Leave No Girl Behind

4 part webinar series

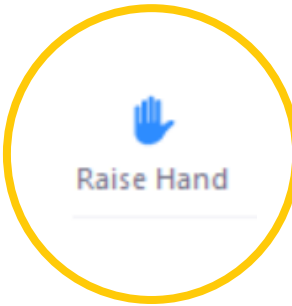Girls' Education Challenge

UKaid from the British people

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Session 1:

Alternative Education Approaches and Gender Equity in the COVID-19 Response

Welcome and **Introduction**	**Jean Gough,** UNICEF Regional Director for South Asia
GEC COVID-19: Lessons from the Field	**Freda Wolfenden**, Director, GEC
Siyani Sahelian - Advancing Action for Adolescent Girls	**Baela Raza Jamil**, CEO, ITA
Breakout room discussion	
Gender equity in education: changing perceptions and key themes during the COVID-19 response	**Nora Fyles**, Director of UNGEI; **Youth Representatives** from South Asia
Gender Responsive Education in the Context of COVID-19	**Chris Henderson**, UNICEF ROSA
Breakout room discussion	
Closing plenary	

NOTE: Please change your Zoom name to your
Name + your affiliation. Ex. Katelyn Forsyth – UNICEF ROSA

- Please make sure to **mute your mics** during presentations/when others are speaking.

- **Use the chatbox!** Ask any questions and engage in active discussions!

- Please use the **'raise hand function'** to let us know that you have something to share!

Raise Hand

- If you are having any trouble, **reach out to the host/co-hosts (Kate, June, Emma & Riva)** at any time through the chat for support.

Housekeeping Rules

GEC COVID-19: Lessons from the Field

Freda Wolfenden: Director, GEC

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Girls' Education Challenge

GEC COVID-19: Lessons from the field

Freda Wolfenden, Education Director (FM GEC)

July 2020

Overview of the GEC

- Operating since 2012, the Girls' Education Challenge (GEC) is the largest donor-funded girls' education programme in the world. The programme has 41 projects across 17 countries.

- The projects were selected through an open, robust and transparent process, and they were assessed for their ability to implement innovative, effective and sustainable ways to increase girls' enrolment in, and completion of, education programmes and to provide them with enhanced capabilities for healthy productive lives..

Phase 2 of the GEC (2017-2025) works through two windows:

- The **GEC Transition (GEC-T)** projects support up to 1.32 million marginalised girls to continue to learn and transition into secondary school, further education or livelihoods.

- The **Leave No Girl Behind (LNGB)** projects support up to 190,000 highly marginalised adolescent girls who have dropped out of, or never attended, school to participate in learning opportunities and develop a range of academic, life and vocational skills.

Projects by country

- Afghanistan
- DR Congo
- Ethiopia
- Ghana
- Kenya
- Malawi
- Mozambique
- Nepal
- Nigeria
- Pakistan
- Rwanda
- Sierra Leone
- Somalia
- Tanzania
- Uganda
- Zambia
- Zimbabwe
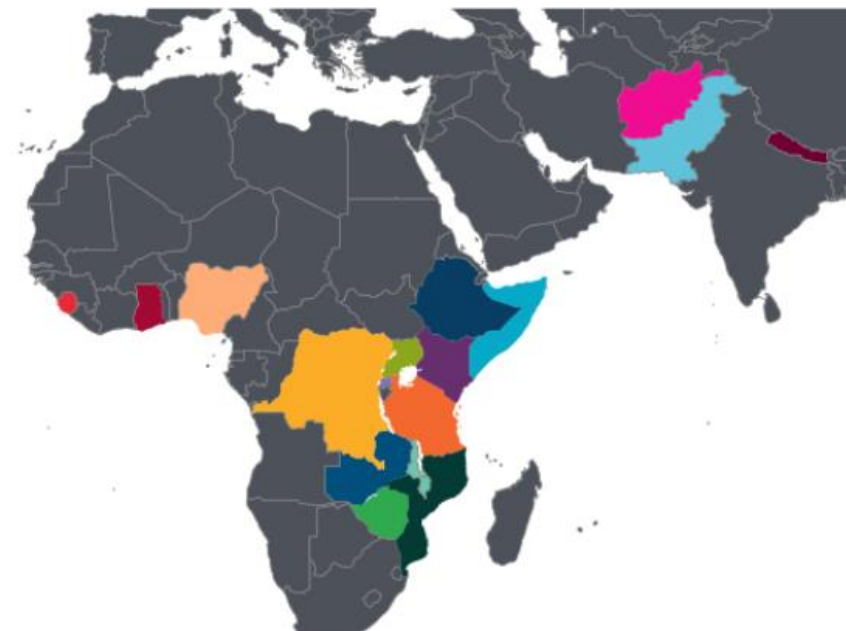
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GEC Covid-19 responses

Project Activity	Example
(1) Analysing the needs, opportunities and constraints of GEC beneficiaries and their families paying particular attention to sub groups of girls and a gender and social inclusion analysis	VSO Nepal

Girls'
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Challenge

Monitoring wellbeing and the continued education of girls in Nepal

GEC-T | VSO | *Sisters for Sisters' Education*

Long term project overview

This project works with 64 schools to provide remedial after school classes for over 7,000 marginalised girls, helping them to transition from primary to secondary school, and leave primary school ready to continue their education or secure sustainable employment. Better performing students support students in lower grades.

Output Domains

Wellbeing & Resilience

Continuation of teaching & learning

Project Response to COVID-19

VSO have developed an online tool to collect information on and remain in contact with project beneficiaries.

- The tool involves a questionnaire for school stakeholders (learners, parents and caregivers, and teachers) which asks about issues relating to girls' continuing education and their wellbeing. The questions are different depending on the type of stakeholder responding.

- The project has mobilised adult and teacher 'champions' to help disseminate the tool and trace the status of primary actors using mobile phones.

- VSO have also created social media groups to help share information and connect to beneficiaries. This has allowed them to connect and circulate information on safeguarding and counselling services to beneficiaries.

What we are learning

The online questionnaire has already provided results which help the project to understand how girls are coping during the crisis and how they can be supported.

- They found, for example, that 80% of girls are continuing their studies, and that there is a minimum of one mobile phone in each family, with around 43% having access to a smart device with internet.

- This information allows the project to plan activities using online and offline (e.g. radio) mediums to continue to stay in contact with the girls and encourage their continued education during the crisis.

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GEC Covid-19 responses

Project Activity	Example
(1) Analysing the needs, opportunities and constraints of GEC beneficiaries and their families	VSO Nepal
(2) Linking into wider sector responses and supporting national governments to extend and deepen their responses; deploying their skills, expertise and networks to enable the most marginalised to be reached	Afghanistan

Girls'
Education
Challenge

Providing psycho-social and wellbeing support to girls in Afghanistan

GEC-T | *Continuation of education for marginalised girls*

Long term project overview

This project provides community-based primary education to 49,150 girls for two years through 1,670 community-based girls' schools (CBGS). Subsequently, it supports girls to access state secondary schools, to continue their secondary education in community-run schools or to undertake technical and vocational education and training (TVET).

Output Domains

Social protection & safety

Wellbeing & Resilience

Continuation of teaching & learning

Project Response to COVID-19

- As well as trying to enable continued learning, the project has focused their efforts on the psycho-social support and mental wellbeing of girls and women, by prioritising human-to-human engagement as much as possible. To do this, they have employed a combination of helplines, TV and radio programmes and community peer groups with social distancing.

