

Gender and Education during COVID-19

May 4, 2020



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

Agenda

- 1. Welcome and introduction**
- 2. Overview and Framing (UNGEI)**
- 3. Panel Presentations**
 - a. Girls' Education Challenge Approach to Gender and Social Inclusion
 - b. Mental Health Issues and COVID-19 Response in Somalia (CARE)
 - c. Education in Confinement: Implications for Gender (UNRWA)
 - d. Distance Learning and Teacher Training in Latin America (Plan International)
 - e. Advocacy for Girls' Education in India (Malala Fund)
- 4. Moderated Discussion / Q&A**



Speakers

Nora Fyles - UNGEI

Rachel Booth - Girls' Education Challenge

Lotte Renault - CARE

Hanan Al-Kanash - UNRWA

Emily Mwanza - UNRWA

Janaina Hirata - Plan International

Anubhuti Patra - Malala Fund



GENDER, EDUCATION & COVID-19

Nora Fyles
UN Girls' Education Initiative

CRISIS WITHIN A CRISIS: GENDER INEQUALITIES IN EDUCATION EXACERBATED

- COVID-19 is having a direct impact on all aspects of girls' lives, including access to education
- Negative effects on gender equality in education are compounded in areas already affected by conflict and crisis:
 - limited access to continuous learning;
 - higher risk of child marriage, child labour, GBV and early pregnancy;
- 10 million more secondary school aged girls could be out of school after COVID



CONTINUOUS LEARNING A CHALLENGE FOR GIRLS



- Women and girls' traditional caregiving responsibilities hinder access to alternative education opportunities
- Globally, access to mobile internet 26% lower for women and girls; even less in fragile contexts
- On-line learning increases the risk of cyber abuse and exploitation
- Distance learning must take into account gender digital divide and embed violence prevention measures and psycho-social support

EXISTING PROTECTION RISKS INCREASE IN FRAGILE SETTINGS

Emerging global spike in GBV

- Absence of school structures and supervision can leave girls exposed to risks of gender-based violence and abuse
- During the Sierra Leone Ebola crisis, up to 65% increase in teenage pregnancy in some areas
- Even in humanitarian settings, GBV and SRH services are being diverted; options for safe reporting reduced
- SMS and social media can deliver youth friendly messaging related to SRH, negotiating relationships and options for reporting abuse
- Close collaboration needed between EiE and Protection actors to ensure alternative education reflects specific risks to girls

PUTTING GENDER AT THE HEART OF RE-OPENING & RECOVERY

- Plans to reopen schools must be informed by the experience of other crises
- As partners engage with MoEs to develop national responses – a clear gender lens must be applied:
 - **Promote girls' re-entry**
 - **Reduce girls' drop-out**
 - **Support girls to participate**
- Girls and women must be engaged in the design decision-making process



