GUIDANCE NOTE:
GENDER TRANSFORMATIVE EDUCATION AND PROGRAMMING

PLAN INTERNATIONAL
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Afriyana's new temporary classroom in Central Sulawesi Province (Indonesia).

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List of Acronyms

ADM	Alternative Delivery Modality
AEP	Alternative Education Program
ALP	Accelerated Learning Program
CAY	Children and Youth
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ECW	Education Cannot Wait
EFA	Education for All
EiE	Education in Emergencies
ESP	Education Sector Plan
GBV	Gender Based Violence
GE	Gender Equality
GEIA	Gender Equality and Inclusion Analysis
GPE	Global Partnership for Education
GRESP	Gender Responsive Education Sector Planning
GTE	Gender Transformative Education
INEE	Interagency Network for Education in Emergencies
IQE	Inclusive Quality Education
LGBTQI+	Lesbian Gay Bisexual Transsexual Queer Intersex Plus
M&E	Monitoring and Evaluation
MHM	Menstrual Hygiene Management
MISOSA	Modified In-School Approach
MoE	Ministry of Education
OHSP	Open High School Program
PTA	Parent Teacher Association
RAISE	Real Assets through Improved Skills and Education
SDG	Sustainable Development Goals
SMC	School Management Committee
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
SRGBV	School Related Gender Based Violence
STEM	Science Technology Engineering Math
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
WASH	Water Sanitation and Health

PREFACE

What is the Guidance and Who is it for?

The purpose of this guidance is to establish a conceptual framework and common language that reflects Plan International's gender transformative approach to education programming and influencing. It brings together Plan International's past *experience* in education programming addressing gender-based barriers and discrimination, it reflects Plan's *commitment* to achieve greater progress towards gender justice within education programming, and it situates Plan amongst education sector peers and colleagues who together are *leading a movement* to harness the transformative potential of education.

The guidance will therefore begin with the technical foundation for Plan's Gender Transformative Approach to Education Programming, and then will introduce a practical framework and a description of education interventions and how they can contribute to gender transformative programming.

This guidance is for staff in Plan International Country Offices, Regional Offices, National Organisations, and Liaison Offices, as well as partner organisations who are involved in the design, implementation, and monitoring, evaluation and learning of programmes, training initiatives and staff inductions. It should be used to inform programme strategies in education, to support project design and business development, and to provide a framework and vernacular for advocacy and influencing.

Why is it Needed?

This guidance is a direct response to requests from staff across Plan International to improve their own knowledge about gender transformative programming and to strengthen their skills and competencies to design and implement quality programmes that support gender transformative education.

This guidance is also a response to the evolving shift in the education sector towards a more explicit and active commitment to addressing gender-based barriers and exclusion within and beyond the education system. This shift recognizes not only the right to education that should be fulfilled for all children and young people, but also the role of education itself to be a tool for gender transformative change within communities and societies. As an organization that has put gender equality at the heart of its work, it is important that Plan International has a strong gender transformative approach to education programming that is well understood by Plan International staff, partners and colleagues.

Roshni (5) a day at school in Uttar Pradesh (India).

1. INTRODUCTION

1.1 WHAT IS GENDER TRANSFORMATIVE EDUCATION AND PROGRAMMING?

Gender transformative education recognizes that education can be a force for the achievement of positive social change and gender justice. Education has the potential to contribute to changes within existing and long-standing gender norms, to promote positive and transformative social and political change for women and girls, and address power inequalities between genders.

> **Gender Transformative Education**: goes *beyond* acknowledging and responding to gender disparities within the education system and the learning experience of the student, and strives to harness the full potential of education to transform attitudes and practices within and beyond the education system to contribute to a broader environment of gender justice for girls and boys in all their diversity[1].

This transformative potential means that progress can be made in and through education towards

important social shifts such as the reduction of gender-based violence, early marriage and the promotion of gender equality and women's leadership. In order to realize this potential, education systems, actors and resources must actively promote gender equality and inclusion, combat discrimination and contribute to the empowerment of female students and engagement of male students in all their diversity. The term 'gender transformative education' refers specifically to the transformative potential of *education systems* and *service provision/providers*.

> **Gender Transformative Education Programming**: works at multiple levels to promote and improve access to education for all by targeting the *root causes* of gendered social and economic barriers, to strengthen the *transformative nature of education systems and service provision*, and to create an *enabling environment* for transforming unequal gender norms. A Gender Transformative Education Programme therefore strives towards the achievement of greater gender equality *to*, *in* and *through* education.

| TO | Equal access to lifelong learning through transformative change | IN | Curricula, pedagogy, textbooks, policy etc. as transformative tools | THROUGH | Learners as active agents of change in transformative communities |

1.2 HOW GENDER TRANSFORMATIVE EDUCATION PROGRAMMING FITS WITHIN PLAN INTERNATIONAL'S POLICIES AND WORKING APPROACHES

Our commitment to applying a gender transformative approach to education is rooted in our goal of ensuring that vulnerable and excluded girls, along with all children, achieve their rights to inclusive quality education. We do this by focusing on three dimensions of change:

1. Changing **social norms, attitudes and behaviours** so they are no longer harmful, and rather promote equality and enable children and youth to grow up healthy, safe and happy.

In many societies girls, boys and youth, including children and youth who identify as LGBTIQ+[2], continue to face deeply entrenched, restrictive social and gender norms and cultural attitudes and practices. These result in gender bias and discrimination against them, and affect how they see themselves, their worth in society and how they are expected to behave. The barriers are greatest for girls living in rural areas where the negative effects of other factors of exclusion are compounded, making it more difficult to access education.

2. Using **social and economic resources** to equally support girls, boys, young women and young men to develop their full potentials.

Because of poverty, millions of children do not enrol in school at the right time, do not enrol at all, or drop out early, as their parents cannot afford the costs and the potential income lost as a result of a child attending school. Poverty is an especially pronounced barrier for girls, due to their increased vulnerability to early marriage, boy preference and unpaid care work. Poverty affects children's education in multiple ways: children, especially girls, from socio-economically disadvantaged families might not enter school at all, but if they do, they also often have not had the chance to develop adequate levels of

Norms, attitudes & behaviours

Social and economic assets & safety nets

Policy frameworks & budgets

school readiness due to challenges with their health, and in their homes and neighbourhoods. These challenges undermine children's ability to fully acquire the physical and emotional health, cognitive skills and motor development needed to thrive in school, as well as the general and social knowledge, competence and language skills. These environmental aspects are likely to continue to affect children's ability to learn throughout their education, resulting in lower learning outcomes, and reduced rates of continuation into secondary education, thus lessening their chances of acquiring decent and well-paid work.

3. Applying **international and national laws, policies, budgets, investments and services** to tackle gender inequality and exclusion in very tangible ways.

There are multiple reasons why many governments do not adequately invest in education – despite their obligation under international conventions to invest a maximum of available resources into realising the right to education for all. The groups most affected are the most vulnerable and excluded children, especially girls, including those living in fragile and crisis contexts, in remote areas, those with a disability and those from ethnic minority groups. They have the most limited access to schools with trained teachers and adequate resources and facilities.

Girls and boys are working together to help Girls Get Equal in El Salvador.

The **Inclusive Quality Education Narrative** outlines how these characteristics can be applied for inclusive quality education according to the three dimensions of change from Plan International's **Global Theory of Change**. We apply a gender transformative approach to education by:

CHANGING SOCIAL NORMS, ATTITUDES AND BEHAVIOURS	STRENGTHEN SOCIAL AND ECONOMIC RESOURCES AND SAFETY NETS	IMPROVING POLICY FRAMEWORKS, BUDGETS AND SERVICES
• Engage with families, communities, leaders, school teams, children and young people to identify gender norms – including those on sexual orientation, disability, or early pregnancy – that impede education, and help to construct alternative, positive ones. • Identify and support positive "norm trendsetters" – individuals who are prepared to adopt, or have already adopted, new practices and behaviours favouring inclusive quality education, even when these are not aligned with the expectations of society.	• Support initiatives led by local communities or organisations to provide alternative/informal education opportunities for out-of-school children, particularly adolescent mothers and for children and youth in armed conflict and other crisis situations, to enter or re-enter education. • Facilitate dialogue and cross-sector collaboration between private sector, government, service providers and civil society to make services better quality and more accessible, equitable, gender responsive and inclusive.	• Support the development and implementation of gender responsive education sector plans, covering policy development and implementation, planning, budgeting and allocation of resources. • Advocate to improve the quality of curricula, teacher training programmes, textbooks, policies and plans and integrate gender equality, human rights, mother-tongue education, conflict sensitivity, comprehensive sexual education, and resilience/climate change.

SIX ELEMENTS THAT UNDERPIN GENDER TRANSFORMATIVE WORK

All our gender transformative programming and influencing is to be aligned with the commitments and strategies of Plan International's rights-based **Programme and Influencing Approach**, with **Plan International's Global Gender Equality and Inclusion Policy** and its associated **Implementation Guidelines**, and **Getting It Right** - our global guidance on gender transformative programming. Getting It Right describes **six essential elements** that underpin gender transformative work:

1. Understand and address how gender norms influence children throughout their **life-course**, from birth through to adulthood.

2. Work to strengthen girls' and young women's **agency** over the decisions that affect them, by building their knowledge, confidence, skills and access to and control over resources.

3. Work with and support **boys, young men and men** to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them.

4. Consider **girls, boys, young women and young men** in all their diversity when identifying and responding to their needs and interests.

5. Improve the **conditions** (daily needs) and **social position** (value or status) of girls and young women.

6. Foster an **enabling environment** where all stakeholders work together to support children and youth on their journey towards gender equality.

These **six elements** of transformative programming and influencing are interconnected and found throughout all thematic areas, including Gender Transformative Education Programming. This guidance highlights where they are relevant and how some of the elements are more prominent in specific interventions and activities where the potential for change is greatest.

PLAN INTERNATIONAL'S INCLUSIVE QUALITY EDUCATION (IQE) NARRATIVE

Plan International believes that every child and young person has the right to access and complete a quality, inclusive education that covers at least pre-primary, primary and secondary education, in formal or non-formal settings, at the appropriate age, in a safe and supportive learning environment. Plan International's internal position paper[3] provides our position on the right to inclusive, quality education, as well as an analysis of the current global situation; the legal and political framework; specific issues in relation to education. This paper supports the new Global Strategy, in which education remains a priority, and our work in relation to the 2030 Agenda and the Sustainable Development Goals (SDGs). A number of high-level recommendations are included to guide advocacy on gender transformative programming, specifically with regards to quality curricula.

Our gender transformative education work is guided by Plan International's Inclusive Quality Education (IQE) narrative which describes the results we want to achieve for children, particularly for girls. The narrative also describes the most important strategies to focus on as an organisation and the most important areas of work to invest in to build coherent, gender transformative programming and influencing. The narrative outlines our commitment to equity in education, out-of-school children and youth, children and youth with disabilities, addressing school-related violence and abuse, supporting education in emergencies, and enhancing learning outcomes.

Within the M&E framework for IQE, the five **IQE Core Components** are key building blocks for strong education programming across Plan's work. They include a Foundational Component that is critical and should be implemented in all education programmes, as well as Complementary Components that should be considered as key intervention areas depending on context and needs:

FOUNDATIONAL COMPONENT	
Teaching and Learning	**Priority Interventions:** • Build capacities and commitment for gender-responsive teaching and inclusive learner-centred methodologies, social and emotional learning / psychosocial support • Address school-related and school-based DRM in different ways tailored to the specific context • Support and promote involvement of students in improving learning environment
COMPLEMENTARY COMPONENTS	
Out of School Children	**Priority Interventions:** • Strengthen school entry / re-entry mechanisms including bridge programmes and accelerated learning • Support development and strengthen quality of alternative education opportunities • Promote and support community-led education initiatives
School Governance	**Priority Interventions:** • Promote and support effective and inclusive school management including engagement of parents and leaders • Influence for gender-responsive and inclusive national and local policy, plans and budgets • Facilitate effective alliances, coalitions and partnerships influencing education • Promote and support participatory accountability mechanisms in schools and school authorities
School Environment	**Priority Interventions:** • Support accessible, protective and safe school environment including safeguarding capacities, DRR • Promote and support gender-responsive and inclusive facilities including WASH and MHM • Build commitment and capacity for equal, supportive treatment for CAY in all their diversity
Curriculum and Learning Materials	**Priority Interventions:** • Integrate Comprehensive Sexuality Education in the curriculum and support teacher capacity to deliver it • Integrate and build capacity for Disaster Risk Reduction and Climate Change Adaptation in the curriculum • Integrate and build capacity for Conflict Sensitive processes and practices

Some specific examples of how these can be gender transformative interventions are discussed below in this guidance.

