Education Cannot Wait (ECW)
Afghanistan Multi-Year Resilience Programme (MYRP)

On the right path: Gender Equality in times of crises

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Outline

1. Background
2. New Policies
3. Programming
4. Achievements
5. COVID-19
Background (1): Access to Education

- Out of school Children: 3.7 million, 60% girls
- Drop out: 400,000 children
- Permanent absenteeism: 22% of enrolled children
- Quality of education
Background (2): Barriers

- Poverty
- Inadequate numbers of girls-only schools
- Shortage of qualified female teachers
- Lack of inclusive facilities at schools
- Long distance to schools
- Safety issues on the way to school / violence in schools
- Prevalence of natural disasters
- Harmful social norms (child marriage)
Development of new policies

✓ Community-Based Education Policy
✓ Girls’ Education Policy
✓ Girls’ Hygiene Guidelines
Programming

 ✓ Social mobilization

 ✓ Bring education to the girls in their communities

 ✓ Contextual adaptations

 ✓ Protection
Achievements (1): Girls’ Enrollment

CHILDREN ENROLLMENT

122,077

97% BOYS

65% GIRLS

42%

64% Pre-primary

56% CBC

69% ALC
Achievements (2): Girls’ Enrollment
Achievements (3): Female Teacher Recruitment

Overall: 46% female teachers
COVID-19 (1): New reality

→ Losing means of livelihood
  ▪ Child marriage, Child labour

→ Limited access of marginalized community to electricity, TV, radio, and technology-enabled communication facilities

→ Social norms
  ▪ In patriarchal communities, in case of access to technologies, women / girls’ ownership and access to technologies are not allowed / prioritized

→ Female staff and female teachers mobility and domestic roles
COVID-19 (2): Considerations

✓ Provision of unconditional cash for households with school age children
✓ Provision of learning supplies (in kind/ cash assistance)
✓ Strengthening SMS and community-based protection mechanism
✓ Use basic technologies {paper-based learning material, basic phone (voice and text messages)}
✓ Provision of advanced technology devices to households (tablet, smartphone). Give the ownership to female
✓ Community sensitization on girls’ education
✓ Acknowledgment of chaperon to facilitate female staff mobility
✓ Keep female teachers compensated
Resources


Thank you for your attention!