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USAID/DRC COVID-SPECIFIC GENDER ANALYSIS

USAID ACCELERE! Distance Learning

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ACRONYMS

CSO	Civil Society Organizations
CSGA	COVID-specific activity-level gender analysis
DRC	Democratic Republic Of Congo
GBV	Gender-based violence
GODRC	Government of the Democratic Republic of Congo
IAI	Interactive Audio Instruction
IP	Implementing Partner
PPE	Personal Protective Equipment
SBCC	Social and behavior change communication
USAID/DRC	United States Agency for International Development, Democratic Republic of Congo

EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) contracted Banyan Global to carry out a COVID-specific activity-level gender analysis (CSGA) for the USAID/Democratic Republic of Congo (DRC), as part of the ACCELERE! I (A! I) Distance learning pilot activity. The gender analysis will support USAID/DRC to integrate gender equality and women’s empowerment and to “do no harm” in its programming, to prevent and mitigate COVID-19 in the distance learning activity. (See Annex B for the Scope of Work.) The report structures its findings around the activity’s intermediate results and crosscutting themes, with an eye toward several key populations (see Table 1).

The mission and its partner, Chemonics International, consulted with national partners to adapt the ACCELERE! I primary education materials to the COVID-19 context, to pilot a distance learning activity using interactive audio instruction (IAI) lessons broadcast on several radio channels. Phase I of the pilot (April–August 2020) focuses on primary Grades 1 and 2 as well as Level 1 in accelerated learning schools, in Kinshasa,¹ Haut Katanga and North Kivu provinces. An expansion of the pilot is planned for September–January or February 2021, to add lessons for Grades 3 and 4 and Level 2, and to reach Kasai Central, South Kivu, and Equateur provinces.²

TABLE 1. STRUCTURE OF COVID-SPECIFIC GENDER ANALYSIS

ACTIVITY INTERMEDIATE RESULT	CROSS-CUTTING THEMES	KEY POPULATIONS
<p>Intermediate Result 1: Educational materials adapted for interactive audio instruction and broadcasting on multiple channels</p> <p>Intermediate Result 2: 2.1: Participation of pupils / learners in distance learning / interactive audio instruction 2.2: Support for heads of households in facilitating the continuous learning of pupils at home</p>	<ul style="list-style-type: none"> • Gender-based violence (GBV) risk • Women’s economic empowerment • Teenage pregnancy 	<ul style="list-style-type: none"> • Youth (especially, girls) • Parents of children • Children with disabilities • LGBTI persons • Indigenous persons

Banyan Global carried out the main part of this analysis over a three-week period, using secondary data supplemented by several interviews with key stakeholders identified by USAID/DRC. (See Annex C for the detailed methodology, Annex D for a list of key documents, and Annex E for stakeholders consulted.) Table 2 summarizes key findings and recommendations, by intermediate results. Recommendations related to women’s economic empowerment and equality are tagged with **WE3** to facilitate tracking of investments in that area (as required by the [Women’s Entrepreneurship and Economic Empowerment Act of 2018](#)).

TABLE 2. FINDINGS AND RECOMMENDATIONS

FINDINGS	RECOMMENDATIONS
GENERAL	
<ul style="list-style-type: none"> • Pilot lacked gender integration in program design, staffing and reporting, due to adaptive planning when schools were closed. The initial monitoring report did not address gender differences, although the staff provided this information for this analysis. A very small sample showed promising gender balance between female and male learners, with some disparities among the three target provinces in both formal and non-formal schools. • The A! and A!! pilot did not consider the needs of children with disabilities, or indigenous and LGBTI boys and girls. Indigenous persons live in the target provinces but not in the target areas of the A!! schools. • The A!! pilot could better use sex-disaggregated data that it collects for the purposes of adaptive management. • Gender balance exists in the earliest years of primary education; more data is needed to ensure that this is case in this activity. 	<ul style="list-style-type: none"> • A!! staff are committed to enhancing the integration of gender equality and social inclusion in the expansion. It is recommended that USAID/DRC should require a gender lens in the expansion that incorporates the recommendations in this analysis. This is especially important since the expansion of the activity will need to reach learners in the higher primary levels, where there are fewer females enrolled. • The expansion activity should establish gender-related targets and expand gender equality messaging, both in lesson content and in awareness-raising sub-activities. The expansion should also include gender indicators as topline indicators for monitoring and reporting, and expand interventions to address households' capacities to support both female and male learners. • USAID/DRC should invest in a needs assessment or consultation with representatives of key populations, to ensure that the design of the expansion reaches them with distance learning and other educational activities. This may be beyond the scope of the A!! pilot, which targets existing schools and households. The consultants engaged for the MECC Literacy Landscape Desk Review would be useful contacts for such a consultation/assessment. • Staff should receive yearly gender-integration training specific to the distance learning activity. Training to staff could focus on how to implement the information included in this analysis, which highlights the gendered dimensions of the pandemic (i.e., differentiated risk factors, challenges, and strengths). • Carry out planned GBV response, and enhance mitigation measures. The expansion has planned to provide support for the psychosocial and health needs of learners and their families, and to address GBV-related support. • Include an analysis of sex-disaggregated data in all monitoring reports. • Conduct parallel monitoring surveys or integrate key sex-disaggregated indicators into existing surveys in selected regions.
INTERMEDIATE RESULT 1: EDUCATIONAL MATERIALS ADAPTED FOR INTERACTIVE AUDIO INSTRUCTION AND BROADCASTING ON MULTIPLE CHANNELS	
<ul style="list-style-type: none"> • During the pilot, A!! developed 24 gender equality messages; however, the CSGA research team was only able to review four lesson transcripts. Only one of those four lesson transcripts included content to promote gender equality in awareness-raising for parents about COVID-19. • There were more male than female staff and lesson instructors, reinforcing cultural norms of male dominance and female subordination. • Girls' daily workloads during COVID-19 were not considered in scheduling broadcast times for distance learning. • Key populations were not considered in lessons or in COVID-19 awareness 	<ul style="list-style-type: none"> • Strengthen gender content in educational content. • Add content on school-related GBV prevention and response relevant to the learners' homes, communities, and schools. • Account for girls' workloads in lesson broadcast times. • Account for needs of key populations in materials and broadcast strategies.

messages, reinforcing the exclusion of learners among these groups.

ACTIVITY INTERMEDIATE RESULT 2.1: PARTICIPATION OF PUPILS / LEARNERS IN DISTANCE LEARNING / INTERACTIVE AUDIO INSTRUCTION

- No monitoring of effectiveness of reading mobilizers with boys and girls to determine their skill level or whether gender bias hinders girls from learning.
- There was no specialized support (equipment, facilities) provided for key populations or vulnerable groups.
- Existing activity monitoring methods are not able to capture potential concerns of pupils – about parents’ and siblings’ encouragement, family health (including cases of COVID-19), or household stresses, such as gender-based violence.
- There was no monitoring of learners’ psychosocial health, including presence of domestic violence or other forms of GBV (such as teen pregnancy and pressure to marry early).
- Girls’ comprehension of educational content varied depending on the language, province and type of school.
- Staff oriented to the activity were sensitized, but not trained on gender. They may not understand how to support pupils and their families to encourage both boys and girls to learn.
- Involve male and female classroom teachers in target schools, in addition to classroom mobilizers, in supporting their students in distance learning.
- Increase supervision of technical support (teachers, reading mobilizers, family facilitators, etc.) to ensure better access and comprehension by boys and girls.
- Test new methods for monitoring girl learners to capture their risk for GBV, teen pregnancy and early marriage, during COVID. Add sensitization / awareness / information messaging to reduce the acceptability of domestic violence, early marriage, and teen pregnancy; increase information about where to go for help.
- Survey rural households to determine methods to increase support to increase girls’ availability for learning during school closures.

ACTIVITY INTERMEDIATE RESULT 2.2: SUPPORT FOR HEADS OF HOUSEHOLDS IN FACILITATING THE CONTINUOUS LEARNING OF PUPILS AT HOME

- Two-thirds (66 percent) of learners and their families shared that they were unable to access lessons for other distance learning programs due to a lack of radios and TVs. Students’ families shared that they also lacked electricity, and time. ACCELERE!! distributed only a few radios during the pilot. Only 6 percent of the population has access to electricity in the best of times.
 - Household incomes—already low for most of the population—are under added pressure due to COVID-19. Restrictions on markets and transportation may also limit access to lessons.
 - Girls experience greater challenges in accessing the lessons by radio, reflecting limited access to radios and electricity as well as their increased water collection responsibilities.
 - Cultural gender roles and financial pressures limit the availability of mothers and girls to supervise lessons. Radio broadcast times may conflict with mothers’ and girls’ household duties and income-generating activities.
 - ACCELERE!! did not implement social and behavior change communication (SBCC) sub-activities to address cultural gender norms: family involvement in children’s education,
 - Continue to enhance distribution of radios, batteries, and related equipment to vulnerable families. If possible, conduct a rapid needs assessment when targeting new learners and their families, to guide distribution.
 - Continue to encourage A!! targeted schools to organize safe listening sessions for groups of children without radios at home, by highlighting those schools as positive examples.
 - USAID/DRC should consider cash transfers for basic income recovery. Cash transfers can play a critical role in recovery, especially in women-headed households, who need basic income and food distribution.
 - Renew the A!! grant program or provide other forms of financial assistance by working with CSOs working with women.
 - Support civil society organizations, the private sector, and the Government of the DRC to initiate culturally relevant social behavior change campaigns to support changing cultural gender norms—for example, with messages such as, “education of all children is everyone’s concern,” and showing images of fathers engaged with their children, both girls and boys.
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I. INTRODUCTION

I.1 BACKGROUND AND PURPOSE OF THE USAID/DRC COVID-SPECIFIC GENDER ANALYSIS

This gender analysis will support USAID/Democratic Republic of Congo (DRC) to integrate gender equality and women's empowerment and to do no harm in its programming to prevent and mitigate COVID-19. The analysis focuses on the mission's adaptation of its Accès, Lecture, Redevabilité et Rétribution! Activity I (A! I) activity to address the risk and impact of COVID-19. (See Annex B for the Scope of Work.)

In September 2019, the Presidential initiative, "Operationalize Free Education," led to an exponential increase in the number of students in classrooms throughout the country (80-150 per room). In these overcrowded classrooms, where three or more children share one desk, students are at heightened risk for contracting and spreading the COVID-19 virus. On March 19, 2020, the Congolese president announced that all elementary schools, universities, and other learning centers would close initially for four weeks, as a preventive measure to reduce contamination risks. USAID and Chemonics International designed the A! I pilot to support the government (GODRC) in its search for alternative teaching methods during this global pandemic.

