

Leave No Girl Behind

4 part webinar series

Girls' Education Challenge



Session 3: Equity Issues and National Responses to Girls' Education in Afghanistan

Welcome

Opening: Strategic Approaches to Equity and Gender Equality in and through Education

Maha Muna, UNICEF South Asia Regional Gender Adviser

Jim Ackers, UNICEF South Asia Regional Education Adviser

Out-of-School Adolescent Girls in Afghanistan: Data Profiles & Barriers

Frank Van Cappelle, UNICEF ROSA Education Specialist

Community-based Education in Afghanistan

Dr. Wahidyar, Afghanistan MoE General Education Director

Discussion

Laura Brannelly, DFID

GEC Project – Gender Analysis in COVID-19 response

Lia van Nieuwenhuijzen, STAGES Afghanistan, Manager

Discussion

Ian Attfield, Senior Education Adviser, DFID

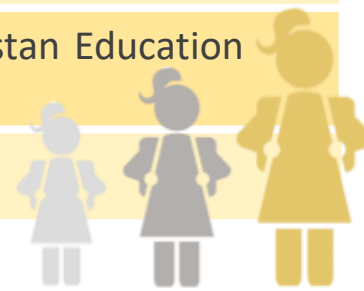
CBE in Practice: Improving Equity and Safety in Education

Erinna Dia, UNICEF Afghanistan Education Chief

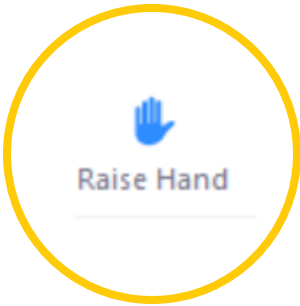
Discussion

Barno Mukhamadieva, UNICEF Afghanistan Education Specialist

Closing



- Please make sure to **mute your mics** during presentations/when others are speaking.
- **Use the chatbox!** Ask any questions and engage in active discussions!
- Please use the **'raise hand function'** to let us know that you have something to share!
- If you are having any trouble, **reach out to the host/co-hosts (Kate, Emma & Riva)** at any time through the chat for support.



Housekeeping Rules



Afghanistan

Education Equity Profile for
Adolescent Girls



Out-of-School Adolescent Girls in Afghanistan: Data Profiles and Barriers

Frank Van Cappelle,
UNICEF ROSA Education
Specialist

Out-of-School Adolescent Girls in Afghanistan

Data Profiles and Barriers

Frank van Cappelle, Education Specialist

UNICEF Regional Office for South Asia

July 2020

unicef 
for every child



Analytical framework:

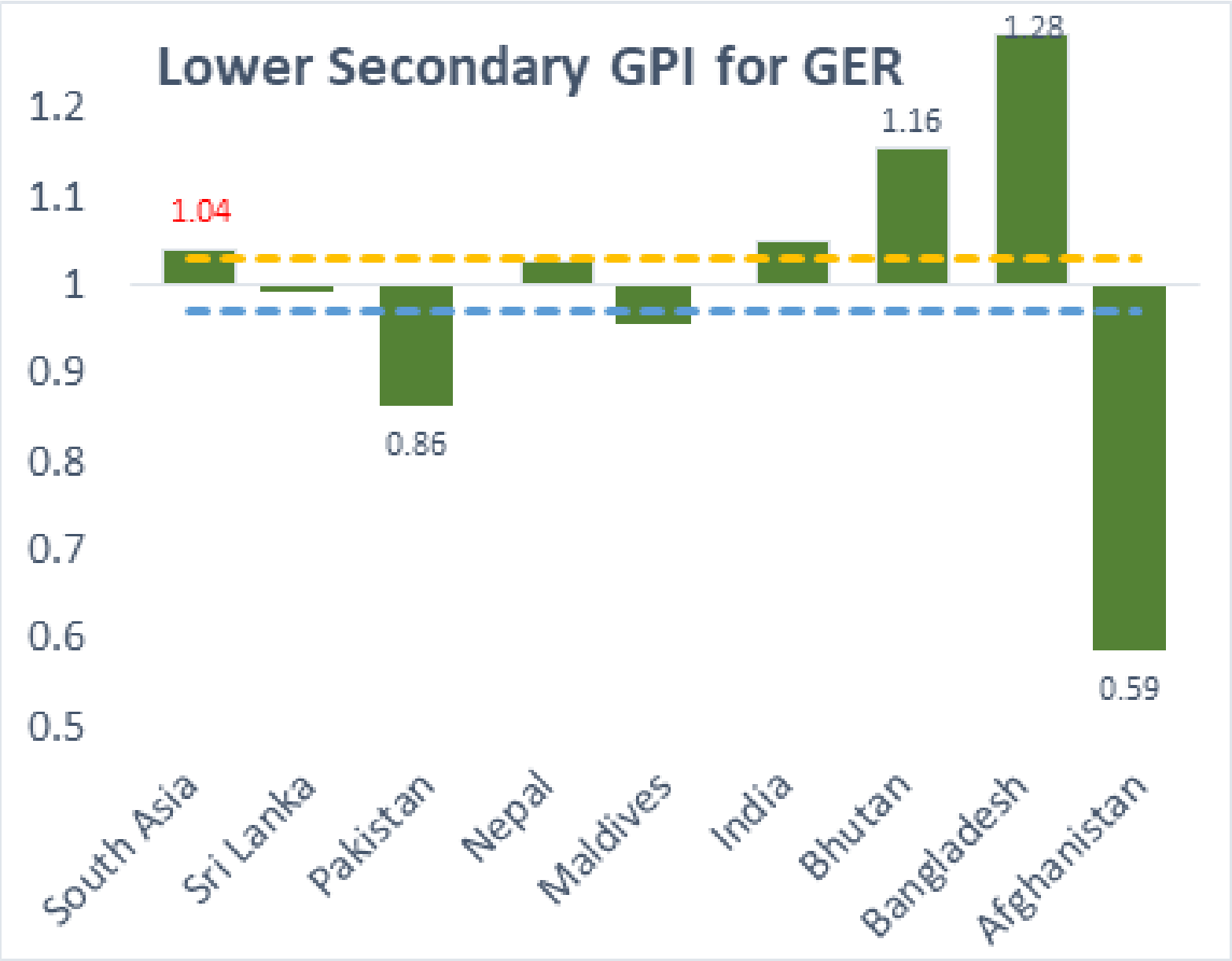
Profiles of out-of-school adolescents

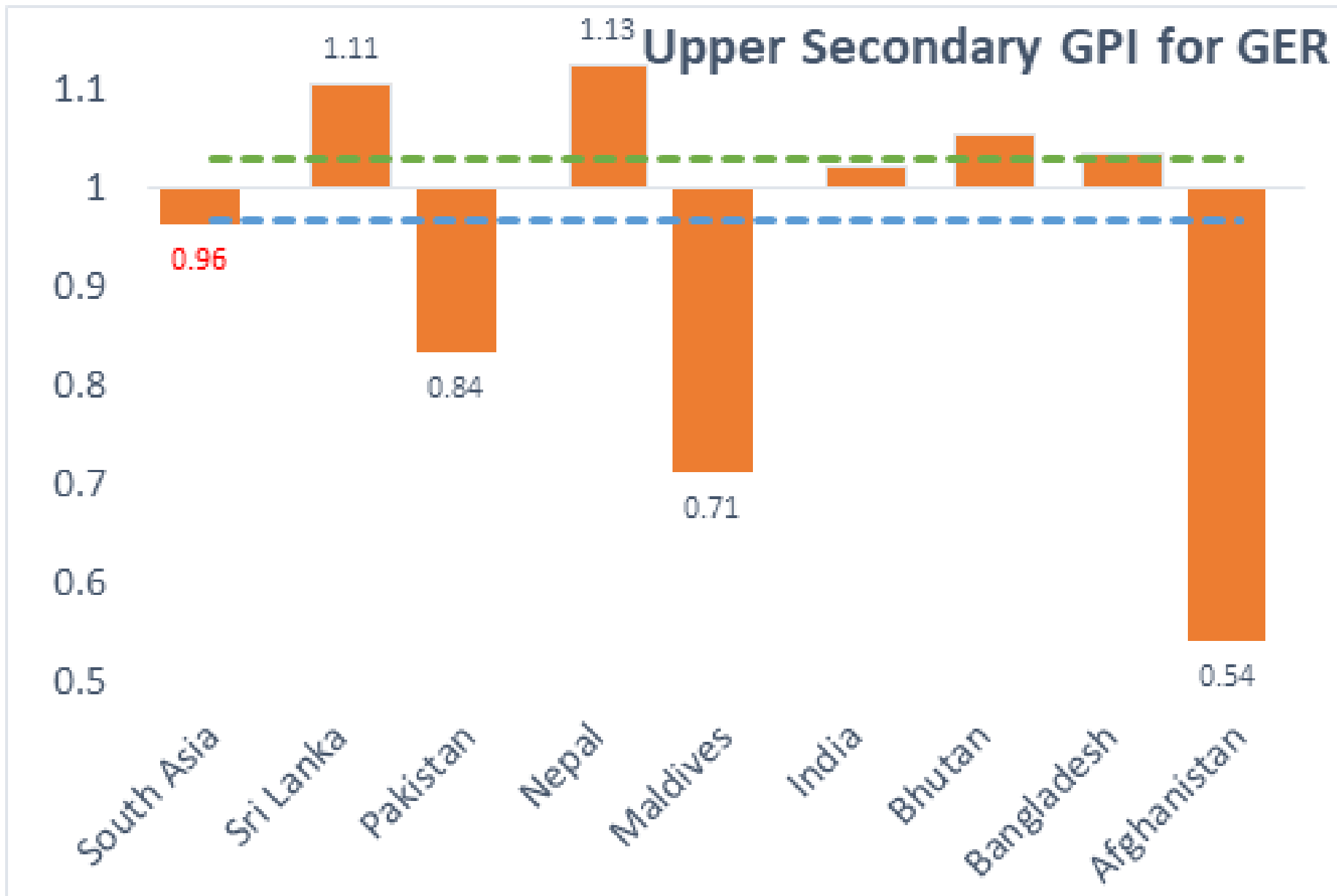
Key barriers to education

Policies and strategies addressing the barriers

