

When schools shut: Gendered impacts of COVID-19 school closures

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This UNESCO global study exposes failure to factor in gender in COVID-19 education responses and widening gaps in access to quality education following school closures. Citing some 90 countries, the study shows that despite governments' and partners' swift responses to school closures, remote learning

strategies in most countries failed to account for gender-based considerations and barriers that children face at home. The study calls for the education community to tackle disengagement in education and low return-to-school rates in vulnerable communities by understanding and addressing gender disparities and inequalities in policies and programme delivery.

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