

Gender-Responsive Return to School “post” COVID-19: Perspectives from the Field

December 2, 2021



**Inter-agency
Network for Education
in Emergencies**

Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En



The recording and presentations will be shared on the INEE website – inee.org



Webinar Presenters



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INEE Gender Task Team

- The Gender Task Team seeks to provide a forum for actors engaged in Gender and EiE to work collaboratively to raise awareness and understanding, promote visibility and advance action on gender-responsive EiE.
- The Task Team focuses on the production of practical resources, evidence, advocacy and strengthened knowledge sharing



Gender and Education in Emergencies Webinar Series

The Gender and EiE Webinar Series creates both space and opportunity for practitioners to share experiences as well promote collective action across key actors working on gender, education and emergencies.

Goal

Provide opportunities for network members to come together to share technical recommendations and practical guidance on Gender and EiE.

Objectives

- a) To build the capacity of INEE membership to integrate gender transformative approaches into Education in Emergencies programming;
- b) To create space and opportunity for the sharing of experiences, lessons-learnt and best practices on gender and EiE;
- c) To contribute to broader advocacy on the importance of gender for the EiE sector.



Education and Covid-19: Preparing for Adaptation, Response and Recovery

Covid-19 rapid gender analyses & surveys/studies:

CARE Afghanistan: STAGES II COVID-19 Rapid Gender Analysis (Girls Survey and Parents Survey) & EEA-3 Gender and Education in Rural Afghanistan under COVID-19.

CARE Mali: EFC COVID-19 Rapid Gender Analysis.

CARE Rwanda: SS4G COVID-19 Study.

CARE Somalia: AGES COVID-19 Adolescent Girls Survey & SOMGEP-T Girls Empowerment Forums COVID-19 Survey.

CARE India Solutions for Sustainable Development: SAKSHAM COVID-19 Survey.



Challenges for Return to School “post” Covid19

- a) **Mental health** challenges – negative impact on children’s ability to learn and stay in school;
- b) **Child abuse and sexual and gender based violence** as a result of increased time at home and increased stress on children (reducing likelihood of returning to school)
- c) **Work load** (fetching water, cleaning and caring for sick relatives)
- d) **Learning losses** due to lack of/limited access to online learning during school closures
- e) **Negative coping strategies** e.g. the risk of children’s involvement in hazardous labor, exploitative, or criminal activities;





From Refugee to Resiliency: Gender-Responsive Return to School “post” COVID-19: Perspectives from the Field.



RefuSHE

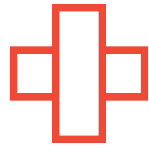
Prepared for INEE webinar, 2nd December 2021.

WHAT WE DO

A Holistic Approach to Help Refugee Girls Heal, Learn, and Rebuild their Lives



Safety &
Security



Care &
Basic
Needs



Education
& Life
Skills



Economic
Empower
ment



Community
Support &
Advocacy

CASE MANAGEMENT

Post Covid approach to education for over age refugee girls and young women

Barriers.

- Cultural experiences-early marriages for girls and young women being strongly supported by the community.
- Vulnerability to exploitation, abuse and exposure to survival sex.
- Potential exposure to SGBV- both while living alone and in foster families' homes.

Approaches.

- Introduction of ICT to reach out to girls and young women who finished secondary school and are not under any other support- To curb exploitation and abuse at the community level and offer a safe space for learning together with their children as well as create a path to livelihood through digital work.
- Currently building an e-learning platform that will target girls and young women in the community so long as they have a smartphone and they can learn, be empowered and have access to mental health support

- Embraced integration of IT into teaching and learning- girls and young women were introduced to online learning to support remedial classes, catch up sessions and support to academically slow learners.
- Integration of mental health sessions- all participants shall go through a training in science of Trauma in an effort to address trauma and help in the healing process.
- Offer case Management social support- Food basket and little financial assistance.
- Address emerging issues- abuse cases, exploitation, HR violations through referral pathways.
- Fundraising to grow the skills base for participants in the program to enable them grow their talents as a source of livelihood and self reliance.



THE IMPACT

The RefuSHE Way

RIGHTS-BASED

All individuals are encouraged to participate in programs and practices that affect their lives, and to claim their rights



TRAUMA-INFORMED

Programs are designed to decrease the negative effects of trauma through mentorship, community healing, and individualized support



GIRL-CENTERED

Programming is shaped by the experiences, development, and rights of girls and women

LOISE KAMAU

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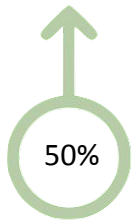
Gender-responsive PSS interventions

Learning and post COVID19 in Jordan

“Eshraq” :

The project aims at eliminating the worst form of child labor “WFCL” in the Agriculture sector.

 **70% Jordanian**

 50%  50%

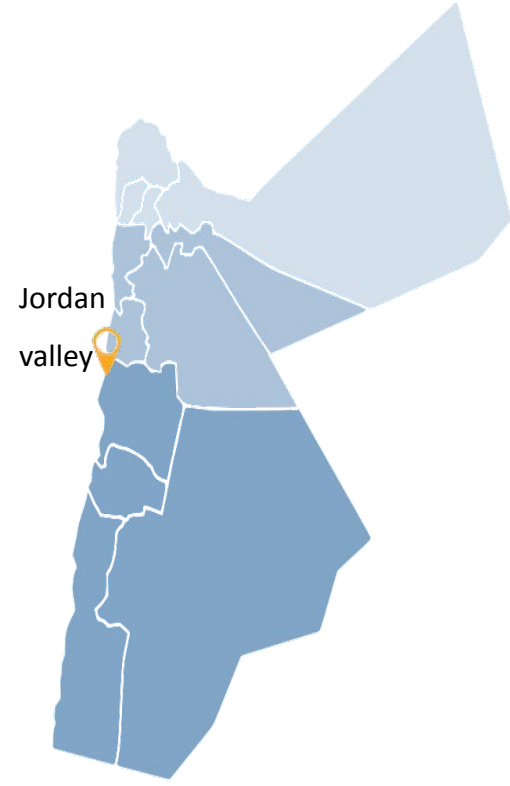
Selection Criteria

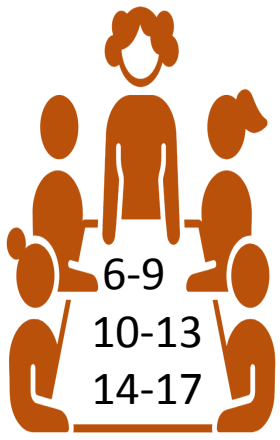
Working children in agricultural

Out of School Children

Under Risk of dropout children

 **30 %Other Nationalities**




6-9
10-13
14-17

Age Groups

Activities



The participation of males in the various activities of the project was one of the main challenges that we faced, as they prefer to work on farms rather than engage in various activities, so the idea of portable and equipped tents came to reach the participants in their farms.



PSS interventions during COVID19 in Jordan



Nada first enrolled in the project because her mother believed it would allow her and her sisters to evolve, to learn things traditional education might not provide.

Nada said she looked forward to getting the WhatsApp notification detailing what the activities for the day entailed.

Nada participated as well in life skills for protection activity, under this activity working children have the opportunity to learn life skills, building their self-esteem and accept their own selves.

Nada said that the most helpful aspect of the project was “**my physical changes**” session, which explains puberty. She said that having someone explain her changing body and her menstrual cycle was very helpful, as when it happened she was not scared since she knew exactly what to expect and how to deal.

PSS interventions during COVID-19 in Jordan



Nada believes all children should know their rights and how not to be exploited and be able to protect themselves should they wish to work.



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