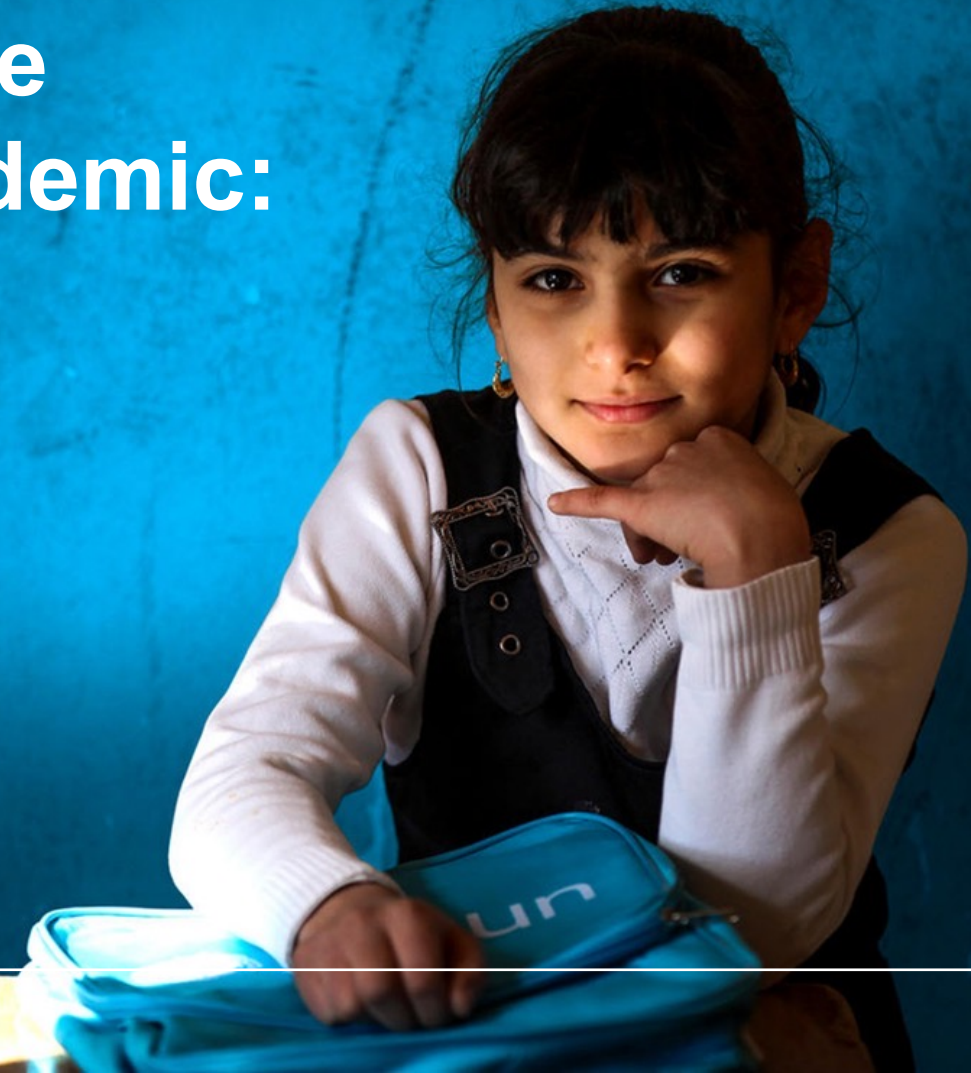


# Defining a Gender-responsive Approach to Education at the Height of the COVID-19 Pandemic: Lessons from South Asia

**vCIES 2021**  
Thursday April 29th



# Overview

## 1. Setting the scene

- a) Girls' education in South Asia prior to COVID19
- b) Initial predictions and projections

## 2. Our response

- a) Leave No Girl Behind Webinar Series
- b) The Gender-responsive Framework for Education in the Context of COVID19

## 3. The current reality and ongoing concerns

- a) Country-level rapid analyses
- b) Regional learning continuity data
- c) Where to from here?



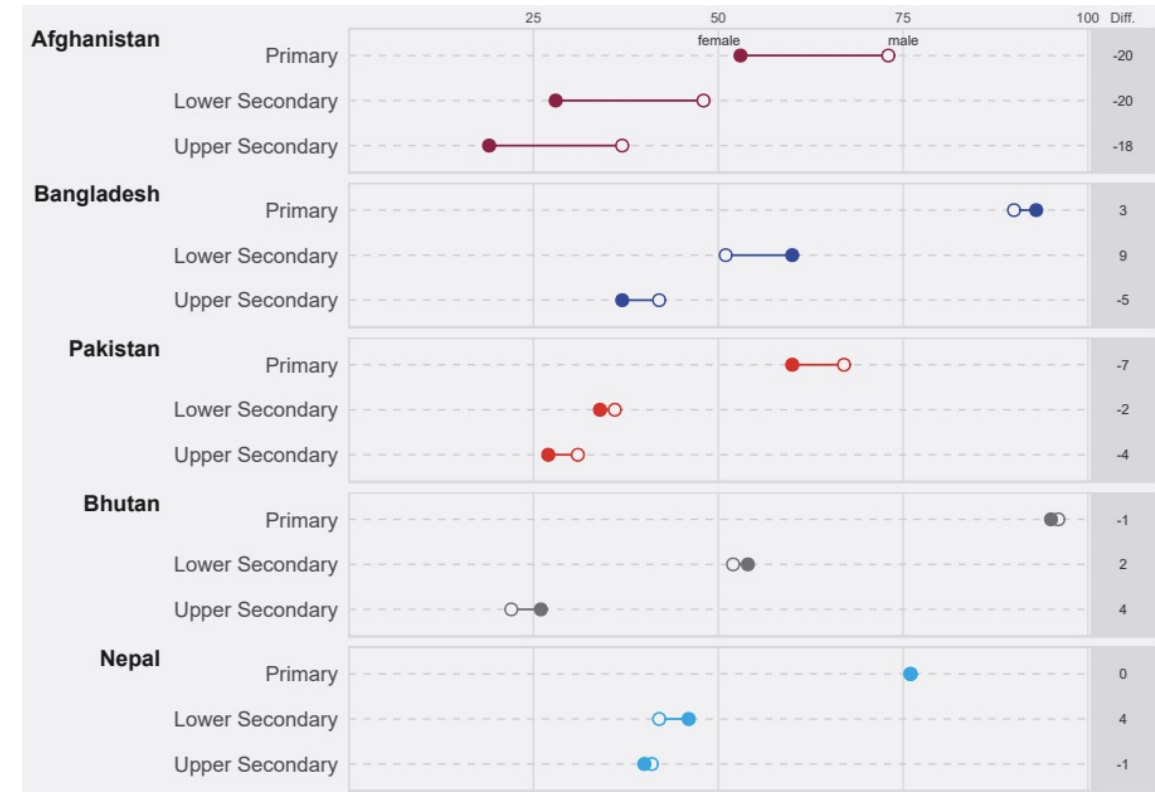
*“It is especially important for women and girls to be a direct part of the conversation, to discuss the issues that impact them, and to be the experts of their lived experiences”*

– Maryam and Nivaal, Youth Activists, Pakistan

# 1. Setting the scene

## a) Girls' education in South Asia before the pandemic

- A **reduction by nearly 50 per cent** in the number of out-of-school girls registered worldwide at the turn of the 21st century
- Points towards **strong political commitments** to girls' education and the systemic capacity to prioritize and pursue education reforms
- The number of out-of-school boys was slightly larger than girls (47 million and 45 million respectively)
- These **figures hide the variability of gender parity** in different country contexts.

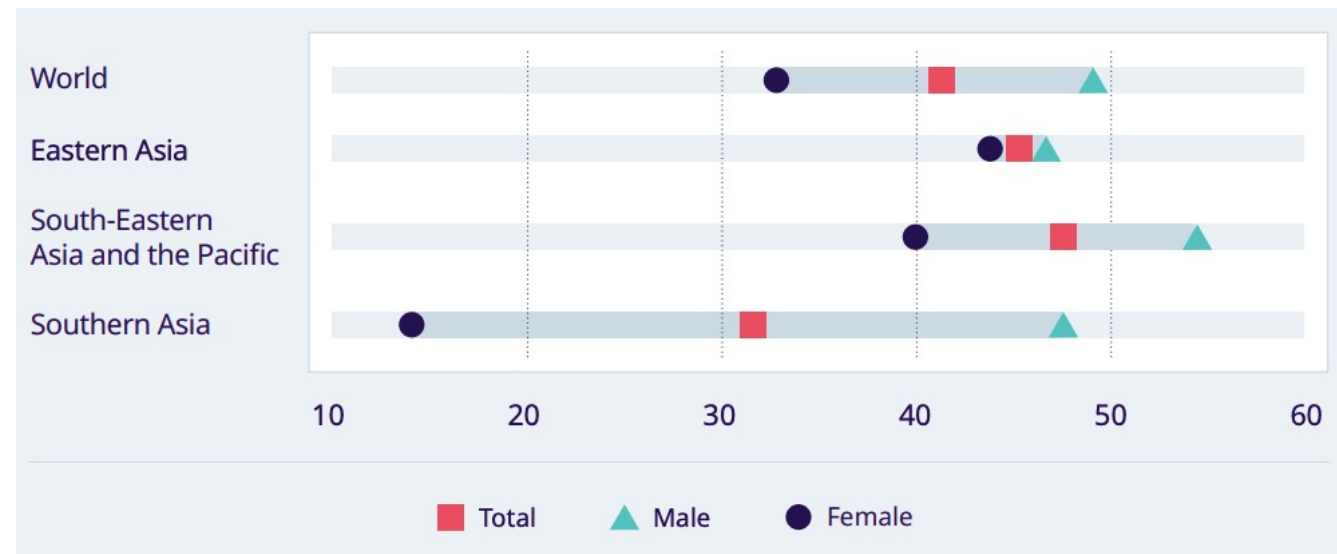


Sex-disaggregated school attendance ratio for select South Asian nations (girls = solid, boys = hollow) (UNFPA. 2019)

# 1. Setting the scene

## a) Girls' education in South Asia before the pandemic

- For every 100 boys in primary school in Bangladesh there are 128 girls enrolled; whereas in Afghanistan only 56 girls for every 100 boys makes it to primary school or alternative education.
- South Asia's adolescent girls and young women have the lowest transition rates from secondary education to training, and the lowest representation in formal employment in the Asia-Pacific region.