- **The 'Home Learning Helpline' can be reached by anyone with a phone**. For those without phones, the project plan to make free community phones available. The helpline operates like a call centre whereby the caller will choose from one of three options: (i) grade-level education support (teachers they know rather than just any teacher at that grade), (ii) mental or emotional support (psychosocial first aid), and (iii) parenting support.

- The TV and radio 'ed' programme will support continued learning and the project will equip teachers with the means to call or SMS students to prompt them to watch or listen to content and they can then follow up with students with assessment style questions.

- The socially distant peer groups will be run by community-based female volunteers and offer in-person psycho-social support for girls and a physical place of safety during the crisis if needed.

What we are learning

The project have found that **partnering and coordination of activities more broadly is key to both avoiding duplication and also getting the best response measures and technology in place to reach the most marginalised girls**. For example, engagement with the EdTech hub enabled them to partner with a telecom company to create the helpline.

Girls' Education Challenge

GEC Covid-19 responses

Project Activity	Example
(1) Analysing the needs, opportunities and constraints of GEC beneficiaries and their families	VSO Nepal
(2) Linking into wider sector responses and supporting national governments to extend and deepen their responses	Afghanistan

(3) Developing and delivering responses under 5 key domains:

Social Protection and safety:

Continuation of teaching and learning:

Wellbeing and resilience:

Street Child, Nepal
PIN, Nepal World Vision,
Zimbabwe Crane Viva, Uganda

Influencing society and institutions:

Return to school/ learning centres :

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COVID-19 and the GEC

COVID-19 GEC Project Response Output Domains

1. Continuation of teaching and learning
Driving continuity of learning using quality materials and accessible approaches, including professional development of educators

2. Wellbeing and resilience
Supporting social-emotional learning, positive coping skills and social networks

3. Social protection and safety
Ensuring equitable and safe access to basic services including health, SRHR, WASH, including bursaries, cash transfers and nutrition programmes

4. Influencing society and institutions
Combatting exclusionary norms and advocating for continued investment in education (formal and informal), positive support networks and enabling environments for girls to flourish.

5. Return to school / learning centres
Mitigating drop-out, preparing girls and families/caregivers, and supporting schools/centres for the return to formalised learning

Girls'
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Challenge

Providing food supplies and psycho-social support to girls in Nepal

LNGB | Street Child | *Marginalised No More*

Long term project overview

This project targets up to 7,500 of Nepal's highly marginalised Musahar girls who, due to their low-caste, face complex, often interrelated barriers and experience limited or no access to education. The project aims to improve learning outcomes, focusing on functional literacy and numeracy to gain employment, and tackle obstacles the girls face such as fears for safety and security and in-school gender-related exclusion from curriculum and instruction.

Output Domains

Social protection & safety

Wellbeing & Resilience

Influencing society & institutions

Project Response to COVID-19

- The project initially conducted a rapid needs assessment to understand how it could support beneficiaries during the pandemic and found that 100% of beneficiaries had experienced a loss of income and 79% had received no support. The overwhelming response was that the food insecurity situation was critical.
- As food distribution is a Government matter, Street Child focused on enabling local government to reach the families most in need. They reached out to the local government officials with whom they had strong relationships already and shared the data and information that they had gathered from the rapid needs assessment, and advocated for the local authorities to provide desperately needed support.
- The rapid needs assessment also found that many of the girls were experiencing stress and sadness as the food insecurity, economic distress and threat of violence increased. The project therefore began working with specialist organisations to provide psycho-social support to girls through phone communication. **The project's membership of Protection Clusters enabled access to critical information on psycho-social and gender-based violence related support services, which the project then cascaded promptly to girls through community-based mechanisms.**

What we are learning

The project faced immense challenges that they were only able to tackle through collaboration with local authorities and agencies working with the communities affected. The project plan to conduct another needs assessment to understand if the situation has improved for the Musahar communities and seeks to collaborate as much as possible with other agencies and groups operating in the area to expand their reach and increase relief distribution and safeguarding efforts.

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Supporting teaching and learning

Pin Nepal

Piloting small scale distance learning initiative with paper-based worksheets and phone tuition.

Plan, Zimbabwe

Using WhatsApp-based facilitator communities of practice to support continuation of learning. Daily simple learning tasks sent to facilitators.
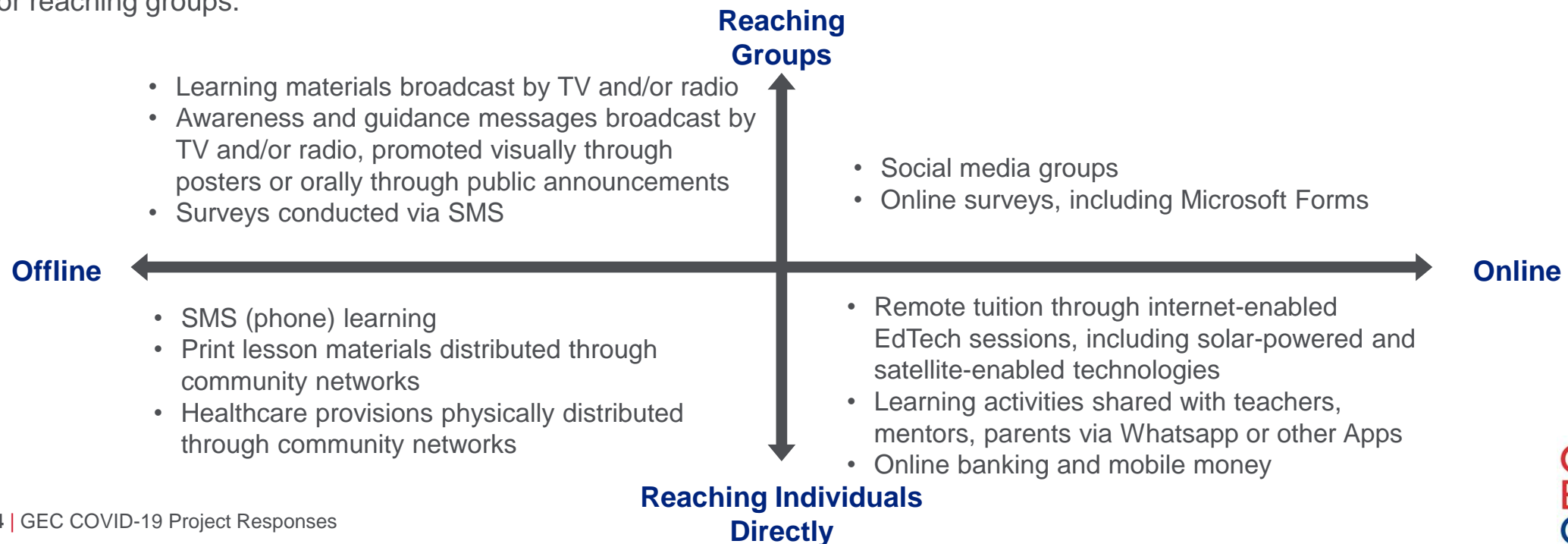
Crane Viva, Uganda

Adapting lesson scripts from the NCDC (Government of Uganda) to create inclusive relevant, inspirational learning sessions with sign language for TV, reinforced through use of SMS

Girls' Education Challenge

The tools and technologies used to reach girls during COVID-19

The GEC projects are deploying numerous tools and technologies to keep in touch with the GEC girls, to help keep them safe, to support a connection to learning for them and to coordinate activities with local communities, national governments and DFID.

