



Learning Brief – March 2024

Good Practices on Gender & Gender-Based Violence Risk Mitigation Integration by Education Clusters



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Reference group



Introduction

What is this Learning Brief?

This Learning Brief highlights 20 good practices on Gender and Gender-Based Violence Risk Mitigation (GBV RM) integration by Education Clusters throughout the Humanitarian Programme Cycle (HPC). It features country examples with initiatives led by Education Clusters or conducted through intersectoral collaboration with the Gender-Based Violence Area of Responsibility (GBV AoR) and the Gender in Humanitarian Action Working group (GiHA WG¹). The Learning Brief and its three associated country case studies (Afghanistan, Democratic Republic of Congo (DRC) and Nigeria) contribute to operationalising the Global Education Cluster's (GEC) commitment to generating evidence and supporting the scale-up of Gender and GBV RM integration by Education Cluster coordination teams and members. This Brief provides tips on how to capitalise on enabling factors, bridge gaps, overcome challenges and adapt good practices to other contexts in collaboration with Gender and GBV experts.

This Brief refers to **gender integration**² as actions that ensure that the particular needs, capacities and priorities of women, girls, men and boys – related to pre-existing gender roles and inequalities, along with the specific impacts of the crisis – are recognised and addressed in coordinated Education in Emergencies (EiE) response. It contributes to realising the right to meaningful and relevant participation (including of girls and boys), affords protection, increases access to assistance and self-reliance and promotes transformative change.

1 The GiHA WG is not operational in all humanitarian contexts and is not part of the Cluster system. Where established, it is supported by the [IASC Reference Group on Gender and Humanitarian Action \(GRG\)](#)

2 [2018 IASC Gender Handbook for Humanitarian Action](#)

3 The term GBV is also used to describe violence perpetrated against persons of diverse Sexual Orientations and Gender Identities (SOGI) This paper focuses on education-related GBV risks affecting mainly girls and, to some extent, boys and women and men in the education workforce.

4 [2015 IASC GBV Guidelines](#)

It refers to **Gender-Based Violence³ Risk Mitigation** as a range of activities that aim to identify GBV risks and take specific actions to reduce those risks. GBV RM is the process of ensuring that humanitarian interventions across all Clusters

- 1 do not cause or increase the likelihood of GBV
- 2 proactively facilitate and monitor marginalised groups' access to services
- 3 seek to identify and take action to mitigate GBV risks, and
- 4 link to available GBV services⁴.

Why do we need this Learning Brief?

Achieving gender equality, promoting women's and girls' empowerment and mitigating risks of GBV in the humanitarian response are a collective responsibility. For GBV to be effectively integrated in the Education Cluster, the process must be owned and driven by the Cluster. This Learning Brief aims to facilitate knowledge and experience exchange between Education Clusters and GBV AoRs and GiHA WGs across different contexts and strengthen Education Cluster coordination teams' capacity to integrate Gender and GBV RM measures in EiE coordination and response.

Who is this Learning Brief for?

The target audiences of this Learning Brief are Education Clusters as the primary mechanism responsible for Gender and GBV RM integration in EiE coordination, and the GBV AoRs and the GiHA who play an essential role supporting Education Clusters in this regard. The [2019 Handbook for Coordinating GBV Intervention in Emergencies](#) highlights the supportive role of the GBV AoR in the provision of information on available GBV services and referral pathways, the analysis of GBV risks, and advocacy, information-sharing and technical support to partners to find practical, tangible ideas to mitigate GBV risks in their respective sectors.

How is this Learning Brief organised?

This Learning Brief is organised in 5 chapters and presents good practices and tips for Gender and GBV Risk Mitigation integration

- 1 across HPC phases,
- 2 for Needs Assessment and Analysis,
- 3 Strategic Planning
- 4 Resource Mobilisation and
- 5 Response Monitoring⁵.

Good practices led by the Education Cluster are shown in **dark blue boxes**, and examples of Education Cluster – GBV AoR intersectoral collaboration are in **burgundy boxes**. ECW good practices are in **orange boxes**.

How was this Learning Brief developed?

This Brief was written by the GEC Gender and GBV Specialist, Marina Berbic, in collaboration with UNICEF Global Cluster Coordination Section (GCCS) GBV Specialist, Pamela Marie Godoy, and an independent Child Protection and GBV consultant, Estelle-Emile Dade, who led the evidence-gathering process:

- A desk review of 32 humanitarian contexts⁶ strategic documents, e.g. Humanitarian Needs Overviews (HNO), Humanitarian Response Plans (HRP), Education Cluster strategies and Education Cannot Wait⁷ (ECW)-funded Multi-Year Resilience Programmes (MYRP).
- A survey with 23 Education Clusters
- 28 Key Informant Interviews (KII) with Education Cluster and GBV AoR Coordinators in 13 humanitarian contexts and with the GiHA WG coordinator and the Gender Advisor in 2 contexts⁸.

A [technical reference group](#) was established and consulted throughout. It consisted of representatives from the GEC, ECW, Inter-agency Network for Education in Emergencies (INEE), the Global GBV AoR, the UNICEF Global Cluster Coordination Section (GCCS) and the South Sudan Education Cluster co-coordinator (UNKEA).

Acknowledgements

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The development of this Learning Brief and of the three Country Case Studies was made possible through the ECW-GEC partnership, under the ECW Acceleration Facility (AF) funding window, and through the GEC-NORCAP partnership.



What other guidance, tools and resources can I use to integrate Gender and GBV Risk Mitigation in Education in Emergencies coordination and response?

Gender and GBV Specialists are there to support you both at global and country level. At the global level, the GEC Gender and GBV Specialist is available to answer any question and support the Education Cluster's work. You may also contact the GEC Helpdesk with any query. Other experts include the GBV AoR, the GiHA WG, the GENCAP Advisor, Gender/GBV Specialists from Cluster Lead Agencies (CLAs) or other organisations members of the Education Cluster and the Inter-Cluster Coordination Group (ICCG).

5 At the time of writing this Brief, the GEC did not identify specific good practices related to Gender and GBV RM integration in the HPC Peer Review and Evaluation phase. Recognising that the Cluster may have opportunities to facilitate collective learning processes with partners on Gender and GBV RM integration in EiE programmes and AAP mechanisms and reflect on its own performance during the Cluster Coordination Performance Monitoring (CCPM) exercise, the GEC will strive to document and support such practices in the future.

6 Afghanistan, Bangladesh, Burkina Faso, Burundi, Cameroon, CAR, Chad, Colombia, DRC, Ecuador, Ethiopia, Haiti, Honduras, Iraq, Lebanon, Libya, Mali, Niger, Nigeria, Mozambique, Myanmar, Pakistan, State of Palestine, Peru, Somalia, South Sudan, Sudan, Syria, Uganda, Ukraine, Venezuela, and Yemen.

7 ECW is the United Nations global fund for Education in Emergencies and Protracted Crises (EiEPC).

8 Afghanistan, Burkina Faso, CAR, Chad, Colombia, DRC, Ethiopia, Nigeria, Myanmar, South Sudan, Whole of and Northwest Syria, Ukraine

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Guidance and Tools

[2023 GEC Gender/GBV Tipsheet for HNO/HRP](#)

[2023 GEC Gender and GBV RM integration in Needs Assessment Training](#)

[2023 GEC Gender/GBV Indicators for Education Needs Assessment and Response Monitoring](#)

[2022 GEC AAAQ Framework for Education \[under revision\]](#)

[2021 GEC & UNICEF GBV RM HPC Toolkit for Education Clusters](#)

[2015 IASC GBV Guidelines Thematic Action Guide \(TAG\) for Education](#)

[2018 IASC Gender Handbook](#)

[2021 INEE ECW UNGEI EiE GenKit](#)

List of acronyms

AAAQ

Availability, Accessibility, Acceptability and Quality

AAP

Accountability to Affected Populations

AoR

Area of Responsibility

CAR

Central African Republic

CLA

Cluster Lead Agency

CP

Child Protection

CP AoR

Child Protection Area of Responsibility

DRC

Democratic Republic of the Congo

ECHO

European Civil Protection and Humanitarian Aid Operations

ECW

Education Cannot Wait

EiE

Education in Emergencies

EiEPC

Education in Emergencies and Protracted Crises

FER

First Emergency Response

FGD

Focus Group Discussion

GAM

Gender with Age Marker

GBV

Gender-Based Violence

GBV AoR

Gender-Based Violence Area of Responsibility

GBVIMS

Gender-Based Violence Information Management System

GBV RM

Gender-Based Violence Risk Mitigation

GCCS

Global Cluster Coordination Section (UNICEF)

