

Policy Paper

Closing the Gap:

Advancing Girls' Education in Contexts of Crisis and Conflict



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of representatives from non-governmental organizations, UN agencies, donor agencies, governments, and academic institutions, working together to ensure the right to quality and safe education for all people affected by crisis. To learn more, please visit www.inee.org

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Pakistan, 2010; IRC

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Table of Contents

Introduction	5
Progress	6
Gaps	8
Gaps in provision	8
Gaps in funding and funding mechanisms	15
Gaps in data	17
Actions	19
Programming	19
Policy and planning	20
Funding	20
Data collection, monitoring and analysis	21

Introduction

Pakistan, 2011 © P Biro, IRC

At the global level, there has been significant progress in expanding education opportunities for girls and women in recent decades. However, millions of girls and women affected by crisis and conflict are still left behind.

At the 44th Group of Seven (G7) summit hosted by Canada in Charlevoix, June 2018, leaders of seven of the world's largest economies¹ adopted the [Charlevoix Declaration on Quality Education for Girls, Adolescent Girls and Women in Developing Countries](#) (hereafter "the Charlevoix Declaration on Quality Education"), collectively committing themselves to investing in quality education and training for girls and women during conflict and crisis, including for refugees and internally displaced persons. The Charlevoix Declaration on Quality Education served as a milestone in bringing global attention to this issue and generated an historic funding investment from donors. At Charlevoix in 2018, Canada, the European Union, Germany, Japan, the United Kingdom, and the World Bank together committed Can\$ 3.8 billion to supporting the Declaration's goals. At the United Nations General Assembly later that year, Denmark, the Netherlands, Norway and Qatar committed a further Can\$ 527 million.

This paper summarizes the findings of the monitoring report: *Mind the Gap: The State of Girls' Education in Contexts of Crisis and Conflict*,² which was commissioned by the Inter-agency Network for Education in Emergencies (INEE) under the auspices of the [INEE Reference Group on Girls' Education in Emergencies](#). It recommends actions for implementers, policymakers, and donors to address the gaps identified in the delivery, planning, funding, and monitoring of girls' and women's education in crisis contexts.

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

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>

Progress

Colombia, 2019, © Andres Brenner, IRC

In the years leading up to the Charlevoix Declaration on Quality Education, significant progress had already been made toward prioritizing and achieving gender equality in education, increasing access to education for crisis-affected populations, and reforming humanitarian aid structures to secure longer term, more reliable funding for education in emergencies. The fact that many countries are now collecting and reporting sex-disaggregated education data is a big step forward in being able to quantify gaps.

Data from 2010 to 2018 show that the gender gap in access to primary and secondary education in crisis-affected countries was closing, particularly at the secondary level.³ At current rates of progress, girls in these countries are projected to achieve universal enrollment up to the lower secondary level well ahead of their male counterparts, though still well after the SDG's 2030 deadline.⁴

However, the COVID-19 pandemic and the resulting school closures present considerable risks to girls in terms of their safety from abuse and gender-based violence, and their ongoing access to education and learning (see Box 1). Evidence from national education policy responses to the COVID-19 crisis indicates that limited attention has been given to the additional barriers faced by girls,⁵ putting at risk the gains made in recent decades. Extrapolating from data on the negative effects of previous crises, estimates suggest that some 20 million secondary school age girls could remain out of school after the COVID-19 pandemic has ended.⁶

Over the last half decade, the proportion of humanitarian aid to education has increased from 1% in 2014 to 2.9% in 2019,⁷ and the proportion of development aid to education in crisis-affected countries with a gender focus is also increasing.⁸ But the economic impact of COVID-19 presents a serious threat to the amount of funding going to girls' education during crises, as both national education and international aid budgets are being squeezed.

3 See *Mind the Gap*, Section 4.1.

4 See *Mind the Gap*, Section 4.1.

5 See *Mind the Gap*, Section 2.4.

6 Malala Fund. (2020). *Girls' education and COVID-19: What past shocks can teach us about mitigating the impact of pandemics*. https://downloads.ctfassets.net/0oan5gk9rgbh/6TMYLYAcUpjhQpXLdgmDla/3e1c12d8d827985fef-2b4e815a3a6da1f/COVID19_GirlsEducation_corrected_071420.pdf

7 See *Mind the Gap*, Section 5.2.

8 See *Mind the Gap*, Section 5.3.

Box 1: The gender digital divide

In low- and middle-income countries, girls and women have significantly less access to mobile phones, the internet, radio, and television.⁹ Women in these countries are, on average, 10% less likely than men to own a mobile phone and 26% less likely to use mobile internet.¹⁰ Even when women do own mobile phones, there is a significant gender gap in usage; they are generally less likely than men to use more transformational services, preventing them from reaping the full benefits of the technology.¹¹ Policies reliant on technology to deliver home-based learning, including radio, mobile phones, television, and internet, risk girls falling further behind in their education.