The ACCELERE! I (A! I) distance-learning pilot began in mid-April 2020. USAID/DRC and its implementing partner, Chemonics, consulted their national partners in A! I to plan the pilot. The pilot focused on helping students maintain their learning while at home by adapting A! I learning materials to radio broadcast lessons. The lessons targeted primary levels 1 and 2 in Lingala and Kiswahili. The first phase of the pilot ran until August 2020, in Kinshasa, Haut Katanga and North Kivu provinces, targeting 112,509 students in 921 schools and 95 alternative schools (Centres de Rattrapage Scolaire, or CRS).

Though gender integration was included in the A! I program, this did not carry over into the A! I distance-learning pilot. This was in part because of the need to act quickly after the GODRC closed schools and placed restrictions on travel and social interaction. Neither the A! I nor the A! I pilot integrated the key populations (children with disabilities, LGBTI persons, and indigenous persons) that are designated as a priority in the SOW for this analysis.

An expansion of the pilot is planned for September 2020 through January or February 2021. The expansion will expand the activity to focus on additional grades and languages as well as to three additional provinces (Kasaï-Central, Sud-Kivu, and Equateur). According to the July 2020 concept note for the expansion, A! I will target over 200,000 students from A! I target schools.

This analysis of Phase I of the pilot structures its findings and recommendations around the activity's intermediate results (IRs), cross-cutting themes, and key populations, with a view to informing the expansion of the pilot (See Table 3.)expansion

TABLE 3. STRUCTURE OF COVID-SPECIFIC GENDER ANALYSIS

ACTIVITY INTERMEDIATE RESULT	CROSS-CUTTING THEMES	KEY POPULATIONS
<p>Intermediate Result 1: Educational materials adapted for interactive audio instruction and broadcasting on multiple channels</p> <p>Intermediate Result 2: 2.1: Participation of pupils / learners in distance learning / interactive audio instruction 2.2: Support for heads of households in facilitating the continuous learning of pupils at home</p>	<ul style="list-style-type: none"> • Gender-based violence (GBV) risk • Women’s economic empowerment • Teenage pregnancy 	<ul style="list-style-type: none"> • Youth (especially, girls) • Parents of children • Children with disabilities • LGBTI persons • Indigenous persons

I.2 LIMITATIONS OF THE COVID-SPECIFIC GENDER ANALYSIS

During the initial three-week phase of this gender analysis (July-August 2020), the Banyan Global research team applied the methodology in the USAID COVID-Specific Gender Analysis Job Aid Tool, to collect secondary data and carry out a limited number of key informant interviews. In late August 2020, the research team carried out several additional interviews and also reviewed documents that USAID/DRC provided in response to the first draft of the report.

This analysis is limited, however, by the lack of more extensive primary data collection with stakeholders in the A!l activity or other distance-learning activities, especially outside of Kinshasa and with representatives of the key populations. Further, there is little or no sex- and age-disaggregated data on the incidence of COVID-19 and the responses to the COVID crisis by households and key populations. Several key expert informants recommend that USAID/DRC conduct rigorous research to address questions regarding the effects on households of COVID-19 and related measures. This research is even more important for the key populations, who are extremely marginalized and were not targeted by the A!l pilot.

Because the report is structured to address the activity’s IRs, the research team did not address some of the broader sector objectives, such as assessing school calendars and curricula adaptations apart from the pilot and expansion activities. New policies and procedures to reduce disease transmission in and around schools may show gendered effects on learners, educators, and school personnel. These are important issues that the mission should address in future gender analyses.

For this CSGA, USAID/DRC identified five key populations—youth, especially girls; parents of children within the community; boys and girls with disabilities (cognitive or physical); and indigenous boys and girls—while distinguishing the different needs and priorities of rural and urban pupils. This is consistent with USAID’s 2018 education policy, which states that education programs should be accessible, inclusive, and culturally and conflict-sensitive,³ while addressing these key populations. The A!l pilot was not designed to support the priorities and needs of these key populations. The pilot was designed to

support the GDRC effort to improve access to school and specifically to comply with the GDRC policy to reduce barriers to access to school, which affect both boys and girls in rural and urban areas.

2. COVID-SPECIFIC COUNTRY CONTEXT

2.1 COVID-SPECIFIC SECTOR DATA ON GENDER EQUALITY

Table 4 provides an overview of gender-related COVID-specific data at the sector level, relevant to the USAID/DRC A/I Distance Learning activity.

TABLE 4. SNAPSHOT: COVID-SPECIFIC STATISTICS ON GENDER EQUALITY (SECTOR LEVEL)

COVID-19 Infection and mortality rates (as of September 22, 2020)⁴

- 10,519 reported infections of COVID-19; 271 COVID-related deaths; 9,952 have recovered from COVID-19.
- No sex- and age-disaggregated data on COVID-19 incidence and mortality rates are available for the DRC.⁵
- Kinshasa is the most-affected province (85 percent of total cases), followed by the eastern border provinces (North Kivu and South Kivu).⁶

Education in DRC prior to COVID-19

- Prior to the COVID-19 pandemic, an estimated seven million children aged 5 to 17 were out of school. Over half (52.7 percent) of girls aged 5 to 17 did not attend school.⁷ According to one estimate, 10 million additional secondary school-aged girls may be out of school after the initial wave of COVID-19.⁸
- Gender disparities in education and literacy are large in the DRC. Enrollment in primary school is relatively equal between boys and girls (84.4 percent for boys and 80.6 percent for girls), but only 62 percent of girls complete primary school compared to 76 percent of boys.⁹ In 2015, the enrollment ratio in secondary school was 56.26 percent for boys versus 25.98 percent for girls.¹⁰ Of the population aged 15-24, 90.96 percent of males were literate versus 79.71 percent of females.¹¹

DRC Government Response to and Management of COVID-19

- Shortly after the first case of COVID-19 in the DRC was reported on March 10, 2020, the GDRC ordered the closing of schools and placed restrictions on business, travel, and social interaction to mitigate the spread of COVID-19.¹²
- The World Bank's 2020 Human Capital Index warns that countries like the DRC are in danger of losing the gains made in education and health over the last decade due to COVID-19.¹³
- The DRC initiated other distance-learning programs during the crisis (educational radio programs and learning kits), to reach 25 million out-of-school children. A UNICEF-funded learning program launched in April 2020 on Radio Okapi.¹⁴
- In May 2020, UNICEF began printing 211,000 workbooks in the DRC for primary and secondary students, with the goal of printing 2.5 million. These workbooks are designed to meet the needs of children who do not have access to radio, television or internet (with a special focus on remote areas), completing their primary or secondary education.¹⁵
- Schools were partially reopened on August 10, 2020. The restart of the school year only applied to children in the last years of primary and secondary school and students in their fifth year of university.^{16, 17}
- The Ministry of Education announced that all schools will reopen in October 2020.¹⁸
- The United Nations Population Fund (UNFPA) reported an increase in cases of GBV in the second quarter of 2020, compared with the first quarter of 2020 and 2019,¹⁹ suggesting a connection with the COVID-19 pandemic and stay-at-home policy measures. (This is supported by an impact analysis of the COVID-19 pandemic in the DRC from the *Project de Services D'Appui sur le Terrain*, Field Support Services Project.) UNFPA's civil society organization (CSO) partners reported an increase in intimate partner violence. In Kasai province, girls are reported to face a high risk of child marriage due to the closing of schools.²⁰
- Kinshasa city's Child Protection and Prevention of Sexual Violence Squadron has reported a 208 percent increase in cases of GBV, from 180 cases in 2019 to 374 cases in 2020, which overlaps with the onset of the COVID pandemic. Seventy-two (72.1) percent of reported cases involve children under the age of 17.²¹
- During the Ebola Virus Disease (EVD) epidemic, pregnancies among adolescent girls increased 65 percent in Sierra Leone, and policies prevented them from returning to schools when opened.²² Girls may shift their activities toward income-generating to support their households, foregoing their education, which has also been seen in Sierra Leone

during the EVD outbreak.²³ One stakeholder²⁴ shared that the pandemic is mirroring that situation, as there has been a high number of reported early pregnancies and early marriages for girls.

2.2 COVID-SPECIFIC EDUCATION SECTOR CONTEXT ON GENDER EQUALITY

TABLE 5. SECTOR LEVEL OVERVIEW ON GENDER EQUALITY

Laws, Policies, Regulations, and Institutional Practices that influence the context in which men and women act and make decisions

Addresses how COVID-19 may reinforce the application of existing gender-unequal laws, policies and regulations—or create opportunities to make them fairer in areas such as land tenure, GBV, education and education.

- **Laws provide a legal basis for equality, but statutory law renders women and girls subordinate.** The Constitution states that women and men have the same rights and responsibilities; however, the Family Code designates the husband as the head of the household.²⁵ The wife is legally obligated to obey her husband. Regarding children, both the father and the mother, regardless of marital status, have equal rights to be legal guardians and hold equal responsibility for the maintenance and education of the child.
- **National education laws²⁶ and policies^{27, 28} support gender equality to an extent;²⁹ in practice, however, implementation depends on school administrations and localities.** In March 2020, the government closed schools, imposed social distancing measures, and put in place travel and market restrictions. It is unclear whether the National COVID-19 Technical Secretariat and the Presidential COVID-19 Task Force has put in place measures to ensure equitable access to distance-learning measures at the primary and secondary levels. This may lead to ad hoc implementation of school policies in some areas, setting back recent gains such as gender balance in primary enrollments.
- **Economic rollback has negative impacts on education budgets.** Data from the EVD epidemic (2014 to 2016) shows that when governments redirected funds to meet the crisis, education budgets were cut. Declining education budgets have worse impact on girls' education, possibly compounding the effects of interrupted learning and early dropout pre-COVID-19. More data is needed on whether this is taking place in DRC.
- **COVID-19 may further weaken government coordination and resources away from gender equality.** Prior to the pandemic, there was already weak coordination between the Ministries of Education, Justice, and Gender. The lack of coordination hindered the implementation of national policies to ensure that gender equality is integrated in schools and enforced. Such implementation may be further weakened during the COVID-19 crisis, as officials' attention and resources are diverted to crisis response measures.
- **COVID-19 may further weaken laws protecting male and female children of the most marginalized groups.** Prior to the pandemic, there was weak implementation of Law No. 09/001 (January 10, 2009) on the protection of children, which protects students/children from GBV, including domestic violence and trafficking, and provides education for disabled persons, indigenous persons, orphans, and displaced persons. The COVID-19 crisis may further weaken these protections, such that the incidence of GBV, trafficking and discrimination against boys and girls from the most marginalized groups could increase and overwhelm existing systems.
- **Lack of criminalization of some forms of GBV and inadequate implementation of laws and strategic frameworks create an enabling environment for school-related and others forms of GBV.** There is no law prohibiting domestic violence. There is also an absence of shelters, counseling and rehabilitation services for survivors of domestic violence. Law enforcement rarely intervenes, because domestic disputes are customarily regarded as a private family matter and there is a general social

acceptance of spousal abuse.³⁰ COVID-19 may contribute to an increase in the pre-existing high levels of GBV (particularly in Eastern DRC, which has experienced more conflict and where violence against women was used as a weapon of war), and may further weaken protections for women and girls.

