Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Making Space, Moving Barriers: How the EiE-GenKit Mobilized Local Solutions to Gendered Barriers for Girls' Education in Emergencies and Protracted Crises (EiEPC)

2. Country or countries where the practice is implemented *

South Sudan, Uganda

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- [x] Action Track 1. Inclusive, equitable, safe, and healthy schools
- [ ] Action Track 2. Learning and skills for life, work, and sustainable development
- [ ] Action Track 3. Teachers, teaching and the teaching profession
- [ ] Action Track 4. Digital learning and transformation
- [ ] Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   UN Girls' Education Initiative (UNGEI), ECW, Plan International

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

   Gender equality in education in emergencies
   Marginalized girls

6. What makes it a best practice? *

   The EiE-GenKit, and its piloting process, responds to a need for practical, adaptable, resources and guidance to ensure EiEPC are gender-responsive. The pilot ensured close collaboration with national stakeholders to identify context-specific, gender-responsive strategies to enhance EiE, especially for the most marginalized girls.

Description of the best practice

7. Introduction (350-400 words)
    This section should ideally provide the context of, and justification for, the practice and address the following issues:

    i) Which population was affected?
    ii) What was the problem that needed to be addressed?
    iii) Which approach was taken and what objectives were achieved? *

    According to UNICEF and UNFPA, from a press release this year, globally, over 11 million girls may never go back to school after the pandemic; an additional 10 million girls are at risk of child marriage over the next decade; and two million additional cases of female genital mutilation may occur. Women and girls are at a disproportionate risk of gender-based violence and attacks on education. INEE's 2021 Mind the Gap Report highlights this major issue, suggesting that between 2015 and 2019, 21 countries had data on attacks on education that explicitly targeted girls and women.

    Facing these mounting challenges, humanitarian actors, government stakeholders, and feminist youth-led organizations expressed the need for practical resources and guidance to ensure education in emergencies and protracted crises (EiEPC) responses are gender responsive, at a minimum, with the aim for gender transformation and gender equality in EiEPC, recovery and beyond.

    To respond to this need, since 2019, in partnership with INEE and ECW, UNGEI championed developing the EiE-GenKit, a resource package for ensuring gender equality in EiE across phases of the humanitarian programme cycle in EiEPC. It was developed through a consultative process that involved over 80 stakeholders working on gender and EiE at global and country levels. It also included reviewing 150 existing tools and resources.

    In 2021, UNGEI worked closely with Plan International to orient stakehodlers and then pilot the EiE-GenKit in EiEPC settings in South Sudan and Uganda where ECW had existing investments. The pilot results suggest that important, immediate actions can be taken to deepen gender equality in EiEPC. Longer-term, planned and funded gender equality in EiEPC capacity building efforts over the life of an EiEPC project, with flexible financing to make programme adjustments in real-time, are needed to ensure gender transformation and sustain gender equality.

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in
   relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and
   whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society
   organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the
   implementation?
   *

First, Plan International South Sudan and Uganda teams adapted and customized EiE-GenKit
orientation materials developed by UNGEI to implement a 2-day rapid orientation with
approximately 25 stakeholders per context. This included interactive sessions to assess gender
capacity of stakeholders, practical applications activities using the EiE-GenKit tools (selected
based on existing programming and needs, including Covid-19 related constraints), and an
action planning guidance for the application of EiE-GenKit tools within schools and communities.
The orientation included female and male stakeholders from implementing partner civil society
organizations, representatives of the Ministry of Education and district education offices,
community leaders, school administrators, teachers, parent groups, and learners.

After the 2-day orientation, and when COVID restrictions permitted, in partnership with these
local stakeholders, selected tools were piloted and put into action to strengthen gender equality
in EiE programmes and piloted with nearly 700 female and male students, education personnel,
parents/caregivers, and community leaders in South Sudan and 43 stakeholders representing
the same groups in Uganda.

Closing workshops were held in South Sudan and Uganda in the last quarter of 2021 to reflect
on how using the tools enhanced gender equality in communities and schools, provide feedback
to improve the tools, and identify recommended actions to continue strengthening gender
equality through EiE efforts.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:

   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   In Uganda, as a result of using the kit, community leaders and school stakeholders, including teachers and students, assessed school environments. They jointly identified ways to make their school improvement plans more inclusive and equitable for all students. Standard operating procedures were developed for recruiting female teachers in Uganda and ensure gender responsive data collection, such as in needs assessments.

   In South Sudan, Plan International South Sudan oriented stakeholders from the Ministry of General Education and Instruction, who stated that there is a need to use the EiE-GenKit to strengthen gender equality within the education across the country, not just in project sites. Further, the kit was an entry point to make school environments safer and more inclusive by eliminating gendered safety barriers and identifying needs such as gender-responsive and inclusive structures, such as WASH infrastructure inclusive for children with disabilities and breastfeeding rooms for adolescent mothers attending the accelerated learning program, ideas planned for future EiEPC programming.

10. Lessons learnt (300 words)

    To the extent possible, please reply to the following questions:

    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    In many instances, as stated by EiEPC and gender technical experts and frontline responders in a 2019 consultation, new resources are developed and launched online, and those end-users resources are intended for the most may never know they exist. In other cases, understanding how and setting aside time to use new tools may be challenging, especially with competing demands and financial constraints typical of operating in EiEPC settings.

    Designating a space, time, and human and financial resources for orienting stakeholders on the kit so stakeholders could identify how to best use it in their context for deepening gender equality in EiEPC was a game changer according to pilot leads from Plan International Uganda and South Sudan. Also, involving senior Ministry of Education and General Instruction staff was crucial in illustrating how gender equality could be strengthened not just on a project basis, but at the systems' level, with a clear tool and resource that could be a starting point for doing so, without the need to reinvent the wheel.

    One challenge was that after the affected population used the Kit to identify ways to deepen gender equality and inclusion, their budgets were already earmarked and not flexible to use funds in real-time to take up some of the actions girls, boys, women and men in schools and communities identified. In the future, flexible financial mechanisms offering budget flexibility to change course in real-time, as well as using the EiE-GenKit for needs assessments, preparedness, programme design and planning will support uptake of gender responsive and transformative actions identified thorugh using the kit.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

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12. Further reading
    Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

    https://www.ungei.org/publication/eie-genkit
    https://www.ungei.org/news/eie-genkit-launched-ecw-inee-and-ungei
    A Learning Brief on this initiative is forthcoming.