Youth labour force participation rate by sex, 2019 (%) (ADB & ILO, 2019)



# 1. Setting the scene

## b) Predictions and projections (June – August 2020)

- UNICEF Maharashtra:
  - “60% of surveyed urban households (n=6800) have access to a smartphone, but **only 30% access learning online**, and **57%** of this percentage access learning for **less than one hour per day.**”
- Room to Read Nepal:
  - “**1 in 2 girls** from already marginalized backgrounds **are at risk of dropping out of school**”
- Oxfam India:
  - “More than 80% of parents with children studying in government schools reported that **education was “not delivered” during the lockdown.**”
- RISE evidence on learning loss
  - *Four years after the 2005 Pakistan earthquake, children from earthquake affected areas who **missed out on 3-4 months of schooling** were **1-5 to 2 years behind** peers in unaffected areas.*



# 2. Our response

## a) Leave No Girl Behind Webinar Series

- **28 speakers** over four weeks representing institutional and implementing partners from across the South Asia region.

### The series:

- Provided a platform for **virtual knowledge sharing** between government, INGOs, UN organisations, research institutions, policy makers, and technical experts in the South Asian region.
- **Strengthened the evidence-base** around challenges to girls' education in South Asia, coalescing around what works and why, and **explored the contribution of girls' education** to the wider gender equality agenda.
- **Strengthened partnerships** across and between girls' education advocates, donors, practitioners and policy makers in South Asia.
- The **thematic consolidation** of participant inputs to inform the development of a co-branded product in the context of COVID19 in South Asia.

## Leave No Girl Behind Webinar Series for South Asia

Thematic Review



# Areas of Evidence



*“If we really want to bring all women and girls into the process of our response we must work collaboratively; this must include youth-led organisations, UN entities, government, and NGOs.”*

*– Johora, Youth Activist, Bangladesh*



Based on pre-COVID19 evidence and case studies presented in Leave No Girl Behind, four clear “Areas of Evidence” emerged.

- 1. This disproportionate impact of school closures on girls*
- 2. Learning continuity and the digital gender divide*
- 3. The need to get all girls and boys back into education*
- 4. By investing in teachers, we invest in learners.*

These areas of evidence were then used to inform further research and the development of a new framework and progressive standards document, focused specifically on gender-responsive education in the context of COVID19.



# Area of Evidence - The digital gender divide



- Rates of access to mobile technology in South Asia include 78% in Pakistan, 86% in Bangladesh, and 84% in Afghanistan. However, these numbers do not represent gender inequities in rates of access.
- As such, a move to digital and online learning compounded educational inequalities for girls.
- Without widescale investment in communications infrastructure, rollout of devices, and free or subsidised data plans girls are missing out on vital learning.

In South Asia, girls and young women are:

**70%**

less likely to access the internet compared to boys

Only

**7%**

of all South Asia's children have been able to access online learning modalities during lockdowns.



# 2. Our response

## b) Gender-responsive framework and progressive standards for South Asia

- **Audience:** Ministry of Education officials and UNICEF Country Office practitioners and implementing partners; especially those working with education clusters, school leaders, women's organisations., and youth organisations.
- **Objective:** Set forth evidence-informed progressive standards to support gender-responsive actions that address the unique needs of girls and boys at risk of not engaging in education, training or employment due to COVID19
- **In practice:** The progressive standards can and should be contextualized for local-level realities and needs; specifically, responding to the differential barriers that impact South Asia's girls' and boys' ability to access and complete safe schooling and transition to meaningful employment.



## Gender-responsive Education in the Context of COVID19

Framework and Progressive Standards  
for South Asia

# The gender-responsive education framework

## System-level drivers:

- Coordination
- Communication

## Principles:

- Prioritize marginalized, vulnerable, and excluded girls and boys
- Open better schools
- Participation, disaggregation, & contextualization
- Gender-transformative practice

## Phases:

- Distance learning (preparing for reopening)
- Return to school (preparing for future closures)

## Domains:

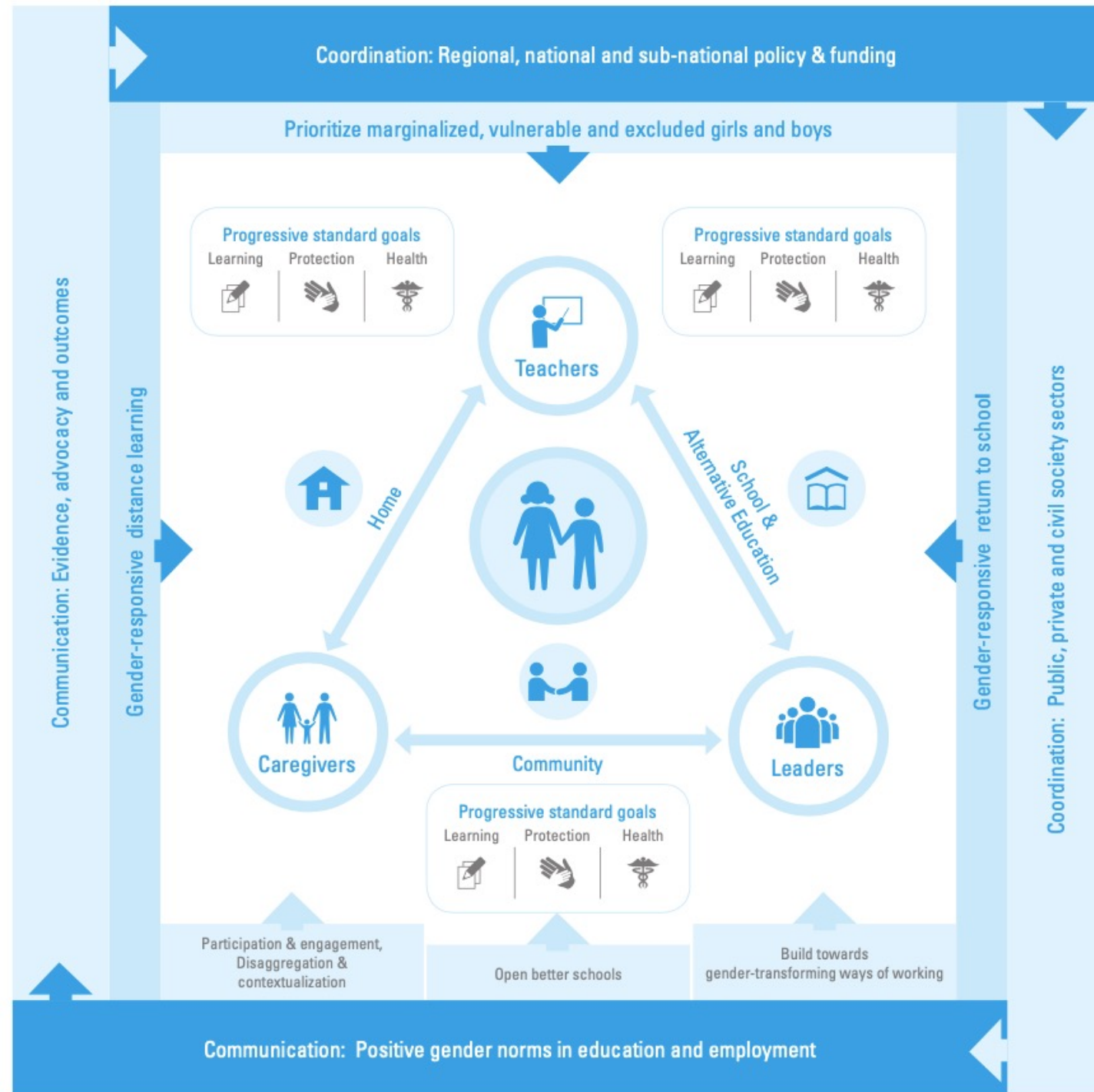
- Learning, protection, and health

## Key actors:

- Leaders, teachers, caregivers (parents), children & adolescents

## Sites:

- Home, community, school & alternative education



# 2. Our response

## b) Gender-responsive framework and progressive standards for South Asia

### A1: SCHOOL & ALTERNATIVE EDUCATION – LEARNING

Curriculum progress and accelerated learning programmes are balanced with social-emotional learning activities that identify and address girls' and boys' differential schooling experiences during COVID19.