The tools and technologies being used are a mixture of online and offline technologies, allowing projects to reach girls and local communities even if they may not have access to the internet, TV or radio. Some tools and technologies focus on trying to reach individuals, while others will aim to reach larger groups and several reach beyond the project beneficiaries to wider groups.

The diagram below outlines some of the tools and technologies being used, whether online and offline, and reaching individuals directly or reaching groups.

Reaching Groups

- Learning materials broadcast by TV and/or radio
- Awareness and guidance messages broadcast by TV and/or radio, promoted visually through posters or orally through public announcements
- Surveys conducted via SMS

- Social media groups
- Online surveys, including Microsoft Forms

Offline ←————————————————→ **Online**

- SMS (phone) learning
- Print lesson materials distributed through community networks
- Healthcare provisions physically distributed through community networks

- Remote tuition through internet-enabled EdTech sessions, including solar-powered and satellite-enabled technologies
- Learning activities shared with teachers, mentors, parents via Whatsapp or other Apps
- Online banking and mobile money

Reaching Individuals Directly

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Thank you

For further information, please contact:

Freda Wolfenden, Education Director

Girls' Education Challenge

m: +44 (0) 7843 371958

e: freda.wolfenden@pwc.com

Siyani Sahelian - Advancing Action for Adolescent Girls

Baela Raza Jamil: CEO, ITA

A second chance program for **adolescent girls**

Empowering out of school adolescent girls in South Punjab through post primary opportunities for learning gains, TVET, livelihoods and life skills.

Punjab, Pakistan

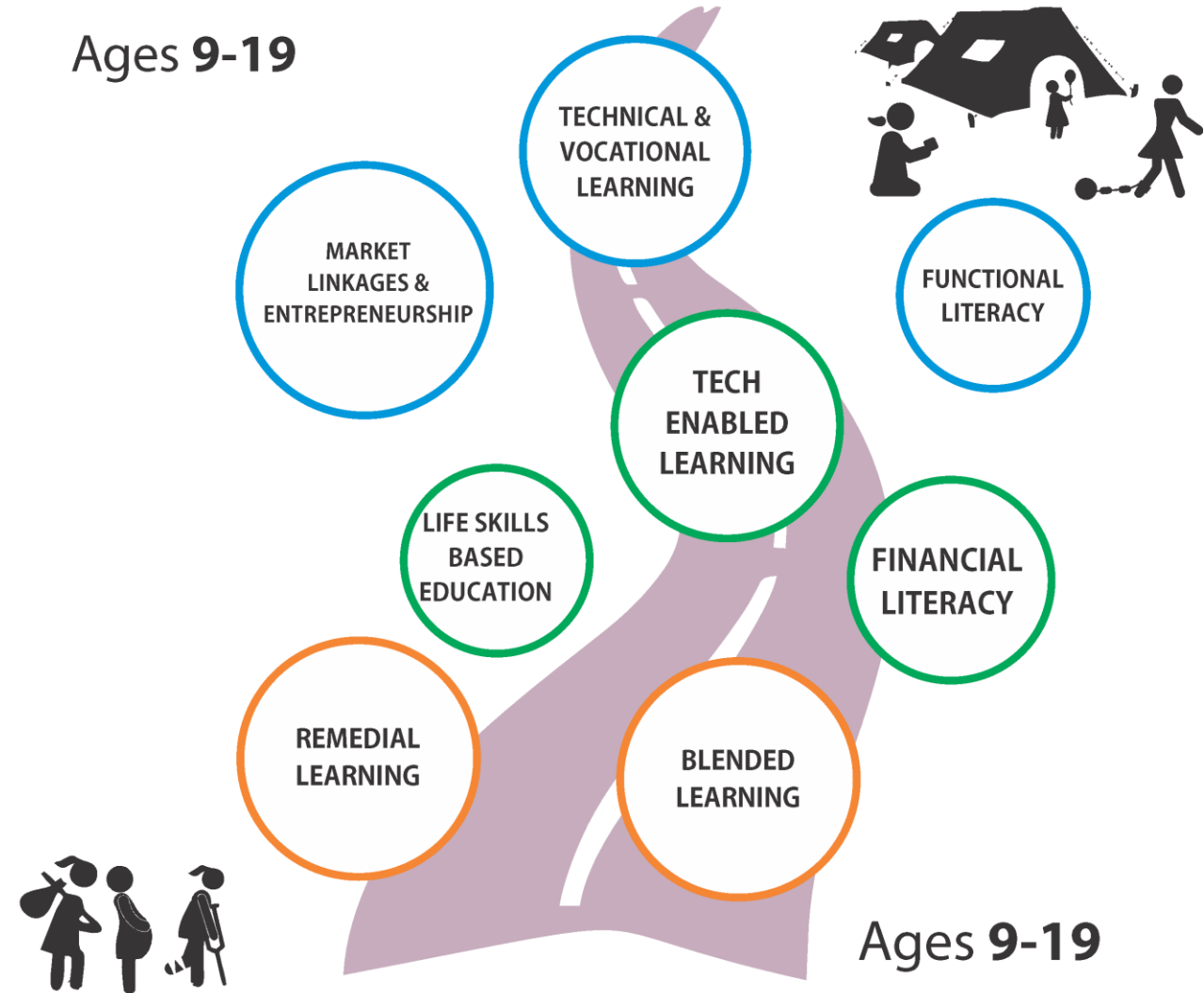**Rahim Yar Khan, Bahawalpur, Lahore and Muzaffargarh**

Total Direct Beneficiaries: 36,517 (2018-21)

Key Strands

- Remedial /accelerated learning/bridge programs

- Skills, livelihoods and financial literacy

- Life Skills Based Education

Focusing on adolescent girls who have never accessed formal education and will be supported through functional literacy and vocational skills

Ages **9-19**

TECHNICAL & VOCATIONAL LEARNING

MARKET LINKAGES & ENTREPRENEURSHIP

FUNCTIONAL LITERACY

TECH ENABLED LEARNING

LIFE SKILLS BASED EDUCATION

FINANCIAL LITERACY

REMEDIAL LEARNING

BLENDED LEARNING

Ages **9-19**

Focusing on adolescent girls who have dropped out of school with little or no learning and will be supported for access, completion and transition