These core components are related to the **three key investment areas** for IQE, as outlined in the IQE Narrative and Theory of Change[4]:

1. Effective approaches for out-of-school children and adolescents (especially girls from vulnerable and excluded groups) to access education

• Developing, delivering and scaling up accelerated education models, non-formal equivalency programmes and flexible modes of delivery, like ICT and digital

• Focusing on girls, especially regarding child, early or forced marriage and adolescent pregnancy

• Mobilizing and engaging communities to make schools more inclusive and more responsive to children's needs

• Collecting disaggregated data to assess gaps in access and learning outcomes, and where interventions have been effective

2. Gender transformative content, practices and behaviours in schools

• Mainstreaming gender issues in teacher training and ongoing support

• Revising curricula and materials to remove gender bias or stereotypes

• Recruiting more female teachers and promoting more into management

• Increasing participation by girls, their mothers and other women in school governance

• Supporting married girls, pregnant girls and young mothers in school, using flexible schedules, study and assessment models

• Encouraging communities to support girls' education by curbing child marriage, reducing pregnancy rates, reducing girls' household duties, monitoring girls' attendance and teachers' behaviourbehaviour and social norms

3. Safe and resilient learning environments

• Developing innovative approaches, including mobile teams and IT, when formal education is not feasible or safe

• Promoting disaster risk reducing, increasing preparedness for response, recovery and resilience through schools and education systems

• Promoting environmental awareness and sustainable practices, education for sustainable development and climate change adaptation

• Promoting safe and resilient school infrastructure, including water, sanitation and menstrual hygiene management facilities

• Eliminating violence in schools through school policies, training, codes of conduct, and try changing behaviour and social norms

Through these key investment areas, Plan International applies a gender transformative approach to ensure that vulnerable and excluded girls in particular, along with all children, achieve their rights to inclusive quality education.

2. PLAN'S APPROACH TO GENDER TRANSFORMATIVE EDUCATION AND PROGRAMMING

Teacher Nelly helps with the "Shaping entrepreneurs for the future" methodology (Peru).

A gender-transformative approach to education improves the **ability of individuals** to access education, enhances the **quality of education** by challenging power relations and changing gender norms, and raises critical consciousness by engaging with processes at multiple levels of society - individual, relational, community, and structural.

Plan's approach is therefore organized into different levels which reflect the targeted stakeholders and the types of change that different programme activities seek to achieve. A rights-based approach puts the **individual** at the center and works outward towards more systemic change. Gender transformative interventions must target **immediate family and community**, the **school environment and teaching practices, national policy and planning**, and the **global education architecture and civil society actors** that influence international standards and practices.

As in any programme, the activities that target different levels of change and different stakeholders should complement each other – addressing identified issues in a comprehensive way, starting with the needs of the individual, and designing transformative interventions that respond not only to the root causes of inequality, but also the symptoms and factors that perpetuate inequality.

For example, early marriage is a symptom of gender inequality that has a devastating effect on girls' education for a variety of reasons, including the likelihood of early pregnancy, prejudicial laws that restrict education enrolment for married adolescents and mothers, lack of flexible or alternative education delivery modalities, household labour and time poverty that limits school attendance and engagement in learning activities at home.

A Gender Transformative Education Program will therefore:

1. Address the root causes of early marriage through **social norm change and girls' empowerment at the individual and community level**;

2. Target **policies and systems strengthening at the school and national levels** to ensure married girls, pregnant girls and young mothers have access to quality and inclusive education;

3. Promote **teaching practices and curricula that strive to transform social norms and practices** in order to reduce child early, and forced marriage, and prevent discrimination against married girls.

There are many interventions that can be found across Plan International's education programming that specifically target stakeholders and systems at each of these levels. **This guidance has selected key areas of change at each level and will provide examples of how specific activities can contribute to transformative change**. Each level of intervention will be briefly introduced, and then key areas of programming will be discussed, with examples of types of activities, and then 'what makes them transformative'.

It is important to note that the activities outlined in this guidance are not exhaustive of Plan International's experience or the potential interventions that can contribute to change at each of these levels. Rather, the purpose of including these activity examples is to demonstrate the focus and approach that can be taken at each intervention level to ensure that education programs are comprehensive and increasingly gender transformative. The discussions will hopefully provide examples to enable readers to apply the same approach and critical thinking to any activity within education programming, in order to determine how they can contribute to gender transformative change.

International
National
School
Family/Community
Individual
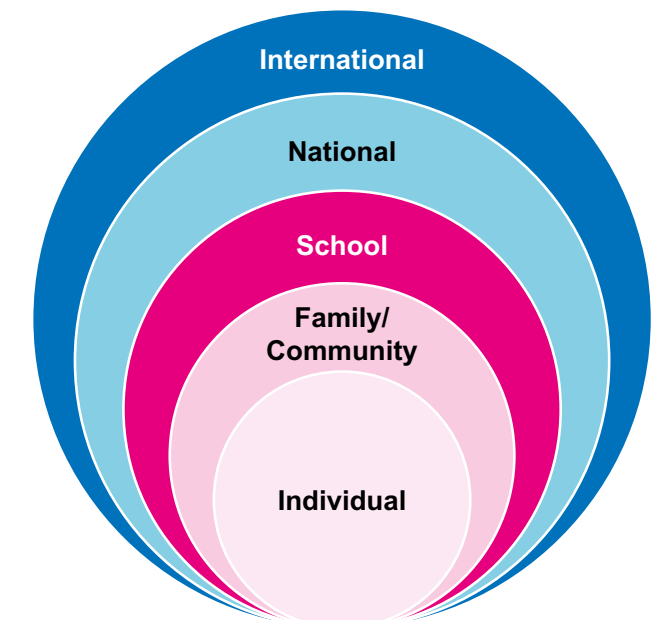
EDUCATION IN EMERGENCIES

As the sector moves away from a clearly defined category or 'silo' for humanitarian programming, and increasingly acknowledges the diversity and continuum of emergency contexts, and their protraction over time, there is recognition that gender equality is a necessary objective at every phase of a disaster or emergency, and an essential aspect of effective recovery towards development.

All interventions are assessed under the IASC Gender with Age Marker (GAM) process, and have to score a minimum of 4 on this scale, meaning that they are "likely to contribute to gender equality".

An important question that will be familiar to many who work both in gender equality and in humanitarian contexts is: 'To what extent is gender transformative programming even possible in emergencies?'. The answer depends very much on our willingness to understand that gender transformative programming is a part of a process of change, rather than the complete achievement of change. This understanding of transformative programming – as contributing to change – allows us to rephrase the question: 'What opportunities do we have in education in emergencies programming to contribute to transformative change?'

While there are specific challenges that are unique to disaster and emergency response programs and those that are serving populations in protracted conflicts, there are naturally many similarities with education programming designed for stable development contexts. At their core, the need to address unequal gender norms that are the root cause of barriers to education are equally urgent in both, and the potential impact of addressing those inequalities is equally as significant and potentially transformative.

Within Plan all emergency response interventions have to go through a rapid needs assessment and gender analysis, including the collection of sex, age and disability disaggregated data, as well as the information necessary to identify and analyse gender-based barriers to and in education.

The potential for EiE to be gender transformative depends on the opportunities and challenges within the specific operating context, as well as the commitment to maximize the transformative potential within programme activities.

Many of the examples in this guidance of how activities can be transformative can also be applied to EiE programming to varying degrees, depending on resources, length of intervention, and local context. In addition, this guidance includes a brief discussion of some of the specific challenges and opportunities in EiE programming at each of the intervention levels (individual, family/community, school, national, international).

> " ...such times provide opportunities for transformative change in society. During and after disasters and conflicts, power structures in society are distorted and roles are often redefined. As an organisation focused on transformative change in gender relations, Plan International needs to work at these times and places, identifying opportunities for transforming social norms and achieving lasting change for girls and resisting negative changes which could work against the rights of girls. "
>
> **Plan International Disaster Risk Management Global Vision**

Tort, aged 23, teaching English (Cambodia).

UNDERSTANDING NEEDS AND OPPORTUNITIES: THE GENDER, INCLUSION AND AGE ANALYSIS

The goal of gender transformative programming and influencing in any sector is to achieve change in social norms, attitudes and behaviours. This requires a deep understanding of the context in the target community at each of the levels described above: amongst individuals, between family members, within communities, and at the institutional and systemic level.

It is Plan International's commitment that transformative education programming is based on:

- Gender assessments/situation analyses that examine the gender-based barriers to education and opportunities at all levels, from individual learners to education policies. This will include qualitative and quantitative data collection from individual learners, parents and community members, teachers and education administrators; analysis of policy environments and curricula;

- An explicit examination of intersectionality and diversity within and amongst target groups. The nature of this analysis will depend on the relevant social dynamics within the targeted community and what factors contribute to marginalization and exacerbate gender inequality, for example ethnic, linguistic or racial discrimination, dis/ability discrimination and accessibility, age, marital status, discrimination related to gender and sexual identity and expression, poverty and social class, legal status and citizenship, displacement and migration.

- An understanding of the cultural context and the nature of change that is achievable. Gender transformative programming contributes to, rather than achieves, gender equality. The goals and objectives of any transformative programme should recognize where it is placed in the continuum of change, or movement towards gender equality, and design interventions at each level that can achieve the most effective change within the scope of the programme and the environmental context.

- It is important that analysis is considered at the early stages of project conceptualisation and design and reflected in key processes and procedures such as the Programme and Influence Quality Policy procedures and the Gender Transformative Marker.

2.1 INDIVIDUAL LEVEL

Activities at this level seek to increase the knowledge, agency and social capital of individual children. It looks at the unique needs and barriers of individual learners in all their diversity and examines the intersecting factors that limit their ability to realize their right to quality education. These activities work directly with the central focus of all Plan International's programming: the child. Strengthening education systems, service provision and an enabling environment is essential to build transformative education systems, but the gender-based barriers and discrimination experienced by children, especially girls, also need to be addressed at the individual level to ensure that they are ready and equipped to demand and claim their right to quality and inclusive education, participation and representation.

Activities at this level look at personal, social and economic assets of individual learners – from knowledge, skills and attitude, to economic and physical resources. These activities are designed to improve the *condition* and *position* of individuals, especially the most vulnerable and excluded girls and young women, to address the immediate barriers to education and also to understand and respond to the inequalities that prevent engagement in lifelong learning throughout the life-course of women and girls.

These activities therefore include *socially sustainable changes (strategic needs) that last a lifetime*: skills and knowledge-building in self-care and protection and SRHR, building communication and participation skills, strengthening or establishing social networks, and fostering increased agency and decision-making.

Activities at this level also include short-term or temporary interventions that *target the immediate practical needs of individual learners*: economic support and one-time provision of key resources that make education otherwise inaccessible.
In order to be effective and transformative, the comprehensive nature of these activities must address the individual as a whole – responding to their *practical* and *strategic* needs and interests and engaging them as the central agent for their own empowerment.

ENGAGEMENT OF INDIVIDUAL GIRLS AND BOYS

What kinds of activities?

