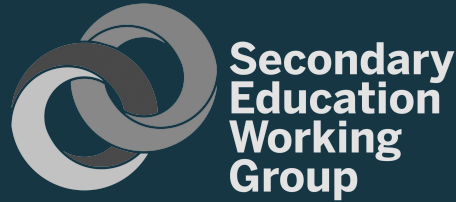


The Missing Piece: Secondary Education in Crisis Contexts

A call to action for the Global Refugee Forum



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

Overview: The Missing Piece

1. Introduction: The importance of secondary education in crisis contexts
2. Reflection: UNHCR Youth Delegate Bernice Kula-Kula
3. Conceptualising the factors and themes that influence secondary education
4. The global and national factors that influence secondary education
5. The community and school-level factors that influence secondary education
6. The adolescent development factors that influence secondary education
7. Discussion Q&A

Find the paper here:

<https://inee.org/resources/missing-piece-secondary-education-crisis-contexts>



Secondary Education at the Global Refugee Forum

In order to deliver on global commitments for education, as well as the Global Compact on Refugees. With the Global Refugee Forum approaching in December – we need to be explicit about how to address this missing piece.



Welcome and Introductions

- Nina Papadopoulos, UNHCR
- Bernice Kula-Kula, University of Cagliari
- Chris Henderson, Teachers College, Columbia University
- Whitney Hough, Teachers College, Columbia University
- Samaya Mansour, Teachers College, Columbia University



Secondary Education Working Group



- Led by UNHCR and Plan International
- Interagency working group made up of 14 partners
- Established in 2020 with a vision to support all crisis-affected young people in having equitable access to quality, inclusive, and relevant secondary education that they can complete in safety.
- Aim to increase secondary school enrolment for crisis-affected children through a focus on access, quality, evidence and data and advocacy.



1. Introduction: The importance of secondary education in crisis contexts



1. Introduction: The importance of secondary education in crisis contexts

- Secondary education in crisis contexts is poorly defined
- This publication represents an important step in canvassing the literature and bringing together evidence to inform future research, policy, and practice priorities.



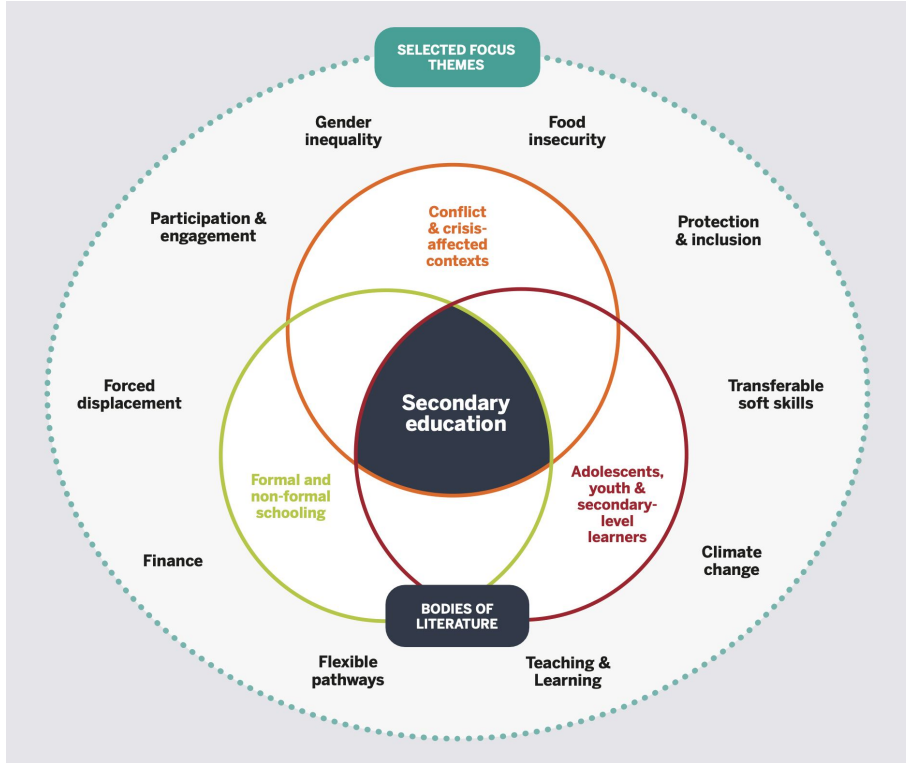
2. Reflections:

UNHCR Youth Delegate Bernice Kula-Kula

- Master's student at the University of Cagliari, Italy.
- Studying Computer Engineering, Cyber Security and Artificial intelligence.
- Successful recipient of UNHCR's University Corridors for Refugees (UNICORE) Scholarship.