Source: Mind the Gap Section 2.4.

9 Naylor, R., & Gorgen, K. (2020). Overview of emerging country-level response to providing educational continuity under COVID-19: What are the lessons learned from supporting education for marginalised girls that could be relevant for EdTech responses to COVID-19 in lower- and middle-income countries? Education Development Trust and Ed Tech Hub. <https://edtechhub.org/wp-content/uploads/2020/05/marginalised-girls.pdf>

10 GSM Association. (2018). The mobile gender gap report. Gender-Based Violence AoR. <https://www.gsma.com/mobilefordevelopment/resources/the-mobile-gender-gap-report-2018/>

11 Ibid. pp.10-16.

Gaps



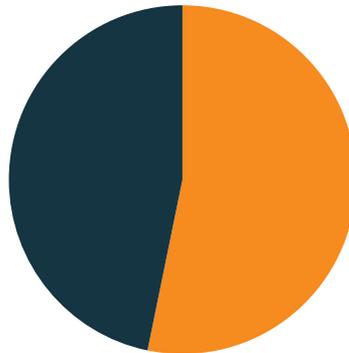
Colombia, 2009 © J Arrendondo, IRC

GAPS IN PROVISION

Access gaps: Girls in crisis-affected countries are much more likely to be out of school than girls in countries not affected by crisis.

In 2019 there were 69 million girls out of school in crisis-affected countries, 24 million at the primary level and 45 million at the secondary level. This accounts for 54% of the world's out-of-school girls.¹²

Most (54%) of world's out-of-school girls live in crisis-affected countries¹³



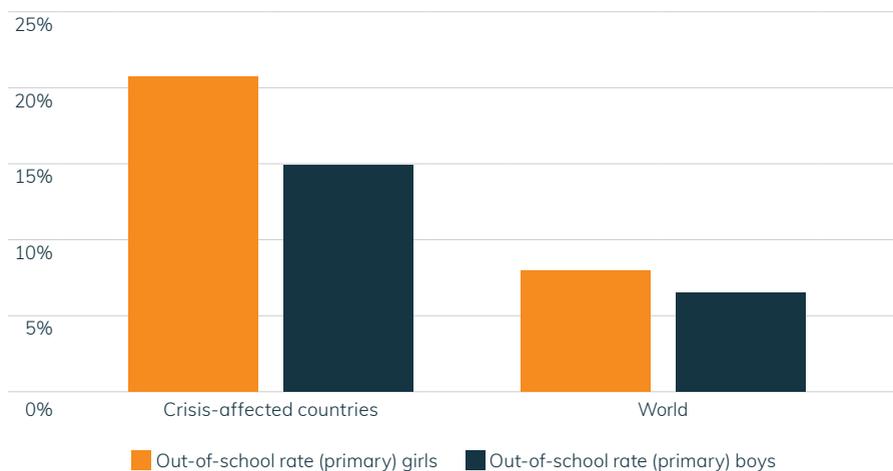
■ Crisis-affected countries ■ Rest of the world

¹² See *Mind the Gap*, Section 4.1 and Annex 1 for the methodology used to identify crisis-affected countries (44 countries). The figure of 69 million out-of-school girls in crisis-affected countries is an update since the 2020 INEE publication: (INEE). (2020). 20 Years of INEE: Achievements and Challenges in Education in Emergencies. New York, NY. <https://inee.org/resources/20-years-of-innee>.

¹³ See Annex 1 of "Mind the Gap" for the methodology used to identify crisis-affected countries (44 countries). The statistics in this report on out-of-school children and girls in crisis-affected countries represent an update to the 2020 INEE publication: (INEE). (2020). 20 Years of INEE: Achievements and Challenges in Education in Emergencies. New York, NY. <https://inee.org/resources/20-years-of-innee>.