From early childhood on children should be helped to explore, appreciate and respect diversity. Children should also be supported to develop a sense of place in school and in their local community, to care for their local and wider environment, to understand how to care for themselves, how to respect and relate to others, and how to deal with different feelings. These are essential skills for building gender equality within society.

Interventions directly targeting adolescent girls and boys, usually in groups, are delivered in many modalities – from very structured sessions that follow a specific curriculum, to less formal gatherings that are more discussion-driven. Many entry points or mobilization strategies are used, depending on the target group and the nature of the intervention – these might include school-based clubs, adolescent savings groups, community conversations, youth drop-in centres, or groups mobilized by the project..

Loveness, 18, and Shakira, 17, had very different experiences at the initiation camp in Malawi.

What makes it transformative?

Many of these interventions can take place within schools and other learning spaces. Certain activities for adolescents should be sex-separated, meaning that boys and girls gather separately with targeted opportunities to dialogue and work together. Planning and implementation of these activities will consider participants in all their diversity – taking into consideration factors like language, mobility, religion and ethnicity, to ensure that the most marginalized and excluded can participate and benefit.

- In order to transform gendered social norms, the curricula or programme should include distinctive content that is informed by the different experiences of girls and boys in all their diversity, and responds to the objectives of empowering girls and engaging boys for gender equality. For example, work with young men and boys should help them examine harmful masculinities and embrace non-violent communication, whereas work with girls and young women might focus on self-esteem, assertive communication skills, or economic empowerment.

- Transformative change requires time and skilled communication – therefore

these activities should receive adequate investments to ensure skilled facilitation and prolonged engagement. For example, prolonged engagement with young people might last over the course of 6-12 months or longer. In order to build trust and mitigate against facilitator attrition, an intervention should budget to include remuneration of skilled facilitators and the necessary resources to build facilitator capacity.

- The content should go beyond basic life-skills and information, to seek to *transform the attitudes and behaviours of participants* to promote more equal relationships, communication and decision making. For example, these activities should be participatory rather than instructive, focusing on the agency of the individual participant; grounded in the individual experience of the participants rather than talking about theoretical concepts, and including age-appropriate discussion of gender equality, gender-based violence, and positive masculinities. Specific intersecting factors relevant to the context, such as discrimination based on gender identity or ethnicity, will also need to be addressed.

> The individual level components support **elements 1-5** of gender transformative programming and influencing for Plan International. Activities strive to affect change that will sustain throughout the life-course to promote and enable lifelong learning (element 1); building the knowledge and agency of girls and young women in all their diversity to claim their right to education (elements 2 and 4); programming should actively engage young men and boys as partners in change, and beneficiaries of more equal gender dynamics, at home, at school and in the community (element 3).

CASE STUDY

CHAMPIONS OF CHANGE

Adapted from *Champions of Change Introduction: Facilitator's Manual. Plan International, 2017.*

Champions of Change for Girls' Rights and Gender Equality is one of Plan International's strategies for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. Its overarching goal is to catalyse a youth-led social movement that challenges social norms and gains society-wide support for gender equality and girls' rights.

Champions of Change is Plan International's innovative and comprehensive methodology for girls' empowerment and boys' engagement. The curricula includes engaging, adaptable and adolescent-friendly activities that encourage girls and boys to build their knowledge, attitudes and

skills based on their own lived experience and contextual realities. It is designed with a separate but interrelated curricula for girls and boys. Each curriculum is based on a journey of change for girls and boys, while at the same time fostering positive communication and collaboration. The journey for girls focuses on empowerment, self-esteem, rights awareness and collective power, while the boys' journey focuses on unpacking dominant masculinities to understand how boys are affected by social norms, and how they can support girls' rights and gender justice for all. Boys and girls come together several times during their journeys to discuss their changing views on gender and social transformation, and to work together on outreach activities.

▶ Girls' Curriculum	▶ Boys' Curriculum
Core Modules: Being Assertive; Being Gender Aware; Being Body Confident; Being Informed about Sexual and Reproductive Health; Enjoying Sexual Rights and Reproductive Rights; Living Free From Gender-Based Violence; Being Economically Empowered.	**Core Modules:** Showing Solidarity; Being a Young Man; Being Responsible Regarding Sexuality; Being Non-violent in Personal Relationships; Being a Champion of Change committed to gender equality.
Common module with boys: Dialoguing Gender.	**Common module with girls:** Dialoguing Gender.
Programme specific modules: living free from child marriage; being safe in the city; gender transformative advocacy.	

Brenda takes part in Champions of Change workshop in El Salvador.

STRENGTHENING PEER SUPPORT AND NETWORKS

What kinds of activities?

Interventions that seek to increase the social assets of individual girls help to build a community of support amongst girls (and boys) for gender equality. These activities should increase the involvement in and effectiveness of support groups and networks that promote gender equality and access to/participation in education. They can be a component of the groups organized for individual capacity building (above), or they can target existing networks of peer support and facilitate the inclusion of the most excluded and vulnerable being targeted by the intervention. Peer support can take a variety of forms, depending on the specific needs/barriers of the target group: one-on-one tutoring or mentoring, community level groups where individuals with specific needs can gather and share (for example, married adolescents or survivors of GBV), or regional/national girls' rights and gender equality advocacy networks.

What makes it transformative?

Peer support and networks, especially amongst adolescent girls, have the potential to not only **increase girls' agency and empowerment, but also encourage and support girls and boys to be a part of a movement** for gender equality, within their communities and beyond. This type of support is not exclusive to education programming, however the education system and education activities can provide uniquely ideal entry-points for working with and strengthening peer support networks and youth activist groups.

- These activities should facilitate horizontal coordination within communities (ie, peer study and protection/support groups), or between youth networks in different locations or regions, and also vertical coordination with national-level networks that advocate for girls' education and rights. Transformative work with peer networks will have the objective of strengthening the social assets of individual girls and also creating an enabling environment for youth-driven change.

- Through trainings, workshops and ongoing supportive supervision, programmes can build the capacity of formal and informal networks for youth participation in decision making (for example child parliaments), for peer support to protection and referrals, and to be active advocates for inclusive, quality education.

PROVISION OF RESOURCES AND IN-KIND SUPPORT

What kinds of activities?

These activities address the physical and resource-based barriers to education faced by many girls. They can respond to financial barriers by providing support for the payment of school fees, the provision of school supplies, cash transfers, and purchase of uniforms. They can address other symptoms of poverty that disproportionately affect girls, such as malnutrition, through the establishment or support of school feeding programmes. They might address issues of distance or risks of gender-based violence through the provision of bicycles, community escort for safe transit to school, or provision of transportation allowances. These types of activities should always be linked to larger systemic initiatives looking to create social assets and safety nets for excluded and economically vulnerable children and their families.

What makes it transformative?

These activities, like those described in the school infrastructure section below, do not have the potential on their own to be gender transformative, because they cannot change the discriminatory social norms that lie at the root of unequal power relations. However, they are essential aspects of a transformative programme in that they address immediate practical barriers to access faced by girls as a symptom of gender inequality. For example, safe escort to school does not address the root causes of gender-based violence, but it allows girls to *avoid* the risk. A transformative programme will ensure girls can get to school safely, while at the same time engaging with men and boys, the community, and the protection system to eliminate or reduce the attitudes and behaviours that accept and perpetuate GBV as a social norm.

Cássia (18) with her school graduation photo (Brazil).

EDUCATION IN EMERGENCIES

INDIVIDUAL LEVEL[5]

In crises, barriers that constrain girls and boys from accessing education are often aggravated and can be considerable and complex. Working with children and youth to increase their knowledge, agency and social capital in order to support them in realizing their right to quality education is a key component of EiE programming, where children are less likely to be in school due to conflict, displacement, limited mobility and extreme poverty. Crises and conflict introduce additional complications in terms of delivery of programmes to children when school systems have been weakened or eliminated, where security concerns limit mobility and time, and economic poverty presents challenges for participation.

Recognizing the gendered nature of barriers to education faced by male and female learners in conflicts and crises is critical, in order to create appropriate implementation strategies, but this analysis can also reveal opportunities to contribute to transformative change. In some emergency contexts, girls are at a heightened risk of early marriage as a result of leaving school, as a way of lifting the economic burden of her care, or as a perceived protection strategy during instability. Girls are also at a heightened risk of early pregnancy and gender-based violence. In addition to being constrained by traditional notions of

masculinity, such as being the provider and protector for the household, boys can be out of school during conflict because they have been recruited to armed forces or pressured to take up employment.

In situations where vulnerability is increased, gender-based barriers, exclusion and violence must be addressed at the individual level, to ensure children are equipped to demand and claim their right to quality and inclusive education, participation and representation. EiE programming often focuses on individual children's practical needs, including cash transfers to support direct or indirect costs of schools, as well as school and hygiene kits for students, the provision of MHM kits for girls, and information on hygiene and sexual and reproductive health. Opportunities should be sought to couple these interventions with ones that address root causes of gender inequality in conflict contexts, such as engaging in multi-sectoral programming to address gender-based violence, in close collaboration with child protection and/or GBV actors as needed. Working directly with individual girls and boys during conflict and crisis has the potential to be hugely gender transformative, by addressing harmful social norms, building agency and confidence, and fostering social networks and peer support.

5 Adapted from Guidance Note: Gender. INEE, 2019.

2.2 FAMILY AND COMMUNITY LEVEL

Activities at this level address the enabling environment for girls' and boys' education. Social norms and values related to the value of girls' education, early marriage and early pregnancy, household roles/responsibilities and girls' burden of labour, mobility restrictions, sexual and gender-based violence, and girls' agency and decision making. These deep-rooted structures of inequality must be addressed through programming that extends to family members, especially male and female caregivers, to the community, faith leaders, community politicians and traditional leaders, female and male gatekeepers and role-models.

Activities under this component should not only engage stakeholders to transform attitudes and behaviours towards girls' education and gender equality, but should also promote their active involvement and advocacy for gender justice and education for all. Encouraging community action to support children's and in particular, girls' education – curbing child, early and forced marriage, preventing early pregnancy, reducing the level of household chores for girls, monitoring girls' and boys' attendance and teachers' behaviour, is a key component of gender transformative education programming. For example, a gender transformative approach engages communities to *move beyond* just understanding gender equality as getting girls to school, but also encourages them to be advocates for the various components of gender transformative education, such as comprehensive sexuality education curriculum, gender responsive pedagogy, bias-free textbooks, girls' clubs, and sports interventions.

A gender transformative approach to education must be driven by the community. For deep-rooted attitudes and beliefs about gender equality and exclusion to be transformed, **communities need to be organised to drive the change from within**. When communities shift their understanding, and recognize that educating girls is in the community's best interest, the process can be transformative.

PARENTAL/CAREGIVER ENGAGEMENT

What kinds of activities?

Parents and caregivers, whether biological parents, adoptive parents, grandparents or extended family, are essential actors in the achievement of transformative change in education programming. Caregivers can be engaged in a variety of activities, from working with parent/teacher associations, involvement in school support activities that recruit caregivers and community members for in-kind contributions to school activities or infrastructure, 'savings for education' groups, and positive parenting. Like engagement of girls and boys, caregivers can be engaged through existing community groups or gatherings, such as savings groups and PTAs, or can be mobilized for project-specific activities.

Planning and implementation of these activities should consider participants in all their diversity – taking into consideration factors like language, literacy level, and mobility restrictions, to ensure that activities are accessible to all participants. Engagement with caregivers usually requires additional flexibility in terms of timing, frequency

Laxmi's mother helps her get to school by carrying her down the hill in Sindhupalchowk, Nepal.

and location to accommodate income-generating activities, labour migrants, seasonal work patterns and childcare responsibilities.

These interventions are often not sex-separated, meaning that male and female caregivers are usually included in a mixed-sex activity, however this can result in disproportionate participation of male and female caregivers, depending on the activity – with female caregivers more often engaged in school-level activities, and male caregivers more often engaged in decision-making or governance activities.

