

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

Program Type



RESEARCH PROJECT

33%



PROJECT/PROGRAM

27%



ADVOCACY CAMPAIGN

27%



FUNDING INITIATIVE

8%



NETWORK/CONVENING

5%

Regional Distribution

GLOBAL	48%
SUB-SAHARAN AFRICA	41%
SOUTH ASIA	17%
MIDDLE EAST & NORTH AFRICA	12%
EAST ASIA & PACIFIC	6%
LATIN AMERICA & CARRIBBEAN	2%

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.

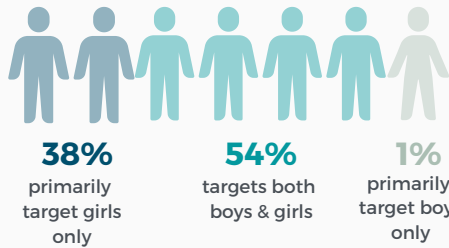
This is an initial snapshot of global COVID-19 girls' education activities as of April 2021. You can explore COVID-19 girls' education programs and find the latest evidence on gender and education in the [EGER web-portal](#).



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

TARGET POPULATION

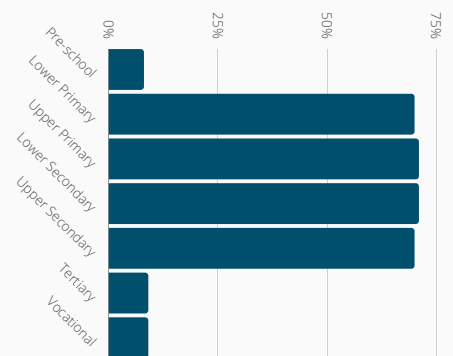
** 7% of programs targeted other groups or did not state a target group



17% of programs include female and/or male teachers as a primary target group

PARTICIPANTS' SCHOOL-LEVEL

**Programs may target more than one school-level



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



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:

		Programs to improve enrollment/attainment	Programs to improve learning
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%

**70% of programs aim to increase enrollment & attainment

**49% of programs aim to improve learning

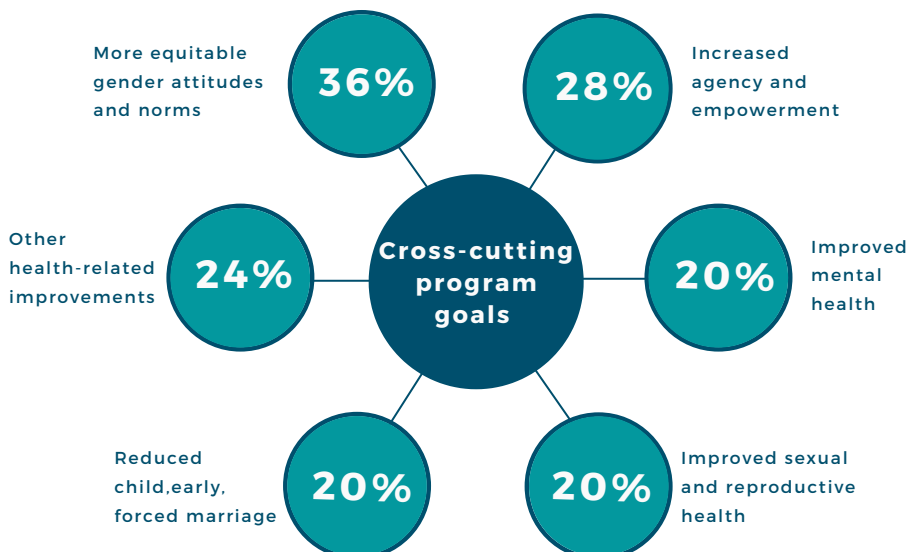
65%

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?



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, check out our website at www.egeresource.org.



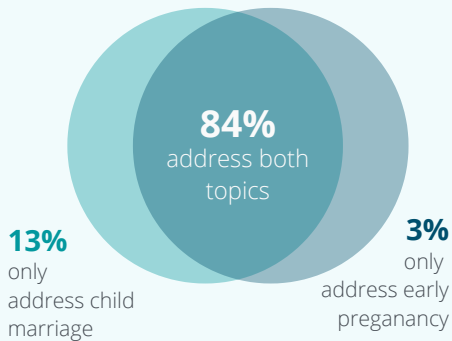
How are programs addressing other barriers to girls' education that may be worsened by the pandemic?

Child Marriage & Early Adolescent Childbearing

24%

address child marriage and/or early adolescent childbearing in their work

Of these programs...



Gender Based Violence (GBV)

31%

address violence in their programming

These programs commonly implement the following approaches:



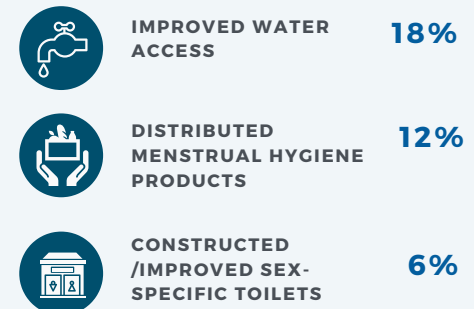
(Includes multiple forms of violence: SRGBV, violence-unspecified, intimate partner violence, and violence against children)

Water, Sanitation & Hygiene (WASH)

26%

identify WASH as a cross cutting topic addressed in the program

Of these programs, the most commonly implemented WASH approaches are:



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?

Join hundreds of organizations and share your work in the EGER database. To get started, visit <https://egerresource.org/signup/>



Stay Updated!



Receive the EGER Digest and get the latest evidence, updates, and data from the gender and education community. [Sign up here!](#)

Suggested citation

Evidence for Gender & Education Resource (EGER). 2021. "Meeting the Moment: A snapshot of the gender & education community's response to COVID-19" EGER Research Brief. New York: Population Council.



EVIDENCE FOR GENDER AND EDUCATION RESOURCE

EGER represents a global effort to document and share the latest evidence and ongoing work in gender and education. It was developed by the Population Council's GIRL Center with Echidna Giving as a founding partner. Core support is also provided by the Foreign, Commonwealth & Development Office and the Bill & Melinda Gates Foundation.