Gender Programming Checklist

Education Cluster

Analyze gender differences	♦ Gather and analyse information including:
	  • number of women, girls, boys and men (including by ethnicity and class/caste) consulted in the assessment, monitoring and evaluation processes;
	  • net enrolment ratio of girls and boys, data on school enrolment, attendance and dropout rates disaggregated by sex and grade level; and
	  • number of reported incidents of sexual abuse and exploitation disaggregated by sex and age

Design services to meet needs of all	♦ Ensure an adequate percentage of teachers use strategies to engage girls and boys equally and demonstrate attempts to create gender-equitable classroom environments. ♦ Plan school timetables, non-formal activities and support services to ensure that learners with responsibilities such as agricultural, housework or childcare roles are able to attend.
Ensure **A**ccess for all	♦ Ensure a percentage of teachers demonstrate attempts to create gender-equitable classroom environments and use teaching strategies to engage girls and boys equally. ♦ Ensure no individual is denied access to education and learning opportunities because of discrimination. ♦ Ensure that documents or other requirements are not a barrier to enrolment. ♦ Ensure that learning environments are secure and promote the protection and mental, emotional and physical well-being of learners.
Ensure equal **P**articipation	♦ Ensure proportionate numbers of women, girls, boys and men, including representation by ethnicity and class/caste, are involved in community education committees and plans on a regular basis. ♦ Ensure girls and boys are equally involved in child/youth participation activities. ♦ Provide gender training to appropriate numbers of male and female community members. ♦ Ensure a high percentage of women teachers feel safe and are respected in school and in the community and are fully involved in education decision-making.
Train all equally	♦ Provide gender training to female and male teachers equally. ♦ Assess the percentage of teachers (women/men) involved in in-service training and the number of women/men involved in pre-service teacher programmes. ♦ Ensure teachers are trained to provide gender-sensitive life skills, including on sexuality and HIV/AIDS, and psychosocial support to learners.

and

Address gender-based violence	♦ Ensure teachers (women/men) and other personnel are trained on and sign a code of conduct. ♦ Ensure the existence of a 'safe school' policy with clear implementation actions. ♦ Ensure routes to and from learning environments are safe for male and female learners.
Collect, analyze and report programme monitoring data	♦ Identify the number and type of references to gender-specific issues in assessment planning, tools design and data analysis. ♦ Identify the number and type of gender-specific issues in education plans. ♦ Identify the number of male and female teachers, head teachers, teacher trainers/supervisors and other educational personnel (disaggregated by ethnic/caste groups). ♦ Ensure sex-disaggregated achievement measures (e.g. exam results).
Target actions based on analysis	♦ Develop strategies to overcome barriers of access to education, such as providing sanitation facilities for girls and boys or addressing attitudes that deny education for girls. ♦ Develop materials that address/challenge gender stereotypes and are relevant for the specific emergency setting.
Collectively coordinate actions	♦ Ensure education cluster/coordination group draws upon the guidance within the *IASC Gender Handbook* and the INEE Minimum Standards. ♦ Track the number and type of references to gender-specific issues in education cluster/coordination meetings, statements and response strategies. ♦ Work with other sectors/clusters to ensure gender-responsive humanitarian action. ♦ Collaborate effectively with all stakeholders to integrate gender equality principles on programming, policies, resources and budgets throughout the emergency to address gender inequality. ♦ Work with other sectors/clusters to ensure gender-sensitive humanitarian programming.

	♦ Form Parent Teacher Associations (PTAs) with equal numbers of fathers and mothers participating for collective planning of emergency education.