GEC

Global Education Cluster

GENCAP

Gender Standby Capacity

GIHA WG

Gender in Humanitarian Action Working Group

GLO

Gender Lead Organisation

HCT

Humanitarian Country Team

HNO

Humanitarian Needs Overview

HPC

Humanitarian Programme Cycle

HRP

Humanitarian Response Plan

IASC

Inter-Agency Standing Committee

ICCG

Inter-Cluster Coordination Group

INEE

Inter-agency Network for Education in Emergencies

JENA

Joint Education Needs Assessment

KII

Key Informant Interview

MHM

Menstrual Health Management

MHPSS

Mental Health and Psychosocial Support

MSNA

Multi-Sectoral Needs Assessment

MYRP

Multi-Year Resilience Programme

NGO

Non-Governmental Organisation

NWS

North-West Syria

OCHA

Office for Coordination of Humanitarian Affairs

PiN

People in Need

PSS

Psychosocial Support

PSEA

Protection from Sexual Exploitation and Abuse

SAG

Strategic Advisory Group

SEA

Sexual Exploitation and Abuse

ToR

Terms of Reference

UN Women

UN Entity for Gender Equality and the Empowerment of Women

WASH

Water, Sanitation, and Hygiene

WLO/WRO

Women-Led Organisation/ Women's Rights Organisation

WoS

Whole of Syria

1 Good Practices, Persisting Gaps and Challenges Across the HPC Cycle

This section highlights good practices that apply to all phases of the HPC cycle.

Consultations and engagement with Women-Led Organisations (WLOs): WLOs should be part of all analysis, planning and decision-making processes of the Education Cluster. Yet the Gender/GBV survey conducted by the GEC in February 2023 revealed that almost half of the interviewed Clusters do not have WLOs as members. Two-thirds (66%) said that they had never engaged with national or local WLOs to identify and address barriers and risks faced by women and girls in education, and 83% had never consulted WLOs to understand the specific challenges or barriers that they face in engaging with the Education Cluster. When WLOs or women representatives from organisations with a humanitarian/Education in Emergencies (EiE) mandate are members of the Education Cluster, their engagement ranges from co-leading the Cluster (South Sudan), making 80% of the Cluster membership and leading technical and sub-national Working Groups (Ukraine), being a Cluster SAG member (CAR), or being active members and acting as Gender-Lead Organisations (GLOs) in Education Cannot Wait (ECW) Multi-Year Resilience Programmes (MYRP) development processes (Chad, Ethiopia).

The Colombia Education Cluster regularly consults with local partners, including WLOs, during rapid assessments. This has increased its understanding of risks and barriers to education faced by adolescent girls, such as physical and sexual violence on the way to school by criminal gangs and early pregnancies linked to school dropouts in many territories.

In CAR, a WLO is a member of the Education Cluster Strategic Advisory Group (SAG). AFEB (Association des femmes évangéliques de Bossangoa) conducts regular project reviews and evaluations, to ensure that women's and girls' needs are clearly outlined in project proposals.

Noted benefits of WLO engagement include:

- In countries such as Afghanistan, Burkina Faso, Niger, Nigeria and Sudan, the research found that many Education Cluster members prioritise partnerships with WLO/WROs for the **implementation of EiE programmes at the grassroots level**.
- In the contexts where WLOs are active in the Education Cluster, their participation to needs assessment and analysis and strategic planning exercises has enabled the Cluster to **better understand the barriers and risks faced by girls – adolescent girls in particular – when accessing education services and design a safer, more inclusive Education in Emergencies response**.
- WLOs' participation in Education Cluster work also contributes to fostering a **gender-responsive Cluster localisation agenda**⁹.

The Afghanistan Education Cluster has created a specific platform with WLOs and women activists where members share information on ongoing initiatives and promising practices to reach girls and adolescent girls with Education in Emergencies services and discuss and agree on approaches and strategies to mitigate the impact of the ban on girls' education past Grade 12. As stated in its [2023 HRP](#), "*The Education Cluster relies on its partners and particularly its local partners [including women-led NGO partners and activists] to participate in decision-making through attendance in Cluster and SAG meetings*".

⁹ WLOs' participation in Cluster Coordination is an underlying principle of both GBV risk mitigation and localisation, as well as AAP. The [2020 Grand Bargain Guidance Note on gender-responsive localisation](#) provides more guidance on supporting and increasing WLOs' participation in education work.

In 2023–2024, the Ethiopia Education Cluster is participating in a study conducted by VOICE, an INGO and WLO, in partnership with ECW via their Acceleration Facility window. The study aims to identify enablers and bottlenecks, strategies, and good practices for strengthening meaningful and equitable participation of local women’s and girls’ organisations in Education in Emergencies and Protracted Crises (EIEPC) coordination, consultation, and planning.

Funding mechanisms and donors’ commitment to working with WLOs is also instrumental in ensuring their participation. ECW, for example, has made a commitment for the voices of women, girls and the organisations that represent them to be heard in the design and delivery of all its investments, and that “WLOs [be] systematically involved in the design and implementation of its MYRPs”¹⁰ whose development is facilitated by the country Education Cluster. Education Clusters’ efforts to involve and work closely with WLOs in all phases of the HPC need to be pursued and reinforced.

Appointment of a gender, GBV, PSEA or cross-cutting thematic focal point by the Education Cluster: The focal points are trained by the GiHA WG or the GBV AoR, with the primary responsibility of ensuring that gender and GBV RM are always integrated into Cluster work throughout the HPC cycle. Some of their responsibilities might include [see [IASC Draft Terms of Reference \(ToRs\) here](#)]: ensuring that Gender/GBV and other cross-cutting issues are an agenda point during Education Cluster meetings; providing advice and technical support on Gender and GBV/RM integration to Cluster members; attending GBV AoR or GIHA meetings and creating linkages between their and the Education Cluster’s work. This is aligned with the recently revised [2024 IASC Policy for Gender Equality and the Empowerment of Women and Girls in Humanitarian Action](#).

However, there is a lack of clear guidance for the Education Cluster Gender focal point on their roles and responsibilities. Only two Clusters where a focal point was appointed have ToRs. If such ToRs exist at the GIHA/PSEA level, they are not always shared with the focal points. This sometimes creates misunderstandings between the focal point and the coordination team regarding the Cluster expectations. Further, there is often the sense that being the gender focal point role within Education Clusters represents an additional burden that the person is unwilling to carry over a long period, especially as is it carried out on a volunteer basis, with no dedicated funding. This often means double hatting and/or de-prioritisation of the Gender/GBV focal point responsibilities in favour of their regular ones from their ToRs. In some contexts where the gender focal point is also the Education Cluster co-coordinator, combining both tasks has not always been easy, resulting in prioritising coordination over gender/GBV tasks.

Collaborating with the ECW-supported Gender Lead Organisation (GLO) during the ECW-funded MYRP development process: The appointment of a GLO has been made mandatory by ECW for each MYRP investment since 2021, and WLOs are increasingly encouraged to take on this role. The Gender Lead Organisation is an in-country Gender/GBV expert organisation that supports the Education Cluster and the MYRP development committee in ensuring that gender and GBV considerations are integrated throughout the ECW-funded MYRP, including dedicated outcomes, outputs, and costed activities targeting girls and other at-risk groups. This ensures the design of a gender-responsive MYRP aligned with the [ECW Gender implementation plan](#). It enhances opportunities for knowledge and experience exchange between the Gender/GBV expert organisation and other members of the Education Cluster.

In Pakistan, two organisations with expertise in gender equity in education supported the ECW MYRP development process: the Pakistan Alliance for Girls Education (PAGE) and Voluntary Service Overseas (VSO).

¹⁰ 2021 ECW Guidance Note on the meaningful engagement of local women’s and girls’ organisations (LWGOs) in ECW-supported investments

Intersectoral collaboration between the Education Cluster and the CP and GBV AoRs:

Intersectoral coordination and collaboration between the Education Cluster and protection actors, in particular the Child Protection and the GBV AoRs, allow for coherence and complementarity between humanitarian responses responding to the needs, barriers and risks faced by crisis-affected children. The imperative for Education Clusters to work closely with CP and GBV actors comes from the recognition that education can and should be protective – but not always is; and that schools and learning spaces do not only provide access to education but also to safety, protection and empowerment opportunities, psychosocial support and specialised CP and GBV services for children at risk and child survivors of violence¹¹.