Remedial/Accelerated Learning

Primary and Post Primary Completion

- Target Group: dropped out with some learning

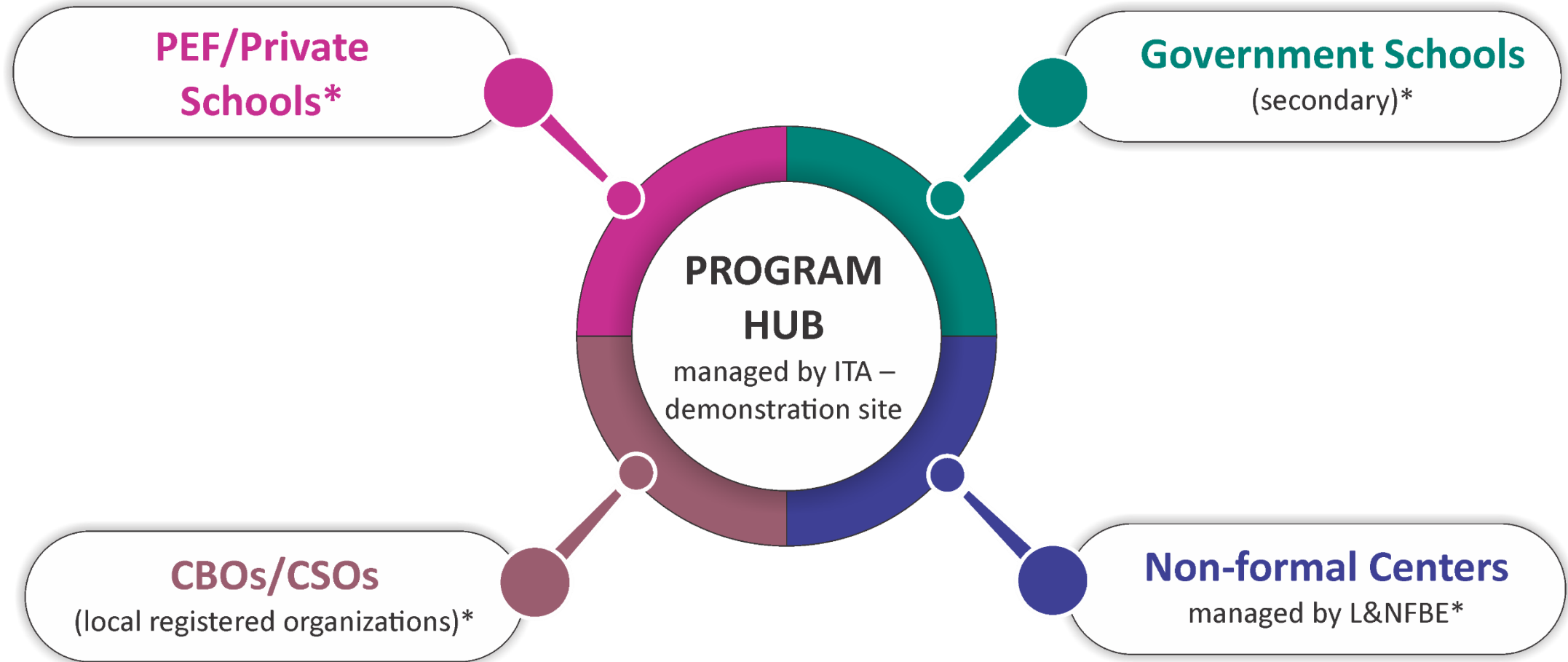- Grade level: offered at grades 5 to 8 to complete primary and middle grades with a pilot for 9 & 10

Functional Literacy/ Chalo Parho Barho (Learning for Access)

- Target Group: never enrolled with very little or no learning

- Grade level: intensive bursts of remedial education in reading and mathematics mapped to Grade 2 curriculum

ADVANCING ACTION FOR ADOLESCENT GIRLS

Service Delivery and Multiple Modalities

PEF/Private Schools*

Government Schools (secondary)*

PROGRAM HUB
managed by ITA – demonstration site

CBOs/CSOs
(local registered organizations)*

Non-formal Centers
managed by L&NFBE*

*downstream partners

Siyani Sahelian Achieve Remarkable Results

District Name	Grade 8		Grade 5	
	No. of students registered	Pass %	No. of students registered	Pass %
Bahawalpur	646	87%	1376	93%
Muzaffargarh	960	99%	1283	97%
Rahimyarkhan	652	90%	1121	95%
Total	2258	92%	3780	95%

