

5.3 Gender in EiE Protection and Well-Being Interventions

INEE Minimum Standards	Domain 2: Access and learning environment Standard 2 – Protection and well-being: Learning environments are secure and safe and promote the protection and psychosocial well-being of learners, teachers and other education personnel.
Primary users	<ul style="list-style-type: none">• EiE programme managers;• education personnel.
Purpose of tool	To understand the rationale for, and how to reflect, gender responsiveness in protection and well-being interventions within EiE programmes.

Introduction

Ensuring that protection and well-being interventions in EiE programme are gender-responsive will maximize their effectiveness at addressing gender- and context-specific barriers to equity, inclusion, safety, and protection.⁶

Key information

Increased protection risks and threats to the well-being of children and adolescents in crisis contexts include, but are not limited to, child marriage, forced armed recruitment, child labour, and gender-based violence (GBV). These threats are due to factors such as:

- pre-existing gender stereotypes and discriminatory practices;
- lack of the rule of law;
- socio-economic issues;
- the breakdown of family and community protective mechanisms;
- negative coping mechanisms;
- limitations on decision-making power and independence;
- strain on adult caregivers.⁷

When experienced over a long period, these risks may cause toxic stress and threaten lifelong positive development.⁸ EiE managers and education personnel are key stakeholders who work closely with protection actors in crises to address and respond to the protection and well-being risks faced by girls, boys, women, and men.

✂ 8.1: Gender in EiE sector coordination and information management

Essential resources

[Global Education Cluster and Child Protection Area of Responsibility's Child Protection-Education in Emergencies Collaboration Framework](#)

6 Global Protection Cluster (2014) [What is Child Protection in Emergencies?](#) defines child protection in emergencies as “preventing and responding to violence, abuse, exploitation and neglect of children during times of emergency caused by natural and man-made disasters, conflict or other crises. Emergency situations can carry on long after the initial crisis has passed. They require effective and sustainable solutions to provide both short and long-term protection to children living in the wake of disaster and conflict. The delivery of child protection in emergencies occurs in a wide variety of locations from the immediate locality of the crisis to internally displaced people and refugee facilities.”

7 IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Settings](#).

8 Harvard University Center on the Developing Child (n.d.) [ACEs and Toxic Stress: Frequently Asked Questions](#).

Gender-responsive EiE protection and well-being interventions should:

- **Establish and monitor gender-responsive protective learning environments** which include female and male education personnel and students across all levels of the school system. This may involve building their capacity to:
 - identify, prevent, and respond to school-related gender-based violence (SRGBV);
 - establish and use SRGBV and school-based child protection reporting and referral mechanisms;
 - provide gender-responsive, psychosocial support (PSS.)
- **Reduce family stress to promote positive and protective relationships between children and adults.** This may involve conditional cash transfer or voucher programmes to benefit girls and boys across different levels of the school system, and female and male parent/caregiver support groups.

Where possible, interventions may seek to be gender-transformative, going beyond merely addressing the gender-differentiated protection and well-being needs of girls, boys, women, and men. This tool emphasizes gender-responsive considerations for EiE protection and well-being actions across the EiE programme cycle.

Actions

1. Design and conduct EiE needs assessments and analyses

Include questions to identify the cultural practices, expected behaviours, social norms, and environmental factors that increase children's and adolescents' protection risks.

- **Consider what factors increase the risk of GBV, SRGBV, and/or exposure to toxic stress for girls, boys, women, and men.** Ask questions to understand the different protection and well-being risks faced by different ages of girls, boys, women, and men, and by vulnerable groups such as children and adults with disabilities. For examples of questions see:

➔ **2: Needs assessment and analysis**

- **Map existing community-based child protection infrastructure and mechanisms** to understand which protection and well-being services already exist, and which need to be established or reactivated. (See [Table 5.3.1](#) for more details).⁹
- **Consider conducting a joint assessment with child protection actors**, such as the assessments carried out by the Education Cluster and child protection area of responsibility. As a minimum, ensure a child protection expert is on the Assessment Working Group for cluster or institution assessments. They should review the assessment protocol from a child protection technical perspective. Ideally, a child protection specialist would also train enumerators on protection against sexual exploitation and abuse (PSEA) and SRGBV considerations. (See: [Global Education Cluster Needs Assessment PSEA Folder](#).)

