



FAWE Forum for African Women Educationalists
Forum des éducatrices africaines



PRIORITÉ À L'ÉGALITÉ
GENDER AT THE CENTRE



GENDER RESPONSIVE EDUCATION SECTOR PLANS

IN THE MIDST OF

COVID-19

AN INSIGHT TO THE EDUCATION OF ADOLESCENT GIRLS IN COVID-19 PANDEMIC

PROJECT IS SUPPORTED BY GCI FUNDS

ABOUT US

FAWE

FAWE is an apex Pan-African Non-Governmental Organisation working in 33 African countries to empower girls and women through gender-responsive education. FAWE believe that through education of women and girls, livelihoods are improved for entire communities and civic education and liberties are enhanced. Educated girls become educated women who have the knowledge, skills and opportunity to play a role in governance and democratic processes and to influence the direction of their societies. We are a strategic technical partner to the AU HRST for which we have developed the Gender Equality Strategy for the Continental Education Strategy for Africa (GES4CESA).

PLAN INTERNATIONAL

Plan International Plan International is an independent development and humanitarian organisation which works in 71 countries across the world, in Africa, the Americas, and Asia to advance children's rights and equality for girls. Plan International is one of the world's largest organisations working for children's rights and gender equality. Plan International focuses on child protection, education, child participation, economic security, emergencies, health, sexual and reproductive health and rights, and water and sanitation.

CIVIL SOCIETY ACTION COALITION ON EDUCATION FOR ALL

The Civil Society Action Coalition on Education for All (CSACEFA) is a coalition of NGOs, CBOs and FBOs working on education issues in Nigeria. Forty (40) education NGOs came together in the run-up to the World Education Summit in Dakar in April 2000 to form the coalition. CSACEFA developed a core set of positions and attended the Dakar Summit to join in the call for quality education for all. The coalition has since expanded its membership to over six hundred (600) CSOs covering the 36 States of Nigeria and Federal Capital Territory (FCT) and has been engaging, advocating and inputting to education policies and programmes at Local, National and International levels. Our Mission: To ensure free, quality and inclusive education for all through effective participation of civil society.

COVER PHOTO // *Adolescent Girls of Arabic Girls Secondary School Sokoto (Photo Courtesy: Samaila Photos)*

BACK PHOTO // *Rukaya Umar, a Student of Government. Girls Secondary School Arkilla (Photo Courtesy: Samaila Photos)*

ABOUT US

GENDER AT THE CENTER INITIATIVE (GCI)

Under the leadership of the Government of France, the G7 leaders recognized the urgency of ensuring that all girls and boys around the world can access a quality education as a fundamental right and foundation for gender equality. Launched in July 2019, the Gender at the Centre Initiative (GCI) was developed by the G7 Ministers of Education and Development in collaboration with multilateral and civil society organizations committed to advancing gender equality in education.

The GCI program is implemented by the partner countries, with support from a multi-stakeholder partnership which includes UNGEI, GPE, UNESCO-IIEP, UNESCO, UNICEF, the Forum for African Women Educationalists (FAWE), the African Network Campaign for Education for All (ANCEFA), Plan International, and the African Union - International Centre for the Education of Girls and Women in Africa (AU/CIEFFA). Together with the G7 donors and participating countries, Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone, this partnership of stakeholders forms the GCI Alliance.

GCI is hence a multi-stakeholder initiative that supports the leadership of ministries of education and other national stakeholders in their efforts to advance gender equality in education in alignment with global (SDG); continental (Agenda 2063, CESA 16-25 and GES4CESA which FAWE developed for the AU HRST); and national commitments.



Girls from Arabic Girls School Sokoto washing their hands in a basin donated by GCI CSO Consortium (Photo Courtesy: Samaila Photos)

PRESENTATION OF THE GCI CSO CONSORTIUM

ENHANCING GENDER RESPONSIVENESS IN COVID-19 EDUCATION PLANS IN ADAMAWA AND SOKOTO STATES - NIGERIA

The CSOs members of the GCI Alliance form a Consortium that is coordinated by FAWE at alliance level. In Nigeria, the FAWE-led consortium consists of Forum for African Women Educationalists Nigeria National Chapter, Plan International Nigeria and Civil Society Action Coalition on Education for All (CSACEFA). We are movement that recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

The COVID-19 pandemic has caused the largest disruption of education in history. Most governments around the world have temporarily closed schools and other learning spaces in recent months in an attempt to contain the spread of the virus. The most marginalized, including girls with disabilities, those in conflict-affected contexts, remote and rural communities and those in the poorest quintile, are expected to be most affected by COVID-related school closures, facing additional constraints on their ability to fulfil their right to education, health and protection, among other rights.