What makes it transformative?

In order to challenge and transform gender norms, it is essential to recognize the role of female and male caregivers in decision-making and resource allocation at the household level, and to target **engagement to promote gender equality and challenge harmful gender norms that restrict girls' agency and access to education**, for example through the promotion of the value of girls' education, the prevention of early marriage, and more equal distribution of household and care labour.

- The curricula or programme should include distinctive content for female and male caregivers, that furthers the objectives of empowering girls and engaging boys, and also responds to the baseline or assessment information on the types of attitude and behaviour change needed from female and male caregivers, including about the value of girls' education, early marriage and girls' mobility.

- As with activities targeting individual children, these activities require prolonged engagement in order to be effective – transformative programming must engage the male and female caregivers of learners over time to achieve sustainable changes in attitudes and behaviours. Intervention planning and budgeting must reflect this commitment.

- Transformative programming with caregivers will also actively address specific gender-based barriers to education faced by girls at home, for example the time poverty girls experience due to disproportionate burden of household work, the relative lack of home learning support that girls receive due to prioritization of boys' education, and the restricted mobility girls experience that limits their ability to engage in extra-curricular activities and travel to school.

The family and community level components support **all 6 elements** of gender transformative programming and influencing for Plan International. These activities strive to effect gender norm change that applies to girls and women of all ages, and enable lifelong learning (element 1); promote access to resources needed for education at home and in the community for girls and young women in all their diversity (elements 2 and 4); work directly with male caregivers and male leaders within the community to promote girls' right to education and address barriers like gender based violence (element 3); aim to change the social perception of girls as less valuable that drives boy preference for education, early marriage and other gendered barriers to education (element 5); and engage parents and community leaders as partners and champions for girls' education (element 6).

Ana and her children at Plan International's child friendly space in Tumbes (Peru).

What kinds of activities?

Community engagement in education programming can satisfy numerous objectives: garner financial and in-kind support for schools, promote the value of education, especially for girls, and address protection-related barriers to education such as early marriage. Community engagement can target specific groups of community members or can be more generalized and broad – for example, community engagement activities might target religious leaders or community protection committees in an effort to combat early marriage, or might deliver radio spots that reach the broader community with information about education services like Accelerated Learning Programs (ALP), Alternative Education Programs (AEP), or school-based events. The potential modalities and intensity of activities are practically endless – from community theatre events to intensive training or workshops that have the objective of changing behaviours, to billboards and flyers that aim to simply raise awareness.

What makes it transformative?

While parents and caregivers are the gatekeepers for decision-making and norm-setting at the household level, strategic engagement with the broader community is equally as relevant, not only to effect change at the community level, but to **create an environment that is receptive and safe for the expressed agency of individual girls**. Community engagement activities can be **gender transformative if they are explicitly aiming to transform harmful and discriminatory social norms and behaviours** – for example, promoting the value of girls' education as a *basic right*, rather than as an economic benefit to the community, demanding protection and accountability for gender-based violence, or questioning the assignment and distribution of household and care activities at home, to create more equal participation in work and decision-making for women and girls.

- Community engagement that aims to transform power dynamics will target community members that have *the most potential to affect change*, specifically within gendered power dynamics. These should be revealed through a gender and inclusion analysis, and might include political leaders, religious leaders, and social gatekeepers such as grandmothers and elders.

- Social behaviour change communication used in transformative programming *will go beyond informing the community, and will be designed to specifically achieve change in the attitudes and behaviours* of community members related to girls' right to education, harmful gender norms that create barriers to education such as early marriage and lack of access to SRH information and resources, and gender based violence.

- Like individual and caregiver engagement, community engagement that seeks to transform attitudes and behaviours will need to be prolonged and repeated, using a multitude of media and activities to convey messages, for example community theatre, radio spots, and training for change agents.

CASE STUDY

NIDOPOLIS [NESTOPOLIS] – EDUCATIONAL MATERIALS

Adapted from *"Las aventuras de Zuri", Didactic guidance for girls, boys and caregivers at home (12 to 15 years old), Plan International Perú, April 2020, p.30*

"The Adventures of Zuri" is a package of informative educational materials developed for girls and boys, aged 6 – 15, to use while they are studying at home, in the context of COVID-19. There is a parallel narrative, with fictional characters going through the same isolation and situations to those lived by the readers. The package (a narrative tale and three educational guides targeting different ages) is a tool from the project "Pasos Sostenibles", an Education in Emergencies intervention to respond to the Venezuelan crisis.

The Nidopolis package aims to provide adults, children and adolescents with an accessible tool that helps transform households into a safe learning space, focusing on socio-emotional learning (SEL). A main transformative element is co-responsibility with a gender focus, including providing tips for the parents on how to support girls and boys to establish a routine, share housework equally among household members who live together, and create a positive learning environment for all children.

Key messages for parents and caregivers

- Remember that children and adolescents learn through observation and example! Dividing tasks equally between adult women and adult men

will help them learn to be fairer and more inclusive, responsible and aware. It will also help them improve their relationships in the future!

- Having the same responsibilities, regardless of gender, strengthens the self-esteem and independence of girls and adolescents!

Girls take over their school in Asunción, Paraguay.

EDUCATION IN EMERGENCIES

FAMILY/COMMUNITY LEVEL

Working with caregivers and community members to promote girls' education is equally as important in EiE programming, where girls are even less likely to be in school due to conflict, displacement, limited mobility and extreme poverty. In fact, the potential for transformative change in EiE is likely greatest at the community level, especially where school systems have limited functionality and teachers are few and/or poorly trained.

The nature of community organization at different phases of an emergency can present unique challenges. For example: it might be difficult to identify key, neutral/non-partisan community leaders and change agents in a shifting social and political environment; caregivers and leaders may not be able or willing to devote the time for prolonged engagement; media such as radio and television for message distribution might be limited or non-functioning; there may be no safe spaces to gather for public events; and increased insecurity limits the ability to travel for meetings and training. Notwithstanding these potential challenges, work with caregivers and community members will be as necessary in EiE programming and

should reflect a rights-based and gender transformative approach to addressing barriers to girls' education while abiding by humanitarian principles (including Do No Harm) and taking care not to exacerbate conflict dynamics.

However, there can also be important opportunities in EiE programming, which should be identified at the needs-assessment phase. When regular social patterns of authority and decision making are disrupted, there is often space to redefine how decisions are made, how resources are distributed, and who participates in and benefits from services, including education. For example, where increased numbers of women take on the non-traditional roles of head of household or community leader, there can be a fundamental shift in decision-making dynamics that opens an opportunity for increased empowerment of women and girls. A gender transformative programme will actively seek to identify those opportunities, and work with women and girls to strengthen the impact of these shifts within families and across social groups, to promote access to and completion of education for girls.

2.3 SCHOOL LEVEL

Many children, especially girls, who are able to enrol in school face challenges or barriers within the classroom and the wider school environment that compromise their safety, agency and learning experience. Schools will often reflect what is believed and practised more widely in society, and gendered discrimination can be either perpetuated or challenged by how schools manage their administration, by the social culture and environment around the school, and by the types of communication and messaging displayed in and delivered by the school. As such, it is important for gender transformative programming in education to address challenges in the school environment as a whole, including culture, physical infrastructure, learning resources, pedagogy, classroom environment and management, and student engagement.

Activities at the school level should be informed by and respond to a critical analysis of the school environment as a whole, which should include the perspectives of girls and boys in all their diversity, as well as the attitudes and behaviours of educators. These activities should reflect the challenges presented by intersecting factors of discrimination and marginalization, including gender, disability, poverty, age, ethnicity and language. Interventions typically address a variety of aspects that define the school-level education experience, such as school governance, the physical environment, school culture, and student engagement and activism. Gender transformative interventions at the school level will specifically look at how these elements perpetuate and reinforce unequal gender norms

and discrimination, and will aim to transform them so that they not only are gender-sensitive, but that they explicitly promote gender equality and inclusion.

SCHOOL GOVERNANCE

What kinds of activities?

Engagement with and strengthening of school management mechanisms such as SMCs and PTAs can involve a variety of activities, including training on management, budgeting and work planning, community engagement, fundraising, accountability, strengthening SMC and PTA membership and leadership protocols and structures, and standard operating procedures. Activities will depend on how formalized the governance structures are within the school system, and the amount of oversight and guidance provided by Ministries of Education.

What makes it transformative?

Increasing spaces for participation in decision-making as well as increasing accountability to students is key to ensuring that girls and boys are empowered through education. In order to be transformative, **school governance mechanisms should include not just representation of women, girls and communities in all their diversity, but they must also ensure the meaningful participation of those representatives**, especially in decision-making processes. Governance that is transformative will also take action to promote gender equality, and improve the position of women and girls.

The school level activities support **elements 2, 4, 5 and 6** of gender transformative programming and influencing for Plan International. These activities will increase agency by ensuring active participation of women and girls in school governance and by promoting gender equality in and through their learning environment (element 3); build capacity of teachers and school administrators to recognize and respond to diversity (element 4); improve the social position of women and girls by actively challenging negative gender stereotypes and by ensuring their equal participation and representation in school governance (element 5); and strengthen schools as an enabling environment for the promotion and expression of gender equality (element 6).

- A gender transformative approach ensures that female and male children, and women, are actively involved in the school governance structure and leadership, participating in meetings, and influencing decision-making processes in meaningful ways. This can be achieved through advocating for membership and leadership quotas, through training on inclusive participation and decision-making, and ongoing supportive supervision.

- A gender transformative education intervention will train school governance bodies on gender-responsive planning and budgeting, how to apply a gender lens to the identification and prioritization of school improvement projects, for example actions to combat gender-based violence and gendered stereotypes in school programming.

- In order to achieve transformative change, school governance accountability should also be strengthened. Transparency and community feedback loops that explicitly engage women and children should be formalized, for example through the establishment of regular consultation mechanisms that supports youth representatives on the SMC to consult with their female and male peers in the community.

▍SCHOOL ENVIRONMENT

What kinds of activities?

Many education programmes include interventions to strengthen and improve the school environment, including the physical environment and cultural environment. These activities can include working with school administration and leadership to improve or establish school codes of conduct for educators and students; providing resources such as educational materials and murals for SMCs; supporting extracurricular events at the school such as theatre and sports; working with teachers and educators to provide training on topics that can range from resilience and disaster mitigation strategies; to pedagogy and protection.

School-Related Gender Based Violence

Many children, particularly girls, children with disabilities and those identifying as LGBTQI+, have negative educational experiences that include violence – physical, psychological or sexual, humiliation and other forms of rights violations. This can be bullying, corporal punishment, violence or sexual abuse from teachers and other staff, as well as peer-to-peer violence and bullying. It can take place both in school and on the journey to and from school. Boys often face higher rates of corporal punishment, which can prompt them to drop out, while girls are more likely to be subjected to sexual abuse. (also refer to UNESCO SRGBV).

What makes it transformative?

While these activities at minimum should be gender-sensitive, they also have the potential to be gender transformative if they are based on a strong analysis of the unique experiences of girls and boys in all their diversity, as well as the attitudes and behaviours of educators. Any gender transformative intervention at the school level will also **recognize and address school-related gender-based violence throughout all potential activities**.

- Codes of conduct include conduct of educators, staff and students, and are revised to explain and include SRGBV, bullying, inclusion of LGBTIQ+, and corporal punishment. Working with codes of conduct should be a participatory process and include the perspectives of students in all their diversity, ensuring that opportunities to input are safe and confidential.

- Gender transformative interventions will support the development of school communications and messaging that promote gender equality, zero tolerance for violence and bullying, positive masculinities and female leadership (gender a-typical portrayals of both students and adults). These opportunities can be

One of the school classroom buildings under construction by Plan International in Central Mozambique.

especially accessible in the context of EiE programming, when schools or learning environments are being reconstructed or newly established.

