

GENDER TIP SHEET FOR EDUCATION

Purpose: Identify entry points for humanitarian actors working in the Education sector in Cox's Bazar to accelerate gender equality

Why is gender important for the Education Sector in the Rohingya Refugee Response? The Business Case for focusing on gender:

- Girls and boys, and gender diverse populations have the right to feel safe and participate in inclusive learning environments.
- Improving the educational outcomes of women and girls, and gender diverse populations contribute to better opportunities, increased confidence and co-benefits to their communities and families.
- Promoting female participation and leadership in school management and ensuring their involvement in community decision-making processes crucial for achieving gender equality in education.
- The Sector team, in collaboration with education sector partners, will contribute to planning processes to incorporate gender transformative measures and utilize humanitarian action lessons to enhance education system resilience for equal access to education to all genders.

Questions to ask when initiating a gender analysis in the education sector:

Norms and attitudes: What are the social and family attitudes towards girls and boys in education? What is the proportion of enrollment between girls and boys in primary and secondary education? Who decides the schooling of boys and girls?

Differentiated Risks and Impacts: What are the specific vulnerabilities of women and men, girls and boys, and gender-diverse populations that hinder them from accessing education? Are there differences in vocational training preferences and opportunities for adolescents and youth males and females?

Barriers and Gaps: What are the critical gender gaps in your intervention? Are there occupational skills where entry is difficult for women and gender-diverse population

What are the unique barriers faced by adolescent girls (e.g., child marriage, household labor expectations, menstrual hygiene restrictions, safe transportation to and from educational institutions etc.)?

What are the unique barriers faced by adolescent boys (e.g., forced recruitment, child labor etc.)

Mobilize Men as Allies: How can we encourage community engagement to gender equality by involving men and boys in discussions, actions, and initiatives that challenge destructive gender stereotypes and promote constructive transformations within the targeted communities through gender transformative education?

Enhance Gender Parity in Decision-Making: How the sector’s partners and its initiatives in inclusive education will increase the representation of women and gender diverse populations from the host and Rohingya communities in leadership and decision-making positions in the areas of community structures, governance, and humanitarian response.

2. Entry points and Examples of Good Programming Practices

<p>Governance and policy</p>	<p>Develop, adopt, and implement inclusive and gender-responsive education policies and accountability mechanisms.</p> <p>Good practices can include:</p> <ul style="list-style-type: none"> ● Promotion of female and/or gender-diverse leaders in educational institutions, with at least 30% of education leaders and administrators being female. These positions may include teachers, principals, and community education representatives to serve as role models. ● Developing policies on safe spaces, protection, and anti-harassment and bullying at school and alternative learning spaces. ● Conducting Infrastructure and safety audits of learning facilities and other spaces used for learning, with standard size and features ● Allocating funding and responsibilities for the maintenance and refurbishment of learning facilities and multi-use spaces for mixed and gender-segregated classes.
<p>Access and Opportunities</p>	<p>Ensure equal access to education for girls, boys, gender-diverse populations, and marginalized groups.</p> <p>Good practices can include:</p> <ul style="list-style-type: none"> ● Providing capacity and support for a gender-balanced teaching staff and counselors, trained in enabling safe, inclusive, and gender-responsive learning environments. ● Updating teacher training to include gender-responsive and age-appropriate learning approaches (e.g., project-based work, working in teams, play-based learning) ● Addressing gender gaps in enrollment and completion for male and female students such as early labor for boys and early marriage for girls, by implementing MHM awareness and kits distribution for adolescent girls, and learning and outreach for boys and gender-diverse learners.

Agency and Empowerment	<p>Strengthen the agency of girls and boys, and gender to promote gender equality and their right to education.</p> <p>Good practices can include:</p> <ul style="list-style-type: none"> ● Reviewing the current curriculum and designing lessons and extra-curricular activities to empower girls and boys, and gender-diverse populations with the knowledge and skills to tackle issues like gender-based violence, early marriage, and gender roles. ● Identify alternative learning plan delivery for girls and boys with different learning needs or for those facing mobility and safety issues (e.g., school catch-up classes, tutoring, learning pods) ● Devise a school-to-vocational work transition program for girls and boys ● Establish home-based learning, digital education initiatives, or community-based learning hubs for both girls and boys
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3. Data sets to consider Sex-Age-Disability Disaggregated Data (SADDD) and gender analysis

