

# MATCHING MATRIX FOR EDUCATION

## Risks, Barriers, GBVRM Measures and Matching Indicators.

### Background

This matrix was developed based on requests from multiple cluster coordination teams in the field to help match barriers and risks faced by women and girls with concrete GBV risk mitigation measures and indicators. The information below is *not an exhaustive list of risk mitigation interventions*. Rather, it captures examples that were collected during the 2021 review exercise of the HNOHRP of the UNICEF-led clusters and AoR. This should be considered as a working document that will be continuously reviewed and updated.

### How to use the matrix

Cluster coordination teams and/or GBV focal points in countries can use the matrix when developing their humanitarian needs overviews (HNOs) and humanitarian response plans (HRPs), as well as assessments, M&E processes, funding allocation criteria, and cluster capacity-building plans. It is recommended the matrix to be used in conjunction with other core tools identified in the HPC toolkit for GBV risk mitigation (e.g. AAAQ, safety audits, tip sheet on consultations with women and girls, etc.). It can also be used to generate in-country reflection on GBV risk mitigation, and identify priority needs/gaps in this area.

Examples of barriers facing women and girls in accessing services (AAAQ framework) and exacerbated risks to GBV (from 2021 HNOs)	Examples of GBV risk mitigation measures (from 2021 HRPs)
<b>Barriers to accessing education programs/services</b>	<p><b>Meaningful engagement of women and girls:</b></p> <ul style="list-style-type: none"> <li>Proactive consultations with women and girls throughout all HPC phases.</li> <li>Consultations with girls to understand key priorities and needs within school settings.</li> <li>Partnerships with women rights/women-led organizations to collect important information and reach women and girls.</li> <li>Gender balance in staffing in schools/education programs; prioritization of recruitment of female teachers.</li> </ul> <p><b>Measurement/monitoring of risks and barriers:</b></p> <ul style="list-style-type: none"> <li>AAAQ framework to assess and overcome gender-related risks and barriers to accessing schools and education services/programs.</li> <li>Safety, accessibility, and security audits of schools to better understand areas where there are safety concerns (e.g. on the way to/around schools) and ensure safe access to schools.</li> <li>Community engagement to identify and address GBV/protection issues in and to schools through established complaint mechanism systems.</li> <li>Actions to address access and safety concerns for female teachers/school staff.</li> </ul> <p><b>GBV Training:</b></p> <ul style="list-style-type: none"> <li>Training of teachers/education personnel on the IASC GBV Guidelines (pocket guide) / safe GBV referrals / PSEA.</li> <li>Entry points within existing programming to implement recommended actions from the GBV Guidelines.</li> <li>Training for parents, school management, and teachers on GBV.</li> </ul> <p><b>Adapted/improved programming to address social norms:</b></p> <ul style="list-style-type: none"> <li>Training of school personnel on the importance of girls' education and awareness on key issues girls face.</li> <li>Community-based actions to address social norms that condone GBV in collaboration with GBV/gender specialists.</li> <li>Training for Student Mother's Associations to support inclusion and retention of girls and other marginalized groups at school.</li> </ul> <p><b>Other measures to ensure girls' access to school/ retention in schools:</b></p> <ul style="list-style-type: none"> <li>Specialized support for girls to return or remain in schools in areas where there are low girl enrollment rates. <ul style="list-style-type: none"> <li>Financial support for parents to ensure girls can attend school instead of working.</li> <li>Lowered school fees and emergency school feeding to promote retention of students.</li> </ul> </li> <li>School feeding to encourage retention of girls.</li> <li>Remote learning solutions to ensure inclusion of girls, boys, and children with disabilities.</li> <li>Distribution of dignity kits, including specific kits for pregnant girls to encourage retention.</li> </ul>
COVID-19 preventing girls from going back to school due, for instance, to the increase in girls' work to respond to economic hardship.	
Gender and social norms not favoring girls' access to education; contributing to low enrolment of girls in schools or girls' drop out (e.g. expectation of girls to fulfill household duties instead of attending school; prioritization of boys' education; cultural constraints restricting girls' movement; cultural expectations of early marriages.)	
Minimum access to technologies for girls during COVID-19 remote learning.	
Lack of female teachers preventing parents from sending girls to schools.	
Lack of school meals preventing girls from going to school (e.g. without school meals, girls may be responsible for preparing food for other children, limiting opportunities of attending school).	
Violence in and around schools (including GBV) contributing to low enrolment or drop out.	
Lack of girls-friendly mechanisms / facilities in schools (e.g. lack of sanitary materials provided to girls in schools; lack of gender-sensitive latrines and facilities suitable for menstrual hygiene practices).	
Economic challenges threatening girls' attendance (e.g. High costs of schooling leading to low enrollment; inability to afford school supplies and uniforms.)	
Loss of documentation during conflict, creating barriers to accessing education in crisis settings.	
Lack of availability of education sites/schools during conflict (e.g. destruction or occupation of learning spaces by fighting forces.)	
Lack of informal opportunities for pregnant girls/young mothers unable to attend school.	
<b>Factors exacerbating risks of GBV</b>	
COVID-19 increasing GBV risks for girls due, for instance, to school closures and the loss of protective environment, and the related risks of early marriage and pregnancy.	
Long distances to school exposing girls to protection risks along the way.	
Risk of armed attacks and other violence at schools threatening the safety of girls	

