

# Mind the Gap and Closing the Gap: The State of Girls' Education in Crisis Contexts

## *Launch Event*

June 22, 2021



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

# Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En



The recording and presentations will be shared on the INEE website – [inee.org](http://inee.org)



# Speakers

- Kathleen Flynn-Dapaah, *Global Affairs Canada*
- Emma Spicer, *FCDO*
- Laura Davison, *INEE*
- Ruth Naylor, *Education Development Trust*
- Sébastien Hine, *UNESCO IIEP*
- Lauren Gerken, *INEE*
- Amy West, *Education Development Center*
- Abdifarhan Gure, *CARE*
- Kuri Chisim, *BRAC*
- Fabio Mancini, *Norwegian Refugee Council*



# Context, background, and rationale

**Kathleen Flynn-Dapaah**

Director,

*Education and Gender-Based  
Violence & Child Protection*

Global Affairs Canada

**Emma Spicer**

Head,

*Girls Education Department*

UK Foreign, Commonwealth  
and Development Office

**Laura Davison**

Team Lead,

*Thematic Areas*

Inter-agency Network  
for Education in  
Emergencies



# Mind the Gap

## MIND THE GAP:

The State of Girls' Education  
in Crisis and Conflict



 Inter-agency  
Network for Education  
in Emergencies

# Closing the Gap

Policy Paper

**Closing the Gap:**  
Advancing Girls' Education in  
Contexts of Crisis and Conflict



 Inter-agency  
Network for Education  
in Emergencies



# Presentation of the Report

**Ruth Naylor**

Principal International Consultant,  
Education Development Trust

*Lead Author, Mind the Gap &  
Closing the Gap*

**Sébastien Hine,**

Programme Specialist,  
UNESCO IIEP

*Co-Author, Mind the Gap*



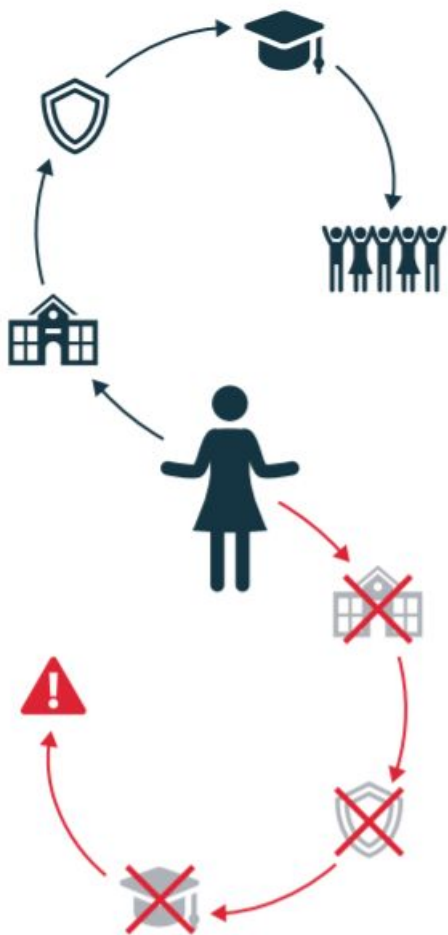
# Mind the Gap: what it covers

- Summarizes recent progress made in improving education and training for girls and women affected by conflict and crisis, including refugees and internally displaced persons
- Draws lessons from case studies, research, legal and policy reviews
- Looks at latest available global data: mostly this comes from 2018/19 so mainly presents the situation before the COVID-19 pandemic...
- ...but a review of national education policy responses to the COVID-19 crisis indicates that limited attention has been given to girls' education needs.



# Education, protection and gender

- Girls' education and protection reinforce each other, leading to positive outcomes for the whole of society. They grow up to become productive and informed citizens who protect the rights of others.
- But when emergencies block girls' access to education, it leads to a downward spiral of lost protection and permanent school dropout, making girls and their societies less resilient to future crises. They become vulnerable to violence and harmful practices and are prevented from exercising their rights as empowered, informed women.