Over a fifth (21%) of primary school aged girls in crisis-affected countries are out of school, compared to 15% of boys. These rates are well over double the global averages for primary out-of-school rates (9% of girls and 7% of boys globally). Girls living in crisis-affected countries are far less likely to attend school at any level compared to girls in other low- and middle-income countries.¹⁴

Over a fifth (21%) of primary school age girls in crisis-affected countries are out of school, compared to 15% of boys in those countries, and 8% of children globally



Based on current trends, girls in crisis-affected countries are on track to reach 100% primary completion in 2038 and lower secondary in 2063. This is well beyond the 2030 Sustainable Development Goal (SDG) target. However, girls are ahead of boys, who are projected to reach these targets in 2056 and 2101, respectively.¹⁵ Please note that this projection does not take into account the gender gaps that could result from COVID-19 school closures, which started in 2020.



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

¹⁴ See *Mind the Gap*, Section 4.1.

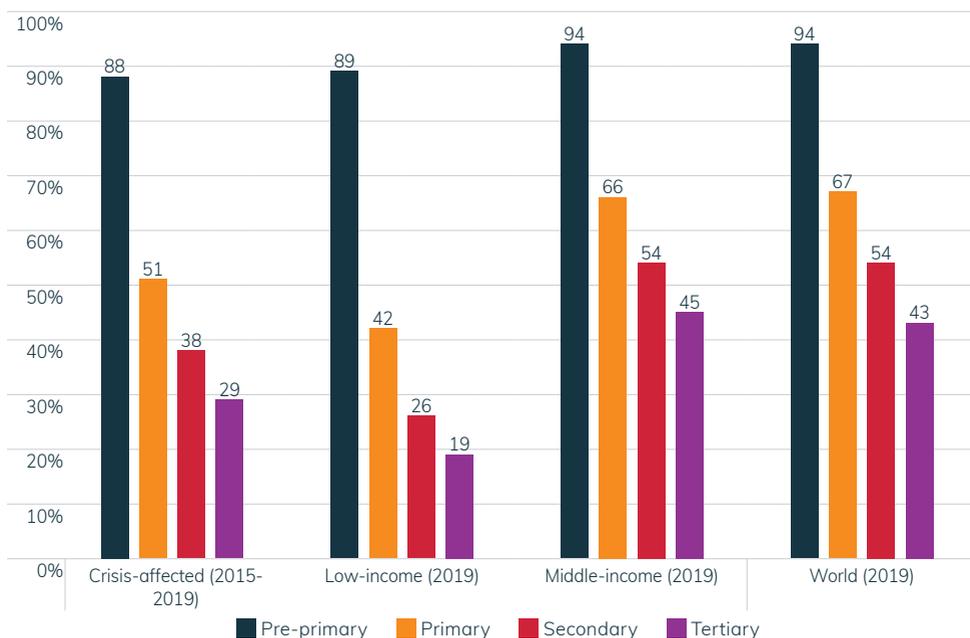
¹⁵ Author's linear projections are based on average primary and lower secondary female and male completion rates from 2010 to 2018 in crisis-affected countries.

Gender gaps: Among the poorest, people with disabilities and the forcibly displaced, girls' access to education remains far behind that of boys' in crisis-affected countries.

A girl of primary school age and living in a crisis-affected country is 35% more likely to be out of school than her male contemporaries.¹⁶ In these countries, significant gender gaps remain in the completion of primary and secondary education, in technical and vocational education, and in higher education.¹⁷ Data on learning outcomes in crisis-affected communities are limited, but indicate that girls' learning often lags behind boys' learning.¹⁸

Also, many countries have not yet achieved gender parity in teacher recruitment and retention, especially in secondary schools. This is a vicious cycle as the evidence shows that vulnerable adolescent girls are more likely to complete secondary school when they are taught by or have access to women teachers. In turn, low female completion rates contribute to **shortages of female teachers** in many crisis-affected countries and contexts of displacement, especially at post-primary levels. This acts as a further barrier to girls' enrollment and access to school.¹⁹

Figure 1 - Percentage of teachers in crisis-affected countries who are female, compared to LMICs and global averages (2015-2019)



Source: Crisis-affected averages based on latest data points for crisis-affected countries (2015-2020). Retrieved November 24, 2020. UIS. (n.d.) UIS.Stat. <http://data.uis.unesco.org/>

16 Based on UNESCO Institute for Statistics (UIS) estimates using 2019 out-of-school data for the listed 44 crisis-affected countries; provided by UIS, March 2021.

