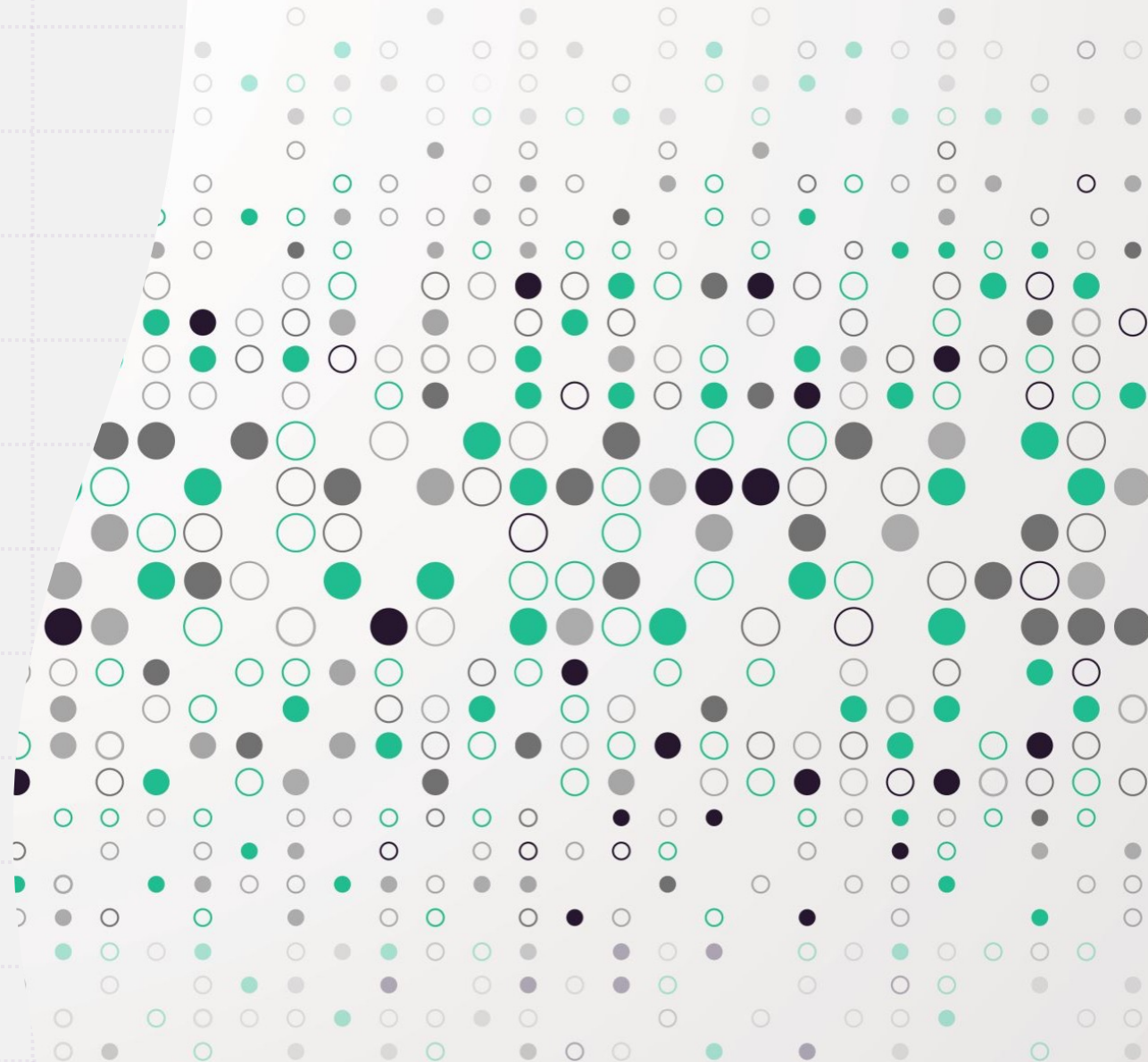


# Gender-responsive education in emergency in Nigeria: New Evidence and Policy Lessons

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A photograph of a group of out-of-school children in Nigeria. In the foreground, a young girl with short dark hair, wearing a black patterned sleeveless top, looks directly at the camera with a serious expression. Behind her, several other children are visible, some sitting and some standing, in a room with blue patterned curtains. The left side of the image is partially covered by a semi-transparent purple overlay containing yellow text.

