

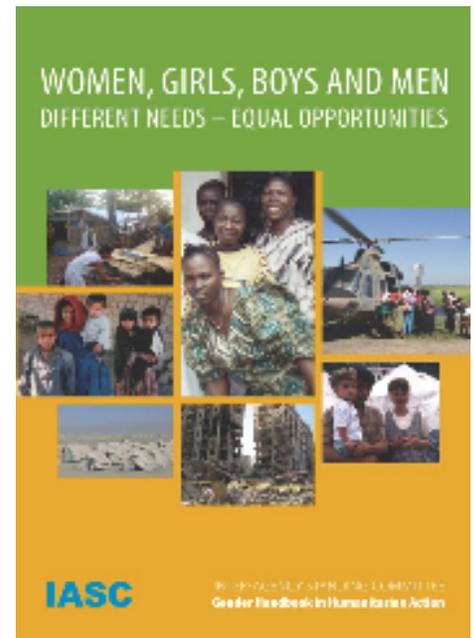
Gender and Education in Emergencies

Humanitarian crises have severe and diverse impacts on the lives of women, girls, boys, and men. Educational needs shift, and the opportunity for boys and girls to attend school changes. In order to guarantee that all girls and boys benefit equally from education, it is vital to examine the social and gender dynamics that might affect them. Education plays a key role in empowering women and girls and can raise socially and economically marginalized adults and children out of poverty and presents them with the means to participate fully in their communities. Girls and young women, who are often disproportionately affected by humanitarian emergencies, are also often more likely to have been deprived of education.

Benefits of Education in Crisis Situations

Providing educational facilities in emergency situations contributes immensely to a wide range of short- and long-term issues of critical importance for girls and boys, including:

- a safe physical space
- promotes well-being and normalcy
- channels health and survival messages
- builds community capacity



Design and Implementation of Gender-Responsive Education in Emergencies

Basic information about the number of girls and boys, their location, and the cultural context can help improve programming. One must consider the impact of the crisis on the lives of girls and boys (e.g. recruitment and abduction by armed groups, increased household chores), as well as how the crisis has affected female and male teachers. Further, education-related demographics need to be examined, including the number of displaced girls and boys, access to education, number of boys and girls heading households, number of out-of-school adolescent girls and boys, and literacy rates for women and men. Safety and access issues must be explored, including school locations, travel routes, and access to latrines and water. Additionally, current learning materials need to be analyzed and evaluated for their inclusiveness and relevance to girls.

Steps to Take

- Collect and analyze all data related to education disaggregated by sex and age; include gender dimensions in the initial assessment and ongoing monitoring and evaluation of education in emergencies.
- Ensure community involvement when developing educational programs and sensitize communities to the importance of girls' and women's access to education, especially in emergencies.
- Guarantee access for all to quality and relevant education opportunities; provide flexibility and "open" programmes, with early childhood education programmes if needed; involve female and male youth in the development and implementation of varied recreational and sports activities and ensure their constructive initiatives are supported by relevant stakeholders.
- Ensure learning environments are secure and promote the protection and physical, mental, and emotional well-being of learners.
- Pay particular attention to disproportionate impacts of insecurity on girls and women and vulnerability to gender-based violence, including providing escorts to and from school, establishing codes of conduct for teachers and other educational personnel in order to prevent sexual exploitation and abuse, as well as sexual harassment.
- Promote learner-centred, participatory, and inclusive instruction, reaching out to and engaging girls actively in class; develop gender-sensitive curricula addressing specific needs, perspectives, and experiences of girls and boys, including reproductive health and HIV/AIDS content.

Relevant Sources:

- IASC Gender Handbook in Humanitarian Action; IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings (<http://gender.onerresponse.info>)
- IASC "Different Needs—Equal Opportunities" Gender E-learning Course (www.iasc-elearning.org).
- INEE Minimum Standards for Education in Emergencies http://www.ineesite.org/uploads/documents/store/INEE_Pocket_Guide_to_Gender_EN.pdf