

ECW GENDER EQUALITY 2019-2021

Policy and Accountability Framework



**EDUCATION
CANNOT
WAIT**

The global fund for education in emergencies

Cover photo: "When a girl is given a chance, she can do what a boy can do," says 14-year-old Harriet. In a refugee settlement in Uganda this confident, smiling student is showing just what girls are capable of. "I'm going to change the world!" she says. © Save the Children

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1. Policy



Palestine refugee students are using ECW-supported kits at Mamoumiaa Elementary Co-ed School "B".

PURPOSE

EDUCATION CANNOT WAIT IS COMMITTED TO SUPPORTING THE DELIVERY OF INCLUSIVE AND QUALITY EDUCATION TO 9 MILLION GIRLS, BOYS AND YOUTH MOST AFFECTED BY EMERGENCIES AND PROTRACTED CRISES BY 2021.

Embracing the ethos of Humanitarian – Development – Peace Nexus, through investments in education, Education Cannot Wait (ECW) seeks not just to meet needs, but to reduce risk, vulnerability and overall levels of need in an effort to realize the common vision of a future in which no one is left behind. In contributing to the realization of Sustainable Development Goal (SDG) 4 on education,¹ all ECW investments recognize that advancing SDG 5 on gender equality and the empowerment of women and girls is central to inclusive, quality education for all.

Grounded in international norms and standards,² the purpose of ECW's Gender Equality Policy is to articulate the Fund's vision to advance gender equality and the empowerment of women and girls. In so doing, the Gender Equality Policy reinforces ECW's commitment to ensure its resources contribute to the implementation of gender-responsive approaches to education aligned to the Grand Bargain³ and New Way of Working framework,⁴ while at the same time leveraging existing capacities and resources.

Specifically, ECW's investments contribute to not only tackling the impact inequalities have on girls', boys' and youths' equal access to and enjoyment of inclusive and quality education, but also seek to address the root causes of gender-based discrimination in emergencies. Gender-based discrimination negatively impacts children's and youths' enjoyment of their rights and intersects with other forms of discrimination based on age, disabilities, geography, ethnicity, faith, sexual orientation, displacement and statelessness.

ECW (...) seeks to address the root causes of gender-based discrimination in emergencies. Gender-based discrimination negatively impacts children's and youths' enjoyment of their rights and intersects with other forms of discrimination.

- ¹ ECW is contributing to the achievement of key targets under the SDG 4 on Education including target 4.5 "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".
- ² Including the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the UN Convention on the Rights of the Child (CRC), the United Nations 2010 Resolution on the Right to Education in Emergencies, Agenda for Humanity, Agenda 2030 for Sustainable Development Goals (SDGs).
- ³ See Aide memoire on mainstreaming gender in the Grand Bargain, which outlines seven crosscutting issues (resources, capacities, evidence and data, participation, leadership, accountability and communication) and highlights the relevance of gender in key workstreams including workstreams 2 (localization), 3 (cash programming), 5 (needs assessments), 6 (participation revolution), 7 (multiyear planning and financing) and 10 (humanitarian-development nexus).
- ⁴ Common elements of the New Way of Working are working over multiple years, based on the comparative advantage of a diverse range of actors, including those outside the UN system, towards collective outcomes. Wherever possible, those efforts should reinforce and strengthen the capacities that already exist at national and local levels.
- ⁵ ECW is currently hosted by UNICEF and applies UNICEF regulations and rules to its business and operations processes. The Policy does not contradict, replace or over-ride any existing financial, operational or human resource regulations or rules applicable to ECW as a Fund hosted by UNICEF.

SCOPE

THE GENDER EQUALITY POLICY IS LONG-TERM AND VISIONARY, GUIDING ALL WORK BY THE FUND. ECW STRATEGIES, INCLUDING STRATEGIES ON GENDER EQUALITY, ARE TIME BOUND, BUDGETED PLANNING TOOLS, AND FALL UNDER THE SCOPE OF THE POLICY.

The Gender Equality Policy (hereinafter referred to as “the Policy”) covers all ECW operations and investment modalities coordinated by ECW Secretariat, including, but not limited, to its First Emergency Response (FER) window, Multi-Year Resilience (MYR) window, and Acceleration Facility (AF).

The Policy applies to all five core functions of ECW:

- (a)** inspiring political commitment;
- (b)** mobilizing and catalyzing financing;
- (c)** supporting joint programming to bridge relief and development;
- (d)** strengthening capacity and localization;
- (e)** improving accountability, evidence-based data and quality.⁶



© Save the Children/Daphnee Cook

The Policy is to be read in conjunction with its accompanying Accountability Framework, which provides detailed guidance on how the Policy will be implemented, actions required for compliance and roles and responsibilities.

⁶ As outlined in ECW’s Strategic Plan 2018-2021.

RATIONALE

THROUGH GENDER SOCIALIZATION, AT ALL STAGES OF OUR LIFE, WE ARE TAUGHT SOCIAL NORMS, INCLUDING GENDER NORMS - THE INFORMAL RULES AND SHARED BELIEFS THAT DISTINGUISH EXPECTED BEHAVIOR ON THE BASIS OF GENDER.

Perpetuated by individuals, families, faith-based organizations, communities, media, private sector, State and Non-State institutions, gender socialization embeds gender norms into our knowledge, attitudes, practices, judgement and behavior, resulting in gender stereotypes and subsequent roles which we all play. Gender norms are at the root of all forms of gender-based discrimination, including its most egregious form, sexual and gender-based violence.

Gender norms are not static – they evolve and change over time. Despite evolving social norms, including gender norms, communities often revert to traditional and at times harmful practices nominally grounded in these norms.⁷ In emergencies, this situation is further exacerbated by a break down in social systems, law enforcement and the provision of social protection services. Grounded in broader social norms, vulnerabilities to and resilience in the face of emergencies are significantly impacted by inequalities based on gender, age, disabilities, geography, ethnicity, faith, sexual orientation, economic background, displacement and statelessness to name a few.

Gender norms impact both girls and boys. However, it is often girls at all ages who are most negatively impacted by gender norms, and who subsequently may face inequality and inequity. Regardless of context, for adolescent girls, family expectations that the girl should take on traditional unpaid care work in the home rather

Gender norms are at the root of all forms of gender-based discrimination, including its most egregious form, sexual and gender-based violence.

than continue education, alongside the impact of the myths and stigma related to menstruation, and the lack of safe and adapted infrastructure in schools supporting menstrual hygiene and girls' dignity, are all factors which frequently result in girls' dropping out of school or having irregular attendance. Compounding the problem, in times of emergencies, girls may be kept out of school due to fears of kidnapping, perceptions of increased and greater vulnerability to school-related gender-based violence than boys. Such fears fuel harmful practices associated with forcing girls to take on traditional women's unpaid care work in the home or be subjected to child marriage. As a result, girls are almost two and a half times more likely to be out of school if they live in conflict-affected countries; 90% of young women in these countries are more likely to be out of secondary school than in non-conflict countries.⁸

⁷ As outlined in ECW's Strategic Plan 2018-2021.

⁸ UNESCO's Education for All Global Monitoring Report 2015, Policy Paper 21 "Humanitarian Aid for Education: Why it Matters and Why More is Needed", page 3.



Children in north-east Nigeria benefiting from ECW-supported non formal education.

