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

12 October, 2023
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:
Equity and Inclusion in and through Girls' Education in Crisis

Closing the Gap 3:
Promoting Equity and Inclusion in and through Girls' Education in Crisis
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. Nearly 240 million children—one in every 16—worldwide have disabilities, and as many as 3.6 million children with disabilities in low and middle-income countries are not in school. 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:

1. WHO (2020). Disability fact sheet. [https://www.who.int/health-topics/disability](https://www.who.int/health-topics/disability)

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

FHRV, pregnancy, and childbirth are among the leading causes of death for adolescent girls globally. Adolescent pregnancy, early marriage, and girls’ education are intensively 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. Access to SRH+ 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.


**Forthcoming:** Recruiting and retaining female teachers
## Presentation of the Report

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<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Sarah Holst</td>
<td>Lead adviser: Girls’ education</td>
<td>Education Development Trust</td>
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<td>Ella Page</td>
<td>Senior researcher</td>
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<td>Rachael Fitzpatrick</td>
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**Education Development Trust**

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

- 90% in pre-primary
- 54% in primary
- 38% in secondary
- 31% in tertiary
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

- 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

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<tr>
<th><strong>Governments</strong></th>
<th>Create alternative pathways into teaching and education leadership for those who have not had the necessary level of schooling (women, people with disabilities)</th>
<th>Ensure access to high-quality TPD on disability-inclusive education and delivering CSE curricula</th>
<th>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</th>
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<td><strong>Bilateral and multilateral Donors</strong></td>
<td>Support governments in addressing the gender balance within the teaching workforce and prioritize funding initiatives that support female teachers’ safety and progression</td>
<td>Increase funding to support the safety and learning of girls with disabilities and girls facing multiple forms of discrimination</td>
<td>Support the development and delivery of age-appropriate, CSE delivered at the primary and secondary levels</td>
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<td><strong>Civil Society</strong></td>
<td>Advocate for teachers’ prequalification requirements to include training on gender equality and inclusion</td>
<td>Support schools and communities to identify children with disabilities and ensure schools have resources and capacity to support individual learners.</td>
<td>Engage with parents and religious leaders to address resistance to CSE</td>
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<td>Collectors and Collators of Data</td>
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<td>Ensure data on teachers in refugee settings is comprehensive, sex-disaggregated, and includes information on teachers with disabilities</td>
<td>Advocate for ongoing gender- and disability-inclusive education training</td>
<td>Ensure women’s and girls’ voices and lived experiences are prioritized and complement quantitative data</td>
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<td>Support governments and implementers to use the Washington Group Questions, disaggregate data by sex, and integrate responses into nationwide data</td>
<td>Work with parents and caregivers to understand how the safety and learning of their children with disabilities is being prioritized in the classroom</td>
<td>Continuously build their knowledge on SRHR, put it into practice, and advocate for ongoing TPD on delivering CSE curricula</td>
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# Youth reflections

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