages 10-15. It works to ensure that policies and programs at the national level work effectively for Liberian girls, a group previously neglected by structures that address issues related to women and youth. With support from the World Bank, the Adolescent Girls' Unit established a resource center to provide adolescent girls with access to information and communication technology

Facilitator to cut here across the dotted line. Give one small group this case study and keep the Answer Key

ANSWER KEY FOR CASE STUDY D:

INEE Domain and Standard(s): Education Policy, Standard 1 Law and Policy Formulation, and Standard 2 Planning and Implementation

Related INEE Guidance Note on Gender Strategies: 5.1 Law and Policy Formulation and 5.2 Planning and Implementation, *INEE Guidance Note on Gender*; Case Study D is Case Study 5.1 in the *INEE Guidance Note on Gender*.

Key Points from the *INEE Guidance Note on Gender*:

- Crises present a window of opportunity for strengthening gender equality in education policy if countries:
 - reform national policies and plans during crises, and/or
 - establish new transitional education plans, preparedness plans, disaster risk reduction (DRR) strategies, etc., during crises.
- A gender-responsive emergency education plan, transitional education plan, or crisis-sensitive education plan is one that is
 - able to meet the education rights of all children, following principles of non-discrimination;
 - context specific;
 - developed through a participatory approach;
 - evidence based; and
 - strategic.

CASE STUDY E: GAZA

The Norwegian Refugee Council's Better Learning Program, a school-based response in Gaza, combined psychosocial and social and emotional learning approaches to help teachers, school counselors, and parents empower schoolchildren with strategies for self-calming and self-regulation, particularly those who reported having nightmares and sleep disturbances that disrupted their learning. More boys than girls were targeted, because some evidence had shown that boys were more vulnerable to the consequences of protracted crises. The program was found to be effective in reducing effects of trauma.

Facilitator to cut here across the dotted line. Give one small group a case study and keep the Answer Key.

ANSWER KEY FOR CASE STUDY C:

INEE Domain and Standard(s): Access and Learning Environment, Standard 2: Protection and Well-Being

Related INEE Guidance Note on Gender Strategies: 2.2 Protection and Well-Being, *INEE Guidance Note on Gender*; Case Study E is Case Study 2.4 in the *INEE Guidance Note on Gender*

Key Points from the *INEE Guidance Note on Gender*:

- Education can and should provide protection; however, education is not by definition protective.
- Work must be done to ensure that education activities do not themselves create protection risks for male and female learners or teachers.
- Education opportunities should provide a safe and supportive environment where learners feel protected and have access to support services.
- Gender-responsive psychosocial approaches recognize that girls, boys, women, and men are exposed to different risks, cope differently, and have different needs that are best treated from a gender-specific perspective and in culturally appropriate ways.
- Gender-responsive psychosocial approaches may create an effective platform for addressing gender discrimination and help male and female learners build equitable relationships built on mutual respect.

HANDOUT 6. ANSWER KEYS TO “USING THE INEE GUIDANCE NOTE ON GENDER TO CONDUCT A GENDER-EQUITABLE APPRAISAL OF THE SOUTH SUDAN ECW MYRP PROPOSAL.”

Note: Answer for the example is in the slide “notes.” Answer Key for the Group A, B, and C excerpts are below in the populated templates.

GROUP A ANSWER KEY:

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL				
ANNEX 1: MYRP DEVELOPMENT PROCESS				
SECTION 1: SITUATION AND NEEDS ANALYSIS				
SECTION 7: MONITORING AND EVALUATION APPROACH				
INEE Guidance Note on Gender Strategies	Strategies for Gender-Responsive Participation, Coordination, and Analysis			
	Yes	Some-what	Not at All	Rationale/Description: <ul style="list-style-type: none"> • If yes, how? • If somewhat, what could be strengthened? • If not at all, what is missing in the proposal?
Participation		✔		<p>Broad range of national stakeholders consulted. These include the Ministry of Gender, Child, and Social Welfare</p> <p>Plan International held consultations with two women-led organizations—Women Aid Vision (WAV) and Women for Change. Consultations gathered women-led organization inputs into the program approach development process.</p> <p>Gender-responsive participation could be strengthened by including consultations with</p> <ul style="list-style-type: none"> • girl and boy students; • women and men caregivers; and • education personnel from the target areas. [Note: If these consultations with affected populations were conducted, they were not documented in Annex 1. This points to the need to document such processes. Proposal word limits sometimes put constraints on the level of detail presented.]
Coordination			✔	<p>The Gender and Age Marker could be mentioned in the Monitoring, Evaluation, and Learning section. It is a way to assess regularly whether girls, boys, women, and men are equally benefitting from the interventions planned and implemented.</p> <p>A “moment of reflection” that considers gender could be added to the Monitoring, Evaluation, and Learning approach.</p>