End of 2023, the Mali Education Cluster, the Child Protection and the GBV AoRs held a joint workshop to define collective priority actions to ensure a better coordinated comprehensive response to the education and protection needs of diverse and most at-risk girls and boys. The three coordination mechanisms have committed to work together on 5 priority actions:

- 1 Joint needs, barriers and risk analysis
- 2 Collaboration during the development of strategic documents
- 3 Joint donor round table
- 4 Referral pathway and training of school and learning space personnel to identify and receive disclosures from girls and boys at risk or survivors of violence, including GBV
- 5 A Working Group to guide the intersectoral collaboration.

Immediately after the workshop, the three coordination teams have worked together on their 2024 HNRP and the Education Cluster has invited the CP and GBV AoRs to its annual end-of-year retreat where they have continued to provide inputs on the Education Cluster Strategy.

The Whole of Syria GBV AoR has developed a 4-pager on the Education Sector GBV Risks Mitigation mainstreaming priorities and commitments. The document is intended as a guiding tool on GBV RM for the Education Cluster in WoS, North-West / cross-border, North-East and Damascus hubs. It highlights GBV risks identified by the 2023 MSNA and analyses how they relate to the Education sector. It also outlines the critical barriers to including GBV risk mitigation in the Education Sector in Syria. The GBV AoR made a few recommendations to overcome those challenges and suggested areas where the AoR could support the Education Cluster.

In 2023, over half of Education HRP (52%) made clear references to intersectoral collaboration with the GBV or the CP AoR specifically on GBV prevention, risk mitigation and response. Although challenges related to competing schedules or funding priorities were raised, the intersectoral collaboration between Education, CP and GBV actors is key. It is critical that any CP or GBV AoR-initiated work related to GBV RM be done in collaboration with the Education Cluster from the start to ensure the Education Cluster's sense of ownership and accountability for the implementation and monitoring of the agreed actions between the teams.

Capacity strengthening and exchange on Gender and GBV RM integration for Education Cluster coordination teams and members:

It is critical for Education Cluster coordination teams and members to be regularly trained, coached and supported with continuous knowledge and skills development on Gender and GBV RM integration. This allows for a better understanding about the importance of integrating gender and GBV considerations in EiE coordination and response to guarantee safe, inclusive, and uninterrupted access to education to girls and boys in all their diversity. It also provides Education Clusters with very clear, practical examples of actions that they can take to integrate Gender and GBV in their own work, both in coordination and in programming.

¹¹ In line with the [Centrality of Protection](#), the [Education Minimum Standards](#), the [Child Protection Minimum Standards](#), the [GBV Minimum Standards](#) and [GBV Guidelines](#).

In 2022, the DRC Education Cluster established a pool of trainers on EiE, including cross-cutting themes such as Gender/GBV, at the provincial level (ToRs can be accessed here). A prior assessment of capacity development needs revealed that 80 % of Cluster members required capacity development. The Cluster identified partners with capacities in training facilitation and specific areas of expertise, such as child protection, child safeguarding, gender and GBV prevention and risk mitigation. By leveraging internal human resources rather than relying on external actors for support, the Cluster seeks to enhance knowledge and strengthen its members' capacity to deliver safe and quality EiE programmes at any time. The initiative also aims to improve integration of cross-cutting issues in the Education Cluster work and supports a stronger engagement and ownership of local partners in Cluster coordination processes. It could be replicated and its impact monitored in other contexts with the support of the GEC Gender and GBV Specialist or the GBV AoR.

Between end of 2022 and mid-2023, the GEC Gender and GBV Specialist has trained over 150 Education Cluster coordination teams and members from 8 countries on Gender and GBV RM integration in Education coordination and response (online and in person). Training materials are available in English and French and are always tailored to the context prior deployment. The GEC has also entirely revised its global CORE 2 training annually offered to Education Clusters to allow for the stronger integration of cross-cutting issues, especially Gender and GBV, with positive feedback from participants. The GEC is currently developing an e-learning on Gender and GBV RM in Education in Emergencies coordination and response.

Key enablers

OCHA's strategic commitment to gender integration and other cross-cutting issues has been praised by most Education Clusters as the key enabler of gender integration in their work. This commitment triggers a systematic review of Education Cluster HNO/HRP narratives by the GiHA and other cross-cutting thematic groups, the appointment of gender focal points, and the inclusion of gender equality, Accountability to Affected Populations (AAP), and Disability & Inclusion in the pooled funds allocation scorecards. Education Clusters noted that further prioritisation from OCHA on GBV RM specifically would be helpful, including the systematic implementation of the [2017 IASC Peer-to-Peer \(P2P\) Guidance Note for Humanitarian Coordinators \(HCs\) and Humanitarian Country Teams \(HCTs\) on How to address GBV¹²](#) and the use of the [Country-Based Pooled Funds \(CBPF\) scorecard](#), which includes promotion of gender equality, response to GBV, alignment with the IASC GBV Guidelines, the Centrality of Protection, AAP and gender-responsive localisation as weighted indicators for project vetting processes.

Cluster Lead Agencies (CLA) institutional commitment: UNICEF and Save the Children's support on gender/GBV RM integration has been highlighted by several Clusters as vitally important for Education Clusters to fulfil their role as Gender and GBV RM champions.

Education Cluster coordination team's previous experience, training and commitment: Education coordinators with experience or training on Gender and GBV RM integration in Education or knowledge of what GBV RM can look like in practice may actively inspire partners to systematically integrate Gender and GBV RM in their responses and maintain a close collaboration with the GBV AoR. This underscores the criticality of the GEC's capacity strengthening efforts of country Education Clusters on Gender and GBV.

¹² This is currently being revised, with the revised Guidance Note expected in 2024.

Tips

One

Country Education Clusters to proactively engage with and strengthen the capacities of WLOs by making a commitment in strategic documents to

- a identify WLOs in their context,
- b strengthen their institutional, operational and technical capacity, and
- c support their active and meaningful engagement in the Education Cluster as Cluster members, co-chairs of Clusters, Working Groups or Task Forces at national or sub-national level, SAG members, and as implementing partners for EiE service delivery.

The GEC plans to work on mapping levels of and barriers to WLO membership/ leadership and to support Education Clusters on gender-responsive localisation in 2024.

Two

Country Education Clusters to appoint a Gender/GBV focal point, or a cross-cutting thematic focal point with specific Gender/GBV responsibilities. Standard ToRs to be adapted to the needs of the Education Cluster can be shared by the GIHA or the GBV AoR. The GEC can support the development of the ToRs and the coaching of the appointed person or organisation upon request.

Three

Country Education Clusters to work closely with the Gender Lead Organisation during the MYRP development process, ensuring that gender and GBV considerations are mainstreamed throughout and that at least one outcome be dedicated to gender-targeted and GBV RM interventions.

Four

Country Education Clusters, GBV and CP AoRs to jointly identify areas of collaboration, define priorities across the HPC cycle, and agree on a monitoring framework.

Five

Country Education Clusters to ensure continuous capacity development and exchange of its members on Gender and GBV RM integration. Guidance, tools, trainings, coaching opportunities, and other support is available through the GEC Gender and GBV Specialist.

Six

Global Education Cluster to build and maintain a repository of good practices on Gender and GBV RM integration, regularly share available tools, guidance, and good practices with Country Education Clusters. GEC to build on this repository to expand to other cross-cutting issues with a broader Protection and Inclusion focus in line with the partners' commitment at the [2023 Global Annual Partners Meeting](#).

Seven

Global Education Cluster and Global GBV AoR to strengthen their collaboration on Gender and GBV RM integration in the Education sector, including for joint global guidance, tools, indicators and advocacy materials, and country/field support.

2 Good Practices, Persisting Gaps and Challenges in Needs Assessment & Analysis

Conducting a Gender and GBV risk analysis is critical in Education Needs Assessment and Analysis to understand the gender-differentiated impact of a crisis on girls' and boys' education and on the teaching workforce, and how pre-existing gender inequalities may have been exacerbated by the crisis. Collecting and analysing sex-, age- and disability-disaggregated data (SADD) on the education needs, barriers and risks faced by diverse groups of girls, boys and adolescents are a core component of any gender analysis.