As some schools and education institutions around the world have reopened and others are preparing to do so, governments, education sector officials, community leaders, teachers and school staff should see this as an opportunity to build back better, through gender-responsive measures that transform education systems, prioritize resilience and address the key bottlenecks and barriers to girls' education.

PROJECT SUMMARY

The Nigeria GCI CSO Consortium project integrating gender equality in COVID-19 response plan seeks to address the challenges and impacts of COVID-19 pandemic on the Nigerian society and in the lives of girls especially during the period of pandemic lockdown and its post pandemic effects. The project will be implemented by community and through youth engagement plan that seek to understand how much the community knows about COVID-19, ways in which it has affected them and the education of young girls, develop strategy to create awareness as well as to educate the masses and to also conduct aggressive back-to-school campaign to check dropout especially for girls when schools reopen.

PROJECT GOAL

Strengthen the resilience and capacities of Local education authorities, adolescent girls and youths to protect themselves from the impact of COVID -19 in Sokoto and Adamawa States.



OBJECTIVE 01

To support State education authorities put in place protective environment and effective gender responsive plans for children especially girls to mitigate the risk presented by COVID-19 and other related issues.



OBJECTIVE 02

To promote access to context specific, timely and correct information on COVID-19 pandemic for young people and adolescent girls.



GENDER AT THE CENTER INITIATIVE

Adamawa State Declaration on COVID-19 and Girls' Education

"Building Back Equal: Getting Girls Back to School"

We the education managers in Adamawa State assembled at a high level roundtable on 28th January 2021, with a dedicated focus on girls' education in the context of COVID-19, recognizing the pandemic has created unprecedented challenges for learning for all children, but that girls face unique challenges, and reaffirming our commitment to take-action to safeguard learning and education for all starting with those most at risk in this regard we:

1. Reaffirm the right to education for every child.
2. Recognize that it is the duty of government to provide safe, quality and inclusive education.
3. Recognize the pandemic risks rolling back progress on education, including increasing the number of out of school children and further enhancing inequalities in learning, particularly between boys and girls.
4. Recognize that girls' face unique challenges to their education and learning and will ensure that COVID and non-COVID education plans take into account the needs of girls so they can return to school and keep learning.
5. Commit take steps to incentivize and support girls' re-enrollment and retention in schools during and after the pandemic.
6. Commit making schools COVID-safe so that learners, teachers and families can return to school without fear.
7. Commit to increase and safeguarding education financing.

Signed:

Honorable Commissioner of Education
 Adamawa State.
 26/01/2021

GENDER AT THE CENTER INITIATIVE

Sokoto State Declaration on COVID-19 and Girls' Education

"Building Back Equal: Getting Girls Back to School"

We the education managers in Sokoto State assembled at a high level roundtable on 28th January 2021, with a dedicated focus on girls' education in the context of COVID-19, recognizing the pandemic has created unprecedented challenges for learning for all children, but that girls face unique challenges, and reaffirming our commitment to take-action to safeguard learning and education for all starting with those most at risk in this regard we:

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6. Commit making schools COVID-safe so that learners, teachers and families can return to school without fear.
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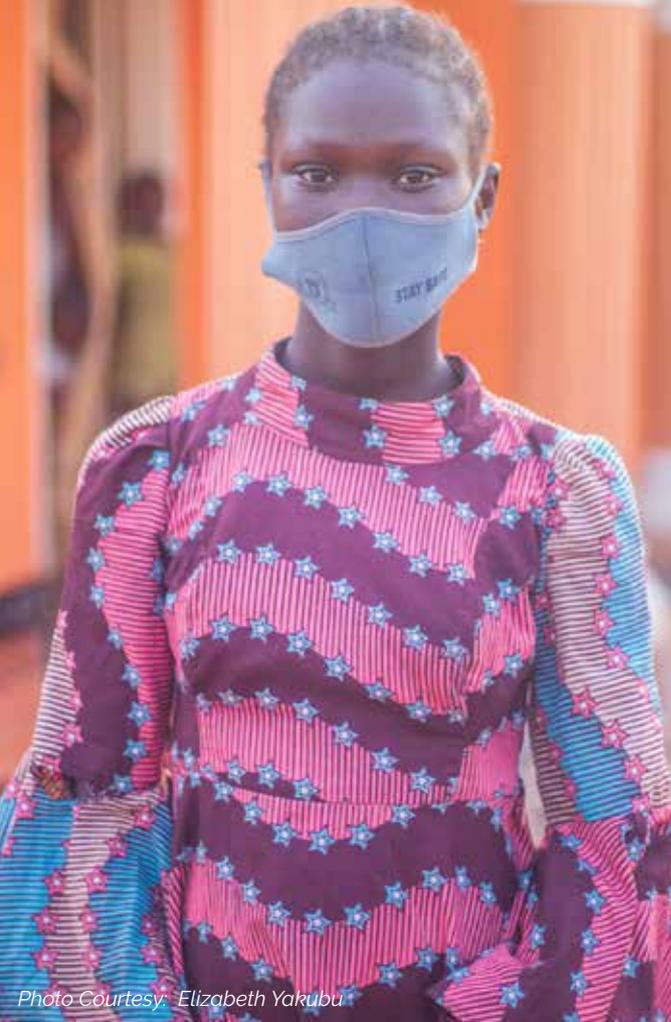
Signed:

Honorable Commissioner of Education
 Sokoto State.

The unprecedented disruption to education had rolled back substantial gains made on girls' education in recent decades, with broader immediate and longer-term effects on the achievement of the Sustainable Development Goals, including those related to poverty reduction, health and wellbeing, inclusive quality education and gender equality. As well, it is negatively affecting the achievement of continental goals such as Agenda 2063, CESA 16-25 and GES4CESA and of national goals.

The most marginalized, including girls with disabilities, those in conflict-affected contexts, remote and rural communities and those in the poorest communities are the most affected by COVID-related school closures, facing additional constraints on their ability to fulfil their right to education, health and protection, among other rights.

The following are voices/testimonies of adolescent girls whose education have been impacted as a result of closure



BETSY ISHAKU

16 year old SS2 student GDSS, Wuro-Hausa

Betsy Ishaku, 16 year old SS2 Student GDSS, Wuro-Hausa, said the Corona Virus, pandemic affected her education because it was responsible for the lockdown. Precious time lost staying at home had made her understanding of science technology and maths subjects a bit challenging.

"Corona virus caused us to stay at home without learning for several Months," Betsy said. "The impact of the lockdown, has been very negative on our education. It kept me away from school. Lessons we should have been taught in the sciences, during the lockdown were missed. Now, Maths and the Sciences has become a bit challenging for me and other girls because topics which we ought to have been taught and now being introduced to us in the next class. These subjects when they surface especially the ones not treated by the teacher in our previous class, is creating challenges for us."

Covid-19 has brought about social distancing limiting interactions even among family members, adjustments everyone who cares for one's personal safety has to make.

Because of Covid, she has to limit interactions between her and other students at school. "I now wear facemask everyday to school without interacting with friends. Unlike before, we now wear face mask every day to come to school. How I welcome my relatives has also changed. I use to hug them but now, I just stand and say hi or hello."



MESOMA ANIOKE

16 year old SS2 student of GDSS, Yola Town

For **Mesoma Anioke**, 16 year SS2 Students of Government Day Secondary School, Yola Town, Covid-19 brought about an unhealthy haste in learning. She said, "The impact of Covid-19 for me is that learning is now being carried out in a haste."

She and other school pupils lost learning time, this she said is what she regrets most about covid-19. A lots of subjects that were supposed to have been taught the pupils were skipped according to her.

She said for over four Months the school system was shut, but as soon as schools reopened "learning proceeded in a haste."