Cultural Norms and Beliefs

Identifies how COVID-19 is impacting cultural norms and beliefs regarding: the division of care responsibilities; the engagement of women in COVID-specific policy and planning; education; and food allocation, preparation and consumption.

- **Increased preference to educate boys due to financial stress may result in fewer girls being educated.** Lessons learned from the EVD epidemic and other global crises highlight that a loss of household income may result in parents' moving girls out of education and into paid work. With limited resources, households often prioritize educating boys rather than girls—raising concerns about whether some girls will return once schools reopen. More data on this is needed for the DRC.
- **Cultural norms and the pandemic may contribute to an increase in the incidence of GBV, and impunity for perpetrators.** Pre-pandemic, GBV was endemic in the DRC due to various factors, including discriminatory attitudes towards women, outdated customs, conceptions of sexuality, weak legal and judicial systems, culture of silence, and impunity of perpetrators.³¹

Prior to the pandemic, conflict-related abuse of children and infants was more prevalent in rural areas because of traditional beliefs that harming children or sleeping with virgins could bring wealth, or protect from death in conflict.³²
- Lessons learned from the EVD pandemic revealed an increased incidence of GBV—in particular, sexual violence, early pregnancy and sexual harassment—due to cultural acceptance of violence. Such violence is likely to increase because of the COVID-19 pandemic, in particular in eastern DRC, where there are already high levels of conflict and violence against women. SPR's COVID-19 Impact Assessment report shows that the pandemic is affecting women's and other marginalized groups' social, physical, and economic security. Contributing factors may include the following:
 - Increased financial and social stress on households because of the COVID-19 crisis.
 - Implementation of hygiene measures require increased access to water, and thus increased trips by adolescent girls traveling by foot to fetch water. This results in elevated risks of sexual violence and harassment.
 - Increased financial pressures may force women and girls into exploitative relationships to meet basic personal and household needs.³³
- **Discriminatory cultural norms and beliefs about women and girls—including about those with disabilities, indigenous persons and LGBTI persons—may preclude them from participating in distance learning or returning to school.** The National Education Strategy provides specific measures for boys and girls with disabilities, but it does not include LGBTI boys and girls or persons from minority ethnic groups such as the Batwa. Cultural norms and beliefs related to boys and girls from these most marginalized groups, paired with economic stress, may affect their access to distance learning as well as their likelihood to return to school when in-person learning resumes.

Gender Roles, Responsibilities and Time Use

Addresses how COVID-19 is exacerbating or changing gender roles and responsibilities and the time use of women and men, with the aim of reducing time burdens for women and girls, supporting more equal distribution of household work and care roles, and further engaging women and men in COVID-specific policies and planning.

- **The pandemic is impacting women's role and ability to provide for their household's food needs.** Twenty percent of households reduced their food consumption to one meal per day, increasing that proportion from 8.4 percent to 28.6 percent. Female-headed households are four times more likely to reduce their food consumption to one meal per day, compared to male-headed households.³⁴
- **Increased time burden for women.** Women face increased challenges to provide food, water and other basic needs for their families due to COVID-19. This places limits on mothers' availability to supervise their children in distance-learning school lessons.
- **Lessons learned from the EVD crisis show that girls may have greater responsibilities for domestic tasks and care of other siblings; family loss may exacerbate this.** At the household level, unequal gender social norms translate into gross imbalances in managing domestic tasks. While women devote 17 hours a day to productive and reproductive tasks, men only dedicate 7 hours. Female children also experience these inequalities, often with long-term consequences for their

educational, economic and health outcomes.³⁵ Loss or illness of family members to COVID-19 may intensify this, resulting in increased absenteeism at school or dropping out altogether. This may have long-term impacts on educational, economic and health outcomes of the students and any future children they may bear.³⁶

Access to and Control over Assets and Resources

Considers how COVID-19 is exacerbating gendered access to and control over material, human, intellectual and financial resources at the household, community and institutional levels.

- **Due to COVID-related financial pressures, parents may not be available to help children study.** Increased financial pressures due to COVID-19, as well as parents' lack of (digital) literacy, may decrease their availability and ability to support children with distance learning.
- **COVID-19 has made women-headed households more vulnerable.**³⁷ Fifty three (53) percent of children living in households headed by women have not had access to education since schools closed, as compared to 46 percent of households headed by men.³⁸
- **Low access to radios and a lack of electricity due to financial pressures may affect distance learning for girls.** Girls and boys, in particularly from the most marginalized groups, likely lack access to electricity and devices such as radio, television and computers. Paired with increased household duties and preference for maintaining boys' lessons, this may particularly affect girls at the primary and secondary levels.
- **Prior to the pandemic, women experienced economic discrimination.** There is general resistance toward women's economic empowerment in DRC, even if it serves to enhance the well-being of the family unit. Women lack access to credit. This is particularly true for rural women, who are a large percentage of women in the DRC.³⁹
- **The pandemic is harming women economically, including their ability to access social services.** Respondents to the SPR COVID-19 Impact Assessment shared that since the crisis began, most women and marginalized group members have not been economically active because of movement restrictions, containment measures and lack of money. They have also been experiencing police brutality, higher levels of domestic abuse and lack of resources, which has prevented them from accessing social services.⁴⁰
- **Women lack access to information on the pandemic.** Respondents to the SPR COVID-19 Impact Assessment Report shared that women and other marginalized groups have very limited (28 percent) or limited (61 percent) access to information on the pandemic.⁴¹ During the EVD epidemic in the DRC, absenteeism and dropping out affected literacy levels, which in turn affected the ability of young women and men to understand key messages about the pandemic. This is likely to be repeated in the COVID-19 pandemic and affect mitigation and response services (particularly in written form).⁴²
- **Men's access to income is limited.** The pandemic is putting a strain on men and their ability to provide for their families. Men and young men may feel stress and feelings of helplessness, which could lead to negative coping mechanisms such as drugs, alcohol and GBV.
- **COVID-19 puts girls at further risk for child marriage.** Families may adopt negative coping strategies due to loss of income, precipitating early marriage among girls to gain access to economic resources through *la dot* (dowry), exacerbating an already widespread practice.
- **COVID-19 has led to an increased risk of absenteeism in schools.** Since the schools have been closed, children living in almost half (47 percent) of households in Kinshasa have not benefited from any educational activity. These children risk dropping out of school, which will lead to a drop in the educational level of a generation of children in the long term.⁴³

Patterns of Power and Decision-making

Addresses how COVID-19 is exacerbating or improving gender inequalities in power and decision-making with respect to the engagement of women and men. Also considers the inclusion of COVID-specific needs for women / girls and men / boys in governance mechanisms

- **Women's low literacy levels and low levels of political representation affect participation in COVID policy measures.** Women have low levels of representation at the national, provincial and municipal level, and low levels of literacy, which may curb their ability influence COVID policy responses in the education sector.
 - **Existing unequal intra-household decision-making affects decision-making on education, health and hygiene.** Women's decision-making, already secondary to males culturally, may be further reduced in times of household crisis, limiting their influence over key decisions regarding education, health and hygiene.
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at the household, community, subnational and national levels.

- **Subordinate roles in the household create an environment in which GBV can thrive.** The stresses of the COVID-19 crisis and pressures on households may increase girls' and boys' vulnerability to domestic violence, as well as teen pregnancy and child, early, and forced marriage for girls.

3. FINDINGS AND RECOMMENDATIONS ON GENDER EQUALITY AND COVID, BY ACTIVITY INTERMEDIATE RESULT

This section provides findings and recommendations about COVID-specific gender issues, key populations and cross-cutting themes, in both the pilot and the expansion. Table 6 addresses gender consideration across the activity lifecycle. This includes general findings and recommendations for the A! expansion's design, planning and implementation, as well as additional activities that USAID/DRC should consider in order to address systemic gender-based constraints. Tables 7, 8 and 9 address IRs 1 and 2 (which has been divided into 2.1 and 2.2).

3.1 KEY GENERAL FINDINGS AND RECOMMENDATIONS FOR THE ACTIVITY

Table 6 presents the key findings and recommendations relating to the overall activity. For findings and recommendations relating to the specific Intermediate Results, see Tables 7, 8 and 9.

TABLE 6. GENERAL KEY FINDINGS FOR THE ACTIVITY (PILOT AND EXPANSION)

KEY FINDINGS	KEY RECOMMENDATIONS
DESIGN AND PLANNING CONSIDERATIONS	
<ul style="list-style-type: none">• Gender integration was not an explicit priority in the planning of the pilot. Though gender integration was a priority and took place in the A!1, this did not carry over comprehensively into the A!1 distance-learning pilot, in part because of the need to act quickly after the GODRC closed schools and limited travel and social interaction. There was gender balance in target schools reached—of 112,509 learners, 51 percent were female and 49 percent male.⁴⁴ But the focus was on the content of lessons, ability to participate in distance-learning, and the facilitation of continuous learning at home.• Key populations were not targeted. The A! and A!1 pilot did not consider the needs of children with disabilities, or indigenous and LGBTI boys and girls. Indigenous persons are represented in the target provinces, though not in the target areas of the A!1 schools. No lessons were produced in indigenous languages, and no specialized consideration or support was provided for children with disabilities, orphans or displaced children (such as equipment or facilities). It is critical to address the needs of these learners, due to the hostile environment these marginalized groups normally experience, which is likely exacerbated under COVID-19. The concept note⁴⁵ for the Activity's expansion includes objectives and components to support boys and girls with impaired hearing. It will also provide support for psychosocial and health needs of learners and their families, and address GBV-related support. However, the	<ul style="list-style-type: none">• All staff are committed to enhancing the integration of gender equality and social inclusion in the expansion. It is recommended that USAID/DRC should require a gender lens in the expansion that incorporates the recommendations in this analysis. This is especially important since the expansion of the activity will need to reach learners in the higher primary levels, where fewer females are enrolled. The activity should establish gender-related targets and expand gender equality messaging, in lesson content and in awareness-raising sub-activities. The expansion should also include gender indicators as topline indicators for monitoring and reporting and expand interventions to address households' capacities to support both female and male learners.• USAID/DRC should invest in a needs assessment, or consultation, with representatives of key populations. This will ensure that the design of the expansion reaches them with distance learning and other educational activities. This may be beyond the scope of the A!1 pilot, which targets existing schools and households. The consultants engaged for the for the MECC Literacy Landscape Desk Review would be useful contacts for such a consultation/assessment.• Staff should receive yearly gender integration training specific to the distance-learning

expansion does not have a clear gender integration strategy or an inclusion strategy relating to boys and girls with other disabilities, or to indigenous persons or LGBTI persons.

