



Educational responses to the Covid-19 focused on inclusion and gender equality in the South countries

Capitalisation and valorisation of educational actions carried out by civil society organisations of an innovative and/or replicable nature.

The **Coalition Education** brings together 20 French civil society organisations: trade unions, international solidarity associations, NGOs defending the right to education and popular education organisations. Together, we claim the right to inclusive quality education for all, especially for the most vulnerable, and affirm that international solidarity is necessary to lead this fight.

Background

The Covid-19 pandemic is wreaking havoc around the world, and the education of more than 1.6 billion students (91 per cent of the total), especially girls and women, is deeply affected. One of the greatest dangers of this pandemic is the risk that temporary interruptions in learning will become permanent. The poorest countries and the most marginalised people - including girls and children and young people with disabilities - are most at risk. Before the Covid-19 pandemic broke out, 258 million children were out of school, 130 million of them are girls. [Initial estimates](#) suggest that an additional 10 million girls will be out of school once all schools reopen. However, there are only ten years left to reach SDG4. At this level, learning losses will not decrease evenly, with school closures [disproportionately](#) affecting children from the poorest households. The Save the Children [report](#) lists 12 countries (Niger, Mali, Chad, Liberia, Afghanistan, Guinea, Mauritania, Yemen, Nigeria, Pakistan, Senegal and Cote d'Ivoire) that are at "extreme risk" of reversing their progress towards the SDG4.

Equality for all, especially in access to the right to education and public education services, is fundamental to ensure that this crisis does not increase inequalities. While the crisis is advancing rapidly, there is a glaring lack of measures to enable children to learn in safety, support teachers and ensure that no one is left behind, including girls and women.

Education officials [surveyed](#) in 75 countries state that the availability of technological infrastructure is the most difficult issue to address in implementing their response to Covid-19. In countries where distance education strategies have been implemented, [inequalities of](#) access are glaring. More than 60 per cent of distance learning alternatives rely exclusively on online platforms, yet as many as 465 million children and young people in these countries do not have access to the Internet at home. Where it is available, it is less likely to be accessible to girls. In [sub-Saharan Africa](#), 89% of learners do not have access to a computer at home, 82% do not have access to the Internet, and about 28 million learners live in areas not served by mobile networks. Even in regions with significant resources, lack of connectivity has led to an uneven transition to distance learning during the Covid-19 pandemic for families and continues to be a major challenge for universal access to quality education. In six provinces in [Afghanistan](#), only 28.6% of children in six provinces can access distance education programmes through television, 13.8% through radio and 0.2% through the Internet. In India, only [12.5% of students](#) have access to the Internet.

The role of education for social protection, access to quality essential services, awareness of barrier gestures, health prevention and dissemination of information to raise the level of health practices and behaviour change is crucial in the response to Covid-19. School closures deprive many children and young



people of essential nutrition at school meals and increase the risk of hygiene-related diseases, child protection risks such as gender-based violence, child marriage, child labour, child trafficking, and recruitment and use in armed conflict. The risks are all the greater for [adolescent girls](#) who face multiple and combined deprivations that compromise their rights and well-being (including health and education) and put them at increased risk of violence, early pregnancy and forced marriage.

It is essential that children and young people can return to school and resume their learning in safety. However, many learning institutions do not have sufficient facilities. In 2016, [only 53% of](#) schools were reported to have basic hygiene services (defined as a handwashing facility with soap and water). This means that 620 million children do not have decent toilets in schools and about 900 million are unable to wash their hands properly.

Issues

Education - formal, non-formal and training - must be **integrated into the** global response to Covid-19 and contingency plans must be prepared to meet this challenge, respecting the right to education with particular attention to the most marginalized populations, including girls and women.

Solutions such as **alternative quality distance learning (via TV, radio, digital)**, low and medium technology for content delivery and information must be explored, adapted to the requirements of the context and the varying capacities of students, made available free of charge to ensure inclusive quality education for all, ensuring respect for best practice in online protection, in order to protect children, especially girls, from abuse and predatory behaviour.

