

A chalkboard with Arabic calligraphy and a hand pointing at it. The chalkboard is the central focus, with a hand pointing upwards on the left side. The background is a textured, light-colored wall.

Gender and Inclusion in Education in Emergencies: Issues, Challenges, Questions

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What do we know about gender and inclusion in education in emergencies?

By any measure of rigorous observational or experimental research the answer is...

not very much...

Yet.



Photo: C Haussner for DAI

EiE Evidence Review: Methods

Identified thousands of academic articles through multiple database searches using relevant key terms for 2015 DFID/INEE review.

Narrowed our search using a purposive sampling approach and a manual review of references of relevant articles, yielding a total of 251 articles.

Searched for grey literature via well-known websites, for example, the Abdul Latif Jameel-Poverty Action Lab (J-PAL) and the World Bank, both sources with many experimental studies.

The total number of studies included in the 2015 DFID/INEE review is 184.

Selected Findings on Girls' Access and Quality

Strong evidence supports the use of community-based education to increase educational *access* and *achievement*, especially for girls at the primary level.

Providing female teachers, girls-only schools, accelerated learning programmes, and approaches to distance learning for primary, over-age, and secondary students also show promise, but these findings are based on observational studies.

In countries or regions affected by **disasters**, rigorous research assessing interventions to promote educational access or quality is notably absent from the literature.

Selected Findings on Girls' Well-Being

In protracted, post-conflict, or disaster contexts, strong evidence supports:

- creative arts and play therapies,
- early childhood development, and
- provision of extra services to the most vulnerable (especially girls and younger children) to improve wellbeing.

Selected Findings on Children with Disabilities and on Refugees

Disabilities: Virtually **no studies exist** on children with disabilities conducted in crisis settings or with children affected by crises that met our methodological standards for inclusion.

This is striking given the rates of exposure among children in crisis contexts to physical and emotional risk.

Cutting edge changes may be around the corner with the commendable DFID commitment to focus on disability

Refugees: Although there is strong emerging evidence on how to provide psychosocial support to refugee children and youth, there is very limited evidence on the best ways to improve access.

Critical Gaps and New Areas of Research

What works for boys (of course) does not always work for girls:

- Some disaggregated studies already show different effects, for example, of psychosocial interventions for girls and boys – we need to understand much more about these different effects

What works in stable developing countries does not always work in countries affected by conflict or crisis

- For example, girls still lag behind boys in achievement at the primary level in Afghanistan (Note that girls typically outperform boys in primary school in most non-crisis-affected countries)

Questions: New Areas of Research

Educational administration: Are women under-represented in educational administration in countries affected by conflict? (and beyond?)

Study in Afghanistan shows, yes, especially at the higher levels (Burde et al. 2018) – [linked here](#)

Challenges stood out in:

- hiring practices
- lack of professional job support
- norms and expectations
- distance and commuting



Photo: A. Kapit, ALSE

A chalkboard with Arabic calligraphy. A hand is pointing at the board. The text on the board includes "بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ" and "صفت: چهارم درج" and "ساعت: چهارم" and "موضوع: دین".

Thank you!

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