Closing the Gap 3:

Promoting Equity and Inclusion in and through Girls' Education in Crisis

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

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Introduction

At the 2018 Group of Seven (G7) Summit, the leaders of seven of the world's largest economies[1] adopted the Charlevoix Declaration on Quality Education for Girls, Adolescent Girls, and Women in Developing Countries (hereafter "Charlevoix Declaration on Quality Education"), collectively committing themselves to investing in quality education for girls and women during conflict and crisis, including refugees and internally displaced persons (IDPs). The Inter-agency Network for Education in Emergencies (INEE) Gender Working Group and Reference Group on Girls' Education in Emergencies commissioned a series of global monitoring reports to chart progress against the stated goals.

This policy paper summarizes findings from the third INEE monitoring report: **Mind the Gap 3: Promoting Equity and Inclusion in and Through Girls' Education in Crisis**. It tracks progress made by the same set of 44 crisis-affected countries identified in the first two *Mind the Gap reports*[2] and focuses on three themes:

- **Recruiting and retaining female teachers:** Barriers and enablers in place for female teachers to enter, remain, and progress through the teaching profession in crisis, hardship areas, and conflict-affected contexts. This includes looking at refugee teachers as well as those in IDP settings, protracted crises, and hardship areas.

- **Girls with disabilities and gender-responsive inclusive education:** Understanding the gaps in both access to, and completion of, basic education in comparison to their peers without disabilities. It also includes looking at the provision of inclusive education infrastructure as well as efforts being made to integrate gender-responsive inclusive education.

- **Sexual and reproductive health and rights (SRHR) education in emergencies:** Reviewing access to SRHR information and education in emergencies, with a focus on the development and delivery of comprehensive sexuality education (CSE) for both in-school and out-of-school children in crisis settings.

This policy paper begins by summarizing the progress made on girls' and women's education and training since early 2022. It then considers the gaps in provision, data and evidence, and funding related to these three thematic areas. Finally, it recommends actions to assist a range of stakeholders in addressing these gaps.

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1   The Charlevoix Declaration on Quality Education was adopted by Canada, the European Union, France, Germany, Italy, Japan, and the United Kingdom.

2   INEE. (2021). *Mind the Gap: The state of girls' education in contexts of crisis and conflict*. https://inee.org/resources/mind-gap-state-girls-education-crisis-and-conflict; INEE. (2022). Mind the Gap 2: Seeking safe and sustainable solutions for girls' education in crises. https://inee.org/resources/mind-gap-2-seeking-safe-and-sustainable-solutions-girls-education-crises

Summary of progress

The past year has seen progress toward the goals set out in the Charlevoix Declaration on Quality Education, with the gender gap closing at both primary and secondary levels. The completion rate for primary and secondary education has steadily improved, although this progress remains slow at the current levels of support and investment—at this rate, it will take until 2090 for all girls in crisis-affected contexts to access school.3 Therefore, increased research, focus, and investment are needed.

Crisis-affected countries' collection and use of sex-disaggregated data has improved, with many more countries (than in previous *Mind the Gap reports*) having recent data available on completion rates and the numbers of out-of-school children and youth. The UNESCO Institute for Statistics has used new statistical models that allow it to address inconsistencies in sampling and outdated data, and the UNESCO Global Education Monitoring Report has used these models to make a time series of completion rates for a wide range of countries. New methodologies have also been developed, such as by Education Cannot Wait, to better estimate the number of those out of school, and the availability of education finance data has also improved. Taken together, this progress provides a more comprehensive understanding of the state of girls' education in crisis settings. While countries in crisis vary greatly, having data available for more countries enables better-founded assumptions around how the findings in *Mind the Gap reports* are relevant for all crisis-affected contexts.