Gender and GBV-related barriers and risks analysis for girls – and boys – accessing education services: Education Clusters are substantially investing in integrating gender and GBV risk analysis in their overall education needs analysis exercises.

In its 2023 HNO, the Yemen Education Cluster noted that only 32% of teachers are female, impacting girls' access to education.

In 2023, nearly all Education HNOs (94%) presented sex-disaggregated data about the population in need of education, in their PIN and/or in their narrative, over three quarters of Education HNOs (78%) had included some description of barriers and risks faced by girls when accessing education services in emergencies; and 61% reported analysing safety concerns and protection/GBV risks faced by girls and boys on the way to school and at school or the learning space. However, a sex- age- and disability-disaggregated PIN was not always accompanied by a strong gender or GBV risk analysis. For instance, school enrolment rates are still often presented for 'children' overall, with no further detail as to whether there were gender differences in access at different ages or education levels.

In its 2023 HNO, the State of Palestine Education Cluster made explicit that protection risks on the way to school was a major reason for both girls and boys dropping out of school in the West Bank and in Gaza. It also showed that school dropout rates were higher for boys than for girls, as adolescent boys are expected to contribute to household income in times of crisis. Girls dropping out of school is often the result of early marriage, family pressure, and/or due to protection concerns.

Some of the most common child protection and GBV issues across contexts were often identified as main reasons for school dropouts. These include child marriage (GBV) – and early and forced pregnancies for girls, child labour for girls and, disproportionately so, for boys; safety concerns and protection and GBV risks on the way to school or at school; and other protection and GBV concerns such as survival sex for girls or forced recruitment into armed forces for boys.

In the 2022 Niger JENA (English summary [here](#)), nearly half of girls consulted said that child marriage, a form of GBV, was a reason for girls to drop out of school. 42% of Key Informants said that girls were at risk of suffering from sexual violence and assault on their way to school. In the 2023 CAR JENA (English summary [here](#)), 17% knew about an incident of violence experienced by a girl from their community in school or on the way to school in the last 6 months, including sexual violence. In the 2023 Cameroon HNO, negative coping strategies used by girls in the face of poverty were highlighted. *“Faced with their parents' lack of income, children can no longer attend school [...] Young and adolescent girls become domestic servants, or 'cheap' domestic workers, or are forced to turn to survival sex [...] Girls, including primary school students, reportedly resort to survival sex to pay for their education”.*

The GEC Gender and GBV Specialist, the GiHA WG, UN Women, the GBV AoR or the PSEA network often support the integration of gender considerations in the Education needs analysis exercises. The support varies from the systematic review of the Education Cluster page in the HNO, sharing analysis on gender disparities in education and related root causes, GBVIMS data (especially on reported GBV cases perpetrated against girls, such as child marriage) as well as the analysis of education-related GBV risks. The GEC has developed in 2023 a [Tipsheet on Gender and GBV integration in HNO/HRPs for Education Clusters](#). In a few contexts, such as Myanmar, Nigeria and the Whole of Syria, the support also included reviewing Education assessment tools directly.

Despite integrating gender and GBV considerations in education data collection tools, there is still limited gender and GBV data relevant for the education sector or in-country capacity for data analysis of available education data with a gender/GBV lens. Some Education Clusters often rely on findings from Gender/GBV expert organisations' Multi-Sector Gender Analysis, such as gendered division of labour, household decision-making, and access to public spaces and services to inform their analysis and response. However, these gender analyses may not always be available and may not include findings specific to the needs of girls and boys relevant to the education sector. For instance, the current [UN Women/CARE Rapid Gender Analysis \(RGA\) tools](#) available do not always include education, and when they do, the information is limited to pre-crisis national data, and their focus is often limited to the situation of women, not girls. Education Cluster members reported finding Rapid Assessments, Multi-Sectoral Needs Assessments (MSNA) or Joint Education

Needs Assessments (JENA) tools too generic. The data collected is not always disaggregated by sex, age and disability – either during collection or analysis – and the tools do not always include questions that would allow for an in-depth analysis of sector-related GBV risks and barriers. Education Cluster members find that data is collected about children broadly without specific differentiation between girls and boys. Safety audits are still far from being commonly used by education partners in schools and learning spaces, either for needs assessment or response monitoring. Even when they are, they are not standardised by the Cluster – or across contexts. Gender/GBV data is increasingly available in JENAs. Still, Education Cluster coordination teams require further support to identify what data can be used to produce a strong gender and GBV barriers and risk analysis that is directly relevant to the education sector.

Tailoring and use of the AAAQ Framework for the Education sector:

In 2023, the GEC completed an in-depth Gender and GBV mainstreaming exercise in its Global Needs Assessment and Preparedness (NAP) training and developed and delivered for the first time a dedicated Gender and GBV session in Education Needs Assessments. With ECW support, the GEC is tailoring the AAAQ Framework to the Education sector, including the development of a short methodological guidance, a set of guiding questions for the Assessment Framework and a Bank of questions and indicators that might be marked in the upcoming GEC JENA bank.

In 2023, the GEC trained 8 countries on the AAAQ Framework and supported 4 countries on the integration of the AAAQ Framework and gender/GBV considerations into their Assessment Framework, data collection tools and methodologies.

The development of guidance, tools and training materials tailored to the education sector has been instrumental in obtaining strong evidence about the links between gender inequality, GBV and lack of or interrupted access to education, especially for girls.

During its 2023 JENA, and with the support of the GEC Gender and GBV Specialist, the CAR Education Cluster has included several Gender and GBV analysis reports in its Secondary Data Review (SDR); integrated strong gender and GBV considerations in its quantitative and qualitative data collection tools; enhanced the participation of women as assessment team members and Key Informants; ensured strong girls' participation in Focus Group Discussions (FGDs); and partners in charge of data collection have participated for the first time in a training to enumerators on how to respond to GBV disclosures during field assessments, support survivors when there is no service available, or refer them to services via the GBV referral pathway.

The linkages between gender inequalities, GBV and disrupted education for adolescent girls came as crystal clear during the Joint Analysis Workshop and can be read about in the JENA report ([English summary here](#)).

Consultations with girls, including adolescent girls: Education Clusters are increasingly making the participation of children, including girls, boys and adolescents, as a high priority in their needs assessment and analysis. In 2023, the GEC developed a new [checklist for Safe and Inclusive Child Participation](#) with a strong focus on Gender, GBV and Disability integration. Consultations with women and girls during the Needs Assessment and Analysis phase are still far from being systematic, yet this is increasingly recognised as a critical methodological limitation and remedied by Education Clusters. MSNAs and JENAs, used as primary data sources for analysis in many contexts, do not always intentionally include women and girls as Key Informants.

In the JENAs conducted in 2023 by the Education Cluster /WG and CP AoRs/WG in CAR and Pakistan, 52% of the 480 children consulted were girls.

School surveys are often conducted with principals/teachers who are overwhelmingly men in most contexts. MSNAs target heads of households – usually men. Most Education Needs Assessments are based on the knowledge and opinions of men only and, therefore, miss information about the specific experiences of women and girls. The education workforce is overwhelmingly male in most contexts, including among Education partners; there is also a limited presence of female staff in most assessment teams. Several contexts have highlighted social and gender norms as bottlenecks to effective consultations with women and girls. While in Afghanistan, it is challenging to organise consultations with women and girls without male guardians, in Burkina Faso, women and girls do not always feel comfortable speaking freely, especially to male interviewers. Girls' voices are often unheard in needs assessments, and their needs are not captured. Dedicated consultations with younger and adolescent girls ensures that the EiE response will be adequately designed in accordance with their needs, vulnerabilities, preferences, and capacities. A child participatory approach recognises that children are experts in their own lives and that barriers and risks might be very different based on sex, age, disability and other characteristics, such as socio-economic, displacement or marital status.

Tips

One

Country Education Clusters to systematically collect and analyse Sex-Age- and Disability-Disaggregated Data (SADD) for Persons in Need (PIN).

Two

Country Education Clusters to systematically include a Gender and GBV risk analysis in their overall education needs analysis in strategic documents such as HNOs, Strategies and ECW MYRPs, triangulate education data with Gender / GBV data available and seek support from GEC and in-country Gender / GBV expertise.

Three

Country Education Clusters to systematically integrate the AAAQ Framework into their overall Assessment Framework for JENAs and other Education needs assessments; integrate gender and GBV considerations in their primary data collection tools and use Gender and GBV sources in their SDR.

