

# Mind the Gap 3 and Closing the Gap 3: Girls' Education in Crisis Contexts

12 October, 2023



**Inter-agency  
Network for Education  
in Emergencies**

# Speakers

- Zohra Lakhani, Global Affairs Canada
- Ella Page, Education Development Trust
- Rachael Fitzpatrick, Education Development Trust
- Ellen Chigwanda, CARE, INEE Gender Working Group
- Nyabuol Biel Gang, Refugee Education Council
- Reyam Majeed, Refugee Education Council
- Khatira Amin, Refugee Education Council
- Lauren Gerken, INEE



# Opening Remarks

**Zohra Lakhani**

Senior Policy Analyst, Education

Global Affairs Canada



# Introduction to the Resources

**Lauren Gerken**


Gender Coordinator


Inter-agency Network for Education  
in Emergencies (INEE)



# Mind the Gap 3


**MIND THE GAP 3:**  
Equity and Inclusion in and through Girls' Education in Crisis




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# Closing the Gap 3

Policy Paper  
**Closing the Gap 3:**  
Promoting Equity and Inclusion in and  
through Girls' Education in Crisis



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# Summary briefs



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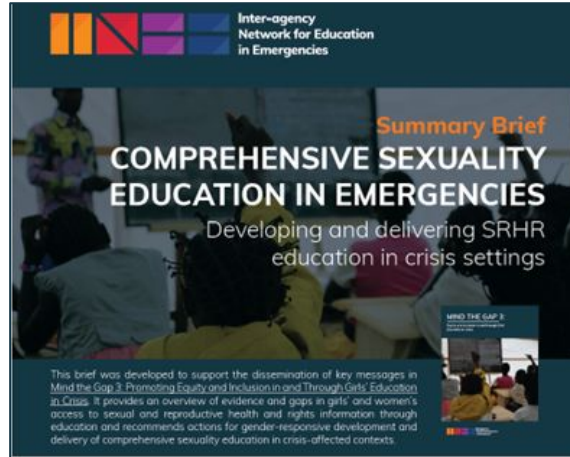
**Summary Brief**  
**GENDER-RESPONSIVE INCLUSIVE EDUCATION**  
Ensuring education access and quality for girls' with disabilities

This brief was developed to support the dissemination of key messages in *Mind the Gap 3: Promoting Equity and Inclusion in and Through Girls' Education in Crisis*. It provides an overview of evidence and gaps in education access and learning for girls with disabilities and recommends actions for gender-responsive planning and design of inclusive education policies and interventions.

**Women and girls with disabilities face multiple and intersecting barriers to accessing school and learning.**

An estimated 1.3 billion people globally are living with a disability,<sup>1</sup> Nearly 240 million children – one in every 10 – worldwide have disabilities,<sup>2</sup> and as many as 33 million children with disabilities in low and middle income countries are not in school.<sup>3</sup> Girls with disabilities are at greater risk of being denied an education when their support systems are affected by crisis or conflict. Girls with disabilities often face multiple forms of discrimination and barriers to accessing education, including:

<sup>1</sup> WHO. (2023). Disability fact sheet. <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>  
<sup>2</sup> UNICEF. (2021). Seen, counted, included: Using data to shed light on the well-being of children with disabilities. <https://data.unicef.org/resources/kids-with-disabilities-report-2021/>  
<sup>3</sup> Education Commission. (2016). The learning generation: Investing in education for a changing world. <https://report.educationcommission.org/wp-content/uploads/2016/09/Learning-Generation-Full-Report.pdf>



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**Summary Brief**  
**COMPREHENSIVE SEXUALITY EDUCATION IN EMERGENCIES**  
Developing and delivering SRHR education in crisis settings

This brief was developed to support the dissemination of key messages in *Mind the Gap 3: Promoting Equity and Inclusion in and Through Girls' Education in Crisis*. It provides an overview of evidence and gaps in girls' and women's access to sexual and reproductive health and rights information through education and recommends actions for gender-responsive development and delivery of comprehensive sexuality education in crisis-affected contexts.