Examples of barriers facing women and girls in accessing services (AAAQ framework) and exacerbated risks to GBV (from 2021 HNOs)	Examples of GBV risk mitigation measures (from 2021 HRPs)
Lack of access to basic needs for women and girls (due to conflict, displacement, poverty, COVID-19 etc.) <b>exacerbating risks of negative coping mechanisms</b> (e.g. survival sex to pay for education).	<ul style="list-style-type: none"> <li>• <b>Segregated latrines.</b> <ul style="list-style-type: none"> <li>◦ Financial resources allocated to schools to improve WASH facilities and menstrual hygiene management.</li> <li>◦ Collaboration with WASH sector to improve equitable access to WASH facilities in schools.</li> </ul> </li> </ul>
<b>Potential sexual abuse and exploitation</b> by individuals responding to emergencies.	<ul style="list-style-type: none"> <li>• Alternative informal learning opportunities/spaces for some groups of girls that cannot afford school tuitions (e.g. girl-friendly spaces, vocational training).</li> <li>• Block grants provided to schools for distribution of learning material and essential items (e.g. school fees, uniforms).</li> </ul>
	<p><b>Adapted/improved programming to prevent/address GBV risks:</b></p> <ul style="list-style-type: none"> <li>• Activation of GBV referral pathways in schools considering barriers caused by social norms.</li> <li>• Collaboration with CP sector to establish referral pathways, conduct training, and raise awareness in schools.</li> <li>• Collaborations with GBV specialists in your area / linking with GBV services.</li> <li>• SRH services for girls in schools.</li> <li>• Walking groups and/or escorts to allow for safe arrival to school.</li> <li>• Alternative solutions for school closures due to violence, such as small group meetings or location changes.</li> <li>• Remote learning solutions to ensure inclusion of girls, boys, and children with disabilities.</li> <li>• Girl-friendly spaces providing protective environments outside of school settings.</li> <li>• Measures ensuring a safe and dignified environment for female teachers.</li> </ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>• PSEA codes of conduct in place in schools.</li> <li>• Complaint mechanisms system in schools.</li> </ul>

#### Examples of GBV risk mitigation indicators from 2021 HRPs:

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| <ul style="list-style-type: none"> <li>① # of schools with a GBV referral pathways adapted to children.</li> <li>① #/% of people (disaggregated) sensitized on the importance of school enrolment for all children (girls, boys, children with disabilities).</li> <li>① # of children (girls, boys, children with disabilities) benefiting from CASH support for their maintenance in schools.</li> <li>① # children (girls, boys) benefiting from school meals.</li> <li>① # of teachers (f/m) trained in GBV pocket guide/ safe referral pathways/PSEA.</li> <li>① #/ % of education personnel trained in GBV pocket guide / safe referral pathways /PSEA.</li> <li>① #/ % of women and girls consulted.</li> <li>① % of female teachers recruited.</li> </ul> | <ul style="list-style-type: none"> <li>① # of PTAs/Students' Mother's Associations trained and supported for the inclusion and retention of girls in schools.</li> <li>① # / % of schools where safety audits were conducted (% of which led to improved programming).</li> <li>① # / % of schools with child safeguarding mechanisms.</li> <li>① # / % of schools with code of conducts signed by teachers/education personnel.</li> <li>① # / % of children benefiting from WASH facilities taking into account the needs of both sexes.</li> <li>① # / % of schools with segregated latrines/ WASH facilities.</li> <li>① #/ % of girls who received dignity kits at school.</li> </ul> |
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 [Link to a list of comprehensive examples and good practices from countries from HPC 2021.](#)