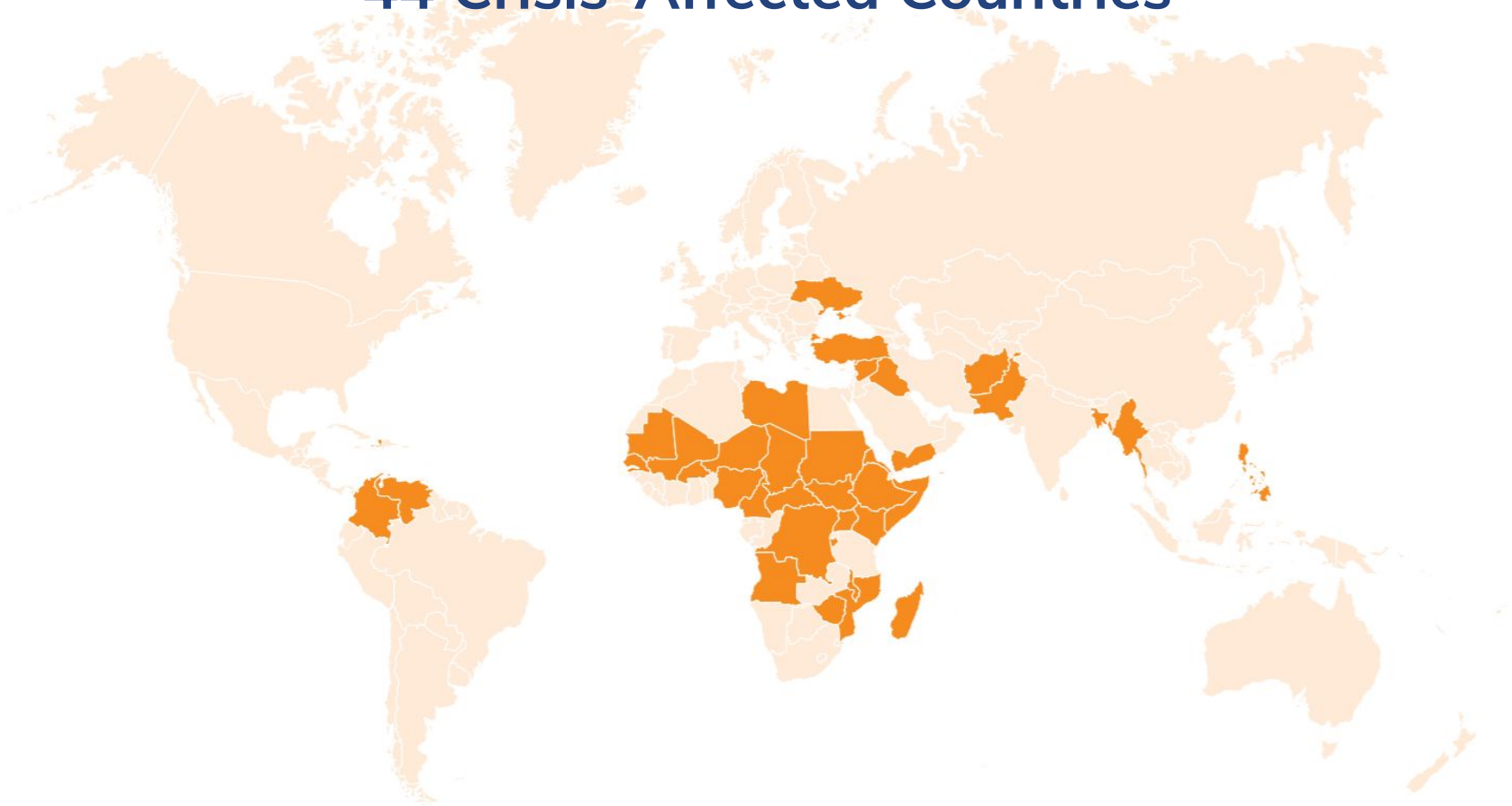
# It is safer for a girl to be in school than out, BUT...