"Teaching is now being carried out hurriedly. Should I just say fast, fast so that we can just go to the next class," she said, adding "This is affecting our education badly. A lot of important topics, which were supposed to be taught us; so we can have knowledge about it, were never taught."

The impact, Covid-19 has had on her family had indirectly affected her studies she said. Before Covid-19, according to her, the family lived happily in joy and harmony. "We laughed with each other, but when Covid-19 came all that stopped," Mesoma said. "Now our family is facing economic crisis. No, more jobs for my dad. No food to eat. The lockdown hurt us, even though my elder brother and sister do also work but during the lockdown their jobs also ceased. It has been hard for my parents to pay my school fees. For the first time, I was chased away from school. This is the first time since I started schooling that the payment of my fees would take long."



“ COVID-19 is a pandemic within my own pandemic of physical disability but still I am hopeful of becoming a Medical Doctor one day. ”



AMINA SANUSI

JSS 2 student of Abdulrashid Adisa Raji Special School

Amina is a JSS2 student of Abdulrashid Adisa Raji Special School situated in Ibrahim Dasuki road, Sokoto State. Amina's school is one of its kind in the state that caters for students with special needs, though the school also has a section for students without special needs. Amina is physically challenged on both legs which makes movement a serious task for her. To get to school, Amina's junior sister pushes her wheelchair on foot from Unguwar Rogo area of the state, about 28 minutes' walk (2.2km) to the school.

Amina was rather shy and not very well outspoken during when sharing her story on the impact of COVID-19 on her education. "Coronavirus is like a cold, we should practice social distancing, and wear face masks to protect ourselves," she said about COVID-19. According to Amina, they were informed about the break by their principal on the assembly ground, and it made her sad because she didn't want her schooling disrupted.

During the break, Amina joined her mother in her hair braiding venture. Similarly, she went over some of her school lessons. Nevertheless, when school resumed, learning felt new to her as she had forgotten some of the lessons learnt. According to Amina, "*COVID-19 is a pandemic within my own pandemic of physical disability but still I am hopeful of becoming a medical doctor one day*". Despite her challenging situation, Amina's unwavering attitude will be her greatest tool in the quest to actualise her goal.



MARYAM GARBA

17 year old SS2 student GDSS, Yola Town

Maryam Garba, 17 year old SS2 Student of Government Day Secondary School Yola Town, says the corona virus pandemic has brought restrictions on her personal liberty.

"You can't go anywhere without you being afraid you could be stopped and asked to produce your face mask. One can't go anywhere freely, like it used to be in the past. I am not happy with this."

She said apart from causing her the loss of valuable learning periods, Covid-19 has also affected how she related with other girls.

She said, "It stopped me from playing with my friends. We were really impacted by corona. How we sit now among colleagues is no longer the same because of social distancing. I can't freely relate with friends like touching and holding them, everyone now keeps a distance."



SIDDIKA SAGIR

16 year old JSS3 student

Siddika Sagir goes to a secondary school with so much history in the state. Established eight years after independence, the then Capital School was one of the pioneer schools in the state. One is almost taken aback to postcolonial times when the school was established, with some of the old classrooms still standing and very much functional and with the principal's office showing portraits of past principals, from early British expatriates to the current principal.

The daughter of a businessman, Siddika is a 16-year-old JSS3 girl, who seem to be quite informed about COVID-19. "Corona Virus can be contacted through a handshake, and breathing in air from an infected person," she says. Siddika said before their school closed, they were informed that as COVID-19 can be easily transmitted in a crowded area such as schools, hence, the school was to be closed, and that made her unhappy because she enjoys going to school.

Similarly, Siddika complained that they got promoted to the next class without finishing lessons and writing exams for Jss2, which has made it hard to understand what they are being taught. Likewise, some of her classmates dropped out because they got married, and some simply did not resume. Siddika, who hopes to be a teacher in the future did not relent on her studies during the break, oftentimes, she was tutored by either her aunt or her brother, consequently, she is able to cope in class more than her peers.