- Teachers and educators have the potential to have an enormously transformative impact on the lives of students. In addition to the mitigation of negative behaviour such as corporal punishment and reinforcing gendered stereotypes (for example, providing more encouragement to boys in STEM subjects), transformative programming will support educators to understand and actively challenge discriminatory gender norms, and explicitly promote gender equality. Working with teachers to strengthen or raise awareness and skill levels in a variety of subjects can occur both at the school level, and at the national level, depending on the nature of the engagement and the scope for Ministry involvement. For example, in humanitarian settings, there is often not a functioning national Ministry of Education that administers nationally formalized in-service training for teachers, in which case, an intervention would be required to engage directly with regional or school management to offer teachers pedagogical and other trainings.

▍SCHOOL INFRASTRUCTURE

What kinds of activities?

The physical infrastructure and facilities of schools are often an attractive investment for donors, and a requirement by Ministries of Education for organizations working in the education sector and engaging with schools, teachers and students. Typical activities related to school infrastructure include construction of additional classrooms, latrine blocks or recreational spaces. These activities can also include the provision of communications and electrical infrastructure, such as the provision of solar panels and the installation of connectivity for internet.

What makes it transformative?

While physical infrastructure itself is not gender transformative, it is an essential component to transformative programming in that it can address the barriers, often gendered, that prevent the more transformative interventions from achieving their objectives. For example, sufficient classroom sizes and lighting afford teachers the space and resources to apply more inclusive and responsive pedagogical practices. Infrastructure inputs that respond to the needs of learners in all their diversity are an important component of a comprehensive intervention for quality, inclusive

education, including:

- Construction of gender-responsive school WASH infrastructure, including sex-separated, well-lit, lockable and safe latrines, and adequate menstrual hygiene management facilities.

- Safety improvements, for example fencing of school grounds, solar generated lighting.

- Improving accessibility, for example construction of ramps and widened doors, and the provision of furniture and materials that enable increased accessibility for students with disabilities, for example moveable desks.

WHAT DOES SOGIESC[6] BASED EXCLUSION LOOK LIKE IN EDUCATION?

LGBTIQ+ adolescents may not be able to start, continue or complete their education at different levels. This may be due to harmful social norms and open practices, such as homophobic or transphobic bullying by other students, teachers or school authorities. It may also be due to less obvious restrictions to their identity, such as rules relating to school uniform or gender-segregated sanitary facilities. LGBTIQ+ adolescents may feel especially excluded from Sexuality Education - if it takes a heteronormative approach (only addressing relationships between men and women) and is not comprehensive (not addressing the spectrum of sexual orientations or gender identities). The impacts of education-related exclusion can include LGBTIQ+ adolescents having low self-esteem, little academic confidence and poor educational outcomes, affecting their future options, including for employment. The impacts may be especially harsh on girls in all their diversity – such as lesbians, female bisexuals and trans young women – who are also affected by gender inequality and harmful norms, such as child marriage.

More detailed information about what SOGIESC means, and access to the Planting Equality Module *Adolescents in all their Diversity* can be found here on Planet.

6 Sexual Orientation, Gender Identity and Expression and Sex Characteristics.

Safe dormitory for girls attending secondary school (Tanzania).

EDUCATION IN EMERGENCIES

SCHOOL LEVEL

School level activities in EiE programming will depend very much on the state of functionality, physical condition and human resource capacity of schools in target communities. Other considerations, such as security risks in and around schools, non-functioning transportation systems, or unsafe passage can also affect the nature or ability to deliver education services at school as well as the feasibility and desire of children to go to school and their parents to send them to school. In many circumstances, EiE programming will be struggling simply to re-establish education services that have been compromised, or to expand absorption capacity of exiting services to accommodate influxes of displaced children while establishing new education services where relevant and necessary, and is therefore often necessarily more responsive and adaptive, especially in earlier phases of an emergency or disaster.

EiE should be gender responsive in programming that addresses school-level barriers directly associated with the conflict or crisis, such as military/militia use of schools or destruction of facilities, or those barriers that may not be directly associated but aggravated by the conflict, such as teacher shortages. For example, this can include 'rebuilding

better' through reconstruction of school and sanitation facilities that are gender responsive and support MHM, or alternative education delivery that includes comprehensive sexuality education. But can it be gender transformative?

While there may be different challenges to implementing transformative programming, there are also unique opportunities when systems are established or re-built. At the school level these could include a fundamental shift in how education services are governed and held accountable by communities in post-crisis recovery, for example with leadership and membership that is truly representative of girls and boys in all their diversity, and closer linkages with community protection actors. Strategies to address school-related gender-based violence could take a gender transformative approach along with a protective approach by explicitly addressing the root cause of GBV in its messaging (gender inequality) along with risk reduction and referral. When informed by a good gender equality and inclusion analysis (GEIA), EiE activities at the school level should always be gender-responsive, but can also identify specific opportunities to contribute to gender transformative change.

2.4 NATIONAL LEVEL

Education programming that seeks to be legitimate, transformative, and sustainable must work directly with and through the Ministry of Education, whose central planning and administrative work functions at the national level. Even when a programme is specifically targeting a particular region or sub-region, activities must work with nationally-administered education policies and plans, administration and teaching workforce, and nationally-set curricula and standards. So while many of the activities described here are delivered at the local level, ideally they should be developed through national channels and in line with national-level education systems.

Gender transformative education programmes will therefore work towards supporting national policy frameworks that advance equitable access to and completion of inclusive quality education for all girls and boys. Having an enabling legislative, budgetary and policy framework that fully supports gender equality is critical and can help to achieve scale. However, a gender transformative education programme will go beyond ensuring that systems and tools are gender-sensitive and gender-responsive, to include gender equality and inclusion in teacher training and recruitment, the curriculum, and education materials.

One of the challenges of designing interventions at the national level is that many of the opportunities for the achievement of change in these areas depends on the cyclical period and priorities of the Ministry of Education. It is therefore important at project start-up that an analysis of Ministry of Education activities and timing is conducted, to identify opportunities and strategize effectively to take full advantage, including to support and align with the activities and work that is already underway by sector networks or cluster members, local civil society and education advocates.

POLICY INFLUENCE AND SECTOR PLANNING

What kinds of activities?

Programming and advocacy activities aimed at policy influencing and sector planning can include working with and through national education coalitions, local education groups, education clusters or working directly with Ministries of Education and directed at government legislative bodies. These activities can include support for improvement of planning procedures, evidence-based decision making, development of gender responsive education policy, or facilitating cooperation with other ministries, such as health.

What makes it transformative?

For policy and influencing to be transformative, activities need to move dialogue at a national level, examining whether national policies are really geared towards the promotion of gender equality in and through education. In most contexts where Plan works this will mean a focus on ensuring girls can access and complete 12 years of basic education, which includes at least one year of pre-primary education. This will apply to not only girls in a regular development context, but also for girls in emergencies, for girls who are young mothers, for girls with disabilities, and for orphaned girls. Activities should influence governments and education actors to address legal barriers to education for girls who are

Mamie teaches in class at her school (Sierra Leone).

pregnant, are mothers, and/or are married, as well as children with disabilities, and develop policies and budgets to support their entry and re-entry into the education system.

- Supporting the development of Gender Responsive Education Sector Plans (GRESP), using the guidance developed by UNGEI and GPE. ESPs can have transformative impact if they are (a) informed by gender analysis; (b) supported by adequate financial resources, institutional capacity, and political will; (c) facilitated by gender expertise and knowledge sharing; (d) strengthened through gender-sensitive monitoring and evaluation; and (e) promote gender mainstreaming.

- Policy advocacy to support the adoption of gender-responsive policies related to education (fee abolition, bureaucratic gender parity) and the abolition of gender regressive policies (expulsion of pregnant students). Transformative policy advocacy is implemented in cooperation and coordination with other civil society actors in the education sector, and supports this work to be more transformative and inclusive.

- Supporting Ministry and education sector planners/staff on the collection and use of gender sensitive data for policy-making and planning. Working with and building the capacity of Ministry staff at different levels to make data- and evidence-based decisions can be transformative in that it can change the way that education systems perceive and value girls' education, and it can also transform the nature of the decisions made to respond to their needs and how national budget is allocated. This can mean training on data collection and management, and disaggregation by factors of exclusion, including gender, age, ethnicity, and disability; identification, analysis and use of existing available data that is adequately disaggregated; and strengthening the use of inclusive data in planning processes.

QUALITY TEACHERS

What kinds of activities?

Well trained, supported and compensated teaching staff are the cornerstone of an education system, and most education programming includes some work involving the recruitment, training, supervision or support of educators. Activities within these spheres can include compensation for teachers' salaries, recruitment guidelines and support, supporting design or delivery of pre-service or in-service teacher training, providing direct supportive supervision and/or training education administrators on supportive supervision.

The national level components directly support **elements 5 and 6** of gender transformative programming and influencing for Plan International. These activities address and correct policy and planning that discriminates against girls and women and reinforces their subordinate position in society (element 5); and works with and across ministries to ensure that duty bearers are creating a policy environment and educational system that not only is enabling of gender equality, but actively promotes more equal gender relations (element 6).

Girls take part in youth club meeting in Gatsibo district (Rwanda).

CASE STUDY

GENDER-RESPONSIVE PEDAGOGY TEACHER TRAINING: MOZAMBIQUE AND SOUTH SUDAN

Designed by Plan International Canada in 2016, the Gender Responsive Pedagogy Teacher Training (GRPTT) is a 10-day teacher training package which integrates gender equality into practical, child-centred pedagogical teacher training. Teachers are guided through a reflection on their own experience of gender, and supported to shift their attitudes towards gender equality. This builds their capacity to recognize the unique challenges and barriers that girls and boys face in accessing and completing school and respond by using child-friendly teaching practices that provide equal opportunities for both girls and boys to learn and thrive at school and promote gender equality in the classroom.

The GRPTT not only provides teachers with the conceptual foundation for gender responsive education, but it also guides teachers to develop the practical skills for promoting gender equality in the classroom.

For example, while teachers are building their skills for informal assessment, they are exploring how to avoid gender bias and understand how to address barriers to participation. This practical integration affords teachers the opportunity to explore the application of gender considerations in their day-to-day teaching practices and activities.

Dubai Cares supported the first pilot of the GRPTT in rural South Sudan and Mozambique to combat SRGBV. The GRPTT was adapted for emergency contexts when violence broke out in South Sudan in July 2016. The adapted package highlighted opportunities to integrate conflict sensitivity throughout.

What makes it transformative?

Teachers are important assets contributing to a gender transformative education, and the greatest potential allies in promoting gender equality both in the classroom and beyond. Transformative education programming will support the advancement of female teachers as role models and representatives within the education system, as well as building the capacity of all teachers to be agents of change for gender equality in the classroom and within their schools. Activities related to teacher training and supervision should strive to become institutionalized within Ministry systems and administration.

- Promote and support the recruitment and training of female teachers. Female teachers and managers at all levels of education are vital to facilitating the learning of all children, and particularly girls, and to combatting negative stereotypes about gender roles. Female teachers should be encouraged into the profession, enabled to progress in their career, and to take on leadership positions. While important role models and representatives in the education system, female teachers are not automatically champions of gender equality and girls' rights.

- Support in-or-pre service training for teachers on gender responsive, inclusive and child-centered pedagogical practice. Teachers are the primary factor contributing to a gender transformative education, and the greatest allies in promoting gender equality both in the classroom and beyond. Central to any gender-transformative programming is the buy-in and training of the educators. In order for teachers to be agents of transformative change, they should receive training on gender equality and how to actively promote gender equality in their teaching practices.

- Build the capacity of regional/district education administrators to provide supportive supervision to teachers on gender-responsive, inclusive and child-centered pedagogical practice.

TEACHING AND LEARNING RESOURCES

What kinds of activities?