- Many data sources indicate a high prevalence of SRGBV in crisis affected countries:
  - it is estimated that 5 million women in the DRC, 3 million women in Kenya, and 3 million women in Nigeria are survivors of teacher perpetrated rape
  - A study in Mozambique found that 70% of girls surveyed reported knowing that some teachers made having sexual intercourse with them a condition for promotion to the next grade
  - Evidence in the Central African Republic and Liberia of high rates of sex for grades
- Schools, female students and teachers can be targets of attack:
  - GCPEA recorded more than 11,000 attacks on education 93 countries over 5 years between 2015 and 2019
  - In most countries there were cases of girls and women explicitly targeted because of their gender

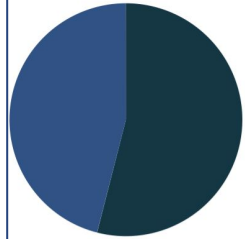
... the data are not yet reliable or comparable enough to monitor progress



# 44 Crisis-Affected Countries



# Girls' way off target, but complex landscape



**54%** of the world's out of school girls are in crisis-affected countries. That's **69 million girls**.

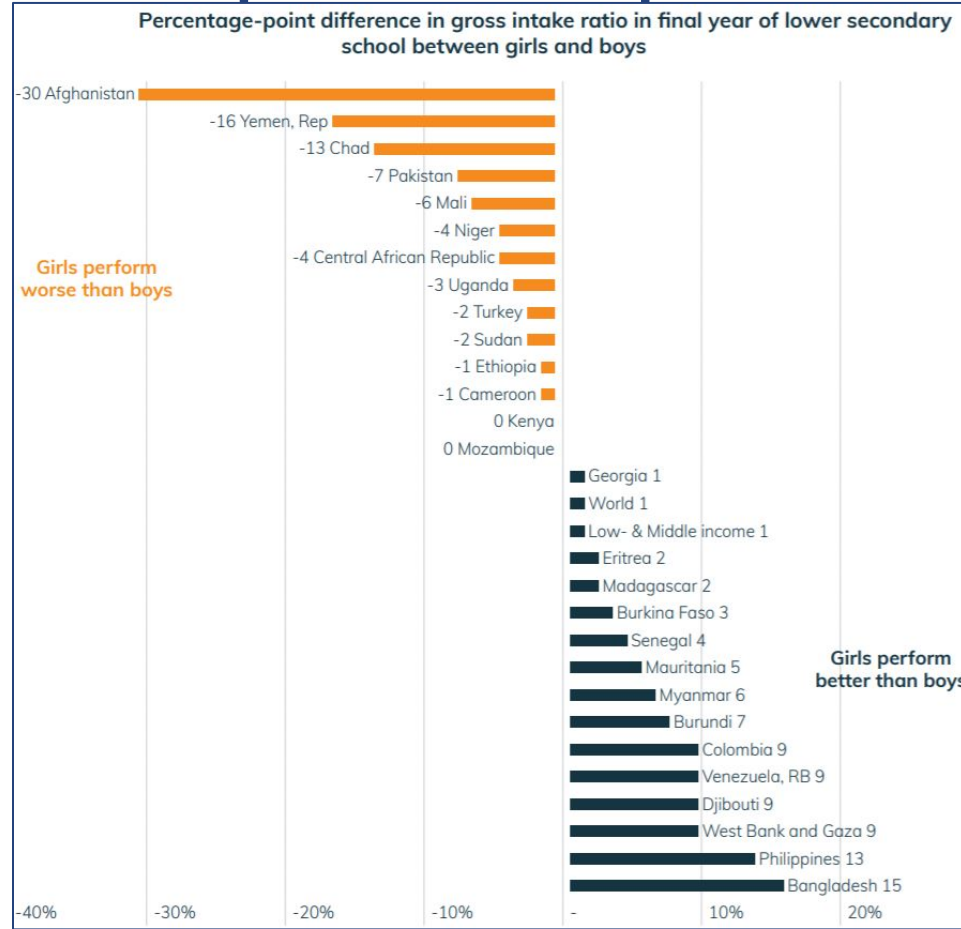


**2030**  
SDG  
target

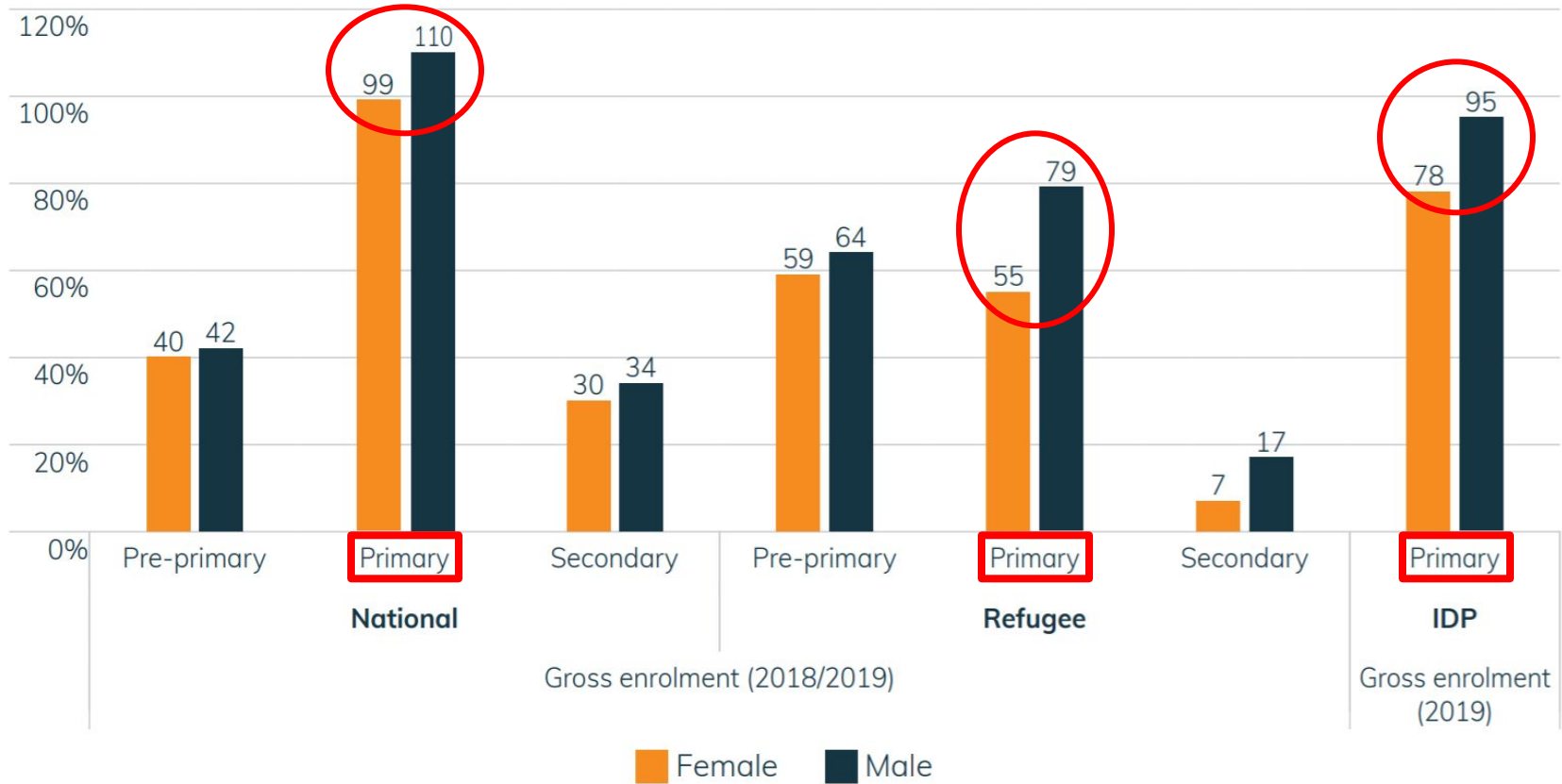
**2063**



Based on current trends, girls will not reach 100% lower secondary completion in crisis-affected countries until at least **2063**.