Gender norms intersecting with income inequalities and lack of access to social services often result in boys being expected to “earn rather than learn”, taking on men’s traditional roles in the household. Through the education system’s perpetuation of gender norms, in many countries world-wide, boys and adolescent boys will often experience significantly higher and more extreme rates of corporal punishment in schools than girls. Recent trends show that 6% of countries have a disparity at the expense of boys in primary enrolment, 17% in lower secondary and 45% in upper secondary.⁹ In emergencies, boys are often at greater risk than girls of being recruited by organized crime or warring factions. It is believed that up to 70% of children used for military purposes are boys.¹⁰

The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the UN Convention on the Rights of the Child (CRC) require that children and youth gain equal and equitable access to education at all levels, while equally being empowered through education.¹¹ The education system perpetuates and bears witness to the negative impact of gender norms and the subsequent internalization by girls, boys and youth of gender roles and stereotypes. Education curricula and pedagogical approaches often reflect differentiated expectations of boys and girls, which may contribute to poor educational performance by either gender, increased drop out risks, and which perpetuate society’s lower valuation of girls over boys, as well as their perceptions and treatment of themselves and each other.

⁹ Figures as of 2016. Extract from UNESCO Policy Paper 35 “Achieving Gender Equality in Education – Don’t Forget the Boys”, 2018, page 2 and 3.

¹⁰ Per Child Soldiers International, between 10% - 30% of children used for military purposes are girls.

<https://www.child-soldiers.org/FAQs/are-all-child-soldiers-boys>

¹¹ CEDAW/C/GC/36 “CEDAW General Recommendation No 36 on the right of girls and women to education”, 2017, paras 3 to 5.

POLICY VISION, OBJECTIVES AND PRINCIPLES

ECW'S VISION IS A WORLD WHERE ALL CHILDREN AND YOUTH AFFECTED BY EMERGENCIES AND PROTRACTED CRISES CAN EQUALLY LEARN, FREE OF COST, IN SAFETY AND WITHOUT FEAR, IN ORDER TO GROW AND REACH THEIR FULL POTENTIAL. THROUGH ECW'S VISION AND MISSION, THE FUND'S WORK CONTRIBUTES TO THE AGENDA 2030 TARGET OF REACHING 75 MILLION CHILDREN AND YOUTH WHO ARE IN URGENT NEED OF EDUCATION SUPPORT IN COUNTRIES AFFECTED BY CRISES.¹²

Under the corporate vision and mission, the **vision of the Gender Equality Policy** is to ensure that ECW's investments leverage action and contribute toward coordinated strategies which *seek to ensure and to go beyond parity in enrolment as well as to address the gender norms perpetuating historical, socio-cultural inequalities preventing girls, boys and youth from equally accessing and benefiting from quality education.*¹³

The Policy's vision will be achieved through the following **objectives**:

1. Ensure that all girls, boys and youth affected by emergencies and protracted crises can **equally** learn free of cost, with national and local **commitment towards the equal valuing of both girls' and boys' education** regardless of age, disabilities, geography, faith, ethnicity, sexual orientation, status¹⁴ and displacement/statelessness;

- 2.** Ensure learning happens in safety and without fear, **recognizing and tackling all forms of school-related gender-based violence including bullying and insecurities associated with but not limited to attacks on education which girls and boys face** when learning in emergencies and protracted crises; and
- 3.** Promote **education systems and pedagogies which seek to equally empower girls and boys through the transformation of gender norms and subsequent gender roles restricting girls', boys' and youths' realization of their full potential.**

Gender responsive education
transforms lives of girls and boys.

¹² ECW, "Strategic Plan 2018-2021", 2018, page 5.

¹³ ECW, "Gender Equality Strategy 2018-2021", 2018, page 4.

¹⁴ Adolescent and teenage mothers, orphaned or abandoned children, children who are in institutions, for example, are often restricted from enjoying their full educational rights, including within emergencies and protracted crises.

The Policy will be implemented requiring the following **principles** to be upheld in all ECW investments:

- **Upholding International Norms and Standards:** All ECW investments will uphold and seek to advance the international norms and standards advancing gender equality and the empowerment of women and girls, including the CEDAW and relevant general recommendations, the CRC and relevant general comments, the Beijing Platform for Action, UN Security Council Resolution 1325 and related resolutions, UN Resolution on the Right to Education in Emergencies, the Agenda for Humanity, Agenda 2030 and the SDGs, as well as regional agendas and declarations.¹⁵ National and cultural contexts shape the approach, strategies and priorities taken under ECW investments but may not be a justification for ECW's investments supporting any reversal or contradiction of these norms and standards.
- **Centrality of Gender Equality and the Empowerment of Women and Girls:** In upholding the international norms and standards, ECW adopts a gender-responsive approach, contributing toward the realization of substantive gender equality. All ECW investments will therefore require a target of school enrolment parity for girls and boys at all levels. Grounded in a mandatory and robust gender analysis provided by grantees, each ECW investment will clearly articulate how the grant will respond to the negative impact gender norms have on girls' – including adolescent girls' – access to, enjoyment of, and benefit from education; the community's overall valuation of girls' education; and the crucial role the education system – educators, pedagogy, curriculum and programmes – plays in transforming gender norms and ensuring equal, valued and viable learning opportunities

for both girls and boys. Further, ECW will ensure its investments do not reinforce or perpetuate any form of gender-based discrimination, including towards LGBTI communities. ECW interventions will also invest in age-appropriate life-skills initiatives required to support adolescent girls' educational attainment and empowerment. Attention will also be paid to the development of women and girls' agency for their full participation, decision-making and leadership.

- **Intersectionality and inclusion - Reaching the furthest behind first so that no one is left behind:** In contributing toward the realization of a real and lived gender equality and empowerment of women and girls through education in emergencies and protracted crises, ECW will require all supported programmes to address issues of inclusion and intersectionality as required under SDG 4, so that children's and youth's gender, age, disabilities, faith, ethnicity, geography, sexual orientation, status, socio-economic realities, displacement and statelessness are a starting point when developing programme strategies and all forms of data collections supported by ECW, including through the Acceleration Facility (AF).
- **Protection:** ECW places protection at the center of its investments and this includes the protection of students, teachers and schools. ECW investments will ensure that where relevant, all programmes supported by the Fund include a robust tackling of challenges associated with mental health and psychosocial support as well as school-related gender-based violence, including but not limited to bullying and ensuring the provision of relevant psychosocial support. ECW investments will also support the ending of harmful practices including but not limited to child marriage, female genital mutilation/cutting (FGM/C) and dowry-related violence.

¹⁵ These norms and standards are outlined in the guiding reference documents captured in the Policy's Accountability Framework.

ECW places protection at the center of its investments, and this includes the protection of students, teachers and schools.

In addressing protection, ECW investments will encourage a cross-sectoral approach, recognizing the inter-connected nature of the above challenges which hinder children's and youth's enjoyment and attainment of safe, inclusive and quality education.

- **Mobilizing communities, including engaging boys and men:** Essential to ensuring the preservation of the above principles is the need to mobilize communities in emergencies and protracted crises to support and equally value girls' and boys' educational opportunities. This requires greater ownership by the communities in need of ECW investments, and local ownership of the tools developed under the programmes to tackle the impact of gender norms. While recognizing the importance of targeted investments to empower women and girls, in mobilizing communities, ECW will work to empower men's leadership and engage boys in this process, as actors of change in achieving gender equality and the empowerment of women and girls; and as beneficiaries, recognizing that the achievement of substantive equality benefits everyone, and that boys also face forms of gender-based discrimination, including sexual and gender-based violence in all its forms.