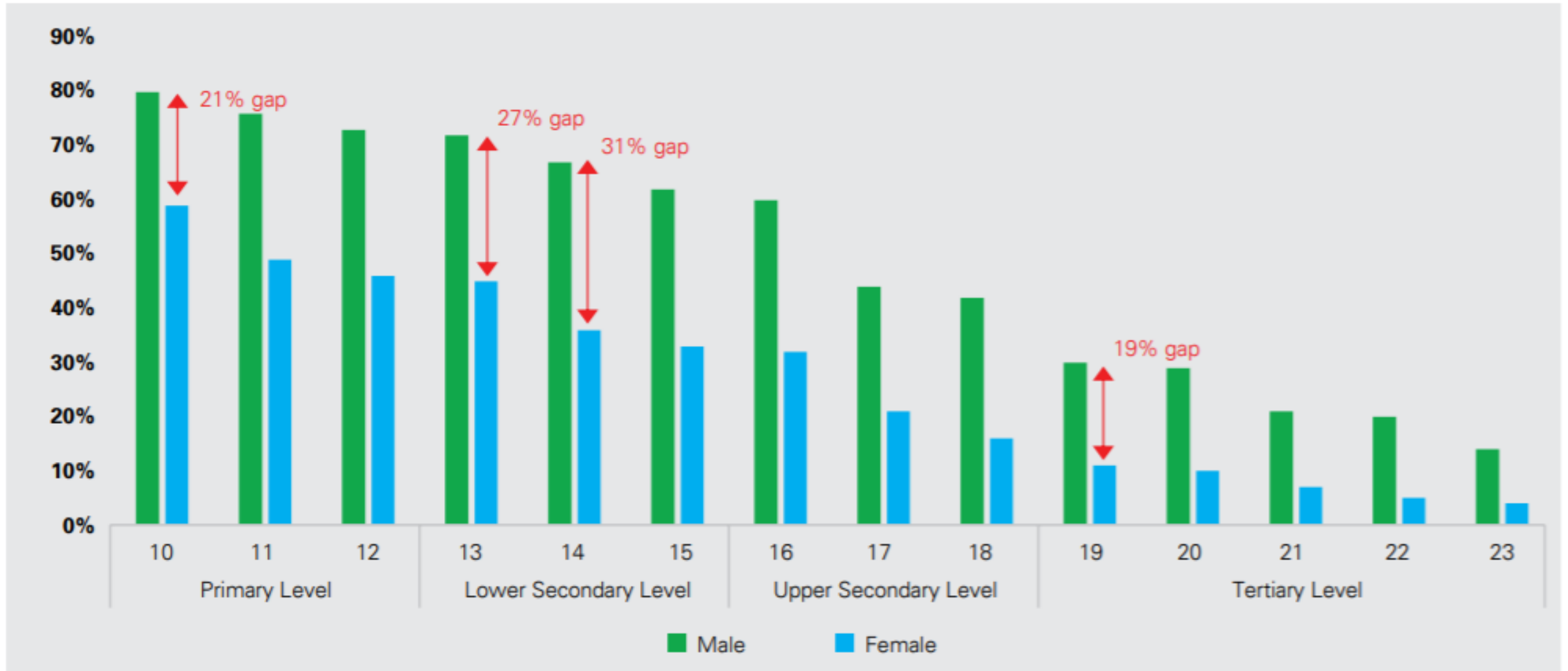


© UNICEF/UN21/41 19/Fazel

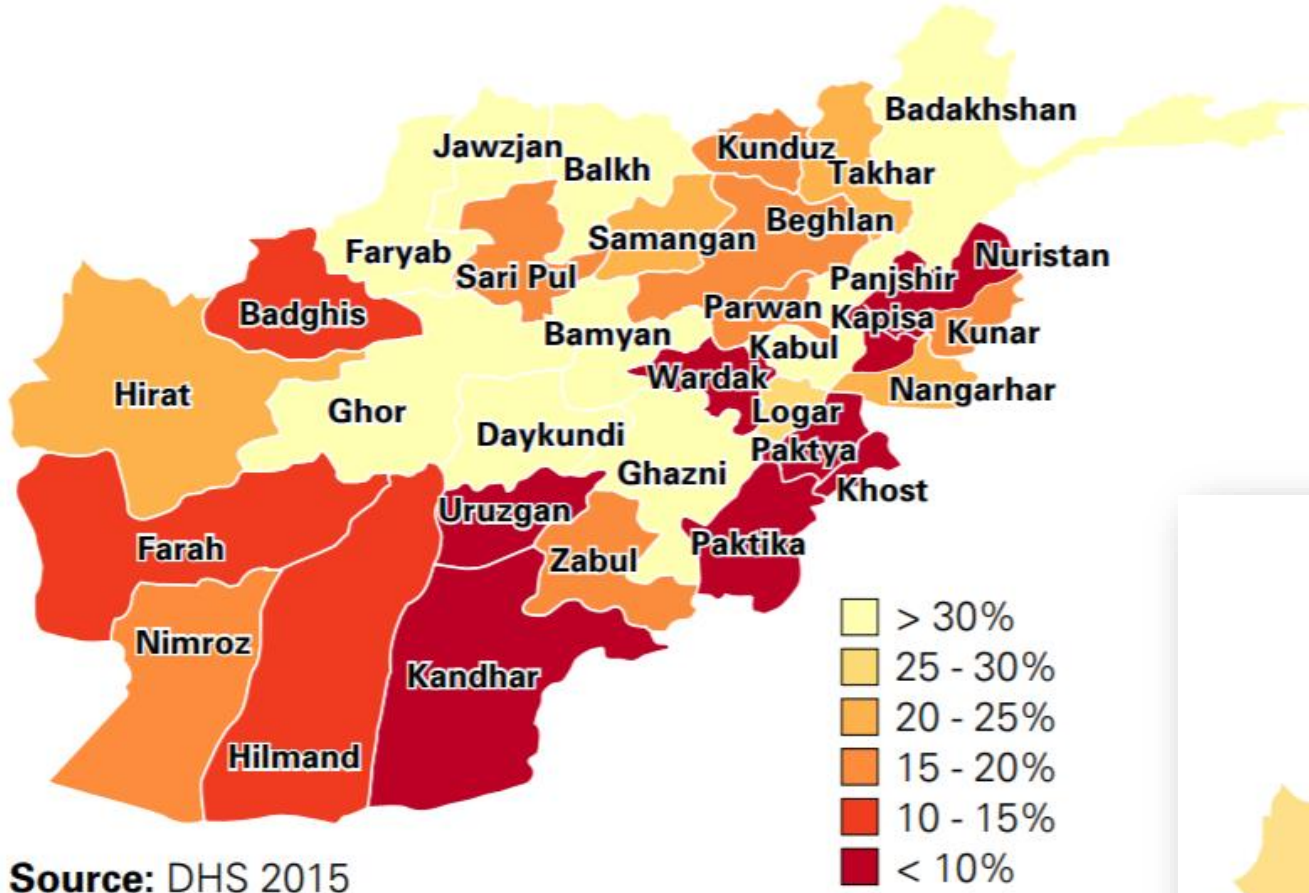




Difference in school attendance rates by gender and age³



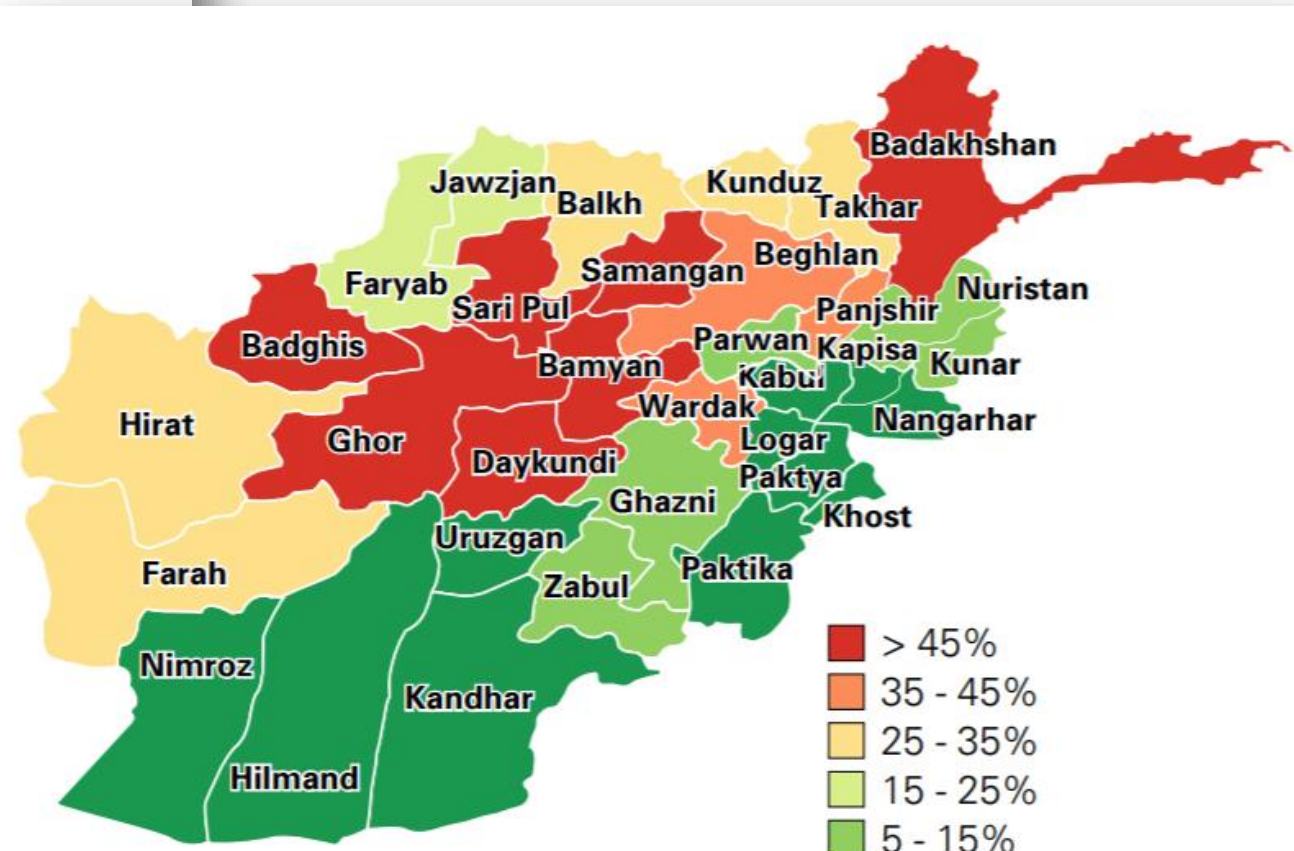
Source: ALCS 2016-17