⁹ Adapted from IASC (2015). [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Settings](#).

- While analyzing data on child protection services, **identify the extent to which existing services are gender-responsive**. For sample questions, see:

➔ 2: Needs assessment and analysis

2. Plan and design EiE programmes based on the needs assessment data

- Identify priority protection and well-being interventions that need to be established or strengthened. Decide which of these may better address and respond to gendered barriers for girls, boys, women, and men.
- Identify potential partnerships between education, gender, and protection actors so that expertise is available for joint activities. Such activities include designing suitable, gender-responsive training approaches and materials for use in child protection and well-being interventions.
 - Identify local examples of emerging, effective gender-responsive protection and well-being work to inform capacity-building efforts.
 - For example, if a school or sub-national area has developed and is implementing a code of conduct that pays attention to SRGBV, invite relevant stakeholders to share their approaches, or arrange training visits to their setting.¹⁰
 - If a community-based organization uses a gender-responsive referral and reporting mechanism in their area of operation, invite their staff to train EiE and protection stakeholders.¹¹

Note: To conduct the above in a coordinated manner with child protection and EiE actors, refer to the CP-EiE Coordination Framework. (See: Global Education Cluster and Child Protection Area of Responsibility's Child Protection-Education in Emergencies Collaboration Framework)

The type of crisis may determine which capacity-building efforts are possible. Below are two examples:



In acute crises, capacity-building efforts for female and male education personnel on PSS provision may be gender-responsive. However, it will probably not be possible for government or development partners to monitor and observe the extent to which PSS services are gender-responsive after the training.






In protracted responses, if education personnel have not established codes of conduct and/or protocol for reporting child protection risks, this could be integrated into their training. Such training might cover gender-responsive pedagogy; establishment of gender-responsive school-level improvement plans; and gender-responsive leadership development pathways. This could be monitored and reported on to boost understanding of the effectiveness of training efforts.

¹⁰ See: UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#), Section 2 Practical Actions.

¹¹ See: UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#), Practical Action 13.

3. Implement gender-responsive protection and well-being-focused EiE interventions¹²

Table 5.3.1: Implementation considerations for ensuring EiE protection and well-being interventions are gender-responsive

Gender-responsive EiE Interventions to promote resilient systems, communities, schools and children
<p>Protection/well-being EiE intervention</p> <p> Deliver capacity building for sub-national and local child protection service providers and education personnel on the topic of providing gender-responsive child protection services.</p> <p>Note: local and sub-national protection personnel or service providers include, but are not limited to, committees or child watch groups in communities, community-based organization staff, and government service providers across sectors such as health, protection, and justice.</p> <p>Rationale for the intervention</p> <p>Child protection capacity building on gender issues and barriers, provided for EiE education and protection personnel, will help address gender equity barriers and ensure child protection mechanisms, such as referral and reporting mechanisms and child safeguarding measures, are gender-responsive.</p>
<p>Gender-responsive implementation considerations</p> <p>Ensure female and male committee and community members and staff engage in decision-making processes on child protection issues.</p> <p>Review and adapt existing capacity-building materials, curricula, and communication materials used for training staff and/or caregivers, children, adolescents, community members, and education personnel.</p> <p>Capacity-building, curricula, or communication materials on child protection topics – such as PSS, school safety, SRGBV, and referral and reporting mechanisms – should include messages on protection and well-being risks specific to girls and boys (i.e., SRGBV, rape, armed recruitment, corporal punishment, and harassment). Materials should also address how to prevent and respond to risks in a way that considers the different risks and needs of girls, boys, women, and men.</p> <p>For suggestions on how to review and adapt capacity-building and/or curricula materials, see:</p> <p> 5.6: Curricula, teaching and learning materials</p>
<p> Related resources</p> <p>Child Protection Working Group, South Sudan (2012) Working with Community-Based Child Protection Committees and Networks</p>