2. Conceptualising the factors and themes that influence secondary education

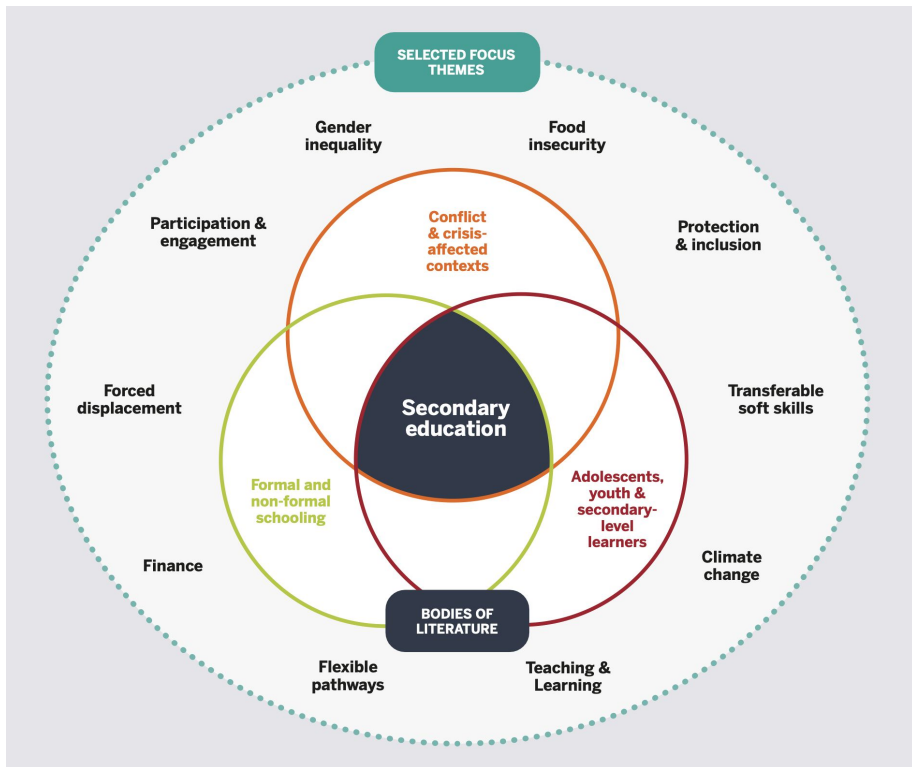


From our initial literature search

- A total of 82 sources were selected for analysis.
- Of these resources, 74 percent were grey literature documents and 26 percent came from scholarly sources.
- The grey literature was authored by international non-governmental organisations (40 percent), United Nations agencies (28 percent) donors (6 percent), and development banks (2 percent).



2. Conceptualising the factors and themes that influence secondary education



State of the data

- From the 82 resources that we included in this study, we determined
 - 53 percent to be of high relevance,
 - 39 percent to be of medium relevance
 - 8 percent were of low relevance.

“Although these numbers are influenced by the inclusion and exclusion criteria of our literature search, they still reflect our observation that there is a significant shortage of literature focused on secondary education in crisis contexts.”



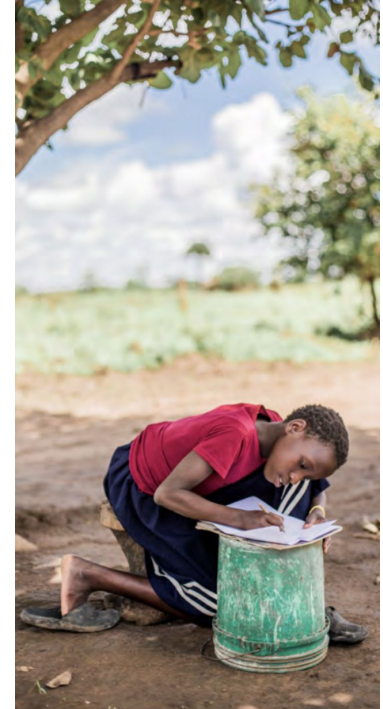
2. Conceptualising the factors and themes that influence secondary education

- **Global and national factors**

- Events or trends that influence the access, composition, and quality of secondary education across multiple country contexts.
- These factors interact in ways that affect adolescents' abilities to participate in and complete a secondary education.