**Comprehensive Sexuality Education (CSE) is an effective tool for supporting positive sexual and reproductive health and rights (SRHR) outcomes.**

HIV, pregnancy, and childbirth are among the leading causes of death for adolescent girls globally.<sup>1</sup> Adolescent pregnancy, early marriage, and girls' education are intrinsically linked. In sub-Saharan Africa alone, up to 4 million teenage girls drop out of school or are excluded each year due to teenage pregnancy, sometimes leading to child marriage.<sup>2</sup> Access to SRHR helps prevent unintended pregnancies, improve maternal health, and prevent sexually transmitted infections (STIs), including HIV/AIDS. It also equips girls and youth with the knowledge and skills they need to advocate for their rights and engage in healthy and consensual relationships. All of these enable girls to stay in school and fully participate in learning opportunities.

<sup>1</sup> World Health Organization (WHO). (2022b). Adolescent and young adult health. <https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>  
<sup>2</sup> MSI United States. (2021). Contraception keeps girls in school. <https://www.msiunitedstates.org/contraception-keeps-girls-in-school/>

**Forthcoming:  
Recruiting and  
retaining female  
teachers**



# Presentation of the Report

**Sarah Holst**

Lead adviser: Girls'  
education

Education Development  
Trust

Lead author: Mind the  
Gap 3, Closing the  
Gap 3

**Ella Page**

Senior researcher

Education Development  
Trust

Co-author: Mind the  
Gap 3

**Rachael Fitzpatrick**

Senior researcher

Education Development  
Trust

Co-author: Mind the  
Gap 3



## Mind the Gap 3: What it covers

- Progress in policy, data and financing for women's and girls' education in crisis and conflict
- Explores 3 themes:
  - Recruiting and retaining female teachers
  - Girls with disabilities and inclusive education
  - Sexual and reproductive health and right (SRHR) education in emergencies
- Presents most recent data on girls' education in 44 crisis affected countries





# Summary of progress

## Commitments

- Progress continues in global and donor commitments to ensuring that all girls are able to complete 12 years of safe, quality education
  - Global Disability Summit
  - G7 foreign ministers commitment to gender transformative education systems
  - Transforming Education
  - Freetown manifesto for Gender-Transformative leadership in Education
  - ECW and GPE commitments to targeting gender strategic plan commits to targeting gender equality

## Data

- MTG 2 showed big improvements in the availability of data. This year many EMISes had not been updated, and available data does not yet include the impact of COVID-19
- Since MTG 2 the GEMR team have developed more accurate out-of-school rate estimates by combining household survey data with national administrative data



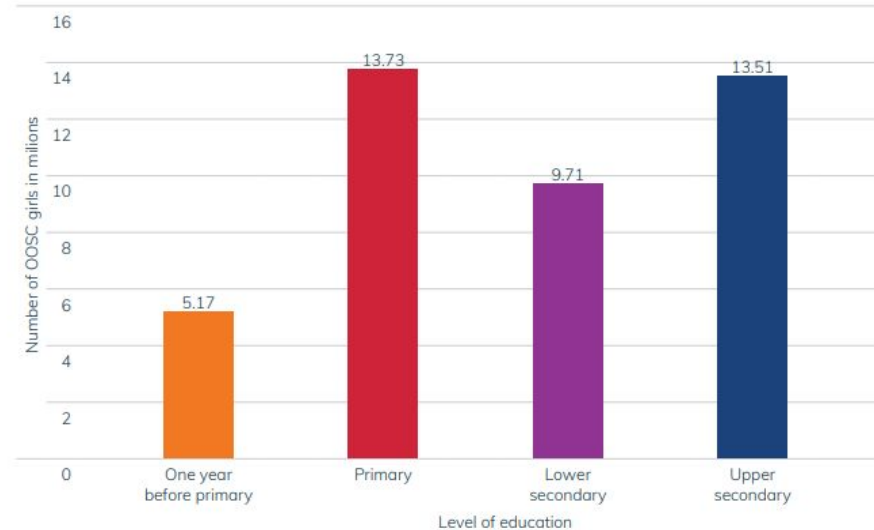
# Summary of progress

- **Funding:** Humanitarian appeal funding requested by education reached US\$2.954 billion in 2022
- The proportion of funded appeals was **48.2%** in 2018, **39.8%** in 2020 and **26.4%** in 2022
- **Learning:** ECW estimates that 91% of children attending school in countries covered by interagency plans/appeals are not learning