UMMUL FADILI ABDULLAHI

16 year old JSS3 student of School of
Arabic and Islamic Studies

For **Ummul Fadili Abdullahi** 16 year old JSS3 student of School of Arabic and Islamic Studies, what was uppermost in her mind during the covid-19 pandemic as schools were shut was her education. "I was worried how schools could be asked to stop. I missed school. I now feel so good now that schools have reopened. During the lockdown we were just sitting back at home, it wasn't easy for us. But we need an education, so it feels so good to see schools reopened. Without education I can't see a better life."

She said she worried that covid-19 almost pulled down her education because they were due to write their Junior Secondary Schools examination.

"Covid-19 almost pulled down our education, because we were in class, getting ready to writing our JSC exams when schools were asked to be closed. Corona virus has changed our lives though I am happier at school. Because at home I have no one to play with."





MURNA SOLOMON

15 year old student of GSS Wuro-Hausa

Murna Solomon, 15 year old Student of Government Secondary School Wuro-Hausa, said Covid-19 did not only affected her education but also the practice of her religion. Though she missed going to school, during the lockdown, but not being able to go to church also worried her.

"During the lockdown, we are not going to church. I missed coming to school," She said. "There's a lot we missed during the lockdown that cannot be regained."

Watching a neighbour die from the virus, Murna said, got her really scared and worried." I am scared of covid-19 pandemic that is why I am using this face mask."

I am no longer comfortable in school the way I use to be. Now, I can't play with my friends, because no hugging, no shaking of hands. She advised against people not taking covid-19 seriously to desist from such conduct.

"Without facemask corona virus will catch you. One needs to wash his/her hands properly, keep social distance and sanitize their hands regularly after contact with anybody.



JOY YUSTUS

13 year old JSS3 student of GSS, Luggere

Joy Yustus, 13 year old who lives at back end of hospital road, is in the last grade of Junior Secondary School, with a vaulting ambition of one day becoming the governor of the Central bank. She says she wants to train as an economist, so much so that every ample time of learning is too precious to be wasted away.

But when the Corona virus broke out and became a global pandemic, as government the world over tried to deal with this novel disease, the response of government across the globe, was to restrict contacts among humans while the search for a cure became the trend. For Joy, when the lockdown came into effect and the opportunity to learn seemed impossible with the closure of schools and workers being asked to stay back at home, it was a personal "setback".

She said, "The time lost being out of school for the greater part of 2020 really affected my comprehension and spelling abilities."

"After we returned to school I was unable to spell a lot of things, Covid-19 has really being a setback to my education."