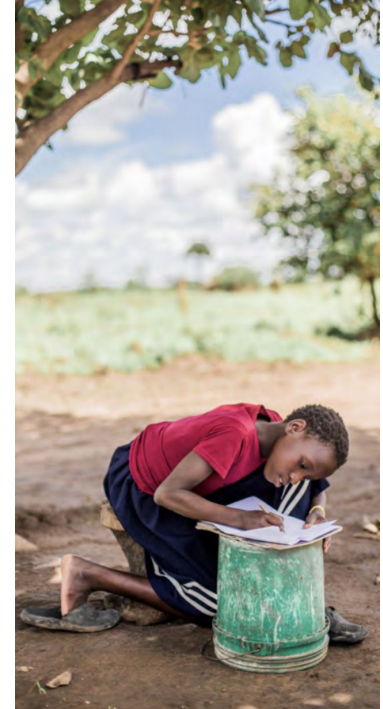
- **Community and school-level factors**

- The realities, decisions, and actions that determine what secondary education in crisis contexts consists of, how it is implemented, and the short- to medium-term outcomes that secondary education achieves.



2. Conceptualising the factors and themes that influence secondary education

- **Adolescent development factors**
 - The social variables in an adolescent's life, related to their status and identity that determine their ability to participate and engage in quality secondary education in crisis contexts.
- **The different organisational levels**
 - Allow for a comprehensive illustration of the multiple, intersecting, and interacting factors that define the field and determine secondary education opportunities and experiences for millions of adolescents in crisis contexts.



2. Conceptualising the factors and themes that influence secondary education

Determining who to include as secondary school students in crisis contexts

- “Those who are enrolled in secondary education but may be of any age due to disrupted educational trajectories and there are adolescents who are of secondary school age as defined by national education systems”
- Adolescents who are of secondary school age, as defined by national education systems, but may currently be out of school.



3. The global and national factors that influence secondary education

The impact of COVID-19

- Half of all out-of-school primary- and secondary school-age children and adolescents live in or are from crisis-affected countries.
 - This number increased during the COVID-19 pandemic as the crisis compounded existing emergencies, leading to further displacement, learning loss, an increase in dropout rates, poor educational attainment, and the denial of schooling for those who hoped to access a formal education for the first time.



3. The global and national factors that influence secondary education

The impact of forced displacement

- Refugee adolescents experience isolation, discrimination, restriction of movement, prolonged economic uncertainty, and the denial of basic social services
- Secondary education is critical for the rebuilding and stability of conflict- and displacement-affected countries, communities, and populations.
- It plays a central role in the mitigation of violence and extremism, it reduces dependency and adolescent disaffection, and it promotes self-reliance and hope for the future



Photo: UNWRA



3. The global and national factors that influence secondary education

The impact of climate change

- Increased exposure to climate change and associated shocks are impacting adolescents' ability to access and receive a quality and continuous education.
- The economic costs of the climate crisis cause many adolescents to discontinue their education as their families struggle with the associated financial burdens of a disaster
- The transformative power of education is not sufficiently recognized in global climate policies; secondary education is a climate action in and of itself.



3. The global and national factors that influence secondary education

Finance

- Spending on secondary education in crisis contexts has reportedly increased
 - However, these increases have not kept pace with the severity of global crises and the corresponding needs of crisis- affected adolescents.
- Tensions revolve around the extent to which secondary education should be universal like primary education or whether secondary education should even be included in the state's duty of care.



4. The community and school-level factors that influence secondary education

Teaching and Learning Approaches

- Little is known about how teachers of crisis-affected adolescents are recruited, trained, retained, and compensated. We need an evidence base to guide policies and support governments to provide a quality teaching force in crisis settings.
- Teacher shortages limit enrolment and create large class sizes which compromise quality in the classroom, limit feasible teaching approaches, and give rise to protection issues.
- Teaching in crisis contexts brings difficulties in gaining access to professional development opportunities, and in sustaining teachers in the profession.