#### Learning – A1.1: The disproportionate impact of school closures on girls

##### Gender-responsive distance learning *(prepare for school reopening)*

###### Prioritise:

- ▶ Prioritize girls and boys identified as **vulnerable** at home or at risk of not re-enrolling in school for **alternative community learning sites** during lockdown.
- ▶ Integrate or prepare to integrate **social and emotional learning activities** into daily lessons through distance modalities, such as labelling emotions, understanding feelings, and developing self-care strategies.
- ▶ Ensure distance learning resources and materials are aligned with girls and boys **actual learning levels** and promote appropriate progress.
- ▶ Review curriculum and learning materials **for gender bias and stereotypes** and establish a process for materials and curriculum reform that also considers content missed during school closures.

##### Gender-responsive return to school *(prepare for future closures)*

###### Prioritise:

- ▶ Allow sufficient time for girls and boys to get **reacquainted with classroom learning**; re-establish routines, relationships, and focus on well-being, resilience and safety.
- ▶ **Adapt accelerated learning** in literacy and numeracy activities to girls' and boys' knowledge, experience of, and coping with COVID19 school closures.
- ▶ **Strengthen child-centred, gender-sensitive behaviour management strategies**; many girls and boys will be experiencing trauma and need time to acclimatize to classroom rules, peer relationships, and teacher instruction. Promote and work towards conflict de-escalation and restorative practice strategies in the classroom. **Ensure no tolerance for corporal punishment.**

### Progressive standards:

- For each of the four areas of evidence, standards are provided for each site and domain.
- There are **a total of 245 standards**.
- Policy makers and practitioners first identify the evidence they want to address, and then navigate to the domain and site representing how and where action needs to be taken.



# 3. The current reality and ongoing concerns



\*Afghanistan: Number 1 represents academic year for schools in cold climate, number 2 represents academic year for schools in hot climate.

\*\*Bangladesh: Bangladesh started remote learning initiatives after school closures. Within less than two weeks, on 29 March and 07 April 2020 respectively, primary and secondary recorded classes were aired on a TV platform to ensure education continuity.

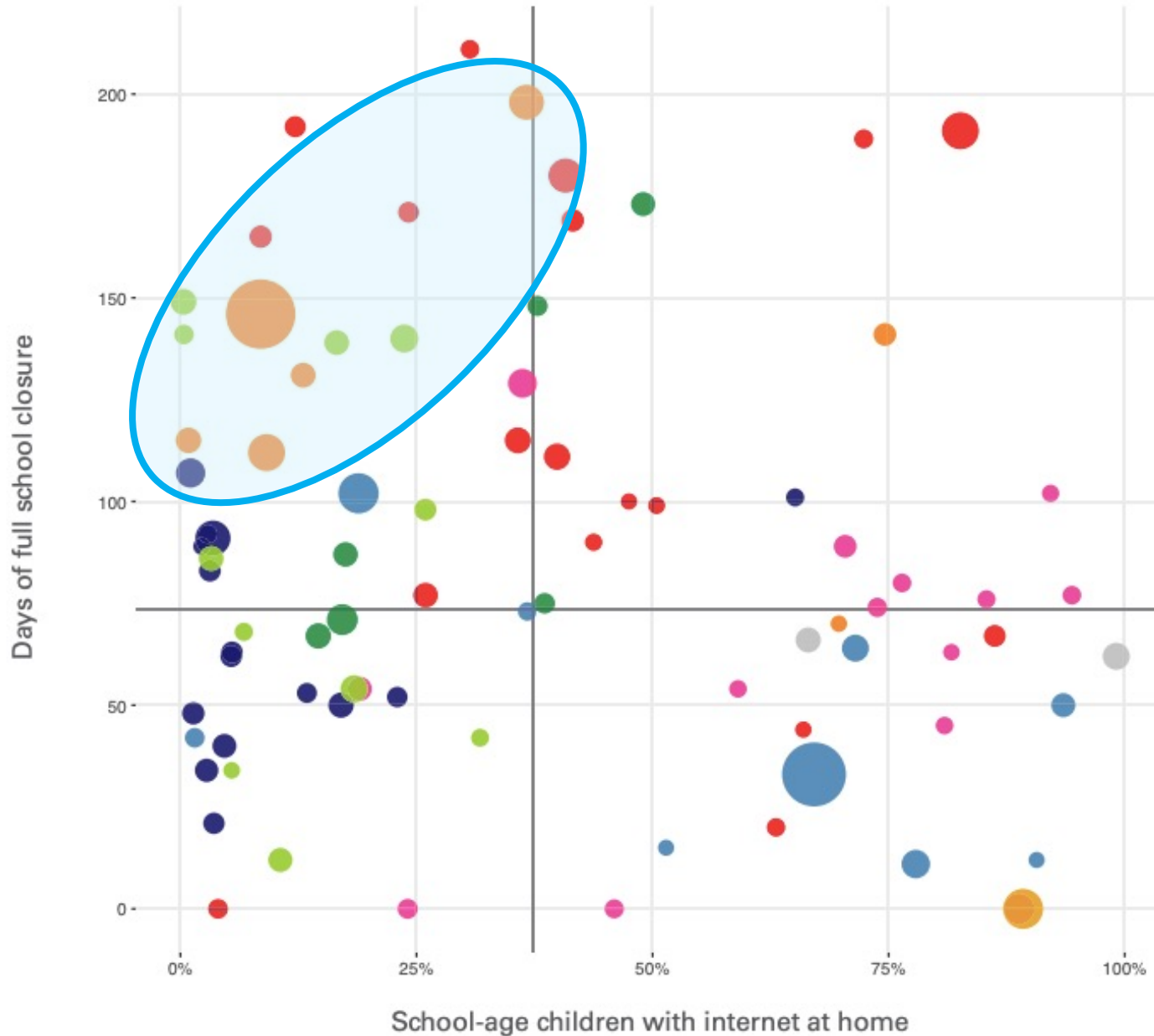
\*\*\*Maldives: Academic year started in Jan 2020 and has been extended until June 2021.

\*\*\*\*Nepal: Current academic year has been extended by 2 months, until 14 June 2021.





# The relationship between the number of full school closures and internet connectivity at home



## UNICEF REGION

- East Asia and the Pacific
- Eastern and Southern Africa
- Eastern Europe and Central Asia
- Latin America and the Caribbean
- Middle East and North Africa
- North America
- South Asia
- West and Central Africa
- Western Europe

## STUDENT POPULATION

- 10 million
- 50 million
- 100 million



# 3. The current reality and ongoing concerns

## a) Country level rapid analyses

Country	Area of success
Afghanistan	Girls' CBE classes were more active than those for boys- this was attributed to more CBE teachers and community mobilisers are female. Ministry mobilized three-level Alternative Learning Plan.
Bangladesh	Effort by teachers to self-learn and provide online lessons. The speed with which online and broadcast learning was made available. Extended social protection mechanisms helped to ease the impact on the poorest families.
Bhutan	The Ministry of Education has an EMIS system helped to inform the response and was used in the development of the Education in Emergencies Plan. Built some existing structures to plan and implement their response.
India	Scaling up of social assistance to protect poor and vulnerable households. The system has been quick to transition to distance learning with multi-modality solutions and learning enabling support, such as meals and sanitation kits.
Maldives	An allowance for data charges was provided to parents and teachers as a support for communications. Android tablets were provided to every family & TV lessons were broadcast. National EMIS used to monitor disadvantaged students.
Nepal	Multi-pronged, localized approach with different modalities being developed for different groups of children, depending on their access to electricity and connectivity. Newly decentralized local governments have reopened 76% of schools.
Pakistan	Rapid education sector action both at the federal and provincial levels to provide some continuity of learning and mitigate learning loss. Deployed a federal-level Tele-school programme for an hour a day at every level of education.
Sri Lanka	Swift, decisive, and coordinated government response using a multi-sector whole-of-society approach. Teachers took initiative to track and supervise learning through mobile apps and by recording videos.

# 3. The current reality and ongoing concerns

## a) Country level rapid analyses

Country	Challenges
Afghanistan	Inability to deliver learning resources to children at home and reach parts of the country not in its control. Second, the lack of water, sanitation and hygiene facilities across schools
Bangladesh	Minimising secondary effects which could prevent children from learning. Over half a million teachers needed to be prepared to use technology and provide to support to their students.
Bhutan	Children in remote communities have not heard English – the language of instruction – for over one year. Low literacy rates amongst the population providing learning support for students requires additional interventions.
India	Evidence of limited or no education for the most marginalized and disadvantaged children. A more than two-fold surge in complaints of violence against women and girls during lockdowns. Teachers complain of poor support & guidance
Maldives	Attention needs to be given to finding ways to include those likely to be marginalised, including those with complex learning profiles. Building the capacity of teachers, and students to use remote home-based learning effectively,
Nepal	Contingency plan projects 2.2 million additional children will not complete their education. Ongoing concerns about children's nutrition & GBV increase by 100%. Adolescent girl suicide has increased by almost 40 per cent.
Pakistan	The levels of violence against girls and women are higher and have been exacerbated by the pandemic. School closures continue to have pronounced effect on girls, with household burdens increasing and poor access to tech.
Sri Lanka	Burden of gathering information on children's access and participation levels during school closure fell mainly upon teachers. No assessment of children's welfare and mental health while schools were closed.