Scale and Scope

TOTAL
15,050
Siyani Sahelian

LAHORE

MUZAFFARGARH

RAHIM YAR KHAN

BAHAWALPUR
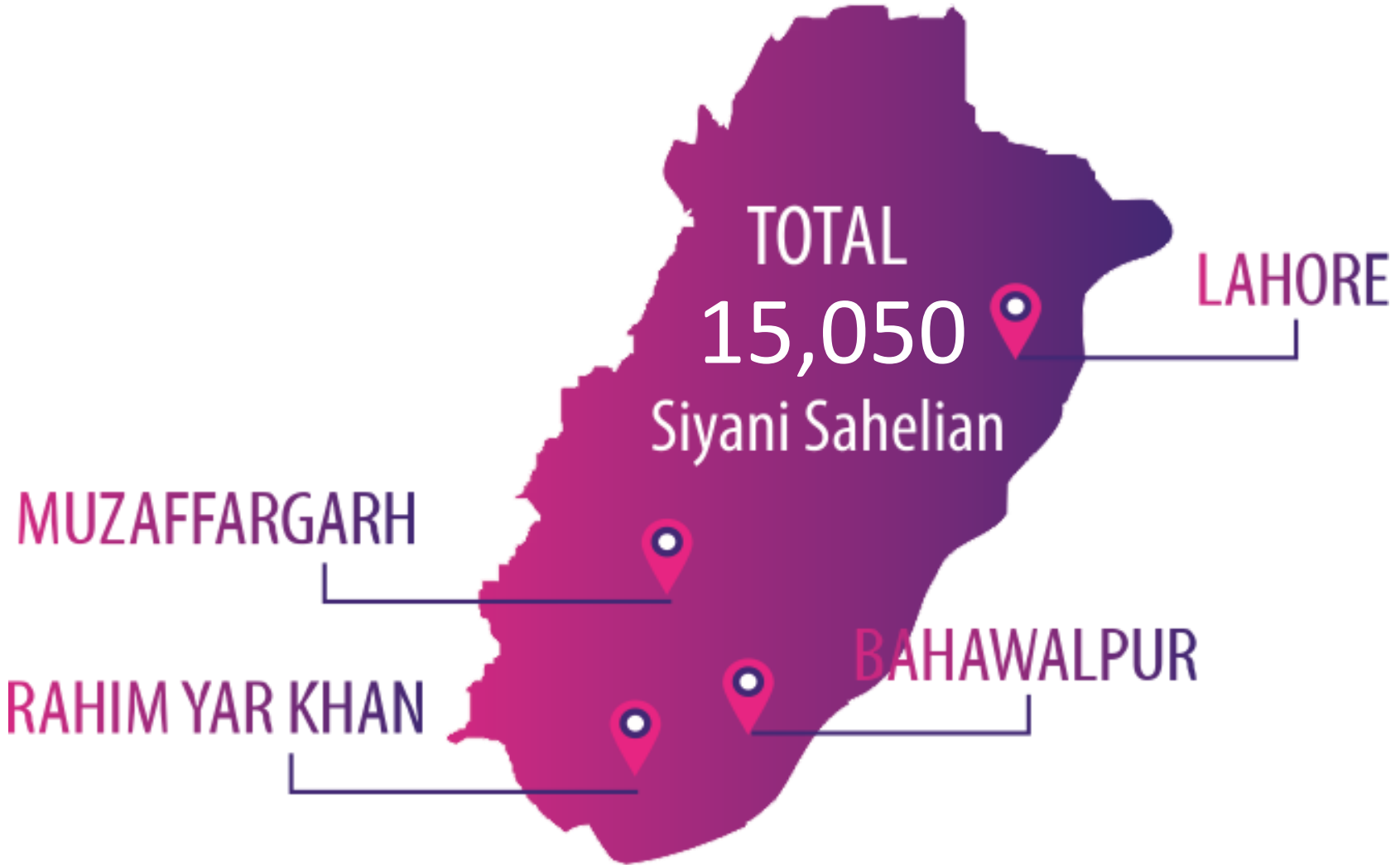
15K +
MOST MARGINLIZED
ADOLESCENT GIRLS

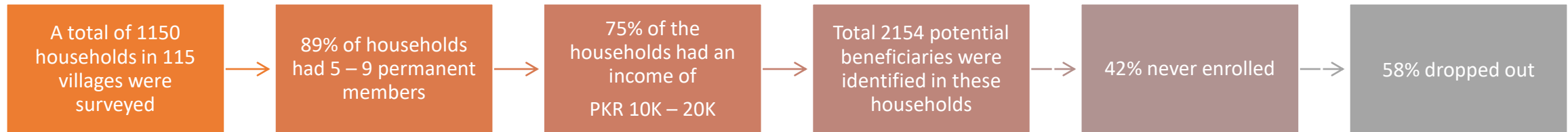3 STRANDS OF
EMPOWERMENT

DURATION
12 MONTHS

ADVANCING
ACTION FOR
ADOLESCENT
GIRLS

Community Mobilization amidst Covid-19
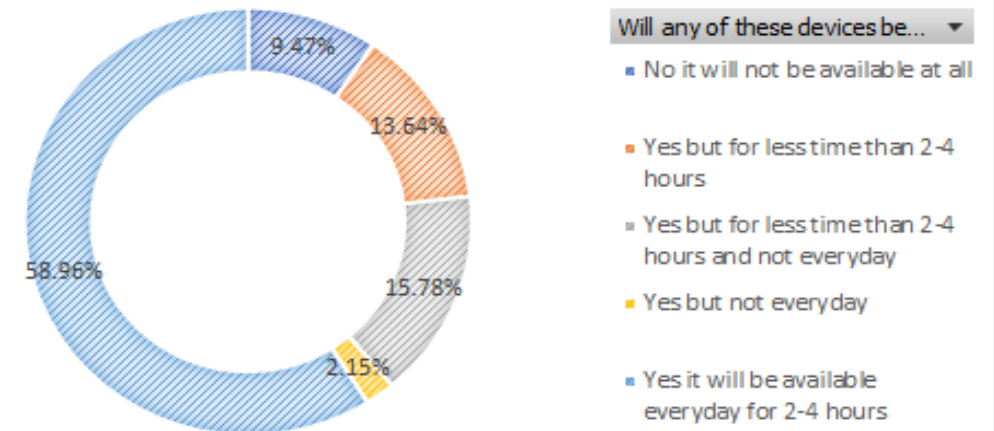
Village Selection

- Through volunteer efforts, field staff and teachers, virtual survey was conducted to collect information about the village and potential HHs

  - number and type of school(s), availability of internet, availability of resources that can be used for distance learning, total number of potential beneficiaries, their education status etc

- Data gathered was then used to inform the selection of village and modalities of learning/Edtech solutions that could be offered to the potential beneficiaries

Village Survey Analysis

A total of 1150 households in 115 villages were surveyed	89% of households had 5 – 9 permanent members	75% of the households had an income of PKR 10K – 20K	Total 2154 potential beneficiaries were identified in these households	42% never enrolled	58% dropped out

- 44% of households have android/smart devices
- 62% households have TV/LCD
- 0.63% households have radio
- 4.5% households have laptop/PCs
- 3.8% households have DVD/CD player
- 64% households have simple phones
- Cumulatively about 75% of households have some resource that can be used for distance learning
- However, the number reduces drastically when simple phones are excluded from distance learning resources

AVAILABILTY OF RESOURCES

9.47%
13.64%
58.96%
15.78%
2.15%

Will any of these devices be... ▼

- No it will not be available at all
- Yes but for less time than 2-4 hours
- Yes but for less time than 2-4 hours and not every day
- Yes but not everyday
- Yes it will be available everyday for 2-4 hours

- Availability of these resources in households does not necessarily mean that the resources will be readily available to the beneficiaries

- In 59% of the surveyed HHs, devices are ensured to be available every day for 2 – 4 hours

Mobilization Strategy and Implementation

- Hiring of teachers/community activists to engage with beneficiaries and create Watsapp groups

- Awareness on Life skills, Hygiene, Social Distancing, 'New Normal'

- Remote orientation/training of teachers

- Collaborative approach to develop and channel content
  - ICTs/Tech Ed Options & mobilization of parents through watsapp/sms

Remedial Learning amidst Covid-19

Ensuring Learning Does not Stop

- School classes shifted to home classes- distance learning mechanism deployed to engage **1500+** students (primary and middle) from **30 villages**
- Closed WhatsApp groups for caregivers/students managed by Academic Team
- Most marginalized households/beneficiaries not having ICT devices/smartphones provided with tablet to ensure learning does not stop

Content Creation and Dissemination

- Learning content comprises of daily lessons and videos with audio clips and additional media under three broad categories of:

  - Academics, Accelerated & Second Chance Learning and Assessments
    - Existing content with institutional partnerships (Taleemabad, Sabaq, Muse, PTV Teleschool)
    - New content creation on functional literacy/numeracy by ITA for never enrolled girls (sample video: https://vimeo.com/432818154)
  - Creativity Expression & Healing
    - http://itacec.org/Storytelling
  - Prevention and Protection, Life Skills and Empowerment
    - http://itacec.org/CoronaSaviours
    - http://itacec.org/a3g/partnership_soc_films.html

- Teachers facilitate the students via phone/video call and engage them to study content and share activities.
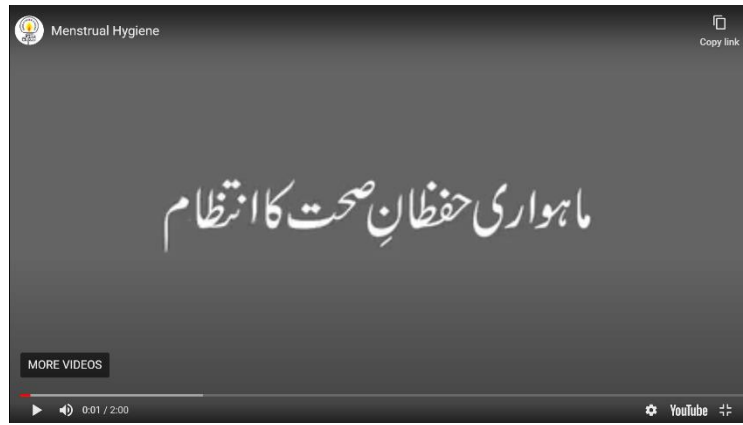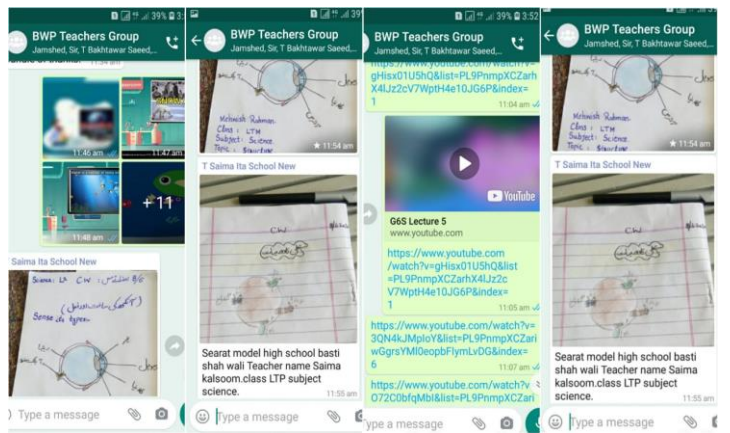
Learning Media/Content Selection

Learning media is selected from the following channels

Learning Assessment Process

- Assessments are taken weekly.

