

IN THE SHADOWS OF THE PANDEMIC: THE GENDERED IMPACT OF COVID-19 ON ROHINGYA AND HOST COMMUNITIES

Sector Brief: Education

In Cox’s Bazar, COVID-19 has had significant impact in the already extremely congested camps and has also had a number of adverse effects on the host community. The pandemic and containment measures have exacerbated existing discrimination and inequalities for vulnerable groups and those already marginalized. Women and girls facing an increase in unpaid care work, greater protection risks in and out of their homes and more mental health issues, while simultaneously being less able to access lifesaving services and support.

A [Rapid Gender Analysis](#) was conducted by ISCG Gender Hub, CARE, Oxfam, ACAPS-NPM and UN Women. Understanding how social characteristics, such as gender, age, disability status, or gender identity, along with the rigid social norms in both communities and the decreasing basic services play a role in a person’s ability to protect themselves and recover from the secondary impacts of COVID-19, is crucial to ensuring a response that does not leave the most vulnerable behind. Women, men and other



Drawing Session Conducted during COVID-19 Emergency. Photo Credit: Yeasmin Akther.

vulnerable groups such as transgender persons, people with disabilities, and sex workers are willing to participate in the COVID-19 response and must be officially recognized, visible and actively involved in the response at all stages.

The following highlights the key findings and recommendations for the Education Sector identified by women and men in Rohingya and host communities based on their needs and concerns.

Findings	Recommendations
<ul style="list-style-type: none"> Lack of access to education for children is a concern for both the Rohingya and the host community. The pre-existing gender bias for boys’ education is likely to be exacerbated with new schooling arrangements. 	<p>Urgent priorities</p> <ol style="list-style-type: none"> Increase awareness sessions and guidance for parents/caregivers on ways to help children and adolescents of both sexes with home-based learning, prioritizing time for girls to learn and for preventing early, forced and child marriage, the negative psychosocial impacts of COVID-19 restrictions, the increased domestic responsibilities for girls and school dropouts. Provide adequate learning resources and materials for home-based learning to ensure boy and girls and adolescents continue to access education.