Four

Country Education Clusters to ensure that women and girls actively and sufficiently participate in Education Needs Assessments, including as data collection staff and as participants/informants (gender-responsive and child-participatory methodologies), and that WLOs are involved at every stage of the needs assessment process, including methodology and tool design, data collection and subsequent data analysis, reporting and closing the loop with affected groups that participated in the assessment.

3 Good Practices, Persisting Gaps and Challenges in Strategic Planning

Integrating gender and GBV risk mitigation interventions in the strategic planning phase is critical to respond to the specific needs, barriers and risks faced by diverse groups of girls and boys identified in the Needs Assessment and Analysis phase, and for all Education Cluster members to systematically prioritise such interventions in their EiE response. Education Clusters can leverage their role to set and promote Gender and GBVRM standards for the sector to improve the overall EiE response.

Consultation with the GBV AoR during the Cluster Strategy development process: Several Education Clusters consulted with the GBV AoR as part of their strategy development process this year. The development of a new strategy is a critical opportunity for the Education Cluster to receive the GBV AoR's support for the identification of GBV risks and the integration of corresponding GBV risk mitigation measures into the Education Cluster response. Inviting GBV AoR coordinators to strategy development and validation workshops as well as input into a draft strategy aligns with one of the underlying principles of strategy development, namely "*Consultations with all relevant stakeholders*". Education Clusters have reported that having examples of pre-identified and standardised gender-targeted interventions or GBV risk mitigation measures that they could adapt to their specific context and barriers and risks analysis made it easier to integrate those interventions into their strategic response plans.

In 2023, the GEC Gender/GBV Specialist supported the CAR Education Cluster to develop a new Strategy. Several gender-targeted interventions and GBV risk mitigation measures were included in the new Strategy. In June 2023, the Education Cluster invited the GBV AoR Coordinator to the Strategy Validation workshop. The GBV AoR reinforced the centrality of protection, including strengthening the protection and referral mechanisms in schools and learning spaces and committed to further support the Education Cluster.

In 2023 in Chad, the Education Cluster Coordinator with the support of the GEC Gender/GBV Specialist launched the new Strategy development process with all partners. Partners had just participated in a 2-day Gender/GBV training tailored to the education sector, a Strategy Gender/GBV review, and a MYRP learning workshop. For the development of the new Strategy, the Cluster decided to form a Technical Advisory Group to ensure a stronger integration of Gender/GBV, Protection and Inclusion issues and the clear targeting of diverse girls and boys most at risk of exclusion from education and other rights violations.

In 2023, the North East Syria (NES) Education in Emergencies Working Group (EiE WG) held a workshop to develop its new Strategy based on the results of the 2022 JENA. The JENA found that only 29% of students and 37% of teachers mentioned being educated about GBV. The EiE WG then planned in collaboration with the GBV AoR the training of teachers on GBV, PSS, PSEA and Inclusion. Other collaboration initiatives in the Education Cluster's Strategy include a joint analysis of partners' safety audits and household assessments on learning spaces' accessibility, the development and delivery of joint awareness campaigns on how child marriage affects girls and their education, and the distribution of dignity kits in schools.

In May 2023, the Afghanistan Humanitarian Country Team (HCT) has endorsed the Minimum Standards for Quality Programming in Afghanistan: AAP, PSEA, Gender, and Disability Inclusion developed by the GiHA, AAP and Disability Inclusion Working Groups and the PSEA Network. The Education Cluster in Afghanistan has committed to adhere to these Standards, which have already guided the development of the 2024 HRP. The Standards are also expected to inform allocations from the Afghanistan Humanitarian Fund.

Inclusion of essential GBV risk mitigation measures in Education Clusters' Strategic documents:

1 Training and signature of all education partners, teachers and school personnel of Child Safeguarding and PSEA policy and Code of Conduct (CoC): Child safeguarding violations include many forms of GBV, including SEA. Several Clusters recognise in their strategic documents that risks of SEA happening in schools and learning spaces are exacerbated during emergencies. Education Clusters have an important role to play in supporting partners to have a CoC in place. Yet in 2023, still only few Education Clusters shared information on the percentage of schools/learning spaces with teachers having been oriented and having signed a Code of Conduct (CoC) with Protection from Sexual Exploitation and Abuse (PSEA) clauses in their HNOs or HRP. In the 2023 GEC Gender/GBV Baseline survey, only 43% of Clusters reported that all Cluster members had signed a Code of Conduct.

In its 2023 HRP, the Mozambique Education Cluster commits to guide partners to signing a Code of Conduct for all staff. In coordination with the PSEA Network, the Cluster will conduct capacity-building and sensitisation sessions to train members, partners, community leaders and government officials in PSEA. The Cluster members commit to ensuring that all people involved in project activities, and in particular those regularly in contact with beneficiaries/children have received PSEA training.

The South Sudan Education Cluster has developed a Teachers' Code of Conduct (CoC) for emergency situations. It forbids GBV and PSEA in schools and learning spaces and explains the role of teachers in mitigating risks and reporting or referring cases. It includes penalties for violations of the CoC, stating that *"teachers who do not meet the ethics laid out in this CoC will be disciplined either through suspension or termination of employment. [...] Legal prosecution may be pursued."* The teachers were required to adhere to the CoC.

2 Training of all education partners, teachers and school personnel on how to respond to GBV disclosures and GBV referral pathways: Many Education Clusters include capacity development on basic Gender/GBV concepts, GBV referral pathways and the GBV Pocket Guide as a GBV risk mitigation measure in their strategic plans. In reality, however, Cluster members are not yet all systematically trained on the referral pathway, and when such a training does happen, it is usually at the national level and rarely cascades down to sub-national level, or to education personnel on the ground working in schools and learning spaces who might directly witness incidents or receive disclosures from children.

In its 2023 HRP, the Myanmar Education Cluster plans to collaborate with the GBV AoR to increase awareness among children and teachers on the risks of GBV, and how to respond to GBV disclosures and the relevant referral pathways for appropriate support services.

It was also reported that in most contexts, the referral pathway is limited to a service mapping or partners' directory/ list of contacts in different service points. It is not accompanied by any practical guidance on who should be contacted first and how – in order to ensure adherence to the GBV guiding principles of safety, confidentiality, respect and non-discrimination. In addition, the information shared in the service mapping or referral pathway is not always regularly updated, making it irrelevant as soon as projects close or new ones start in the area. As a result, not all education personnel, including teachers, know how to respond to GBV disclosures in practice, especially from children, and how to make safe referrals. Further, there is no monitoring system to assess whether and how education personnel actually use the pathway. Finally, referrals from GBV service providers to education personnel are limited, as priority is often given to immediate and short-term life-saving services to GBV survivors, and less focus is put on the longer-term needs and recovery of the child survivor, including their re-enrolment to school in case they dropped out because of the GBV incident.

To fully realise the continuum of care for survivors, it is essential to explore how at-risk groups of children and adolescents availing GBV services may be referred to education services to further support their longer-term recovery and build their resilience.

3 Safety audits in schools/learning spaces:

Education Clusters in CAR, DRC, Nigeria, Somalia and South Sudan have reported partners conducting GBV risk analysis and Safety Audits in schools and learning spaces. There are few standard tools for safety audits tailored to the education sector yet. One example is the DRC Education Cluster's [safety audit tool](#). The scarcity of examples of safety audits may not be because they are not done in practice. Education partners might conduct a barriers and risk analysis during projects' monitoring but might not call them 'safety audits.' Alternatively, such audits may have been developed and conducted before the tenure of the interviewed coordinators – revealing a lack of GBV RM institutionalisation within Education Clusters.

Gender and GBV RM integration in sectoral objectives or outcomes: Setting GBV RM as a sectoral objective in the Education Cluster's strategic documents helps the Education Cluster prioritise a set of GBV RM interventions and define matching indicators that will help measure their implementation and effectiveness. GBV RM was included at the objective or outcome level in the 2022 DRC HRP, the CAR Strategy and the Nigeria and Pakistan MYRPs. Afghanistan, Cameroon, CAR, Lebanon, Mali, Somalia and South Sudan have all included GBV RM measures at the output level in their MYRPs. All ECW-supported MYRPs have gender-responsive outcomes and outputs.

