COVID-19: Gender & EiE

**KEY POINTS TO CONSIDER**

**GLOBAL PANDEMICS LIKE COVID-19 AFFECT WOMEN AND MEN DIFFERENTLY**

- School closures increase the burden of unpaid care work and domestic labor on women and girls, leaving less time to learn.

**CRISSES EXACERBATE EXISTING INEQUALITIES FOR WOMEN AND GIRLS**

- Girls are less likely to return to school after extended school closures.

**WHAT ADDITIONAL CHALLENGES DO WOMEN AND GIRLS FACE?**

- Global access to mobile internet is 26% lower for women and girls than men and boys.

**HOW CAN YOU SUPPORT?**

- **PLAN**
  - Ensure that responses take into account the challenges and their effects on women’s and girls’ access to and quality of education.

- **ACCOMMODATE**
  - Ensure alternative or accelerated forms of education are available for girls who are unable to return to formal schooling.

- **ADAPT**
  - Ensure emergency distance learning programs take into account gendered access to technology, and provide alternatives.

- **PRIORITIZE**
  - Ensure domestic violence responses (protection, health, psychosocial support) are prioritized—keep GBV referral mechanisms open.

- **SUPPORT**
  - Address the physical and psychosocial needs of teachers, caregivers, and frontline health workers.

**LISTEN**

- Include women and girls in decision making on preparedness and response.

**MONITOR**

- Collect age- and sex-disaggregated data on the impacts of COVID-19, including impacts on learning.

**LEARN**

- Regularly take stock and learn from successes and failures of existing programs, adapt for next cycle.

For additional information and resources please visit inee.org/covid-19