- **Staff members were sensitized to gender, but its effectiveness was not monitored.** Though “reading mobilizers” were sensitized to gender during the pilot, it is unclear whether this enabled male staff to follow up appropriately with female children. No information was available on the orientation or the performance of volunteer family facilitators or community champions.
- **Increases in child protection and school-related GBV.** GBV incidents have been increasing since the pandemic took hold. It is likely A!l staff will encounter child survivors of GBV. Even with the best intentions, activities can exacerbate vulnerabilities to GBV, but the pilot activity did not take this into account. The expansion must (1) research which forms of SR-GBV are occurring, and where and how; (2) help prevent new incidents from happening; and (3) provide parents and teachers of child survivors with information about available GBV reporting protocols and response services.

Disclaimer: If you are not a GBV specialist, please consult with national or regional GBV practitioners on survivor-centered approaches to providing support. Familiarize yourself with local GBV referral pathways, to ensure that safe and appropriate referrals can be made.

activity. Training to staff could focus on how to implement the information included in this analysis, which highlights the gendered dimensions of the pandemic (risk factors, challenges, and strengths).

- **Carry out planned GBV response and enhance mitigation measures.** The expansion has planned to provide support for psychosocial and health needs of learners and their families, and address GBV-related support. Within this context, it is recommended to:
 - **Update reporting protocols and child protection referral pathways.** A!l staff should be equipped to provide up-to-date information on available services and reporting protocols to educators and parents, when GBV takes place among learners.
 - **Create messaging about reporting protocols and child protection referral pathways.** A!l messages should include information about GBV response services, as well as reporting protocols to educators and parents for child survivors. The information should be tailored to the context (urban, rural, or indigenous community).
 - **Address GBV risk mitigation measures.**

IMPLEMENTATION CONSIDERATIONS

- **The A!l pilot could better use the sex-disaggregated data it collects for the purposes of adaptive management.** Although the pilot collected sex-disaggregated data, the initial monitoring report to USAID/DRC did not include an analysis of that data. Analyzing and using such data during the expansion will provide an opportunity for adaptive management to address any gender gaps in participation or learning.
- **Gender balance exists in the earliest years of primary education (though more data is needed).** The sample size for the initial activity monitoring report is small, but it suggests a promising gender balance overall, with some disparities across the three target provinces and in both formal and non-formal schools.⁴⁶ The findings are illustrative and would benefit from being tested in the overall target area. Note that these learners represent the earliest years of primary education, for which the gender gap pre-pandemic is generally minor.
- **Include an analysis of sex-disaggregated data in all monitoring reports.** The analysis can identify differentiated needs that the activity planning can take into account. The expansion can develop curriculum and targeted messages to address these differentiated needs for students and their families. expansion Establish sex-disaggregated targets for key populations.
- **Conduct parallel monitoring surveys, or integrate key sex-disaggregated indicators into existing surveys in selected regions.** This data can help A!l to gain a better understanding of the actual changes taking place in response to the COVID-19 crisis. Examples of indicators include: coping strategies used by parents; parents’ attitudes towards continuing girls’ schooling during the crisis; changes in domestic violence experienced by women and children; and alternative incomes obtained.

3.2 KEY FINDINGS AND RECOMMENDATIONS FOR ACTIVITY INTERMEDIATE RESULT I

This section provides key findings and recommendations for activity IR I, “Educational materials adapted for interactive audio instruction and broadcasting on multiple channels.”

TABLE 7. KEY FINDINGS AND RECOMMENDATIONS — ACTIVITY IR 1: EDUCATIONAL MATERIALS ADAPTED FOR INTERACTIVE AUDIO INSTRUCTION AND BROADCASTING

KEY FINDINGS	RECOMMENDATIONS
<ul style="list-style-type: none"> • Gender equality in lesson transcripts. During the pilot, AII developed 24 gender equality messages.⁴⁷ The CSGA research team was only able to review four lesson transcripts, of which only one included content for parents promoting gender equality. (That message encouraged parents to allow their daughters to study rather than give them household duties.) As no other gender-equitable content was provided to the team, the comprehension of gender-related content in the COVID-19 education messages was not monitored.⁴⁸ • Need for more female instructors. There are more male (5) instructors than female (2) instructors used to tell interactive stories in the lessons, potentially reinforcing traditional gender norms of male dominance. The lack of representation may reduce girls’ motivation to learn. • Account for girls workloads in lesson broadcast times. Girls’ daily workloads during COVID-19 were not considered in scheduling broadcast times for distance learning. Due to financial pressures and cultural norms, girls in urban and rural households are expected to provide increased help with domestic tasks and income-generating activities. Work schedules vary in different areas, so the best times to broadcast must be locally determined. • Account for needs of key populations, in materials and broadcast strategies. Key populations were not considered in the materials or broadcast strategy. There was little attention to the needs of persons with disabilities, indigenous persons, or LGBTI persons. The concept note for expansion includes providing materials for those with hearing impairments. Activity staff are open to considering their needs. Other forms of disability, and the language, conditions, and needs of indigenous and LGBTI persons, are absent in plans for the expansion. 	<ul style="list-style-type: none"> • Gender equality in lesson transcripts. Ensure that lesson content includes educational messages on gender equality, along with images of girls or women in leadership roles and boys or men in caretaking roles. This applies to stories, images, and the voices of both female and male instructors. Review the content of the existing lessons to identify opportunities to strengthen the gender equality messaging and promote positive gender roles. (WE3) Add more female instructors where possible. • School-related GBV prevention and response. Add content on school-related GBV prevention and response relevant to the learners’ homes, communities and schools.⁴⁹ Coordinate this content with concerned services such as referral networks, health clinics, and CSOs. • Account for girls workloads in lesson broadcast times. Survey girls and their parents to determine when girls are less busy with household duties and when parents are likely to be home. Ask broadcast channels to broadcast lessons at these times. • Account for needs of key populations in materials and broadcast strategies. Adapt or develop lesson content and materials for children with disabilities and indigenous children, based on the needs and approaches identified during program design. Examples include providing alternative media for the hearing impaired, as planned in the Concept Note, and developing new lessons in indigenous Batwa language. Given the extreme cultural discrimination against LGBTI persons in the DRC, the approach must be extremely sensitive and avoid risks that may harm them, such as exposing their identity.

3.3 KEY FINDINGS AND RECOMMENDATIONS, BY ACTIVITY INTERMEDIATE RESULT 2.1

This section provides key findings and recommendations for activity IR 2.1, “Participation of pupils / learners in distance learning / interactive audio instruction.”

TABLE 8. KEY FINDINGS AND RECOMMENDATIONS — ACTIVITY IR 2.1: PARTICIPATION OF PUPILS / LEARNERS IN DISTANCE LEARNING / INTERACTIVE AUDIO INSTRUCTION

KEY FINDINGS	RECOMMENDATIONS
<ul style="list-style-type: none"> • Unclear effectiveness of reading mobilizers. The effectiveness of the reading mobilizers with girl and boy pupils during the pilot was not clear. One stakeholder raised concerns with the lack of skills of the reading mobilizers, as compared to the classroom teachers, in supporting all children’s learning.⁵⁰ The Activity did not involve classroom teachers in the pilot. Research on radio distance-learning 	<ul style="list-style-type: none"> • Engage teachers in addition to reading mobilizers. Involve male and female classroom teachers in target schools in supporting their students in distance learning. Screen for evidence of potential harm if teachers have a history of abuse or GBV.

programs indicates that effective programs for girls and boys are usually carried out in conjunction with classroom teaching.⁵¹ Especially with parents out of the home, providing income and other needs for their families, teachers' involvement may be very helpful.

- **Need for targeted support to key populations.** There was no specialized support (equipment, facilities) provided for key populations or vulnerable groups. Similarly, there was a lack of consideration of needs of indigenous children, as no lessons were provided in the indigenous language.
- **Need for enhanced monitoring methods to capture barriers for learners.** Existing activity monitoring methods are unable to capture potential concerns of pupils about their parents' and siblings' encouragement, family health (including cases of COVID-19), or household stresses, such as gender-based violence. The A!l MEL director shared this concern, explaining that when they try to reach a pupil, they must call the family member who owns the phone, who is most likely the father or mother.

With the parent present, children are not able to report on sensitive issues like violence or abuse in the home. These are important contextual issues that impact the gender considerations and activity implementation.

- **GBV risk mitigation measures.** There was no monitoring of learners' psychosocial health, presence of domestic violence and other forms of GBV (such as teen pregnancy), or pressure to marry early.

Involve as many female teachers as possible to provide role models for girls and boys.

- **Enhance monitoring methods to capture barriers for learners.** Increase supervision of technical support (teachers, reading mobilizers, family facilitators, etc.) to ensure better access and comprehension by boys and girls. Tailor approaches to each region to address the specific challenges of language, type of school, and the COVID-19 context.
- **GBV risk mitigation measures.** Test new methods for monitoring girl learners to capture their risk for GBV, teen pregnancy and early marriage, during COVID. Add sensitization/awareness/information messaging to reduce acceptability of domestic violence, early marriage, and teen pregnancy; increase information about where to go for help. Expert key informants suggest that new models of service provision are needed for domestic violence and early marriage.
- **Surveying rural households to determine support needs.** Survey rural households to determine methods to increase support to increase girls' availability for learning during school closures.