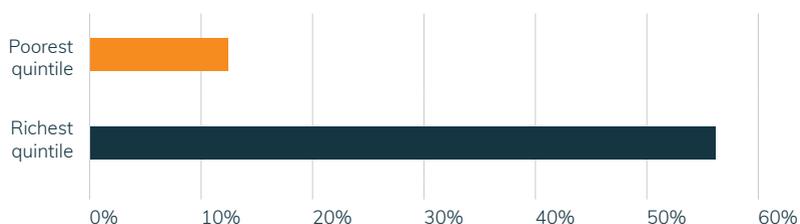
17 See *Mind the Gap*, Sections 4.1 and 4.5.

18 See *Mind the Gap*, Section 4.3.

19 See *Mind the Gap*, Section 4.6.

Girls from **the poorest** families in crisis-affected countries still lag far behind. Only a quarter (25%) of girls in the poorest quintile complete lower secondary education, and only 11% complete upper secondary, compared to 87% and 51% for girls in the richest quintiles, respectively.²⁰

Only 11% of girls in the poorest quintile in crisis-affected countries complete upper secondary school by graduation age, compared to 51% in the richest quintile



Girls facing intersecting factors of marginalization because of poverty, race, ethnicity, geographical location, or disability and minority status experience the greatest exclusion from education.²¹ **Disability**, when it intersects with being a girl and being within an emergency setting can increase risks of gender-based violence. Families may feel that children with disabilities, girls especially, should be kept at home for their own protection, leading to total lack of access to education for these girls.²²

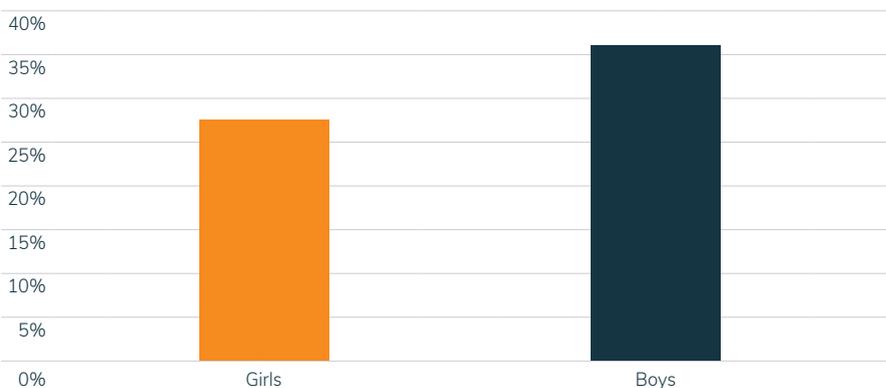
²⁰ See Mind the Gap, Section 4.2.

²¹ Leonard Cheshire Disability & UNGEI. (2017). *Still left behind: Pathways to inclusive education for girls with disabilities*. <https://www.ungei.org/publication/still-left-behind>

²² See Mind the Gap, Section 3.1.

Gender gaps in enrollment among **displaced populations** tend to be much larger than those among non-displaced populations in crisis-affected countries. Globally, 27% of refugee girls are in secondary schools, compared to 36% of boys. The latest data from UNHCR indicate that while refugee boys' secondary enrolment has improved over the last year, girls' enrollment has stagnated.²³ Data from the Internal Displacement Monitoring Centre (IDMC) in East Africa indicate that gender gaps in enrollment are higher than national averages and can increase as a result of forced displacement.²⁴

36% of refugee boys are in secondary schools, compared to 27% of girls



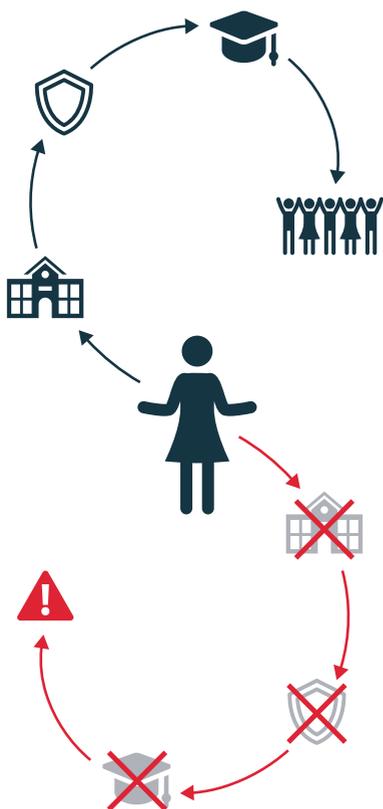
23 See *Mind the Gap*, Section 4.4 and UNHCR. (2020a). *Coming together for refugee education. Education Report 2020*. <https://www.unhcr.org/uk/publications/education/5f4f9a2b4/coming-together-refugee-education-education-report-2020.html>

24 See *Mind the Gap*, Section 4.4 and IDMC. (2020b). *The impacts of internal displacement on education in Sub-Saharan Africa. Background paper prepared for the 2020 Global Education Monitoring Report, Inclusion and education*. <https://www.internal-displacement.org/sites/default/files/publications/documents/2020%20background%20paper%20FINAL%20IDMC.pdf>

Protection gaps: A temporary gap in access to education during crises leaves girls vulnerable to violence and abuse, and can result in permanent dropout.