Civil society organisations, in conjunction with States, continue to **support and ensure educational continuity**, to protect and guarantee the well-being of pupils and educational staff, and to promote education as a fundamental lever for prevention and health information in places affected by the Covid-19 pandemic and to counterbalance the resurgence of all forms of inequality. The action of civil society is, wherever possible, in support of and complementary to local, national or global policies to combat school drop-out and the educational disruption of the most marginalised (including girls).

Objectives

The project will aim to take **an analytical look at the initiatives that have been undertaken by CSOs** in order to avoid the educational disruption of the populations most at risk of exclusion from school (girls, disabled children, children from extremely poor families), with a view to working towards gender equality, and to draw lessons from this crisis. It will pay particular attention to the conditions of efficiency of CSO actions and their articulation/complementarity with the interventions of technical and financial partners in education (public actors, GPE, ECW, UNESCO, UNICEF, etc.). It will aim to capitalise on and enhance the value of innovative/efficient approaches and local/regional innovations that have enabled/will enable the continuity of learning and education to be maintained while contributing to reinforce the resilience of education systems and the crisis anticipation and prevention capacities of local actors.

The project will also include an **advocacy component aimed at recommending a series of recommendations** to the public authorities **based on the capitalisation works**. These recommendations will contribute to strengthening education systems in the prevention and management of such a crisis, from the educational response to emergency situations to post-crisis situations, and to strengthening the continuum of education-health- nutrition-protection of children through a multisectoral and intersectoral



response (prevention, citizen information), paying particular attention to the maintenance of public education services for the most marginalised populations and gender equality.

The analysis carried out will **feed into the reflections that will be made in the framework of the Generation Equality Forum** and encourage **the adoption of education initiatives that** have demonstrated results in favour of gender equality in the context of the Covid-19 crisis and that can be replicated more widely in crisis situations in the broad sense. Advocacy to strengthen gender equality in national and international education policies, with particular attention to the Covid-19 context, will be addressed to the stakeholders of the Generation Equality Forum. They will also aim to feed into the new five-year GPE strategy, of which gender is a focus. The replicability of this work will also serve to communicate on the adaptations made during the crisis and to feed internal reflections with each IO and CSO.

Proposed methodology

Steps	Methodology
Identification of reference documents	<ul style="list-style-type: none"> Literature review on resources concerning inclusion in education during the crisis and the educational response to the Covid-19 in South/partners countries, gender-sensitive educational responses (technical notes, guidance notes, INEE minimum standards)
Identification of analysis criteria	<ul style="list-style-type: none"> Consultation of members and partners (INEE, UNICEF/UNICEF France/UNICEF Innocenti Research Centre, Save the Children, GCE, FAWE etc.)
Sharing experiences	<ul style="list-style-type: none"> Organisation of a dedicated <i>Champions of Education</i> (22/09) Collection of initiative description grids to be capitalised (Annex 1) completed by CSOs Organisation of two intermediate webinars (with the support of INEE) Organisation of a webinar with the support of the GPE (TBC) Organisation of exchange time and/or support for the organisation of local/regional exchanges in the target countries
Analysis and identification of practices to be promoted	<ul style="list-style-type: none"> Analysis of the initiatives collected based on the analysis grid (Annex 2) by the Drafting/Follow-up Committee OPS Tool: Successes -Failures -Potentials -Obstacles
Writing the report	<ul style="list-style-type: none"> Collective drafting by the drafting committee and the Coalition staff team

❖ Detailed activities

1/ Organisation of an ***Champion de l'éducation*** (via video conference) dedicated to the launch of the project (22 September), of **2 webinars** (a time for exchange and a time for final feedback) **with the support of INEE** from September onwards, of **a webinar in partnership with the GPE** (a time for exchange and reflection on the initial results of the analysis with education partners, including IO) (TBC), and support



for the organisation of local workshops/exchange times by the partners in the target countries in order to involve the technical partners in exchanges and reflection on the capitalisation/enhancement of initiatives and innovative approaches in the field of inclusive education in response to Covid-19.