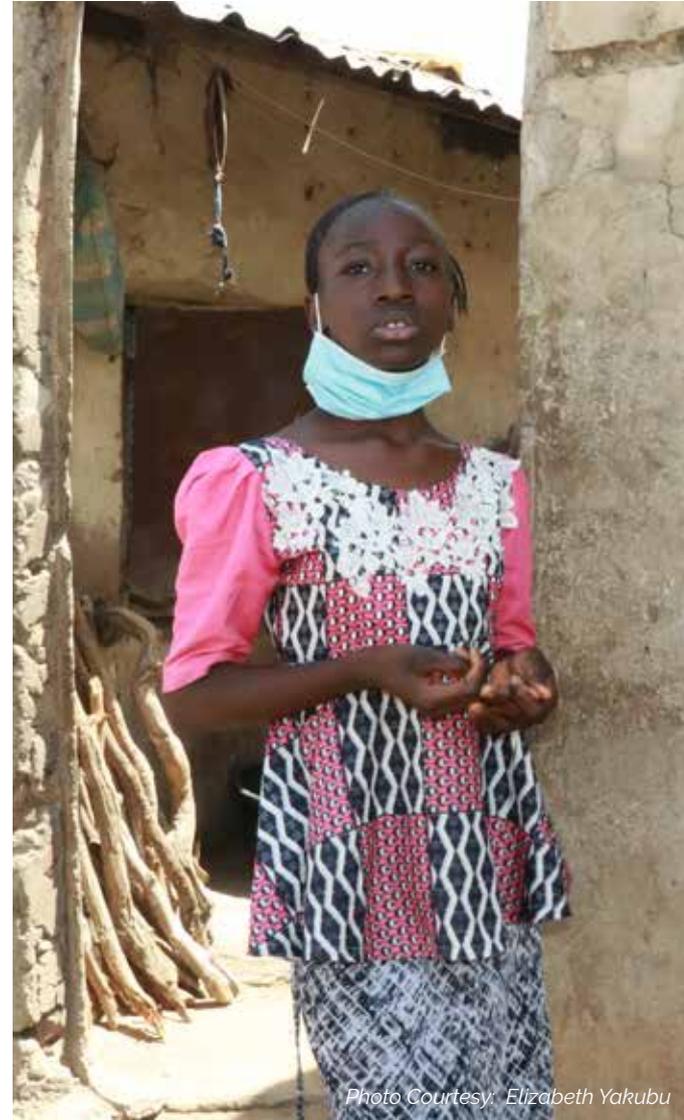
Photo Courtesy: Elizabeth Yakubu

Although, two weeks into school resumption she was able to recover but noted the dramatic turn which she said has been life changing. The discomfort of using a face mask and the adjustment to a new way of life that also drove a wedge between her and her friends.

"It is very difficult for me now to play the way I use to play. I am told not to play openly like in old days, not to catch the virus. If I want to touch other girls or have a hand shake with them I get scared. There's also the discomfort of using the facemask. It's really uncomfortable using the face mask because of the difficulties in breathing for me. Every time I feel forced into using the mask. I am not always comfortable; wearing the nose mask because it feels like something big is tied around my mouth."

Joy said her father helped mitigate the educational crisis the lockdown had started to trigger in her life. "It is my father that helped me with my daily lessons, which helped me in so many ways.

But even with that, when school reopened I still couldn't spell so many things. After two weeks I was able to refresh my knowledge of a lot of things I was capable of doing before Covid-19. Covid-19 really affected my education. But thanks be to God for the reopening of schools."





MADINA YUNUSA

17 year old JSS3 student of School of Arabic and Islamic Studies

Madina Yunusa, 17 year old JSS3 student of School of Arabic and Islamic Studies, Yola said Corona Virus changed her outlook about her school community. She said she never considered them a valuable part of her life until Covid -19 struck and she found herself at home lonely without friends. According to her, the four month period during which schools remained close were for her the saddest part of her life.

After close to six Month of a compulsory stay at home due to covid-19, Madina said she's a much happier person now. Though covid-19 impacted her education after authorities ordered the closing down of schools and workplace. Since the reopening of schools her outlook has changed. "I am much better now that school is in session. I missed my school friends and my teachers. The lockdown changed the way I now see my friends and teachers. It taught me to now value the friendship of my school community, the teachers and pupils. The four month period during which schools remained close were for me the saddest part of my life."

She said it never occurred to her that the friendship of those persons with whom she shares a classroom could be an "important part of one's life.

"This is the third month that we are going to school and I am so happy about it."Madina said.

The one thing however Madina said she would want to change if she has the powers to order it is the use of face mask. "It's like a bit harsh, I don't like it," she blurted.

HUMAIRA KABIRU

14 year old JSS3 student of GGDSS, Sabon Birni

Humaira comes from a family that holds education in high esteem. Her father, Mr Kabiru is a teacher who must've had considerable influence on her because even though young, she exudes confidence and seems to be highly intelligent. Humaira is a 14-year-old JSS3 girl and is the most knowledgeable about COVID-19 among all the girls interviewed.

According to Humaira, "Covid-19 is a virus that attacks the breathing of patients, we are advised to always wash our hands, wear a face mask, maintain social distancing and avoid crowded areas"; our principal informed us on the assembly ground that school will be closed because of the outbreak of a new virus that is easily transmitted in a crowded place like school.

This announcement made Humaira unhappy because she enjoyed learning. Humaira who seized every chance she had to be tutored by her father or sister felt that the lockdown affected her negatively, because they had lessons for each period while in school, whereas, with the lockdown, she got tutored only when her father or sister could make time.

Learning went on as usual for Humaira and her friends after resumption because most of them also had private lessons, while those that didn't found it hard in class, and some did not resume school altogether. Humaira hopes to be a medical doctor in the future, and with her unwavering attitude to learning, the sky is her limit.



