

Peacebuilding Education to Address Gender-based Aggression: Youths' Experiences in Mexico, Bangladesh, and Canada

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Participants & Methodology

	Ontario, Canada	Guanajuato, Mexico	Bangladesh	Total
Number of Schools	3	4	4	11
Students: <ul style="list-style-type: none"> • Number of participants • Number of focus groups 	55 12	81 16	36 4	* 172 students (82 female, 90 male) * 36 focus groups 1 session each=36 sessions
Teachers: <ul style="list-style-type: none"> • Number of participants • Number of focus groups 	14 3	21 4	16 4	* 51 teachers (mostly female) * 11 focus groups 3-5 sessions each=32 sessions

Dimensions of Conflict

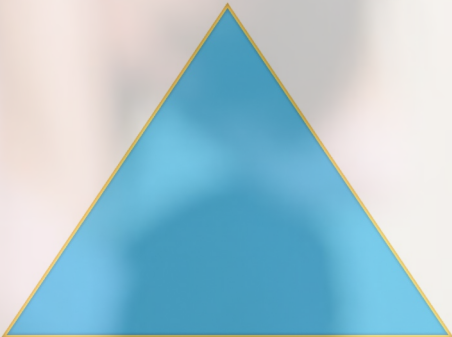
Violence ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Peace

(Direct Violence) PARTICIPATION



Cultural EXCLUSION *(Indirect Violence)* Structural INEQUITY

(Political) PARTICIPATION and Representation



Cultural INCLUSION
(Recognition) Social-Structural EQUITY
(Resource Redistribution)

© 2022 Illustration by
Syrian adolescent girl in
GAGE participatory
research in Jordan



© UN Women/ Allison Joyce 2019, Girls study
at a mosque in Balukhali Rohingya refugee
camp in Cox's Bazar, Bangladesh



Barriers to Refugee Adolescents' Educational Access during COVID-19: Exploring the Roles of Gender, Displacement, and Social Inequalities

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gage
GENDER &
ADOLESCENCE:
GLOBAL
EVIDENCE

SAMPLE AND METHODOLOGY



Quantitative survey

Syrian refugees –
2338 adolescents
living in camps, host
communities and
informal tented
settlements in Jordan

Rohingya refugees –
692 adolescents living
across 32 refugee
camps in Cox's Bazar,
Bangladesh



Qualitative interviews

Syrian refugees –
70 adolescents;
40 key informants

Rohingya refugees –
20 adolescents
7 key informants

COVID-19 CONTEXTS

Jordan:

- Syrian refugees had access to formal education in double-shift government schools and access to non-formal education tuition through Makani programme
- Schools close in March 2020, distance education via television and digital platforms rapidly launched
- Pre-existing divides in technology access based on poverty and gender hindered uptake*. 9 in 10 Syrians live below the poverty line, and fewer than 50% had internet at home**. Girls were 43% less likely to own a mobile phone than boys***.

Bangladesh:

- Rohingya refugees had no access to formal education
- 29% accessed non-formal education run by NGOs and UNICEF in camps but only for younger ages and with significant gender gaps (6% vs 25% for 15-19 yrs); and also to religious education
- Lockdowns restricted access to these education opportunities
- Internet connectivity and proliferation have been low, due to the Gov't of Bangladesh's suspension of 3G + 4G mobile networks and internet access in the settlements**** and 63% men vs 52% of women owned phones*****

* Hanmer et al., 2020 ** OECD, 2018 *** Jones et al., 2019 **** ISCG, IOM et al. 2020

***** ISCG, Gender Hub et al. 2020

KEY FINDINGS

Learning centres and religious education in Rohingya camps were closed, disrupting even nonformal learning. But for older adolescent girls, impacts of Covid-19 on education were limited as access was so low pre-pandemic

In Jordan, 67% enrolled pre-Covid-19 reported some form of learning support during the pandemic, although only 47% had been in touch with a teacher in last 7 days and only 15% were accessing online education. For girls access was hampered by increased time poverty and gender norms against use of phones/ internet

Syrian refugee students emphasised the poor quality of distance education and lack of opportunity to ask questions.
"Distance education is not learning, it's like copy and paste . . . I mean, we don't learn a thing." (Syrian adolescent boy, 19)

However, where students had access to nonformal education operating through hybrid WhatsApp, text and video messages, and informal outreach by facilitators, there were positive impacts in terms of mitigating social isolation from peers and ensuring access to trusted non-family adults during school closures to support learning

POLICY IMPLICATIONS

Address girls' time poverty by programming to incentivise adolescents' and esp. girls' education including through cash transfers for education

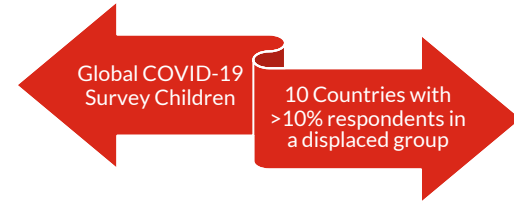
Invest in flexible multimodal approaches that can cater to high tech, low tech and no tech to support refugee adolescents' and esp. girls' education in crises

Design social protection mechanisms for refugees and the extreme poor so that they can be rapidly scaled up in emergency contexts and facilitate continued learning

Invest in outreach by trusted adults e.g. through adolescent/ youth empowerment programming to support learning process and mitigate mental ill-health during crisis

Methodology and intent

- Sub-sample of Global COVID-19 Survey in 2020, conducted among program participant populations in 37 COs .
- Sample = 1186 children (632 girls (52.1%) 554 boys (47.9%) in 10 COs
- Methodology: log. regression of data from phone / online surveys of children & qualitative analysis of answers to 5 Qs. e.g. *"What can adults do differently at home?"*, *"What would you say to the leader in your country?"* etc.