Girls'
Education
Challenge



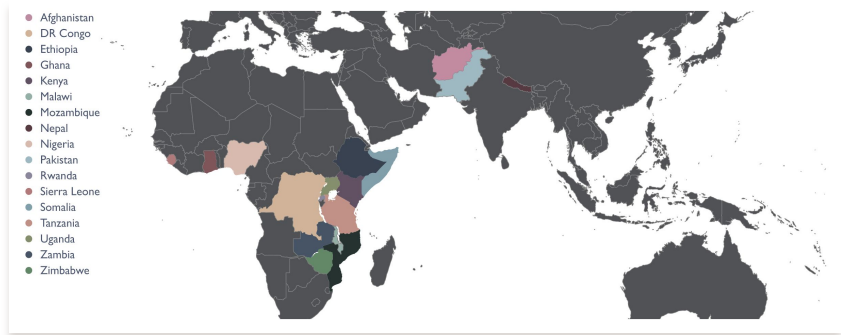
Gender, Education & Covid-19

Rachel Booth

Gender Equality & Social Inclusion Manager

GEC approach to Gender Equality & Social Inclusion

DFID's Girls' Education Challenge operates 41 projects across 17 countries



GEC GESI Standards

Culture and Capacity

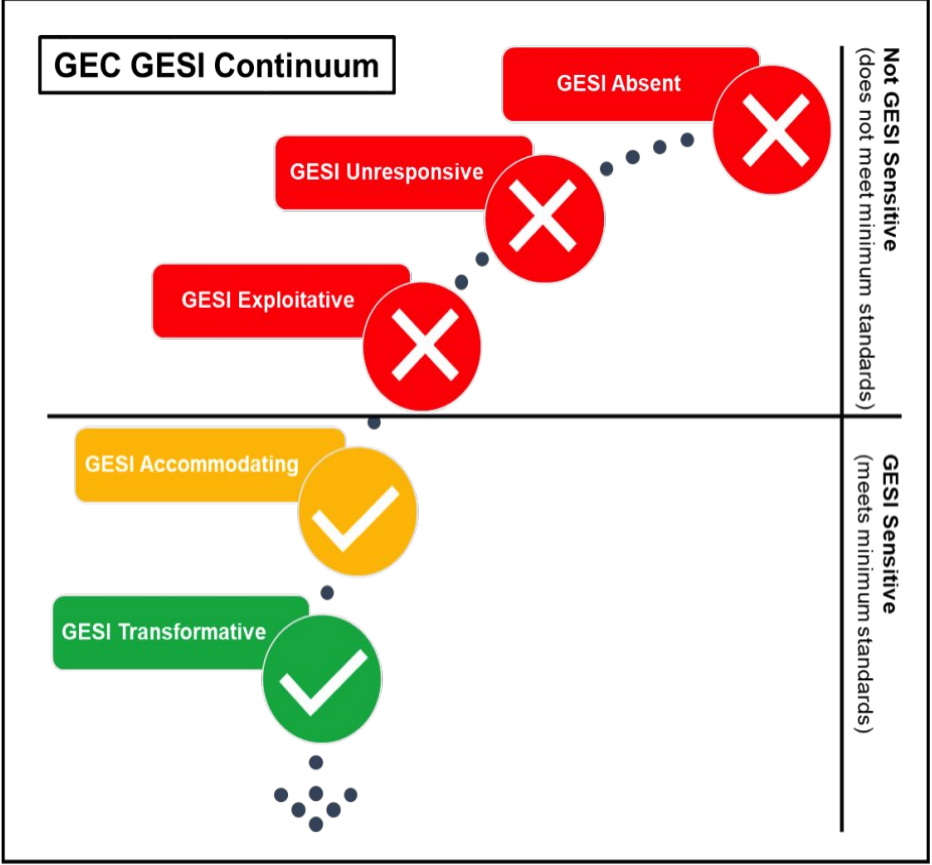
GESI Analysis

Data

Indicators

Do No Harm

Accountability



Adapting GEC approaches in the current context

Grounded in updated Gender Equality & Social Inclusion (GESI) Analysis

- Risk analysis
- Subgroup Analysis
- Technology mapping exercises
- Participatory design



Adaptations

- Remote Life Skills & Social- Emotional Learning through social media platforms
- Ensuring national learning broadcasts include sub-titles and sign language

**Girls'
Education
Challenge**



Mental Health Issues & COVID-19 Response in Somalia

Out of school for months

Increased social isolation

Crisis-related stress

-Predictors of poor learning outcomes (decrease of 12 percentage points on numeracy)

Discrimination

Disease burden

-Predictors of dropout (reduction of 15-25 percentage points on transition)