12 Proposed interventions adapted from INEE (2019). [Guidance Note on Gender](#).

Protection/well-being EiE intervention



EiE community mobilization efforts involve identifying, developing, and disseminating messages on protection and well-being risks and services for girls and boys of different ages

Rationale for the intervention

Community partnerships and awareness are crucial for the success of protection and well-being interventions that address barriers to gender equity and ensure the availability and uptake of local-level, gender-responsive, protection-related services (in the community or camp), such as SRGBV reporting and referral mechanisms.

Gender-responsive implementation considerations

Based on needs assessment data, identify partnerships with a variety of stakeholders (local female and male leaders, boys and girls of varying ages, and education personnel). Use these partnerships to discuss, identify, develop, validate, and disseminate messages on:

- the gender-specific protection and well-being risks prevalent before and during crises (i.e., rape, corporal punishment, child marriage, armed recruitment, SRGBV, GBV);
- the importance of education for girls and boys of different ages during crises as a way to address and respond to protection risks;
- solutions to ensure girls and boys and male and female education personnel are safe and secure in their homes, learning environments, and en route to and from schools and communities during crises;
- actions that female and male community members, caregivers, education personnel, and students may take to address and respond to prevalent risks;
- available protection-related services, part of or in addition to education programmes for girls and boys of different ages.

Integrate these messages as part of broader EiE community mobilization efforts. Such efforts might include the distribution of: backpacks containing teaching and learning and menstrual hygiene management materials; back-to-school campaigns; radio programmes; parent/caregiver support groups and SMS campaigns.

These evidence-based messages may also inform resource mobilization efforts.

4.2: Gender in EiE resource mobilization

Related resources

UNICEF's Communities Care Toolkit

This resource is available on request from UNICEF.

Protection/well-being EiE intervention



Develop life skills programmes.

Rationale for the intervention

Life skills programmes enable girls and boys to acquire knowledge, skills, and attitudes that help them protect themselves and take positive action in their lives. Life skills programmes give girls and boys access to well-being and PSS services. This may be the only opportunity for out-of-school children and adolescents to benefit from such services.

Gender-responsive implementation considerations

Discuss protection and well-being issues identified in the needs assessment with female and male education personnel responsible for facilitating life skills programmes at the school level.

Ensure topics of discussion include but are not limited to:

- identifying the gender-differentiated risks faced by girls and boys of different ages (i.e., child marriage, armed recruitment, SRGBV, GBV, rape, corporal punishment);
- possible solutions and actions to address and respond to gender-differentiated risks;
- gender-responsive PSS;
- links between gender norms, discrimination, and violence.



Related resources

UKAid and UNICEF (n.d.) [Training Manual for Girls' and Boys' Clubs on School-related Gender-based Violence \(SRGBV\) Prevention and Response](#).

This resource for Sierra Leona contains examples of life skills activities for girls' and boys' clubs.

[Life skills training: New Horizons and New Visions Programmes](#)

This is an example of life skills programming for boys, implemented by the Center for Development and Population Activities in Egypt. The document presents the initiative's outcomes for increasing gender sensitivity amongst boys in Egypt.

Economic empowerment programmes may be more powerful when boys and men engage as allies. For more information, see Promundo, Care, and Men Care (n.d.) [Journeys of Transformation. Engaging men in Rwanda as allies in women's economic empowerment and partners in caregiving](#)

Program H is an example of a programme that supports GBV prevention. For more information, see: Sperling, G.B., and Winthrop, R. (2015) [What works in girls' education: Evidence for the world's best investment](#). Brookings Institution Press, p.224.

Protection/well-being EiE intervention



Support the development of parent/caregiver support groups which are gender-responsive.

Rationale for the intervention

Such groups help to address the causes of stress for male and female parents/caregivers. They help parents/caregivers to handle stress, and improve protective, positive relationships with children and adolescents in school, community, and home environments.