Source: DHS 2015

Secondary net attendance rate for girls

Proportion of children in lowest wealth quintile



Source: DHS 2015

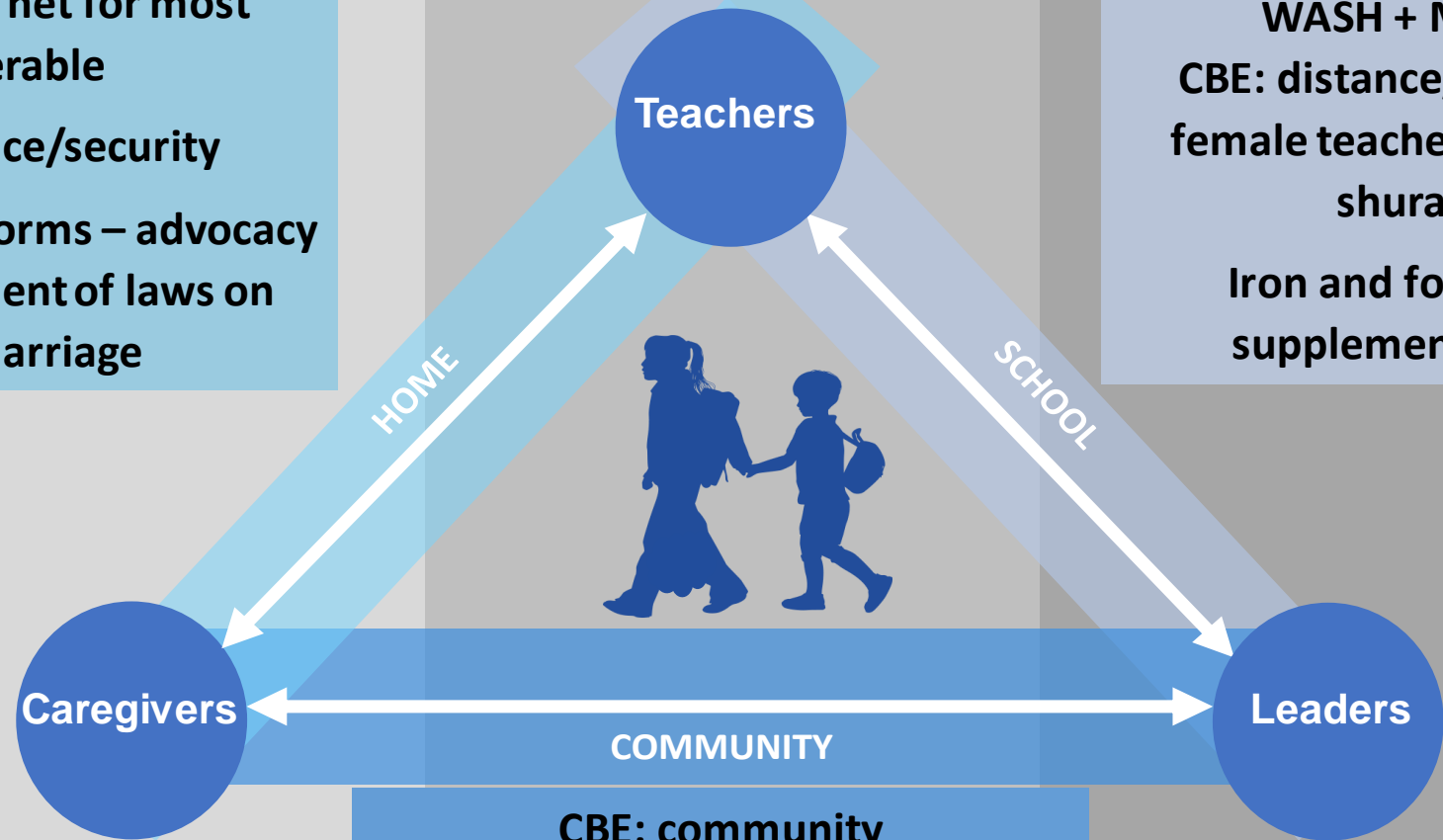
Key barriers to education for adolescent girls