# 3. The current reality and ongoing concerns

## b) Learning continuity data – World Bank, Pakistan, SMS Girl Data Insights

Figure 4: The Likelihood That Children Will Return to School Varies by Age—for Both Boys and Girls

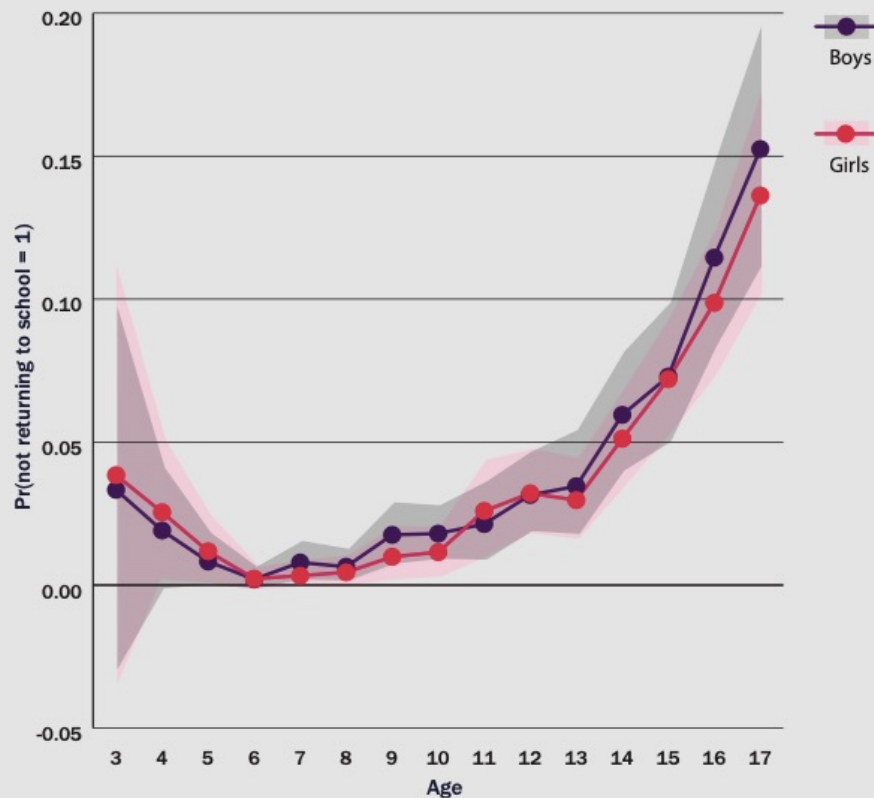
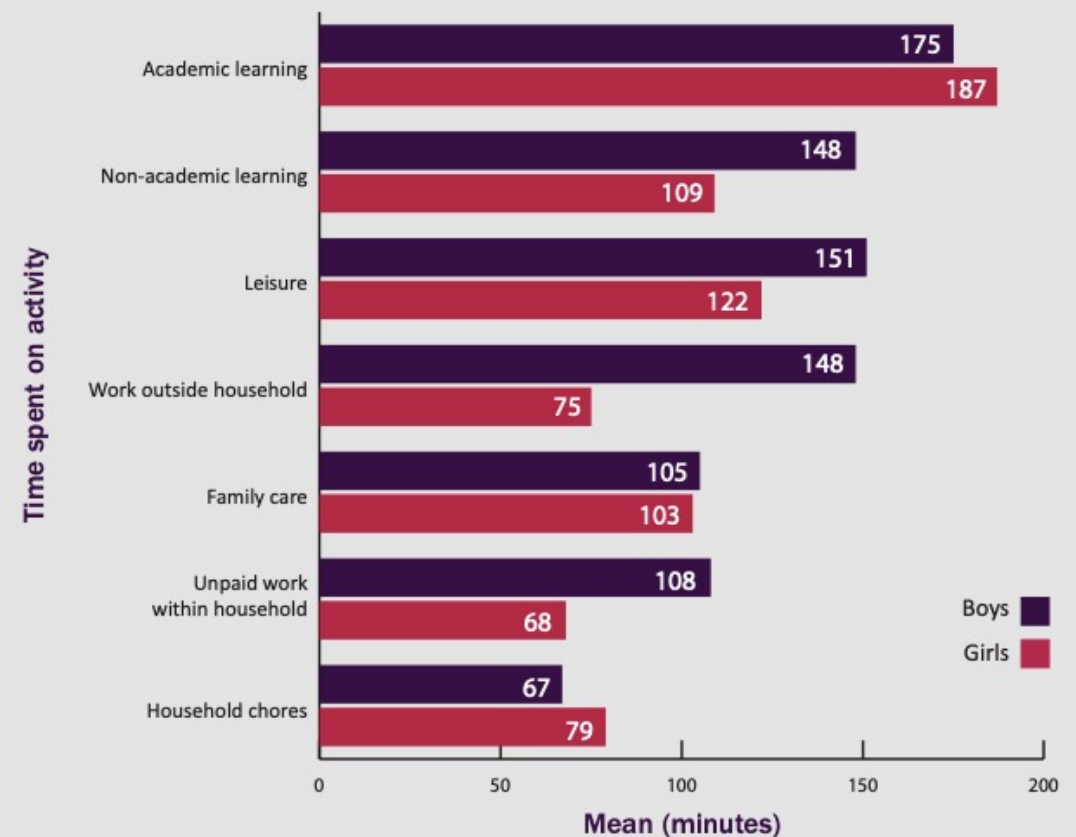


Figure 5: The Average Number of Minutes Girls and Boys Spend on Activities at Home Varies—Sometimes in Unexpected Ways





# 3. The current reality and ongoing concerns

## b) Learning continuity data – World Bank, Nepal – LIFE Pilot

### Student emotional health:

86 percent of households report that child was never/ rarely stressed during the last two weeks

94 percent of households report that child was happy most of the time/ some of the time during the last two weeks

No significant difference by caste, gender or poverty level

### Learning support at home:

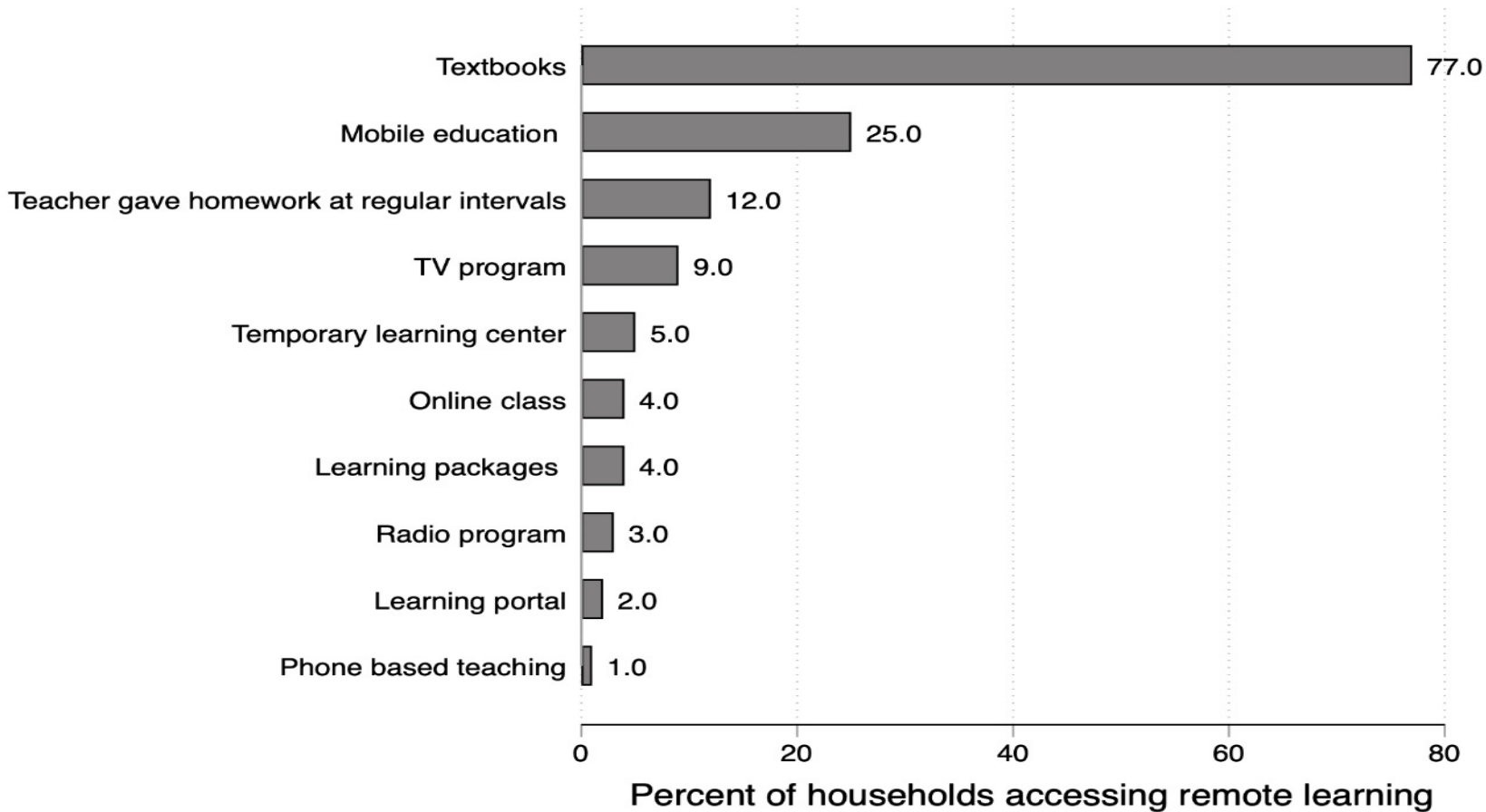
75 percent of households reported spending some time to support children learn during school closures