Additionally, the global community has made progress in its support for and commitments to achieving gender equality in and through education, as well as the importance of all girls in crisis-affected contexts being able to complete 12 years of safe, quality education. At the G7 foreign ministers meeting in November 2022, ministers collectively agreed to increase the share of bilateral overseas development assistance for advancing gender equality. In addition, an initiative focused on advancing gender equality became a transforming education flagship following the Transforming Education Summit in September 2022. The call to action following this summit requested that governments put gender equality at the heart of education sector plans.

The need to provide support to children with disabilities has also continued to be highlighted. For example, the Global Disability Summit addressed the need to prioritize inclusive education in situations of crisis, emergency, and conflict, with more recognition of how gender and disability intersect to put these girls at the greatest risk of learning poverty in crisis settings. However, to ensure that these commitments lead to changes in educational opportunities for the most marginalized girls in crisis-affected countries, investment and funding must increase. The declining percentage of funding appeals being financed in humanitarian contexts puts the global targets and desire to close the gender gap in the most challenging settings at risk.

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3   Estimate based on data extracted from https://education-estimates.org/out-of-school/averages/

Gaps in provision

While the global gender gap in education is slowly closing, the gender gap in education in emergencies is not progressing at the same rate, with a higher proportion of girls than boys out of school. Crisis-affected countries have experienced progress in terms of enrollment, but gender disparities remain in educational access and transition. This becomes more pronounced in secondary education, and the gaps are largest in high-intensity crises.[4] The focus of education planning, spending, and implementation needs to shift from a parity-driven approach to a quality-driven one. The focus should be on high-quality, inclusive education for both those in school and those out of school, taking into account the diverse needs of subgroups, including those with disabilities. Education should be provided in a safe environment that is free from discrimination and abuse, resulting in a better learning experience. Education has a critical role to play in closing the gender gap more broadly, as it can address gender inequalities and improve girls' ability to transition to the next stage of learning or education, improving later life outcomes.

Gender gaps in the teaching workforce in crisis-affected countries

Within crisis settings, there is a shortage of teachers at all levels and an ongoing gender imbalance in the education workforce. Women continue to dominate positions within pre-primary and primary education, but the proportion of teachers who are women plummets at the secondary and tertiary levels. Female teachers make up 90% of pre-primary teachers, but just 38% of secondary and 31% of tertiary level teachers in crisis-affected contexts,[5] although these figures vary greatly across countries and even at the sub-national level. Additionally, very few women occupy leadership positions, meaning gender inequalities continue to be perpetuated alongside gender stereotypes that suggest men are natural leaders and women should take on support roles. However, research suggests where women are in leadership positions, learning outcomes and safety in schools improve.

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4   More detail around girls learning in crisis settings can be found in Education Cannot Wait's recently published Crisis-Affected Children and Adolescents in Need of Education Support: New Global Estimates and Thematic Deep Dives. As this was published in June 2023, after INEE finalized the text of Mind the Gap 3, the most recent estimates in Education Cannot Wait's report have not been included in this policy paper.

5   See *INEE Mind the Gap 3* (2023), Section 3.1.

Female teachers often lack the educational prerequisites to access teacher training colleges due to the gendered barriers to accessing higher levels of education. Therefore, to attract more women into the profession in crisis and refugee settings, alternative pathways to teaching need to be explored. In areas experiencing violence, women are subjected to higher levels of harassment and exploitation, facing gendered threats to their security and a greater likelihood of experiencing discrimination and gender-based violence (GBV) at work. Without targeted support and interventions, this hurts retention and limits the number of female teachers who take on positions in remote and insecure settings.

Furthermore, few policies, opportunities, and pathways enable refugee teachers to become nationally registered teachers, with the ongoing professional development they need often limited to the support provided by non-governmental organizations (NGOs). Access to continuous professional development also continues to be challenging for female teachers, who are often balancing their careers with caring responsibilities at home. Indeed, access to ongoing comprehensive professional development for all teachers is lacking, yet this is essential to increase their motivation, confidence, and commitment to teaching through developing and expanding their skills and knowledge in the classroom.