HAULATU BELLO

17 year old, JSS 3 student of Government Day Junior Secondary School, Tudun Yola

Haulatu Bello is a 17-year-old JSS3 student. Her father is a car salesman, and her mother is a petty trader. All of Haulatu's senior sisters attended secondary school and got married after graduation. Haulatu is quite vocal yet she has a calm demeanour. Her school is situated at Tudun Yola, which has a noticeable depression in its topography, uncommon to the state's terrain. The school is located in the northern part of the state where lies most of the state's old towns.

Unlike other interviewed girls, Haulatu said she was happy when they were told of the closure of their school due to the Virus. However, as time went by, she continuously felt unhappy staying at home as the lockdown prolonged. "I don't know much about the virus, all I know is from watching TV, the virus is dangerous and whoever gets it suffers a lot," she says.

After school, Haulatu helps with domestic chores at home, something that kept her busy alongside reading her books during the lockdown. According to her, the lockdown did not have a big impact on her studies, in fact, she is happy that she was promoted to the next class, the only downside of the lockdown is that after resuming, learning felt new.

Haulatu hopes to be a doctor in the future. She advises girls to face their studies, "girls' education is very important because if we had more female doctors, women will be more comfortable to go to the hospital" says Haulatu.





RUKAYYA UMAR

16 year old student of Government Girls Secondary School, Arkilla

Rukayya Umar is a 16-year-old girl, she goes to an all-girls secondary school in Arkilla area of the state. Much like other girls in the school, she appeared clean and calm, unlike the school's surrounding, situated by a buzzing roadside, where commercial activities seem to be booming. Rukayya comes from a background that places value in education, with her father being a retired clerk of Sokoto State House of Assembly. When asked about her future ambition, she said with a big smile; "After secondary school, I would like to further my education and be a surgeon".

On the topic of COVID 19, Rukayya had little to say, while confirming that the virus does exist, she said: "some people survived and some didn't". According to her, before their school closed, they were informed that it was closing because of the outbreak of a new virus. She opined that the virus and prolonged break negatively affected their learning. "The school was closed during the second term, and when we resumed everyone was promoted to the next class without covering the scheme of work of the second term and the third term," she says.

Hence, even though they've been promoted, she feels like they have been left behind in terms of learning, which would've helped them understand more of what will be taught in the class they've been promoted to. "my friends and I were very sad when we were told of the break" she said When asked about the closure. Before the closure, Rukayya would attend Islamic school and also went for lessons on bedsheet making after school, a schedule which kept her busy while the lockdown ensued.

NANA ASMAU ABDULLAHI

17 year old SS3 student of A. A Raji Special School



Nana Asma'u Abdullahi is an SS3 student, though she's without any special need, she holds the post of the head girl in the only school designed to cater for children with special needs in the state. Nana, a 17-year-old girl presents as a vibrant and outspoken student, fitting to be the secondary school head girl. The premises of the school's entrance was rather quiet, in contrast with the sparsely spaced classroom area. "My mother does not work, and my father is a farmer," she said about her parents.

According to her, she first heard about the virus in school "we were told that school will be closed because of Corona and I was not happy". She expressed how hard it has become for them to understand some topics because they were promoted to SS3 before covering a lot of topics in SS2. More so, she's particularly unhappy because she was told that admissions matriculation exam will not be held this year, consequently, she'll have to wait a year before getting into university. In addition, some of her classmates got married during the break and did not resume school afterwards.

Being a boarder, Nana used to spend her time reading in the hostel after school. With the school closed, she joined online lessons so as to keep up the momentum. Similarly, she often assisted her sister in her snack making business during the break. "I want to be a medical doctor" Nana replied when asked about her future ambition. It was apparent that Nana, who had a knack for learning felt negatively about how the virus had affected her learning.

NAFISA USMAN UMAR

17 year old SS2 student of GSSS, Wuro-Hausa



Nafisa Umar lives with her uncle, who's a teacher himself in one government owned Secondary school in Yola Town. At 17 Nafisa said she has turned down several request for her hand in marriage just to pursue an education. A rather shy, but warm naturedly says her goal in life before marriage is to go to a University and one day get a degree. Sadly, however, when Covid-19 arrived Nafisa, said the pandemic greatly affected her education.