Integration of gender equality and the empowerment of women and girls into ECW's five corporate core functions is essential. ECW will therefore build on relevant networks and advocacy platforms to generate stronger solidarity, **inspiring political commitment** as well as in **mobilizing and catalyzing financing** for gender-responsive education for children and youth in emergencies and protracted crises. **Supporting joint programming to bridge relief and development** provides all partners with the opportunity to draw from a system-wide network of gender expertise, tools and partnerships, allowing for a more comprehensive approach towards gender-responsive education programmes. ECW's function of leveraging and supporting **localizing flexible and accessible investments as well as strengthening capacities of humanitarian and development actors**, increasingly folds in a focus on building national and local capacities around gender equality and the empowerment of women and girls, in part supported by the Acceleration Facility. Through the Acceleration Facility, ECW will continue to invest in **improving accountability, evidence-based data and quality**, ensuring a strong gender lens therein.¹⁶



Boys studying in what used to be their classroom in Al Khair school, Taiz governorate, Yemen.

© UNICEF/Anas Al-Ji

¹⁶ As outlined in ECW's Strategic Plan 2018-2021 and Acceleration Facility Strategy.

IMPLEMENTATION STANDARDS AND PROCEDURES

THE POLICY WILL BE IMPLEMENTED THROUGH STANDARDS AND PROCEDURES WHICH FOCUS ON BOTH INTERNAL SYSTEMS AND EXTERNAL PARTNERSHIPS. THE POLICY REQUIRES THE ORGANIZATIONAL CULTURE OF ECW TO RIGOROUSLY LEAD, UPHOLD AND BE ACCOUNTABLE TOWARDS GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN AND GIRLS.¹⁷

The standards and procedures for implementation of the Policy are at two levels:

1)

The establishment and/or rigorous implementation of **gender-responsive Organizational Practices and Procedures** including ensuring ECW:

- Promotes, protects and ensures a non-discriminatory, empowering, inclusive, diverse and safe work-environment for all, which has zero tolerance and effective redress for any practices in the workplace which may counter this culture, in accordance with the UNICEF rules and regulations;
- Enforces non-discriminatory representation and hiring practices, working towards the goal of gender parity within the Secretariat at all levels;
- Adopts gender mainstreaming approaches into all components of its business operations including within its investments; and is therefore able to ensure it implements gender-responsive approaches within ECW's operations, planning, monitoring and evaluation procedures, including but not limited to the monitoring requirements of Inter-Agency Standing Committee (IASC) Gender with Age Marker (GAM);¹⁸ and,
- Requires all ECW personnel to uphold the Policy, in accordance with roles and responsibilities as described in the Accountability Framework for GEEWG.

¹⁷ In accordance with the UN System-wide Action Plan on Gender Equality and the Empowerment of Women ("2.0")

¹⁸ ECW may reference the UNDG Evaluation Group's requirements on ensuring gender-sensitive evaluations.

2)

The establishment and/or rigorous application of **External Partnership Procedures** ensuring ECW's investment strategies, agreements and grants:

- a. Grounded in robust, nationally-specific gender analyses, adopt a “twin-track” approach to gender mainstreaming in investment allocation, which requires:
 - i. ECW to ensure gender equality and empowerment of women and girl principles enshrined in international norms and standards are **mainstreamed throughout** all grant proposals supported, with a view to advancing real change in the lives of girls and boys; as well as;
 - ii. ECW to ensure **all grant proposals contain** outputs that target gender equality and empowerment of women and girls in interventions;
- b. Uphold and advance both the Gender Equality Accountability tools currently used by the Humanitarian Sector as well as the UN System-wide Gender Equality accountability procedures¹⁹ which require both a) gender mainstreaming into all operations, procedures, programmes and investments (above), as well as to b) hold grantees to account in how these standards are upheld;
- c. Establish and maintain international and national partnerships which actively support advancing gender equality and the empowerment of women and girls in ECW-supported grants;
- d. ECW guidance and grant templates/reporting templates provided to potential and existing grantees clearly outline the Fund's requirements in terms of advancing gender equality and the empowerment of women and girls, within a grant's development, budgeting, implementation, monitoring, evaluation and partnerships;
- e. Require grants to have partnerships including those with women led non-governmental organizations which support the implementation of relevant international norms and standards on gender equality and the empowerment of women and girls; as well as the UN System's broader gender equality accountability mechanisms including the IASC GAM and the UN System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP);
- f. Support strengthened gender-, age- and disabilities-disaggregated data and gender and diversity analysis on trends around children's education in emergencies and protracted crises, at both the global and national levels.

Gender-responsive Organizational Practices and Procedures and rigorous application of External Partnership Procedures are the two levels for implementation of the Policy.

¹⁹ Primarily, the IASC's GAM and the UN-SWAP 2.0, as well as the UNSDG's Evaluation Group's standards for ensuring gender-sensitive evaluations.

ROLES AND RESPONSIBILITIES

ALL ECW BODIES AND PERSONNEL ARE RESPONSIBLE TO IMPLEMENT THE POLICY, AND ALL PERSONNEL PERFORMANCE ASSESSMENTS MUST FACTOR IN THE DEGREE TO WHICH AN INDIVIDUAL IS IMPLEMENTING AND UPHOLDING THE POLICY.

This includes the Executive Committee of ECW in its oversight role of the Fund, ECW Secretariat including the Director and ECW Leadership Team, all ECW Programme and Operations personnel, the ECW's Gender Task Team and Education Task Team in their advisory roles, as well as ECW's Independent Proposal Review Panel in

implementing the grant proposal review standards developed by ECW; as well as any new or emerging Task Teams or bodies coordinated by ECW. The Policy applies to all grantees under the FER, MYR and AF, and to all Strategies produced by ECW.

MONITORING AND COMPLIANCE

IN ACCORDANCE WITH THEIR RESPECTIVE REMITS AND CAPACITIES IN SUPPORTING ECW, THE EXECUTIVE COMMITTEE, THE DIRECTOR OF ECW, THE ECW LEADERSHIP TEAM AND THE GENDER AND DEVELOPMENT MANAGER WILL ENSURE THE SYSTEMATIC MONITORING OF THE POLICY.

All monitoring and compliance requirements under the Policy will be integrated into existing, emerging and future Secretariat accountability and monitoring systems.

The Gender Equality Policy and its accompanying Accountability Framework will be updated at the end of every ECW Strategic Planning cycle.

2.

Accountability Framework



Students at Al-Hikma primary school during the break time. The ECW-supported programme helped keep over 7000 drought affected school children in schools in Nugal, Mudug and Karkar region, Puntland, Somalia.

COMPLIANCE

ECW INVESTMENTS ENSURING IMPLEMENTATION OF THE GENDER EQUALITY POLICY

MINIMUM GENDER MAINSTREAMING CRITERIA

The Policy requires ECW to ensure that all supported grants under the FER window and MYRP are gender-responsive while being context specific, and that they uphold the Policy's principles as outlined therein. As well, the majority of investments under the Acceleration Facility (AF) need to uphold the Minimum Gender Mainstreaming Criteria below. The extent to which all criteria are applied under AF investments will vary depending on the type and scope of specific initiatives funded.

For an ECW grant to be considered "gender-responsive", the following Minimum Gender Mainstreaming Criteria should be applied:

Based on the gender analysis conducted, all grants are required to mainstream gender equality and the empowerment of women and girls (GEEWG) concepts throughout the proposal in a manner which upholds the Policy's principles and standards.

