### EDUCATION

| Needs assessment and analysis | > Collect and analyze **sex, age and disability disaggregated data** (SADDD) and conduct a **child-sensitive participatory gender analysis** to understand different education needs, capacities, barriers, including protection risks, and aspirations, and identify populations with special education requirements in both Rohingya and host communities. |
|                            |   Population demographics. E.g. existence of polygamous family structures; female-headed households; child-headed households; children of school age in and out of school; children with disabilities (physical, mental, intellectual) |
|                            |   Gender roles and power dynamics. E.g. mother and father’s role in child education, household roles of boys and girls which may interfere with their education; gender roles in female-headed households; decision-making power of women, men, adolescent girls and boys in education decisions; changes in power dynamics and roles since influx. |
|                            |   Protection needs. E.g. prevalence of child marriage and adolescent pregnancy; exchange of sex for accessing education and/or grades; stigma from specific conflict experience that prohibit access to education (i.e. GBV survivors, child soldier); recruitment for forced/child labor especially of boys; how girls vs boys feel about their safety and security and why. |
|                            |   Education needs and aspirations. E.g. literacy rate of women and men, boys and girls of the community; education trends of girl and boys (e.g. girls drop out after basic education while boys are more likely to complete higher education). |
|                            |   Intersectional issues. E.g. what other gender-specific barriers do girl and boy children with disabilities face. |
|                            | > Conduct a child-sensitive participatory gender analysis to identify the gaps in the education response |
|                            |   Learning environment and facilities. E.g. safe and accessible segregated latrines for girls, boys, and children with disabilities; availability of menstrual hygiene materials; learning environment are safe and well-lit; access to safe drinking water and health and hygiene kits. |
|                            |   Access. E.g. distance and safety of traveling to school by girls and boys, accessible for children with disabilities; who has access, who doesn’t and why. |
|                            |   Learning. E.g. gender-sensitive learning materials (no gender-stereotyping representation, word, language, etc.), curriculum/ teaching-learning materials (TLM)* address specific needs of boys and girls (i.e. SRHR, GBV, trafficking). |
|                            |   Educational staff. E.g. specific training needs, knowledge of gender issues and inclusive teaching methodologies, the existence of policies for teachers (i.e. Code of Conduct, Child Safeguarding and PSEA), recruit, train and support for female staff; availability of Child Safeguarding and PSEA focal points. |
|                            | > Education policy/plan. E.g. specific gender and inclusion considerations (e.g. gender and disability focus in targeting, review of curriculum/TLM for gender sensitivity and inclusion, etc.) in the education policy/plan, gender-responsive education budgeting. |
|                            | > Ensure a gender balance in the education assessment and analysis teams to enhance effective, safe and inclusive consultations with women, girls, men, and boys. |
|                            |   Gender analysis should be done by analyzing the SADDD, and by consulting with women, girls, men, and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups, plan time/location/facilities that ensure participation from all (i.e. child-care facilities for women with young children, venues for assessment are perceived as safe for participating groups, etc.) |

*curriculum refers to host community students while teaching-learning materials refer to Rohingya community students.*

| Strategic Planning | > Reflect gender analysis in the planning documents and situation reports, using SADDD. |
|                   | > Consult with women, men, girls, boys, and other at-risk groups (LGBTQI*, elderly, persons with disabilities, orphan, unaccompanied and separated children, etc.) to design these activities to ensure they meet their needs. |
> Ensure equal and inclusive access to education that addresses the specific needs of women, girls, men, boys and other marginalized populations (LGBTQI+, persons with disabilities, orphan children, etc.) as well as the socio-cultural context (Do No Harm). Below are examples only, planning should come from the gender needs analysis.