The Pakistan ECW-supported MYRP 2022–2024 has a GBV RM outcome with four identified outputs contributing to the enrolment and retention of girls in school, including adolescent girls: *"The educational outcomes of girls, including adolescent girls, are improved through targeted programming focused on enrolment, retention, and learning."*

The DRC HRP 2022 states as Specific Objective that *"Girls and boys aged 6 to 17 attending targeted schools are protected against sexual abuse and exploitation (SEA) as well as gender-based violence (GBV) in schools thanks to a package of activities aimed at protecting and safeguarding children in school"*. The [DRC Education Cluster Strategy 2022–2023](#) includes an indicator about the *"Number of schools with established or strengthened complaints and feedback mechanisms adapted to children in schools, including for reporting SEA/GBV cases"*.

The Lebanon ECW-supported MYRP 2022–2024 highlights the importance of flexible, gender-responsive formal and non-formal education opportunities for girls and boys, especially out-of-school children, and included as outputs the development of a Gender Action Plan and the roll-out of a national campaign to increase girls' education and return to school post-COVID-19.

Matching GBV risk mitigation measures in the HRP/Response Plan with GBV risks identified in the HNO/Needs Analysis: In 2023, most Education HRPs (87%) had included some GBV risk mitigation measures, and all interviewed Clusters included at least one gender-targeted intervention or GBV RM measure in at least one of their strategic documents. Burundi, Mozambique, Myanmar, Somalia, South Sudan, the State of Palestine and Sudan had outlined how the planned GBV RM measures will work and systematically included training of education personnel on safe and ethical response to GBV disclosures and the referral pathway. The most common intervention in Cluster strategic documents is the capacity development of Education Cluster members and education personnel on gender and GBV. Often conducted with – and by – the GBV AoR, the GiHA WG or the PSEA network, the training sessions cover topics such as Gender and GBV basic concepts, safe and compassionate response to GBV disclosures by non-GBV practitioners, GBV referral pathways, PSEA, AAP, and other child safeguarding measures. Other common interventions include rehabilitating gender-segregated WASH facilities and promoting Menstrual Hygiene Management (MHM) in schools and learning spaces.

In the 2023 HNO, the Nigeria Education Cluster analysed that *“the lack of gender-segregated school infrastructure, latrines and other school WASH facilities is [...] a major deterrent”* to girls’ education across the Bay states. As a result, they included a specific intervention and indicator related to the *“Number of safe, protective and equipped learning spaces established and functional with adequate sex-disaggregated WASH facilities”*.

Although most Clusters integrate GBV risk mitigation measures in their response plans, the proposed measures do not always correspond to the risks and barriers identified in the need analysis. The GBVRM measures might address risks, but the narrative fails to clearly articulate those, resulting in a lack of coherence and apparent disconnect between response and needs. In other instances, risks were identified, but no mitigation measures proposed in the response plan. Many Clusters attributed this gap to the length limit that Clusters must adhere to in the HNO/HRP. South Sudan and Nigeria ensured the direct alignment of their proposed GBV RM measures in their HRP and MYRP with their needs, barriers, and risk analysis in their HNO.

Targeting/prioritising specific groups of girls or boys identified as most at risk of exclusion from education and/or protection and GBV incidents:

Several Education Clusters have explicitly recognised in their strategic documents that specific groups of girls and boys might be more at risk of being out-of-school and/or dropping out of school because of their gender, age, disability, displacement or marital status and other interconnected and compounding factors of vulnerability. As a result, they have included tailored interventions that exclusively target or prioritise such groups in their Response Plans.

The 2023–2025 Education Cluster’s Strategy in CAR will prioritise households with girls most at risk from exclusion from education, including out-of-school girls, married girls, pregnant and mother girls, displaced girls and girls with a disability for cash assistance.

In 2023, the Education Cluster in Burundi, in collaboration with the GBV AoR, planned to place a strong emphasis on girls’ access and retention in the education system, in particular [married or single] girl mothers. This was because girls who already have children had been identified as most at risk of school dropout. Education partners planned to prioritise them for EiE materials, Dignity Kits, and Psychosocial Support (PSS) in schools, and to advocate and follow up with schools to ensure that they allocate specific seats for them in school.

The Education Cluster in Chad is developing a new Strategy in 2024. As part of the development process, Education partners have agreed to form several working groups that will focus on designing tailored packages of interventions meeting the needs and reducing barriers and risks for 3 identified priority target groups based on an intersectional analysis:

- 1 Out-of-school and drop-out adolescent boys and girls
- 2 Girls at risk of child marriage, married, pregnant, lactating girls and girl mothers
- 3 Girls and boys with disabilities. This came out of the realisation that despite being the most at risk, these groups were often overlooked, if not invisible, in Chad’s education response.

Working with governments and other national and local actors across the Nexus for Gender and GBV RM integration:

Education is a particularly suitable sector for working alongside the Humanitarian-Development Nexus. Crises can provide opportunities for Education Clusters to engage in advocacy and support efforts with national and local education authorities, development actors such as Local Education Groups (LEGs) and policymakers to incorporate gender and GBV RM considerations in education-related policies or teaching/learning curricula. Education Clusters in Ethiopia, Mozambique, Nigeria, South Sudan and Ukraine reported that they engage and support the education authorities on gender and GBV RM integration.



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Among other results, their engagement led to the inclusion of gender-transformative elements and language and education-related GBV risk mitigation measures in the national curriculum¹³. Vice versa, governments' interest in making academic and pedagogic content and methods gender-transformative can be a driver of change supported by the Education Cluster.

In South Sudan, the ECW-supported MYRP 2020–2022 supported an evaluation of the Girls' Education Strategy 2018–2022. As a result, the ECW-supported MYRP 2023–2026 will support the Ministry of General Education and Instruction in the development of the 2023–2026 Girls Education Strategy. This strategy will be instrumental in operationalising the 2023–2027 Education Sector Plan objective of advancing gender equality and empowerment of women and girls across the sector.

¹³ In line with the INEE Minimum Standards, Indicator 3.2 Percentage of targeted learning spaces whose learning materials meet minimum quality standards [including being gender-transformative]

The Education Cluster in Nigeria noted that the passing in May 2023 of a Bill by the Senate on the inclusion of information on GBV in the national school curriculum is a ground-breaking policy that will further create an enabling environment for GBV RM in schools. ECW-funded MYRP and FER development processes have also provided a unique opportunity for Clusters to engage with Education authorities on Gender and GBV. In Ethiopia, the Ministry of Gender was a member of the MYRP Development Committee. The Ethiopia Education Cluster also stated that the localisation agenda represents an opportunity to further work and support the few WLO members of the Cluster. At the onset of an emergency, Education Clusters prioritise addressing the urgent education needs of crisis-affected girls and boys. Longer-term system-strengthening activities such as policymaking or reform or rendering academic teaching and learning curricula more gender-transformative are often considered after the emergency has waned and in protracted crisis settings.

Tips

One

Country Education Clusters and GBV AoRs to collaborate from the start of the Education Cluster Strategy development process. This should be used as an opportunity to pave the way for future collaboration throughout the HPC cycle, including on joint responses targeting marginalised and at-risk/ survivor adolescent girls.

Two

Country Education Clusters to systematically include and promote as standards for the sector essential GBV risk mitigation measures in Education Cluster's Strategies, response plans and programme proposals by implementing partners. At a minimum, these GBV Risk Mitigation measures should include:

- 1 the implementation and monitoring of the establishment of a Code of Conduct (CoC) in schools,
- 2 training of teachers on response to GBV disclosures, GBV referral pathways and the GBV Pocket Guide, and
- 3 Safety Audits.

The Education Cluster to collaborate with the GBV AoR and other gender/GBV expertise available in country – including among the Education Cluster members and WLOs.

Three

Country GBV AoR to provide the Education Cluster with up-to-date information on available services and referral pathway. GBV actors to refer child and adolescent survivors to education partners and/or invite them to case conferences as part of the case management process to support their reintegration into the education system if needed.

Four

Country Education Clusters to integrate Gender and GBV considerations in their sectorial objectives, outcomes and outputs in their strategic response plans, and/or to have outcomes or outputs dedicated to at-risk groups (e.g. married, pregnant or mother girls)

Five

Country Education Clusters to ensure that proposed GBV RM measures and indicators always respond to specific needs, barriers and risks identified in the Needs Assessment and Analysis phase. The [2021 Education GBV RM Matching Matrix](#) and [2023 GEC AAAQ Framework & matching barriers and GBV risk mitigation measures \[in progress\]](#) provide examples of interventions and indicators that address specific barriers and risks.

