



INEE Minimum Standards Toolkit: Gender

The INEE Minimum Standards present a global framework for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities, and ensure humanitarian accountability in providing these services. The following are a selection of the most relevant and useful tools and resources relating to gender from the INEE Minimum Standards Toolkit, which has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

For more information, go to: www.ineesite.org

TOOLS

Strategies and Tools for Gender: Access and Inclusion Section

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter6.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 3: Access and Inclusion, Chapter 6: Gender, UNESCO IIEP, 2006]

► This chapter contains a list of practical strategies to achieve gender parity, equality and equity in education (pages 5-13) during emergencies and early reconstruction. It provides a Chart of Examples to Barriers to Girls Education and Possible Responses (p.14-15) and a chart of common interventions to assist girls' and women's participation in emergency situations (p. 16). It also contains a tool on Partnership and Social Mobilization (p. 17), which specifies key actions for a broad coalition of partnerships to undertake on behalf of gender equality in order to create a national movement from the community grassroots level to the political leadership.

Gender Equality / Girls and Women's Education: INEE Good Practice Guide

[http://www.ineesite.org/uploads/documents/store/doc_1_Gender_Equality - Education of Girls and Women.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_Gender_Equality_-_Education_of_Girls_and_Women.pdf)

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for ensuring gender equality and girls and women's access to education in emergency and reconstruction programmes.

Education Action Sheet from the Gender Handbook in Humanitarian Action

http://www.ineesite.org/minimum_standards/genderhandbook.pdf

[UN Inter-Agency Standing Committee, 2006]

► The Gender and Education in Emergencies section of this handbook contains an overview of the gender dimension of education, talks about how to use a gender lens when planning education, and through a series of check lists, articulates what we need to know to design and implement gender-responsive education in emergencies. It also contains a list of key actions to ensure gender equality programming in education and a checklist for assessing gender equality programming.

Guidelines on Gender Based Violence Interventions in Humanitarian Settings: Sheet 9.1: Ensure girls' and boys' access to safe education

http://www.rhrc.org/pdf/GBV_guidelines_Eng_09_13_05.pdf

[UN Inter-Agency Standing Committee, 2005]

[Pdf pages 83-84 / Document Pages 73-74](#)

► The Education Action Sheet within these guidelines articulate a series of key minimum prevention and response actions to ensure girls' and boys' access to safe education and protect them from gender-based violence.

Looking at Textbooks from a Gender Perspective: A Framework for Analysis

http://ineesite.org/uploads/documents/store/doc_1_89_Text_book_analysis_Gender.doc

[by Jackie Kirk, IRC Healing Classrooms Initiative]

► This tool provides a framework for analyzing textbooks from a gender perspective.

Gender Equity Strategies: Mentors for Girls in School

http://ineesite.org/uploads/documents/store/doc_1_89_mentors_for_girls.doc

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, September 2004]

► This one-page strategy sheet articulates the reasons why the presence of a woman teacher is important for girls and focuses on the benefits and challenges, when it is impossible to recruit a woman teacher, of hiring women 'mentors' to lead particular activities and discussions with female students.

Gender Equity Strategies: Girl Friendly Teaching Checklist

http://ineesite.org/uploads/documents/store/doc_1_89_Girl_Friendly_Teaching_Checklist.doc

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, September 2004]

► This one-page strategy sheet offers a series of girl-friendly teaching actions that teachers can take to make sure their teaching is gender equitable and that the classroom experience is equally empowering for boys and girls. While it was developed for South Sudan, the information is universally useful.

Gender Equity Strategies: Comfort Kits for Female Learners

http://ineesite.org/uploads/documents/store/doc_1_89_Comfort_Kits.doc

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, 2004]

► This one-page strategy sheet articulates the ways in which insufficient or inadequate sanitary protection can prevent girls from accessing education and describes 'comfort kits' used in to increase access in Sudan, containing: a bar of soap, four pairs of underwear and six reusable sanitary pads.

Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts: Recruiting and Supporting Women Teachers

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies.WT2.doc

[INEE Gender Task Team, 2006]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for recruiting and supporting women teachers.

Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Context: Gender Responsive School Sanitation, Health and Hygiene

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies1_sanitatio_n2.doc

[INEE Gender Task Team, 2006]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for providing gender responsive school sanitation, health and hygiene. It also contains a case study of an IRC program in Ethiopia that provided an integrated approach to addressing sanitary protection needs.

Gender Strategies for Education in Emergencies: Preventing and Responding to Gender Based Violence In and Through Education

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies_GBV.doc

[INEE Gender Task Team]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for preventing and responding to gender-based violence in and through education.

Increasing Knowledge and Awareness about Gender

http://ineesite.org/uploads/documents/store/doc_1_Increasing_Knowledge_and_Awareness_about_Gender.pdf

[FRESH Tools for Effective School Health, UNESCO 2004]

► This tool provides 28 sample exercises that teachers/facilitators can use to help young people better understand what gender is and how it affects their lives. Two Fact Sheets, entitled “The Rights of Young People” and “Sex and Sexuality”, are provided to support the activities.

INEE Minimum Standards’ Cross-cutting Issues: Gender, Protection and Reproductive Health

http://www.ineesite.org/minimum_standards/MSEE_cross-cutting_issues.doc

[INEE, 2005]

► This one-page reference chart highlights the linkages between the INEE Minimum Standards, indicators and guidance notes and the issues of gender, protection and reproductive health.

Education in Emergencies: The Gender Implications

http://www2.unescobkk.org/elib/publications/092/edu_emergencies_Low.pdf

[UNESCO 2006]

► This advocacy brief provides an overview of education in a variety of emergency settings, including both natural and man-made disasters, and how emergencies are experienced differently by boys and girls. It discusses issues such as sexual violence, how protecting children can limit their educational opportunities, policy and program guidelines, and sets forth possible strategies and approaches for programs. The Specific Programme Strategies section (pages 14-15) presents targeted and gender-responsive measures and priority programme strategies for increasing access to education for boys and girls in emergencies.

INEE Case Study: Community Participation in School Rehabilitation - Iraq

http://ineesite.org/uploads/documents/store/doc_1_INEECaseStudyIraqSchoolRehab.pdf

[INEE, 2007]

► This Case Study, authored by a member of INEE, describes the way in which the INEE Minimum Standards have been applied during the rehabilitation of public schools in Fallujah, Iraq. Challenges relating to safe access routes and the recruitment of teachers as well as lessons learnt in applying the Minimum Standards on Community Participation and Equal Access are all discussed.