Gender-responsive implementation considerations

The following topics should be incorporated into group parenting curricula and/or education personnel professional development materials:

- defining GBV and understanding the harmful effects it may have on infants and young children throughout their lives;
- how to identify different factors that cause stress for male and female caregivers and/or education personnel;
- how to handle similar or different forms of stress faced by male and female caregivers and/or education personnel;
- how all caregivers and/or education personnel can provide responsive and protective care to infants and young children and support older children and adolescents;
- how caregivers and/or education personnel can link with opportunities for well-being services for themselves and their children and adolescents, to reduce the likelihood of corporal punishment or abuse due to financial or emotional stress.



Related resources

Development partners such as Concern Worldwide, Save the Children, World Vision, Plan International, and ChildFund International have parenting curricula. These can be requested through a Memorandum of Understanding with the institutions. The materials may need to be adapted to address gender and protection needs.

The [Living Peace Program](#) can be used with female and male parents and caregivers. The programme from the Living Peace Institute in Democratic Republic of Congo and Rwanda may be adapted through agreement with the institution. The Living Peace Program provides PSS and group education to men and their partners in post-conflict settings to address the effects of trauma and develop positive, non-violent coping strategies.

Find out more in:

- Learning on Gender and Conflict in Africa, World Bank (2014) [Living Peace Groups Implementation Manual and Final Project Report: GBV Prevention and Social Restoration in the DRC and Burundi](#)
- Sexual Violence Research Initiative (n.d.) [Can Targeting Men Reduce Intimate Partner Violence?](#)

Refer to programme examples focused on engaging males in their roles as fathers, such as this [example from Lebanon](#).

Protection/well-being EiE intervention



Offer gender-responsive cash transfer or voucher programmes.

Rationale for the intervention

Cash transfers promote girls' access to education in contexts where child marriage is prevalent. They boost boys' access to education where there is a prevalence of boys joining armed groups to reduce the family's financial burden.

Cash transfers may reduce the family's financial burden and/or increase life skills and protection knowledge, attitudes, skills, and practices. Evidence suggests that cash transfers may increase girls' and boys' education attendance rates, reduce child marriage, increase female decision-making power (including around marriage and fertility), and reduce the number of women experiencing abuse by male partners

Gender-responsive implementation considerations

Use needs assessment findings on unique gender-related barriers to education to develop criteria for the provision of cash transfers for girls and boys.

Track how much money is spent on cash transfers and what girls and boys spend cash on to respond to their unique needs. Collect data on indicators related to cash transfers (i.e., enrolment, attrition, transition, decrease in reports of child and armed recruitment, etc.).



Related resources

Girls Education South Sudan Programme, [Cash Transfers](#), provides examples of cash transfers and emerging results.

UNICEF's forthcoming (2020) cash transfer guidance will feature considerations and benefits for girls and other marginalized groups.

A cash transfer programme for boys aged 7-13 – Red de Protección Social (RPS; Social Protection Network) – was implemented by the Government of Nicaragua, in partnership with Inter-American Development Bank. An evaluation found that transfers for three years resulted in boys achieving a half grade increase in schooling and substantial gains in both mathematics and language test scores. Effects were sustained ten years after participation in the programme. More than 30,000 families benefited.

Find out more in:

- Information on [Red de Protección Social \(Social Protection Network\) \(2000-2006\)](#)
- Barham et al (2013) [More Schooling and More Learning?: Effects of a Three-Year Conditional Cash Transfer Program in Nicaragua after 10 Years](#)

ODI (2017) [The impact of cash transfers on women and girls](#).

UNICEF (2017) [Making cash transfers work for children and families](#).

Protection/well-being EiE intervention



Develop temporary learning spaces (TLS) or child-friendly spaces for girls and boys of all ages, from young children to adolescents.

Rationale for the intervention

Providing safe TLS for young children through to adolescents may:

- support girls' and boys' access to protection and mental health services;
- enable older siblings to access TLS or other education and vocational opportunities;
- give female and male caregivers equitable access to cash-for-work opportunities or time to address their own well-being while their children and adolescents are in safe and secure spaces.