- Poor households: 6.4 hours per week on average
- Non-poor households: 7.4 hours per week on average
- Disadvantaged class: 6.7 hours per week on average
- Advantaged class: 7.5 hours per week on average
- No difference noticed by gender



# 3. The current reality and ongoing concerns

## b) Learning continuity data – World Bank. Nepal



# 3. The current reality and ongoing concerns



“Each government will need to significantly increase the level of funding for basic education as COVID-19 has created a new kind of humanitarian disaster which unless addressed fully could undo decades of investment and especially impact on girls’ education”



Mera ghar, mera school, Pakistan. Credit: UNICEF

UNICEF (2021) South Asia Rapid situation analysis on effects and responses to COVID-19 on the education sector in Asia Sub-regional Report





# SUPPORTING THE EDUCATION OF MARGINALIZED GIRLS IN KAILALI (STEM II)

## Ensuring girls' education in the time of COVID-19

Shristi Karki  
M&E Manager  
Mercy Corps Nepal

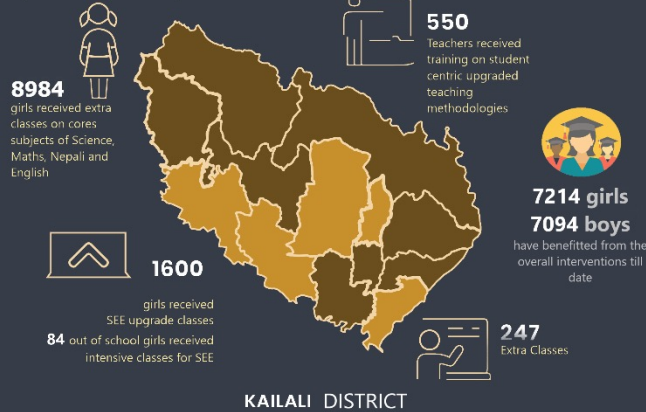


# STEM II overview

## IN SCHOOL GIRLS

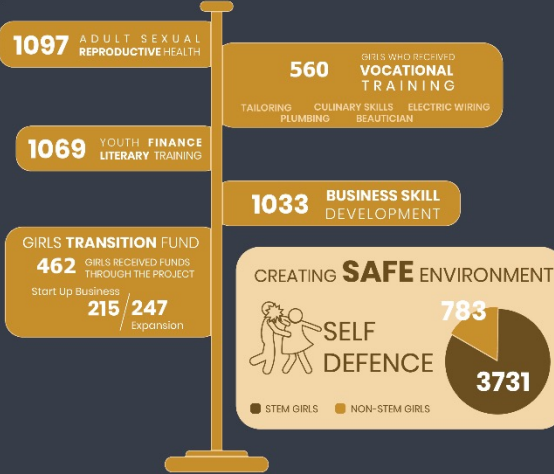


STEM II supports girls from marginalised communities to stay in school and access quality education to improve learning outcomes in the country's standardized tests. The project through its girls' clubs provides extra classes on core subjects of Maths, Science, English and Nepali throughout the academic session.



## OUT OF SCHOOL GIRLS

With an integrated holistic approach, STEM II supports school leavers with key life skills, technical and vocational training to ensure demand-driven work readiness and access to better income generating opportunities.



## ESTABLISHING LEARNING CENTERS

To uplift learning experience, the project supported to build learning centers and improved classrooms



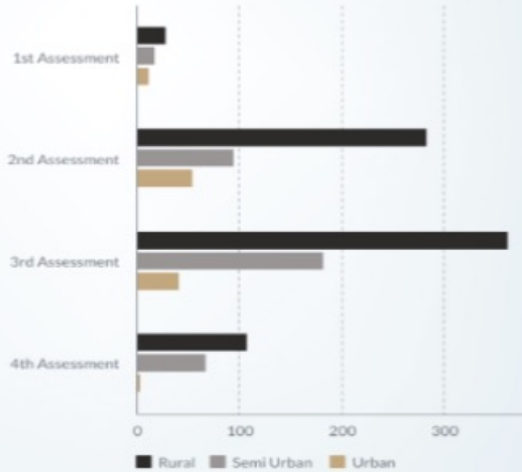
## GIRLS TO COMMUNITY

These are awareness campaigns to community members from the project school girls on Promoting education, Sanitation and hygiene, Gender equality, etc



# Covid-19 assessment findings

## Assessment Respondents



The project conducted assessments focused more on girls from rural parts of its working areas so as to reach the most vulnerable and marginalized communities to effectively carry out project activities.



A total of **1254** girls were interviewed in the 4 assessments carried out by the project during lockdown

## Psychosocial Impact During Lockdown (Second Assessment)

### Health Risk

227 girls stated that they were worried about their health situation due to the outbreak and restrictions on regular health services due to the lockdown

### Psychological Stress

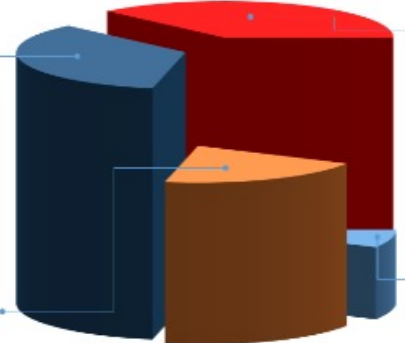
243 girls said they faced some level of psychological stress due to lack of regular activities and uncertainty of the situation caused by the extended lockdown

### More Household Chores

132 girls stated that their household chores had increased after the lockdown started

### Safety Risk

52 girls stated safety risks was also a concern during lockdown



41% of the girls stated that they required first aid kit items as support.



Only 5.3% of the girls said there was need of awareness and information support.



A total of **25 girls (2%)** from the 2nd 3rd and 4th assessments responded that they had gone to bed with an empty stomach.

**65 girls (18%)** in the second assessment stated that they required the support of relief materials of basic needs for their day to day needs.

# Program Adaptations and Response

## Project Response

65%

of the respondents were unaware where to contact in case of physical/sexual abuse



**Increased Dissemination of Awareness Materials**

Distribution of Information Materials to

30,000



in coordination with the local government through its distribution of relief materials

**1692 girls received psycho-social support**

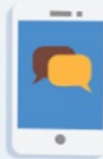
**Radio PSAs** on child well-being along with psychosocial support hotlines, toll-free numbers and referral contacts were aired via local FM stations

**1500** girls received hygiene kits along with contact information of psychosocial support groups and organizations

Access to Mobile Phones

35%

of the respondent had access to mobile phones of which 45% was shared with the parents



**Revision through Radio**

The project started revision classes via radio

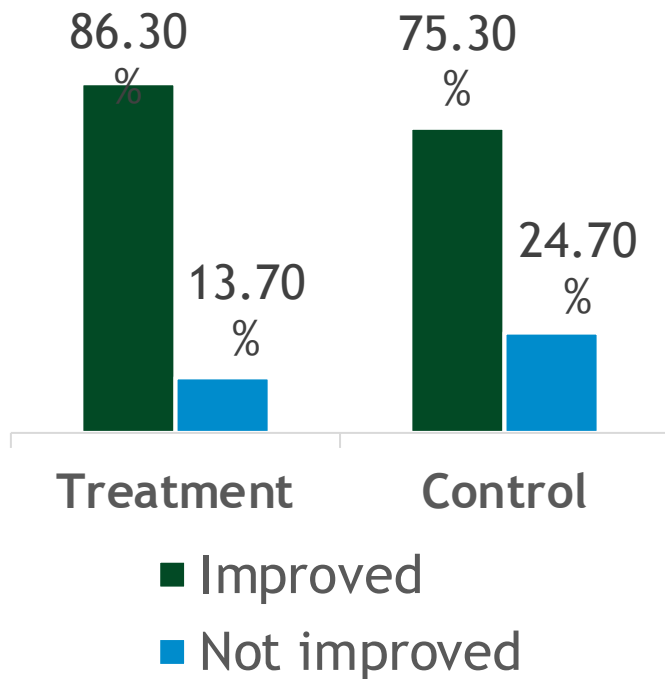
# Reasons for adaptations

- Safeguarding of girls from gender based violence, physical exploitation and sexual abuse
- Ensuring the right to education and participation
- Reduce the impact of COVID-19 on program participants
- Multidisciplinary support to local and federal government
- Mitigate transmission of Covid-19





# LEARNING PERCEPTION OUTCOMES



*15 girls (both treatment and control) in the sample graduated from SEE exams with a mean GPA score of 2.50*