Another issue is that pre-primary and primary teachers remain poorly paid and inadequately recognized for their role in supporting their learners' psychosocial needs and responding to situations of abuse and safety concerns. This continues to hurt the mental health and well-being of teachers working in crisis-affected contexts—where they, too, are often experiencing the same disruption, violence, and displacement as their learners.

In crisis-affected contexts, where safety on the way to and within school is an ongoing concern, parents can be hesitant to send their girls to school. Female teachers can play a central role in encouraging communities to send girls to school and reassuring communities that girls are safe in schools. Furthermore, female teachers have been found to positively influence girls' interests and confidence levels and can act as role models, having an overall positive impact on girls' enrollment and learning.[6] It is critical to address the gender gap in the teacher workforce, have clear processes in place to support female teachers' safety and security, and have clear strategies to support women in accessing and retaining leadership positions with ongoing professional development opportunities.

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6   See INEE *Mind the Gap 3* (2023), Section 3.1.

Box 1: Strategies for improving female educators' well-being and working conditions[7]

Measures such as scholarships and stipends to support women entering and remaining in teacher training programs are important steps to increase the number of qualified female teachers. Additionally, incentives such as housing allowances and stipends—alongside policy changes to increase local recruitment—can increase the number of women willing to work in rural or remote areas. Successful strategies have included:

- In Uganda, the EiE-GenKit pilot aimed to change social norms and values through increased female engagement and decision-making power in the community structures engaged with education, such as parent-teacher associations and school management committees.
- Addressing gender norms led to school improvement plans becoming more responsive. New actions included in the plans led to improved conditions for female teachers, including:
  - A greater number of teacher houses
  - Safe transport options for female staff
  - Deliberately relocating pregnant and lactating mothers to a nearby town to ease access to medical services[7]
- Incentives for female teachers working in remote areas are another way of supporting recruitment and retention. The Restoring Education and Learning program in Yemen, funded by the World Bank and Global Partnership for Education, involves the rehabilitation of schools as well as payments to female teachers working in very remote areas.

Gaps in the provision of support to girls with disabilities in crisis settings

Girls with disabilities continue to face multiple barriers to accessing education and remain at high risk of being denied an education when crisis or conflict disrupts their support systems. Additionally, girls with disabilities are often excluded from humanitarian response efforts when there is a failure to consult with these girls and with organizations of persons with disabilities. This is evident in how the voices of girls, and children, with disabilities are lacking in the data. Until their stories, experiences, and challenges are actively sought out, the education sector cannot be truly responsive to their needs.

Safety is an ongoing concern for girls with disabilities, who continue to face higher levels of GBV than their peers without disabilities. Families may resist sending their daughters with disabilities to school due to fears for their safety and high levels of bullying and harassment from peers and teachers alike. Sexual abuse is even more prevalent among

7   Education Cannot Wait. (2022). *Global estimates: Number of crisis-affected children and adolescents in need of education support.* https://www.educationcannotwait.org/sites/default/files/2022-06/ecw_globalestimatesstudy_june2022.pdf

those with intellectual disabilities, and the intersecting disadvantages that accompany disability and gender can mean they are less likely to be believed when reporting GBV.

In many crisis-affected contexts, children with disabilities are educated in segregated settings, further separating them from their peers and reducing educational access due to the longer distances to these "special schools" and greater safety concerns around boarding facilities. A lack of disability-inclusive education training and support for teachers, too, has meant a failure to address negative attitudes and limited expectations for children with disabilities.

Box 2: An enabling environment for inclusive education

A holistic approach to creating an inclusive school environment involves working with teachers, school management, communities, and vitally, children themselves. Inclusive education training for teachers can improve immediate practice and also result in other changes, such as a reduction in violence and the use of corporal punishment. Successful strategies include:

- **Using teaching assistants and specialist education officials:** Support personnel who are responsible for supporting learners with disabilities are often an integral part of delivering inclusive teaching in schools and ensuring children with disabilities can attend mainstream schools.
- **Understanding and addressing community attitudes and negative social and cultural beliefs and practices**, which can be significant barriers to education for girls with disabilities.
- **Working with existing community structures, families, and organizations of persons with disabilities:** This can challenge negative attitudes and empower people with disabilities to share and normalize their experiences.