Gender-responsive implementation considerations

For information on TLS for girls and boys across age groups and levels of the school system, see:

✂ [5.2: Facilities and services](#)

✂ [5.6: Curricula, teaching and learning materials](#)

Implement gender-responsive TLS alongside female teacher recruitment.

✂ [5.4: Teacher recruitment and support](#)



Related resources

Ligiero, D., Hart, C., Fulu, E., Thomas, A., and Radford, L. (2019) [What works to prevent sexual violence against children: Evidence Review](#). Together for Girls. pp.58-75.

UNESCO Bangkok (2019) [Gender in Education Network in Asia \(GENIA\) Toolkit: Promoting Gender Equality in Education](#).

WOB (2019) [Gender-Responsive Pedagogy in Early Childhood Education](#).

Protection/well-being EiE intervention



Enhance the safety of transport routes for girls, boys, female and male education personnel in partnership with female and male community leaders, caregivers, and students.

Rationale for the intervention

Evidence suggests that girls and boys experience protection risks not only in school and community environments but also when travelling to and from these settings.

Gender-responsive implementation considerations

Based on needs assessment data, identify transport-related safety and security risks specific to girls and boys of varying ages, and to female and male education personnel.

Create and execute a plan with local stakeholders to address risks. Actions could include:

- Ensure older siblings or caregivers accompany young children to temporary learning spaces.
- Clear the routes to school.
- Collaborate with local shopkeepers or transport workers to help keep learners safe en route to and from school. Ensure these stakeholders know about the gender-responsive reporting and referral mechanisms, and/or gender-responsive early warning and early response systems that they should use if they witness any protection violations against children.
- Collaborate with local officials to ensure that checkpoints or army posts are located away from schools.

For additional information, see:

[✂ 5.2: Facilities and services](#)

[✂ 8.3: Gender in EiE risk assessment](#)

Protection/well-being EiE intervention



Work in partnership with girls and boys and female and male members of school management committees, parent-teacher associations, parent groups, and education personnel to identify gendered safety risks in and around learning environments.



Map and monitor over time.

Rationale for the intervention

Safety risks in and around schools may be perceived and experienced differently by girls, boys and female and male education personnel, community members, and parents/caregivers.

Example: what are the gendered risks and stereotypes related to being recruited into a role in violent extremism?

The word 'youth' commonly refers to boys. Their role in violent extremism is presented and explored much more prominently than that of girls. Females are referred to as 'young women'. There is a lack of focus on girls – and on their specific risks of recruitment and their roles – in violent extremism. Understanding and identifying the risk of violent group engagement is vital for addressing risks in school improvement plans and safety policies.

These gendered risks – and other important risks for different groups of girls, boys, female and male education personnel – should be understood and identified before developing school safety policies, school improvement plans, codes of conduct, etc.

Gender-responsive implementation considerations

- Map areas of the school and surroundings that present safety risks. Map the risks for different groups of girls, boys, male and female caregivers, education personnel, and community leaders. In groups, students and education personnel can map their perception of safety risks by drawing their school and identifying places where they feel unsafe.
- Bring groups together in plenary and – with the support of female and male community leaders – identify how perceptions of school safety risks and zones compare and contrast across the groups.
- Ensure that male and female leaders do not dismiss the risks faced by girls and women. These risks must be considered when identifying ways to address risks.
- Integrate this sort of mapping into needs assessments.

2: Needs assessment and analysis

For additional information, see:

5.2: Facilities and services

8.3: Gender in EiE risk assessment



Related resources

UKAid and UNICEF (n.d.) [Training Manual for Girls' and Boys' Clubs on School-related Gender-based Violence \(SRGBV\) Prevention and Response](#).

This contains a mapping example from Sierra Leone on p. 57

Sommers, M. (2019) [Youth and the Field of Countering Violent Extremism](#). Washington, DC: Promundo-US.

This contains examples of, and information about, gendered risks of violent extremism.

Protection/well-being EiE intervention



Establish gender-responsive school – or non-formal education – safety and preventative SRGBV measures.