- **Insecurity and conflict** - schools are frequent target of attacks, disproportionate impact on girls' attendance
- **Socio-cultural** - child marriage – declining but still prevalent, cultural norms; also linked to insecurity/perceived risks: social/community repercussions, safety, sexual harassment & rape, marriage opportunities, lack of employment opportunities, etc.
- **School-level** - (lack of/inadequate WASH facilities; distance from school - linked to risks, lack of female teachers; safety)

Prioritize marginalized, vulnerable, and excluded girls and boys

Social safety net for most vulnerable
CBE: distance/security
Socio-cultural norms – advocacy and enforcement of laws on child marriage

WASH + MHM
CBE: distance/security, female teachers, school shuras
Iron and folic acid supplementation



CBE: community participation/engagement, community elders, decision making
Employment opportunities

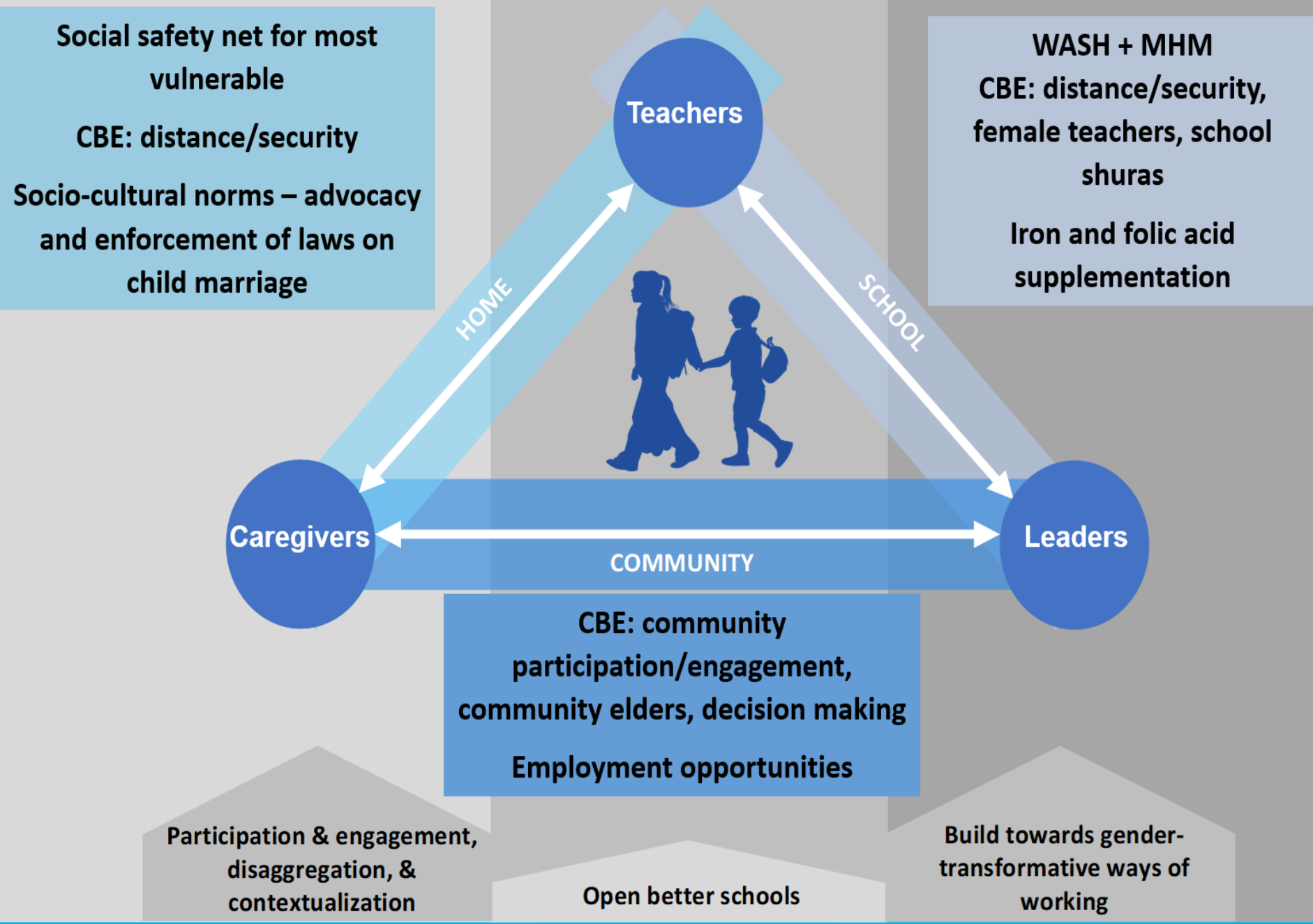
Participation & engagement, disaggregation, & contextualization

Open better schools

Build towards gender-transformative ways of working

Thank you.