Gaps in the provision of comprehensive sexuality education (CSE) in emergencies

Access to SRHR education and information helps to prevent unintended pregnancies, improve maternal health, and prevent sexually transmitted infections (STIs), as well as equips girls and youth with the knowledge and skills needed to advocate for their rights and engage in healthy and consensual relationships. However, in crisis settings, adolescent SRHR outcomes remain poor, and girls lack the information and skills they need to make informed decisions about their relationships and sexual and reproductive behaviors. SRHR education is important from both a rights-based and public health perspective, yet access is limited by a lack of political will, inadequate resources and funding, ongoing discrimination against women and girls, and unequal gendered power dynamics. This lack of high-quality and developmentally appropriate sexuality education can leave young people vulnerable to harmful sexual behaviors and sexual exploitation.

Refugees, who are at an increased risk of HIV/STIs, continue to have limited access to critical information around SRHR. Additionally, patriarchal structures in which men act as gatekeepers of women's reproductive health can exacerbate the gaps in access to contraception, as well as limit information and services for HIV/STIs. This highlights the importance of CSE addressing gender and power, and engaging men and boys, as part of a comprehensive curriculum.

Despite the evidence base demonstrating the benefits of age-appropriate sexuality education, a number of crisis-affected countries still lack any relevant SRHR content in the curriculum.[8] Even where this content is in place, it does not always translate to increased understanding, primarily because of teachers' limited knowledge of the subject, their lack of training and support, and their discomfort and lack of confidence to deliver the content. Furthermore, SRHR curriculum content often is not contextualized and fails to address cultural and religious sensitivities. In particular, out-of-school girls continue to miss out: only five of the 44 countries have a CSE curriculum in place targeting out-of-school children, leaving NGOs and civil society organizations (CSOs) to fill the gap.

Mind the Gap 3 contains many examples of programs that have designed age-appropriate CSE curricula, worked with communities to address ongoing resistance, and trained teachers to adequately deliver the curricula. Organizations that have delivered impact and improved SRHR outcomes have also empowered youth as peer educators and advocates for SRHR to increase engagement and participation.

Box 3: Promising practices of delivering effective CSE curricula

- **Involving** youth in the development of CSE curriculum content to ensure it is age-appropriate and responsive to the changing needs of the young people for whom it was designed
- **Empowering** youth as peer educators in communities, as young people know where and when to engage other young people outside of formal education structures and can also use social media channels for a wider reach
- **Taking time to understand** where deep-rooted resistance in the community comes from, and building understanding through collaboration with parents, school officials, religious leaders, and adolescents themselves
- **Equipping** teachers with accurate knowledge, effective teaching methodologies, and coaching support to ensure they can discuss SRHR issues in the classroom, including those that can be contextually sensitive and challenging to address
- **Supporting young people** to develop and deliver CSE through online platforms, creating a discreet space where users can ask sensitive questions that may not be covered in a curriculum and ensuring the content addresses relevant, interesting issues and challenges

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8   See INEE *Mind the Gap 3* (2023), Section 5.3.

Gaps in data and evidence

Mind the Gap 3 has identified a number of key data and evidence gaps related to female teachers, girls with disabilities, and SRHR education/CSE provision in crisis settings that must be addressed to improve policy, planning, and programming in these areas.

First, data on **female teachers** in crisis settings continues to be limited, patchy, and difficult to collect, with very little disability-disaggregated data available. Along these lines, the evidence is still lacking on what works to support women in educational leadership positions, and more research is needed around effective strategies to support and retain female teachers in insecure environments and the incentives and training needed to enable women to progress through the teaching profession at the same rate as men.

