

UNGEI *GirlsEd-Net* eDiscussion #7: Addressing Gender Inequalities in and through Education in Emergencies, Post-Crisis and Contexts of Fragility

Details of this eDiscussion can be found here: http://www.ungei.org/listserve/index_1981.html

Dear Participants in the e-discussion regarding Addressing Gender Inequalities in and through Education in Emergencies, Post-Crisis and Contexts of Fragility,

I would like to share an example from the Afghanistan context where community involvement in decisions in and around schools is very important for security and therefore girls' participation.

In Afghanistan there has been an overall increase in girls' school enrolment in recent years. However, in many remote and/or insecure areas of the country girls' enrolment remains low. Last month in Kandahar province 15 girls were sprayed with acid on their way to school. Following this incident, families have been even more reluctant to send their daughters to school fearing their safety. Responding to this type of incident requires a multifaceted approach that includes, for example, improved security in the region supported by local and/or international forces, a strategy by the Ministry of Education or civil society for alternative delivery of education services (i.e. community based education), and maybe even transportation options to and from school. At the centre of these decisions is the community. How do you encourage a community to send their girls to school after such a tragic incident?

While I don't have a best practice to share (yet), there has been some discussion coming out of Kabul on 'advocates for education' that presents an interesting approach to promote girls education. The provincially identified education advocates would travel from community to community to meet with elders to gain acceptance and promotion of schooling, especially for girls in the village. Interventions that require a change in attitude and beliefs are better achieved through conversation rather than confrontation. This type of thinking stems from the positive experience in Afghanistan with community based education and holds promise for broad community mobilization to support girls' education.

Are there others out there that have experience with similar approaches that we could learn from?

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INEE Gender Task Team

Moderator for this eDiscussion

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