Six

Country Education Clusters to work with Education authorities and with development actors, such as LEGs, on longer-term Gender and GBV RM integration efforts for normative shift and sustainable change, such as gender-transformative education policies.

4 Good Practices, Persisting Gaps and Challenges in Advocacy & Resource Mobilisation

It is critical for Education Clusters to advocate for increased funding and mobilise resources for interventions aimed directly at supporting girls' education and keeping them safe in schools during crises as part of their overall advocacy and resource mobilisation efforts for EiE. Data on dedicated funding for girls' education and GBV RM is not yet available in national public expenditure and international aid funding tracking systems. Yet, Education Clusters often report that funding scarcity is a substantial barrier to planning, implementing, and monitoring effectiveness of gender-targeted and GBV RM interventions in EiE. Recent studies show that despite increases in the recent years, [global funding for women and girls in humanitarian crises has been falling significantly short of requirements](#) and gender and GBV-relevant funding remains a very small proportion of the total international humanitarian assistance.

Inclusion of dedicated budget for Gender and GBV RM interventions in Education Clusters' Strategic documents: Most Clusters mobilise resources for gender mainstreaming and gender-targeted interventions in education, such as gender-segregated WASH facilities, Dignity Kits, or working with the government to promote/incentivise the recruitment and retention of women as teachers. Several Clusters' response plans (e.g. Nigeria, Myanmar, DRC and Afghanistan) have integrated GBV risk mitigation measures and indicators with clear budget lines, and in most ECW-supported MYRPs, gender-targeted interventions and GBV RM measures are included with detailed budgeted activities. Education Cluster coordination teams in Myanmar and DRC reported that they leveraged the existing inter-Cluster commitment via OCHA to allocate a percentage of the HRP budget for cross-cutting issues and/or the centrality of protection to enhance their own advocacy and resource mobilisation efforts.

Since the 2021 HRP, DRC has committed to allocate 1% of the HRP budget to cross-cutting issues. In 2023, this represents 22.5M, with all sectors contributing. The Education Cluster costed GBV RM activities included the establishment of reporting and referral mechanisms on SEA and GBV in schools and learning spaces, and the capacity development of Cluster members on key GBV concepts, GBV risk analysis and the GBV referral pathway.

Yet, Education Clusters' resource mobilisation for GBV Risk Mitigation is still relatively rare. The lack of overall funding – with [Education among the least funded sectors](#), and little earmarked budget for gender and GBV RM interventions within EiE funding is the main challenge highlighted by Cluster coordinators when it comes to mobilising resources for Gender and GBV RM in EiE. Education Cluster members rarely prioritise GBV RM in their advocacy and fundraising efforts because they perceive GBV RM as an ad hoc additional component rather than lifesaving and integral to safe and quality EiE coordination and response. Education Clusters are not always clear on whose responsibility it is to raise funds for GBV RM, and may believe that it is the responsibility of the GBV AoR. It is the responsibility of the Education Cluster and partners to mobilise resources for GBV RM, as outlined in the [IASC GBV Guidelines](#): *“All humanitarian actors must be aware of the risks of GBV and [...] prevent and mitigate these risks as quickly as possible; [Cluster/Sector coordinators] should ensure that different Cluster/Sector policies and plans include strategies for ongoing budgeting for GBV activities”.*

Conditionality of funding upon Gender and GBV RM integration– including the use of the IASC Gender and Age Marker (GAM) – in vetting processes for country-based pooled funds (CBPF) and other education programmes:

Donors, funding mechanisms and other stakeholders involved in decision-making processes about funding allocations – including the Education Cluster – play a key role in ensuring that EiE strategies and responses include costed GBV RM activities and indicators in the results framework. All Education Clusters use the OCHA-developed projects scorecard to vet their projects for the humanitarian fund allocation. In all countries, gender equality is included in the projects' vetting scorecard, either through the [IASC GAM](#) score at the project design phase or through an assessment of how gender analysis is integrated across the project. The inclusion of GBV RM measures as a vetting criterion was less common, though it is included as criterion in the ['template' CBPF scorecard](#).

Education Clusters in [Afghanistan](#), [Myanmar](#) and [Nigeria](#) use Gender and GBV-related criteria in their project vetting scorecards for their Country-Based Pooled Funds (CBPF). Proposals must have an IASC GAM score of 3, and outline how gender equality is promoted, GBV prevention and risk mitigation measures have been included in the project, and how education personnel may ensure safe referrals and access for GBV survivors to specialised services.

ECW-funded MYRP and FER development processes are also opportunities for Education Clusters to promote resource mobilisation for Gender and GBV RM.

Several Clusters reported that other donors like ECHO, the World Bank, and USAID are increasingly including gender and GBV RM integration in their project vetting criteria. In 2023, over 65% of EU/DG ECHO-funded actions on EiE have integrated protection elements. However, the cross-cutting and Gender/GBV vetting criteria used to determine eligibility of education programmes for funding vary across contexts and between donors, creating a certain level of uncertainty among Education Clusters about what to recommend to partners.

In 2021, ECW committed, in line with the Call to Action on Protection from GBViE, to ensure that *"all ECW investments (FERs and MYRPs) include at least one GBV risk mitigation indicator and budget line for GBV risk mitigation measures"*.

ECW encourages partners to allocate at least 25% of their MYRP budget to Gender and GBV RM integration interventions, and 10% to Mental Health and Psychosocial Support (MHPSS) interventions. In 2022, 32% of active FERs reported implementing and monitoring GBV RM measures, a significant improvement to enhance access and retention for at-risk groups, especially adolescent girls and female teachers. In 2021, it was only 6% of FERs. In Lebanon, 14% of the MYRP budget is allocated for gender-responsive measures. In Pakistan, almost 11% of the MYRP budget is allocated to improve girls' learning, enrolment, and retention in school, including via cash assistance.

Joint advocacy and resource mobilisation with CP and GBV AoRs:

Education Clusters can collaborate with the GBV and CP AoRs to develop joint advocacy notes, organise fundraising events such as donors roundtables, and encourage partners to develop common proposals for integrated and complementary programming.

Inclusion of key messages and women's and girls' voices on gender, GBV and EiE in Education Cluster's advocacy products:

Education Clusters' advocacy products are an excellent opportunity to highlight the intrinsic linkages between gender inequality, GBV and lack of or disrupted education, especially for girls. Education Clusters often include key messages on schools providing physical and psychosocial protection and the links between protection and GBV issues (such as early and forced marriage and pregnancies) and school dropouts for adolescent girls.

In September 2023, the Education and Protection Clusters in Mali, including the CP and GBV AoRs, developed a joint advocacy note on attacks against education and school closures jeopardising the right of all children to education. They noted that girls were particularly vulnerable to protection and GBV issues once out of school. The three sectors are also planning a donors roundtable together for 2024.

Education Clusters can also extract quotes by girls and adolescent girls or other at-risk groups collected during qualitative data collection (e.g. FGDs or KIIs) or from other sectors' reports during their SDR. Amplifying girls' and women's voices – students, parents or teachers – with the use of quotes can make advocacy products more compelling.

In its Q4 2022 Newsletter, the Ethiopia Education Cluster amplified the voice of an out-of-school adolescent girl who got separated from her family when her village was attacked, and she had to run for her life. Her story is a powerful reminder that Education in Emergencies, including Alternative Learning Programmes and PSS in learning spaces, can be a beacon of hope for crisis-affected girls and can be used to appeal to donors.

In its 2023 HRP, the Haiti Education Cluster included a direct quote from a young girl about the importance of school as the only place where she could get a hot meal every day.

In its September 2023 Advocacy Brief, the Sudan Education Cluster states that out-of-school children are more at risk of being exposed to protection and GBV issues, and specifically mentions that girls are more vulnerable to GBV.

In Syria, the 2022 and 2023 GBV AoR assessment VOICES included many quotes by girls about how education gave them a sense of dignity and purpose, reduced violence and prevented exploitation in the future, and how education for girls was their only hope for a better future.

Tips

One

Country Education Clusters to encourage partners to systematically include a dedicated budget for gender targeted and GBV RM interventions in their projects, and track funding aimed at directly supporting girls' safe access to education, including GBV risk mitigation measures (e.g., via a Gender/GBV marker in 5Ws).

Two

Country Education Clusters and GBV AoRs and/or GiHA WGs to use both Gender Equality and GBV Risk Mitigation integration as criteria for project vetting processes for Country-Based Pooled Funds (CBPF) when adapting the OCHA standard CBPF Scorecard

Three

Country Education Clusters to include key messages on the links between gender inequality, risks and types of GBV and lack of, or disrupted access to education, and amplify the voices of girls, women and other at-risk groups in its advocacy and communications products.