Some data is available on learner/teacher ratios from individual countries, but there is no systematic sex-disaggregated data on teachers available. Additionally, some national education management information systems include teacher profiles with information on teachers' disabilities and training related to disability and inclusion, but this is not widespread. Also of concern is the lack of consistent, systematic data on the training and professional development opportunities offered to refugee and internally displaced teachers. The UNESCO Institute for Statistics data can only show us the picture for teachers who enter teacher training and are deployed by national education systems, not those working in non-formal education settings outside of national data collection exercises.

Turning to **girls with disabilities**, the major gaps in data are limiting our ability to understand these girls' experiences within learning environments in crisis. Some progress in data availability has been possible through the availability of (and guidance on) the Washington Group Questions, but we are far from having high-quality, systematic international data. Girls with disabilities are often excluded from data collection, and many countries still do not collect, report, or use data on children with disabilities—let alone sex-disaggregated disability data. Only six of the 44 crisis-affected countries show primary and lower secondary completion rates for children with disabilities.[9]

The data that is available on girls with disabilities falls short of capturing all of the factors that impact a child's learning experience. Very little research focuses on the experience of girls with disabilities in education, which limits our ability to capture the barriers faced by these girls or other vulnerable groups with disabilities. Research and evidence are also lacking on whether the adaptations made to school environments are adequate, appropriate, and meeting the actual needs of girls with disabilities.

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9   See INEE *Mind the Gap 3* (2023), Section 4.2.

In relation to **SRHR education/CSE provision**, fundamental gaps remain in:

- The training and support provided to help teachers effectively deliver a comprehensive and rights-based curriculum. More research and evidence are needed to identify what strategies teachers adopt and which lead to the most impactful SRHR outcomes for girls.
- Our understanding of whether global resources and locally developed CSE teaching materials are reaching teachers and being used effectively in the delivery of SRHR education.
- The links between SRHR education and the prevalence of GBV within schools. More research is needed to explore how the delivery of SRHR education is changing GBV-related behaviors; some research suggests a curriculum focused on gender equality has the potential to address GBV, but the evidence remains limited.
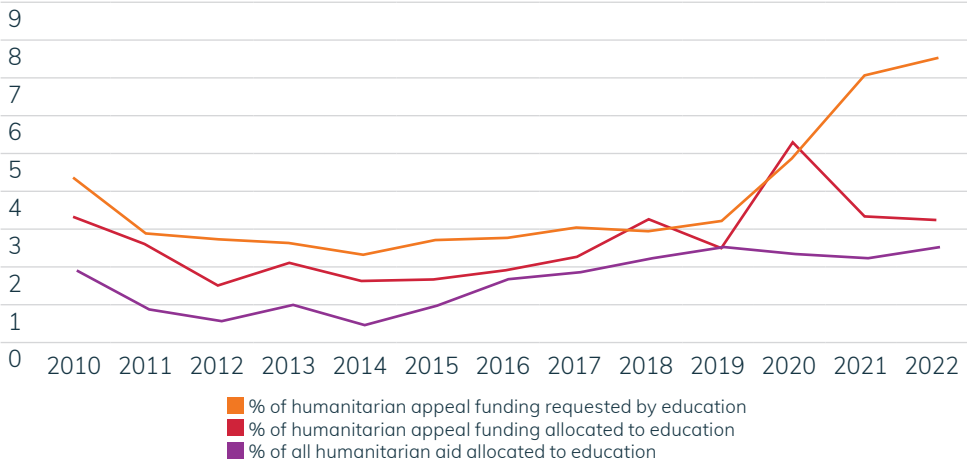
Gaps in funding

Of the 44 crisis-affected countries, four (Burundi, Burkina Faso, Ethiopia, and Senegal) met both of the international benchmarks for public spending on education in 2022 (the most recent year for which data is available): 5% of gross domestic product (GDP) and 20% of the national budget. Seven others (Chad, Colombia, Kenya, Mali, Mozambique, the occupied Palestinian territory, and Ukraine) met the GDP threshold but not the national budget threshold.