Education is a fundamental right. It also protects other rights. Going to school reduces, but does not eliminate, girls' vulnerability to gender-based violence. Girls going to school are less likely to experience harmful practices, like female genital mutilation, child marriage and trafficking. But crises can block girls' access to education, leading to a downwards spiral of loss of protection and eventual school dropout (see Figure 2).

Figure 2: Girls' education and protection is a virtuous cycle that can become a negative spiral if broken by an emergency



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.

Crises often lead to increased levels of early pregnancy, child marriage and other forms of harmful practices and violence against women and girls. These increased threats lead to high rates of girls dropping out of school.²⁵ Most crisis-affected countries have removed legal restrictions on pregnant girls' attending school, including recent changes to the law in Burundi, Mozambique, and Zimbabwe, but barriers often remain at the community level.²⁶

While education should protect girls' rights, there are still too many situations where girls are not safe in school. Rates of school-related gender-based violence, including "sex for grades", teacher perpetrated rape, and abuse on the journey to and from school are high in many crisis-affected contexts. Girls and female teachers in many contexts remain at risk of targeted attack on the basis of their gender.²⁷

Alternative education programs (see Box 2) can be particularly effective in supporting girls' education in contexts where safety concerns -- especially the fear of sexual violence, and unpaid care work that girls are made to take on at home -- make it difficult for girls to access formal education. However, for alternative education programs to have lasting impact or be sustainable during a protracted crisis, they need to be validated and integrated into national education policies and systems.²⁸ Girls also need the time, mentorship, learning materials and access to the internet to learn, do homework and write assignments and exams.

Box 2: Examples of alternative education for girls in contexts of crisis and displacement

Accelerated education programs are flexible, age-appropriate programs, run in an accelerated timeframe. They can provide opportunities for adolescent girls and young women who have missed out on primary education to catch up.²⁹

In Cox's Bazar, Rohingya refugee girls are six times less likely to be attending learning centers than their male peers as a consequence of entrenched socio-cultural norms that restrict the freedom and mobility of adolescent girls. UNICEF and its local partner CODEC provided space for community members to pilot an education model for "girls-only sessions." In these sessions, young adolescent girls are encouraged to build their social networks, and they receive emotional support, mentorship, and critical literacy and problem-solving skills.

In Afghanistan, the provision of **community-based education** has been a key strategy to increase access to education for girls in rural and remote areas, including providing learning materials to children who have no access to television or mobile education. These centers have proved particularly resilient during the COVID-19 crisis.

Source: Mind the Gap Section 2.3; Case Study 8 (Cox'S Bazar); and Case Study 4 (Afghanistan).

25 See Mind the Gap Section 3.1.

26 See Mind the Gap Section 2.2.

27 See Mind the Gap Section 3.2.

28 See Mind the Gap, Section 2.3.

29 Accelerated Education Working Group. (2017). *Guide to the accelerated education principles*. UNHCR. <https://inee.org/resources/accelerated-education-guide-principles>

