



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Marking the International Day for the Elimination of Violence Against Women Sent to the INEE listserv: 23 November 2011

Violence against women is a pandemic problem that cuts across countries, socio-economic status, age, and ethnicity. Statistics depict a terrible reality, in which one out of three women has been a victim of violence at least once in her lifetime ([United Nations](#)). Violence against women takes many forms, ranging from physical to sexual, psychological and economic violence. In emergency and fragile contexts, where the breakdown of law and social support systems increase insecurity and impunity, pre-existing discriminations may culminate more easily in violence against women ([UNFPA](#)).



Photo courtesy of Global Campaign for Education & RESULTS Educational Fund's [Make it Right](#) Report.

In 1999 the United Nations designated the 25th of November as the International Day for the Elimination of Violence Against Women, urging governments, international organizations and NGOs to raise public awareness on this global issue. The **16 Days of Activism Against Gender Violence** is an international campaign originating from the first Women's Global Leadership Institute sponsored by the Center for Women's Global Leadership in 1991. Participants chose the dates, November 25, International Day Against Violence Against Women and December 10, International Human Rights Day, in order to symbolically link violence against women and human rights and to emphasize that such violence is a violation of human rights.

In light of these initiatives, the [INEE Gender Task Team](#) decided to dedicate this month's Task Team update to a spotlight on violence against women and girls in emergency settings. Our goal is to raise awareness about the challenges facing women and girls within the context of education in emergencies, and to share relevant new initiatives, tools, and research with the wider INEE membership. On November 25th the INEE Gender Task Team will launch its [Facebook page](#) through which we will share information, updates and resources throughout the **16 Days of Activism Against Gender Violence**.

Education and Gender Based Violence

Schools and education can play a major role in preventing, mitigating and responding to violence against women and girls. Behavioral, cognitive and emotional change can take place in an inclusive learning space. Human rights education can help boys and girls become aware of their rights and how to attain them. In addition, schools can represent a safe place where women and girls can access medical and psychosocial support and learn skills that may help them avoid abuse.

However, the reality is that schools are not always safe havens of child-oriented activity, safety and security for children and youth affected by crisis. Gender-violence in and around schools is a worldwide problem with serious implications for the educational attainment, health, and well-being of girls and boys. Unfortunately, a growing body of evidence suggests that sexual harassment, violence and exploitation by male students and teachers is widespread in educational settings in many parts of the world, especially in humanitarian and developing contexts ([USAID](#)).



Photo courtesy of the Commonwealth Education Fund's Gender Equality in Education Project

Adolescent girls in emergency situations are especially vulnerable to gender-based violence. They are often mistakenly classified with young children or adults, even though their needs are very different. Existing sex- and age-related power disparities may become more prominent, increasing the risks of rape, coercion into sex work, abduction by armed groups, sexual exploitation and abuse at the hands of humanitarian workers, early marriage, and trafficking. The additional financial, household and childcare burdens that adolescent girls take on in emergency situations often renders them less-visible to humanitarian workers and hinders their access to educational opportunities.

Efforts are being made to address this crisis in a number of ways, including the implementation of minimum standards, teacher training and awareness raising, codes of conduct for teachers, and 'safe school' guidelines. However, there is still much work to be done to ensure not only that girls have equal access to the physical, cognitive, and psychosocial protection that education can provide, but also that the content and processes of education in such circumstances meet the needs and priorities of girls and women as well as boys and men.

Sincerely,
INEE Secretariat and
INEE Gender Task Team Convenors, Jessica Colombo, Sarah Chakrin and Betsey Archambault

INEE and Gender

INEE has worked to include gender as a cross-cutting issue in its work and good practice tools and to incorporate strategies to prevent and respond to gender violence including the following:

- The [INEE Pocket Guide to Gender](#) is a quick reference guide to help practitioners make sure that education, as part of emergency preparedness, response and recovery, is gender-responsive and meets the rights and needs of all girls and boys, women and men affected by crisis. The tool is now available online in [French](#) and [Bosnian/Croatian/Serbian](#) and online and in print in [Arabic](#) and [English](#). Forthcoming in Spanish!
- The [INEE Guidance Notes on Teaching and Learning](#) highlight gender as key thematic area to be considered within the context of teaching and learning. This tool is now available in [English](#), [Spanish](#), [Chinese](#) and [Bosnian/Croatian/Serbian](#).
- Gender was mainstreamed in the [INEE Minimum Standards Handbook](#) as a cross cutting issue. The Handbook additionally makes a number of references to strategies to prevent gender based violence in and through education. [Click](#) to download the INEE Minimum Standards Handbook in 17 languages. The [INEE Working Group on Minimum Standards](#) is conducting a large-scale assessment on the use of this tool. **Take the Survey!** Available in [English](#), [Arabic](#), [French](#), [Portuguese](#), and [Spanish](#).
- The [INEE Toolkit](#) contains a number of vetted resources and guidance on gender and education in emergencies. Click [here](#) to access the resources in the INEE Toolkit.

To order hard copies of INEE materials click [here](#).

Join the INEE Gender Task Team!

