Transforming Education in Crisis

Beyond Barriers

Statement
Education can be transformative and life-changing. Globally, in the face of crises, governments often reduce funding towards education initiatives, redirecting these funds to security, medical resources, and economic recovery. According to UNESCO, globally, more than one in three countries spend less than 4% of GDP and less than 15% of total government expenditure on education and only around 3% of humanitarian aid goes towards education in emergencies. If trends of exclusion continue into 2030, only 1 in 3 girls in crisis-affected countries will have completed secondary school.

Gaining access to secondary education not only places power into the hands of girls but it can shift the trajectory of their lives, allowing them to make informed decisions, learn and understand the world and their culture. Secondary Education can provide avenues for care, comprehensive sexuality education, psychosocial support, to aid in the development of life skills and in ensuring a quality future. Girls around the world are taking back their futures, they are demanding dedicated financing and supporting resources for inclusive education that not only benefits them but also other historically marginalised groups. Receiving an education is a human right and no group of people is less than human.

To create a future that is feminist, equitable, decolonised and anti-racist, we must increase meaningful consultations with young people and historically marginalised communities. We recognise that the gaps we identify may not accurately represent all that is needed, so we urge all community workers, international and local organisations, and agencies to ensure that all decision making processes include the groups and communities who are direct and indirect beneficiaries of interventions. Feminist activists across the globe are working acidiously to champion education demands and to advocate for a future that prioritises financing for girls’ education in crisis. We consulted with 94 girls, from four countries (Kenya, Palestine, Sierra Leone and Trinidad and Tobago), through 8 consultations.

Here is what they had to say:

- In some territories, access to education is costly and for families with little to no income, receiving quality education is not accessible. There must be an increase in the number of available scholarships with suitable and country-specific requirements for students to receive an education.

- There needs to be a robust community education outreach programme that seeks to eradicate the root of cultural violence and harmful practices.

- Due to increased online schooling, students must be given access to proper equipment such as books and digital devices in order to have a fair chance at online education.

- Financial and digital literacy training must be conducted for all students, teachers and school administrations.

- School infrastructure must be improved to include adequate accessibility structures for people with disabilities.

- There must be increased mentorship programmes for students who are seeking guidance.

- Decenter colonial languages and improve the way that the languages are taught to students who have a different mother tongue. In some places mother tongues are not recognised which results in exclusion, lack of accommodation for translation and a greater demand to learn a colonial language to become acceptable.

- Increase the frequency of girl-led consultations so that solutions and interventions are more informed and tailored to suit the actual needs of girls, globally.

- Provide psychosocial support to students, teachers and grassroots organisations.

- Provide access to safe and secure commute to schools and other learning institutions.
Transforming secondary education is no easy task as it requires constant unlearning and restructuring of existing social systems. Access to secondary education does not only consider availability but also, accessibility, affordability and also the quality of education being shared. Achieving an education system that caters to the needs of everyone requires all world leaders, organisations and individuals to listen, devise solutions based on consultations and ensure that they are all constantly revisited based on our ever-changing world.

Together, we can transform education in crisis and beyond.

In recognising these challenges, Transform Education (TE), a feminist led coalition hosted by the United Nations Girls’ Education Initiative, has created a project that centres the work and experiences of informal and formal feminist youth-led groups who are actively working to transform education for girls in crisis. This project aims to raise awareness on the needs and priorities of adolescents, as identified by adolescents themselves with a particular focus on secondary education. The project, Transforming Education in Crisis- Beyond Barriers seeks to explore the experiences of adolescent girls in crisis, devise solutions to combat the issues arising from budget cuts, and increase access to education that is gender transformative.
Acknowledgments | Labour of Love

This statement was led by Ashlee Burnett, Coordinator of Transform Education hosted by UNGEI and through the guidance, inputs, and demands of girls, adolescents and young people across the globe.

We are filled with gratitude and hope having concluded 8 girl led consultations in Kenya, Sierra Leone, Palestine and Trinidad and Tobago. We are inspired by the hard work and commitment of young feminist activists in these territories who give of their lives to create a gender just world.

We know that only through love can we really achieve transformation and we've seen this love shine through. We thank you for your work, we thank you for all the ways you show up, we thank you for your voices, for your stories, for your survival.

Proofread by:
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