Education programmes often support the production or distribution of teaching and learning materials, such as posters or textbooks, and sometimes have the opportunity to review, revise or provide input on the content or design of materials, or the scope and topics within curricula. Depending on the opportunities and needs, supporting teaching and learning resources can be activities at the school level or the national level, however the most impactful and sustainable changes will be through the national Ministry of Education and contributions to national curricula and content.

What makes it transformative?

While there is much work to be done just to get many teaching and learning resources simply to be gender-aware or responsive (meaning that they avoid perpetuating gendered discrimination and stereotypes, and respond to the unique needs of diverse learners), there are some opportunities to be transformative. Transformative teaching and learning resources include content that actively questions and challenges existing gendered power dynamics, and promotes equal decision making, participation and representation.

- Work with Ministries of Education to support the review/revision of curricula to include gender transformative content, such as the inclusion of Comprehensive Sexuality Education, which addresses issues of consent and violence that actively promote changes in harmful social norms and relationship dynamics.

- Encourage and support the development of teaching materials that not only avoid the promotion of gender stereotypical roles and discrimination against non-gender-conforming students, but actively promotes the empowerment and agency of traditionally marginalized/oppressed students (girls, LGBTIQ+, ethnic/religious/linguistic minorities).

Roukietou, 12, uses chalk and slate to practice her letters in Burkina Faso.

ALTERNATIVE DELIVERY OF EDUCATION

What kinds of activities?

Alternative delivery of basic education is an important response to barriers associated with supply-side limitations, for example interruption of school due to conflict or insecurity, or social and economic constraints of students and families, for example seasonal work that prevents regular attendance. These activities support and facilitate alternative learning modalities or programmes to provide flexible access to out-of-school children or children at risk of dropping out. They can include accelerated or alternative learning programmes delivered outside the school, modified in-school programming, supported distance learning, or a combination of different alternative modalities. Whenever possible, these should be accredited programmes, using curriculum aligned with the national standard, and of course supported/ endorsed by the relevant government ministry in charge of education.

What makes it transformative?

The basic provision of alternative delivery modalities in education are not transformative on their own – although they are strongly responsive in that they can be designed specifically to overcome gender-based barriers to education and provide access to resources previously unavailable, especially to excluded girls. For example, where discriminatory policies prevent pregnant or married girls from regularly attending school, an alternative delivery programme can provide access to education resources for out-of-school girls that have been marginalized by the system. However, they also have the potential to be transformative in the same way that formal education has that potential: through the pedagogical approach and curricula that promotes gender equality and actively challenges harmful gender norms.

- Programming with alternative systems of education delivery often has a degree of flexibility not available in activities that support the formal system. While it is important that the curricula align with national standards so that students are recognized for their achievement, opportunities can be taken to include gender transformative content in the curricula used for alternative modalities, for example by promoting non-traditional career paths, discussing gender-based violence, and including comprehensive sexuality education.

- Whether these programs are delivered by Ministry-trained teaching professionals, or as is often the case in emergencies or crisis contexts, by community volunteers, a training programme will be delivered, as well as supportive supervision provided either by project staff or Ministry officials (or both). These educators can be agents of transformative change if they are provided with training on how to actively promote gender equality in their teaching practices.

CASE STUDY

REACHING OUT-OF-SCHOOL ADOLESCENTS AND YOUNG ADULTS THROUGH THE MODIFIED IN-SCHOOL APPROACH (MISOSA) AND THE OPEN HIGH SCHOOL PROGRAM (OHSP)

Adapted from *Plan International Canada's 'Good Practices in RAISE'*

The Real Assets through Improved Skills and Education (RAISE) project was funded by Dubai Cares implemented in the Philippines by Plan International Philippines and Plan International Canada from 2015-2019. As a component of its gender responsive design, RAISE included the implementation of two alternative modes of education delivery called MISOSA and OHSP. Both programs provided an accessible education opportunity for seasonal absentees, especially those living in conflict/disaster areas, unable to attend formal school/ classes for a variety of reasons. These reasons may include physical impairment, employment, the need to care for younger siblings or perform domestic work, distance from home to school, pregnancy and early marriage.

Prey (8) completes her homework in her corrugated iron hut (Cambodia).

MISOSA requires learners in grades 4 – 6 to be independent readers as it utilizes self-instructional materials for modules that contain lessons to be learned for the day/week/period the children are absent from school. OHSP uses distance learning and self-instructional materials that the learner studies at their own pace and consults only with teachers and other capable persons when needed. The learner plans and manages his/her own learning through the Student Learning Plan (SLP). The student has the option to join the regular class anytime during the period they are in the OHSP. The flexibility offered by OHSP facilitates entry/re-entry to school of both girls and boys, especially girls who dropped out of school due to early marriage or pregnancy, domestic work or child-care responsibilities and work to supplement family income.
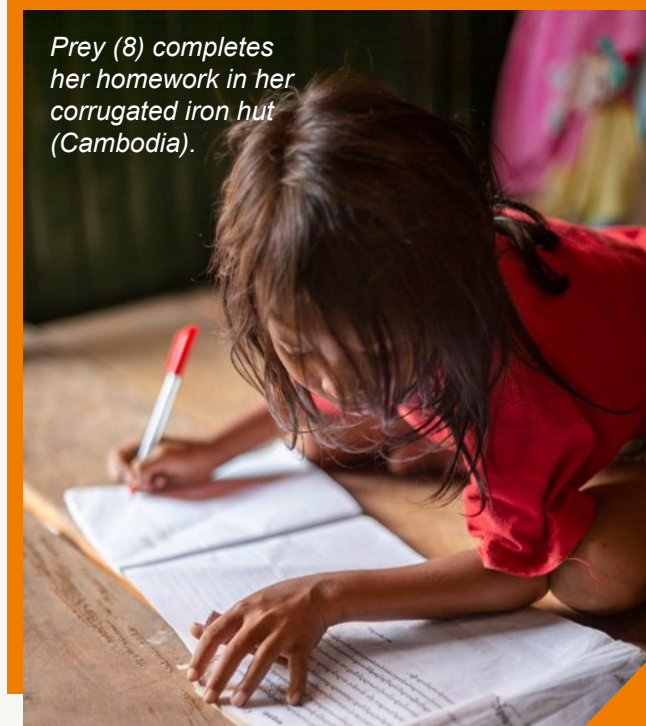
The design of this educational innovation took into consideration the multiple barriers that prevent marginalized children, especially girls, from accessing and finishing high school. The flexibility it offers gives learners the agency to learn at their own pace and in the time they have available. Central to this design was the element of empowerment: that girls are empowered *through* their participation in this programme, not only as a result of the programme itself. While facilitating their continued education, the project also included activities to address the root causes of marginalization of girls, by working to shift social norms around the value of girls' education, stigmatization of early pregnancy, and prevention of early marriage.

Hayat (14) dreams of becoming a maths teacher and returning home to Syria.

EDUCATION IN EMERGENCIES

NATIONAL LEVEL

A crisis context can provide an opportunity to strengthen gender equality within education policy and practice. In crises, national actors work together to develop Humanitarian Response Plans as well as sector-specific plans, and these response plans can and should be gender-responsive, and strive to contribute to transformative change where possible. National advocacy efforts and policy reforms can be stimulated, and therefore increase opportunities to promote gender equality in the immediate response, as well as embedding gender responsiveness in medium to longer-term systems reform through work with government and development actors in the 'nexus' space. Service delivery is often interrupted; however response mechanisms are required to be adaptive and responsive – and this can create opportunities for innovation and norm-shifting. Education response in emergencies can build on and adapt the transformative nature of the activities discussed above.

In many crisis situations, teaching will be conducted by volunteers with limited training. It is critical to provide teachers with gender-responsive pedagogical and inclusion training as part of the basic training package, and support and supervision to encourage them to provide positive and beneficial learning experiences for their students. Displacement

resulting in disruption of education, increased distance to school, and heightened insecurity in crisis contexts can prevent girls' and boys' safe access to school. Alternative delivery of education, including through distance learning, community-based education, providing catch-up or bridging classes may be more favourable given the context. These alternative delivery modalities have the potential to be empowering, especially for girls, both in the way they are accessed, with flexible hours, and through the learning outcomes achieved.

Working directly with functioning local authorities, Ministry of Education personnel and/or cluster working groups during conflict and crisis planning and response has the potential to be gender transformative by addressing harmful social norms, building capacity, confidence and agency of female teachers/volunteers through teacher training, fostering a safe and inclusive environment, and providing alternative delivery of gender responsive education services. Working together with other sectors, clusters and working groups such as WASH or Protection for joint gender analysis, gender strategic planning, gender capacity building for partners, gender-responsive programming and monitoring is important to ensure a coordinated approach..

2.5 INTERNATIONAL LEVEL

In an increasingly globalized world, the potential impact of global movements, institutions and stakeholders should not be underestimated. Whether it is through international treaties or agreements, through funding streams and official development assistance, or through social movements and informal influencing, standards and systems established at the global or regional level have an impact that is felt at the national level, community level, and eventually in the individual lives of women and girls.

Within the education sector, powerful multilateral funding organizations like Global Partnership for Education or Education Cannot Wait, have an important impact on the resources available to and the direction taken by national governments as well as civil society education sector actors. Organizations like UNICEF and INEE develop global standards and tools that are taken as industry best practice and are used by education actors across the globe. And of course the development and monitoring of international legal norms and development goals such as the CRC and the SDGs have a significant impact on the focus of governments and civil societies, and the ability to hold actors accountable for the delivery of services and the protection of rights. *The degree to which this international level reflects and promotes the principles of gender equality and inclusion can greatly influence the nature of education policy, programming and service delivery for girls and women.*

Directly in line with Plan International's Programming and Influencing Approach, efforts at the global and regional level can support gender transformative change if they amplify existing efforts that focus on gender equality in education, and coordinate and contribute to advocacy movements that demand higher standards and increased focus on the rights of women and girls, and all children, to education..

GLOBAL AND REGIONAL INFLUENCING AND ADVOCACY

What kinds of activities?

As a global actor in children's programming with a focus gender equality and inclusion, Plan International plays an important role at the global and regional levels to influence the establishment of education sector standards, tools and funding

streams, as well as using existing global standards to coordinate global advocacy efforts for girls' education.

These activities, by necessity, are led and coordinated by the Plan International Global Hub, with support from national and country offices. Unlike the activities at other levels, these often serve longer term goals and are not associated with a specific programme or project, they create and respond to opportunities as they arise.

What makes it transformative?

- Working with the global donor community to establish standards that incentivise governments and non-governmental organizations and entities to adopt gender-responsive and inclusive practices.

- Advocate for and support multilateral institutions to adopt international standards and goals that promote gender equality and inclusion in and through education, for example by advocating for comprehensive sexuality education as a minimum standard for curricula and recognizing and promoting gender equality training for educators.

- Promote our focus on girls' rights, inclusion and gender equality in discussions and engagement with civil society networks and coalitions that focus on accountability mechanisms. This includes monitoring and reporting processes related to the UN Convention on the Rights of the Child (CRC), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Beijing Platform for Action recommendations, Convention on the Rights of Persons with Disabilities (CRPD), and Sustainable Development Goal Monitoring.

- Supporting regional non-governmental or inter-governmental bodies to strengthen resource sharing, establish regional standards, and strengthen regional advocacy capacity. For example, providing technical or funding support to regional education advocates or womens' and girls' rights civil society organizations.

- Creating sharing and learning opportunities between national Ministries of Education and other government bodies to support responsive and inclusive education systems and policies, for example through regional trainings and workshops, supporting regional collaboration on curricula development and common approaches.

CASE STUDY

GENDER-RESPONSIVE EDUCATION SECTOR PLANNING (GRESP)

Adapted from *the GRESP Guidance, and: https://womendeliver.org/2019/planning-for-gender-equality-in-and-through-education/; http://www.ungei.org/news/index_6530.html*

The Global Partnership for Education (GPE) and United Nations Girls' Education Initiative (UNGEI) developed *Guidance for Developing Gender-Responsive Education Sector Plans* in 2017. This guidance provides the education sector with the information and tools needed to transform national education systems to be responsive to the needs of women and girls in all stages of sector planning (including systems analysis, curriculum development, budgeting).