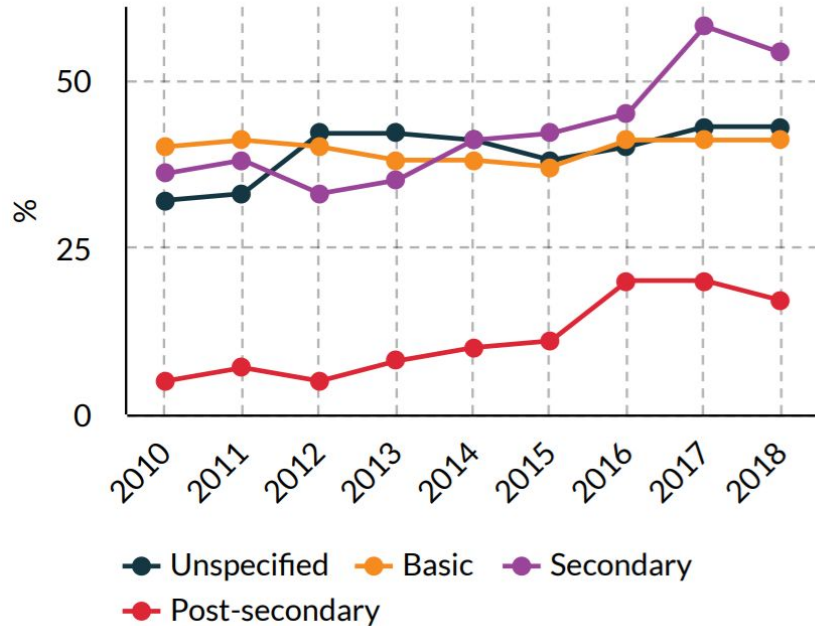


## Access to education for displaced people in Ethiopia by gender, compared to national averages

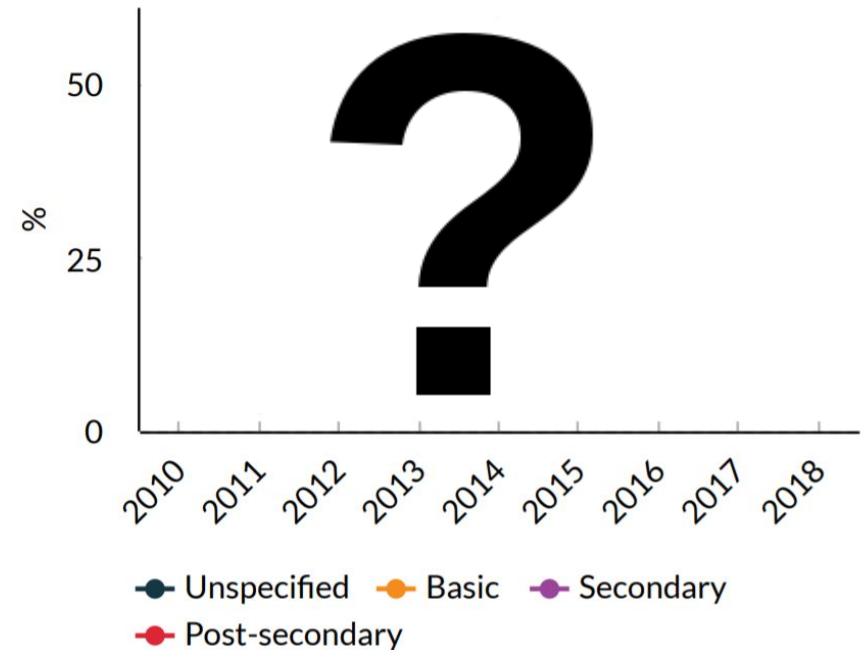


# Aid for girls' education

The proportion of **development aid** focused on gender equality and women's empowerment in education risen steadily since 2010.<sup>7</sup>