*“As there were no SEE board exams in 2020 due to COVID-19, girls were graded by their own respective schools based on their internal examination scores. The difference between T and C not statistically significant.”*

# COVID'S IMPACT ON LEARNING:

90%  
said COVID-19 affected  
their future aspirations

Nearly 70% girls said  
they can start self-  
learning or with  
peers/ friends/ family/  
siblings even if formal  
classes don't start  
immediately in a  
smooth functioning

Girls were found  
to be in regular  
touch with their  
peers from the  
girls' club



85%  
“I can deal with the  
pandemic and still be  
persistent on my future  
aspirations”

More than 25 percent of  
the girls expressed  
concerns about the  
financial hardship that  
their respective families  
are facing

Over 70%  
reported that  
they are  
starting to lose  
interest in the  
studies

# Situation at present

- ❖ Schools opened smoothly once the lockdown was lifted by the government as the project supported hand washing stations
- ❖ Capacity building of school leadership in school reopening guideline helped build confidence of project schools and Local Government
- ❖ Schools took long time to reopen in full fledge/continue regular
- ❖ After few months of covid-19, students and teachers have been avoiding distancing and wearing masks
- ❖ Government has put less priority in education sector even though education system has been highly affected, specially is government schools
- ❖ Increased House Hold chores for girls and risk of early marriage



## Challenges for re-opening schools

- ❖ Sudden closure of schools due to covid-19 in the district has created chaos among student and parents
- ❖ Ensuring Covid-19 protocol developed by school is followed by students and teachers
- ❖ Mobility of students from urban to rural communities has increased the number of students per class in rural schools
- ❖ Teachers who were managed through local resources were not paid for a long time which has now decreased their motivation level

Thank you



Save the  
Children

Girls'  
Education  
Challenge



## **AFGANISTAN**

**INNOVATIVE MODELS FOR STRENGTHENING GENDER-RESPONSIVE PROFESSIONAL DEVELOPMENT OF FEMALE TEACHERS IN RESPONSE TO COVID-19, CIES-2021**

Dr. Mumtaza Abdurazzakova, Save the Children International, Afghanistan

# Contents

1. **Project brief**
2. **Setting the scene**
  - a) Teachers professional development prior to COVID19
  - b) Girls Learning to Teach – Afghanistan (GLTTA)
3. **Our response**
  - a) Remote teacher professional development
  - b) Peer learning
4. **The current reality and ongoing concerns**
  - a) Transition back to school: project responses
  - b) Safe back to school campaign





# Consortium & Partners



Girls' Education Challenge



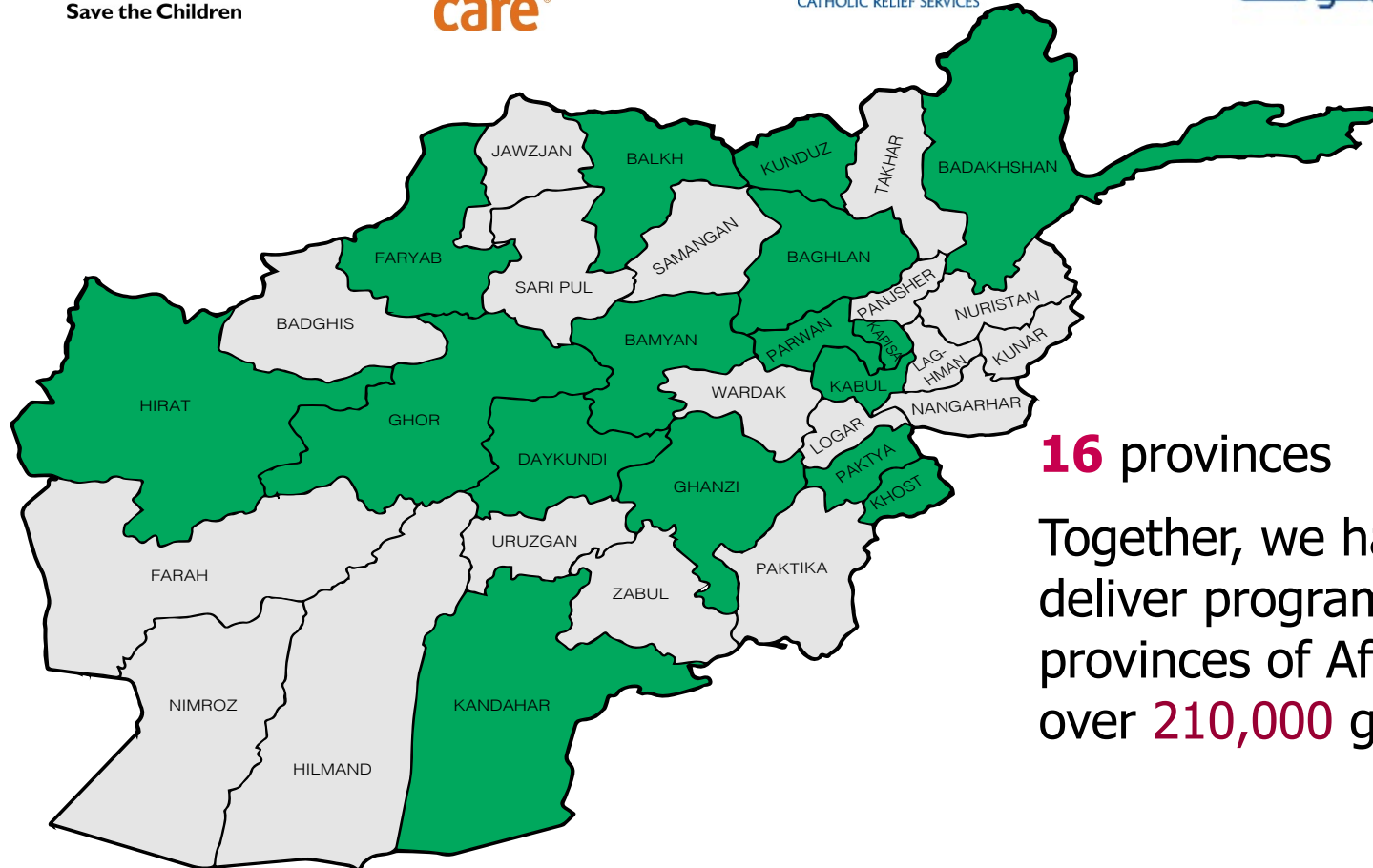
AGA KHAN FOUNDATION



Save the Children



افغانستان  
تعلیمک AEPO  
موسسه



**16** provinces

Together, we have been able to deliver programme across 16 provinces of Afghanistan and reach over **210,000** girls.



# Context



3.7 million children are out-of-school in Afghanistan – 60% of them are girls



90% First generation educated



20% Ultra poor households



14% Language of instruction



1 out of 5 classes have at least 1 girl with a disability

# Context: barriers to girls' education



**Culture, Gender and Social norms**



**Weak Education Systems/Institutions**



**Economic Constraints**

## Challenge: Shortage of qualified female teachers



- 80 out of 364 (22%) districts across the country have no female teachers.
- Qualified female teachers are mostly located in urban centres, with very few to none in rural areas.
- Community Based Education (CBE) policy mandates the preferential hiring of female teachers, even those who have not completed a full cycle of primary school themselves (let alone have formal teaching qualifications).

Addressing the lack of qualified female teachers is one of STAGES components, through three delivery models of Teacher Professional Development (TPD) support:

1. TPD delivered directly by STAGES trainers to the teachers
2. GLTTA for female students
3. Support to TTCs to deliver TPD



# SCI TPD APPROACH prioritising core teaching competencies of the MoE



Islamic Republic Of Afghanistan  
Ministry of Education  
Teacher Education General Directorate