60% of the 11  
million out-of-  
school children  
in Nigeria are  
female





# Do girls want to learn? YES!

1. Girls value education and are intrinsically motivated to complete their schooling.
2. *Source: Focus groups with schoolgirls in Oyo State, July 2021*

# factors impeding girls' education in Nigeria:

## Social gender norms

- Gender biases, CEFM etc

## Poverty and violence

- Nigeria's poverty rate stood at 40% in 2019
- Unsafe environments

## Infrastructural problems

- Inadequate schools & clean toilets

## Limited teacher training

# Barriers to the education of girls in Nigeria are compounded during emergencies

Schooling disruption

Caregiver absence, assumption of adult responsibilities

Higher prevalence of GBV and early pregnancies

loss of family livelihoods, and breakdown of social protection networks







# What is education in emergency (EiE)?

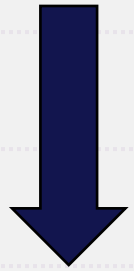
- EiE is about ensuring that affected young people can safely access quality programs that are relevant to their learning needs, whilst also ensuring that children who face higher risks receive physical and social protection (INEE 2010).



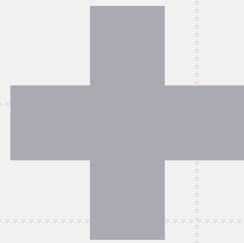


What do we know about  
gendered constraints to girls'  
participation in EiE in Nigeria?

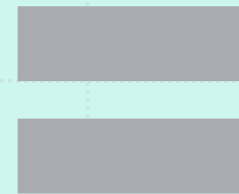
# Not very much.



To safeguard girls' learning in crises, EiE must prioritize their needs.




Limited research in Nigeria about how EiE efforts affect girls.



How did EiE in Nigeria address ACCESS, QUALITY, and RELEVANCE for girls?



# Oyo State School on Air (SOA)

 <b>OYO STATE SCHOOL-ON-AIR TRANSMISSION COMPREHENSIVE TIME-TABLE</b>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>BIOLOGY</b> BCOS 12.30-1.00 pm Oke Ogun FM 10.30-11.00am Oluyole FM 9.15-9.45am Ajilete FM 9.30-10.00am	<b>COMMERCE</b> BCOS 9.00-9.00am Oke Ogun FM 10.30-11.00am Oluyole FM 9.15-9.45am Ajilete FM 9.30-10.00am	<b>MATHEMATICS</b> BCOS 9.00-9.30am Oke Ogun FM 11.30-12.00pm Oluyole FM 9.15-9.45am Ajilete FM 11.30-12.00pm	<b>CHEMISTRY</b> BCOS 9.00-9.30am Oke Ogun FM 10.30-11.00am Oluyole FM 9.15-9.45am Ajilete FM 11.30-12.00pm	<b>PHYSICS</b> BCOS 9.00-9.30am Oke Ogun FM 10.30-11.00am Oluyole FM 9.15-9.45am Ajilete FM 11.30-12.00pm
<b>ECONOMICS</b> BCOS 1.00-1.30 pm Oke Ogun FM 2.30-3.00pm Oluyole FM 1.30-2.00pm Ajilete FM 4.00-4.30pm	<b>AGRIC. SCI</b> BCOS 4.00-4.30 pm Oke Ogun FM 2.30-3.00pm Oluyole FM 1.30-2.00pm Ajilete FM 2.30-3.00pm	<b>ENG. LANG</b> BCOS 1.30-2.00 pm Oke Ogun FM 2.30-3.00pm Oluyole FM 1.30-2.00pm Ajilete FM 4.00-4.30pm	<b>GOVERNMENT</b> BCOS 2.30-3.00 pm Oke Ogun FM 2.30-3.00pm Oluyole FM 1.30-2.00pm Ajilete FM 2.30-3.00pm	<b>LIT-IN-ENG.</b> BCOS 4.30-5.00 pm Oke Ogun FM 2.30-3.00pm Oluyole FM 1.30-2.00pm Ajilete FM 2.30-3.00pm

Source: Lagos State University information website

# Through qualitative research

## 8 Individual interviews

- Oyo State Ministry of Education official
- **Private-sector** education partner of the government (EAC)
- TV and radio broadcast station managers
- **Community-based** school governing boards