Without higher levels of investment and support, it will take until **2090** for all girls crisis settings to access school:



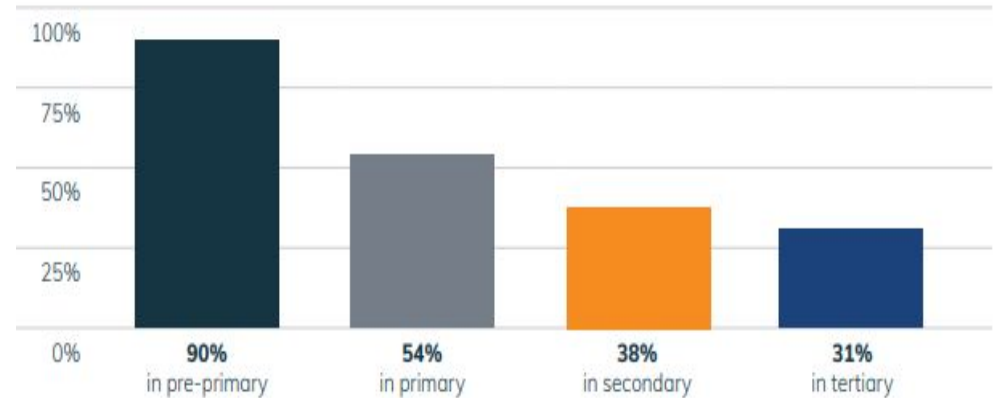
Number of out-of-school girls in crisis-affected countries by level of education (in millions)



# Recruiting and retaining female teachers

- There is a vast global shortage of qualified teachers. There is an acute shortage of female teachers at all levels in emergency and crisis contexts
- Factors limiting number of women teachers include
  - Difficult working conditions – high pupil teacher ratio, policies that do not support families staying together and safety concerns
  - In some contexts few women have qualifications required to join teacher training college

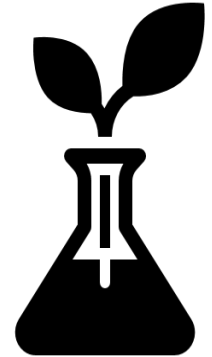
The female proportion of the teacher workforce in crisis-affected contexts is:



# Promising practices

**Prioritize teacher wellbeing, improved working conditions, high-quality professional development and development of alternative routes into teaching.**

- Scholarships and stipends for teacher training
- Housing allowances, stipends, recruitment targets for teachers and school leaders
- Professional development to build leadership skills and competences
- Training to support teacher well-being and psychological health
- Teacher teams, learning assistants, community teachers with access to high quality training and development



# Girls with disabilities and inclusive education



**20%** of girls with disabilities are not attending school at the primary level.



**23%** at the lower secondary level



**35%** at the upper secondary level.

- As many as **33 million** children with disabilities in LMICs are not in school
- Available data and research about children with disabilities experience of education is rapidly improving. There is a long way to go to achieve high-quality, systematic international data
- More is needed to ensure teaching and learning environments meet the needs of the girls with disabilities in their communities
- Disparities between children with disabilities and their peers without disabilities increase and compounded by gender, rural/urban location, socio-economic status and type of disability



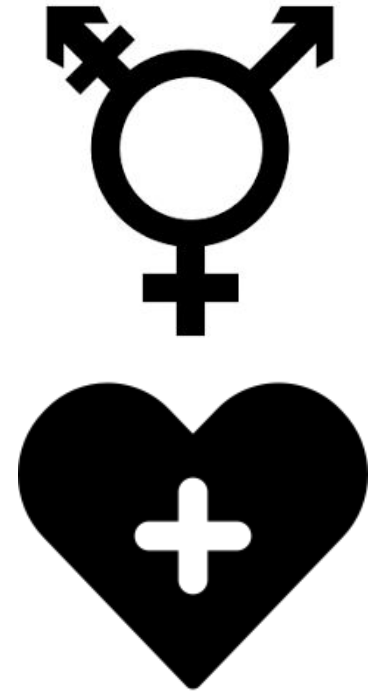
# Effective strategies for inclusion

- Disability-inclusive education is a fundamental right of all learners
- Provide of appropriate assistive devices and accessible teaching and learning materials
- Employ itinerant support teachers and specialized staff
- Train teachers and school community to be confident and capable in teaching diverse learners
- Understand and address community attitudes and negative beliefs and practices.