Prioritize marginalized, vulnerable, and excluded girls and boys



Discussion

What evidence best supports advocacy for CBE? / What evidence do we need to strengthen advocacy for CBE?

How do we improve or strengthen co-ordination between sectors in support of CBE?

Community-based Education (CBE) in Afghanistan

Dr. Wahidyar, Ministry of Education, Afghanistan





ISLAMIC REPUBLIC OF AFGHANISTAN
MINISTRY OF EDUCATION

Community-Based Education in Afghanistan



Dr Wahidyar, Ministry of Education

Why Community-Based Education (CBE)?

- Outreach to out-of-school children and underserved communities
 - School enrolment has grown from 1 million children in 2001 to over 9million by 2017 (including CBE)
 - Over half million children access learning through CBE, more than 15,000 classes nationwide
- Demonstrated effectiveness in reaching marginalised children
- Learning outcomes as high or higher than in public schools

CBE policy

Aim: “to improve access to quality education for all through expansion and regulation of alternative learning pathways”

Core elements:

- setting minimum standards
- institutionalising management and monitoring in MoE down to community level
- extended provision to upper secondary
- Teachers’ pay and career progression.
- Costing framework

Challenges and what next for CBE

- Sustainable financing/ capacity and resources to meet needs
 - Progress towards on-budget CBE
- Transition rates to hub schools still low – further initiatives to tackle this are required.

Sustainability: What good practices and lessons learned can we draw from international experience?

Transition: How can transition from CBE to hub-schools/secondary schools be improved?

What **other elements** should be included in CBE approach?



Discussion

*Barno Mukhamadieva, UNICEF
Afghanistan Education Specialist*





Steps Towards Afghan Girls' Education Success (STAGES)

Lia van Nieuwenhuijzen, STAGES Manager



Steps
Towards
Afghan
Girls'
Education
Success



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stages



STAGES' Goals

Project Objective

Improved educational equity, access and quality, especially for adolescent girls, focusing on barriers to transition

Project Outcomes

- ❖ Increased participation in education, especially for girls
- ❖ Improved learning environment and instructional quality
- ❖ Increased community support, engagement and demand for education, especially for girls
- ❖ Strengthened government capacity to support quality education for all children, but especially for girls

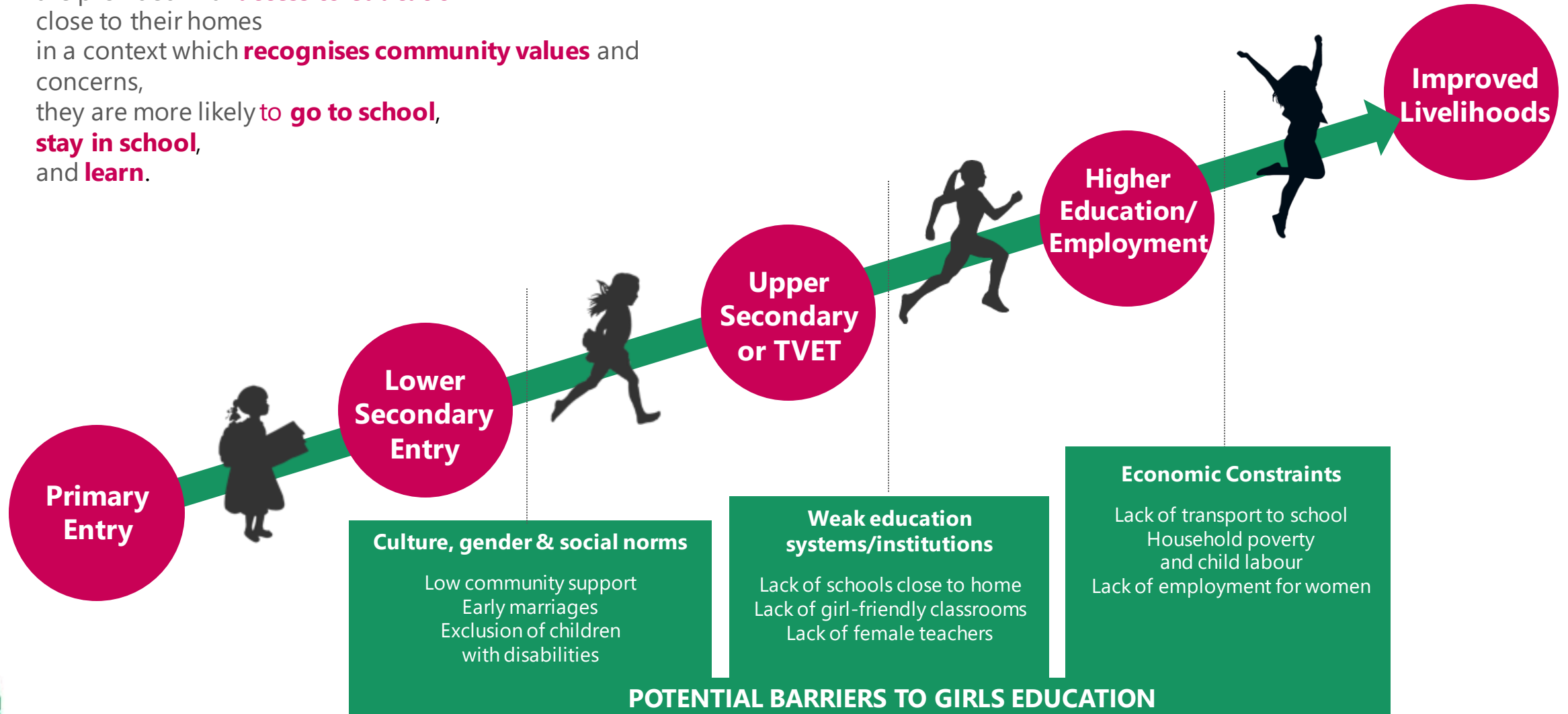
Target Beneficiaries

- ❖ Girls in very remote, hard-to-reach communities
- ❖ Girls with Disabilities (physical, mild cognitive disabilities)
- ❖ Girls who have experienced violence (e.g. GBV, domestic violence)
- ❖ Girls who have survived conflict (e.g. IDPs, refugees)
- ❖ Girls who do not speak the language of instruction
- ❖ Girls who are married or at risk of early marriage



STAGES Theory of Change

If girls in **remote** communities are provided with **access to education** close to their homes in a context which **recognises community values** and concerns, they are more likely to **go to school**, **stay in school**, and **learn**.