These measures should include but are not limited to:

- a mandatory gender-responsive school safety policy and code of conduct;
- gender-responsive school-level improvement plan;
- gender-responsive school-based protection reporting and referral mechanisms.

Rationale for the intervention

Gender-responsive school improvement plans have protocol and codes of conduct that reflect the varying needs of girls, boys, and female and male education personnel. For instance, there might be the option to report to a female community leader if there are only male teachers or religious leaders.

Gender-responsive implementation considerations

Use the gender-specific school safety risks and barriers identified in the needs assessment and mapping to inform the development or revision of school safety measures.

Revisions should reflect the varying needs of girls, boys, male and female education personnel. For example, if girls or female education personnel lack adequate safety measures for using latrines, the solution could be to put locks on the latrines and create a schedule so that one female and male teacher monitors latrine usage and issues at all times.

The school safety policy could include a vision statement for why safety is vital, and provide information on the different safety needs of males and females in the school environment.

The school code of conduct may include the following gender-responsive measures:

- Prohibit female or male education personnel or students from being alone in a classroom or other school area with a girl or boy or female or male personnel. For example, when having meetings or discussing conduct, there must be at least one other male and female teacher, parent-teacher association (PTA) member, community leader, etc., present.
- Provide a clear explanation of what constitutes different forms of physical, sexual, and psychological SRGBV, and how they affect males and females in and around the school or learning environment.
- Ensure there are accountability measures and processes for upholding the code of conduct, such as appearing before a gender-balanced school board that decides on disciplinary actions.

✂ 5.4: Teacher recruitment and support

The school improvement plans should include actions such as:

- putting locks on gender-segregated latrines;
- having female and male PTA and/or community members monitor school safety on a rotational basis to assess whether and how safety risks are being addressed;
- arranging for community members to accompany female teachers to off-site professional development or training opportunities or hosting these events at the school.

School-based reporting, referral, and response mechanisms include having female and male students, education personnel, and community leaders trained in how to receive and address direct and anonymous reports from students, caregivers, education personnel, or community members. Survivor-focused response and referral mechanisms include procedures for how to handle victims and perpetrators in parallel. These mechanisms ensure that education personnel remove the victim from the situation and take them to a secure place for referral to other support services as needed (i.e., health care, psychosocial support, and legal services). Other education personnel escort the perpetrator(s) to a separate, secure location for discussion.



Related resources

UKAid and UNICEF (n.d.) [School Safety Guide. Training Manual](#)

This provides an example of reporting and referral mechanisms from Sierra Leone.

UNESCO and UN Women (2016) [Global Guidance on Addressing School-related Gender-based Violence](#).

See Section 2 on practical actions. This document includes an example of a school improvement plan.

UN Women (2016) [Codes of conduct](#).

This webpage offers an example of developing a code of conduct that considers gender.

Save the Children (2017) [School Code of Conduct. How to create a positive learning environment. Teacher training manual](#).

This considers gender in the design of the code of conduct.

Ministry of General Education and Instruction (2012) [South Sudan Teachers' Code of Conduct for Emergency Situations](#)

This is a gender-sensitive code of conduct.

INEE (2019) [Guidance Note on Gender](#).

See p. 81-83 for a code of conduct example.

UNGEI and SRGBV Global Working Group (n.d.) [A Whole School Approach to Prevent School-related Gender-based Violence: Minimum Standards and Monitoring Framework](#).

Protection/well-being EiE intervention



Additional interventions

- Female teacher recruitment
- Alternative education and accelerated education

Rationale for the intervention

Recruiting female teachers and providing alternative and/or accelerated education programmes enhances opportunities for girls and women to access and participate safely in educational opportunities, and may decrease the risk of child marriage for girls.

For boys, participating in alternative and/or accelerated education may reduce the risk of armed recruitment.

Gender-responsive implementation considerations

✂ [5.4: Teacher recruitment and support](#)

✂ [5.1: Accelerated and alternative education](#)

Gender-responsive EiE interventions to promote gender-responsive lifesaving messages and psychosocial support (PSS) services

Protection/well-being EiE intervention



Provide girls, boys, and education personnel who are survivors of GBV, SRGBV, and other protection harms and/or trauma with gender-responsive PSS.