| Access to learning facilities. E.g. the acceptable distance of facilities from shelters, safe and well-lit roads, community-led escort/group transport for at-risk children, accessible to children with disabilities, timing of classes. |
| Gender-responsive and inclusive training-learning materials/curriculum and pedagogy practices. E.g. gender-responsive teaching and learning materials that do not generate gender stereotypes; teachers understand gender equality and value learning capabilities of boys and girls; curriculum/TLM includes life-skills (i.e. gender equality, SRHR). |
| Gender-balanced education staff/volunteers/committees. E.g. recruit, train/retrain and retain female staff, recruit and train both female and male parents in parents’ teachers’ associations including the parents of children with disabilities; provisions for equal participation of women and men in learning center management/school management committees. |

> Work with other sectors to holistically plan interventions that address the barriers to quality education for girls and boys. E.g. WASH, nutrition, child protection, PSEA, GBV, Health, gender-focused actors (e.g. GIHA and Gender Hub for CXB).

| Child safeguarding. E.g. Code of conduct for teachers, training for education staff on child safeguarding and PSEA, training on identification, monitoring, referral, confidential reporting of GBV and child protection issues; functional, safe and ethical referral pathways. |
| Address cultural barriers to women’s, men’s, boys’ and girls’ participation in education. E.g. activities to combat child labor, child marriage, and adolescent pregnancy, promote gender-equal parenting, support pregnant girls and adolescent mothers to continue education; community information and advocacy activity on the importance of girls’ education. |

> Develop specific indicators to measure change for women, girls, men, and boys

| Use SADDD indicators so gaps between groups can be identified and assessed, referring to the Inter-Agency Network for Education in Emergencies (INEE) Guidance Note on Gender. |
| Use Gender with Age Marker (GAM) to assess program planning. SAG reviewing projects should ensure the proposal and implementation plan reflects gender mainstreaming. |

*The context and legal framework must be taken into account. Do No Harm and protection principles must be applied to not identify/expose LGBTQI persons to risks.*

| Resource mobilization |
| > Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in education to the sector so that priority areas are funded. |
| > Engage in advocacy with donors and government and regularly report on the gender resource gaps in education. |
| > Apply the GAM to education program design to assess and highlight its contribution to GEEWG. |

| Implementation and monitoring |
| > Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the education programs/projects. |
| > Ensure gender balance and responsiveness in the implementing and monitoring staff of the project. E.g. involve community groups such as women’s rights, youth, and LGBTQI+ organizations in program implementation and monitoring, ensure equal participation of women and girl-mothers by providing childcare services, ensure boys’ and fathers’ active participation. |
| > Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g. put measures in place to respond to the potential threat, intimidation and harassment of female staff, mechanism to report any unwanted incidents and SEA. |
Ensure women, girls, men, and boys are aware of the available services, how to access those, the agency providing them and ways to influence their design and delivery.

Develop and maintain feedback and complaint mechanisms that are child and adolescent-friendly, gender-responsive, inclusive and confidential (including for SEA reporting). E.g. provide feedback and complaint boxes, provide hotline services, do gender and age-segregated FGD, strengthen learning center management committee/school management committees for child rights.

> Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program.

> Contribute to the JRP’s gender-specific outcome and all other gender-transformative outcomes through coordinating with other actors and other sectors about implementation efforts, achievements and lessons learned.

> Apply the GAM to assess and improve gender equality programming.

Operational peer review and evaluation

> Share information, SADDD and key messages to others on the specific needs, capacities, and aspirations of women, girls, men and boys in education. Information should also be disseminated back to beneficiaries.

  ↩ The Gender Hub can support in reviewing and disseminating information, reports and other materials.

> Review projects in the education sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps.

> Use the GAM to assess the program’s contribution to GEEWG.

> Assess the project against the INEE Minimum Standards, and Guidance Note on Gender.

More information can be found here:
- Gender profiles 1 (December 2017) and 2 (March 2019)
- Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
- Review of gender mainstreaming
- Definition of gender-related terms.
- Gender with Age Marker online tool.
- INEE Pocket Guide to Gender.

ACRONYMS

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