STAGES' Approach (1)

Community-Based and Community Owned

- ❖ Community mobilised before intervention
- ❖ School shuras (committees) trained to manage and monitor classes
- ❖ Classes (CBE and Accelerated Learning Programme – ALP) are in communities
- ❖ Communities identify barriers to girls' education, receive grants to address them
- ❖ Radio and theatre messaging to build support for girls' education



STAGES' Approach (2)

Improved Quality and Retention

- ❖ Training and mentoring for community and government schoolteachers
- ❖ Teacher training support for young women from communities
- ❖ Connections between CBE and government hub school to ensure transition and an inclusive learning environment
- ❖ Provision of teacher, classroom and student kits and textbooks
- ❖ Community, school libraries established



STAGES' Approach (3)

Engagement with Ministry of Education

- ❖ Advocacy for policy-level change to benefit community-based education
- ❖ Research and data to support evidence-based decision making
- ❖ Joint monitoring of activities
- ❖ Capacity building for DED, PED and TTC staff
- ❖ Training and mentoring for government schoolteachers and administrators



COVID-19 Rapid Gender Analysis

- ❖ 9 provinces and 18 communities (2 communities in each province). 10 people per community were surveyed including students aged 13 and above, parents, and shura members.
- ❖ Survey based on CARE's Rapid Gender Analysis Tool, contextualised to Afghanistan.
- ❖ **Summary**
 - 68% of the girls report that they have a lot of time to study at home, but 26% affirmed that the time spent on chores/ caring for sick family members has increased.
 - 77% of the girls received support from shura members. The modalities of support received from male and female shura members differ significantly. Female shura members are following up on violence against girls/children and family/girl wellbeing, while male shura members are checking on school participation.
 - 30% of the girls reported severe anxiety or depression on a daily, weekly or monthly basis. 70% of those with severe depression reported an increase in their depression levels since the crisis started. Girls receiving visits from shura members are less likely to experience severe depression.
 - The proportion of girls experiencing severe depression is much higher among girls with physical or cognitive disabilities (39%) compared to those who did not report a disability (28%).
 - Older girls are significantly more likely to report high rates of depression



COVID-19 Adaptations

- ❖ Remote training for project staff & teachers on **Psychological First Aid**
 - ❖ Continued equitable access to education for all girls through a **blended-learning approach** (supplementary learning packs + small group learning, in line with Govt guidance)
 - ❖ **Life Skills support** through simple, easy-to-do activities disseminated in supplementary learning packs
 - ❖ **Remote teacher mentoring** to support their wellbeing and resilience, and their ability to support students weekly
 - ❖ **Shura Remote training and mentoring** to reinforce key messages around COVID-19, student learning support and drop-out, and safeguarding messages
 - ❖ **Community Awareness raising** (through posters, brochures, radio messages etc.) on the importance of education, PFA, safeguarding, and reinforce positive messages regarding acutely at-risk sub-groups (e.g. disability awareness, parenting without violence).





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Thank You
Any Questions?



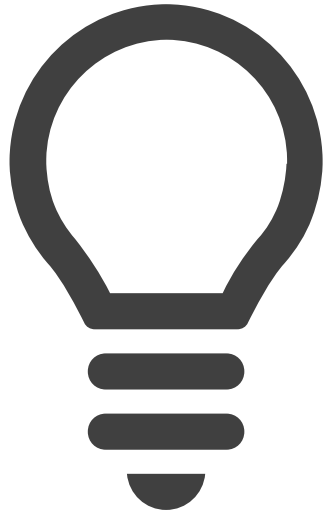
بیتراام بزمگان



Discussion & Questions



Ian Attfield, Senior Education Adviser, DFID



Recap of common & key themes

Jim Ackers, UNICEF South Asia Regional Education Adviser



Community-based Education in Practice: Improving Equity and Safety in Education

Erinna Dia. Chief Education, UNICEF Afghanistan

“Leave No Girl Behind”
UNICEF & DFID Webinar series

Community-based Education in practice:
improving equity and safety in education

**Erinna Dia, Chief Education
UNICEF Afghanistan**

From ALC to University
- A future Re written



- 19-year-old Zuhra Abdullah from Unaba District, Panjshir Province - *Isolated mountainous terrain*

College



Higher Education



Accelerated Learning Centers



Why CBE?

Sustained Inequities in Access / Retention in Quality Education – An Unfinished Business

- 3.7 million OOSC (60% girls)
- Gender Parity Index: 0.67
- Attack on schools
- Shortage of school buildings (only 49%), especially for girls
- Lack of female teachers (36%)
- Social norms and practices



What does
CBE offer?



Community acceptance and
ownership




Safety



Cost efficiency



Harmonized approach



What is
CBE?

