



Minimum Standards on Gender

Why gender and age matter in emergency education interventions

According to assessments conducted by protection actors in 2016, internally displaced women and children are disproportionately vulnerable to sexual and gender based violence (SGBV). Unaccompanied girls and adolescent boys, single heads of households, child mothers, child spouses, and those living with disability are most at risk. This reality relates to myriad of factors including separation from families, limited access to support and economic opportunities, and overcrowding in IDP settlements which offer minimal privacy and security. Most women, girls and boys formerly abducted by Boko Haram face stigma and family rejection. The lack of adequate reintegration services and worsening economic situations of most internally displaced persons expose them to vulnerable environments making them susceptible to abuse, violence and exploitation. In order to address and mitigate protection challenges faced by the women, girls, boys and men, all humanitarian actors must ensure that their services are tailored to suit the specific needs of the different groups based on age, gender and diversity perspectives.

Gender, age and diversity demographics and dynamics relative to emergency education programming

The conflict and resultant displacement in northeast Nigeria has created a distinct demographic profile and new gender dynamics among IDPs:

The ongoing crisis in North East (NE), Nigeria has resulted in profound negative impact on women, girls, men and boys. Most IDPs are experiencing a range of protection risks and challenges. Their vulnerability is multidimensional including severe damage of social fabrics and safety nets, destruction of property and infrastructure in areas of origin.

- Women and children make up 79 per cent of the IDP population in NE, Nigeria with 55 percent of the IDP population being children under 18 years (30% F and 25% M¹.)
- An estimated 25 per cent of Households (HH) have children with protection needs including unaccompanied minors and separated children².
- 7% per cent of the IDPs are older persons with protections needs.
- Overcrowding in IDP settlements and lack of privacy in shared accommodation and limited WASH facilities place women and girls at heightened risk of SGBV
- Due to culture, some families practice “tenet of *kulle*” which prevents women from leaving their homes thus, impeding their freedom of movement including access to humanitarian assistance and social services.
- In 106 sites accessed for the IOM DMT (report of 30 June 2016);
 - 67 or 63 per cent of sites had facilities for formal or informal education
 - In 35 per cent of sites, no children attend school
 - In 24 per cent of sites, less than 25 per cent of children attend school
 - In 18 per cent of sites, less than 50 per cent of children attend school
 - In 14 per cent of sites, less than 75 per cent of children attend school
- The provision of education and special measures of care for and formal placement of unaccompanied and separated children are high priorities.

The sources of all data and information are included in the OCHA (Maiduguri) Gender and SGBV Analysis 22 July 2016 (available on request).

¹ DTM Round XIII Dec 2016

² UNHCR Vulnerability Screening Round III, Dec 2016





COMMUNITY ENGAGEMENT

- Share information on entitlements to distributions, services and facilities and free access to all humanitarian services.
- Monitor children, child mothers and people with disabilities continuously to ensure receipt of entitlements without exploitation and abuse.
- Mainstream messages on GBV prevention and response and child protection during learning sessions.
- Ensure that all schools have institutional referral pathway to identify and address abuse in school from teachers, other staff and students as well as abuse manifested at home and observed by the school.
- Establish a complaints and feedback mechanism in each IDP location that includes feedback on the appropriateness of programme design and impact.

MINIMUM STANDARDS

- In conjunction with the WASH sector Working Group, ensure that all educational facilities have adequate WASH facilities that are separated and marked clearly for males and females; this means that separate facilities for girls and boys as well as female and male teachers, hand-washing facilities and soap and with doors that lock internally and with lights where available.
- Collect, analyse and use sex- and age-disaggregated data for students, teachers and support staff including vulnerabilities of children with disabilities.
- Ensure that girls have equal access to education facilities and a distinct strategy to keep them in school is developed.
- Ensure that girls in school have appropriate sanitary materials and changing rooms.
- Use available and appropriate outreach mechanisms to ensure that unaccompanied children in care of IDP or host households and female-headed households with children of school-going age have equal access to education.
- Ensure that all education staff and volunteers sign a Code of Conduct and Child Protection Policy and receive training on child protection and the prevention of sexual exploitation and abuse (PSEA).
- Adapt the SOPs on GBV into a format that is easily accessible to education sector, including translation in appropriate languages and ensure that this information is then widely shared through information, education and communication materials, posters, community and national TV and radio stations.
- Liaise with national child protection authorities and all child protection actors to establish/support clear referral mechanisms for tracing and reunification of unaccompanied and separated.