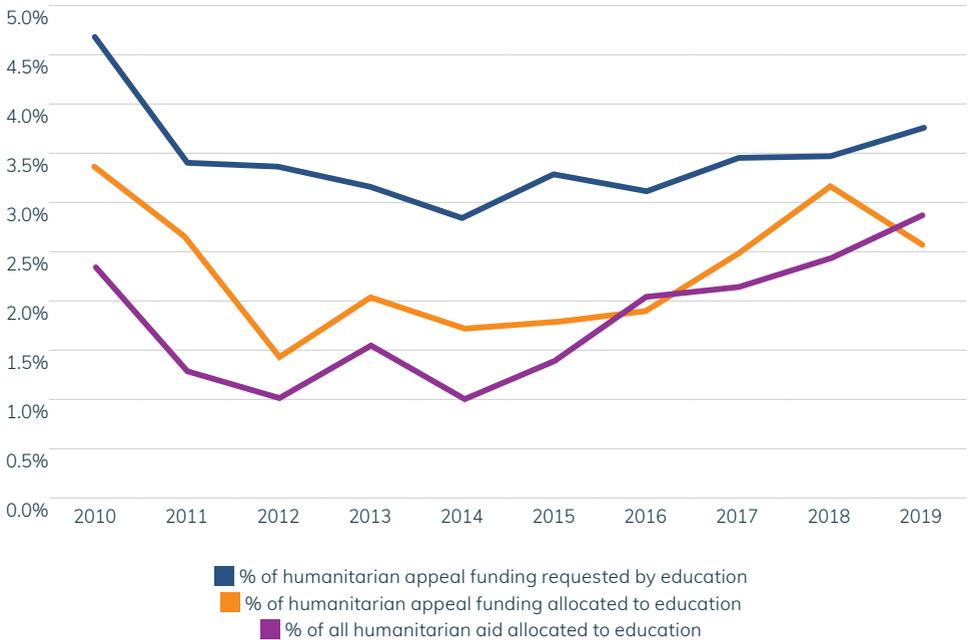
GAPS IN FUNDING AND FUNDING MECHANISMS

Funding gaps: National and international funding to girls' and women's education in crises remains too low.

National governments of crisis-affected countries are not meeting the education spending targets as set out in the Incheon Declaration adopted at the World Education Forum in 2015, spending on average only 3.7% of their Gross Domestic Product on education, against a target of 5%. Less than a handful of countries are partially or fully meeting the target.³⁰

While the proportion of humanitarian aid going to education increased from 1.0% in 2014 to 2.9% in 2019, funding gaps remain large, with less than half of all appeals funded. There is also a high degree of unpredictability in the proportion of education appeals that get funded.³¹

Figure 3 - Proportion of humanitarian aid to education, 2010-2019



Source: UN OCHA. (2020). Appeals and response plans. Financial Tracking Service. <https://fts.unocha.org/appeals/overview/2020>. Retrieved October 8, 2020.

30 See Mind the Gap, Section 5.1.

31 See Mind the Gap, Section 5.2.

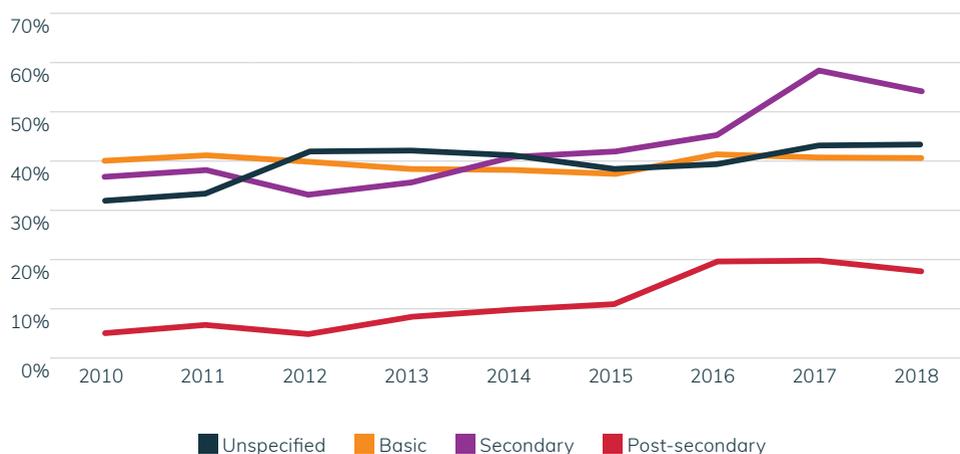
Tracking total funding to girls' education in emergencies and protracted crises is a challenging task, due to inadequacies in national funding and international aid reporting mechanisms. For example, data are not yet available to track how much of funding, whether national or international, is directed specifically towards supporting girls' education in crises.

Aid transparency gap: Tracking global funding to girls' and women's education in crises is challenging and requires changes to how international aid is reported.

International humanitarian aid and development funding systems track education expenditure in different ways. This makes it difficult to monitor education aid flows to crisis-affected populations. Financial tracking systems for humanitarian aid³² do not consistently include gender markers, so it is not possible to estimate how much of this aid goes to girls' and women's education.

Financial tracking of development aid to education³³ does include a gender marker, but it is not possible to tell from current reporting systems how much of this aid is going to crisis-affected populations within countries.³⁴

Figure 4 - Proportion of development aid that targeted gender equality and women's empowerment, 2010-2018



Source: OECD Creditor Reporting System.
<https://stats.oecd.org/Index.aspx?DataSetCode=crs1> Retrieved October 10, 2020.

