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

Evidence for Gender & Education Resource (EGER)

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MEETING THE MOMENT
The gender & education community's response to COVID-19

WHAT'S INCLUDED?
127 COVID-19 GIRLS’ EDUCATION PROGRAMS

Of these programs...
77% are newly developed programs
23% are adapted from existing programs

COVID-19: How have we responded?

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.

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

TARGET POPULATION
** 7% of programs targeted other groups or did not state a target group

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

PARTICIPANTS’ SCHOOL-LEVEL
**Programs may target more than one school-level
- Primary
- Lower Primary
- Upper Primary
- Lower Secondary
- Upper Secondary
- Tertiary
- Vocational

- 7% of programs include female and/or male teachers as a primary target group

FREQUENTLY TARGETED SUB-POPULATIONS
** Only 16% of programs mentioned targeting a specific sub-population

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

PARTICIPANTS’ ENROLLMENT STATUS
** 16% of programs did not explicitly mention participants' enrollment status

- All out of school: 3%
- Some in school: 64%
- 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 | 46% | 60% |
| 2 | Digital Learning Devices | 43% | 58% |
| 3 | Digital Learning Materials | 43% | 57% |
| 4 | Counseling/ Support in/Around Schools | 39% | 48% |
| 5 | Alternative Learning Centers/ Mobile Schools/ Home Schools | 38% | 50% |

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

Technologies used by girls' learning programs:
- Digital learning materials
- Digital learning devices
- Digital textbooks
- Digital reading materials (non-textbook)
- Digital skills building/literacy (including coding)
- Educational radio/ television programs
- Computer assisted learning
- Check-in calls or SMS messages by teachers
- General online training

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

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%

Cross-cutting program goals:

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?

<table>
<thead>
<tr>
<th>Child Marriage &amp; Early Adolescent Childbearing</th>
<th>Gender Based Violence (GBV)</th>
<th>Water, Sanitation &amp; Hygiene (WASH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24% address child marriage and/or early adolescent childbearing in their work</td>
<td>31% address violence in their programming</td>
<td>26% identify WASH as a cross cutting topic addressed in the program</td>
</tr>
</tbody>
</table>

Of these programs...

- 84% address both topics
- 13% only address child marriage
- 3% only address early preganancy

These programs commonly implement the following approaches:

- Improved water access: 18%
- Distributed menstrual hygiene products: 12%
- Constructed/improved sex-specific toilets: 6%
- Gender, rights & power education: 16%
- Counseling/substance abuse: 11%
- Other violence: 11%
- Community engagement: 6%
- Other child marriage: 5%

(Includes multiple forms of violence: SRGBV, violence-unspecified, intimate partner violence, and violence against children)

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*). 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.

Are you in?

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