Meeting the moment: The gender and education community's response to COVID-19

Evidence for Gender & Education Resource (EGER)

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Across the globe, the COVID-19 pandemic continues to disrupt girls’ education. With sudden school closures, social gathering restrictions, and shifting funding priorities, organizations have had to halt, adapt, or create new girls’ education programming to meet the challenges of this moment. It is more important than ever to coordinate our efforts to ensure girls receive a quality education as we navigate the pandemic’s complex effects.

To target COVID-19 response efforts effectively and efficiently, we must first understand who is doing what and where in the global gender and education ecosystem.

This is an initial snapshot of global COVID-19 girls’ education activities as of April 2021. You can explore COVID-19 girls’ education programs and find the latest evidence on gender and education in the EGER web-portal.

**COVID-19: How have we responded?**

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**Who are COVID-19 girls' education programs trying to reach?**

**TARGET POPULATION**

- **38%** primarily target girls only
- **54%** targets both boys & girls
- **1%** primarily target boys only

**FREQUENTLY TARGETED SUB-POPULATIONS**

- Displaced/refugee - Internal: 7%
- Displaced/refugee - External: 6%
- People with disabilities: 6%
- Orphans & vulnerable children: 2%
- Other: 2%

**PARTICIPANTS’ SCHOOL-LEVEL**

- Global: 48%
- Sub-Saharan Africa: 41%
- South Asia: 17%
- Middle East & North Africa: 12%
- East Asia & Pacific: 6%
- Latin America & Caribbean: 2%

**PARTICIPANTS’ ENROLLMENT STATUS**

- All out of school: 3%
- Some in school: 84%
- All in school: 17%
How are programs getting girls back in school and learning?

Both programs that address girls’ learning and programs that address enrollment/attainment most commonly use these five approaches:

1. Teaching materials
2. Digital learning devices
3. Digital learning materials
4. Counseling/support in/around schools
5. Alternative learning centers/mobile schools/home schools

<table>
<thead>
<tr>
<th>Approach</th>
<th>Programs to improve enrollment/attainment</th>
<th>Programs to improve learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching materials</td>
<td>46%</td>
<td>60%</td>
</tr>
<tr>
<td>Digital learning devices</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td>Digital learning materials</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Counseling/support in/around schools</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td>Alternative learning centers/mobile schools/home schools</td>
<td>38%</td>
<td>50%</td>
</tr>
</tbody>
</table>

65% of programs that aim to improve learning use at least one EdTech approach.

What other goals do COVID-19 programs aim to achieve?

Cross-cutting program goals

- More equitable gender attitudes and norms: 36%
- Increased agency and empowerment: 28%
- Improved mental health: 20%
- Improved sexual and reproductive health: 20%
- Reduced child, early, forced marriage: 20%
- Other health-related improvements: 24%

Our Methodology

EGER Program Criteria:
- Program is implemented in a low-/middle-income country
- Girls’ education is a stated program goal

Methods

We assessed 280+ global organizations currently included in the Evidence for Gender and Education Resource (EGER) database and gathered information on their COVID-19-response girls’ education programs. The EGER database does not currently include country-level government or local-level NGO programs and thus are not reflected in this brief.

For more information on who’s included in the EGER database, and how we are expanding to include country-level programs, checkout our website at www.egeresource.org.
How are programs addressing other barriers to girls' education that may be worsened by the pandemic?

**Child Marriage & Early Adolescent Childbearing**
- 24% address child marriage and/or early adolescent childbearing in their work
- 13% only address child marriage
- 3% only address early preganancy
- 84% address both topics

**Gender Based Violence (GBV)**
- 31% address violence in their programming

**Water, Sanitation & Hygiene (WASH)**
- 26% identify WASH as a cross cutting topic addressed in the program

Of these programs... These programs commonly implement the following approaches:

- **IMPROVED WATER ACCESS**: 18%
- **DISTRIBUTED MENSTRUAL HYGIENE PRODUCTS**: 12%
- **CONSTRUCTED /IMPROVED SEX-SPECIFIC TOILETS**: 6%
- **CONSORTIUM OF GENDER BASED VIOLENCE AWARENESS**: 3%
- **OTHER - VIOLENCE COMMUNITY ENGAGEMENT**: 3%
- **OTHER - CHILD MARRIAGE**: 2%

How do we build back better during and after COVID-19?

**Collect and disaggregate data**
As data emerge on COVID-19-related effects on returning to school and learning loss, it will be critical to ensure data are collected and disaggregated by gender, age, geography, and economic status. Disaggregated data on education and related needs of students together with documentation of current activities, will help us understand where gaps exist, who is being left behind and where investments need to be made.

**Evaluate COVID-19 girls’ education programs**
It is vital to evaluate COVID-19 gender and education programs to assess what programs are improving which outcomes for whom, and to facilitate adaptive learning in the face of COVID-19’s complex and ongoing challenges.

**Ensure evidence and practice are aligned**
Programs that address economic barriers to schooling are effective in improving enrollment/attainment before COVID-19 (see [Girls' Education Roadmap](https://geresource.org/signup/)). However, these approaches do not rank in the top five approaches of programs documented here. In contrast, provision of digital materials and devices figure prominently among strategies employed. Evaluations of these programs are not yet published and will be critical to assess their effectiveness and reach, as well as to build the evidence base on what does and does not work.

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