# **EMERGING BARRIERS** TO GIRLS' EDUCATION

SECURITY AND COVID-19 EXPERIENCES

**EXECUTIVE SUMMARY** 





### CONTEXT

## 3.49 MILLION out-of-school children,

the North-west region has the highest number of out-of-school children in Nigeria.



Out of School are Girls Before the coronavirus pandemic in 2020, **BARRIERS TO ENROLMENT** AND REGULAR ATTENDANCE

were already high for girls, who make up 60% of Nigeria's out-of-school children.

ΚΔΟΠΝΔ



Insecurity challenges and risks that compounded the already difficult considerations and complex rearrangements required to deliver education in emergencies:



**Kidnapping Threats** 



**Banditry Attacks** 

Centred on Jigawa, Kaduna and Kano



JIGAWA

Provides a snapshot of the current realities faced by girls between the ages of

**1-17** years

#### The aim of the study was:



experience of learning for girls



To understand their fears and anxieties about insecurity



### **APPROACH**

The study consisted of

01 Literature review

Primary research

School-based survey









survev



The accounts and perspectives of girls who had dropped out from secondary school within the study period were also gathered in small group discussions.

#### Focus groups and in-depth interviews were held with

Educators

Parents and caregivers

Community leaders

Key informants in public and non-profit sectors.

Nov	Dec
2021	202

Data was collected between November and December 2021, with a team of researchers assigned to each state.







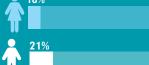
6 Local Government Areas (LGAs) were selected in each state, distributed as two in each of the Senatorial districts.

The exception to this was Kaduna South Senatorial district, where only one LGA (Kauru) was covered in line with a security advisory at the time.

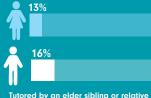
# **FINDINGS**

#### **Gendered Distance Learning Experiences**

Gender disparities in interpersonal support for learning during the lockdown



Tutored by teachers on visit



### Tutored by an elder sibling or relative OTHER FINDINGS

01) Rise in gender-based violence

Reasons for school absenteeism and drop out

Changing perception and attitudes with girls 03

OA) Changing perception and attitude of parents and caregivers

#### **Impact of Insecurity** on Girls' Education



extended or reintroduced after a brief period of reopening due to coinciding concerns on targeted Kidnappings at secondary schools and some tertiary institutions



In parts of Kano, closure and deboarding of chools have led to onger walking dista harassment en route to and from their school and increased transfer costs for families.



Across Jigawa, Kaduna and Kano, insecurity has



# Summary of Barriers to Girls' Education, **Solutions and Proposed Policy Action**

Adopt blended learning systems to address diverse access barriers and navigate unplanned interruptions in future:

Kaduna's experience shows the benefit of ongoing deployment of distancelearning to supplement classroom-based learning - both in learning outcomes and enabling prompt pivots in a highly unpredictable environment.

Ramp up educational and vocational training programmes:

As a demanddriven policy initiative, it responds to the overwhelming support for girls to return to school.

#### **Policy Actions:**

Our synthesis of these findings and girls' recommendations leads us to the following calls to action to support girls' retention and return to schools amidst endemic insecurity and poverty.

Integrate rapid response systems at the school and community level:

As the occurrence of new infectious diseases and insecurity persists (e.g., COVID-19, Ebola), building resilient school systems will become a top priority.

**Dedicate** resources to low hanging behaviour change management opportunities:

These could include exam fee waivers for recent dropouts, crosssubsidising school uniforms, textbooks, and transport stipends or service improvements.

Strengthen both infrastructural and legal protections for girls within schools:

Go beyond basic perimeter fencing in rolling out school infrastructural and security service upgrades.

Integrate day-care and early motherhood support into learning institutions:

Beyond just rolling out more vocational training options, it will be important to also provide day care and nursing stations at these facilities.

Strengthen GBV early warning systems and enforcement for offenders:

This should include diversified reporting channels, investments in training for quidance counsellors and SBMCs, and local means of survivors' redress, protection and support.

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The Partnership to Engage, Reform and Learn (PERL) is a five-year pubic sector accountability and governance programme, funded by the UK's Foreign, Commonwealth & Development Office. The programme provides support to governments in the core areas of policy development and implementation towards delivering public goods and services; supports citizens to engage with these processes and facilitates evidence-based learning and advocacy.