

## HNO/HRP Tip sheet for Gender mainstreaming and GBV Risk Mitigation in Education Cluster Coordination

### IN YOUR HNO

**Objective 1: Women and girls have been consulted in the HNO process and their voices and opinions are clearly presented in your Education chapter**

- ✓ **Consult women and girls as part of the HNO process and present their voices and opinions on specific needs, barriers and risks they face to access or maintain their education**
  - ✓ Establish a target for women and girls' direct participation in education assessments
  - ✓ Ensure that there is a significant proportion of women in your assessment team
  - ✓ Hold and analyze the results of dedicated Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) or surveys with women and girls before the HNO, including girls with at high risk of being invisible (e.g. adolescent girls, girls with disabilities, married girls, girl mothers)
  - ✓ Organize consultations with and invite the GBV AoR/Sub-Cluster, the Gender in Humanitarian Action (GIHA) Working Group and Women-Led Organizations (WLOs) to HNO/HRP induction meetings, Education Cluster Assessment Working Group meetings, Joint Intersectoral Analysis Framework (JIAF) meetings, and HNO kick-off and validation workshops
  - ✓ Mention if and how women and girls, including via consultations with GBV SC, GIHA or WLOs, have been "meaningfully and safely" consulted on their education needs in your HNO chapter



**Objective 2: A gender analysis of the impact of the emergency and specific vulnerabilities of different population groups were included, and specific barriers and risks (including GBV) faced by women and girls when accessing education services and activities were analysed**

- ✓ **Identify the specific needs, barriers and risks faced by girls, boys, women and men in all their diversity (intersectional Gender and GBV Risk Analysis) and integrate in HNO**
  - ✓ Review existing gender/GBV information for your Education Secondary Data Review (SDR)
  - ✓ Disaggregate your PiN by sex, age and disability
  - ✓ Collect and present sex-, age- and disability-disaggregated data (SADD) for
    - school enrolment, attendance and retention / dropout rates
    - needs, barriers and risks, including safety and GBV risks related to education
      - If SADD is not available, identify this as information gap and plan to address it.
  - ✓ Use the AAAQ Framework (Availability, Accessibility, Acceptability and Quality) for analysis
  - ✓ Explain the barriers to education and main reasons for being out of school for girls and boys and diverse groups at the primary, secondary and tertiary levels.
  - ✓ Highlight the safety and protection risks, including GBV risks and incidents, that school-going girls and boys may face on the way to and from school, and that out-of-school girls and boys might be more exposed to in their community due to their exclusion from the education system

**Objective 3: Existing capacity and coping mechanisms of women and girls are included**

- ✓ **Identify existing capacities and positive and/or negative coping mechanisms used by or particularly affecting girls, boys, women and/or men in all their diversity and integrate in HNO**
  - ✓ Determine the extent of the existing participation of women and girls in education, including in teaching workforce, school management committees or Parent-Teacher Associations
  - ✓ Describe existence or absence of community-based education and protection mechanisms
  - ✓ Determine which coping strategies to shocks and stressors are used by women and girls that could affect their education, and the common links with GBV (e.g. Early/Forced marriage used to cope with lack of financial resources and leading to school dropout and multiple new forms of GBV)

## IN YOUR HRP

### Objective 1: Gender is mainstreamed throughout all interventions, including gender-targeted interventions that directly address the needs, barriers and risks faced by girls and boys identified as most at risk from exclusion in your HNO

- ✓ **Adapt all education interventions based on gender considerations**
  - ✓ Provide guidance to Education Cluster partners on gender lens and interventions for the Education sector using the [2018 IASC Gender Equality Handbook for Education](#) and the [2021 EiE-GenKit](#)
- ✓ **Include gender-targeted interventions that directly address specific gender-differentiated needs, barriers and risks (including GBV risks) faced by most at-risk, priority groups**
  - ✓ Include clear examples of gender-targeted interventions in your Education section
  - ✓ Design tailored and holistic packages of interventions for most at risk groups of girls and boys
  - ✓ Disaggregate your overall and indicator-specific targets by sex, age and disability
  - ✓ Allocate a significant target for groups of girls and boys identified as most at risk in your HNO

### Objective 2: GBV risk mitigation measures are included in your HRP and correspond to the barriers and risks identified in the HNO

- ✓ **Plan to implement and monitor GBV Risk Mitigation measures**
  - ✓ Provide guidance to all Education Cluster partners on GBV risk mitigation in the Education sector using the [2015 IASC GBV Risk Mitigation Guidelines – Thematic Action Guide for Education](#) and the [2021 GEC Toolkit for GBV Risk Mitigation by Education Clusters throughout the HPC](#)
  - ✓ Include clear examples of GBV Risk Mitigation measures in your Education section
  - ✓ Plan intersectoral collaboration and joint initiatives with the GBV AoR/sub-cluster
  - ✓ Plan to monitor the implementation and effectiveness of GBV risk mitigation measures throughout
  - ✓ Plan to monitor GBV risks continuously and adapt GBV risk mitigation measures adequately
  - ✓ Include at least one indicator related to GBV risk mitigation in your Education section
- ✓ **Plan to engage with and strengthen the capacities of Women’s Rights / Women-Led Organizations (WRO/WLOs) in Education Coordination and response**
  - ✓ Describe ways you will proactively reach out to, and make Education Cluster meetings physically, financially and language accessible for WRO/WLOs
  - ✓ Plan institutional and technical capacity development for WRO/WLOs

#### Do you want an extra hand for this year’s HNO/HRP?

Dedicated GEC Gender and GBV support is available. Contact Marina with any question!

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Do not forget to use the [GEC Helpdesk](#) and Skype Group for questions and good examples from other countries.