Data sets
Basic Literacy rate
Number of learning facilities in the camps
Number of male and female students enrolled in primary education
Number of male and female students enrolled in secondary education
Cohort completion rate for primary/secondary education by gender
Number of males and females enrolled in alternative classes
Number of adult females enrolled in alternative learning classes
% of graduates who transition to work or volunteer placements
% of school age children who are out-of-school youth (OSY) by gender and age
Number of female educators/facilitators at the camps' learning centers

4. Performance indicators and discussion

Key thematic priorities	Suggested indicators for ensuring gender equality and empowerment actions	Key Discussion Questions
Access and quality of education	<ul style="list-style-type: none"> • % increase in adolescent girls and boys ages 13-18 attending primary and secondary education • % of learners completing primary and secondary education, disaggregated by sex and academic level • % of learners completing Grade 9 education, disaggregated by sex • Number of teachers are trained on gender sensitivity and inclusion in education, disaggregated by sex • Number of teachers who have acquired competencies to teach the Myanmar curriculum and pedagogy, disaggregated by sex and age • % of children that acquired the essential grade-level competencies stipulated in the Bangladesh curriculum, disaggregated by sex and age 	<ul style="list-style-type: none"> • Do women and girls feel they have a say in their education? • What are the facilitating or hindering factors regarding retention and completion of education among girls vs boys? • How are children's learning competencies assessed? Are there gender differences?
Safe and Inclusive Learning Environment	<ul style="list-style-type: none"> • Number of learning facilities and multi-purpose centers that have standardized policy on PSEA and Code of Conduct • Number of camps with dedicated staff that can handle cases of bullying, harassment, and domestic violence and acted upon by teaching staff and field personnel • Number of camps with dedicated learning spaces for girls, gender-diverse learners, and survivors of violence • Number of learning facilities with access to nearby gender-segregated WASH facilities and accessibility features (ramps, toilet, and wash points) with adequate lighting and paved roads • The number of learning facilities that are built with hazard-resistant features such as insulation and fire protection measures in place and in low-risk areas and safe from heavy rain and heavy winds • The number of learning centers have inclusive facilities such as ramps and signages for people with low vision or who cannot read • % of camps with play spaces for children aged 5 years and below • % of girls who have accessed menstrual hygiene information and kits 	<ul style="list-style-type: none"> • Is there a review of the curriculum to address gendered perceptions through play, teaching, and textbook materials? • Is gender sensitivity training in teacher training included in camps and host community schools? • Are education providers/teachers trained on gender-responsive pedagogy to ensure gender-transformative approaches in the classroom? • What are ways in which children with disabilities are included in the learning programs?

<p>Community Engagement and Leadership</p>	<ul style="list-style-type: none"> ● Number of learning centers with after classes support for children lagging behind ● % of educational management leaders at camp and development partners, disaggregated by sex ● % of parents and caregivers who say they understand and support positive discipline and education of women and girls ● % of learners who feel confident about the future because of their education, disaggregated by sex and age ● Number of children with disabilities of educational age who receive alternative learning support, disaggregated by sex and age 	<ul style="list-style-type: none"> ● Did the educators/facilitators receive disability inclusion training? ● Is there alternate learning support for them with mobility or learning difficulties? ● Are education providers/teachers trained to handle incidents of abuse, exploitation or bullying? How are these cases resolved? ● That are the reasons behind dropout girls vs. boys leave education at different stages (divided by SADD)
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Resources:

- Rohingya Refugee Response Bangladesh, Inter-Sector Needs Assessment (ISNA). Education (2024).
- Cox's Bazar Education Sector Strategy 2022-2024. <https://rohingyaresponse.org/sectors/coxs-bazar/education/>
- NRC (2022). What About Us? Youth Inclusion in the camps. <https://www.nrc.Number/globalassets/pdf/reports/what-about-us/what-about-us-youth-inclusion-in-the-rohingya-response.pdf>
- UNESCO (2018). Global Monitoring Report. <https://unesdoc.unesco.org/ark:/48223/pf0000261593>
- UNESCO (2017). https://gem-report-2017.unesco.org/en/chapter/gender_accountability_through_school/