## 6 Focus Group Meetings

- **Female** upper secondary students
- **Male** upper secondary students

## Gender- responsiveness content analysis

- 80 SOA lessons broadcast on TV and radio

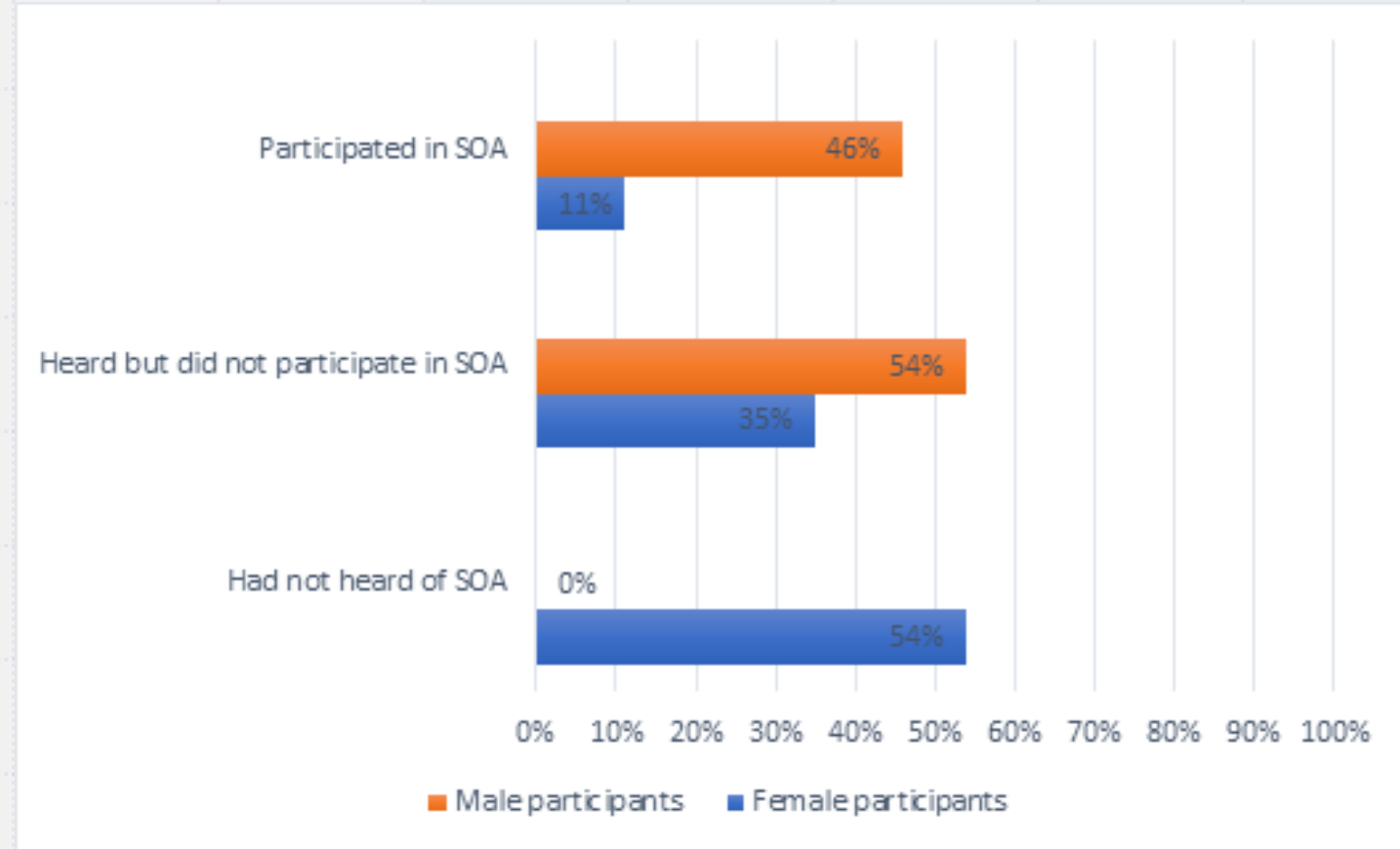


# Findings: What we learned about how girls were affected



# Engagement of female and male students in SOA

1. Less than half of girls had even heard of SOA and only 1 in 10 reported participating.







# On Access

Inadequate infrastructure was a general challenge.

## **Specific gendered constraints:**

1. girls lacked significant control of their time
2. Prevailing lack of personal mobile devices due to parental distrust



**“Whenever they were teaching economics there were things I didn’t understand, so I had to go and call my older sister to come and help me, but by the time she came [the teacher] would be through.”**

*Source: participant in Focus group with schoolgirls in Oyo State*

## Quality

Gender has been found to play a unique role in how we learn (Howe 1997).

