

Working with clusters to ensure gender disaggregation

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OCHA Pakistan continuously works with clusters to mainstream gender in their projects. At the core of these efforts is promoting the gathering of gender-disaggregated data.

Currently, the Education Cluster boasts the best age- and sex-disaggregated data reporting in OCHA's newly reformed 4W matrix that gathers greater detail than ever before. The cluster's reports show that almost 17 per cent of school management committees and 25 per cent of teachers trained are women. The cluster is now taking proactive measures to ensure cluster partners are adequately trained to improve these figures in future humanitarian responses.

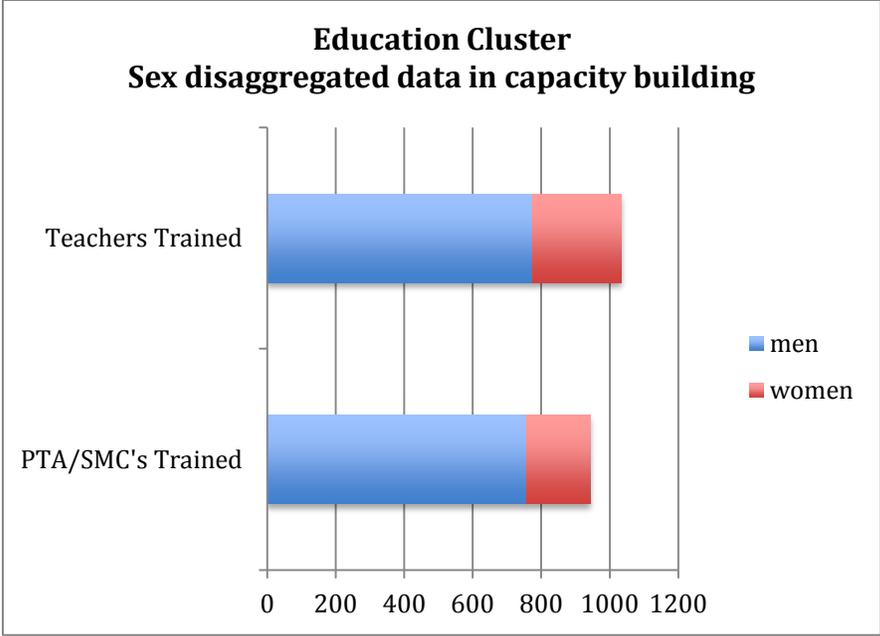
Sex-and age-disaggregated data is a basic requirement for assessing gender responsive humanitarian action. The education cluster reports that the 2012 monsoons response built the capacity of 944 Parent Teacher Associations (PTAs) and School Management Committees (SMCs) in the flood-affected provinces of Balochistan, Punjab and Sindh.

These bodies comprise school administration, parents and teachers and are geared towards maintaining schools facilities, developing school development plans and budgets, ensuring enrollments (especially girls' enrollments) are on the rise and teacher absenteeism is controlled. The advantage of such village-based bodies is the wider representation of the communities, particularly mothers on the shared goal of educating children. Having women as decision makers even though only at 17 per cent still is a good beginning of inclusion of their voice and concerns.

Similarly the number of teachers trained to revive education in flood-affected areas too shows women are recipients of training in child-friendly pedagogy with skills to handle basic psychosocial trauma. All education training also integrates essential protection-related issues. Women teachers constitute only 25 per cent of teachers trained, largely because in times of crisis their primary roles as care givers to their family takes priority over their jobs at school.

These findings and a lessons learned exercise conducted for the 2011 response a couple of months ago shows little representation of mothers, female teachers and government education department female officers. These outcomes compelled the Education Cluster to conduct a survey of its partners' grasp of the gender marker, a tool that ensures gender mainstreaming is seen across needs, emergency response and is measured in its outcomes. The survey revealed low levels of understanding (between 15 and 24 per cent) among partners on how to use the array of gender marker aids to develop gender-responsive projects. A training conducted on 25 March of cluster partners also highlighted the need for expanding such training to the provinces.

With time other clusters too will report gender-disaggregated figures in greater detail, allowing better analysis of capacity-building needs, whether it be in improved tools for assessment, targeted actions to need the expressed needs and rigorous data collection tools to monitor the outcomes of a more gender responsive humanitarian programme.



Education cluster partners applying the gender marker tools