3.4 KEY FINDINGS AND RECOMMENDATIONS, BY ACTIVITY INTERMEDIATE RESULT 2.2

Table 9 shows key findings and recommendations for activity IR 2.2, “Support for heads of households in facilitating the continuous learning of pupils at home.”

TABLE 9. KEY FINDINGS AND RECOMMENDATIONS — ACTIVITY IR 2.2: SUPPORT FOR HEADS OF HOUSEHOLDS IN FACILITATING THE LEARNING OF PUPILS AT HOME

KEY FINDINGS	RECOMMENDATIONS
<ul style="list-style-type: none"> • General limitations in access to lessons. 66 percent of learners and their families shared that they were unable to access lessons, due to a lack of radios (or TV, for other distance learning programs). ACCELERE!! distributed only a few radios during the pilot. Families of students also shared that they lacked electricity, and time; only 6 percent of the population has any access to electricity.⁵² Household incomes—already low for most of the population—are under added pressure due to COVID-19 restrictions on markets and transportation, potentially limiting access to lessons. <ul style="list-style-type: none"> ○ No radio (17 percent Kinshasa, 67 percent N. Kivu, 53 percent Haut Katanga) ○ No electricity (50 percent Kinshasa, 27 percent Haut Katanga) ○ Not home (33 percent Kinshasa, 33 percent N. Kivu, and 13 percent Haut Katanga) ○ Busy (7 percent, in Haut Katanga only) 	<ul style="list-style-type: none"> • Increase distribution of radios Continue to enhance distribution of radios, batteries, and related equipment to vulnerable families. If possible, conduct a rapid needs assessment when targeting new learners and their families, to guide distribution. • Carry out listening sessions for children without radios. Continue to encourage A!l targeted schools to organize safe listening sessions for groups of children without radios at home by highlighting those schools as positive examples. Schools engaged in listening sessions should be prioritized in the distribution of radios, batteries and other distance learning equipment. • Provide cash transfers to vulnerable households. To address the increased COVID-related stress on households, USAID/DRC should consider cash transfers for basic income recovery. This is especially important for women-headed

- **Girls' limitations girls in accessing lessons.** Girls experience greater challenges in accessing the lessons by radio, reflecting not only limited access to radios and electricity, but also time and financial pressures (including girls' increased water collection responsibilities).
 - Sixty-six percent of the sampled 75 learners and their families did not listen to the lessons, especially in Haut Katanga and Kinshasa.
 - Of the 34 percent who did listen, less than half were female (45 percent). However, females were more likely to have heard of the lessons and had access to them (percentage not available).
 - All Lingala-speaking females answered the comprehension questions accurately, but the comprehension of the Kiswahili-speaking females varied by province and type of school.⁵³
 - All female Kiswahili speakers in Haut Katanga *non-formal* schools answered the comprehension questions correctly. No female respondents in *formal* schools answered correctly.

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- **Availability of mothers to supervise girls' and boys' learning.** Cultural gender roles and financial pressures tend to reduce time availability of mothers and girls to supervise lessons. Radio broadcast times may conflict with mothers' and girls' household duties and income-generating activities. The particular times when women and girls are engaged outside the house vary by urban/rural location and by province; these time pressures may increase during COVID-19.
- **Limited integration of social and behavior change communication on gender equality.** Apart from the COVID-19 awareness broadcast messages, ACCELERE! did not implement any social and behavior change communication (SBCC) sub-activities to address positive change in cultural gender norms (such as: the whole family involved in children's education; girls and boys sharing household duties; and girls' and boys' rights to safety). SBCC campaigns have been effective in similar countries.

households, who need basic income and food distribution.

USAID/DRC should consider providing additional funds to the activity, to renew the grant program or provide other forms of financial assistance by working with CSOs working with women. Support should assist families to address challenges in accessing water, electricity, electronic equipment, and sanitation facilities for hygiene. Interventions may be coordinated through multi-sectoral programming with the USAID/DRC EG/WASH office. (WE3)

- **Support culturally relevant social behavior change on gender equality.** To use the crisis as an opportunity for gender norm change, USAID/DRC should support civil society organizations, the private sector, and the GODRC to initiate culturally relevant social behavior change campaigns to support changing gender norms. Campaigns might include messages such as education of all children is everyone's concern, along with images of fathers engaged with their children (girls and boys).

Campaigns could be implemented through multi-sectoral programming with the Health Office. Culturally relevant campaigns can be crucial for influencing cultural gender norms that create barriers to girls' education, such as teen pregnancy and early marriage. They should be tailored to coordinate with the COVID-19 mitigation messages that also need to be promoted.

3.5 RISKS AND ASSUMPTIONS

The following are the most significant risks and assumptions to be considered in implementing the above recommendations for the USAID/DRC A!I expansion.

1. Where there were information gaps regarding the actual and potential impacts of COVID-19 in DRC, global and regional information from similar scenarios was considered in determining what might be the situation in the DRC.
2. The COVID-19 situation is dynamic, evolving rapidly and in unpredictable ways. The research team assumed that trends noted during the first six months will continue to be relevant, and that ongoing research will further illuminate the pandemic impacts and potential solutions. If the COVID-19 situation persists over the next project year and longer, adaptations may be needed for the whole year and beyond.
3. The distance-learning program continues, whether as a stand-alone or as complement to classroom learning.

4. Additional funds can be allocated or reprogrammed to reach gender and other key populations.
5. A major risk to the Activity arises from parents' financial pressures and other stressors related to COVID-19, which may limit girls' access to education.
6. It is assumed that the teachers involved will be provided with supplies such as personal protection equipment and that they will be able to practice social distancing.

4. USAID/DRC ACCELERE!! GENDER ANALYSIS: NEXT STEPS

Table 10 presents a roadmap for updating this gender analysis. It specifies *when* (key events) and *what* to update on this gender analysis, and *who* will be responsible for updating the analysis.

TABLE 10. UPATING THE COVID-SPECIFIC GENDER ANALYSIS — KEY MILESTONES AND RESPONSIBILITIES

KEY EVENTS	WHAT TO UPDATE	ENTITY RESPONSIBLE FOR UPDATING GENDER ANALYSIS
Milestone 1: USAID/DRC commits resources to the expansion to reach key populations.	Conduct needs assessment or consultation with representatives of these populations.	USAID/DRC
Barrier 2: Broadcast channels fail to air lessons at times of the day when girls are less likely to be busy with household duties and when parents are likely to be home.	IR2.1: Update findings and recommendations.	USAID/DRC
Barrier 3: Distribution of radios, batteries and related equipment to most families does not take place.	IR2.1: Update findings and recommendations.	USAID/DRC
Barrier 4: Increased supervision of technical support (teachers, reading mobilizers, family facilitators, etc.) does not take place, failing to ensure better access and learning comprehension by boys and girls.	IR2.1: Update findings and recommendations.	USAID/DRC
Barrier 5: USAID/DRC does not provide direct financial support to parents/heads of households to access alternative income and services.	IR 1, 2,1, 2.2: Update findings and recommendations.	USAID/DRC
Milestone 6: Schools reopen	Conduct gender analysis of factors affecting girls' and boys' return to school. Consult parents and marginalized person related to re-opening, especially on COVID-specific procedures and practices needed for safe reopening.	USAID/DRC

ANNEX A: SCOPE OF WORK

I. PURPOSE

Under the Gender Integration Technical Assistance (GITA) II Task Order, Banyan Global will carry out a COVID-specific activity-level gender analysis to analyze and identify opportunities for USAID/Democratic Republic of Congo to ensure that the COVID/Education Response in the Democratic Republic of Congo appropriately integrates gender equality and women's empowerment, and also do no harm.

2. BACKGROUND

Since the outbreak of COVID-19, the U.S. Government has committed more than \$900 million in State Department and U.S. Agency for International Development (USAID) emergency health, humanitarian, economic, and development assistance to 120 countries specifically aimed at helping governments, international organizations, and non-governmental organizations (NGOs) fight the pandemic.⁵⁴

USAID-pledged assistance in the global fight against COVID-19 as of May 1, 2020, has included \$99 million in emergency health assistance from USAID's Global Health Emergency Reserve Fund for Contagious Infectious-Disease Outbreaks (ERF-USAID), \$100 million in Global Health Programs account (GHP-USAID) funds, nearly \$300 million in humanitarian assistance from USAID's International Disaster Assistance (IDA) account, and nearly \$153 million from the Economic Support Fund (ESF), which will help governments and non-governmental organizations (NGOs) in more than 100 countries during this global pandemic. As part of the response, USAID's assistance is supporting rapid public health information campaigns; water, sanitation, and hygiene (WASH) activities; and infection prevention and control (IPC), including cleaning and disinfection protocols, educating staff on personal protective equipment (PPE) use, establishing isolation areas, and implementing triage mechanisms. USAID assistance is also working to mitigate and respond to the social, economic, and governance-related impacts, including through assistance for families and small- and medium-sized businesses, support for free media and civil society, emergency services for survivors of gender-based violence, and support for distance learning.⁵⁵

The purpose of EDU/DRC's COVID-19 response plan is to maintain what students have learned this year, minimize the decline in student performance, and increase students' and parents' resiliency. Our approach has two phases of engagement. Phase I will focus on our work with ACCELERE! by supporting children's continuous/distance learning during school closures. Phase II will focus on reopening schools and providing assistance for students to catch up.

The Accès, Lecture, Redevabilité et Réention! Activity I (A! I), designed a distance learning pilot, in consultation with public sector partners. The goal is interactive audio instruction (IAI) to maintain the learning path of students in an initial subset of existing programming areas. This pilot focuses on student materials for Grades 1, 2 and 'Centre de Rattrapage Scolaire' (CRS) or Alternative/Accelerated Learning Program CRS I in Kiswahili and Lingala. The target provinces are Kinshasa, Haut-Katanga and North Kivu (including Béni and Butembo).

Evidence from the DRC and elsewhere shows that IAI can help learners both retain and acquire literacy skills. Interactivity is crucial to effectiveness. A! I will convert existing Teaching and Learning Materials (TLMs) into sets of audio lessons, which include time for facilitated interactive exercises. A! I TLMs are

already scripted, which makes the process of turning them into audio, relatively quick. The programming will accommodate households under a variety of circumstances, where parents, siblings, relatives or other household members serve as a 'Facilitateur familial'. The recorded lessons themselves contain instructions for the *facilitateur familial* to effectively prepare a learning environment. To support the delivery of programming, the project will engage community stakeholders to serve as 'Relais Communautaires (A!l Champion communautaires de lecture)' and Agents de projet (A!l mobilisateurs de lectures (MLs) for onsite coordination, logistical support, quality assurance, and data collection.