- Assessments are shared with parents/Device owner via WhatsApp

- Student attempts the assessment and sends the picture back to teacher

- Teacher shares his/her feedback via Audio/Video.
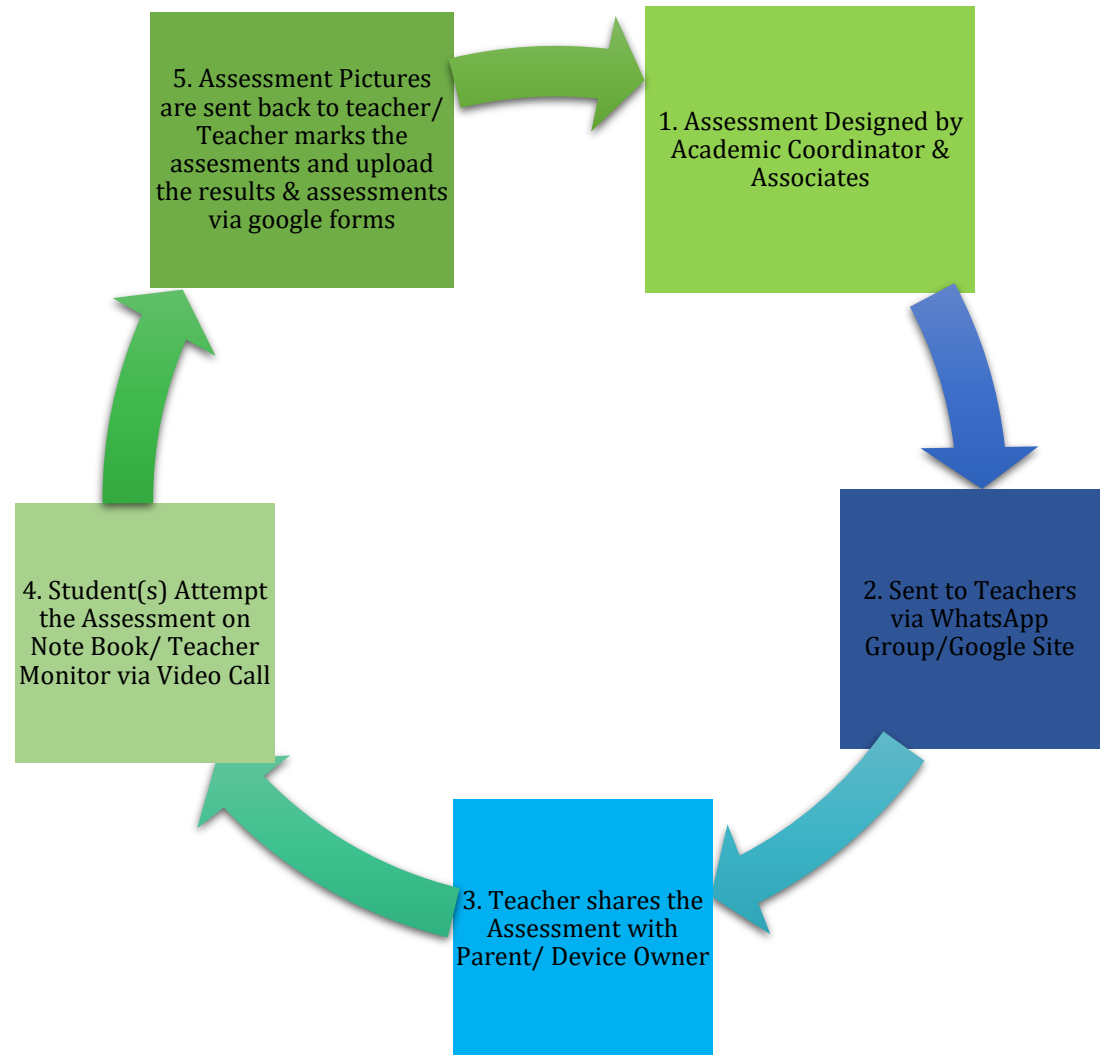
5. Assessment Pictures are sent back to teacher/ Teacher marks the assements and upload the results & assessments via google forms

1. Assessment Designed by Academic Coordinator & Associates

2. Sent to Teachers via WhatsApp Group/Google Site

3. Teacher shares the Assessment with Parent/ Device Owner

4. Student(s) Attempt the Assessment on Note Book/ Teacher Monitor via Video Call

Vocational Skills amidst Covid-19

Siyani Sahelian Face Mask Initiative

- Siyani Sahelian catering to the ever growing need for face masks as they work from home.

- Face masks produced by them being sold to retailers and wholesalers.

- 8000 face masks produced by 30 Siyani Sahelian practicing the work from home model in all 3 districts

IN NEED OF A FACEMASK?
THE **SIYANI SAHELIAN** HAVE GOT YOU COVERED!

The SS masks are available at:
- ITA head office 1/A Canal Bank Service Road, Gulberg 2, Lahore
- Selected pharmacies   - Delivery at your doorstep

To place an order DM us or contact at
03244676007 | 03314851925

Retail price - Rs. 20
Wholesale price - Rs. 15

ITA e-Ghar

The creation of an e-commerce platform that would allow the Siyani Sahelian to showcase and sell the handicrafts they produce even in the times of pandemic through online marketing.

Setting up of 15 TVET Centres (July onwards)

- 15 centers set up in remote villages across the 3 districts

- The 3 previous traits (embroidery, tailoring and beautician) will continue in some villages that showed potential and need

- Introduction of new trades:

  ➤ Poultry Farming

  ➤ Kitchen Gardening

  ➤ Chunri Making

  ➤ Khusa Making

  ➤ Handicrafts

  ➤ Fabric Paint

Step 1
- Baseline assessment (training needs assessment) conducted to identify district and village wise potential of new trades

Step 2
- Identification of relevant and high potential trades in the villages

Step 3
- Scouting and recruitment of relevant trainers in the trades

TVET Downstream partners and SS Nesting

Creation of an online entrepreneurial program in Urdu, customized to the student set to help them in understanding the various elements of entrepreneurship. Content creation underway.

Implementation of a Digital Training course in partnership with CIRCLE women. Over the course of 8 months 100 students would be trained various digital skill sets, followed by placement in relevant tech organizations and internships . Base-line research underway.

Siyani Sahelian Nesting will be a 3 month pre-incubation program, that would help the girls cover the various facets of business modeling, followed by industry linkages and connections to relevant partners and investors.

Life Skills and Protection Beyond Schooling

Prevention & Protection through Life Skills

- In partnership with Sharmeen Obaid Chinoy (SOC) Films, short films created on five subjects: financial literacy, menstruation, education, nutrition and self-awareness to empower girls during and beyond the Covid-19 crisis

- Short films are also being aired on PTV Teleschool

- 5 videos: on domestic abuse/violence; self defence and Self-Protection during Covid-19 underway currently for SS

Link to Soc Films
https://youtu.be/f9DA5xBtlfc
https://youtu.be/wCIUj8HE9C8
https://youtu.be/R1RqhGovQZc
https://youtu.be/Tyoifv9pPA8
https://youtu.be/oHe_ophfxp8

Breakout Discussion Session - Instructions

1. You will be split into **two** breakout rooms for discussion. One room with **Freda** and one with **Baela.**

2. Click the "Join Breakout Room" pop-up and you will enter the new room.

3. You will spend **10 minutes** with each of the presenters and a facilitator.
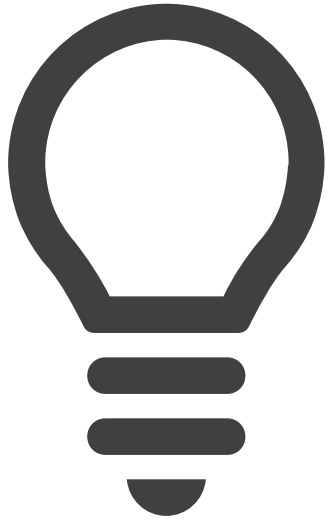
Presenters will be **swapping** rooms after 10 minutes.