Overall, the percentage of government expenditure going to education in crisis-affected countries fell slightly from 2016 to 2021, and it continued to fall in 13 countries where the rate of spending was already low. For example, Zimbabwe's governmental investment in education dropped by more than 6.5% during this period. Also of note, the proportion of all humanitarian aid allocated to education has remained relatively stable, at about 2.8%, over the past five years (2018–2022) (see Figure 1). However, while the total amount of funding for educational appeals has remained relatively steady in recent years, the number of appeals has grown—meaning fewer appeals are being funded proportionately. In 2018, 48.2% of education appeals were funded; this fell to 39.8% in 2020 and 26.4% in 2022.

Figure 1: Proportion of humanitarian aid to education, 2010 to 2022[10]

- % of humanitarian appeal funding requested by education
- % of humanitarian appeal funding allocated to education
- % of all humanitarian aid allocated to education

10   See INEE *Mind the Gap 3* (2023), Section 7.2

Since *Mind the Gap 2*, there has been an uptick in the focus on gender in spending across the sector, particularly in funding for postsecondary education. Growth has also continued in terms of the proportion of overseas development assistance targeting gender equality within basic education, with commitments for this to continue. Multilaterals like Education Cannot Wait and the Global Partnership for Education have made bold new commitments for gender integration in all new investments and to hardwire gender into their new operational model.[11]

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11   See INEE *Mind the Gap 3* (2023), Executive Summary.

Recommended actions

Actions for national governments of crisis-affected countries

International development partners should support national governments in implementing the following recommendations:

- Governments should meet their commitments to allocate at least 20% of government expenditure to education, as set out in the Incheon Declaration (2015), the Kenyatta Declaration (2021), and the Paris Declaration (2021).
- Governments should support schools and teacher training colleges in creating alternative pathways into teaching for those who have not had the necessary level of schooling in order to bring more women, including those with disabilities, into the teaching profession.
- Governments should look to adjust the gender balance within the teacher workforce by:
  - Developing strategies to bring more men into early years and primary teaching, and ensuring these jobs are adequately recognized and rewarded
  - Developing strategies to bring more women into leadership positions by providing sufficient support for women to relocate and take up positions in more remote areas while meeting their family and caregiving needs
  - Supporting school leadership to build a culture of gender equality with robust codes of conduct and reporting mechanisms to address abuse and discrimination directed at female teachers
  - Providing job guarantees for spouses when women relocate to take on leadership positions in order to address the lack of female teacher mobility (which is often linked to a husband or partner's job)
- Governments and their partners should ensure that all teachers have access to high-quality professional development, including disability-inclusive education and adequate training around the delivery of CSE curricula. Support structures should also focus on teacher well-being, with guidance and counseling available to help teachers be responsive to the challenges they face and the responsibilities they take on.
- Governments should ensure that refugee teachers can access the professional development required to become nationally recognized teachers and provide clear routes for transferring qualifications.

- Governments should establish dedicated Education in Emergencies units within the national teachers service commissions (or equivalent). The units should be responsible for the curriculum design, implementation, and monitoring and the training and capacity-strengthening aspects of teachers' pre-qualification and post-qualification requirements for teaching in crises and emergency contexts.
- Governments and their partners should support schools in collecting and using sex-disaggregated data on children with disabilities including providing guidance on how to use the Washington Group Questions, providing training on identification, and ensuring this data is put into and stored in education management information systems. This data must be consistent and useful to provide schools with information on the adaptations and accommodations needed to support these learners.
- Governments and their partners should work with parents and caregivers to facilitate access to education for children with disabilities, as well as help them understand the value of CSE education. This should include support for both schools and non-formal education providers to address parents and caregivers' resistance and concerns around educational quality and CSE delivery.
- Governments should ensure that age-appropriate CSE curricula has been developed and is being delivered, with teachers adequately supported through training and coaching at both the primary and secondary levels in line with internationally agreed standards. They should ensure in-school and out-of-school children have equal access to CSE. Where CSE policies are in place, governments should translate them into robust national plans that are resourced, monitored, and evaluated.
- Governments and their partners should coordinate across the health, education, and protection sectors to identify the SRHR needs and knowledge of all age groups, as well as ensure that the roll out of SRHR curricula takes into account high levels of over-age learners in crisis settings.
- Governments and their implementing partners should co-design education response programs that are guided by a thorough and intersectional analysis of learning.