From April to August 2020, the pilot will reach 112,509 students in 921 schools and 95 CRSs. To design and deliver programming A!l will partner directly with the *Direction des Programmes et Matériel Didactique (DIPROMAD)*, community radios, and community organizations. DIPROMAD will provide access to their production studio as a contribution to this project. In addition to lesson production and distribution and audio programming, A!l will provide a limited amount of equipment including USB keys, batteries, as well as solar radios for 'Relais Communautaires' to broadcast lessons to families with no access. The program will also purchase SMS functionality to push messaging and collect data.

A!l will sequence the development of three lessons per level per week per local language for 16 weeks (estimated 192 lessons in total), each of which will be approximately 45 minutes long. This will allow A!l to evaluate how the lessons are received and readjust/adapt accordingly. The total estimated budget for the pilot is \$791,478, including labor, indirect and other costs. More specifically this includes \$538,034 in new costs, and \$253,444 in previously engaged costs (such as time of staff already under contract) which will be redirected towards the pilot.

In the DRC, the Presidential initiative to operationalize free education beginning September 2019 led to an exponential increase in the number of students in classrooms (80-150 per room) throughout the country. In these overcrowded classrooms, where three or more children share one desk, students are at heightened risk for contracting and spreading the COVID-19 virus. Additionally, schools lack adequate water, sanitation and hygiene facilities making them unable to combat the spread of infection. In response to these dire conditions, on March 19, 2020, the Congolese president announced that all elementary schools, universities, and other learning centers would close initially for four weeks as a preventive measure to reduce contamination risks. Schools presently remain closed. Millions of Congolese children are out of school. Currently, the government is in early discussion on when schools may reopen. Like countries worldwide, this is the first time DRC has shut down schools nationwide and it is unprepared for the immediate and potential long-term consequences. In a country with limited public services, several ongoing armed conflicts, and a political and security situation, consistent quality education provides normalcy, stability, security, and hope to the population. To that end, it is paramount to support the GDRC in their quest to find alternative teaching methods during this global pandemic.

3. OBJECTIVES AND PURPOSE

Banyan Global will analyze and propose recommendations for USAID/DRC to ensure that the COVID/Education Response in the Democratic Republic of Congo appropriately integrates gender equality and women's empowerment, and also does no harm. To this end, the COVID-19 gender analysis will:

- Identify gender-related COVID-19 issues related to the extent to which extended school closures, adapted school calendars and curricula, and new policies or procedures to reduce disease

transmission in and around schools may affect female and male learners, educators, and school personnel differently; and mitigate early and forced marriages, and teenage pregnancy as priority cross-cutting themes across all intermediate results.

- Address priorities and needs of the following key populations: boys and girls, parents within the community, female and male school teachers, LGBTI learners, school personnel, boys and girls with disabilities (cognitive or physical), indigenous (Batwa) boys and girls, and youth in rural and urban areas.
- Identify gender-related COVID-19 advances, gaps, and opportunities related to the activity’s intermediate results, with a focus toward GBV risk and women’s economic empowerment.
- Identify the role that the private sector, civil society and faith-based organizations, community, and school reopening decision-makers can play a more gender-responsive role in this domain.

TABLE A1. KEY ELEMENTS OF THE ACTIVITY-LEVEL COVID-SPECIFIC GENDER ANALYSIS

ACTIVITY	CROSS-CUTTING THEMES	KEY POPULATIONS
<p>Intermediate Result 1: Educational materials adapted for interactive audio instruction and broadcasting on multiple channels.</p> <p>Intermediate Result 2: Participation of pupils / learners in distance learning / Interactive audio instruction. Support for heads of households in facilitating the continuous learning of pupils at home</p>	<p>Gender-based violence risk</p> <p>Women’s economic empowerment</p> <p>Teenage pregnancy</p>	<p>Girls, children with disabilities, LGBTI persons and indigenous persons. Parents of children.</p>

4. METHODOLOGY

The COVID-specific gender analysis will include the following key deliverables:

- In-briefing with USAID/DRC
- Draft COVID-specific activity gender analysis report
- Final COVID-specific activity gender analysis report and PowerPoint Presentation, which incorporates written feedback on the draft report. If timing is possible, final workshop with mission staff to highlight key findings and recommendation from the final COVID-specific activity gender analysis report.

The section below provides more detailed information on each deliverable.

I. In-briefing with USAID/DRC: On the first day of the assignment, the Banyan Global research team will hold an in-briefing with the mission⁵⁶ with the following purpose:

- To ensure that there is agreement on the SOW and methodology for secondary data collection and analysis.

- To review the structure and presentation of findings and recommendations in the COVID-19 gender analysis report.

2. Draft COVID-Specific Gender Analysis: The preparation of the draft COVID-Specific gender analysis report will include an analysis and interpretation of secondary data, in line with USAID global gender and social inclusion strategies, policies, and regulations including, but not limited to:

- The Automated Directives System (ADS) 201 and 205 (2019 and 2017 respectively)
- The 2012 Gender Equality and Female Empowerment Policy (2012)
- U.S. Strategy to Prevent and Respond to Gender-based Violence Globally (2016)
- USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children (2012)
- USAID Policy Framework (2019)
- USG 2018 Act on Women’s Entrepreneurship and Economic Empowerment Act
- U.S. Strategy to Empower Adolescent Girls (March 2016)
- Counter-Trafficking in Persons Policy (2012)
- USAID’s Youth in Development Policy (2012)
- USAID Disability Policy Paper (1997)
- Advancing Disability-Inclusive Development
- LGBTI Vision for Action (2014)
- USAID Policy on Non-Discrimination (2011)
- Equal Employment Opportunity, Diversity and Inclusion (2011)
- Presidential Memorandum on International Initiatives to Advance the Human Rights of LGBT Persons (2011)
- USAID and State COVID-19 Response Strategy Framework
- USAID Policy on Promoting the Rights of Indigenous Peoples (2020)
- United States Government Action Plan on Children in Adversity A Framework for International Assistance: 2012–2017 (2012)

The review of secondary will also include a review pertinent mission or activity-level reports or documentation that the mission will make available. Documents may include the following:

- Previous mission CDCS Gender Analysis/Assessment
- The mission’s current CDCS
- The mission’s current strategic results framework
- Project Appraisal Document (and gender analysis) for the sector/area to which the activity pertains
- Activity gender and social inclusion analysis and strategy
- Activity monitoring, evaluation, and learning plan
- Activity 2019 annual report

The research team will gather, analyze, and interpret other relevant reports and data related to the activity sector, activity, and COVID-19. These may include:

- Studies, analyses, and assessments concerning gender equality conducted by donors, NGOs, national governments, regional organizations, and the academic community

- National statistics from the Demographic and Health Survey, the UNDP Human Development Index Reports, and the World Economic Forum’s Global Gender Gap Index
- Recent literature that addresses gender equality and women’s empowerment issues related to activity and COVID-19

To support the process of gathering secondary data, Banyan Global will create a Google Drive Folder for the gender analysis to serve as a central repository for all key secondary documents and data for use by the USAID mission and the research team.

An international consultant will analyze and interpret the secondary data in the initial draft of the report, and then a national gender expert will review and provide feedback on the report, which the international consultant will then incorporate. The report will present sector level COVID-19 findings on gender equality and women’s empowerment by USAID ADS205 domain, followed by findings and recommendations by activity intermediate result , as defined in the SOW for each gender analysis (see Section 5.2 below for more details on the report structure). The recommendations may include possible alternative or additional indicators to measure the progress against the activity’s intermediate results.

- 3. Draft COVID-Specific Gender Analysis Report:** The research team will submit a draft COVID-specific gender analysis report to the mission. The mission will providing written feedback on the draft report.
- 4. Final COVID-Specific Gender Analysis Report and PowerPoint Presentation:** The research team will finalize the report by incorporating written feedback from the mission on the draft report. This mission will have the option of participating in a 1-2 hour final report PowerPoint Presentation to discuss key findings and recommendations.

For all deliverables, Banyan Global’s home-office technical staff will provide consistent and regular technical guidance to the research team to ensure that the deliverables meet USAID and internal Banyan Global quality standards.

5. DELIVERABLES AND GUIDELINES

5.1 KEY DELIVERABLES

The associated work will include the deliverables in Table B2.

TABLE A2. KEY ELEMENTS OF THE ACTIVITY-LEVEL COVID-SPECIFIC GENDER ANALYSIS

DELIVERABLE	CONTENT	PERIOD OF IMPLEMENTATION
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In-briefing with USAID/DRC mission staff	In Briefing with designated mission staff to discuss: 1) the purpose of the COVID-Specific Gender Analysis; and 2) the proposed research questions; methodology, and structure of gender analysis report findings and recommendations	July 27, 2020
Draft COVID-Specific Gender Analysis Report	Research and prepare Draft COVID-Specific Gender Analysis Report, including national consultant's (virtual) review of the draft report The mission will provide written feedback to the draft report within two working days from receipt of the draft report.	July 27 -August 10, 2020 Target draft date: August 17, 2020
Final COVID-Specific Gender Analysis Report and PowerPoint presentation	Final gender analysis report that incorporates the written feedback from USAID on the draft report. Research team will deliver a PowerPoint Presentation of the key findings and recommendation.	August 26, 2020

5.2 REPORTING GUIDELINES

The Gender Analysis report (25 pages excluding Executive Summary, Table of Contents, Acronyms and Annexes) should follow the format below and be submitted electronically in Microsoft word and PDF versions:

1. Executive Summary (2 pp.)
2. Table of Contents (1 p.)
3. Introduction (1 p.)
4. COVID-19 Country Context at the sector level, by ADS205 gender analysis domain (2 pp.)
5. Findings and Recommendations on Gender Equality in COVID-19 (up to 15 pp., 10 pp recommended)
6. USAID/DRC – COVID/Education Response in the Democratic Republic of Congo Next Steps on Updating the Gender Analysis (2 pp.)
7. Annexes
 - Acronyms (1 p.)
 - Gender Analysis SOW
 - Methodology (.5 p.)
 - List of Key Documents

Note: The recommendations in #5 above will point to linkages with women's economic empowerment (using a **WE3** tag).

