Gender Programming Checklist

Education

271,000 conflict-affected children and adolescents in Myanmar, of whom 49 percent are girls, are in need of education services.[1] Due to ongoing conflict and displacement in Kachin, northern Shan and Rakhine states, children and adolescents lack access to public education, miss schooling and become dependent on temporary learning spaces (TLSs), which often lack qualified education personnel and teaching materials.[2] Girls' access to education is further limited due to existing socio-cultural gender norms and security concerns, which restrict their freedom of movement.[3] The lack of female educators, especially in Rakhine State, further limits the educational opportunities for girls, creating a self-perpetuating cycle of gender disparity. To respond to these gaps, the Education Cluster has recruited an increased number of female teachers in TLSs and gender-responsive WASH services, including menstrual hygiene management facilities, have been installed in schools and TLSs in collaboration with the WASH Cluster.

Needs Assessment and Analysis	✓ Collect and analyze sex-, age- and disability-disaggregated data (SADDD) on needs, priorities, aspirations, and capabilities relating to education and identify the groups with the greatest education support needs.
	✓ Conduct a gender analysis on population demographics (e.g. the existence of polygamous family structures), roles (e.g. mothers' and fathers' role in child education), decision-making structures (e.g. adolescent girls' and boys' participation in education decision-making processes), protection needs (e.g. the different risks of girls and boys for being recruited for forced labor or traded for sex on their way to school), the learning environment (e.g. availability of menstrual hygiene materials in schools) and access to education (e.g. literacy rate of women and men).
	✓ Ensure a gender balance in Education assessment teams to enhance equitable, safe and inclusive consultations with women, girls, men and boys.
	✓ Carry out an analysis of the gender breakdown and gender capacities of Education staff.
	Examples: Identify training needs, level of confidence in promoting gender equality, level of knowledge and gender skills.
Strategic Planning	✓ Ensure equal and inclusive access to education and gender-friendly learning environments and boarding schools in TLSs and public schools while considering the specific needs of women, girls, men, boys, LGBTIQ and persons with disabilities and chronic illnesses.
	Examples: Support pregnant girls in continuing school; ensure girls' and boys' routes to school are safe, public and well-lit, track changes in risks associated to school routes regularly and provide transportation for at-risk students if necessary.
	✓ Reflect gender analysis in the planning documents and situation reports.
	✓ Review the curriculum taught in public schools and TLSs from a gender perspective and promote a gender-responsive curriculum (e.g. ensure that school textbooks are gender-sensitive, e.g. do not reflect sexism and gender stereotypes) and pedagogy practices (e.g. valuing equitably the learning capability of both female and male students) as well as the inclusion of essential life skill modules (e.g. integrate modules on gender equality, SRH, etc.) in teachers' training.
	✓ Enhance teachers' knowledge and skills about child safeguarding, gender equality and the Code of Conduct, developed by the PSEA-interagency network.

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[1] Humanitarian Needs Overview 2019.
[2] Ibid.
[3] "Social and cultural factors shaping health and nutrition, wellbeing and Rohingya within a humanitarian context" (October 2017). Social Science in Humanitarian Action.

	✓ Recruit and train an increased number of both female and male parents in parents' teachers' associations and promote gender equal parenting. ✓ Provide gender-segregated bathroom facilities and menstrual hygiene supplies in schools and TLSs.
Resource Mobilization	✓ Include information and key messages on gender and education in humanitarian settings for inclusion in initial assessment reports to influence funding priorities. ✓ Report regularly to donors on gender resource gaps within the Education Sector. ✓ Apply the IASC Gender with Age marker to education programme designs.
Implementation and Monitoring	✓ Involve women and men equally and meaningfully in decision-making, implementation and monitoring of Education programmes through SADDD and consider women's, girls', men's and boys' respective practices, needs, roles and capabilities. ✓ Implement education programmes which integrate measures to address threats and barriers to promoting gender equality (e.g. patriarchal norms that discourage women's access to education or disallow women to participate in public life) and address discriminatory practices hindering women's participation in education committees through empowerment programmes. ✓ Increase awareness raising initiatives on the importance of retaining both girls and boys in school as well as the benefits of girls' education versus girls being married off at early age. ✓ Hire female and male staff within schools and TLS equally at all levels to the extent possible. ✓ Engage community groups including women's rights, LGBTIQ and youth organizations in programme implementation and monitoring to the extent possible. ✓ Implement strategies to engage and retain more female teachers, particularly in middle and high school TLSs in Rohingya communities, and encourage female participation in learning through advocacy campaigns. ✓ In collaboration with the Protection Sector and GBV CWG/SS, provide training to female and male teachers on the identification, monitoring, referral and confidential reporting of GBV and child protection issues as well as on Psychological First Aid (PFA) and Psychosocial Support (PSS). ✓ Provide childcare for women and girl-mothers participating in education programmes. ✓ Engage male community leaders in sensitizing the community about the value of women's participation in education. ✓ Set-up child and adolescent-friendly, gender-responsive, inclusive and confidential feedback and complaint mechanisms including SEA reporting measures. *Examples: Conduct gender-segregated focus group discussions based on age groups; provide feedback and complaint boxes and hotline services.*
Gender Operational Peer Review and Evaluation	✓ Review projects within the education sector and education response plans and assess which women and girls, boys and men were effectively reached and which that were not and why. ✓ Share good practices around usage of gender-responsive approaches and address gaps identified. ✓ Routinely measure project-specific indicators based on the checklist provided in the Inter-Agency Standing Committee Gender in Humanitarian Action Handbook and the Inter-Agency Network for Education in Emergencies.