She said, "There's nothing so valuable for a girl child these days like getting an education."

"By the time we are settling down to study," she said. "Covid came and put a stop to my education. Covid-19 really affected my education, it left us idling away at home. I never missed school. Everyday, I go to school but with Covid-19 I couldn't because of the lockdown. I was in SS1 but we were made to jump to SS2. Truly, Covid-19 affected our education and disrupted our normal life. It is difficult to go out without wearing the face mask. One is afraid of being caught by authorities when not using the face mask after the government imposed a lockdown."

Under the lockdown she said even members of the same household or family couldn't relate freely like they were accustomed to.

Covid-19 has brought painful disruptions to her life and that of others.



"Even if I am going on the road I will be asked where is your face mask. Sometimes when I am going to the market. We are being told that we can't go anywhere without the face mask. One can't go to the market or school without wearing a face mask because the use of face mask has now been made compulsory."

After a long lockdown as schools reopened Nafisa said she must have been the happiest student because she greatly missed learning.

"Now, that school has reopened and a covid-19 is being addressed. By the grace of God I will be able to make use of the knowledge I will be getting in school in my life and my career"



ROSE DEDAN

15 year old, JSS 1 student of Government Secondary School,
Karewa G.R.A

Rose Dedan, 15 year old student of JSS1 said the impact of the Corona Virus on the economy had greatly affected her own education because of the impact it had on the economic fortunes of her uncle. Rose said with the coming of the corona virus pandemic she no longer gets the motivation to go to school unlike before the outbreak of Covid-19. Rose who like so many rural dwellers had the opportunity of coming to live in the city, comes from a very poor home. She arrived the city, two years ago not quite able to speak good English. But her new family with home she lives as a house help, run a private school. So when Covid-19 struck it hit them like a thunderbolt, affecting the mainstay of their incomes.

After two years of home schooling the family decided she be put in a secondary school since she now could read and write. Rose said since the family fortunes took a hit, the corona virus has been a disincentive for her to go to school.

She said, "Before we were used to eating good food but that is no longer the case. Before Corona, I get pocket money to come to school. Now, my uncle and his wife can't afford it. This has made me reluctant to come to school. Before now, I could come to with good food. Now I don't get to have it, like before and it is affecting my motivation to regularly attend school."

She also explained that her poor performance in school had forced her guardians to ask her to repeat her class. This she attributed to covid-19. "They said I have to repeat the class because we lost the whole of last session to covid-19. Now, I have been asked to repeat. This wouldn't have happened to me if there wasn't covid-19."

She said since she's just an average student she's afraid that the new regulations imposed in the wake of covid outbreak, which had to do with sitting arrangement in class would affect her grades.

"Before covid three persons could sit on a desk but now due to social distancing only two students are now allowed to sit together. When the arrangement was three to a sit it was easier for me to learn from my friends in class. I could ask the next person closest to me for guidance without the teacher or the rest of the class knowing it. But now due to social distancing only two students can sit together. It has become a lot harder to get the support of the other student. Schooling has become a bit frustrating to me. I don't know whether to quit."



The FAWE led consortium in responding to the challenges/set back that have risen as a result of the school closure conducted the following activities;

01

Rapid Baseline

02

Sensitization on the impact of COVID 19 on Education and a call for Parents to send their children to schools when schools resumes on the International Day of the Girl-Child

03

Back to school campaign – online using radio jingles with 3 million radio listeners. This is based on the number of reach from the radio stations

04

High level meeting with government/political leadership in Sokoto and Adamawa on gender responsive education planning in the midst of COVID -19

05

Pep-talk with adolescent girls in schools

06

Development of Policy Brief on the impact of COVID-19 to girls' education

07

Media endowment – collection of voices of adolescent girls on impact of COVID-19

09

Development and printing of IEC materials



ACHIEVEMENTS

01



Signing of declaration/commitment by the State government to build back better and to increase funding for education.

02



Reached out to over 2 million community members (through radio jungle) on gender/education and COVID-19 related messages.

03



Established a network of youth groups that will continue to advocate for girls' education in Sokoto and Adamawa States.

04



Advocacy and influencing opportunities for gender responsive plans established.



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