1. **Gender analysis:** All grants must include a gender analysis within the overarching Needs Assessment, as per ECW criteria in this regard, and the results of the gender analysis must inform the design of the grant.
2. **Programme conceptualization:**
 - 2.1 Based on the gender analysis conducted, all grants are required to mainstream gender equality and the empowerment of women and girls (GEEWG) concepts throughout the proposal in a manner which upholds the Policy's principles and standards. GEEWG are to be mainstreamed also within grant's Monitoring and Evaluation (M&E) framework (outputs and outcomes), and that indicators are disaggregated by sex, age and disability wherever possible. Gaps in available sex-, age- and disability disaggregated data are always a potential reality. In these instances, the grant's M&E framework must provide justification as to why this level of disaggregation is not happening. It is strongly recommended that the grant puts in place plans to address the data gaps; in the eventuality that this is not possible, the grant must provide a justification as to why the grant is not seeking to address these data gaps;
 - 2.2 In addition to mainstreaming GEEWG concepts throughout the grant proposal, based on the gender analysis conducted, all grants are required to include at minimum a stand-alone component on GEEWG.



Children practicing their writing in one of the Child Friendly Spaces in Kiryandongo refugee settlement, Uganda.

3. Minimum GEEWG Performance Indicators:¹

The following mandatory **minimum Performance Indicators** are to be incorporated into all grants' M&E frameworks, based on the focus and scope of the grants released.²

- 3.1 All Grants – Grantees apply the IASC GAM to the proposals and share the report generated as part of the proposal submission. Indicators are to be provided on how the GAM will be monitored throughout grant implementation. Unless possible, for FER Grants, the GAM is to be applied 60 days after funds are released;
- 3.2 All Grants - All educational access, retention, out-of-school and attendance indicators in the grant must be disaggregated by sex, age and disability. If not, justification is required and must be approved by ECW Secretariat;

- 3.3 All Grants - Numbers of teachers and administrators trained, disaggregated by sex, and proportion of women;
- 3.4 All Grants - Proportion of ECW-supported schools/learning environments that meet safe learning environment standards as described by INEE Minimum Standards and ECW grants guidelines, including disaster risk reduction, disability and gender specific issues;
- 3.5 All Grants - Number of partnerships with women's NGOs and national /regional/ global INGOs and networks working on GEEWG;
- 3.6 Where relevant – Humanitarian and Refugee Response Plans and Education sector policy/plan specifies prevention and response mechanisms to address gender-based violence in and around schools;

²⁰ Application of these indicators to AF-funded investments is to be taken on a case-by-case basis. All AF funded grants, however, must apply the IASC GAM.

²¹ The majority of Minimum GEEWG Performance Indicators listed are as per ECW's Results Framework – Indicator Guidance Note for Grantees, dated 17 July 2018.

- 3.7 Where relevant - Number of gender sensitive latrines constructed or rehabilitated;
- 3.8 Where relevant – Number of WASH facilities in school with MHM considerations;
- 3.9 Where relevant - Proportion of ECW-supported children under five years of age who are developmentally on track in terms of health, learning, and psychosocial wellbeing, disaggregated by sex, age and disability.

4. Measuring implementation of the grant’s commitments to GEEWG:

- 4.1 All grants must apply the IASG GAM as specified;
- 4.2 All grants must apply the Minimum GEEWG Performance Indicators; and
- 4.3 In the reporting back to ECW, all grants must be able to articulate how ECW’s investment has impacted girls, boys and youth.

5. Gender-responsive strategies: All grants should incorporate strategies which go beyond only addressing the differentiated challenges that girls, boys and youth face in accessing and benefiting from education in emergencies, and also address aspects of the root causes of gender-based discrimination holding girls, boys and youth back.

A written justification must be provided by the grantee in circumstances where one or all the above Minimum Gender Mainstreaming Criteria are not being met. The justification will be taken into account when making a decision on the investment.

SUGGESTED GENDER-RESPONSIVE STRATEGIES WITHIN GRANTS

As per the **Minimum Gender Mainstreaming Criteria**, the Tables below outline the different strategies **which grants may consider integrating depending on context and needs identified in the mandatory gender analysis**. The strategies below may be incorporated into proposals as a means of adopting a more comprehensive gender responsive approach on the ground. The strategies listed are reflective of ECW’s vision of possible gender dimensions of education in emergencies and protracted crises. Grant proposals may go beyond what is listed and/or propose alternative strategies which also uphold the Policy Principles. For further guidance on possible comprehensive strategies to address gender equality and the empowerment of women and girls, please see the UN System-Wide Standards and Resources listed at the end of this document.

Mandatory Minimum Performance Indicators are to be incorporated into all grants’ M&E frameworks, based on the focus and scope of the grants released.

Table 1: First Emergency Response Window – Suggested Gender-Responsive Strategies which Grants could incorporate

PROPOSED STRATEGY	INDICATOR NOTE - Indicators in grant could focus on:
Inclusion of protection measures against sexual and gender-based violence (SGBV), as well as prevention of sexual exploitation and abuse in Humanitarian settings (PSEA).	<ul style="list-style-type: none"> ● prevention, complaints and support mechanisms in place against PSEA; ● % of active duty education staff who have signed a code of conduct under the ECW grant to support PSEA initiatives; ● # of psychosocial initiatives for girls and boys and youth, grounded in an understanding of both the differentiated impact emergencies have on girls and boys, and the root causes of this.
Infrastructure and transportation ensures promotion of Safe Schools and protection from School-Related GBV (SRGBV).	<ul style="list-style-type: none"> ● # of community-based dialogues and outreach services on the equal importance of both girls' and boys' and youths' education; ● # of schools with capacity to report attacks; ● # of attacks on ECW-targeted schools; ● # of gender-responsive initiatives targeting girls' and boys' and youths' transportation to school.
School-based WASH measures include menstrual hygiene management (MHM) initiatives, drawing on global/regional/national best practices.	<ul style="list-style-type: none"> ● # of MHM initiatives supported in the grant; ● # of gender-sensitive latrines constructed or rehabilitated.
Provision of adolescent age appropriate life skills initiatives to support adolescent girls' educational attainment.	<ul style="list-style-type: none"> ● # of girls and boys and youth accessing age-appropriate Life Skills and Opportunities.
Access to female hygiene kits and within this, supporting de-mystification of menstruation and menstrual hygiene.	<ul style="list-style-type: none"> ● # of girls accessing female hygiene kits; ● # of initiatives focused on de-mystifying menstruation and menstrual hygiene.

Table 2: Multi-Year Resilience Window – Suggested Gender-Responsive Strategies which Grants could incorporate