4. The community and school-level factors that influence secondary education

Flexible Pathways

- Adolescents shift continually between school, work, and domestic responsibilities.
- Secondary education systems generally employ a one-size-fits-all approach. There is no one size fits all flexible pathway.
- Significant gaps remain for sustained and meaningful policy-level commitments to flexible programming, particularly in relation to government ownership of flexible programs, financial allocations from national budgets, and alignment of flexible pathways within national EMIS systems.



4. The community and school-level factors that influence secondary education

Transferable Soft Skills

- Curricula and pedagogical approaches in secondary schools have traditionally been academic and theoretical in nature, without relevance to contextual needs.
- Transferable soft skills support crisis-affected adolescents to build resilience and cope with trauma in the face of adversity.
- There is a gap in evidence related to the effectiveness of interventions on schooling and academic outcomes.



5. The adolescent development factors that influence secondary education

Protection and inclusion

- Exposure to conflict, displacement, climate disasters, education exclusion, and food insecurity increases protection risks and interferes with learning.
 - Loss of access to essential services, such as mental health and psychosocial support and school meals
 - Discrimination, exploitation, & exclusion



5. The adolescent development factors that influence secondary education

Protection and inclusion

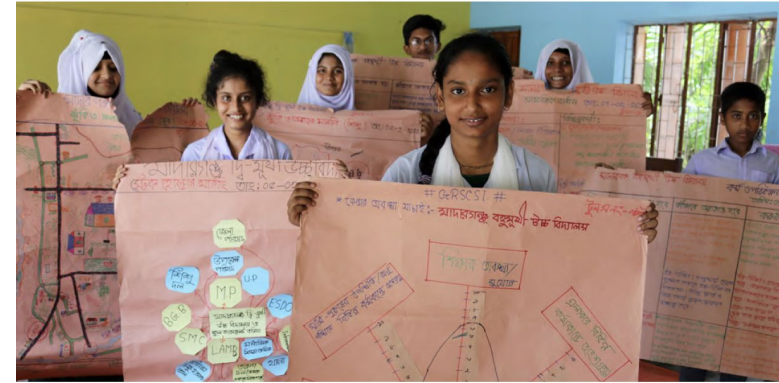
- Adolescents with disabilities face heightened comparative risk to their safety and wellbeing
 - Decreased school attendance; low enrolment and completion rates
 - Exclusion due to lack of inclusive resources, mobility restrictions, higher risk of bullying and abuse, gender based violence, neglect, and long-term psychosocial trauma
- A lack of systematic data collection on disability
 - Major barrier to the development and implementation of quality and inclusive education



5. The adolescent development factors that influence secondary education

Gender Equality

- Compared to their counterparts in stable settings, girls in crisis contexts are 90 percent more likely to be out-of-school during adolescence
- Harmful gender norms & cultural attitudes deny access to secondary education, resources, information, and social networks
 - Limit girls and young women to domestic and reproductive roles and exclude them from participation in the public sphere
- Insufficient WASH facilities in schools, including segregated bathrooms and menstrual health management resources & perceptions of shame and risk of harassment



5. The adolescent development factors that influence secondary education

Participation and engagement

- Many adolescents in fact experience the 'broken trajectory effect', where the promise of secondary education fails to materialise in adolescents' lives.
 - Cultural and political systems that do not allow for the expression of leadership at such a young age
- Non-participation is a safe option for adolescents in crisis contexts.
 - Adolescents become frustrated by perceptions of a corrupt and unjust society as their envisioned transition to adulthood is undermined by violence and other disasters
 - It becomes too dangerous for adolescents to exercise their voice and as such they are rendered passive and vulnerable.



In Summary

- In crisis contexts secondary education has an expanded nature - therefore designing flexible programs are key.
- Data is missing - need disaggregated data into primary and secondary so greater action can be taken with the data that is collected.
- Resources are missing - put resources into TDP and teaching at the secondary level.
- For all of our investments in education for all, GCR, amount to very little if we don't follow through with secondary education.
- Mobilize government actors around inclusion of secondary education for refugees in national systems at the GRF.



Q+A

1. How can we better include secondary education within the global construct of basic education?
2. Do you have examples of good practices on data collection and access for IDP/refugee secondary education?
3. For secondary education how do we define the priorities for investment to get the outcomes desired?
4. How can we ensure the outcomes for secondary education account for the multiple pathways crisis-affected adolescents experience?





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