Displaced children categorized as Yes to "Do you or your family identify as IDP/Refugee/Asylum seeker status?"

Using UHCR's definition of displacement, a sample was developed using criteria (see above) in 10 countries: Philippines, Bangladesh, Somalia, South Sudan, Burkina Faso, Colombia, Peru, Albania, Egypt, and Lebanon.

Using a **feminist theoretical and child rights-based approach**, our intent was to understand gender-based differences in children's perceptions of learning during COVID-19. We assume that girls and boys who experience displacement are experts on their own experiences.

Our research questions:

1. What effect has COVID-19 had on displaced children's perceptions of learning?
2. Do perceptions of learning during COVID-19 vary between girls and boys?
3. What factors are associated with the difference in girls' and boys' learning during school closures?

Key findings

Hypotheses:

Gender challenges result in different boys' and girls' perceptions of learning outcomes
children's perception of a decline in learning is associated with their socioeconomic circumstances, accessing learning materials, a lack of help, and a lack of interactions with teachers, parents, and peers
~ Children with increased household responsibilities (e.g. girls) will perceive a decline in learning.

- Displaced children were more likely than nondisplaced to report learning “a little bit” or “nothing”
- Displaced girls and boys were particularly concerned that displaced children should be given access to learning resources, including internet-based learning
- Girls were more likely to report learning “a little bit” or “nothing” when their household had a lack of resources, displacement, a loss of more than half their income due to COVID-19, or a large number of children in the family.
- Boys were more likely to report learning “a little bit” or “nothing” when they reported having increased negative feelings due to COVID-19 (such as feeling sadder, more worried, or more bored), increased violence in the home, and having more chores and responsibility for the care of other children.
- BUT while girls reported the same challenges, this was not correlated to them learning “a little bit or nothing”. Suggests that girls were more accustomed to pursuing learning despite challenges related to wellbeing, violence, and domestic chores.

Recommendations

Help all the children, so that we can do better with our education, I don't have internet access or tech, so I haven't learned much over the past months."

- 15-year-old girl in Colombia, in response to the question "If you were asked to write a letter to the leaders in your country, what would you say?"

- More research on the gendered aspects, especially boys' challenges maintaining learning in the face of a decline in wellbeing and a challenging home environment.
- Governments should provide adequate resources and equitable access to education so that certain groups of children are not left behind. Children are acutely aware of the impact school closures have had on their perceptions of quality of learning and the potential impact on their life trajectories.
- Work cross-sectors to ensure that all children are able to access learning materials and supports during crises such as COVID-19, especially for girls and children in contexts of displacement.
- Organizations that provide continuous access to (alternative) education services during school closures should consider and respond to the unequal connectivity and accessibility of learning platforms among displaced populations
- Give greater attention given than ever before to context-specific support for the social and emotional aspects of children's learning.





Intersectionality: Experiences of Gender Socialization and Racialization for Iraqi Students Resettled in the United States

Flora Cohen, Washington University in St. Louis

Dr. Sarah R. Meyer, Columbia University

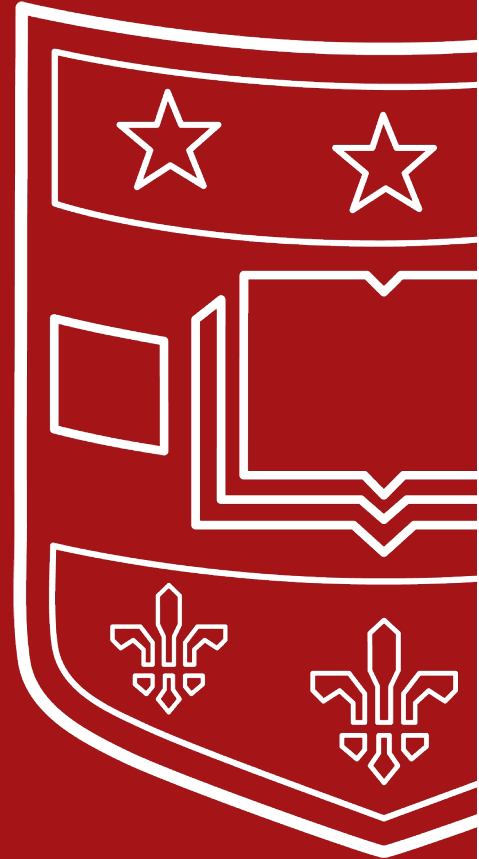
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Dr. Lindsay Stark, Washington University in St. Louis

