

>> APRIL 2020

GPE AND COVID-19 (CORONAVIRUS)

**Supporting developing countries
with education response and recovery**



GPE/Kelley Lynch

The COVID-19 pandemic has triggered an education emergency of unprecedented scale. More than 80 percent of the **1.2 billion children currently out of the classroom due to COVID-19** are in developing countries, where school closures are compounding an already urgent learning crisis.

The combined impact of school closures and economic hardship caused by the pandemic will increase inequalities and roll back hard-won gains in improving education in some of the world's poorest countries. Those most likely to be left further behind are girls from the poorest families.

GPE is committed to ensuring that no child loses the opportunity of an education in the wake of the pandemic.



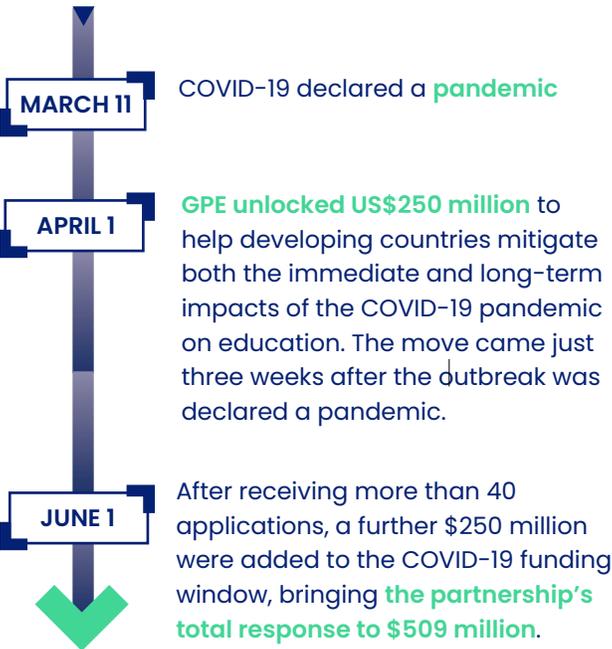
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With \$509 million dedicated to supporting countries response and recovery, GPE is the largest provider of funds dedicated solely to education in the global coronavirus response.

For all sources visit <https://www.globalpartnership.org/data-and-results/education-data>

FUNDING COVID-19 RESPONSE AND RECOVERY

2020



GPE's COVID-19 fund will help sustain learning for up to 355 million children in 67 countries, with a focus on ensuring that girls and children from the poorest families, who will be hit the hardest by school closures, are not left behind.

Ministries of Education and their partners will use the funds to:

- ▶ produce and distribute learning materials, including through radio and television
- ▶ distribute equipment such as radios and textbooks to the poorest households
- ▶ support teachers to coordinate and track learning
- ▶ assist vulnerable households and include learners with special needs or disabilities
- ▶ ensure that teachers and schools are prepared to re-open when it is safe to do so, and
- ▶ assess learning gaps and provide remedial learning opportunities to make up for time lost to the pandemic.

GPE RESPONSE

The Global Partnership for Education has stepped up to mitigate the impacts that school closures in developing countries will have on the most vulnerable children and to build the resilience of education systems, by:



Keeping students learning and providing support so the most vulnerable students, especially the poorest girls, are not left behind.



Supporting education systems and teachers during the crisis, ensuring that schools can safely reopen as soon as possible and that learning gaps are closed.



Supporting governments to rapidly develop mitigation and response plans, safeguard education spending, and helping to align external funding behind national priorities.

The challenges developing countries face are varied and unique. GPE is committed to working across the partnership to promote coordinated responses that are country-driven, aligned behind government priorities, and to share information and experiences.

Of the \$500 million window, US\$25 million has been set aside to support global and regional coordination, learning and knowledge-sharing, such as developing shared teaching materials. Additional funding will be required to meet the needs in all 67 countries.

On March 25, GPE provided US\$8.8 million to UNICEF to kickstart education systems' response to COVID-19.

The funds are supporting 87 developing countries to:

- plan and coordinate their education systems' responses
- develop communications around safe school operations
- share knowledge and build capacity for the current and future pandemics.

A GLOBAL EDUCATION EMERGENCY

School closures in response to the COVID-19 pandemic have left nearly 800 million children in developing countries out of school. School closures in response to the COVID-19 pandemic have left nearly 800 million children in developing countries out of school and cut off from their friends, learning, and the vital services and protection that schools provide.

Interrupted learning and economic shock will exacerbate inequalities and expose the most vulnerable children to additional risks. Evidence shows us that the longer vulnerable children are out of school, the less likely they are to go back to school.

- **Girls who are excluded from school are more vulnerable to gender-based violence, early marriage and teenage pregnancy.** New reports estimate that 10 million more secondary school-aged girls could be out of school following the crisis. (Malala Fund)
- **Teachers may be forced to find other sources of income** and may not return to the profession.
- **Government budgets may shrink** as economies contract.
- **Schools will need to be sanitized** and refurbished before they can re-open safely – those servicing the poorest communities may not be able to re-open quickly.

Supporting education systems from the onset of the pandemic is the best way to protect the most vulnerable students and lay the foundations for a speedy recovery, while also building resilient education systems for the future.

GHANA

With \$15 million, the Ghanaian government will ensure continued learning, recovery and resilience in education. The grant will fund remote learning through radio and TV, online and offline helpdesks to support teachers and students, and an online platform to make educational resources widely available. Pre-loaded content devices will be provided for students with special needs, girls from disadvantaged backgrounds, and children from rural areas and low-income families. Once schools reopen, a back-to-school campaign will encourage at-risk children, particularly girls, to re-enroll, and remedial support will be provided for disadvantaged students. The grant will also train teachers to provide psychosocial support to students, parents and communities.

RWANDA

A \$10 million grant will support radio, television and online learning, as well as a public campaign to prevent gender-based violence and teenage pregnancy. The grant will also support schools to re-open by equipping them with handwashing facilities, providing meals for at-risk children, and training teachers on school safety. A back-to-school campaign will be launched to educate students and communities on disease prevention and ensure the most vulnerable children – including girls and children with disabilities – return to school.