## TEACHERS' COMPETENCIES FOR QUALITY EDUCATION



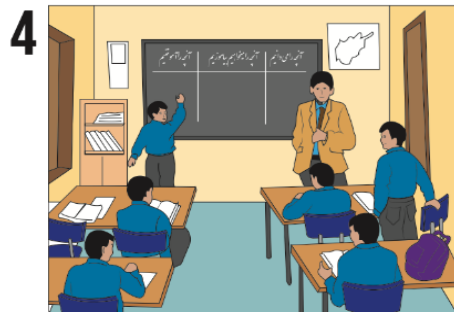
Subject Knowledge



Lesson Plans & Engaging Learning



Classroom Management



Teaching & Learning Assessments



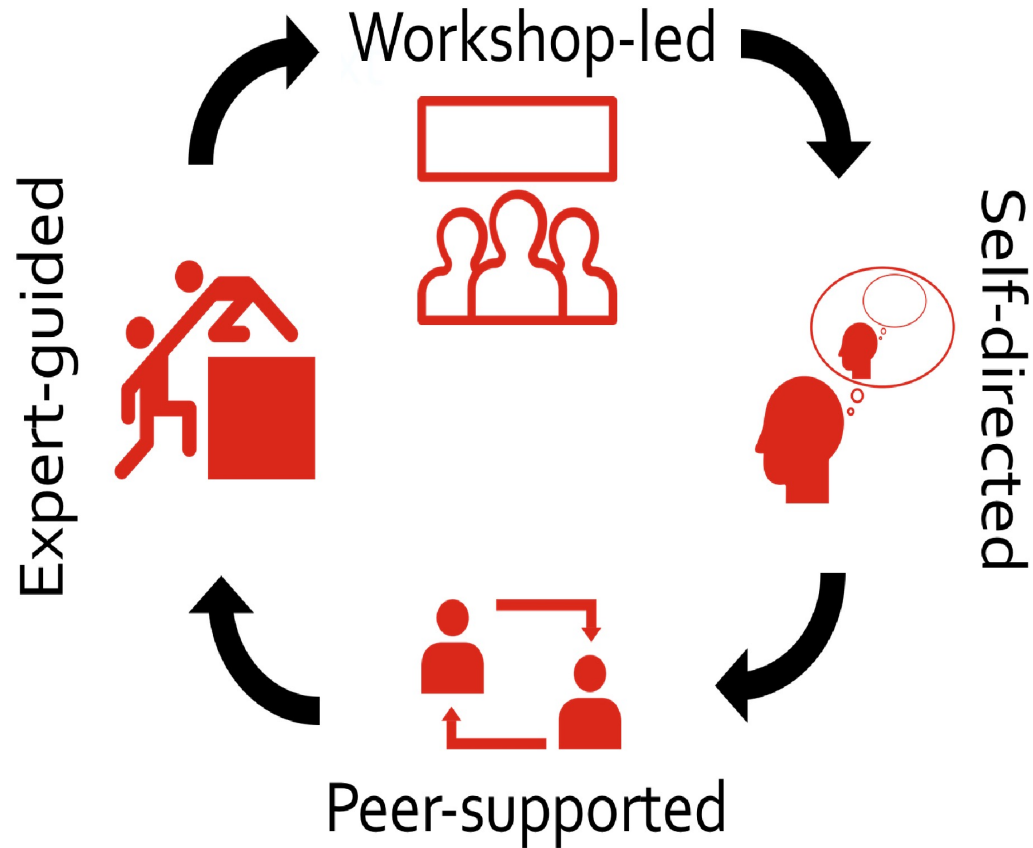
Professional Learning



Communication with Community

# Principles of Teacher Professional Development

1. Personalised
2. Measured
3. Long-term, multiple types of learning
4. Support school leadership and local government working on TPD
5. Policy improvement and system strengthening



## GIRLS LEARNING TO TEACH AFGHANISTAN (GLTTA)

- ❑ Girls Learning to Teach – Afghanistan (GLTTA) is a female teacher apprenticeship scheme that supports girls from their last year of secondary school through to their qualification as a teacher. **Aimed at cracking the vicious cycle of female teacher shortages**
- ❑ It is a self-contained 20-25 week program that is delivered during non-school hours and trains girls in important topics such as child development, lesson planning and how to teach reading and maths using active and engaging training methodologies.



## Employment and further academic status of GLTTA graduates

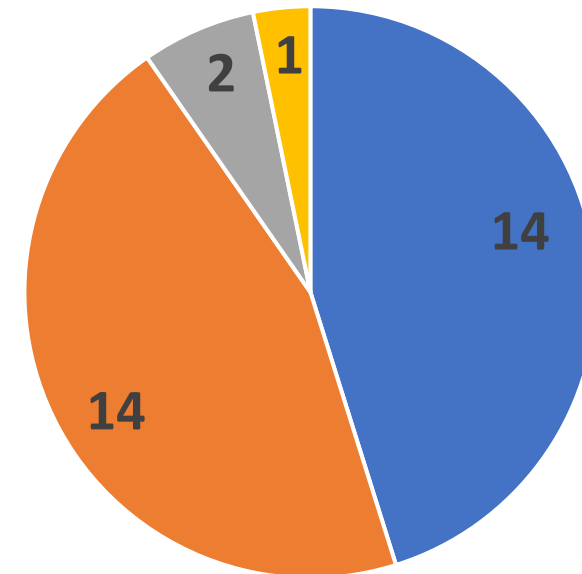
- Over the life of STAGES-II, two cohorts of girls attended SCI GLTTA course: 265 (105-Kabul, 70-Kandahar, 90-Faryab) and 262 graduated
- After the completion of each cohort, a tracer study (standardized survey) was conducted on the graduates

31 (14%) out of 225 interviewed graduates employed after graduation at the time of interview (Jan. 2021)

- 14 – CBE teachers
- 14 – GS teachers
- 2 – Social worker
- 1 – Gov. employee

- 90 (40%) interviewed graduates continued education after graduation

employment after graduation



■ CBE class teacher ■ GS teacher  
■ social worker ■ gov. employee



## **CHALLENGE**

- ❑ **In March 2020, every school in Afghanistan was closed as a result of the COVID-19 pandemic**
- ❑ **The Ministry of Education launched an Alternative Education Plan, which focused on distance learning via television, radio, e-learning and home-based educational materials**
- ❑ **STAGES communities are the most marginalized, located in remote and rural areas with limited/no access to television, radio and the internet, and were at risk of missing out on**



## COVID-19 Program Response: primary components

- **Remote teacher professional development and peer learning**
- **Development of home-based learning materials**
- **Distribution of home-based learning materials and orientation of teachers, parents and students**
- **Post-distribution monitoring of home-based learning materials**
- **Community outreach**





## Remote Training for Teachers

When Covid-19 hit, we quickly adapted and partnered with VIAMO [www.viamo.io](http://www.viamo.io) to provide remote training of teachers via Interactive Voice Recognition technology (IVR). Whilst we know this does not replace in-person training, it was the next best option. This has been introduced in contexts outside of Afghanistan, but it was very new for Afghanistan. The activity involved creating training modules and delivering them through mobile phones.

### METHODOLOGY

#### **Remote Training on School Curriculum for X teachers for 5 partners - CRS, SAVE, CARE, AKES & AKF**

##### **Training Design**

- A total of 12 modules were designed as part of the curriculum for teachers and Shuras (Community Councils) in Afghanistan
- Each week, one module was taught to the teachers and through IVR calls, reminders for which were provided through SMS.
- Each module began with an introduction, continuing to the narrative and then 1-2 quiz questions to check the retention of the training content by the school teachers.
- In addition to the outbound going, a dedicated line for each partner was provided, wherein the teachers could call and listen to any of the modules again as per their preference.
- In Week 9, a quality survey was administered to gather feedback on the training content and the overall retention.

# Remote Training for Teachers: Viamo

## CALL PLAN

Training Content	Weekly Schedule				
	Sunday	Monday	Tuesday	Wed	Thursday
Pre SMS					
Training Module		7:30 am	3:00 pm / 7:30 am		
Teacher reporting					
Reporting to partners					

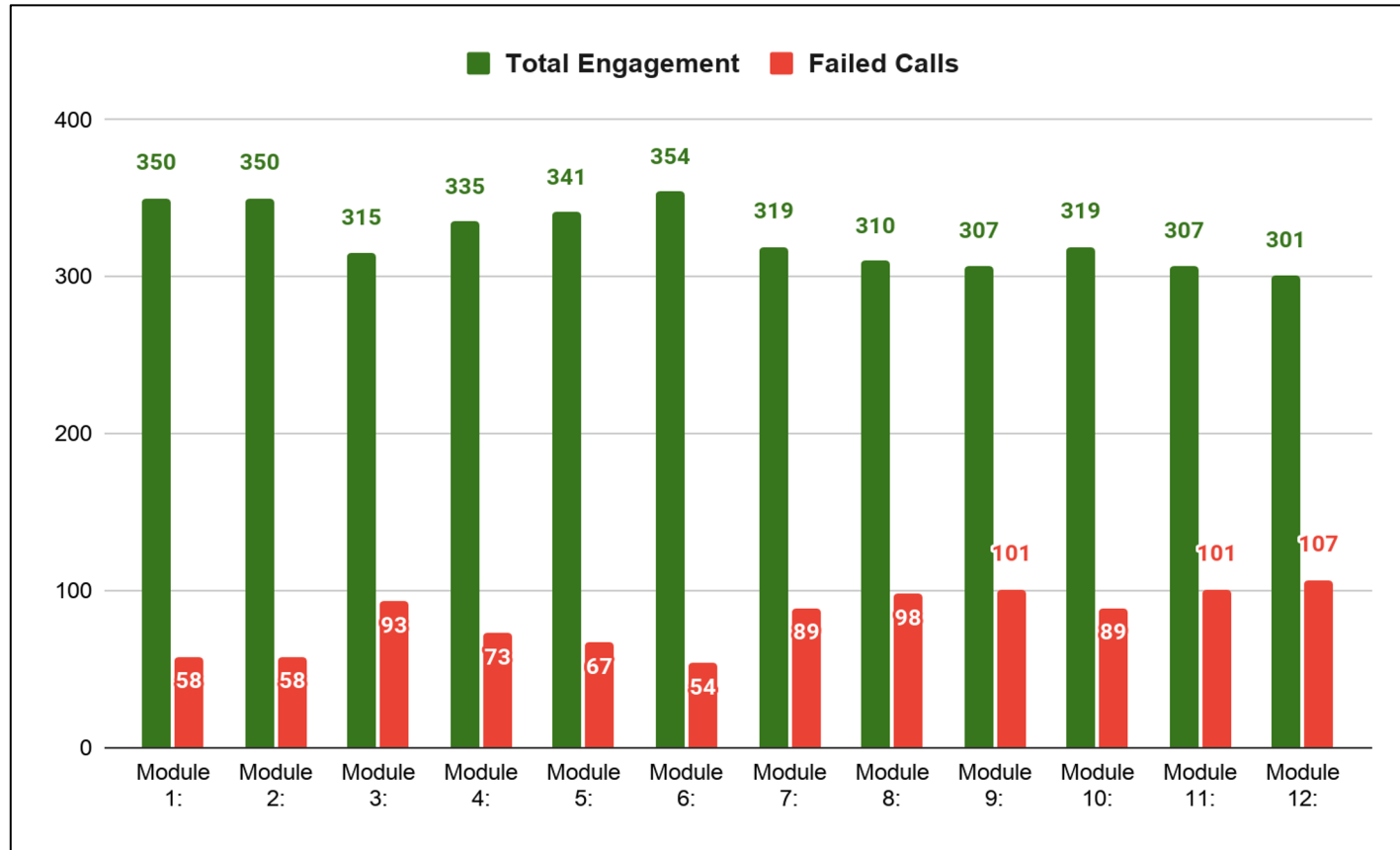
During each batch, the teachers were sent out three consecutive calls at a gap of 5 minutes each to give them three chances to pick up and access the training. In total, each teacher got a maximum of 6 chances to connect to the system and listen to the training.

