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

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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)

Source: Lagos State University information website
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<tr>
<th>Through qualitative research</th>
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<th>8 Individual interviews</th>
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<tr>
<td>• Oyo State Ministry of Education official</td>
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<td>• Private-sector education partner of the government (EAC)</td>
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<td>• TV and radio broadcast station managers</td>
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<td>• Community-based school governing boards</td>
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<th>6 Focus Group Meetings</th>
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<tr>
<td>• Female upper secondary students</td>
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<td>• Male upper secondary students</td>
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<th>Gender-responsiveness content analysis</th>
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<td>• 80 SOA lessons broadcast on TV and radio</td>
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Findings: What we learned about how girls were affected
Engagement of female and male students in SOA

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
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!