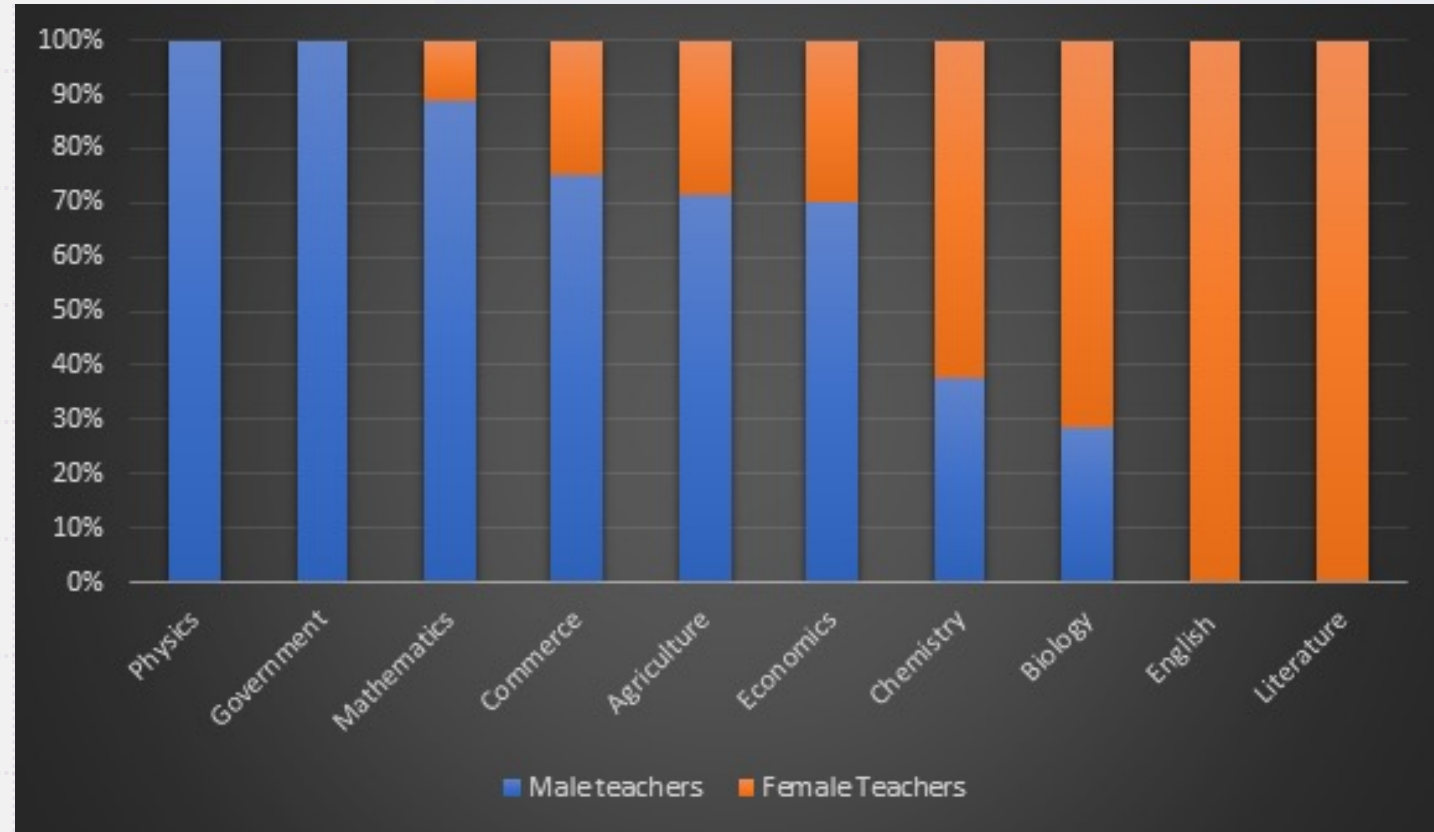
- Narrow range of Instructional modes
- No detailed explanations





# Relevance

- SOA focused strictly on formal academic subjects.
- Content reinforced gender biases (*figure shows gendered distribution of teachers across SOA subjects and lessons*).



“Whenever a **President** is going to appoint **his** ministers, **he** is expected to send the names of **his** nominees to the legislative arm of government for approval”

source: SOA lesson broadcast





A photograph of two young girls of African descent sitting at a wooden desk. The girl on the left is older, with her hair in braids, wearing a yellow and blue patterned top, and smiling at the camera. The girl on the right is younger, also smiling, with her hair in a bun, wearing a blue patterned top, and holding a pen over a piece of paper. A semi-transparent purple banner is overlaid across the bottom half of the image, containing the text in yellow. The background is a textured, light-colored wall.

Recommendations to ensure girls  
can learn during emergencies



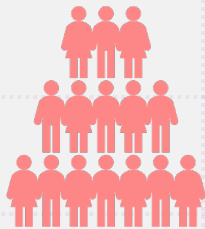
1. Like Nigeria's Oyo State, governments should ensure EiE efforts.
- 2.
3. permanent systems for EiE planning, policy, design, and implementation. (Build on the EiE WG)
4. EiE systems need to place girls—and girls' voices—at the center








Shift from program  
delivery to improving  
learning outcomes.



Finally, involvement of  
communities.





Thank you. I'm happy  
to engage!