32 Mind the Gap uses data from the UN Office for the Coordination of Humanitarian Affairs Financial Tracking Service (UN OCHA FTS).

33 Mind the Gap uses data from the Organisation for Economic Co-operation and Development's Creditor Reporting System.

34 See Mind the Gap, Section 5.

GAPS IN DATA

Gaps on intersecting vulnerabilities: Gender- and other vulnerability-disaggregated data are lacking, leading to exclusion.

Education data disaggregated by other vulnerabilities that intersect with gender, such as age, geography, ethnicity, race, religion, and disability status, are rarely available in contexts of crisis. Those populations missing from the data are often those most likely to be missing out on education and are too easily overlooked and excluded from programming and policy making.

Sex-and age-disaggregated data on education in situations of forced displacement, particularly for internally displaced people, remains a major gap (see Box 3). Millions of girls living in forced displacement may be missing from the available data on school enrollment and learning.³⁵

Box 3: The need to develop common measures for vulnerable groups

Data on education for **internally displaced people (IDPs)** are collected and reported by some national education data systems and humanitarian needs assessments. However, the reporting is fragmented. Different methodologies and lack of consensus over how to identify IDPs make it difficult to aggregate and compare data. This lack of consensus contributes to the lack of availability of national and global education data for IDPs. (Shephard et al., 2021).

The collection of data on **disability** has faced similar challenges in the past. The Washington Group on Disability Statistics was established in 2001 to build consensus on the development of disability measures suitable for censuses and surveys. Its question sets are now being widely used and have been incorporated into sources of national education data including Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Sources: Shephard, D., Buckner, E., Smiley, A., & Hatch, R. (2021) Mapping the Ecosystem of Education Data for Internally Displaced Persons in the Middle East and Beyond: Issues, Challenges, and Recommendations. Middle East Education Research, Training, and Support (MEERS), USAID. <https://www.eccnetwork.net/sites/default/files/media/file/Mapping%20the%20Ecosystem%20of%20Education%20Data%20for%20IDPs.pdf>

The Washington Group on Disability Statistics: www.washingtongroup-disability.com

³⁵ See *Mind the Gap*, Section 4.4.

Gaps on learning and safety: There are insufficient data on learning outcomes and school safety for girls and women in contexts of crisis

Data on girls' learning outcomes, while becoming more available at the project level, are still not widely available at the national level in forms that make it possible to track progress and to disaggregate between girls and boys, and between those directly affected by crises and those less affected.³⁶ Box 4 presents an example of an initiative that is making such data available at the project level.

Data collection systems on violence in schools, particularly gender-based violence, and attacks on educational institutions are being developed, but are not yet established enough to provide reliable, comparable estimates of prevalence rates in most crisis-affected countries.³⁷ The Safe Schools Declaration³⁸ and reports by the Global Coalition to Protect Education from Attack (GCPEA) have become key mechanisms for addressing attacks on schools and drawing international attention to the issue.

Box 4: Citizen-led learning assessments within a refugee context

UWEZO, a citizen-led learning assessment program, conducted an assessment in the refugee settlement areas in northern Uganda. They found that more than 90% of grade 3 children were unable to read, comprehend, and divide. The results were equally low for both refugee and non-refugee children. The assessment also noted gender differences in the learning outcomes among refugees and non-refugees. In most cases these differences were in favor of boys.

Source: Uwezo. (2018). *Are our children learning? Uwezo learning assessment in refugee contexts in Uganda*. Twaweza, East Africa. <https://learningportal.iiep.unesco.org/en/library/are-our-children-learning-uwezo-learning-assessment-in-refugee-contexts-in-uganda>

³⁶ See *Mind the Gap*, Section 4.3.

³⁷ See *Mind the Gap*, Section 3.2.

³⁸ The Safe Schools Declaration is an intergovernmental political agreement that establishes the signatories' commitment to strengthen protection of education from attack and to restrict the use of schools and universities for military purposes. GCPEA (2020). *Safe Schools Declaration endorsements*. <https://ssd.protectingeducation.org/endorsement/>