Actions for bilateral and multilateral donors

- Donors should respond to the increasing number of humanitarian appeals by increasing their humanitarian spending on education. They should direct funds to:
  - Countries where girls are furthest behind and are not learning in school
  - Crisis-affected countries that have prioritized gender equality to support them in meeting their commitments to achieving gender equality in and through education
  - Countries with large out-of-school and refugee populations, with donor countries' overseas development assistance focusing on supporting refugee populations in the most marginalized contexts while using other funding sources to support refugees within their own borders
- Donors should support and fund organizations that are taking a truly intersectional approach to supporting the most marginalized and increase funding to support the safety and learning of girls with disabilities and girls facing multiple forms of discrimination. Donors should not be driven by the number of girls reached in educational programming but rather by actions that reduce the gender gap and leave no one behind.

- Donors should provide support to civil society in recipient countries to ensure they engage at the policy level. This should involve bringing forward the voices of girls and marginalized groups (including those with disabilities), as well as those of teachers, to ensure education responses are addressing the needs of the groups needing them most. The voices of female teachers are particularly lacking, which limits our understanding of the main barriers and challenges they face in schools.
- Donors should support national governments in addressing the gender balance within the teaching workforce and prioritize funding initiatives that support female teachers' safety and progression—providing incentives and prioritizing safety in more remote areas. Professional development opportunities and alternative pathways into leadership positions should be made available that address the barriers that women continue to face in accessing training due to timing, travel, and caring responsibilities.
- Donors should require fund recipients to disaggregate data at the outcome level by sex, age, and disability.
- Donors should support the development and delivery of age-appropriate, contextualized, and comprehensive sexuality education delivered at the primary and secondary levels. Donors should support specialized CSE provision for over-age primary learners where it cannot be delivered within the core curriculum.

Actions for civil society

- Civil society should continue to address gender stereotypes (within the classroom and community) that place women and girls in caring roles, as this could be contributing to the lack of men working at the pre-primary level. This should involve advocating for and developing targeted campaigns to attract more men to enter the profession at this level, addressing stigma and the devaluing of men in certain contexts. Civil society should also continue to advocate for adequate remuneration, more training, and more secure employment in pre-primary settings.
- Civil society should support schools and communities' ability to accurately identify children with disabilities and ensure the school has assistive devices as well as the knowledge and strategies to support individual learners. Working alongside schools, civil society can help ensure inclusive education training is prioritized and provide ongoing coaching for all teachers supporting learners with disabilities.
- Civil society should engage with parents and religious leaders to address resistance to CSE, especially at the primary level, by addressing misinformation and highlighting the risks girls face without knowledge about their rights. Awareness efforts should address faith-based organizations, politicians, local and traditional leaders, and highly conservative communities.
- Civil society should support the development of CSE curricula to ensure they adequately address gender and power and are available for out-of-school children. Civil society should also support youth organizations and movements' involvement in developing these curricula. Additionally, civil society should train and support youth as peer educators to ensure a wider reach for those out of school.
- At the national and international levels, civil society should advocate for national governments to collect data on disability in learning assessments and enrollment data.

- Civil society should ensure that teachers are adequately equipped to deliver high-quality CSE with access to the right materials, in-school support, and teaching methodologies to ensure that more sensitive and resisted topics can be discussed openly and answered in a way that puts gender equality at the heart of the conversation.
- At the state and national levels, civil society should advocate for teachers' prequalification requirements to include training on gender equality and inclusion and training on minimum standards for education in emergencies.

