JOURNAL ON EDUCATION IN EMERGENCIES

REFERENCES:

The *Journal on Education in Emergencies (JEiE)* publishes groundbreaking and outstanding scholarly and practitioner work on education in emergencies (EiE), defined broadly as quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocation, higher and adult education.

BOOK REVIEW

Global Education Monitoring Report Gender Report 2019:
Building Bridges for Gender Equality[1]
by the Global Education Monitoring Report Team
UNESCO, 2019. 74 pages
ISBN 978-92-3-100329-5

Mind the Gap:
The State of Girls' Education in Crisis and Conflict[2]
by the Inter-agency Network for Education in Emergencies
INEE, 2021. 93 pages

The first edition of the *Gender Overview,* published by UNESCO as a companion publication to its 2011 *Global Monitoring Report,* was a slim pamphlet that summarized the gender-specific findings of the annual report. The *Gender Overview* (predecessor to the *Global Education Monitoring Report Gender Report*), which addressed the theme of armed conflict and education, reported that girls in crisis contexts were the farthest behind all other learners in terms of education access and achievement.[3] Moreover, it reported that rape and sexual violence were rampant in crisis contexts, which was having a devastating effect on girls' education. This was a wakeup call for many readers, as it was one of the first global publications outside the education in emergencies (EiE) field to address the gender dimensions of education in these contexts.[4]

Over the last ten years, a small but growing body of literature has focused on girls' education and gender equality in EiE. It has provided evidence on trends, documented examples of promising projects, and shared tools and resources.[5] However, important gaps in the literature remain, including comparable sex-disaggregated data, case studies supported by evidence, and in-depth analysis of gender and education in crisis settings.

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1   The *Gender Report 2019* is available online in English, French, Spanish, and Arabic at https://en.unesco.org/gem-report/2019genderreport.

2   *Mind the Gap* is available at https://inee.org/resources/mind-gap-state-girls-education-crisis-and-conflict.

3   The *Global Monitoring Report* (*GMR*) was renamed the *Global Education Monitoring Report* (*GEMR*) in 2015. The *GMR Gender Overview* evolved to become the *GEMR Gender Report;* it is published annually to highlight gender considerations in education.

4   For early publications on gender dimensions in EiE, see Kirk (2006) and INEE (2010).

5   See, for example, Burde and Linden (2013); Burde and Khan (2016); UNICEF (2021); and Pereznieto, Magee, and Fyles (2017). Other resources are available from the UN Girls' Education Initiative (UNGEI) and INEE at https://inee.org/resources/inee-guidance-note-gender and from UNGEI, Education Cannot Wait, and INEE at https://www.ungei.org/publication/eie-genkit.

Two reports help to fill this gap: the *Global Education Monitoring Report Gender Report 2019: Building Bridges for Gender Equality,* and *Mind the Gap: The State of Girls' Education in Crisis and Conflict.* While the scope and objectives of the two reports differ, both contribute to the evidence base on gender and education in a range of crisis contexts, including migration and displacement. They also summarize international, regional, and national legal and policy frameworks, draw from the literature to describe gender dynamics in education, and provide specific examples and case studies.

The core mandate of the *GEMR Gender Report* is to track the advancement of the 2030 Agenda for Sustainable Development and the related Sustainable Development Goals on education and gender equality. Using a conception of gender equality that extends beyond parity in education participation, attainment, and learning, the *GEMR Gender Report* examines social and economic contexts (e.g., gender norms and institutions) and key education system characteristics (e.g., laws and policies, teaching and learning practices, learning environments, and resources). While most of the 2019 report focuses on monitoring gender equality in education, it also addresses intersections between gender, education, migration, and displacement. A series of text boxes illustrates how gender relations, social and gender norms, and institutions influence educational opportunities in contexts of migration and displacement.

The *Gender Report 2019* argues that, in a limited number of cases, migration creates opportunities for education and employment that can benefit women and girls. However, migration and, in particular, displacement typically exacerbate gender-based vulnerabilities. The report notes that, across all geographies and contexts, intersections between education, migration, and displacement are not gender neutral: "Being on the move, whether as a migrant or a forcibly displaced person, has gender-specific implications for education responses and outcomes alike" (5).

The report illustrates how gender norms and gendered social relations influence the education of children left behind by migrating mothers or fathers, how migrant remittances are used differentially for the education of girls and boys, and how educated women are often deskilled when they join the "global care chain" through the process of migration (see Boxes 2, 3, and 6). The report also documents that, while forced displacement negatively affects all people, refugee women and girls are the most vulnerable, due to the lack of privacy, protection, and security in conflict contexts. This has a direct impact on their access to education and skills training. Boxes 8 and 9 provide examples of the increased

risk of child marriage and gender-based violence in displacement settings. Boxes 10 and 11 address the shortage of female teachers in refugee contexts, and the role teachers and teacher training can play in promoting gender equality in education. While the focus on migration and displacement in *Gender Report 2019* is largely descriptive and includes few recommendations, the overarching message is that a gender lens must be applied in all education analysis and provision. This remains an essential lesson for donors, policymakers, academics, practitioners, and all others involved in EiE.