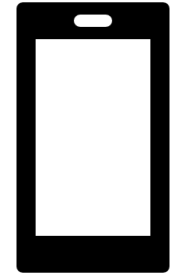
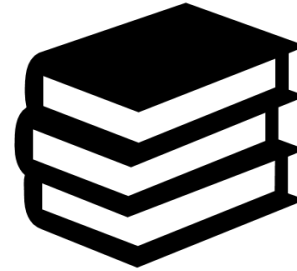
# Sexual and reproductive health and rights (SRHR) education in emergencies

- **32 million** of the 134 million people in need of humanitarian assistance in 2018 were women and girls of reproductive age. All in need of SRHR information and services
- Very few countries have a **CSE curriculum** for out-of-school children
- Adolescent girls who receive a school-based sex education intervention have **greater HIV knowledge**, self-efficacy related to condom use and confidence to refuse sex
- There is greater **resistance** to delivering CSE in primary schools compared to higher grades



# Effective strategies for SRHR education in emergencies

- Youth must be core to the development of SRHR curricula
- Youth advocates and peer educators are a key feature of effective approaches
- Technology and web-based platforms can increase audience and accessibility and reach
- Engage men and boys to tackle harmful gender norms and toxic masculinities
- Teachers need support and training to enable them to teach beyond the least contentious topics.





# Recommendations from Closing the Gap 3

**Ellen Chigwanda**

Advocacy Advisor, Education

CARE International

INEE Gender Working Group



# Recommendations from Closing the Gap 3

<b>Governments</b>	Create alternative pathways into teaching and education leadership for those who have not had the necessary level of schooling (women, people with disabilities)	Ensure access to high-quality TPD on disability-inclusive education and delivering CSE curricula	Coordinate across sectors to identify SRHR needs and ensure that the roll out of CSE curricula takes into account overage and out of school learners
<b>Bilateral and multilateral Donors</b>	Support governments in addressing the gender balance within the teaching workforce and prioritize funding initiatives that support female teachers' safety and progression	Increase funding to support the safety and learning of girls with disabilities and girls facing multiple forms of discrimination	Support the development and delivery of age-appropriate, CSE delivered at the primary and secondary levels
<b>Civil Society</b>	Advocate for teachers' prequalification requirements to include training on gender equality and inclusion	Support schools and communities to identify children with disabilities and ensure schools have resources and capacity to support individual learners.	Engage with parents and religious leaders to address resistance to CSE



# Recommendations from Closing the Gap 3

<b>Collectors and Collators of Data</b>	Ensure that data on teachers in refugee settings is comprehensive, sex-disaggregated, and includes information on teachers with disabilities	Support governments and implementers to use the Washington Group Questions, disaggregate data by sex, and integrate responses into nationwide data	Ensure women's and girls' voices and lived experiences are prioritized and complement quantitative data
<b>Teachers &amp; educational personnel</b>	Advocate for ongoing gender- and disability-inclusive education training	Work with parents and caregivers to understand how the safety and learning of their children with disabilities is being prioritized in the classroom	Continuously build their knowledge on SRHR, put it into practice, and advocate for ongoing TPD on delivering CSE curricula



# Youth reflections

**Nyabuol Biel Gang**

Youth advocate

Refugee Education

Council

**Reyam Majeed**

Youth advocate

Refugee Education

Council

**Khatira Amin**

Youth advocate

Refugee Education

Council





Reyam Majeed, Refugee Education Council





# Questions?





[inee.org](http://inee.org)