2/ Organisation of a **sharing and reflection** meeting in early 2021 (depending on the GEF agenda) on the initiatives put in place by CSOs in response to Covid-19 to ensure the maintenance of educational services in the poorest countries, - educational continuity, where possible, is an ally role for health through educational prevention and maintaining access to essential services (linked to the [increase in early pregnancies](#) and gender violence during the Covid19 pandemic), particularly in Africa, - and learning from this crisis by capitalising on and promoting innovative approaches and local or regional innovations. The meeting will be held in an African country, and if possible, on the side-lines of a satellite meeting of the Generation Equality Forum. It will aim to bring together CSOs (focus on local NGOs), IOs, youth organisations, state representatives and foundations active in the field of education in Africa and mobilised on the response to Covid19. The exchanges will be based on an initial analysis and capitalisation work, which will be enriched by the reflections and conclusions of the meeting.

3/Publication of a **deliverable/summary of capitalisation and advocacy**, aimed at identifying and analysing innovative initiatives that have demonstrated a tangible impact on maintaining quality education services for all, without any exclusion, and that have favourably changed gender inequalities. The deliverable will articulate field experiences with recommendations aimed at advocating for ambitious commitments by States within the framework of the GEF and beyond, based on lessons learned from capitalization. The analysis and capitalisation work will begin at the beginning of May 2020 and will be consolidated at the end of the meeting, with a view to publication of the deliverable in February 2021.

4/ Organisation of a **final restitution** (or in the form of a CDE) in Paris with the members and the main partners (CSOs, institutional, IOs, research, etc.) of the Coalition Education (mainly those based in Paris) aiming to present the conclusions of the study, cross-check the views of the different stakeholders in educational cooperation in reaction to the observations, feed the reflection and guide the actions of the different local, national and international actors involved in education in the South.

❖ **Resources**

- [Policy Advocacy on Education in the Covid19 context](#), Coalition Education
- [LEARNING MUST GO ON : Recommendations for keeping children safe and learning, during and after the COVID-19 crisis](#)
- [INEE Technical Note on Education during the Covid Pandemic19 + INEE Minimum Standards](#)
- [INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings](#),
- The Alliance for Child Protection in Humanitarian Action [Child Protection Minimum Standards](#)
- The [Principles for Digital Development](#).
- [Guidance notes](#), Handicap International
- [Save Our Education: Protect every child's right to learn in the COVID-19 response and recovery](#), Save The Children
- [Promising Practices for Equitable Remote Learning. Emerging lessons from COVID-19 education responses in 127 countries](#), UNICEF
- [UNICEF Remote Learning Covid19 response](#). Decision Tree
- [Recommendations on girls' education in the EGF](#), Education WG



- *New reports from UNICEF's Innocenti Research Centre planned for late July 2020 on the impact of school closures on learning outcomes, child protection issues, nutrition and health, and Covid-19 mitigation strategies for school re-openings (based on analysis of data provided by country offices and collected from Ministries of Education).*
- *Plan International France-UNESCO-MEAE report on the education of adolescent girls will integrate the COVID aspects in a transversal way; publication planned for October 2020.*
- [COVID-19: Are children able to continue learning during school closures?](#), UNICEF
- [COVID-19: How are Countries Preparing to Mitigate the Learning Loss as Schools Reopen? Trends and emerging good practices to support the most vulnerable children](#), UNICEF

❖ **Working bodies**

- Coalition Education advocacy and field expertise WGs
- Creation of an analysis and drafting committee composed of the Coalition Education members and partners involved in the project
- GCE Covid19 Group (TBC)

Potential partners

- Members of the Education Coalition
- INEE
- UNICEF France, UNICEF Headquarters and UNICEF Innocenti Research Centre
- GCE
- GCE's regional & national coalitions
- Members' local partners
- Education WG with around 100 IOs and CSOs (including ECW, GPE, Save The Children, UNESCO, etc.).