Actions



Colombia, 2018 © Marcela Olarte, NRC

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.
- National and international education responses in times of crisis, including the COVID-19 pandemic, need to take full account of the additional risks and barriers to learning for girls.³⁹
- National and international policies and programs should maintain the inclusion of conflict-affected girls in formal, national education and training systems as a primary goal. This requires supporting national education systems to increase capacity, flexibility, and resilience to crises.
- While capacity is being built, 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.
- Education in situations of crisis should ensure that back-to-school plans and programs provide additional support to the most marginalized girls, including those who have missed out on learning and girls who are married, pregnant, or parenting.
- Cross-sectoral programming should be increased to address the multiple gendered barriers to girls' education in crises, such as lack of access to learning technology in the home, domestic labor and caregiving, early pregnancy, child marriage, gender-based violence and other forms of harmful practices and violence against women and girls.
- Education systems should be strengthened to ensure that all children with disabilities, including girls, can access quality education – this entails developing inclusive education sector plans (starting from early childhood education) that budget for inclusion and contain specific targets for girls with disabilities.⁴⁰

³⁹ See, for example, INEE (2020) COVID-19: Gender and EIE - Key Points to Consider <https://inee.org/blog/covid-19-gender-and-eie-key-points-consider>

⁴⁰ The Actions in this section also draw from and expand on the G7 Education Advocacy Working Group Position Paper, 5-10-25: 5 Years to Deliver 10 Actions to Get Girls' Education on Track by 2025. Please see <https://sendmyfriend.org/wp-content/uploads/2021/03/G7-Education-Working-Group-5-10-25-Document.pdf>

POLICY AND PLANNING

- Policymakers and governments should ensure a safe return to school and prevent further lost learning for girls during and after Covid-19 by addressing the gendered economic impacts of the pandemic, supporting and developing programs that prioritize fully accessible catch-up classes, addressing mental health and wellbeing needs, and accelerating efforts to mitigate or close the digital divide for the most marginalized.⁴¹
- Governments, donors, and policymakers must develop, fund, and implement safe and inclusive learning environments for children of all gender identities.⁴²
- Governments and policymakers should include a stronger gender focus in education policies and programs in contexts of crisis. This could include gender-responsive budgeting and gender-responsive sector planning.
- National and international stakeholders should strengthen the long-term capacity of national education systems to respond to shocks.
- National governments and humanitarian actors should prioritize restoring girls' and women's access to safe and quality education and training within initial crisis responses, minimizing the length of time that they remain without such access.
- Refugee education policies and plans should include explicit strategies to ensure that more girls and women are able to access education and training.
- Governments should integrate alternative education into national education policies so that students' learning is recognized and certified, and pathways to (re-)entering the formal education system are established.
- 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. This includes legal protection of the right of all girls to access free primary and secondary education, including those who are pregnant and parenting, as well as legal protection from child marriage.
- 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.

FUNDING

- All funding streams supporting education in contexts of crisis, both international and national, humanitarian and development, should be gender-responsive.
- Donors must continue to prioritize humanitarian funding, as still less than half of all humanitarian appeal requests for education are being met.
- National expenditure needs to increase by 36% for crisis-affected countries to reach minimum education spending targets compared to GDP. To reach the target on proportion of government spending, national expenditure needs to increase by 27%.⁴³
- The gender marker for humanitarian funding to education should become mandatory and data should be included in the UN OCHA Financial Tracking Service. This

41 *Ibid*

42 *Ibid*.

43 See *Mind the Gap*, Section 5.1.

would make it possible to estimate the share of humanitarian aid allocated to girls' and women's education.

- 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.
- Donors should dedicate policies and financing necessary to ensure full implementation of the Charlevoix Declaration by 2025, and the allocation of EiE funding to programs designed to achieve learning outcomes for girls and boys equally.⁴⁴
- 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. This could include dedicated global funds or system-level funding that is contingent on national results demonstrating increased access and learning for girls affected by crisis.

DATA COLLECTION, MONITORING AND ANALYSIS

- National data systems, with the support of the international donor community, should include data on access to education and learning of crisis-affected populations, including internally displaced persons and refugees.
- National education data systems, humanitarian needs assessments and program monitoring systems should, at minimum, collect and report data disaggregated by sex, age, and disability.
- The international community should consider supporting a single multilateral agency to harmonize the collection of data on internally displaced people.
- 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.
- The international community should continue to support regular monitoring of attacks on educational institutions.
- All stakeholders should dedicate resources to and prioritize capacity building for data collection, monitoring and analysis as the foundation for achieving the above objectives.

The full *Mind the Gap* report is available at <https://inee.org/resources/mind-gap-state-girls-education-crisis-and-conflict>

44 G7 Education Advocacy Working Group Position Paper, 5-10-25: 5 Years to Deliver 10 Actions to Get Girls' Education on Track by 2025. <https://sendmyfriend.org/wp-content/uploads/2021/03/G7-Education-Working-Group-5-10-25-Document.pdf>



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