Actions for data collectors and collators

Overall, organizations and stakeholders collecting data on girls' education in crisis-affected contexts need to stop looking at girls as a homogenous group, as this continues to mask how other characteristics intersect with gender. Some girls—including girls with disabilities, pregnant girls, and young mothers—are more educationally marginalized and at higher risk of abuse, drop-out, and poorer learning outcomes. Intersectionality needs to be recognized, as parity measures mask widening gaps for certain sub-groups and hide the additional support and funding needed to support multiply marginalized girls. Data needs to be collected at this level to respond appropriately and, thus, make progress toward gender equality and ensure no groups are left behind in crisis settings.

The following recommendations are addressed to the wide range of actors involved in data collection and collation, ranging from those conducting rapid assessments at the local level to international organizations responsible for collating data at the global level:

- Disability data should be included in written survey data and all major international surveys. The collectors and collators of data on violence against children should ensure that disability-related data is included in surveys such as the Violence Against Children and Youth Surveys (VACS) and the Global School-Based Student Health Surveys to understand how disability affects GBV.
- Data collectors and collators should collaborate with local actors (including disability organizations, feminist organizations, women's rights groups, organizations working in refugee settings, and youth and girls themselves) to:
  - Ensure their voices and lived experiences are prioritized and complement quantitative data in crisis settings. In particular, the voices of girls with disabilities and of female teachers must be heard to better understand their biggest challenges and barriers and tailor appropriate responses.
  - Review data collection protocols and identify the training needed to ensure people with disabilities are included at all stages of research design and data collection. Furthermore, all enumerator training should involve inclusive and gender-responsive data collection techniques.
  - Ensure that data on teachers in refugee settings is comprehensive, is sex-disaggregated, and includes information on teachers with disabilities within these settings.
- Data collectors should support national governments and implementers in using the Washington Group Questions consistently, correctly disaggregating data by sex, and then integrating responses into nationwide data. Washington Group Questions should also be integrated into Demographic and Health Surveys in a more standardized way

across countries to improve the consistency of information available. Additional surveys should be developed using the Washington Group Questions to collect data on those in camp accommodation and displaced populations to better understand girls living with disabilities in these circumstances.

- International data collectors who are focused on collecting and collating data on children with disabilities should work to build consensus and alignment around globally agreed standards for data collection in crisis countries to ensure consistency in the way data is collected and analyzed.
- International data collectors, as well as organizations that implement donor programs, should look to develop more nuanced identification of crisis-affected populations, including sub-national estimates. INEE should work alongside Education Cannot Wait to align its identification of crisis-affected countries and populations with Education Cannot Wait's new methodologies of identification.

Actions for teachers and other education personnel

- Teachers and school leaders should inform parents and guardians on how the safety of their children with disabilities is being prioritized within the classroom, as well as steps that schools are taking to address negative attitudes that could impede their learning.
- Teachers should advocate for ongoing gender- and disability-inclusive education training to ensure they are equipped to support all learners in their classroom while addressing gender stereotypes and deep-rooted social norms.
- Teachers and school leaders should work alongside education implementers to highlight the need for resources and assistive devices that will better equip them to support the diverse learning needs in their classrooms. Teachers should advocate for education leadership to prioritize budgets for equipment and support for children with disabilities.
- Teachers should work with boards of management to ensure school improvement plans are both gender- and disability-inclusive to enable girls and children with disabilities to learn in an environment free from discrimination and abuse, one that is both safe and pushes for gender equality.
- Teachers should continuously build their knowledge on SRHR, put it into practice, and adapt their content to fit their classroom context. As teachers increasingly build their confidence and experience, they can influence parents and communities and gain their support for delivering CSE by sharing and demonstrating results.
- Teachers and other educational personnel should advocate for improved quality, monitoring, and supervision of teacher training and delivery related to SRHR, as well as increased budgets to support these trainings.

Inter-agency Network for Education in Emergencies