

Exploring the Intersection of Gender and Disability in Education

FHI360 Gender Plus Summit

Gloria Diamond (she/her)
Policy Advocacy and Evidence Lead
UNGEI Secretariat
gdiamond@ungei.org

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GIRLS' EDUCATION
INITIATIVE



Gender and disability research project

- Lack of systematic data collection at the intersection of gender and disability in education
- A need for greater understanding of gendered experiences of learners with disabilities in education, including Covid-19
- Building on existing work by UNGEI and partners
- With funding from IEI, UNGEI & Leonard Cheshire are working in partnership to deliver this research for the World Bank.



Intergenerational advisory group

- “Nothing about us without us”: meaningful partnership with youth with disabilities is built into the research design
- 8 members - 50% elder technical research specialists representing INGOs & academia; 50% young feminist activists with disabilities representing youth-led OPDs & networks.
- Will contribute crucial gender, feminist, disability inclusion & education & lived experience; provide support to design & implementation
- Young feminist activists with disabilities receive stipend & other support to facilitate their collaboration



Phase 1 – Literature Review

- Phase 1: present findings of scoping review & analysis of evidence on gender, disability and Covid-19
- Mapping key intn'l programmes/initiatives focused on addressing gender disparities in education, & major donors
- 10 country case studies: Bangladesh, Gambia, Ghana, Kenya, Lesotho, Mali, Nigeria, Nepal, Sierra Leone, Sri Lanka



Phase 2 – Primary Research

- Bangladesh, Kenya, Nepal, Tanzania (tbc)
- Implemented by youth-led OPDs in each country
- In & out of primary & secondary school-age learners; youth with disabilities; teachers; parents
- Participatory methods - drawing workshops, interviews, focus group discussions, reflective diaries
- Guided by advisory group - accessibility, safeguarding, lived experience and expertise



What's next?

- Research will launch early 2023
- Recognize a demand for intersectional research, including with regards to LGBTQI+ learners with disabilities, learning with disabilities in conflict-affected contexts, etc.



Thank you

gdiamond@ungei.org

elaine.green@leonardcheshire.org

Importance de l'Approche Intersectionnelle dans l'Éducation Inclusive et Sensible au Genre

**LWANGO Madho,
Gender Advisor,**

Elimu ni jibu /ENJ (Education is the
Response activity)

FHI 360, Democratic Republic of the Congo



Est-il important de recourir à l'approche intersectionnelle du handicap et du genre dans les partenariats de programme d'éducation inclusive?

C'est un:

- Outil pour enrichir l'analyse
- Guide de mise en œuvre
- indicateur d'amélioration



INTEGRATION DE L'APPROCHE INTERSECTIONNELLE DANS LE PROJET ENJ

- Analyse de la situation de vulnérabilité
- Sensibilisation communautaire
- Accès à l'apprentissage
- Formation des enseignants

Résultats:

- Acceptation mutuelle en classe
- Confiance en soi
- Sentiment d'appartenance
- Engagement
- Amélioration de la performance



1. MBIAH et son père savent lire et écrire



Origine: peuple autochtone, groupe minoritaire, marginalisé (Mambasa / Ituri)

- Access au tutorat
- Mbiah a invité son père analphabète à participer au cours de tutorat
- **Maintenant, le père et le fils savent lire et écrire**



2. BAHATI représentante des élèves (Mambasa)

Situation d'handicap physique

- Accès à l'école
- Performance en lecture et écriture
- Bahati membre du comité Genre, **Maintenant, Bahati est la représentante des élèves de son école**



Thank you