PROPOSED STRATEGY	INDICATOR NOTE - Indicators in grant could focus on:
<p>Inclusion of protection measures against sexual and gender-based violence (SGBV), School-Related GBV (SRGBV), and cooperation with any on-going work to end Harmful Traditional Practices. This strategy would also include the promotion of the participation or re-entry in education for girls who have been subject to early marriage or early pregnancies.</p>	<ul style="list-style-type: none"> ● # of community-based services focused on encouraging increased and equal investment around girls’ and boys’ education; ● # of community-based parenting support groups/services established which are grounded in an understanding of how gender-based discrimination (among other forms of discrimination) negatively impact girls, boys, youth and the community; ● # of community-based outreach and dialogue on the root causes of SGBV and the community-wide impact of harmful practices; ● # of after-school support programmes for girls and boys and youth who have experienced SGB and SRGBV; ● # of peer support groups (made up of girls and boys and youth) focused on ensuring a supportive and safe environment, grounded in an understanding of gender-based discrimination; ● # of women participating in education community-based committees; ● % of women and girls’ who report concerns about experiencing SGBV with regard to attending education settings; ● # of girls and boys and youth accessing age-appropriate Life Skills and Opportunities.
<p>Supporting mechanisms to prevent sexual exploitation and abuse (PSEA) in Humanitarian settings.</p>	<ul style="list-style-type: none"> ● prevention, complaints and support mechanisms in place against PSEA; ● % of active duty education staff who have signed a code of conduct under the ECW grant to support PSEA initiatives; ● # of psychosocial initiatives for girls and boys and youth, grounded in an understanding of both the differentiated impact emergencies have on girls and boys, and the root causes of this.
<p>Infrastructure and transportation ensure promotion of Safe Schools and protection from School-related GBV.</p>	<ul style="list-style-type: none"> ● # of community-based dialogues and outreach services on the equal importance of both girls’ and boys’ and youths’ education; ● # of schools with capacity to report attacks; ● # of attacks on ECW-targeted schools; ● # of gender-responsive initiatives targeting girls’ and boys’ and youths’ transportation to school.
<p>Addressing a shortfall of women teachers and/or the unequal geographic distribution of women teachers (i.e. women teachers may be concentrated in the urban areas).</p>	<ul style="list-style-type: none"> ● Existence of partnerships with Ministries of Education and Universities targeting increased enrolment and retention of women teachers, where there is a shortfall.

PROPOSED STRATEGY	INDICATOR NOTE - Indicators in grant could focus on:
School-based WASH measures include menstrual hygiene management initiatives, drawing on good practices.	<ul style="list-style-type: none"> ● # of MHM initiatives supported; ● # of girls accessing female hygiene kits; ● # of peer-support groups in schools which seek to debunk the myth around menstruation and increase a safe and supportive environment for girls; ● # of community-outreach initiatives targeting increased knowledge of menstruation and the positive impact girls' education has on all.
Systems ensure continued collection of sex, age and disability-disaggregated data on enrollment, retention, drop out and completion.	<ul style="list-style-type: none"> ● Availability of sex, age and disability-disaggregated data education related data.
Provision of adolescent age appropriate life skills initiatives to support adolescent girls' educational attainment.	<ul style="list-style-type: none"> ● # of boys and girls and youth accessing age appropriate Life-Skills programmes (in school and extracurricular).
Addressing household time/care burdens and poverty through cash transfers and school feeding.	<ul style="list-style-type: none"> ● # of School-related social protection systems addressing household time/care burdens and poverty; ● # of after-school excel programmes targeting girls' and boys' and youths' equal participation.
Supporting flexible, accelerated and alternative learning opportunities for adolescents.	<ul style="list-style-type: none"> ● # of initiatives focused on skills attainment of adolescent and teenage mothers in lower and upper secondary school.
Addressing socio-cultural and gender norms and barriers to education and participation in decision-making and leadership of girls and boys and youth.	<ul style="list-style-type: none"> ● Quality and content of initiatives targeting the revision of school-based curriculum at all levels, in which issues of gender-based discrimination and the impact that gender norms have on girls' and boys' and youths' equal enjoyment and benefit of education at all levels; ● # of initiatives supporting the non-traditional streaming of girls and boys into tertiary education; ● Improved learning/evidence about what works to advance Gender Equality in emergencies; ● # of community-based initiatives targeting the increased support on the equal importance of girls' and boys' and youths' education; ● # of peer-support groups with gender parity among leaders and participants, which targeting improved understanding of the impact gender-based discrimination has on girls, boys and youths; ● # of community-based outreach (i.e., radio, social media) seeking to increased understanding of how the intersectionality of discrimination impacts the future of girls and boys and youths; ● # of initiatives seeking to give voice to girls and boys and youth on their opportunities, needs and their solutions to the challenges facing their communities.

PROPOSED STRATEGY	INDICATOR NOTE - Indicators in grant could focus on:
Supporting gender-responsive curricula and teaching practices, including social and emotional learning and life skills.	<ul style="list-style-type: none"> ● Quality and content of initiatives targeting the revision of school-based curriculum at all levels, in which issues of gender-based discrimination and the impact that gender norms have on girls' and boys' and youth equal enjoyment and benefit of education at all levels; ● # of initiatives supporting the non-traditional streaming of girls and boys into tertiary education; ● # of age-appropriate life skills programmes (including extra curricula) which imbed knowledge on the impact of gender-based discrimination and its root causes; and which seek to equally engage both girls and boys and youth; ● # of peer-support groups with gender parity among leaders and participants, which targeting improved understanding of the impact gender-based discrimination has on both girls and boys and youth.
Supporting pre-primary learning opportunities in addition to primary and secondary learning.	<ul style="list-style-type: none"> ● # of community-based services focused on encouraging increased and equal investment on girls' and boys' and youths' education; ● # of community-based services on early childhood development (ECD), which include a systematic focus on the family and community's equal valuing of both girls' and boys' and youths' education; and including the equal importance of both fathers' and mothers' engagement in ECD.



ECW-supported menstrual health management activities with refugees in the Moyo district, Uganda.

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**Table 3: Acceleration Facility
Suggested Gender-Responsive Strategies which Grants could incorporate**

PROPOSED STRATEGY	INDICATOR NOTE - Indicators in grant could focus on:
Supporting gender-responsive strategies of Cluster/ Education Working Group and ECW-facilitated plans.	<ul style="list-style-type: none"> ● % increase in Cluster/Education Working Groups' mainstreaming of GEEWG in their strategies and M&E frameworks through ECW support; ● # of coordination mechanisms at the national and global level on GEEWG in emergencies supported by ECW.
Strengthen capacity to deliver education outcomes through new and innovative ways of planning, financing, and implementing gender-responsive education programmes.	<ul style="list-style-type: none"> ● # of partnerships (global/regional and national) facilitated by ECW support which increase grantees' access to gender expertise and tools.
Strengthening evidence generation and dissemination on gender responsive and transformative approaches.	<ul style="list-style-type: none"> ● # of ECW-supported analysis exploring links between gender-responsive pedagogy and improved learning outcomes; ● # of ECW-supported knowledge products for practitioners on how to mainstream gender, inclusion and protection into strategies and responses to emergencies; ● # of case studies/reviews and Best Practices captured through ECW support on the impact gender-responsive approaches are having on girls' and boys' and youths' equal access, enjoyment and benefits of education in emergencies; ● # of Innovations and capacity building initiatives on intersectionality thereby addressing impact of cumulative and combined inequalities when it comes to girls' and boys' and youths' equal access, enjoyment and benefiting from education in emergencies.

Grants may consider different strategies in integrating gender in programmes depending on context and needs identified in the mandatory gender analysis.

Table 4: Application of Minimum Gender Mainstreaming Criteria by Grant Cycle Stage
 Stages through which the Policy will be implemented during the grant cycle.