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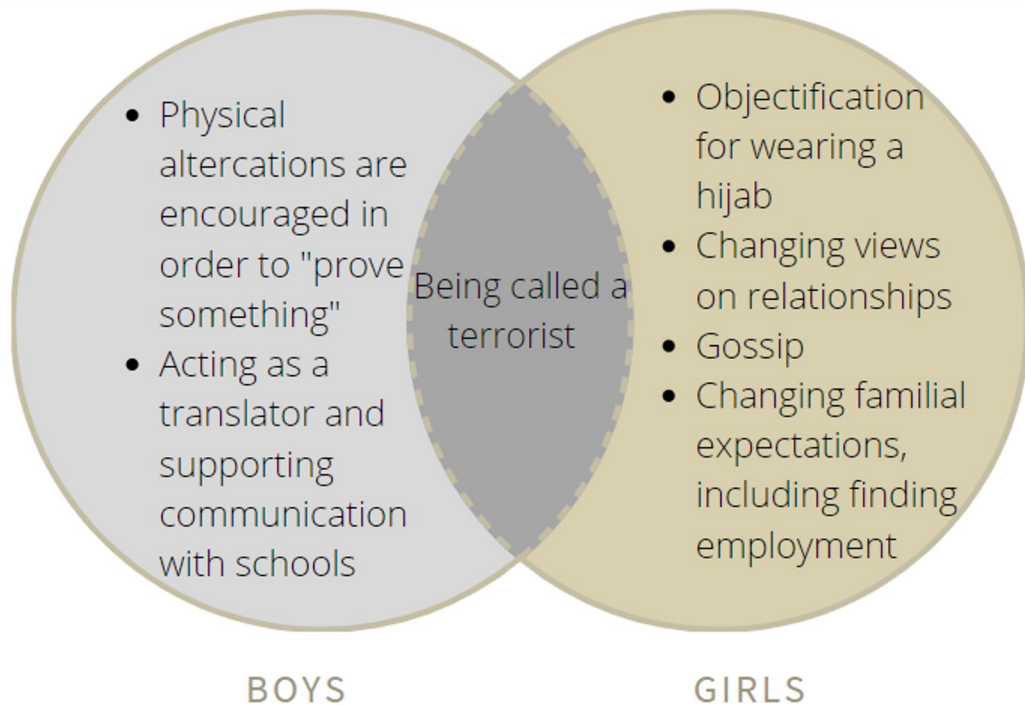




Background & Methods

- In the U.S., adolescent boys and girls from Iraq and other MENA countries experience significant acculturative stressors including “othering”
 - Adolescent boys and girls are especially vulnerable to gender socialization and racialization in the school setting.
 - Experiences of gender socialization and racialization can have insidious effects on Iraqi newcomers.
 - The Study on Adolescent Lives after Migration to America consisted of;
 - (1) gender-disaggregated, school-based focus group discussions with high school students ages 13-23 who were born either in conflict-affected MENA countries or during their family’s displacement from one of these countries
 - (2) Semi-structured interviews with the caregivers of these youths
 - (3) Semi-structured interviews with key informants, who included teachers, guidance counselors, school district/division administrators, case workers, therapists, and personnel from nongovernmental organizations.
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Results



Conclusion

- Gender norms shift during resettlement to the U.S.
- Gendered behaviors can be reinforced or challenged by parents, teachers, and peers.
- Racialization and discrimination affects adolescents



Refugee Girls' Secondary Education in Ethiopia: Examining the Vulnerabilities of Refugees and Host Communities in Low-Resource Displacement Settings

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Research Questions

Are gender gaps in education greater for refugee girls than host community girls?

What factors shape the differences in school participation among girls from these two groups?

What drives gender gaps in secondary education for refugees?

How does this vary across refugee groups and across camp locations?

Overview of Findings

Refugee girls less likely to be in secondary school compared to boys and host community girls

Parental education and exposure to GBV is similar across refugee and host communities

Domestic responsibilities and community safety concerns are more important for refugee girls than boys

Refugee-host dynamics vary across locations and may necessitate different approaches to inclusion

Disaggregating data for inclusive quality education in emergencies: The COVID-19 experience in Ghana

Abdul Badi Sayibu

M&E professional

Introduction

- The COVID-19 pandemic caused the largest disruption to education in modern history, forcing national governments to resort to remote learning technologies.
 - While these remote learning activities went on, M&E professionals needed methods to collect and analyse data to support learning and adaptation efforts.
 - This article presents how a UKaid-funded programme in Ghana used a logic tree technique to fast-track insights generation of phone-based survey data to help track and improve the inclusiveness of the remote learning activities
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Main article

- Logic tree as part of the family of logic models is a well-known tool for analysing problems, especially during the design of international development programmes.
 - In an EiE context, the situation is fast evolving and requires frequent data collection, which traditional data analysis methods might be too time-consuming to achieve. The logic tree can be adopted for data disaggregation efforts to ensure all beneficiaries of the EiE programme are being reached.
 - Another major advantage of using the logic tree in such a situation is the potential to slice through intersecting factors to identify the most marginalised beneficiaries relative to the EiE intervention.
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