[INEE Task Teams](#) are open to all INEE members and provide a forum to work collectively on specific areas of interest, advocating for these key cross-cutting issues and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis. In accordance with the new [Gender Task Team ToR](#) the group will seek to:

- Produce, disseminate, assess and support the use of practical gender resources, tools and training materials for emergency practitioners.
- Advocate for greater attention and support for gender-responsive education in emergencies, situations of fragility, prevention and preparedness, and reconstruction amongst donors, humanitarian agencies, and governments.
- Strengthen gender equity messages and strategies within the standards, tools and guidelines produced by INEE and the IASC Education Cluster.

However, as with all INEE task teams, members of the task team decide on specific areas of work and the ways in which this work will be taken forward. For more information please see the Task Team [website](#). To follow us on Facebook click [here](#).

If you are interested in joining this task team or to share any relevant resources we may have missed, please contact arianna@ineesite.org.

Resources and Materials

TOOL: [Preventing and Responding to Gender Based Violence in and through Education, INEE Gender Task Team](#)

This brief highlights the Minimum Standards references to GBV, provides background on GBV in and through education in emergencies and details promising prevention approaches and responses. The brief also includes a mini-case study on the IRC's 2002 Classroom Assistant program in Guinea.

TOOL: [Education Module of the IASC Gender E-Learning Tool](#)

The [IASC Gender Sub-Working Group \(SWG\) on Gender and Humanitarian Action](#), in collaboration with InterAction, has developed an e-learning course to help humanitarian workers mainstream gender strategies into their work. This course provides illustrative examples to help you learn how to develop programming that ensures the needs and capacities of women, girls, boys and men are met in humanitarian situations. The training is based on the [IASC Gender Handbook Women, Girls, Boys and Men, Different Needs - Equal Opportunities](#)

TOOL: [Training Package- Gender and Education in Emergencies and Post-Crisis Recovery](#)

The IRC developed this training package based on INEE Gender Task Team trainings carried out in 2008. The training package features a facilitators' guide, a training session PowerPoint, handouts and background resources, existing gender frameworks, tools and strategies etc.

You can also request a CD-Rom – please email materials@ineesite.org with your full mailing address and the number of copies required.

TOOL: [Virtual Knowledge Centre to End Violence Against Women and Girls, UN Women](#)

This tool is an online resource in English, French and Spanish, designed to serve the needs of policymakers, programme implementers and other practitioners dedicated to addressing violence against women and girls. The site offers: step-by-step guidance on 'how to' work with specific sectors, groups or areas of intervention, proven and promising approaches, recommended training and other practical tools for implementation, a roster of specialized organizations, by country and languages summaries of evaluations and key findings, links to data and other on-line resources; and a calendar of major events and training opportunities.

TOOL: [Ending Violence Against Women, UNFPA](#)

This online exhibit can be used as both an advocacy and programming tool. It documents UNFPA's experience in the field supporting projects that address violence against women in its many forms.

Designed for both the general public and development practitioners, it documents approaches that can be used to confront this problem on a larger scale.

STATISTICS: [Violence Against Women Prevalence Data, Surveys by Country, UN Women, 2011](#)

This survey presents data available for 86 countries on the prevalence of physical and sexual violence against women, forced sexual initiation and abuse during pregnancy, mainly drawn from leading international surveys: Centers for Disease Control and Prevention, Reproductive Health Surveys, Demographic and Health Surveys, Violence Against Women Surveys and the World Health Organization Multi-Country Study. Available in [English](#), [French](#) and [Spanish](#).

CAMPAIGN: [UNiTE to End Violence Against Women](#)

United Nations Secretary-General Ban Ki-moon's UNiTE to End Violence against Women campaign aims to prevent and eliminate violence against women and girls in all parts of the world. UNiTE brings together a host of UN agencies and offices to galvanize action across the UN system to prevent and punish violence against women. Through UNiTE, the UN is joining forces with individuals, civil society and governments to put an end to violence against women in all its forms. To join click [here](#).

REPORT: [Are Schools Safe Havens for Children? Examining School-related Gender Based Violence, USAID, 2008](#)

This report presents a broad look at the literature on school-related gender-based violence (SRGBV) including an examination of why such violence happens, the evidence on SRGBV, its long-term and short-term consequences. The report additionally highlights barriers to prevention and response, current initiatives and recommendations.

REPORT: [Stop Violence Against Girls in School, A cross-country analysis of baseline research from Ghana, Kenya and Mozambique, ActionAid International, 2011](#)

A cross-country analysis of baseline research from Ghana, Kenya and Mozambique. This report provides a synthesis of research undertaken as part of ActionAid International's Stop Violence Against Girls in School project in Ghana, Kenya and Mozambique.

REPORT: [Education for All Global Monitoring Report 2011- A Gender Review, UNGEI, 2011](#)

The United Nations Girls Education Initiative (UNGEI) is the Education for All (EFA) flagship for girls education, a partnership of organizations committed to narrowing the gender gap in primary and secondary education. This review distils the main messages on gender and education in the EFA report and further sharpens the gender analysis, particularly by making visible the gender dimensions of EFA goals that do not have an explicit gender mandate and drawing linkages across goals and ideas that may otherwise get glossed over.

REPORT: [Fact Sheet on Youth Reproductive Health Policy: Gender-Based Violence, USAID, 2009](#)

This report highlights specific GBV-related risks for girls with regard to reproductive health. It discusses key areas for GBV and reproductive health-related policy action from design to implementation including analysis in various contexts, and their challenges. It includes an analysis of the tremendous role education policy can play in mitigating GBV, and instances in which such policies have been implemented.