STAGE	ACTION FOR COMPLIANCE (Applies to the FER and MYR windows, unless stated otherwise)
Stage 1 Needs Analysis	<ul style="list-style-type: none"> • Requiring application ECW's guidelines and minimum criteria for inclusion of a robust gender –based analysis within grant proposal Needs Assessments (including AF investments where appropriate).
Stage 2 Programme Design	<ul style="list-style-type: none"> • Ensuring proposals meet the minimum Gender Mainstreaming criteria listed above and principles of the Policy; • Ensuring proposals provide gender-responsive outcomes, outputs and indicators for baseline and targets, and ensuring indicators are disaggregated by sex, age and disability; • Ensuring application of the IASC GAM by grant recipients in MYR, AF and FER - (in case of FER, to be applied within 60 days after release of funds); • Ensuring application of Minimum GEEWG Performance Indicators, where appropriate.
Stage 3 Implementation	<ul style="list-style-type: none"> • Advocating with grant recipients to deepen their implementing partners' gender capacities, and to deepen grant recipients' partnerships with International, regional, national and local organizations including women and women-led organizations and networks to this end; • Requiring from grant recipients to engage in capacity strengthening for gender mainstreaming in education programming.
Stage 4 Monitoring and Evaluation	<ul style="list-style-type: none"> • Ensuring application of ECW's gender-responsive M&E requirements in all grants released under FER and MYR as well as the AF; • Actively encouraging grantees to capture Promising Practices, Case Studies on advancing GEEWG made possible by ECW investments; • Ensuring end-of-grant evaluations are gender-responsive, drawing on existing tools and guidelines within the Humanitarian and Development sectors.
Stage 5 Resource mobilization	<ul style="list-style-type: none"> • Under the MYR, education clusters/working groups submitting grants will specify within the grant the percentage of funding gap to be mobilized which they will ensure is going towards interventions coded at 2, 3 or 4 using the IASC GAM coding.

COMPLIANCE

ORGANIZATIONAL CULTURE AND POLICY IMPLEMENTATION

A positive and supporting organizational culture for all staff has been repeatedly identified as a key enabler in the promotion of GEEWG. The available literature considers “organizational culture” as a set of deeply rooted beliefs, values and norms (including traditions, structure of authority and routines) in force within the institution; and a pattern of shared basic assumptions internalized by the institution.²²

For the Policy to be upheld, a gender-responsive **Organizational Culture and Practice** is therefore crucial and is materialized through (a) the ways in which ECW conducts its business, treats its employees and partners; (b) the extent to which decision-making involves staff (irrespective of rank, grade or opinion) and power and information flows (formal and mostly informal); and (c) the degree of commitment of staff towards collective implementation of the Policy.²³



Making the Argument for Gender Equality
All too often in Humanitarian settings, there are a series of arguments put forward which counter the viability of core gender equality principles being addressed in terms of children's education. Examples include:

1. “We don't need to think about gender, it's obvious what the differences are between boys and girls.”
2. “We don't have time. It is too difficult to consider the needs of different learners in an emergency. We already have so much to do.”
3. “We give the same to all the school students, that's fair.”
4. “This is an emergency, we are focused on saving lives. Gender-responsive education is a luxury for later.”
5. “Gender is a sensitive issue. Delving too deeply into such questions is inappropriate and gives rise to negative local perception of education interventions.”
6. “Humanitarian actors should be neutral and should only deliver life-saving assistance. We should not aim to change social dynamics. It may put our reputation, or even our operations, at risk.”
7. We don't even have complete total statistics, separating by sex is too complicated.”

[Extracted by INEE/UNGEI “Guidance Note on Gender” 2019, pages 21-25]

22 UNSDG, “UN SWAP Gender Equality Scorecard – 2018 Framework and Technical Guidance”, 2018, page 79.

23 UNSDG, “UN SWAP Gender Equality Scorecard – 2018 Framework and Technical Guidance”, 2018, page 79.

The table below outlines the specific measures ECW will take to ensure Organizational Culture and Practices are in place as a requirement for the Policy’s effective implementation.

Organizational Culture and Practice

COMPONENTS	ACTION FOR COMPLIANCE	PERFORMANCE INDICATORS REQUIREMENTS ²⁴
Leadership	ECW Executive Committee and Leadership Team within the ECW Secretariat will strive to ensure that the specific needs, strategic interests, priorities and experiences of girls, boys and youth (and men and women) are considered systematically throughout ECW’s work.	<ul style="list-style-type: none"> ● # of initiatives, speeches and media communication by ECW publicly championing GEEWG; ● Any reporting on impact of ECW investments incorporates progress and challenges to implementing the Policy.
	ECW Leadership Team will promote, protect and ensure a non-discriminatory, empowering, inclusive and safe work-environment for all, which actively prevents, addresses and prosecutes any practices in the workplace which may counter this culture, in accordance with the UNICEF rules and regulations.	<ul style="list-style-type: none"> ● # of awareness raising sessions among ECW personnel on their rights in the workplace.
	ECW Leadership Team will enforce non-discriminatory representation and hiring practices, working towards the goal of gender parity within its bodies/associated bodies, and within the Secretariat at all levels.	<ul style="list-style-type: none"> ● Ratio of women to men in all levels in ECW Secretariat.
	ECW Leadership Team will enforce Minimum Gender Mainstreaming Criteria.	<ul style="list-style-type: none"> ● % of grants in FER which meet Minimum Gender Mainstreaming criteria listed above; ● % of grants in MYR which meet Minimum Gender Mainstreaming criteria listed above; ● % of performance indicators met for the Acceleration Facility (above); ● Degree to which content of future corporate Strategic Plans and related planning strategies and documents reflect the Policy; ● Degree to which content of Business and Operations Manual reflects the Policy; ● Degree to which content of Grantee Guidelines for proposal development, design, review, and M&E reflect the Policy.

²⁴ Derived from the Performance Indicators in the UN System-wide Action Plan on Gender Equality and the Empowerment of Women 2.0 (UN-SWAP)

COMPONENTS	ACTION FOR COMPLIANCE	PERFORMANCE INDICATORS REQUIREMENTS ²⁴
Culture and Practice	All ECW operational procedures guiding the full grant cycle under all funding windows must support the full implementation of the Policy's vision and principles, and as per the Compliance tables above.	<ul style="list-style-type: none"> ● Content of future corporate Strategic Plans and related Accountability documents; ● Business and Operations Manual content; ● Grantee Guidelines for proposal development, design, review, and M&E.
	Resources will be made available to strengthen ECW personnel capacity in (a) advancing Gender Equality in children's and youth's access to education in emergencies; (b) increased capacities to mainstream Gender Equality into all areas of ECW's work.	<ul style="list-style-type: none"> ● # of personnel accessing Human Rights, Gender Equality and Gender Mainstreaming training; ● # of Good Practices/Case Studies developed on the gender impact of ECW investments.
	Ensure the organization has the Advocacy and Communications messaging required to advocate with partners at all levels on the centrality of Gender Equality to advancing children's and youth's education in emergencies and protracted crises.	<ul style="list-style-type: none"> ● # of Business Cases developed on ECW's comparative advantage in advancing GEEWG in education in emergencies and protracted crises; ● Communications plan includes GEEWG as integral component of internal and public information dissemination.
	ECW will ensure that it has the international, regional and national partnerships in place in support of building capacity of grantees around GEEWG.	<ul style="list-style-type: none"> ● # and type of partnership agreements/arrangements which support building ECW grantee capacities/increasing grantee access to gender expertise.
Monitoring and Accountability²⁵	ECW Secretariat will require grantees to use the IASC GAM in proposal development and monitoring;	<ul style="list-style-type: none"> ● % of grantees applying the IASC GAM; ● % of grantees using the IASC Gender and Humanitarian Settings Handbook; ● % of grantees using the IASC Guidelines for GBV interventions in humanitarian settings; ● % of grantees using the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings; ● % of grantees using the INEE Guidance Note Gender Equality in and through Education (2019); ● % of grantees using the Safe Schools Declaration and Guidelines.
	Additionally, key resources listed below on Gender Mainstreaming and Gender Equality in Humanitarian settings will be the reference point for ECW Secretariat.	
	All ECW personnel TORs will reflect their obligations under the Policy.	<ul style="list-style-type: none"> ● Content of Job Descriptions; ● Content of staff annual workplans and assessment.
	All ECW personnel, regardless of level, will incorporate the Policy obligations into their annual performance assessments.	