4. After **20 minutes** you will see a "60 seconds remaining" pop-up window to "Return to Main Session."

You can remain in the room for the final minute and then you will be sent back to the main session.

NOTE: If you get lost in transition from the breakout room back to the main room, rejoin the meeting and we will let you back in!

Recap of common & key themes

Gender equity in education: changing perceptions and key themes during the COVID-19 response

Nora Fyles: Director of United Nations Girls Education Initiative

Youth Representatives from South Asia:

- **Bonita,** Nepal
- **Roya**, Afghanistan
- **Johora**, Bangladesh
- **Maryam & Nivaal**, Pakistan (moderating)

Chris Henderson:

UNICEF ROSA
Education and
Gender Consultant

Gender Responsive Education in the Context of COVID-19

Gender Responsive Education in the Context of COVID-19

Chris Henderson (chenderson@unicef.org)

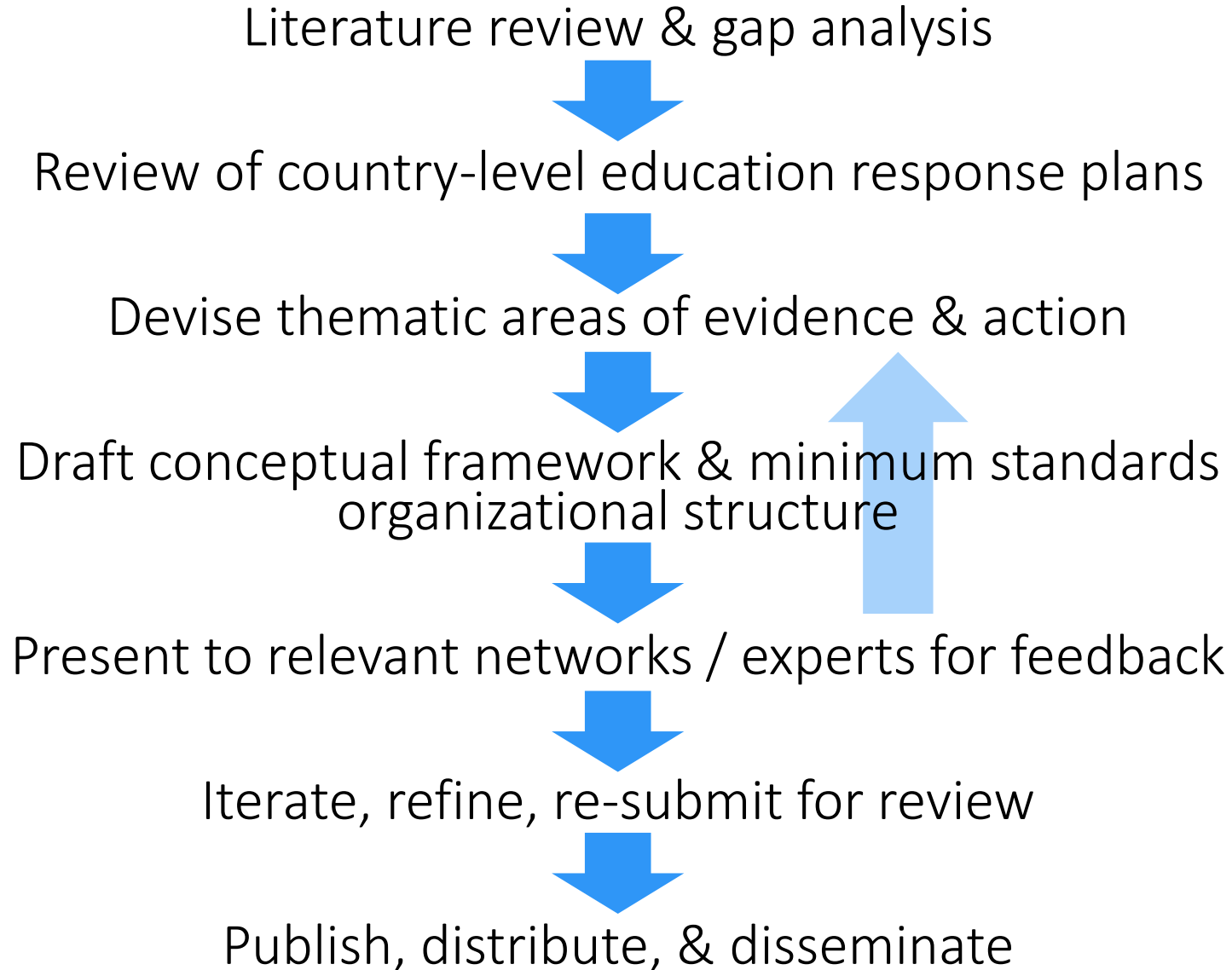Leave No Girl Behind Webinar, July 16th, 2020

Background and purpose

UNICEF

- Analyze education system responses to COVID-19

- Draft a gender specific framework and minimum standards product

- Building on existing guidance & frameworks for analysis & operationalization;

- Provide a high-level view of progress in girls' & boys' education & transitions to employment in South Asia;

- Situate the gender oriented educational challenges in the context of COVID19

Q: Is there a better way to describe the need for this product?

Methodology

Literature review & gap analysis

⬇

Review of country-level education response plans

⬇

Devise thematic areas of evidence & action

⬇

Draft conceptual framework & minimum standards organizational structure

⬇

Present to relevant networks / experts for feedback

⬇

Iterate, refine, re-submit for review

⬇

Publish, distribute, & disseminate

Q: Are there steps in this process that I have overlooked?

Areas of evidence

The disproportionate impact of school closures on girls

- The burden of care on girls & women
- Increase in gender-based violence

Getting all girls and boys back to school

- Differential factors contributing to drop out between boys & girls
- Removing financial barriers to education

By supporting teachers, we support learners

- Teacher mental health & well-being
- Remunerative security

Learning continuity and the digital gender divide

- Girls' low rates of access compared to boys
- The prevalence of different modalities