Those recommendations came to life in 2017-18 at a series of regional workshops across Asia and Africa on how to put gender-responsive education sector planning (GRESP) into practice. In addition to providing input during the drafting of the guidance, in 2017, Plan International Tanzania and Plan International Canada designed and co-facilitated the first of a series of regional GRESP workshops. The workshop targeted officials from Ministries of

Education, Gender, and Health, as well as representatives from civil society and teachers' organizations from six countries across Eastern and Southern Africa. Participants learned how GRESP is applied, in terms of transforming national systems to be responsive to the specific needs of women and girls in all stages of planning, and how national systems respond to those needs.

Implications of the collaborative workshops have been very positive. For example, in Uganda, the policy and gender teams within the Ministry of Education are working closely together to address gender violence in education and developing guidelines on unintended and teenage pregnancy in schools. They have also been working to bring a gender-responsive lens to the national teacher policy and environment in education policy. In Zambia, the Ministries of Education and Gender agreed to collaborate closely to feed into education plans.

Samira (14) learning at school in Zambia's Central Province.

Girl leader stands next to her sun ally symbol in Mandalay Region (Myanmar).

EDUCATION IN EMERGENCIES

INTERNATIONAL LEVEL

For education in emergencies, the regional and global coordination and collaboration efforts are even more essential to effective emergency planning and response. The devastating impact of emergencies on education systems can mean that multiple humanitarian programmes are responding with rapid speed to support or replace a complex service delivery system to the most vulnerable population in a crisis. The priorities set by international advisory bodies in times of crisis can determine how limited resources are directed, what elements of a crisis are recognized and analyzed, and how outcomes are set and achieved. The guidance provided by global experts and institution are immediately employed in the

design of response plans. Working with the Global Education Cluster and working groups like INEE, Plan International can support the development of standards that are gender-responsive and priorities that include key gender-related issues in education. Key EiE donors such as ECW can be influenced to focus fund dispersal and fund accountability on gender responsiveness of education programmes and results associated with girls' education in particular. Coordination and collaboration at the regional and global level are equally important as at the local and national level in times of crisis, and leveraging Plan's influence at the cluster level can keep focus on ensuring that gender-responsive humanitarian response planning is supported.

CASE STUDY

As soon as the COVID-19 pandemic started, Plan colleagues across the organisation have been working with governments, humanitarian country teams, education clusters and key stakeholders to prioritise education within the COVID-19 response and emphasizing that girls shouldn't be left behind when adopting distance learning measures.

Plan International work with UNESCO and UN Women in Latin America focused on gender, education and COVID-19 and, as a result, an informative tool was developed for governments and organizations that are working on the COVID-19 response to overcome the challenges faced by girls and adolescents.

3. MEASURING AND ASSESSING GENDER TRANSFORMATIVE EDUCATION PROGRAMMING

Children take part in Back to School activity in Nigeria.

Gender transformative programming requires monitoring, evaluation and learning approaches that ensure accountability *internally* and *externally*. Internal accountability refers to the mechanisms used by Plan International to monitor the degree to which it is following through on its commitment to growing the proportion of its programming that is gender transformative. The **Gender Transformative Marker** has been developed to provide a universal tool for ranking individual projects and the extent to which they contribute to transformative change. External accountability is the monitoring, evaluation and learning activities and systems that demonstrate the level of achievement of individual projects towards their gender transformative objectives. External accountability systems should be accountable 'upward' (to donors, institutions) and 'downward' (to the community the project is serving).

Consistent frameworks and approaches to external accountability are important for several reasons: they can ensure alignment with international best practice and relevant global indicators and they can provide the opportunity to assess aggregate results across programming and multiple projects. As in all sectors, gender transformative programming in education must go beyond the global indicators used traditionally in the sector, such as enrollment and completion rates, learning outcomes and attendance/attrition. While these have value and must be a component of an M&E framework, they are insufficient to capture transformative changes in social norms and attitudes, improvements in enabling environments or individual agency, and importantly, they do not capture the voices or

perspectives of the central stakeholder: the child.

Plan's **Inclusive Quality Education M&E Results Framework** builds on sector indicators and provides a comprehensive approach to measurement that captures change at all the relevant levels discussed above: the individual, the family and community, the school and the system.

PLAN INTERNATIONAL'S GENDER TRANSFORMATIVE MARKER

The Gender Transformative Marker is a tool to help review the extent to which Plan's programme and influence work contributes to gender transformative and inclusive change. The Marker gives an indication of how gender transformative and inclusive a project is, and is designed to be applied to all projects, regardless of the sector.

This Marker is also intended as a project design guide and diagnostic tool to identify areas that we can strengthen to increase the potential of a project to contribute towards gender transformative change, where feasible. By reflecting on our projects at different stages we can check if we are on the right path towards contributing to transformative change and track incremental improvements, with the aim of increasing the number of projects that are gender transformative. The Marker is a particularly valuable tool for Business Development teams in ensuring that core elements of gender transformative programming are embedded in a project or programme. The review process can in itself contribute to building capacity, prompt collective reflection, and a common understanding

of our approach among Plan International and partner staff.

To ensure accountability across all our work, the Gender Transformative Marker should be applied to all projects and programmes, regardless of funding source.

PLAN INTERNATIONAL'S M&E FRAMEWORK FOR INCLUSIVE, QUALITY EDUCATION

The M&E framework includes results and indicators for measurement at situation analysis, impact and outcome levels.

Within the M&E framework there are five core components, which are the key building blocks to help ensure a good standard of programming: the core foundational component of Teaching and Learning (Outcome 5.1, indicator 5.1.2), plus 4 core complementary components: Out of School Children (outcome 6.9, indicator 6.9.1), School Governance (outcome 6.5, indicator 6.5.1), School Environment (outcome 4.2, indicator 4.2.3)

and Curriculum and Learning Materials (outcome 6.3, indicator 6.3.1).

Like all the outcomes and indicators these are related to the 3 Key Investment Areas outlined in the Theory of Change for IQE:

1. Effective approaches for out of school children (with a particular focus on girls, children with disabilities and children in crisis-affected contexts)

2. Gender-transformative content, practices and behaviour in education

3. Safe and resilient learning environments.

This framework can be used in both development and humanitarian contexts.

The table in Annex 1 lists the outcome areas identified within the framework, and some of the gender-related elements that enable measurement of transformative change.

ANNEX 1. GENDER-RELATED ELEMENTS ON THE M&E RESULTS FRAMEWORK FOR INCLUSIVE QUALITY EDUCATION (IQE)

1. Girls and boys, adolescents, and young people in all their diversity develop understanding and actively engage in their own education and in improving their learning environment

Outcome and Results	Gender-related elements of analysis
O1.1 CAY engage in relevant learning opportunities	• CAY understand their universal right to education regardless of sex or gender
O1.2. CAY understand and support gender equal, inclusive and non-violent behaviours	• CAY understand gender equality and inclusion as it relates to their rights, to barriers to education and discrimination • CAY recognize and respond to gender inequality and discrimination
O1.3 CAY actively engage in school governance mechanisms	• All CAY, regardless of sex and gender, have the agency to participate in school governance (agency = knowledge and capacity to act)
O1.4 CAY understand and engage in emergency preparedness planning	• All CAY, regardless of sex and gender, understand and can participate in gender responsive emergency preparedness planning and response

2. Parents and care givers equally support girls and boys to access and complete age-appropriate education in a safe and supportive environment

Outcome and Results	Gender-related elements of analysis
O2.1 Parents / primary caregivers take a leading role in their children's education, including in emergencies	• Parents/primary caregivers understand the right of all CAY to education, recognize the gendered norms and barriers to education, and provide necessary support for CAY to access and complete education regardless of sex and gender
O2.2 Parents and caregivers engage in school management, governance, and other school activities	• Female and male parents and caregivers actively participate in school management/governance
O2.3 Parents and caregivers contribute to the prevention of, and response to, violence in and around schools	• Understanding gender-related risks of physical, sexual and emotional violence • Addressing gender-related discrimination that drives SRGBV

3. Communities and community leaders recognise, promote and support gender-responsive, inclusive, quality education for all children

Outcome and Results	Gender-related elements of analysis
O3.1 Communities and community leaders and members support and promote education for CAY, in all their diversity	• Awareness of how gender norms and biases affect the access and education outcomes of girls and boys differently • Stakeholders challenge specific gender and social norms and practices – child marriage, early pregnancy and child labour - that prevent girls from enrolling and completing education, including taking legal action if appropriate
O3.2 Communities and community leaders, female and male, take action to improve the quality of education for all CAY in the community	• Understanding what gender responsive, inclusive and safe learning environments are • Actively working with schools to provide accessible and safe learning environments for all children, including alternative learning opportunities for out of school children
O3.3 Communities actively engage in and influence school governance and management	• Active and meaningful participation and leadership roles of women and girls in governance structures
O3.4 Communities and community leaders contribute to ensuring a non-violent and safe school environment	• Awareness of gendered elements of SRGBV • Functioning of reporting and referral systems for victims of violence • Safety and gender responsiveness of school facilities, including during emergencies

4. Service providers: School governance and management bodies manage schools effectively to ensure provision of quality education in a supportive and safe environment

Outcome and Results	Gender-related elements of analysis
O4.1 School governance and management bodies manage the learning environment effectively, so all girls and boys within the catchment area can access and remain in school	• Data is collected an analyzed with appropriate disaggregation and analysis applied (gender/age/disability) • Supportive supervision is provided for teachers to employ gender responsive and inclusive pedagogical practices • Understanding of gender related barriers and outreach to address barriers including girls who are pregnant, young mothers
O4.2 School management and governance structures work with other key stakeholders to provide education in a protective, safe and secure environment	• Effectively working with key Ministries such as child welfare and gender equality • Cooperation to ensure basic and safe facilities, such as MHM for girls • Supportive and coordinated mechanisms to prevent, report and follow up on incidents of violence
O4.3 Schools engage with the community, and have participatory governance and accountability mechanisms in place	• Participation of both female and male community members, youth, girls and boys, with women and girls in leadership roles

5. Service providers: Teachers provide a positive, supportive and inclusive learning environment for girls and boys in all their diversity

Outcome and Results	Gender-related elements of analysis
O5.1 Teachers facilitate an environment in which all CAY can achieve and enjoy their learning	• Teachers use learner-centred, gender-responsive and inclusive methodologies, that actively engage CAY in their learning

6. SERVICE PROVIDERS: NATIONAL, DISTRICT AND LOCAL EDUCATION AUTHORITIES Develop and implement legal frameworks, budgets, policies, programmes and essential services for inclusive quality education

Outcome and Results	Gender-related elements of analysis
O6.1 Government policy-makers at central level establish national legal and policy frameworks, budgets and plans for inclusive, gender-responsive, quality education	• Policies and plans that promote gender equality, with gender-responsive and inclusive education services and practices • Strategies are in place to respond to the needs of girls and other vulnerable groups, including children and youth with disabilities, girls who are pregnant, young mothers, refugees and internally displaced children • Gender equality and inclusion are promoted through all aspects of teaching and learning • Recruitment of female teachers, also other groups who are under-represented within the profession
O6.2 Regional, district and local authorities implement education policies to ensure provision of inclusive, gender-responsive, quality education services	• Policies to ensure provision of inclusive, gender-responsive, quality education provision
O6.3 Regional, district and local authorities implement education policies to ensure that CAY are learning in a positive, safe and protective environment	• Conflict-sensitive and gender-responsive contingency and evacuation plans are in place
O6.4 Central Ministry of Education develops gender-responsive policies for out of school children, which are implemented by district and local authorities	• Legal and policy frameworks are developed and implemented to facilitate the entry of CAY who have never been enrolled, to facilitate the re-entry of CAY who have dropped out of school, and to ensure that girls who are pregnant and young mothers are not prevented from attending school • Accelerated learning programmes with equivalency to support girls and boys who have missed out on education