The proportion of **humanitarian aid** focused on gender equality and women's empowerment in education



# In recent decades there has been great progress...

- The gender gap in access to education in crisis contexts is closing,
- Legal barriers to girls' access to education are being dismantled.
  - lifting the restrictions on Rohingya refugees' access to formal education in Bangladesh
  - Lifting of bans on pregnant girls and young mothers continuing their education in Burundi, Mozambique, and Zimbabwe
- Increasing proportion of humanitarian aid to education, and an increasing proportion of overall education aid to crisis-affected countries focuses on gender equality and women's empowerment.
- Multilateral agencies funding education in crisis-affected countries have developed gender strategies, action plans, and incorporation of gender into results frameworks
- Improvements in sex and age disaggregated data reporting for crisis affected populations



# ... but gaps remain

## Provision Gaps

- Large **gender gaps** remain in access to education among the poorest, the forcibly displaced and people with disabilities
- **Protection gaps:** too many situations where girls are not safe in school

## Funding Gaps

- **Humanitarian aid** to education remains too little, and too unpredictable
- Not enough **dedicated funding to girls' education** in crises
- **Aid transparency gap:** not possible to track how much aid goes to education for girls in contexts of crisis

## Data gaps

- Gaps on data relating to **intersecting vulnerabilities**
- Gaps in data on **gender based violence in schools.**



# Recommendations from Closing the Gap

**Lauren Gerken**

Coordinator, Gender

Inter-agency Network for Education  
in Emergencies





# Recommendations from Closing the Gap

## Programming

- All programs should include **gender-responsive strategies** to ensure that girls' rights are protected and that girls have access to learning opportunities before, during, and after a crisis.
- The international community, civil society and governments should work together to provide innovative **alternative education** that gives girls and women access to certificated learning, with pathways to continue in formal education and training in the future.
- Back-to-school plans and programs should provide additional **support to the most marginalized girls**, including those who have missed out on learning and girls who are married, pregnant, or parenting.

## Policy and Planning

- International and national stakeholders should give priority to reviewing and monitoring legal and policy protection that addresses the **structural barriers** and gender norms that prevent girls from accessing and completing education.
- **Refugee education policies and plans** should include explicit strategies to ensure that more girls and women are able to access education and training.
- Legal frameworks **preventing violence within schools** need to be strengthened, and safeguarding systems put in place to support the reporting, removal, and conviction of the perpetrators of school-related gender-based violence.



# Recommendations from Closing the Gap

## Funding

- **Dedicated funding** should be made available to support the education of girls in contexts where girls remain significantly behind boys in access to education, such as refugee girls, internally displaced girls, those with disabilities, and girls from the poorest households.
- The **gender marker for humanitarian funding to education** should become mandatory and data should be included in the UN OCHA Financial Tracking Service.
- The **OECD Creditor Reporting System** should be revised with a view to bridging the information gap on how much development aid goes to crisis-affected populations within countries. This could include consideration of whether use of the voluntary code for Education in Emergencies funding introduced in 2018 should become mandatory.

## Data Collection, Monitoring and Analysis

- Development partners should support governments to ensure that **national learning assessments** include crisis-affected populations, and disaggregate by sex, age, displacement status, location, and other markers of exclusion.
- Education programs targeting crisis-affected populations should **collect and publish data on learning outcomes** for girls and boys, disaggregated by sex.
- The international community should continue to support and invest in the development of **coordinated monitoring of school-related gender-based violence**.