6. TEAM COMPOSITION

6.1 TEAM LEADER (INTERNATIONAL)

This position seeks an international consultant with core experience working with and knowledge of USAID programs and must be an experienced social scientist with expert level knowledge in conducting gender analyses, with preference given for relevant experience in the Democratic Republic of Congo. Other qualifications include:

- Minimum of 10 years of experience in research, policy formulation and program design in gender and/or social inclusion.
- At least 6 years of experience in carrying out gender analyses – including a focus on GBV risk assessment
- Familiarity with USAID strategic planning and program management strongly desired.
- Excellent speaking and writing English language skills are required.
- Exceptional inter-personal and inter-cultural skills.
- Excellent leadership skills.
- Expertise in one or more of the priority gender analysis intermediate results.
- Full professional fluency in French & English.
- Master’s degree in sociology, anthropology, economics, or relevant social science field.
- Experience with other donors is highly desirable.
- U.S. nationality.

6.2 NATIONAL GENDER EXPERT (I)

The team must include one national gender expert who exhibits complementary skills to the Team Lead and core experience conducting thorough evidence-based research gender issues in the Democratic Republic of Congo. Qualifications include:

- Minimum of 5 years of experience in conducting evidence-based research and expert knowledge on gender and women’s economic empowerment issues in Democratic Republic of Congo.
- Expertise in one or more of the activity’s priority sectors.
- In-depth knowledge of the Government of the Democratic of Congo gender mainstreaming programs; development partner engagement in the gender space and a sound working relationship with any relevant national government ministries.
- Excellent writing skills and verbal skills in any of the regional Congolese languages.
- English language writing fluency required.

7. ANALYSIS MANAGEMENT

7.1 SCHEDULING

The expected period of performance for the analysis will be approximately 3 weeks for an activity-level COVID-specific gender analysis, with one week of preparation required prior to the beginning of each analysis.

Note - this work order includes a six-day work week. LOE and salaries are calculated on that basis.

7.2 SUBMISSION TO THE DEVELOPMENT EXPERIENCE CLEARINGHOUSE (DEC)

The final approved report must be a public document, unless otherwise specified, to be submitted to the Development Experience Clearinghouse (www.dec.org) (DEC) following the required Office of GenDev format (see Annex II). The contractor must make the final COVID-specific gender analysis report publicly available through the Development Experience Clearinghouse within 30 calendar days of final approval of the formatted report.

7.3 TASK ORDER PACKAGING AND MARKING

Task Order packaging and marking shall be performed in accordance with Section D of Gender Integration Technical Assistance II Task Order: 47QRAAI8D00CM.

7.4 BRANDING AND MARKING

The Contractor shall comply with the requirements of the policy directives and required Marking shall comply with USAID "Graphic Standards Manual" available at www.usaid.gov/branding or any successor branding policy.

7.5 WORK ORDER PREPARATION

The mission agrees to the following commitments to facilitate the research and preparation of the COVID-specific gender analysis report.

TABLE A3. WORK ORDER PREPARATION AND COMMITMENTS	
COMMITMENT	DUE DATE
Mission to designate at least 2 staff to coordinate with the research team on the analysis	1 week before research begins
Mission to propose 3 national gender expert consultants candidates.	1 week before research begins
Mission to hold a remote in-briefing with the research team	First day of work (select date three days before work start date)
Mission to schedule the final workshop	Select date three days before work end date
Mission to upload all necessary resource documents (to a secured Google Drive, including the following): <ul style="list-style-type: none"> ● The mission’s current or previous CDCS ● Previous CDCS Gender Analyses/Assessments ● The mission’s current draft strategic results framework ● Activity-level gender and social inclusion analyses and strategy, MELS plan, and annual and quarterly reports ● PAD-level gender analysis corresponding to the activity ● Any current COVID sector analyses, in particular at the national/sub-national level 	Three days before work start date

ANNEX B: METHODOLOGY

The COVID-specific gender analysis included the following key deliverables:

- In-briefing with USAID/DRC
- Draft COVID-specific activity gender analysis report
- Final COVID-specific activity gender analysis report, which incorporates the discussion in the validation workshop and/or written feedback on the draft report.

The section below provides more detailed information on the methodology used for each deliverable.

- 1. In-briefing with USAID/DRC:** On the first day of the assignment, the research team held an in-briefing with mission staff with the following objectives:
 - To ensure that there was agreement on the SOW and methodology for secondary data collection and analysis.
 - To review the structure and presentation of findings and recommendations in the COVID-19 gender analysis report.
- 2. Draft COVID-Specific Gender Analysis:** The preparation of the draft COVID-Specific gender analysis report included an analysis and interpretation of secondary and primary data, in line with USAID global gender and social inclusion strategies, policies, and regulations including, but not limited to:
 - [The Automated Directives System \(ADS\) 201 \(2020\)](#)
 - [The Automated Directives System \(ADS\) 205 \(2017\)](#)
 - [The 2012 Gender Equality and Female Empowerment Policy \(2012\)](#)
 - [U.S. Strategy to Prevent and Respond to Gender-based Violence Globally \(2016\)](#)
 - [USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children \(2012\)](#)
 - [USAID Policy Framework \(2019\)](#)
 - [USG 2018 Act on Women's Entrepreneurship and Economic Empowerment Act](#)
 - [U.S. Strategy to Empower Adolescent Girls \(March 2016\)](#)
 - [Counter-Trafficking in Persons Policy \(2012\)](#)
 - [USAID's Youth in Development Policy \(2012\)](#)
 - [USAID Disability Policy Paper \(1997\)](#)
 - [Advancing Disability-Inclusive Development](#)
 - [LGBTI Vision for Action \(2014\)](#)
 - [USAID Policy on Non-Discrimination \(2011\)](#)
 - [Equal Employment Opportunity, Diversity and Inclusion \(2011\)](#)
 - [Presidential Memorandum on International Initiatives to Advance the Human Rights of LGBT Persons \(2011\)](#)
 - [USAID and State COVID-19 Response Strategy Framework \(2020\)](#)
 - [USAID Policy on Promoting the Rights of Indigenous Peoples \(2020\)](#)

The review of secondary data also included a review of mission and activity-level reports or documentation provided by USAID/DRC, including:

- USAID/DRC Draft Gender Analysis Education Sector, May 2020
- USAID/DRC Education Sector Portfolio Review PPT (2018)
- USAID/DRC Education/GBV Desk Review June 2019
- MECC Desk Review for the Literacy Landscape May 2020
- ACCELERE!I Addendum to FY 2020 workplan for the distance learning pilot April 2020
- ACCELERE!I Gender and social inclusion analysis and strategy, 2015
- ACCELERE!I Monitoring, evaluation, and learning presentation July 28, 2020 and gender update August 13, 2020

The research team gathered, analyzed, and interpreted other relevant reports and data⁵⁷ related to the activity sector, activity, and COVID-19, including:

- Studies, analyses and assessments concerning gender equality conducted by donors, NGOs, national governments, regional organizations, and the academic community.
- National statistics from the Demographic and Health Survey, the UNDP Human Development Index Reports, and the World Economic Forum’s Global Gender Gap Index.
- Recent literature that addresses gender equality and women’s empowerment issues related to activity and COVID-19.

3. Final COVID-Specific Gender Analysis Report: The research team finalized the report by incorporating written feedback from the mission on the draft report.

ANNEX C: REFERENCE LIST

- AA. August 2020. *Schools Reopen in DR Congo Amid COVID-19*. ([Link](#))
- Africanews. 2020. *Back to School in Democratic Republic of Congo after COVID-19 State of Emergency Ends*. ([Link](#))
- Brookings. 2020. *Coronavirus: Amid the Global Pandemic, Lessons for Africa*. ([Link](#))
- Bulletin Numéro 01. Juillet 2020. *Conditions de Vie des Ménages à Kinshasa Mesure de l'impact de la COVID-19*. ([Link](#))
- Data2x. 2020. *Gender Data is Necessary for a Gender Sensitive Response to COVID-19*. ([Link](#))
- GlobalHealth5050. n.d. *COVID-19 Sex-Disaggregated Data Tracker*. ([Link](#))
- Global Pressure Journal. 2020. *Coronavirus Fears Drive Rural Residents in DRC to Camp in Fields*. ([Link](#))
- Global Pressure Journal. 2020. *Meet the Women Fighting Forced Marriages in DRC*. ([Link](#))
- Harrington, Laura, and Pitchou Masinda. July 28, 2020. *Monitoring Accelere! I Interactive Radio Instruction in DRC in the Time of COVID-19*. Updated August 12, 2020. PPT.
- HDX. 2020. *Democratic Republic of the Congo: Coronavirus(COVID-19) Subnational Cases*. ([Link](#))
- Human Rights Watch. 2020. *DR Congo: Authorities Foundering on Rights*. ([Link](#))
- Ho, Jennifer, and Hetal Thukral. February 2009. *Tuned in to Student Success: Assessing the Impact of Radio Instruction for the Hardest to Reach. A Review of Research*. Education Development Center, Inc.
- International Rescue Committee. 2019. *Women and Girls in DRC Facing an Increased Risk of Violence and Higher Exposure to Ebola Since Start of the Outbreak*.
- Malala Fund. 2020. *Girls' Education and COVID: What Past Shocks Can Teach Us About Mitigating the Impact of Pandemics*. ([Link](#))
- Muhuku, Everjoy, et al. 2020. *Rapid Gender Analysis for East and Central Africa*. CARE International.
- O'Donnell, Megan, Maryam Akmal, and Susannah Hares. 2020. *A New Survey on the Risks of School Closures for Girls*. Center for Global Development.
- Organisation for Economic Co-operation and Development (OECD). 2019. *Social Institutions and Gender Index – Democratic Republic of Congo*. ([Link](#))
- Projet de Services D'appui Sur le Terrain (PSAT). 2020. *Analyse de l'impact de la Pandémie du COVID-19 en RDC*.

Republic of the DRC. 2014a. *Document de La Stratégie de Scolarisation des Filles en RDC et Plan D'Action Global*.

Republic of the DRC. 2014b. *Loi-Cadre n° 14/004 du 11 Février 2014 De L'Enseignement National*.

Republic of the DRC. 2016. *Stratégie Sectorielle de l'Éducation et de la Formation 2016-2025*.