7. Civil Society Organisations have capacity and influence for improved policy and accountability

Outcome and Results	Gender-related elements of analysis
O7.1 CSOs work together to influence for inclusive gender-responsive quality education	• Understanding of what comprises inclusive quality gender-responsive education • Collaboration and coordination between organisations and networks who work on education at different levels, as well as organisations supporting specific groups or issues - including disability, gender equality, girls' rights, ethnic minorities, refugees or IDPs • Curriculum development, learning materials and teaching methodologies which promote gender equality and children's rights and include wider life skills such as CSE, DRR/resilience, climate change and peacebuilding, and develop critical thinking, problem solving and increased self-confidence
O7.2 CSOs work with education authorities and communities to promote participatory accountability mechanisms	

8. Media promotes the right to inclusive quality education for all children

Outcome and Results	Gender-related elements of analysis
O8.1 The media challenges social norms and promotes positive messages to support inclusive quality education for all	• Provide messaging and visual images that supports access to quality education for all CAY including girls, CAY with disabilities, girls who are pregnant and young mothers, CAY from ethnic and vulnerable groups • Provide space for CAY, especially girls and representatives from other marginalised groups, to engage directly and voice their opinions on the challenges they face in education • Develop content that challenges negative stereotypes and norms about what subjects girls and boys can study and what they can achieve

9. Global institutions; organisations, institutions, donors and humanitarian actors enhance political and financial support for inclusive quality education

Outcome and Results	Gender-related elements of analysis
O9.1 Global institutions strengthen political and financial support for inclusive and gender-responsive education for girls, in both development and emergency contexts	• Providing financial support to improve protection for adolescent girls, in emergency and conflict situations, as well as providing spaces for girls' collective action towards their own futures • Influencing to ensure that SRHR and CSE are included in the curriculum • Influencing the development and implementation of policies to support pregnant girls´ attendance at school and re-entry polices for mothers
O9.2 Global institutions strengthen the voices of CAY, particularly girls' voices, in accountability for education	• Giving children in all their diversity the space and opportunity to come together in national and international fora to voice their opinions, and to demand accountability and influence in relation to improving education

Girl learning at school in Chimborazo (Ecuador).

Mamie teaches students in classroom at school (Sierra Leone)

Plan International recently visited Sierra Leone to make a new virtual reality (VR) film called 'Mamie's Dream'. VR is a revolutionary new medium that creates a unique empathy between the viewer and the characters in a film – for just a few minutes we can step into Mamie's world and walk in her shoes.There is a shortage of female teachers in Sierra Leone, so Plan International is funding a teachers training programme for young women like Mamie. Mamie and her story stood out to us: an extraordinary story of someone who refused FGM, which led to a life of rejection and isolation.

Afriyana's temporary classroom in Central Sulawesi Province (Indonesia)

Months after a series of strong earthquakes struck Central Sulawesi Province in Indonesia, children's education was still being disrupted. For 31-year-old Afriyana who runs a free school for children from poor families, seeing the school she had set up just a year earlier disappear was devastating. Two months later, Afriyana's school was rebuilt and now has three classrooms with separate toilets for girls and boys, with hand washing facilities.

Roshni (5) a day at school in Uttar Pradesh (India)

Roshni (5) enjoys a day at school. Roshni is the daughter of Devkumari (21) who was a participant on a campaign to prevent female violence and foeticide when she was pregnant. For some women, physical or mental abuse can start while inside the womb, in infancy, childhood, adolescence, or during adulthood or later in life - it can occur at any time during their lifecycle.

Girls and boys are working together to help Girls Get Equal (El Salvador)

Our Champions of Change project is working to help alleviate gender inequality and violence in El Salvador. We are working with boys and men to examine and change sexist behaviors in their families and communities to support girls and champion their rights. At the same time, girls are provided with safe spaces, protection through peer networks and access to mentors, and leadership opportunities.

Teacher Nelly helps with the "Shaping entrepreneurs for the future" methodology (Peru)

Focus on financial education and life skills is especially needed for girls. At the beginning of the project, each group of students decide together what kind of business they would like to establish. They then elect a treasurer, secretary and president and set goals for responsible saving and spending, finally they define their budget and responsibilities. So far, this project has directly benefited more than 22,000 students in 23 primary and secondary schools in Lima.

Tort, aged 23, teaching English (Cambodia)

Tort was born with a birth defect and only has one arm. Her family are rice farmers. Tort, who hopes to become a secondary school teacher, works as a librarian at a primary school. After work she volunteers to teach English classes to children from the surrounding area. Tort knows that education is the key to a better life for children.

Loveness, aged 18, and Shakira, aged 17, (Malawi)

Both Shakira and Loveness attended initiation camps. For Shakira this was a positive experience: "We heard that you must be respectful of people who are older than you and that until you have passed your exams, school is the most important thing in your life. We also learned that a girl who has a child does not necessarily have to marry. She can go back to school."

Brenda is one of a group of adolescent girls taking part in a Champions of Change workshop (El Salvador).

During a week-long workshop, as part of the Champions of Change programme, Brenda and the other participants learnt about gender equality, girls' rights, decision-making and girls' leadership skills. They also took part in debates, to boost their confidence in public speaking and to learn how to communicate their thoughts and opinions and get their point of view across.

Cássia, 18, with her school graduation photo

18-year-old Cássia has been inspired by Plan International since she first became a sponsored child. After joining the Leaders of Change project, she learnt about the gender inequalities affect the lives of girls and boys and is determined to make a change. "My dream is to graduate in social work and become a focal point in my community. I want to change the history of our country. I believe that when we have responsible leaders, and young people and children see these leaders as an example, we will also have a better community and a better Brazil."

Laxmi, aged 8, with her mother. Laxmi has difficulty walking, so her mother helps her get to school by carrying her down the hill. (Nepal)

Before receiving an ankle brace from Plan International, Laxmi did not attend school, but now Laxmi is able to walk independently, and looks forward to attending school every day.

Ana and her children at Plan International's child friendly space in Tumbes (Peru)

Venezuelan migrant, Ana, was motivated to leave her country to seek medical help for her daughter Paula who became deaf after she was unable to get medical treatment for her ear infection two years ago."Access to public health in Venezuela is a complex task, not only because of the shortage of medicines, but also because of the lack of doctors as most have emigrated." Ana explains. Now Ana is on her way to Chile to meet up with her husband, hoping to improve the quality of their lives. She has high hopes for her children's futures.

Girls take over their school in Asunción (Paraguay)

To mark the International Day of the Girl, more than a thousand girls in 68 countries are occupying spaces and places where they are rarely seen or heard. #GirlsTakeovers encourage girls to pursue their ambitions and challenge the discrimination that hold girls back. In Paraguay, a group of girls took over their school in Asunción. During their takeover took on the roles of School Director, Deputy-Director, Cycle Coordinator and Technical team members.

One of the school classroom buildings under construction (Mozambique)

Plan International is working with authorities and communities to rebuild schools that were wrecked by Cyclone Idai a year ago. At this school in Beira district, work is underway to rebuild the 14 classrooms which were damaged or destroyed. This is also an opportunity to give different opportunities and rol models for girls and boys.

Safe dormitory for girls attending secondary school (Tanzania)

Long journeys to school, responsibility for domestic chores at home and lack of light to do homework at night can interfere with girls' academic progress. In addition, girls face dangers on the way to school including harassment and fear of rape – concerns their parents share and which lead them to keep adolescent girls at home. At this school in Kibaha district, Plan International has built a dormitory for girls to help them stay in school and finish their education.

Mamie teaching in class at her school (Sierra Leone)

There is a shortage of female teachers in Sierra Leone, so Plan International is funding a teacher training programme for young women like Mamie. Mamie, who refused FGM, which led to a life of rejection and isolation, enjoys her teaching.

Girls take part in youth club meeting in Gatsibo district (Rwanda)

Plan International has set up youth clubs in schools across Rwanda, to teach young people the vital life skills they need, including information about their sexual health and reproductive rights.Funded by the Swedish International Development Cooperation Agency (SIDA), the project provides children with the opportunity to discuss the issues that concern them, talk about their feelings and support each. The young people are now passing on their knowledge to other students through a peer-education programme.

Roukietou, aged 12 (Burkina Faso)

Roukietou in class at an accelerated learning centre under the Primary School Access through Speed Schools (PASS+) project, after a two-month interruption due to COVID19.

Prey*, 8, completes her homework in her corrugated iron hut (Cambodia)

"I taught myself," says 8-year-old Prey*. Prey was left to live on her own when her 14-year-old big sister found work in a field far from their home a few weeks ago. With her parents both dead, her aunt who lives next door keeps an eye on her and gives her food, but her impovershed state prevents her from taking her in full-time. Food and water shortages have become increasingly common in Cambodia as the dry season becomes hotter and longer forcing many people to migrate to look for work. It's vulnerable children like Prey who suffer most - left behind as their relatives move away.

Hayat*, 14, dreams of becoming a maths teacher and returning home to Syria (Jordan)

Plan International supports refugee families in the refugee camp of Azraq and East Amman in Jordan. "We lived like prisoners in Aleppo, Syria. My mother wouldn't let me and my three brothers out, not even to go to school. I never saw my friends. We came here about a year ago. Although the circumstances are harsh, I feel safe in the camp. I have made friends, and it feels great to walk to school with them, do homework and play on our phones. I dream of becoming a maths teacher, because I love numbers. I also dream of returning to Syria when the war is over." Hayat*, 14.

Samira, 14, learning at school in Zambia's Central Province

Southern Africa is in the grip of a food crisis. The region has been designated a climate 'hotspot' by the Intergovernmental Panel on Climate Change and has experienced just one normal growing season in the last five years. Samira lives in Zambia's Central Province. Aged 14 and in Grade 9, she wants to be a nurse. But these days, Samira struggles to stay awake in class. Since the food crisis began, Samira's daily food intake has halved. Now she survives on just one meal per day. She last ate at 5pm yesterday and won't eat again until 5pm this afternoon.

Girl leader stands next to her sun ally symbol in Mandalay Region (Myanmar)

Myanmar's young leaders step up to help and protect one another during the pandemic, taking a stand against violence.Plan International Myanmar has launched a virtual youth-led education and protection campaign together with UNICEF. Youth leaders are drawing sun ally symbol near their homes to signify shining a light on incidents of violence and abuse that might otherwise go ignored. It will also let their peers and other community members know that they have an ally during these times.

Children take part in Back to School activity in Nigeria

In an effort to transform power relation in favour of 100 million girls, Plan International Nigeria, with support from BMZ launched a Back to School campaign and supported 2000 most vulnerable children to get learning materials and 1500 girls provided with menstrual hygiene kits in seven of the most deprived communities of Askira and Michika LGA of Adamawa and Borno states. The campaign provided learning opportunities and enhanced school retention for children currently not attending school due to insurgent attack in northeast Nigeria.

Girl learning at school in Chimborazo (Ecuador)

In Ecuador, more than a quarter of young people don't go to secondary school, most often girls who miss out on an education because of domestic work. Plan International believes that education isn't just the right of every child - it can help them to escape poverty, access opportunities and enjoy an active role in their community. We are helping children in Ecuador access education, by awarding scholarships to students who would otherwise miss out on school because their family could not afford to send them.

Students are now able to learn in a healthy green environment (Cambodia)

In 1975, the Khmer Rouge guerrillas took the power in Cambodia and established a terror regime that killed two million people. The social and economic consequences of this period continue to have an impact today.Hong Engkeang, 51 years old, was himself a student in the Srei Snam District, the former war region at the time of the civil war. Today he is director of 28 Makara High School. He has transformed the school from a desolate place without trees into a green learning oasis for his students.

Students are now able to learn in a healthy green environment (Cambodia)