COMMUNITY BASED SCHOOLS

- Single Cohort in a community
- For children who can begin at right age
- Grades 1-3
- Connected to Hub School where children expected to transition for Grade 4 and up

ACCELERATED LEARNING CENTERS

- Single Cohort in a community
- For ages 10+ who never attended school / dropped out
- Accelerated curriculum (1-6 in 3 years)
- Connected to Hub School
- Where children expected to transition for Grade 7 and up

Key components



Community Engagement



Teachers Recruitment and Training



Teaching and Learning Materials



Impact

- Increased **access** to primary education for OOSC in remote communities with higher participation of girls - 187,288 children enrolled (50% girls);
- Increased number of female teachers and **capacity** in CBE – Results equivalent to formal schools;
- Increased community participation in children's education facilitating retention;
- Complementing **Government capacity to deliver** education services to OOSC and increasing **AGE willingness to accept** education

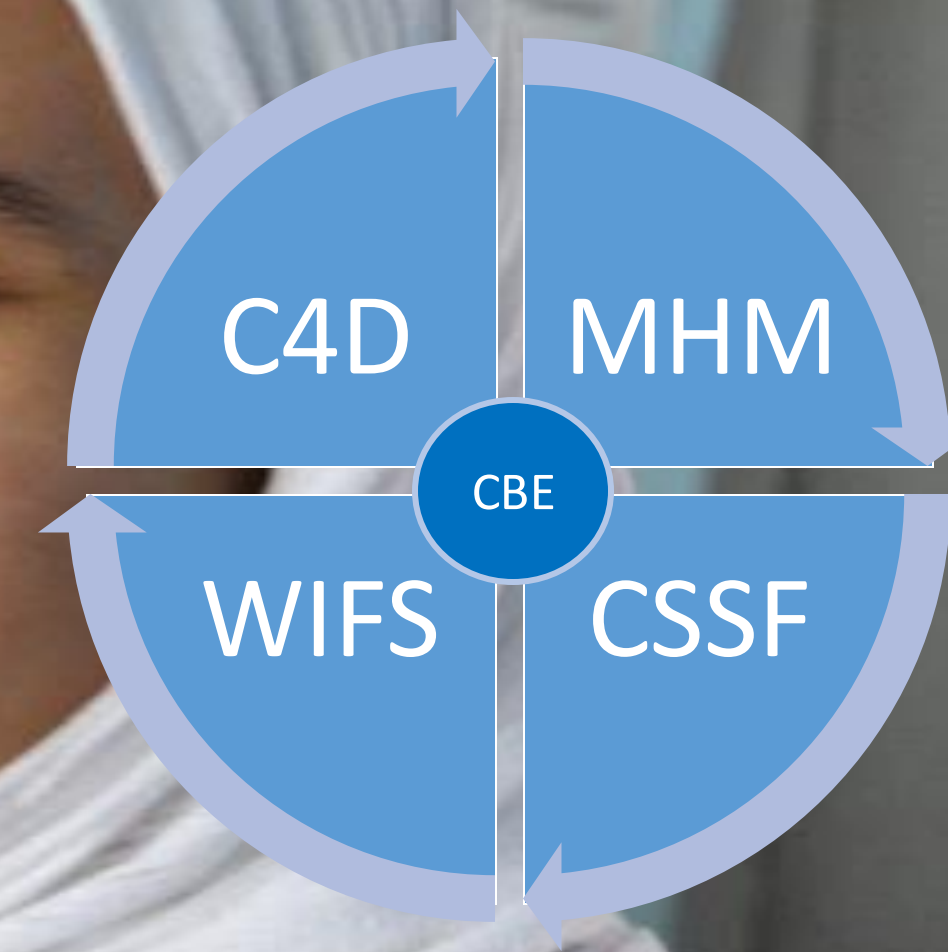
Transition: A major challenge

- An average of 20% transition to hub schools
 - Traditional CBE modality functions well in some specific locations but not others
 - Insufficient absorption capacity of hub school for additional students
 - Large number of students who attend CBE classes even though they are not officially registered

Ways Forward: no longer about Creating
but Meeting Demand

**CBE Re-
engineered:**

- Primary school cycle
- Cross-sectoral interventions
- Children learning
- Transition
- Data management





**Tashakor! Manana!
Thank you!**

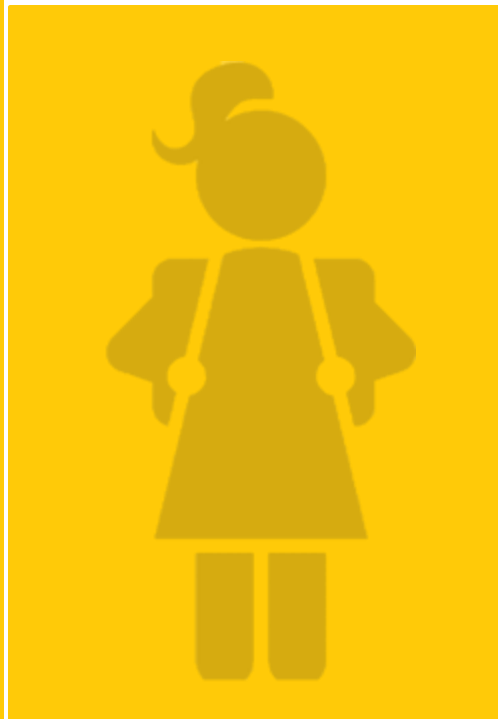
How might / how does CBE connect or strengthen current education, health, and/or child protection policy?

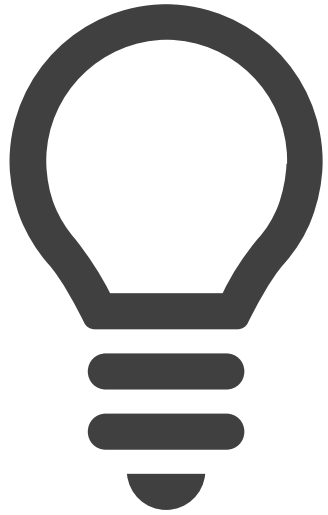
Which key messages best inform / influence donors and decision makers to increase funding and support for CBE?



Discussion

*Laura Brannelly,
Education Advisor DFID*





Recap of common & key themes

Laura Brannelly, DFID

Upcoming Session

SESSION 4

- Skills Building, School to Work Transitions, and Women's and Girl's Empowerment.

5 Aug.



Leave No Girl Behind: 4-Part Webinar Series

*Education Alternatives, Tackling Violence and Changing Norms:
A South Asian Regional knowledge exchange event series*



Thank you for joining session 3!