The need to monitor distance learning modalities

- Disaggregated data & representations of gendered experiences & outcomes

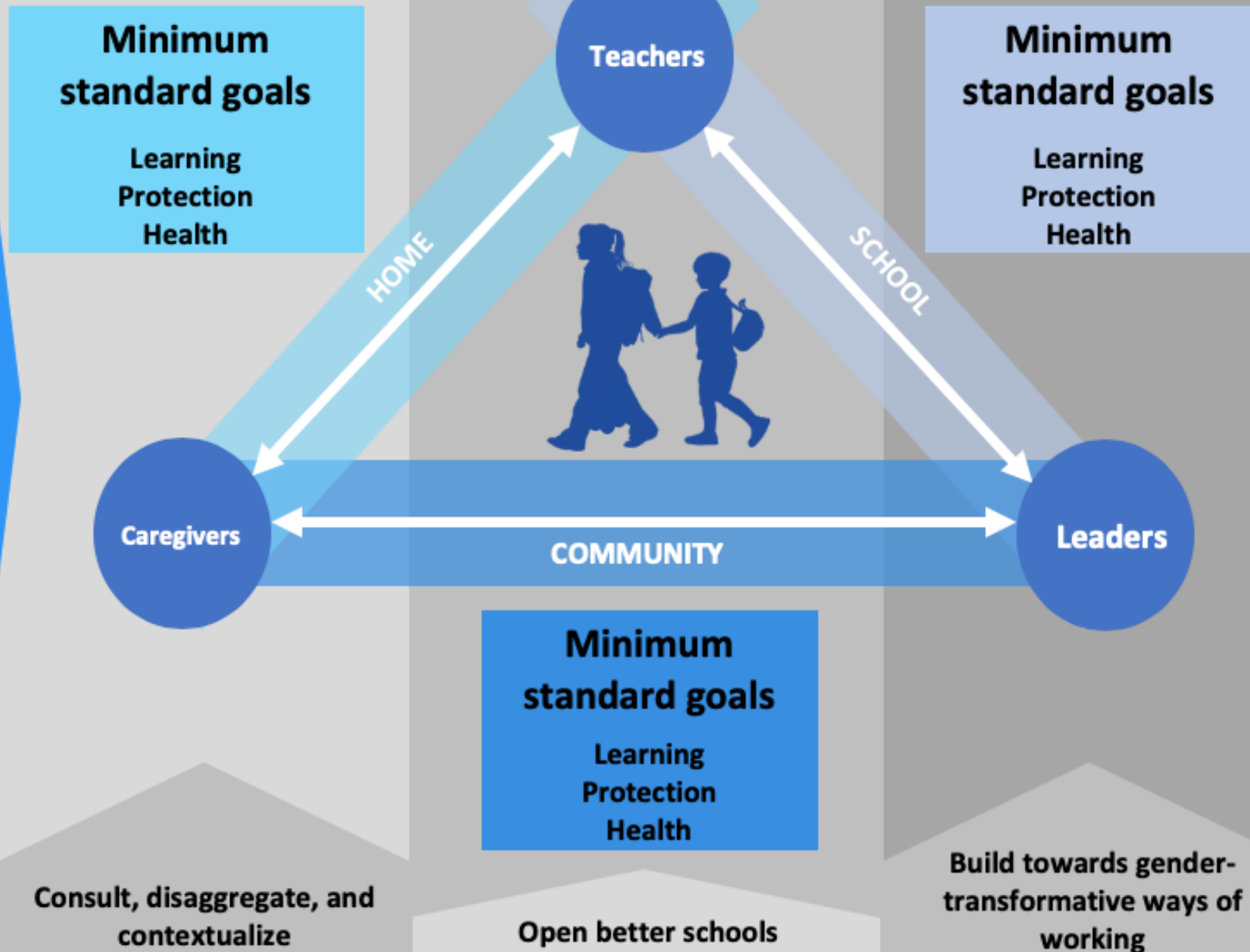## + Case studies of promising practices from ROSA country contexts.

Q: Is there a broad area of evidence or theme that I have overlooked?

Overarching principle

Prioritize marginalized, vulnerable, and excluded girls and boys

- School closures due to COVID19 could lead to millions more girls & boys dropping out before they complete their education;

- In crises, harmful gender norms are exacerbated, & vulnerable groups bear the impacts disproportionately;

- The price of disrupting learning for marginalized girls & boys during school closures is too high;

- The closure of schools further entrenches the burden of unpaid care work on women & girls.

Q: Do people agree or disagree that this should be an overarching principle?

Guiding principles

Build towards gender-transformative ways of working

- Acknowledge girls' & boys' differential learning, protection, & health needs; address the causes of gender-based inequities & transform harmful gender norms, roles, & power relations.

Consult, disaggregate, and contextualize

- By gender, wealth quintile, & location to understand & address the differential impacts of COVID-19 on girls & boys learning, protection, & health.

Open better schools

- Strengthen & reimagine existing systems; make them more accessible, inclusive, engaging, impactful, & participatory, especially for marginalised, vulnerable, & excluded girls & boys.

Q: Are these 'principles' or something different? What's missing?

Minimum Standard Sites

Home

- Equitable access to learning at home; protection from domestic gender-based violence at home; prevention of COVID-19 or other preventable disease risks at home.

School

- Preparation for classroom learning after lockdown; provision of psycho-social care; curriculum content aligned with academic level & progress; access to referral systems for SRGBV; gender-responsive WASH & COVID-19 provisions in place.

Community

- Infrastructure supports distance learning; transport routes are safe & affordable; alternative sites have WASH & COVID-19 provisions & CP services are connected

Q: Do these sites work? Strengths and weaknesses?

Minimum Standard Domains

Learning

- Ensure access to pedagogically sound learning during lockdown; at a level appropriate to girls' and boys' progress; that pathways to further learning or employment are maintained.

Protection

- Ensure that symptoms of violence or COVID-19 related trauma are identified; that adequate referral services are in place; that communications promote positive gender norms & prevent stigma or discrimination.

Health

- Access to messaging & provisions at all sites; account for language, cultural, disability, and income related needs; include sexual and reproductive health services.

Q: Do these domains of action work? Strengths and weaknesses?

Minimum standards

Site	Domain	Minimum Standards		Guidance resources
		Gender responsive distance learning	Gender responsive return to school	
SCHOOL	LEARNING — Goal: Curriculum progress is balanced with social-emotional learning activities that identify and address the differential experiences of girls and boys	Area of evidence: The disproportionate impact of school closures on vulnerable girls		
		Area of evidence: Learning continuity and the digital gender gap		
		Area of evidence: Getting all girls and boys back to school		
		Area of evidence: By supporting teachers, we support learners		

(One table for each site + domain combination)

Q: Does this layout work? What would make it easier to follow / understand?

Design intent

Areas of evidence align with the phases set out in UNGEI's key messaging guidelines

Give examples of the intended outcomes of the MS is for girl and boy learners.

Minimum standards act as programming indicators & exemplify positive practice.

Breakout Discussion Session

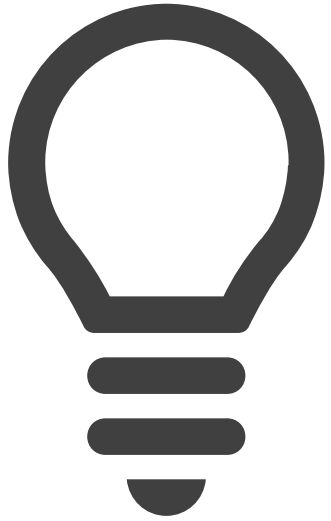Breakout rooms will function the same as during the first round.

One breakout room will be with Nora and the youth representatives from South Asia. One breakout room will be with Chris.

The presenters will swap after 10 minutes of discussion.

NOTE: If you get lost in transition from the breakout room back to the main room, rejoin the meeting and we will let you back in!

Recap of common & key themes

Upcoming Sessions:

Understanding Violence, Safety and Protection for Girls

SESSION 2: July 22

Skills Building, School to Work Transitions, and Female Empowerment.

SESSION 4: Aug. 05

SESSION 3: July 29

Afghanistan: Community-Based Education (CBE) and Equity Issues around Girls' Education

Leave No Girl Behind: 4-Part Webinar Series

Education Alternatives, Tackling Violence and Changing Norms:
A South Asian Regional knowledge exchange event series

Thank you for joining session 1!