²⁵ Several actions are extracted from the ECW's Gender Equality Strategy 2018-2021.

COMPONENTS	ACTION FOR COMPLIANCE	PERFORMANCE INDICATORS REQUIREMENTS ²⁴
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ECW will ensure all investments adopt the “twin track” gender mainstreaming approach outlined in the Minimum Gender Mainstreaming Criteria, excluding the AF in certain instances. Any deviation or lack of application of the Minimum Gender Mainstreaming Criteria is to be justified in writing by the grantee and/or ECW staff responsible and signed off by the Director or delegated official.

- % of grants which meet Minimum Gender Mainstreaming criteria;
- % of grants which apply Minimum GEEWG Performance Indicators.

Annual reporting done by ECW will incorporate a robust analysis of the status of implementation of the Policy, and the impact the Policy has had on the situation of girls, boys and youth on the ground.

- # ECW annual reports incorporating a review of the Policy’s implementation and impact;
- # of one-page analysis per funding windows per year done by ECW which track – by window – the successes and challenges of the Policy implementation.

As part of the Secretariat’s planning cycle, a review of performance under the UN-SWAP guidelines will be carried out to capture learnings, innovative approaches and to determine how and where the Policy and Accountability Framework should be updated.

- Conducting a Gender review of work using the UN-SWAP 2.0 Guidelines;
- Revision of the Policy and its Accountability Framework in conjunction with the Strategic Plan.



Children benefiting from ECW-supported education in emergencies support in Papua New Guinea after the island nation was struck by a 7.5 magnitude earthquake.

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ROLES AND RESPONSIBILITIES

THE IMPLEMENTATION OF THE POLICY AND ACCOUNTABILITY FRAMEWORK ARE THE RESPONSIBILITY OF ALL PERSONNEL OF ECW SECRETARIAT. THE ULTIMATE RESPONSIBILITY FOR THE IMPLEMENTATION OF THE POLICY AND FRAMEWORK REST WITH THE DIRECTOR OF ECW.

ROLE	RESPONSIBILITIES
ECW Executive Committee	<ul style="list-style-type: none">• Regularly monitors the degree to which ECW's investments are advancing the international norms and standards supporting the advancement of GEEWG;• In its capacity of approving proposals/grants above the Secretariat's delegation of authority, the Executive Committee will ensure that these proposals meet the Policy requirements.
ECW Director	<ul style="list-style-type: none">• Internally and externally champions for the advancement of GEWEG in the context of children's education in emergencies;• Advised by the ECW Leadership Team, ensures the requirements under the Policy and its accompanying Accountability Framework are enforced and regularly monitored;• Ensures all annual reporting is provided to the Executive Committee on how the Policy has been implemented;• Ensures the Policy and Accountability Framework are updated as required and at minimum, with the conducting of a participatory review of their implementation at the end of the current planning cycle (2018-2021);• Promotes, protects and ensures a non-discriminatory, empowering, inclusive and safe work-environment for all, which actively prevents, addresses and prosecutes any practices in the workplace which may counter this culture, in accordance with the UNICEF rules and regulations;• Ensures that ECW's hiring practices actively support gender parity in the organization;• Ensures the future Job Descriptions of all personnel reflect their accountability under the Policy; that current personnel are informed of their obligations under the Policy; and that that all personnel performance assessments measure the degree to which each personnel has contributed towards the Policy's implementation.

ROLE	RESPONSIBILITIES
All Senior Managers (P5 and above)	<ul style="list-style-type: none"> ● Internally and externally champion for the advancement of GEEWG in education in emergencies; ● Oversee implementation of the Policy and Accountability Framework requirements throughout all business processes; revisions to Operations; grant proposal endorsement, and throughout the grant cycle; ● Approve/endorse any justifications for not applying the Minimum Gender Mainstreaming Criteria as outlined above; ● Promote the vision of achieving parity between women and men staff ratios at all levels of the organization; ● Promote and monitor to ensure non-discriminatory, empowering, inclusive and safe work-environment for all, which actively prevents, addresses and prosecutes any practices in the workplace which may counter this culture, in accordance with the UNICEF rules and regulations.
Monitoring and Evaluation Personnel	<ul style="list-style-type: none"> ● In consultation with the ECW Leadership Team and working with the Education/ Gender and Development Manager, will ensure M&E requirements under the Policy and Accountability Framework are integrated into grantee guidelines, including the application and use of the IASC GAM; ● In consultation with the ECW Leadership Team and working with the Gender and Development Manager, will ensure evaluation guidelines for grantees incorporate gender-responsive evaluation requirements, possibly drawing from the standing recommendations of the UNSDG Evaluation Group.
Gender and Development Manager	<ul style="list-style-type: none"> ● Monitors the overall implementation of the Policy, accompanying Accountability Framework, as well as advises the ECW Leadership Team therein (challenges, successes, and learnings); ● Supports revisions of ECW Systems, Manuals and templates to ensure the principles and requirements under the Policy are upheld; ● Reviews all proposals to ensure application of ECW's the Policy and Accountability Framework, including the Minimum Gender Mainstreaming Criteria and support the M&E of all grants from a gender equality perspective; ● Provides strategic advice and technical support on Gender Equality and the Policy implementation within the education programmes and policy work of ECW, including how to make proposals more gender responsive and how to enhance monitoring in this regard under the grants; ● Identify and leverage strong gender partnerships in -country to advance and ensure gender responsive programming; ● Consolidates evidence of impact of the Policy, including the impact of ECW investments on GEEWG in emergencies; ● Facilitates, where possible, grantees access to international, regional and national partners to support increasing gender expertise under the grant and contributes to gender capacity building/strengthening of programme design/ implementation teams at country level.

ROLE	RESPONSIBILITIES
Programme Personnel	<ul style="list-style-type: none"> Support the implementation of the Policy and Accountability Framework's throughout the grant cycle, as outlined in the above Compliance sections.
Operations Personnel	<ul style="list-style-type: none"> Ensure Operation manuals/templates provided to grantees and potential grantees are updated to reflect the Policy and accompanying Accountability Framework, in coordination with the Gender and Development Manager; Enforce non-discriminatory representation and hiring practices, working towards the goal of gender parity within its bodies/associated bodies, and within the Secretariat at all levels; As and when the ECW Secretariat's Financial Monitoring system evolves, work with the Gender and Development Manager to identify how to enhance monitoring of ECW investments from a gender perspective under the IASC GAM's application.
Gender Task Team	<ul style="list-style-type: none"> Provides advice to the ECW Secretariat on the overall implementation of the obligations taken under the Policy and accompanying Accountability Framework; Advises on partnerships which may support grantees' access to necessary gender equality expertise and networking; Advises ECW Secretariat on emerging tools and best practices in the area of Gender Equality in education in emergencies which can help inform future policies, priorities and strategies of ECW.
ECW Independent Proposal Review Panel	<ul style="list-style-type: none"> Ensures all proposals reviewed meet the Minimum Gender Mainstreaming Criteria and/or provide justification if not met.
Education Technical Task Team	<ul style="list-style-type: none"> In its capacity to advise on the design of MYR programmes and other education related initiatives, keeps a focus on gender-responsive approaches to education (Promising Practices/Innovations) in their discussions.



A girl taking notes on her lap at a school site in the Protection of Civilians camp outside Juba, South Sudan.