Early marriage/ exploitation/ child labor

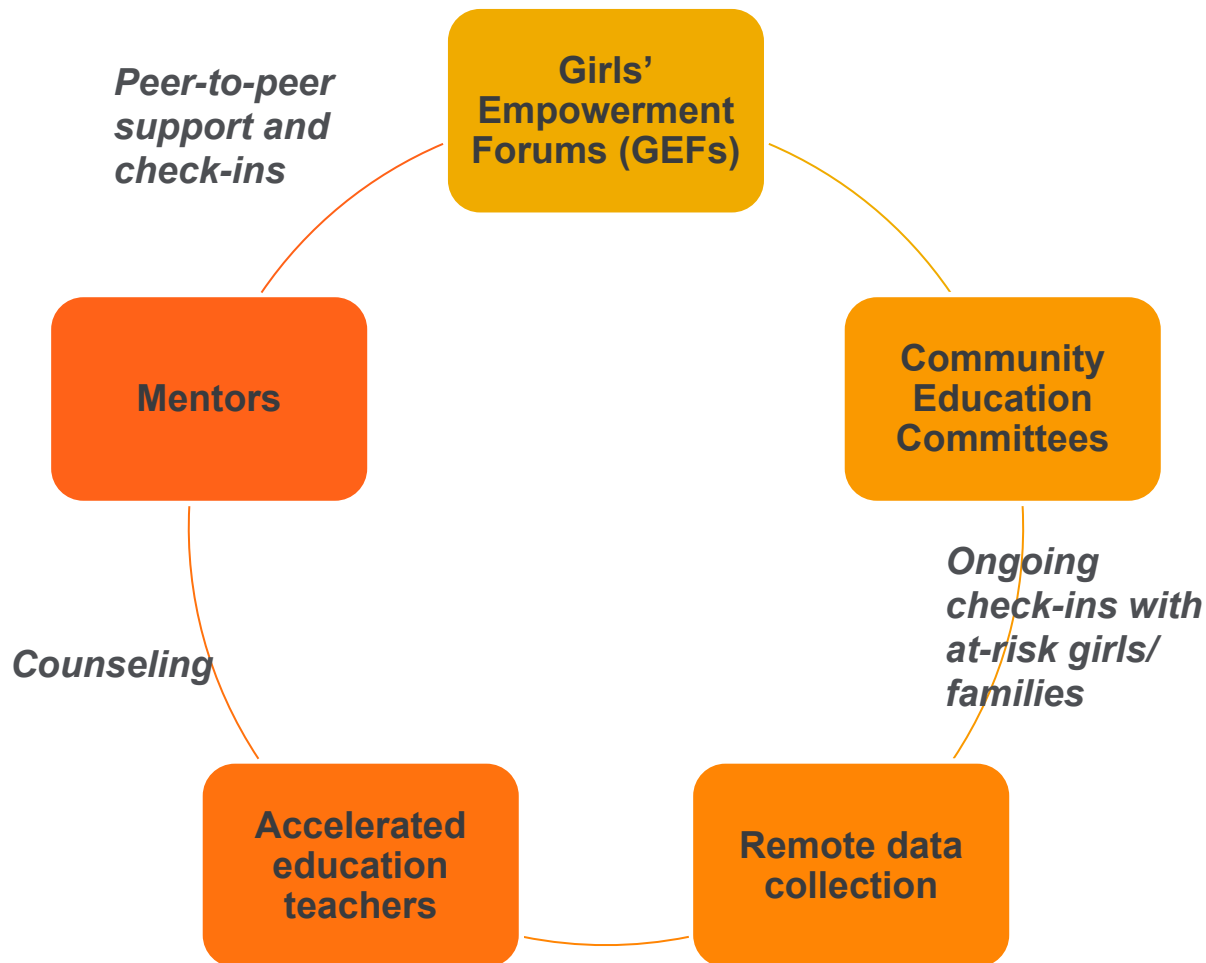
Financial impact

Vulnerability to GBV/ violence

Anxiety

Depression

Response



- Builds upon demonstrated effectiveness of GEFs in addressing anxiety (↓ from 16% to 6.5%) / depression (↓ from 13% to 5%)
- Seeks to mitigate the impact of anxiety and depression among girls at extreme risk
- Combined with remote learning + financial interventions



Education for Palestine Refugees

Education in Confinement: Implications for Gender

Ms. Hanan Al-Kanash and Ms. Emily N. Mwanza
UNRWA



INEE webinar series to support EIE practitioners during COVID-19
4 May 2020

UNRWA education: with gender in mind

UNRWA education programme is delivered in its five Fields of operation.

There are 533,342 students (boys: 26, 7980, girls: 26,5362) and 17,633 teachers.

UNRWA has eight Vocational Training Centres with (M:4589 M, F: 3681) trainees in 2019/20

- UNRWA achieved gender parity in enrolment in the early 1960s.
- Gender is mainstreamed into the monitoring and evaluation through sex-disaggregated data.
- The data shows that girls have lower drop-out rate, and also have a higher level of achievement.
- There was a reduction in cumulative dropout seen at the aggregate Agency level in 2019 - not consistent for every Field.
- Drop-out rates of boys in Gaza is a specific example.
- Throughout the Education Reform gender was explicitly addressed in teacher and school principal professional development material.
- All materials are written in gender neutral language, with gender positive examples and illustrations.
- The UNRWA HRCT programme, aims to engage children in discussions on issues of gender equality
- The HRCRT School Parliament initiative equips girls and boys to become agents of change for gender equality.
- TVET short courses address needs and support employability for both males and females



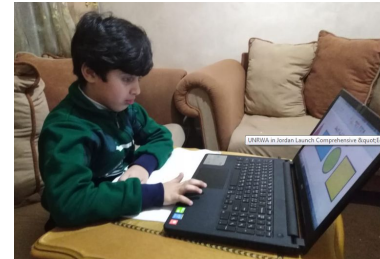
Members of the third Agency-wide Student Parliament,
November 2019, Beirut

Responding to COVID 19: with gender in mind

UNRWA has a holistic education approach to the COVID 19 response with self learning, psychological support, health and safety, TVET and monitoring and evaluation.