# Mind the Gap in Context

**Moderator: Amy West**

Senior International Technical  
Advisor - Youth & Communications,  
*Education Development Center*

*Co-Author, Mind the Gap*



# Mind the Gap in Context

**Abdifarhan Gure, CARE**

Manager,  
Girls' Education Initiative  
CARE

MTG Case study 2:

Working with Pastoralist  
Girls in Somalia

**Kuri Chisim**

Adolescent Programme Lead,  
BRAC Institute of Educational  
Development

MTG Case study 5:

Play-based Early Childhood  
Education supporting  
Rohingya girls and women in  
Bangladesh

**Fabio Mancini**

Education Specialist,  
Norwegian Refugee Council

MTG Case study 6:

Learning-to-Livelihoods  
Transition Opportunities for  
Female Refugee Youth in  
Jordan





The overall objective of the NRC Jordan Youth Programme in Jordan is to enhance youth wellbeing and enhance resilience of youth actors

Camps:  
Two centers in Zataari  
Two centers in Azraq  
16-32

## Why work with young people in Jordan?

- **Demographic bulge**
  - 75% of Syrian refugees in Jordan are under 35 years old
  - 70% of Jordan's population is under 30 years old
- **High unemployment rates**
  - Youth unemployment in Jordan (34%) twice as high as global average (13.6%) and higher than the MENA average (29.7%).
  - School to work transition takes up to three years.
  - Syrians unemployment 57% in host (93% females). Syrian youth face limited formal paid employment opportunities and are limited to specific sectors & work permits
- **Lack of services**
  - Recreational\lifeskills.
- **Low Participation in Formal Schools**
  - Only 34% of Syrian males and 48% of Syrian females aged 16-17 attend formal education in host
  - 1% of refugee youth in Jordan have access to tertiary education

# What we do?

## Pathways

Higher Education

Livelihood

Social Engagement

## Levels

### Level 3: Independence

- Youth independently pursue livelihood, social engagement and further education pathways.

### Level 2: Transition

- Youth apply skills through project based work

### Level 1: Skills acquisition

- Youth gain accredited competencies and skills.



# SOMGEP ( 2013 to 2017) now SOMGEP T (2017 to 2021) - SUMMARY OVERVIEW



- Overall Goal: Increase learning and transitions of most marginalized girls in rural and remote areas of Somaliland, Puntland and Galmudug regions.
- Budget: £14,885,912
- Geographical Areas – Somaliland, Puntland and Galmudug
- SOMGEP-T reach is a total of 27,146 marginalized girl's 56% of which are from rural pastoralist and pastoralist drop-out communities including 7,834 in addition to 16,863 who were enrolled by end of phase one of the project.
- *Approach* - Social Norm Change for Improved Access, Learning Outcomes and Transitions

# **Play-based Early Childhood Education Supporting Rohingya Girls and Women in Bangladesh**

---

## Humanitarian Play Lab [HPL]

- Play-based learning opportunities for 0-6 years old Rohingya girls and boys at CXB camps
- Play-based curriculum rooted in Rohingya social and cultural activities with Psychosocial assistance to address high level of trauma
- Expanding employment opportunities for Rohingya women





## Humanitarian Play Lab



## Humanitarian Play Lab



## Humanitarian Play Lab



## Humanitarian Play Lab



**Pashe Achhi- PSS & Play**





**Pashe Achhi- PSS & Play**

# \*NEW\* INEE Gender Resources

- Report: [Mind the Gap: The State of Girls' Education in Crisis and Conflict](#)
- Policy Paper: [Closing the Gap: Advancing Girls' Education in Crisis and Conflict](#)
- Podcast: [Educate Us! Women and Girls on Learning in Humanitarian Crises](#)
- Blog series: [Committing to Change: Girls' EiE from Charlevoix to COVID-19](#)

For regular updates on INEE gender activities subscribe to our Gender Newsletter!





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