Four

Country Education Clusters and GBV AoRs and/or GiHA WGs to jointly develop advocacy products and organise advocacy events, such as advocacy notes or donors' roundtables. At a minimum, ensure that advocacy with donors always includes messages about the importance of earmarked funding for gender integration and GBV Risk Mitigation for safe and quality EiE response.

5 Good Practices, Persisting Gaps and Challenges for Response Monitoring & Evaluation

Monitoring and Evaluation (M&E) of the implementation and the effectiveness of gender-targeted and GBV RM measures is critical for Education Clusters to know if partners are implementing actions to enhance access to education services and mitigate protection and GBV risks for affected populations, and women and girls in particular. It is also critical to determine whether these actions have contributed to making learning spaces and education services more accessible and making girls, boys, women, and men feel safer when accessing them during emergencies.

Sex- Age- and Disability-Disaggregated Data for persons targeted and persons reached in Education Clusters' strategic documents:

HRP and ECW-funded MYRP and FER development processes are an opportunity for Education Clusters and partners to embark on a collective brainstorming about setting ambitious targets for children of diverse gender, age, disability and other groups. ECW MYRP funding aims to reach 60% girls.

In its 2023 HRP, the State of Palestine Education Cluster disaggregated all of its indicator targets by sex and age when relevant, including indicators directly related to safety, protection, safe access to services and PSS : *“Number of male and female students and teachers benefiting from different protection services including protective presence”, “Number of boys and girls in vulnerable communities benefiting from safe accessible transportation to schools” and “Number of female and male students, parents and school staff benefiting from school-based psychosocial support services”*. It also disaggregated by sex an indicator specific to enhancing access to education for girls and boys with disabilities: *“Number of female and male children with disabilities benefiting from the adapted education services and assistive devices.”*

The ECW ‘Children and Adolescents reached’ matrix, the MYRP reporting tool, supports Education partners to track the number of girls, boys, and adolescents reached with ECW-funded EiE assistance through formal or non-formal education. The data on persons reached with education services is disaggregated by gender, age and disability, as well as education level and displacement status.

Gender and GBV RM indicators in Education Clusters' strategic documents: In 2023, several Education Clusters included indicators that monitored the implementation of specific Gender and GBV risk mitigation measures to enhance women’s and girls’ safe access to education services.

In 2023, the Education Cluster in DRC has monitored the *“Number of temporary learning spaces where a functional and child-friendly mechanism for identification, reporting and referral of GBV and SEA cases has been established or strengthened”*.

In 2023, the Mozambique Education Cluster has monitored the *“Number of teachers and education personnel trained in emergency and related topics, [including] MHPSS, gender socialisation, Violence Against Children (VAC) and GBV prevention and referral pathways”*. It has also monitored the *“Number of education officials and community members whose capacity has been strengthened by partners through school management training, awareness initiatives [...] and complementary activities (including on GBV/VAC risk mitigation)”*.

Such indicators varied from tracking the number of new or rehabilitated gender-responsive WASH facilities in schools, the number of Dignity and/or MHM kits distributed and information sessions organised with adolescent girls in schools, number of girls receiving cash assistance, number of schools with a functional GBV referral pathway and number of teachers trained on GBV-related issues.

In 2023, several Education Clusters have included in their HRP indicators to track the number of girls, especially adolescent girls, receiving MHM assistance to support them to stay in school or in a learning space during their periods. The [Education Cluster in Chad](#) tracks the “*Number of adolescent girls having received MHM kits and cash assistance*”. The [Education Cluster in Ethiopia](#) tracks the “*Number of girls, including girls with disabilities, that benefited from the provision of MHH kits and sessions*”. The [Education Cluster in Myanmar](#) tracks the “*Number of adolescent school-age girls receiving age and context-appropriate MHM information sessions and/or MHM materials in learning spaces*”.

Several Education Clusters’ strategic documents broadly mentioned that they were planning to include gender-targeted and GBV RM interventions in the narrative, yet there was no specific indicator to monitor their implementation.

ECW’s new [Strategic Plan 2023–2026](#) has, for the first time in the EiEPC sector, set the target to support gender transformation in and through education in the MYRPs. This includes the systematic measurement of GBV RM measures and the monitoring of the extent and drivers of change for gender norms and systems. The ECW Strategic Plan 2023–2026 Results Framework includes the following indicator: “*Number and percentage of MYRPs with evidence of change in social norms and attitudes towards gender equality among students (m/f), teachers (m/f), and caregivers (m/f) in communities supported through MYRPs.*”

Education Clusters reported that they could not always include specific Gender or GBV RM indicators in their HRP as they were not selected as core indicators for the Education sector in the HRP Monitoring Framework. Education Clusters’ Information Management Officers (IMOs) are not always involved in the development or selection of specific GBV RM indicators for the Cluster’s response monitoring plans. Several Education Cluster teams also shared that it would be helpful to have a Bank of Indicators to monitor the implementation of Gender and GBV RM measures tailored to the Education sector, including minimum recommended ones. Finally, the lack of a measuring framework for monitoring the effectiveness of, and change resulting from gender equality and GBV RM measures in EiEPC, makes it challenging to provide evidence on how the EiE response was made safer, more inclusive and gender-transformative as a direct result of the actions undertaken by Education partners. Again, the clear commitment of funding mechanisms and donors to measure change in gender norms and systems over time is instrumental to support Education Clusters’ efforts. ECW is a unique catalyst to accelerate progress towards gender transformation and GBV Risk Mitigation measurement in the EiEPC sector.

While not appearing in the Education Cluster chapter, important gender and GBV-related indicators applicable to all Clusters are often included in general sections related to the Centrality of Protection, Gender, GBV RM, AAP, PSEA and other cross-cutting issues. The [2022 IASC Guidance Note on PSEA Core Indicators](#) encourages HCTs and partners to use indicators on the “*Number and percentage of children and adults who have access to a safe and accessible channel to report SEA*” and “*Number and percentage of PSEA Network members who have personnel trained on SEA guidelines and protocols for victim/survivor-centred investigations*”, calling attention that training should be delivered by PSEA/GBV specialists, and that referrals of SEA survivors should be made through the established GBV and CP referral pathways in country.

In the 2023 Afghanistan HRP, under the section 'Promoting Gender in Humanitarian Action', the GiHA planned to monitor the % of interventions consulting with women and people with disability (including through partnerships with women CSOs, CSOs of persons with disabilities, women shuras, women volunteers, older women) and the # of Cluster members with improved knowledge on gender inclusion and women's participation in humanitarian action. The Centrality of Protection section of the Somalia 2023 HRP includes indicators against which all Clusters, including the Education Cluster, must report: "80% of Cluster partners collecting data disaggregated by sex, age, minority affiliation and disability" and "100% of Cluster partners developing targeting criteria on the basis of analysis of disaggregated data by sex, age and disability and specific vulnerabilities". It also includes a safety perception indicator that can be used as a GBV RM proxy indicator: "70% of people who feel safe at all times travelling to receive the assistance, while receiving assistance, and upon return to their place".

Tips

One

Country Education Clusters to systematically collect and analyse Sex- Age- and Disability-Disaggregated Data (SADD) for Persons targeted and Persons reached for each indicator in its Monitoring and Reporting frameworks.

Two

Country Education Clusters and GBV AoRs to work together on defining context-specific Gender and GBV RM indicators to include in the Cluster's Monitoring and Reporting frameworks. At a minimum, Education Clusters' Monitoring and Reporting frameworks should include indicators on:

- 1 the % of schools/learning spaces where a Code of Conduct (CoC) with PSEA clauses is established and signed by all school/learning space personnel and
- 2 the % of teachers in targeted schools/learning spaces who have been trained on response to GBV disclosures, GBV referral pathways and the GBV Pocket Guide.

Three

Country Education Clusters to explore opportunities to integrate Gender and GBV RM in their Peer Review, Evaluation and Learning processes. Actions may include reflections on the Cluster's Gender/GBV actions during the CCPM process, facilitation of Learning Workshops on Gender and GBV RM integration in EiE programmes (e.g. MYRPs) and the collective review of safety, accessibility and gender-responsiveness of the sector's AAP mechanisms, including Complaints and Feedback Mechanisms (CFMs).