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

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**Leave No Girl Behind**

4 part webinar series

**Girls’ Education Challenge**

**unicef**
• 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.
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
Analytical framework:

Profiles of out-of-school adolescents
Key barriers to education
Policies and strategies addressing the barriers
Out-of-School Adolescent Girls in Afghanistan: Data Profiles and Barriers
Difference in school attendance rates by gender and age³

Source: ALCS 2016-17
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

Teachers

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

Caregivers

COMMUNITY

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

Leaders

HOME

SCHOOL

Participation & engagement, disaggregation, & contextualization
Open better schools

Build towards gender-transformative ways of working
Thank you.
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
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 9 million 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?
Steps Towards Afghan Girls’ Education Success (STAGES)

Lia van Nieuwenhuijzen, STAGES Manager
Steps Towards Afghan Girls’ Education Success
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
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 Theory of Change**

**Primary Entry**
- **Culture, gender & social norms**
  - Low community support
  - Early marriages
  - Exclusion of children with disabilities

**Lower Secondary Entry**
- **Weak education systems/institutions**
  - Lack of schools close to home
  - Lack of girl-friendly classrooms
  - Lack of female teachers

**Upper Secondary or TVET**
- **Economic Constraints**
  - Lack of transport to school
  - Household poverty and child labour
  - Lack of employment for women

**Higher Education/Employment**

**Improved Livelihoods**
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
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
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).
Thank You
Any Questions?
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
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
• 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
• 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?
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.
Thank you for joining session 3!