Republic of the DRC, Ministère de la Santé. September 2020. *Riposte*. ([Link](#))

Save the Children. 2020. *Children Show their Strength as the DRC Adapts to COVID-19*. ([Link](#))

UNESCO. 2015 n.d. Institute for Statistics on Democratic Republic of the Congo. ([Link](#))

UNICEF. 2020. Fact sheet. ([Link](#))

UNICEF. Education in the Democratic Republic of Congo. ([Link](#))

UNICEF. 2020a. *DRC's Ministry of Primary, Secondary and Technical Education Launches Distance Education via Radio, with the Support of UNICEF*. ([Link](#))

UNICEF. 2020b. *UNICEF Prints First Children Workbooks for Distance Learning in DR Congo*. ([Link](#))

UNICEF DRC. 2020. *COVID-19 Situation Report 9-22 July 2020*.

USAID. May 5, 2020. *USAID: COVID-19 Global Response - Fact Sheet #2 FY20*.

USAID. 2018. *Education Policy*.

USAID. May 20, 2020. State Department: Update: The United States Continues to Lead The Global Response to COVID-19, May 20, 2020.

USAID Solutions for Peace and Recovery. July 2020. *COVID-19 Impact Assessment Report*.

USAID/DRC. February 2018. *Education USAID/DRC Mission Portfolio Review*. PPT.

USAID/DRC. June 2019. *Girls' Education/GBV Desk Review, Draft*.

USAID/DRC. 2020. *Addressing the Needs of Vulnerable and Marginalized Populations in USAID's Response to COVID-19 (Guidelines), Draft 1*.

USAID/DRC. April 2020. *Addendum to the Workplan*.

USAID/DRC. July 28, 2020. *Concept Note, Radio Distance Learning Expansion*.

USAID/DRC. May 2020a. *Gender Analysis Education Sector, Draft*.

USAID/DRC. May 2020b. *MECC Desk Review for the Literacy Landscape Assessment*.

Women Deliver. 2020. *A Gender Lens for COVID-19*. ([Link](#))

World Bank. 2020. *Pandemic Threatens Human Capital Gains of the Past Decade, New Report Says* ([Link](#)).

ANNEX D: LIST OF KEY STAKEHOLDERS CONSULTED

The research team conducted nine key stakeholder interviews by phone with the following individuals:

- Fred Kayembe, ACCELERE!I Communications Director
- Laura Harrington, ACCELERE!I MEL Director
- Madho Longwo, ACCELERE!I Gender Specialist
- Yves Lutezo, ACCELERE!I Team Lead, Kinshasa
- Christine Nepanepa, Gender Focal Point, Ministry of Education, Kinshasa
- Irene Isambo, Ministre des Affaires Sociales Chargée des Personnes Vivant avec Handicap, Kinshasa
- Jeanne Nzuzi Nsamba, Secrétaire Permanente et Vice Presidente, Chargée de Provinces et Organisations de la Société Civile, CONAFED (Comité National Femmes et Développement), Kinshasa
- Valentin Mamba, COASCE, Kinshasa
- Alain Mulumba, COP Monitoring Évaluation and Coordination Contract, Kinshasa
- Ikoli Mireille, UNFPA, Kinshasa
- Jules Mulimbi, UN Women, Kinshasa
- Clementine Sangana, UN Women, Kinshasa
- Celio Mayemba, Kinshasa

ENDNOTES

- ¹ Nsele, Masina, Kisenso, Makala, Bumbu, Selembao and Mont-Ngafula.
- ² USAID/DRC. July 28, 2020. *Concept Note, Radio Distance Learning Expansion*.
- ³ USAID. 2018. *Education Policy*.
- ⁴ Google, 9/22/2020: *Coronavirus Disease Case Overview*.
- ⁵ In almost all countries where data is available, it appears men are dying at a higher rate once infected with COVID-19. See GlobalHealth5050. n.d. *COVID-19 Sex-Disaggregated Data Tracker*.
- ⁶ UNICEF. 2020. *Fact Sheet*.
- ⁷ UNICEF. n.d. *Education in the Democratic Republic of Congo*.
- ⁸ Malala Fund. 2020. *Girls' Education and COVID: What Past Shocks Can Teach Us About Mitigating the Impact of Pandemics*. ([Link](#))
- ⁹ Landis, Debbie. 2018. *Examining Participation in Formal Education and Exposure to Violence among Girls in the Democratic Republic of Congo*.
- ¹⁰ UNESCO. 2015. *Institute for Statistics on Democratic Republic of the Congo*.
- ¹¹ Ibid.
- ¹² USAID/DRC. April 2020. *Addendum to the Workplan*.
- ¹³ World Bank. 2020. *Pandemic Threatens Human Capital Gains of the Past Decade, New Report Says*.
- ¹⁴ UNICEF. 2020a. *DRC's Ministry of Primary, Secondary and Technical Education Launches Distance Education via Radio, with the Support of UNICEF*
- ¹⁵ UNICEF. 2020b. *UNICEF Prints First Children Workbooks for Distance Learning in DR Congo*.
- ¹⁶ AA. August 2020. *Schools Reopen in DR Congo Amid COVID-19*.
- ¹⁷ Africanews. 2020. *Back to School in Democratic Republic of Congo after COVID-19 State of Emergency Ends*.
- ¹⁸ Key Informant Interview, 9/10/2020.
- ¹⁹ Key Informant Interview. September 10, 2020.
- ²⁰ Key informant Interview. September 10, 2020.
- ²¹ Ministère de l'Intérieur, Sécurité et Affaires Coutumières (Ministry of the Interior, Security and Customary Affairs). 2020 *Statistique des Infractions des Violences Sexuelles (Statistics of Sexual Violence Offenses)*.
- ²² Malala Fund. 2020. *Girls' Education and COVID: What Past Shocks Can Teach Us About Mitigating the Impact of Pandemics*.
- ²³ O'Donnell, Megan, Maryam Akmal, and Susannah Hares. 2020. *A New Survey on the Risks of School Closures for Girls*. Center for Global Development.
- ²⁴ Key Informant Interview. September 10, 2020.
- ²⁵ Organisation for Economic Co-operation and Development (OECD). 2019. *Social Institutions and Gender Index – Democratic Republic of Congo*
- ²⁶ Republic of the DRC. 2014b. *Loi-Cadre n° 14/004 du 11 Février 2014 De L'Enseignement National*.
- ²⁷ Republic of the DRC. 2016. *Stratégie Sectorielle de l'Éducation et de la Formation 2016-2025*.
- ²⁸ Republic of the DRC. 2014a. *Document de La Stratégie de Scolarisation des Filles en RDC et Plan D'Action Global*.
- ²⁹ An exception is the Gradual No-Fee Law, which did not consider the needs of disabled, indigenous and other vulnerable groups. Inability to pay school fees is one of the main reasons that parents do not send their girls and boys to school.
- ³⁰ Organisation for Economic Co-operation and Development (OECD). 2019. *Social Institutions and Gender Index – Democratic Republic of Congo*
- ³¹ Ibid.
- ³² Ibid.
- ³³ International Rescue Committee. 2019. *Women And Girls In DRC Facing An Increased Risk of Violence And Higher Exposure To Ebola Since Start Of The Outbreak*.

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- ³⁴ Republique Democratique Du Congo, Ministere Du Plan Institut National De La Statistique and World Bank. 2020. *Conditions de vie des ménages à Kinshasa Mesure de l'impact de la COVID-19* (Living conditions of households in Kinshasa Measuring the impact of COVID-19): Bulletin Numéro 01: Juillet 2020.
- ³⁵ Muhuku, Everjoy, et al. 30 April 2020. *Rapid Gender Analysis for East and Central Africa*. CARE International.
- ³⁶ Ibid.
- ³⁷ Projet de Services D'appui sur le Terrain (Psat), *Analyse de l'Impact de la Pandémie du COVID-19 en RDC*.
- ³⁸ Republique Democratique Du Congo, Ministere Du Plan Institut National De La Statistique and World Bank. 2020. *Conditions de vie des ménages à Kinshasa Mesure de l'impact de la COVID-19* (Living conditions of households in Kinshasa Measuring the impact of COVID-19): Bulletin Numéro 01: Juillet 2020.
- ³⁹ Organisation for Economic Co-operation and Development (OECD). 2019. *Social Institutions and Gender Index: Democratic Republic of Congo*.
- ⁴⁰ USAID Solutions for Peace and Recovery. July 2020. *COVID-19 Impact Assessment Report*.
- ⁴¹ Ibid.
- ⁴² Muhuku, Everjoy, et al. 30 April 2020. *Rapid Gender Analysis for East and Central Africa*. CARE International.
- ⁴³ Republique Democratique Du Congo, Ministere Du Plan Institut National De La Statistique and World Bank. 2020. *Conditions de vie des ménages à Kinshasa Mesure de l'impact de la COVID-19* (Living conditions of households in Kinshasa Measuring the impact of COVID-19): Bulletin Numéro 01: Juillet 2020.
- ⁴⁴ Key informant interview, August 6, 2020.
- ⁴⁵ USAID/DRC. July 28, 2020. *Concept Note, Radio Distance Learning Expansion*
- ⁴⁶ USAID/DRC. July 28, 2020. *Concept Note, Radio Distance Learning Expansion*
- ⁴⁷ Project COP noted this number in the feedback received on August 28, 2020.
- ⁴⁸ The pilot lessons were adapted from existing Accelere! lessons, which had integrated gender related content from a previous activity (EAGLE) reported to be of good quality. See USAID/DRC. February 2018. *Education USAID/DRC Mission Portfolio Review PPT*.
- ⁴⁹ USAID/DRC. June 2019. *Girls' Education/GBV Desk Review, Draft*.
- ⁵⁰ Key Informant Interview. August 7, 2020
- ⁵¹ Ho, Jennifer and Thrukral, Hetal. 2009. *Tuned Into Student Success. A Review of Research*. Education Development Center.
- ⁵² Harrington, Laura and Pitchou Masinda. July 28, 2020, updated August 12, 2020. *Monitoring Accelere! I Interactive Radio Instruction in DRC in the Time of COVID-19*. PowerPoint. Stakeholder interviews, August 7 – 10, 2020
- ⁵³ Ibid.
- ⁵⁴ USAID. May 20, 2020. *State Department: Update: The United States Continues to Lead The Global Response to COVID-19*.
- ⁵⁵ USAID. May 5, 2020. *USAID: COVID-19 Global Response - Fact Sheet #2 FY20*.
- ⁵⁶ It will be at the mission's discretion to determine the level of engagement of the implementing partner in each gender analysis, including in the in-briefing, review of the draft CSAGA report, validation workshop for the draft CSAGA report, and the review of the final CSAGA report.
- ⁵⁷ See Reference List (Annex D) for the list of documents reviewed for the report.