Monitor the implementation of gender-responsive PSS interventions.

Rationale for the intervention

The provision of PSS must consider different approaches to service delivery based on the needs of girls and boys and female and male education personnel.

Gender-responsive implementation considerations

Gender-responsive PSS responds to the different PSS needs of girls, boys, female, and male education personnel of different ages.

To design gender-responsive PSS interventions:

- Identify the different types of trauma experienced (i.e., sexual assault vs. corporal punishment – do girls and boys, female and male personnel experience the same or different kinds of harm?)
- Identify the type of support provided and whether each type of support considers gender-differentiated needs. For example, when implementing group-based PSS activities in the classroom, the teacher may divide students into groups of girls and boys.
- Identify activities that respond to different causes of stress, risks, or types of trauma faced by girls, boys, female and male education personnel. Do not just do the same PSS activities with everyone.
- Identify and address gender bias in responses to survivors. For example, do not blame female teachers or girls who have been assaulted.
- Identify capacity-building opportunities for females and males to expand a network of gender-responsive PSS service providers based in schools and communities. For example, train female and male education personnel as PSS service providers. If there are no female education personnel, identify female caregivers or community leaders who can be trained to provide PSS to girls.



Related resources

IFRC (n.d.) [Sexual and gender-based violence. A two-day psychosocial training. Training guide](#)

Swiss Agency for Development and Cooperation (2006) [Gender, Conflict Transformation and the Psychosocial Approach. Toolkit.](#)

Note: These resources do not specifically focus on the provision of PSS for children. They may be supplemented with child-focused practices from IRC and UNICEF (2012) [Caring for Child Survivors of Sexual Abuse. Guidelines for health and psychosocial service providers in humanitarian settings.](#) This document guides PSS service providers on how to handle GBV instances in childhood.

Harvard School of Law HALT (2020) [How to Avoid Victim Blaming.](#)

[Youth Living Peace programme.](#) The programme's manual can be adapted in consultation with the authors.

Read more about the trauma-informed approach to working with men in the DRC, which is the basis for the Youth Living Peace programme:

Promundo (n.d) [Living Peace in Democratic Republic of the Congo: An Impact Evaluation of an Intervention with Male Partners of Women Survivors of Conflict-Related Rape and Intimate Partner Violence](#)

For gender-responsive M&E of protection and well-being interventions, see:

[6.3: Gender-responsive EiE indicators](#)



Further reading

- Child Protection Working Group (2019) [Minimum Standards for Child Protection in Humanitarian Action](#).
- Child Protection AoR (2016) [Child Protection in Emergencies Handbook](#).
- ECHO (2019) [Operational Guidance: The Inclusion of Persons with Disabilities in EU-funded Humanitarian Aid Operations](#).
- GCPEA (2015) [Safe Schools Declaration](#)
- GCPEA (n.d.) [What can be done to better protect women and girls from attacks on education and military use of educational institutions?](#)
- Girls Not Brides (2018) [Thematic Brief: Child Marriage in Humanitarian Settings](#).
- Global Education Cluster and Child Protection Area of Responsibility (2020). [Child Protection-Education in Emergencies Collaboration Framework](#).
- IASC (2015) [Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#).
- IASC (2017) [The Gender Handbook for Humanitarian Action](#)
- IASC (2019) [Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action](#).
- INEE (2018). [Guidance Note. Psychosocial Support: Facilitating psychosocial wellbeing and social and emotional learning](#).
- INEE (2019) [INEE Guidance Note on Gender](#)
- UNESCO and UN Women (2016) [Global Guidance on School-Related Gender-Based Violence](#).
- UNGEI and SRGBV Global Working Group (n.d.) [A Whole-School Approach to Prevent School-Based Gender-Based Violence: Minimum Standards and Monitoring Framework](#).
- USAID (n.d.) [Safer Learning Environments Assessment Toolkit](#)