APPENDIX 1

Grid describing an initiative to be capitalised (to be sent to member and partner CSOs)

Education initiatives aimed at strengthening the inclusion of marginalised populations and/or promoting gender equality implemented in the Covid context¹⁹

(4 pages maximum)

Contacts: email, name and organisation of the referee
Title of the initiative:
Zones/place: Area of intervention, location and extent
Date/period: start & end of the project, if ongoing experience and duration.
Context: What is the trigger, the problems addressed?
Objectives for change (general and specific): what are the objectives assigned in terms of change? In terms of gender equality and inclusion? Have they changed during implementation? If so, give the necessary details.
Targets: target audiences
Main actors/Roles and responsibilities: Partners, their roles and responsibilities
Steps and approaches: What are the steps and approaches of the project? Are they innovative and/or replicable? If so, give details (replicability criteria, among others)?
Activities carried out: What are the activities carried out in the project? Detail how they were carried out and how they contribute to the inclusion of the most marginalised? To gender equality?
Main results: What are the main results achieved, particularly in terms of inclusion and addressing the specific needs of the most marginalised (including girls)? What do you think are the factors that explain these results? Has monitoring of student achievement been carried out? If so, describe the method and the results obtained?
Resources mobilised: financial, human and material resources. Amounts and origin.
Link with the State and technical and financial partners: links with policies to combat school drop-out and the educational disruption of the most marginalised (including girls)?
Critical success/failure factors: What do you consider to be a success or failure in this project? Why do you consider them a success or failure? What can be considered as potential for reducing inequalities, including gender inequalities? What are the conditions for the success of this project?
Difficulties encountered: The main difficulties/obstacles encountered, in order of importance. How were they overcome?
Teaching: What are the lessons for education stakeholders? And more broadly, at the educational level?
Existing project documentation: link to resources.



APPENDIX 2

Analysis grid

	1	2	3	4	5	Comments
<i>Is this project innovative (including by integrating a cross-sectoral approach) in terms of inclusion and gender equality?</i>						
<i>Is this initiative easily transferable/replicable to other scales or other (non-emergency) contexts?</i>						
<i>Does this project address the needs of the most marginalised children (including girls, children with special educational needs including some children with disabilities)?</i>						
<i>Has it involved education authorities and/or been articulated with local/national/regional response plans? Has it involved other education partners?</i>						
<i>Has this project had any results in terms of access to quality education for the most marginalised (including girls, children with special educational needs including some children with disabilities)?</i>						
<i>Has this project strengthened child protection (including for girls) and their access to basic social services?</i>						
<i>Did this project implement context-specific prevention actions, considering socio-cultural norms?</i>						



❖ Calendar

	2020 - 2021										
Activities	May	June	July	August	September	October	November	December	January	February	March
Consultation of Coalition Education working groups - Field Expertise WG and Advocacy WG											
Preliminary consultations with external partners (UNICEF France, INEE, GCE, WG Education)											
Elaboration of a methodology and a timetable to be followed											
Validation of the experience sheet and the analysis grid											
Collection of resource documents											
Finalisation of the scoping note/definition of the scope of the study (target countries and themes)											
Education Champions dedicated to the education response at Covid19, to launch the work of collection and analysis											
Collection of CSO initiatives to be analysed							Ends on November ^{1st}				
Intermediate consultation webinar with identified local partners (INEE)											





Facilitation/support for the organisation of workshops by local partners in the target countries												
Analysis of the different programmes and those relevant for capitalisation												
First draft programme analysis/ and draft report outline												
Drafting of an interim report + analysis of the programmes + feedback from the sharing meeting												
Sharing and reflection meeting: drawing lessons from this crisis by capitalising on and promoting innovative approaches and local or regional innovations (on the fringes of an GEF satellite event) in Francophone Africa if possible												
Webinar based on the interim report (local partners, education clusters, meet ups)												
Submission of the final synthesis report and mobilisation around the communication for its launch												
Organisation of a final restitution, (in the form of an exchange between practitioners) dedicated to the presentation of the conclusions of the analysis/synthesis report												

