

Inequalities in knowledge production: Gender equality, girls' schooling and children affected by emergencies

Elaine Unterhalter, Centre for Education and International Development
(CEID), University College London

Perezniето, Magee and Fyles (2017)

Intervention	Number of studies	Country contexts
Participation and engagement of stakeholders	9	Afghanistan, Burundi, Nepal, Pakistan, Somalia, South Sudan (6)
Financial and in-kind support for girls and families	7	Burundi, Chad, Colombia, DRC, Somalia, Sudan (6)
Accelerated education programmes	10	Afghanistan, Angola, Philippines, South Sudan, Somalia & IDPs (Malawi, Kenya, Chad, Afghanistan, Sri Lanka, Jordan and Myanmar (12)
Gender responsive learning environments to protect against GBV	13	Afghanistan, Pakistan, Jordan, South Sudan, Somalia, Ethiopia, Tanzania, Uganda (8)
Gender responsive teaching and learning	8	Afghanistan, Pakistan

Pereznieto, Magee and Fyles (2017)

Single country studies of interventions	Peer reviewed books/journals	Publications of donors, NGOs, UN organisations
Afghanistan	3	3
Cote d'Ivoire	0	1
Ethiopia	0	1
Jordan	0	1
Somalia	1	1
Sudan	0	2
Tajikistan	1	0
Uganda	1	1
Total	6	10

Peer reviewed studies of interventions identified by Sperling and Winthrop (2015) conducted in conflict affected countries found in ERIC database 2007-2018

Afghanistan – 1 (gender training for teachers)

Yemen – 1 (incentives)

Liberia – 2 (incentives and addressing SRGBV)

Nigeria – 2 (addressing gender in curriculum & gender training for teachers)

Sierra Leone -1 (incentives); 1 (addressing SRGBV)

South Sudan – 1 (addressing SRGBV)

Nepal – 1 awareness raising; 1 gender sensitive curriculum

Pakistan – 1 incentives; 1 gender sensitive curriculum; 1 work on SRGBV

Whose knowledge counts?

- Inequalities in knowledge production amplified by conflicts
- Missing the multiple and intersecting meanings of gender
- Missing the intersections with health, nutrition, welfare
- Systems of provision?