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ANNEX

KEY UN SYSTEM-WIDE STANDARDS AND RESOURCES

TO BE USED IN IMPLEMENTING ECW'S GENDER EQUALITY POLICY

Inter-Agency Standing Committee (IASC). Guidelines for gender-based violence interventions in humanitarian settings (2015) <http://gender.onerresponse.info>

Inter-Agency Standing Committee (IASC). The Gender Handbook for Humanitarian Action (2017) <http://gender.onerresponse.info>

Inter-Agency Standing Committee (IASC). Policy and Accountability Framework – Gender Equality and the Empowerment of Women and Girls in Humanitarian Action November 2017, <https://interagencystandingcommittee.org/gender-and-humanitarian-action/documents-public/iasc-policy-and-accountability-framework-gender>

Inter-Agency Standing Committee (IASC). Guidelines on Mental Health and Psychosocial Support in Emergency Settings (2007) <http://www.reliefweb.int/rw/lib.nsf/db900SID/YA0I-6Z3A2K?OpenDocument>

Interagency Network for Education in Emergencies (INEE), United Nations Girls Education Initiative (UNGEI). Guidance Note: Gender Equality in and through Education (2019) <https://inee.org/resources/inee-guidance-note-gender>

Safe Schools Declaration and Guidelines, http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf

UNESCO. International technical guidance on sexuality education (2018), <https://unesdoc.unesco.org/ark:/48223/pf0000260770>

UN-SWAP 2.0, <http://www.unwomen.org/en/how-we-work/un-system-coordination/promoting-un-accountability>

TERMS AND DEFINITIONS

Gender

Socially constructed identities, attributes and roles for women and men, girls and boys, and society's social and cultural meaning for these biological differences resulting in hierarchical relationships between women and men, girls and boys and in the distribution of power and rights favoring men and disadvantaging women. This social positioning of women and men, girls and boys are affected by political, economic, cultural, social, religious, ideological and environmental factors and can be changed by culture, society and community.

Gender Norms

The informal rules and shared beliefs that distinguish expected behavior on the basis of gender at particular points in time and in particular social contexts, and which may lead to inequitable outcomes. Gender norms evolved and change over time. Periods of emergencies or vulnerabilities may result in a "backtracking" of changes in gender norms.

Gender Roles and Stereotypes

The expected roles, including behaviors, activities and responsibilities, associated with each sex group and which are often an exaggeration of gender norms.

Gender Socialization

The process by which individuals (especially children and adolescents) internalize gender norms and develop beliefs, attitudes and practices on that basis. In essence, it is how girls and boys "learn" what it means to be a girl or boy in a given society and culture and a certain point in time.

Gender Equality

The equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men are the same but that women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken

into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but concerns all men, women, girls and boys. Equality between women and men is both a human rights issue and a precondition for, and indicator of, sustainable people-centered development.

Gender Equity

The process of being fair and ensuring justice to both women and men, girls and boys regarding benefits, access and needs. Temporary special measures, for example, are contributing towards equity and may be needed to compensate for historical or systematic bias or discrimination. However, temporary special measures ideally should go beyond the concept of equity. Gender equity is one means of achieving gender equality but must happen in conjunction with a series of efforts to ensure substantive gender equality. Working on Gender equity in no way replaces the broader investments required to achieve substantive gender equality.

Gender-Based Discrimination

Any distinction, exclusion or restriction, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women of human rights and fundamental freedoms is discrimination, even where discrimination was not intended. This would mean that identical or neutral treatment of women and men might constitute discrimination against women if such treatment resulted in or had the effect of women being denied the exercise of a right because there was no recognition of the pre-existing gender-based disadvantage and inequality that women face.

Gender-Based Violence

An umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences. The term Gender Based Violence (GBV) highlights the gender dimension of these types of acts; in other words, the relationship between subordinate status of girls and women in society and their increased vulnerability. Men and boys may also be

victims of GBV. GBV includes: “sexual violence, including sexual exploitation and abuse, forced prostitution, forced and child marriage, rape, and forced pregnancy; domestic and family violence, including physical, emotional, psychological, and sexual violence and denial of resources or opportunities; and harmful cultural or traditional practices, including FGM/C, honor killings, and widow inheritance.”

School Related Gender Based Violence

Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics, violating children’s fundamental human rights and is a form of gender-based discrimination. School Related Gender Based Violence (SRGBV) is perpetuated by women and men teachers, and by students and include: bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. In emergencies, the following may increase the risk of higher levels of SRGBV: Stigma and silence around GBV in the community; Lack of training and skills among teachers and learners on how to recognize and respond to SRGBV; Lack of knowledge on use of positive discipline and professional codes of ethics due to quick recruitment and training processes in emergencies; Unmotivated, underpaid, and unpaid teachers; Male-dominated environments, particularly the military.

Gender-responsive

ECW adopts a gender-responsive approach, which seeks to go beyond addressing the differential needs of and inequalities experienced by women, men, girls and boys (often termed a gender-sensitive approach), focusing on the “structural causes, as well as the symptoms of gender inequality, leading to lasting changes in the power and choices women (and men) have over their own lives, rather than just a temporary increase in opportunities”. This is also referred to as the Transformational approach.

Intersectionality

Gender-based discrimination is inextricably linked with other factors that affect women and girls, such as race, ethnicity, religion or belief, health, status, age, class, caste and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect women and girls belonging to such groups to a different degree or in different ways to men and boys.

Gender Mainstreaming

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Harmful Traditional Practices

Grounded in “discrimination based on gender and age, among other things, and have often been justified by invoking sociocultural and religious customs and values, in addition to misconceptions relating to some disadvantaged groups of women and children”. Harmful Traditional Practices (HTPs) are often associated with serious forms of violence or are themselves a form of violence against women and children. The nature and prevalence of HTPs will vary country by country and even within countries, the most prevalent forms of HTPs are FGM/C, child and/or forced marriage and early unions, polygamy, crimes committed in the name of so-called honor and dowry-related violence. In some countries where HTPs may have disappeared, they may re-emerge as a result of conflict or emergency situations.

26 CEDAW/C/GC/28, “CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW”, 2010, para 5.

27 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

28 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

29 <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

30 CEDAW/C/GC/28, “CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW”, 2010, para 5.

31 International Network for Education in Emergencies (INEE), United Nations Girls Education Initiative, “Guidance Note: Gender Equality in and through Education”, 2019, page 56.

32 International Network for Education in Emergencies (INEE), United Nations Girls Education Initiative, “Guidance Note: Gender Equality in and through Education”, 2019, page 56.

33 IASC Reference Group on Gender and Humanitarian Action, “IASC Guidelines – The Gender Handbook for Humanitarian Action”, February 2018, page 383.

34 CEDAW/C/GC/28, “CEDAW General Recommendation No.28 on the Core Obligations of State Parties under Article 2 of the CEDAW”, 2010, para 18.

35 ECOSOC agreed conclusions 1997/2.

36 CEDAW/C/GC/31-CRC/C/GC/18, “Joint General Recommendation No. 31 of the CEDAW Committee/General Comment No.18 of the CRC Committee on Harmful Practices”, November 2014, paras 7 & 8.

ECW is the first global fund dedicated to education in emergencies and protracted crises. It was launched by international humanitarian and development aid actors, along with public and private donors, to address the urgent education needs of 75 million children and youth in conflict and crisis settings. ECW's investment modalities are designed to usher in a more collaborative approach among actors on the ground, ensuring relief and development organizations join forces to achieve education outcomes. Education Cannot Wait is hosted by UNICEF. The Fund is administered under UNICEF's financial, human resources and administrative rules and regulations, while operations are run by the Fund's own independent governance structure.

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