<b>Week 1</b>	Drop-outs
<b>Week 2</b>	Psychological First Aid - 1
<b>Week 3</b>	Psychological First Aid - 2
<b>Week 4</b>	Corporal Punishment
<b>Week 5</b>	Positive Discipline - 1
<b>Week 6</b>	Positive Discipline 2
<b>Week 7</b>	Child friendly classroom - 1
<b>Week 8</b>	Child friendly classroom - 2
<b>Week 9</b>	At home learning activities Quality Check Survey
<b>Week 10</b>	Libraries
<b>Week 11</b>	Inclusive education - 1
<b>Week 12</b>	Inclusive education 2



# Remote Training for Teachers: Viamo

## OVERALL ENGAGEMENT



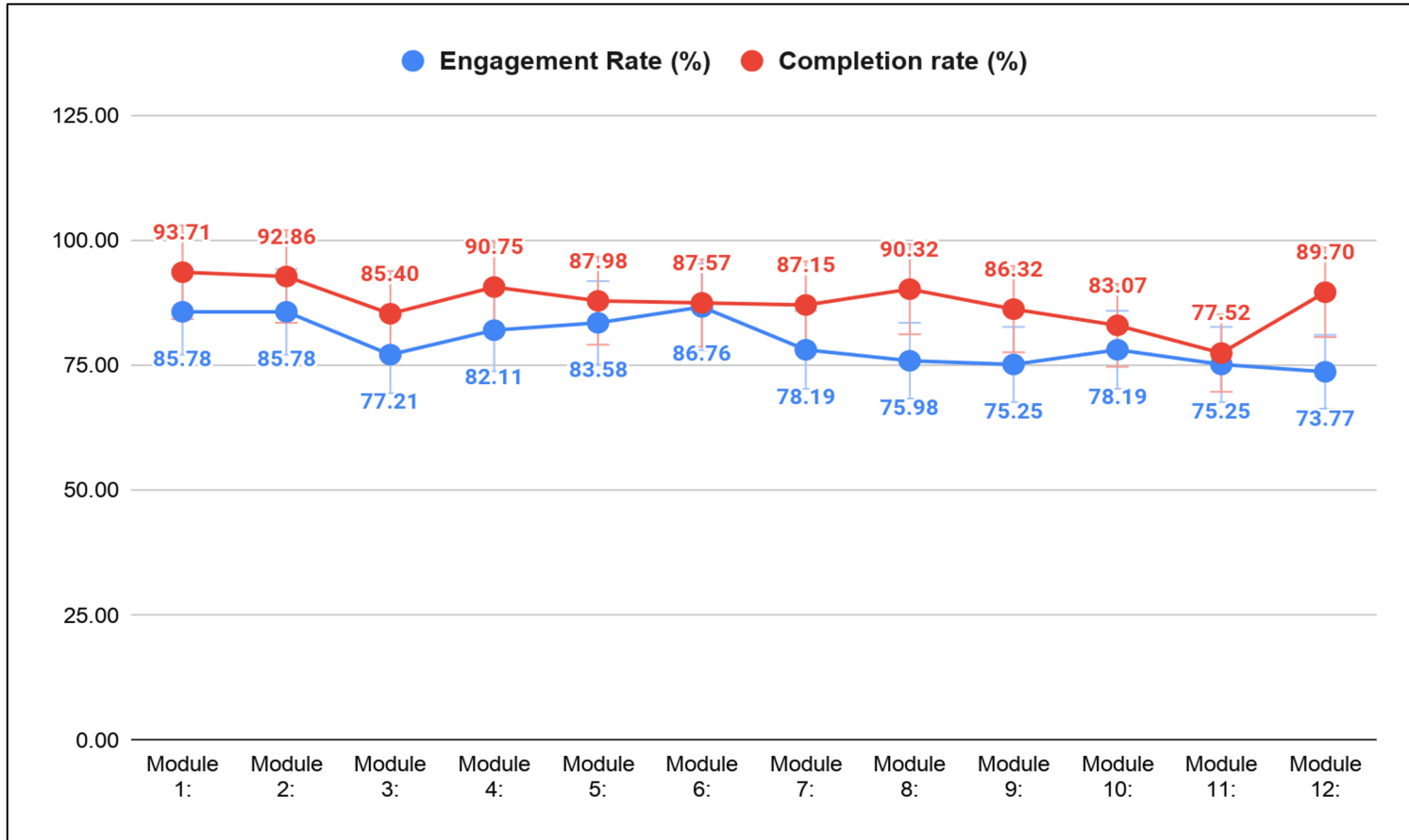
A total of 408 SCI teachers were registered for remote training. Out of these, every week the engagement has been above 70% i.e. a minimum of 300 (73,5%) teachers picked up the call to attend the training.

This shows that the teachers were mobilised well and were interested in receiving the training.

In terms of engagement, Week 1,2, and 6 saw the maximum engagement while the least engagement was observed in Week 9,11 and 12.

# Remote Training for Teachers: Viamo

## COMPLETION RATE



The completion rate for every week has been pretty much consistent apart from Week 11, where there was a drop in the total number of teachers completing the training by almost 10%.

The average engagement rate has been 79%, with Week 8,9,11 and 12 seeing the least completion rates for the training.

## Teachers Learning Circles



Teacher learning circles (TLCs) were hosted using WhatsApp groups on mobile phones, to enable teacher peer learning.

TLCs addressed topics such as:

- How teachers could protect themselves and students from COVID-19
- How to develop work plans in the context of lockdown
- How to use the home-based learning materials that were distributed to students, and other resources such as library books, during lockdown
- How to safeguard children during school closures and communicate pandemic-related updates in their area.

## Evaluation of Distance Learning Interventions

Assessment for primary school students under the Leave No Girl Behind (LNGB+) initiative conducted in October 2020:

- only 3% of girls were not active in learning and had dropped out of education due to the school closures
- In a literacy skills, 82% of the students were graded good or excellent, as were 90% in a numeracy assessment.
- Just 5% scored poorly or very poorly in literacy, and 2% in numeracy





## Safe back to School Campaign (SB2S)



### **SB2S campaign:**

- through launching school events, face-to-face meetings and community gatherings and
- via Interactive Voice Recognition technology (IVR) using mobile phones to guide shuras (community councils) and parents on how to prepare for their children to be ready to go back to school.

## The impact of COVID 19 on our work, what worked, what didn't, what was surprising

Schools in Afghanistan were **closed** for about 7 months.

Consortium partners conducted **Rapid Gender Analysis** and then worked on adaptations

The project **adapted** a lot and in a short space of time (Remote teacher professional development and support; home-based learning materials; community outreach and etc.).

% of Adaptations worked. We will continue to use modules transmitted through our **partnership** with VIAMO beyond COVID-i.e IVR trainings to teachers in 19 e.g. with inaccessible communities due to insecurity, we already doing it in our SB2S campaign.

Training teachers, shura and staff in psychosocial support and **extending** this onwards as students continue learning after school closures.

Remote learning (home learning) and extended support to girls for **as long as feasibly possible** to ensure they continue learning.  
Worked well as CBE STAGES **students did not loose much learning time** and after schools-reopened in Afghanistan we managed to quickly get them back to class. At this point we were also able to ensure they could pass final exams and transition to government schools, a significant success.

# The impact of COVID 19 on our work, what worked, what didn't, what was surprising

Government Schools opened smoothly once the lockdown was lifted by the government as **the project supported hand washing stations, hygiene classroom kits**

Increased **House Hold chores for girls and risk of early marriage**

All students remained engaged in their education throughout lockdown, and as per students interviews **most of them were encouraged by their parents to keep studying.**

This has been surprising as **90% of our students are first educated generation and parents understanding of importance** of students having their study independently at home is very good example of our efforts on raising awareness of importance of education

All teachers of the project were paid during the lockdown period, moreover they have been supported by provision of mobile phones and top-up mobile cards which increased their motivation level

# Questions





Girls'  
Education  
Challenge



**UKaid**  
from the British people



**WE SAVE THE CHILDREN**

[www.afghanistan.savethechildren.net](http://www.afghanistan.savethechildren.net)