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A second report, *Mind the Gap: The State of Girls' Education in Crisis and Conflict,* was commissioned by INEE to support G7 leaders' commitment to quality education for girls and women during conflict and crisis, as stated in the 2018 Charlevoix Declaration on Quality Education for Girls, Adolescent Girls, and Women in Developing Countries. In the Charlevoix Declaration, G7 leaders pledged to improve sex- and age-disaggregated data on girls' and women's education in conflict and crisis settings. To allow progress to be monitored in coming years, *Mind the Gap* established a baseline on the status of girls' and women's access to quality education and training in contexts of crisis at the time the Charlevoix Declaration and associated financing were agreed to.[6]

Mind the Gap provides a review of the most recent global data available at the time it was written (2018-2019) from 44 crisis-affected countries, as well as of international and national laws and policies, research studies, and case studies. It also summarizes recent progress and the remaining gaps in education provision, legal and policy frameworks, data, and funding.

Mind the Gap highlights the important progress made in recent decades: the gender gap in access to education in crisis contexts is closing, legal barriers to girls' education are being dismantled, more humanitarian aid is now allocated to education, and an increasing proportion of overall education aid to crisis-affected countries is focused on gender equality and women's empowerment. The report also notes improvements in the collection of sex- and age-disaggregated data on crisis-affected populations. However, important gaps remain, including large gender gaps in access to education among the poorest communities, the

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6   The Charlevoix Declaration acted as a catalyst for generating international funding that targeted girls' and women's education and training in contexts of conflict and crisis. At Charlevoix in 2018, Canada, the European Union, Germany, Japan, the United Kingdom, and the World Bank together committed CAD 3.8 billion to support its goals. At the UN General Assembly meeting later that year Denmark, the Netherlands, Norway, and Qatar committed a further CAD 527 million.

forcibly displaced, and people with disabilities. Moreover, in too many crisis situations, girls are not safe in school, humanitarian aid to education remains limited and unpredictable, and too little funding is dedicated to girls' education in contexts of crisis. Data on displaced girls is another major gap, as is data related to intersecting vulnerabilities, in particular gender and disability, and comparable data on gender-based violence in schools.

The primary audience for *Mind the Gap* may be policymakers, but practitioners will also find the report accessible and relevant, given the clearly written text, useful graphics, and a series of case studies illustrating the social and cultural context of girls' education in EiE. The report also provides researchers with useful statistical tables and an overview of recent literature that reflects in-depth knowledge of the field. A summary of findings and recommended actions to address the gender gaps is provided in the companion policy brief, *Closing the Gap: Advancing Girls' Education in Crisis and Conflict.*[7]

Mind the Gap and, to a certain extent, *Gender Report 2019* help to establish a foundation of evidence on the status of girls' education in crisis contexts. Both also point to critical concerns that should drive our agenda to advance the ambition of the Charlevoix Declaration. First, reporting on data and evidence, or the lack thereof, can only take us so far. In order for data to be collected, analyzed, and used by and for those who need it most, we need to encourage the development of national education data systems that are gender and conflict sensitive, and to expand the capacity of national and local education stakeholders to use data for advocacy and programming.[8] Second, small projects implemented by nongovernmental organizations that operate outside national education systems, however exemplary, are not sustainable and are unlikely to address chronic gaps in the provision of education. Ministries of education must be given ample support to integrate gender-responsive programs for refugees and internally displaced persons into their national education plans and budgets. Finally, as documented in *Gender Report 2019, Mind the Gap,* and other reports, many critical barriers to girls' education fall outside the education system, especially in crisis contexts. More than ever, data on health, poverty, early marriage, teen pregnancy, disability status, child welfare, and gender-based violence must inform education investment, policy, and programming. Innovative approaches to collecting and sharing data

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7   This report is available in English, French, Spanish, Portuguese, and Arabic at https://inee.org/resources/closing-gap-advancing-girls-education-crisis-and-conflict.

8   New research commissioned by Equal Measures 2030 and funded by Global Affairs Canada details the importance of engaging women's rights organizations in the collection of education data in EiE. See Equal Measures 2030 (2021).

across sectors and between international, national, and local education actors are critical to enabling schools to respond adequately to the lived realities of girls in crisis contexts.

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