Assessment, Monitoring, and Evaluation			<p>Each section of the situation and needs analysis highlighted available gender data and the gender-differentiated needs of girls and boys. It highlighted how girls and women were disproportionately affected in the crisis context and faced more barriers to accessing education.</p> <p>The situation and needs analysis section could be further strengthened to highlight the gender-differentiated protection interventions currently conducted and those needed.</p> <p>In the Monitoring, Evaluation, and Learning section, this may be strengthened by adding information on how data disaggregated by gender and age indicators will be collected for all parts of the results framework. It currently mentions all children but does not emphasize efforts of the Monitoring, Evaluation, and Learning approach to collect gender-disaggregated data.</p> <p>The Monitoring, Evaluation, and Learning section may be strengthened by adding specific efforts to ensure gender-responsive monitoring and evaluation approaches. See the <i>INEE Guidance Note on Gender</i> section on Monitoring, Evaluation, and Learning for ideas on how this section could be strengthened, or the <i>EIE-GenKit M&E-related tools</i>.</p>
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GROUP B ANSWER KEY:

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL	SECTION 3: PROGRAM RESULTS SECTION 5: PROGRAM BUDGET			
INEE MS Domains and Standards and <i>INEE Guidance Note on Gender Strategies</i>	Strategies for Gender-Responsive Participation, Coordination, and Analysis			
	Yes	Some-what	Not at All	Rationale/Description:
Gender-Equitable Equal Access				<p>Note to facilitators: This strategy also aligns with the <i>INEE Guidance Note on Gender</i> section on Strategies for Gender-Responsive Policies and Support for Teachers and other Education Personnel (recruitment, curriculum, etc.). Teacher recruitment (particularly of female teachers) and training for male and female teachers on gender sensitivity and GBV guidelines may also be considered a strategy for increasing gender-equitable access to education and reducing the gendered barriers faced by girls and boys. This example could be used to discuss with participants how one strategy in a proposal can sometimes cover multiple INEE MS domains and standards.</p> <p>Gender-equitable female teacher recruitment is included, with details on revisions to the qualifying criteria and teacher training (mention of gender sensitivity with regard to training).</p> <p>The proposal could be strengthened by explaining how pre- and in-service teacher training to support teacher recruitment will specifically reflect gender equity and gender sensitivity.</p> <ul style="list-style-type: none"> This section could describe how specific access and protection issues identified in the situation analysis and needs assessment section, such as early marriage, SRGBV, and GBV, will be addressed in the proposed training related to teacher and child protection.

<p>Gender-Equitable Protection and Well-Being</p>			<p>The proposal mentions inclusive education (including anti-stigma), gender sensitivity, the new Code of Conduct, MHPSS (adversity-informed teaching), child protection, how to identify children with social and emotional needs, and how to facilitate an SEL curriculum.</p> <p>It mentions that at least 70% of teachers in 33 clusters have access to peer-to-peer support to promote their well-being and self-care practices, improve pedagogical skills, and provide continuous development.</p> <p>The proposal and budget may be strengthened by briefly explaining how gender sensitivity will be assessed and reflected in the training (mentioned above in the access section). More details could be added about how specific access and protection issues identified in the situation analysis and needs assessment section, such as early marriage, SRGBV, and GBV, will be addressed in the proposed training and protection interventions.</p> <p>The proposal and budget do not mention how the code of conduct will ensure gender sensitivity and if and how the code of conduct is linked to gender-equitable referral and school-improvement mechanisms.</p> <ul style="list-style-type: none"> • Explain if and how training has been conducted on how to operationalize a gender-equitable code of conduct across school-based and local education, and child-protection actors and structures. • If such training is needed and if training materials on these topics need to be developed, the proposal may be strengthened by reflecting these considerations in the narrative program-results section and related budget (e.g., internal or external expertise needed for such trainings, revision or creation of training material, additional venue rental for trainings, etc.). <p>Interventions related to child protection, such as MHPSS and adversity-informed teaching and SEL, as well as well-being and self-care initiatives, could be strengthened by adding how they will specifically consider gender in their content and approach.</p> <ul style="list-style-type: none"> • The proposal could be strengthened by briefly explaining how these planned interventions will consider gender-equitable practices, such as adapting existing or creating new protection training and supervision materials that reflect the gendered MHPSS and SEL needs of male and female education personnel and students of different ages. • These plans would also need to be reflected specifically in the budget in terms of the additional content-development expertise, revised materials' printing, or training facilitation needed.
<p>Gender-Equitable Facilities and Services</p>			<p>Includes incentives for teachers, such as child care to promote female teacher recruitment and retention.</p> <p>Not reviewed, but the facilitator may mention that the full proposal's other sections have details on gender-segregated latrines and TLS provision; however, the TLS and distribution of materials (kits, etc.) could be strengthened by mentioning how they will reflect gender-equity considerations.</p>

GROUP C ANSWER KEY:

SECTIONS OF THE SOUTH SUDAN ECW PROPOSAL	SECTION 3: PROGRAM RESULTS SECTION 5: PROGRAM BUDGET			
	Strategies for Gender-Responsive Education Policy			
INEE MS Domains and Standards and INEE Guidance Note on Gender Strategies	Yes	Some-what	Not at All	Rationale/Description: <ul style="list-style-type: none"> • If yes, how? • If somewhat, what could be strengthened? • If not at all, what is missing in the proposal?
Gender-Equitable Law and Policy Formulation		✓		<p>The new code of conduct is mentioned. This could be strengthened by mentioning the extent to which it reflects gender equity.</p> <p>The proposal could be strengthened by</p> <ul style="list-style-type: none"> • detailing how the proposed interventions, such as female teacher recruitment and child protection (MHPSS, SEL, and self-care efforts), links with national or international policies and frameworks, and the extent to which these reflect gender considerations; or • if this proposal's implementation would be an entry point for strengthening existing policies to address and reflect gender equity.
Gender-Equitable Planning and Implementation			✓	<p>The proposal could explain if and how the teacher recruitment and training aligns with gender-sensitive education-sector plans and their strategies, and multi-year action plans.</p> <ul style="list-style-type: none"> • If the ECW proposal serves as an entry point for improving gender-sensitive education-sector planning (such as the targeted approach to female teacher recruitment), this could be mentioned as an added value of this approach. This could be considered in the future Education Sector Plan (ESP) to ensure that it is gender sensitive. • The related budget lines—some of which include gender considerations such as child-care incentives for female teachers—could serve as an example of what this will cost in the future in order to include targeted, costed strategies for female teacher recruitment in the ESP. <p>The proposal could be strengthened by outlining the roles and responsibilities of development and government partners to implement the gender-sensitive teacher-recruitment plans and related gender-sensitive child-protection interventions (i.e., MHPSS, self-care, gender sensitivity, code of conduct, all of which should reflect gender equity). Who will implement, who will supervise? How will these be reflected in government accountability mechanisms (EMIS)?</p>
Gender-Equitable Financing for Education in Emergencies			✓	<p>The budget may be strengthened by showcasing which existing government and development partner sources may be leveraged and which ones ECW will cover. The budget lines only reflect those that ECW will be covering; however, having multiple financing sources will be important to demonstrate the sustainability of gender-equity interventions. If no other funding sources are available to support gender-equitable interventions, this should be noted.</p>

HOW TO SELECT COUNTRY DOCUMENTS FOR APPRAISAL

Pre-Training Task: The facilitator may need to consult local decision-makers on which document(s) can be used for the appraisal activity.

Note: Groups may have the same or different documents. You may use at least two different document types for different small groups. This will show the *INEE Guidance Note on Gender's* applicability across phases of design, planning, monitoring, implementation, etc. For example, one group could have a PSS curricula manual, another group could have a joint country cluster response framework, another group could have a transitional education plan. If groups are using one larger document, each group could be assigned a different INEE MS domain and strategy, similar to the South Sudan ECW MYRP appraisal activity.

After selecting the document(s), the facilitator will need to prioritize which *INEE Guidance Note on Gender* strategies participants should “appraise” with the document. Depending on the document type and length, not all strategies will be relevant. The facilitator should choose strategies that are strong, could use strengthening, or are completely missing from the document. Create “Answer Keys” by populating one template per country document using the Participants’ Materials, Handout 5. Template for Appraising Country Documents with the *INEE Guidance Note on Gender*.

The facilitator may create a country-level example of appraising the country document with the *INEE Guidance Note on Gender* in lieu of using slide 13, South Sudan’s ECW MYRP, as a demonstration.

Selecting country-specific documents:

We recommend using one or more of the following document types (brief documents or excerpts):

- EiE proposals
- Detailed EiE implementation/action plans
- Country cluster joint response frameworks
- Institution or joint EiE program results frameworks
- Monitoring tools
- EiE intervention and/or national curricula
- Teacher codes of conduct, PSS/SEL guidance or manuals, SRGBV, or documents related to child-protection reporting and referral mechanisms for use in and around schools
- National planning and policy documents, such as transitional education plans and/or education-sector plans

Select country-specific documents may be used with the following considerations:

- Document Type
 - Is there a priority document that participants are currently working on, such as a proposal or detailed implementation plan/action plan?

- Is there a document that will be relevant to multiple stakeholder types?
- Especially for the **Half-Day Training**, is there a document participants are already familiar with, such as joint proposals, joint response frameworks, national action plans, and/or a joint proposal's or action plan's results framework?
- Training Type
 - **Half-Day Training:** Is there a shorter document that may be used, such as a proposal's theory of change and/or results framework?
 - **Full-Course Training:** If using different documents for each group, ensure that each document is roughly the same length. If using one longer document, divide the document into sections and have each group focus on a different section.

Participants' Knowledge, Attitudes, and Practices Related to Gender-Equitable EiE

- For groups of participants with experience designing and implementing gender-equitable programming, consider using more complex or multiple documents.
- For groups of participants for whom this is an initial gender and EiE training, one simpler document could be selected in order to have more time to digest and review it in small groups and discuss one set of reflections in plenary across groups.



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