1. Built into the response

- Age-appropriate and gender-sensitive PSS messaging provided through alternative means, e.g. WhatsApp, phone
- Supporting Students During COVID-19: A Guide to Learning, Health, Safety and Psychosocial Resources
- HQ has created a community of practitioners to provide PSS; hotlines and GBV services are also in place.
- Self Learning Materials (SLM) undergo a rigorous review process -one of the criteria relates to gender



2. Monitoring and evaluation

- Student engagement with the UNRWA Self Learning Programme
- Disaggregating data by grade level, sex and disability will enable identification of gaps in access and enable UNRWA to address inequities



3. Responding to findings

- Document lessons learned and analyze the findings to respond more effectively with regards to access issues, boys potential lower engagement,
- A strengthened protection and gender lenses will be applied and activities integrated, wherever relevant, i.e. in the technical note on Staying Safe Online
- Continue advocating for EiE and equal rights of girls and boys to education at such times.



COVID-19 responses to support girls education

Distance Learning and Teacher Training

DISTANCE LEARNING MATERIALS



Paraguay

PARA COLOREAR



ROA

Bringing hearts and minds together for children



ONCE EVERYTHING WAS BACK TO NORMAL IN NESTOPOLIS, DANI AND DADDY HUMMINGBIRD CONTINUED DOING THE NEST CHORES. MOMMY HUMMINGBIRD WAS VERY HAPPY THAT THEY HAD TAKEN CHARGE! THE DAY SHE ARRIVED THEY HAD PREPARED A SURPRISE WELCOME DINNER, TO THANK HER FOR HER WORK AND LOVE.

¡TENER LAS MISMAS RESPONSABILIDADES, INDEPENDIENTEMENTE DEL GÉNERO, FORTALECE LA AUTOESTIMA E INDEPENDENCIA DE LAS NIÑAS Y LAS ADOLESCENTES!

¡Recuerda! Pedirle a una niña, niño o adolescente hacer tareas que no corresponden a su edad afecta su desarrollo físico y emocional.





COLOMBIA



TEACHER TRAINING – GENDER AND EDUCATION

- PREPARING TEACHERS TO RESPOND TO GBV DURING QUARANTINE AND BACK AT SCHOOL.
- BEING ABLE TO FIGHT GIRLS DROP OUT.
- THEMES
 - ✓ Gender and my students (daily Schedule for girls and boys)
 - ✓ School- related gender-based violence
 - ✓ Gender responsive school- mapping your school

Creating a Cyber-Safe Space for girls

- CHILD-FRIENDLY MATERIAL TO INCREASE AWARENESS ABOUT ONLINE SAFETY



COVID 19 Pandemic

Mitigating Impact on Girls' Education



COVID 19 and implications for girl's education

SHORT TERM

- Limited or zero access to education
- Non-availability of mid-day meals
- SRH services (IFA, sanitary napkins, low access to CSE)
- Loss of livelihoods and migration
- Exposure to violence and abuse in home setting
- Greater engagement in household chores and home-based industries

Child helpline 'CHILDLINE 1098' responded to 4.6 lakh calls in 21 days; most calls received during lockdown



PTI, New Delhi, APR 17 2020, 16:51 IST | UPDATED: APR 17 2020, 16:58 IST

Telangana pays no heed to HRD Ministry's advisory on mid-day meal amid COVID-19 lockdown

Since the issuance of advisory by the Union Ministry of Human Resource Development on March 20, many States have taken a decision on how to proceed with the provision of mid-day meals to its students.



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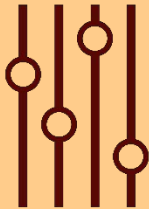
MEDIUM/ LONG TERM

- Lower rate of transition from primary to secondary level
- Higher drop out at all levels
- Early marriage
- Engagement in labour, trafficking
- Impact on mental health



Mitigating the impact of COVID 19 on girls' access to education

Map the impact



Access to digital learning

Loss of mid-day meal and other entitlements

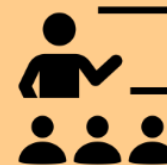
Loss of livelihoods and its impact on access to education

Draw public attention towards the “crises”



Print Media and Social media-based campaign

Support policy makers and administrators



Draw lessons from global and national experience (e.g. repeated floods in Assam)

Document strategies based on “what works”(e.g. #SpendonEd Factsheet)



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Questions?





<http://www.inee.org/covid-19>

Email: covid-19@inee.org