

CREATED BY THE GLOBAL CAMPUS
NEWSPAPER TEAM



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APRIL 2021

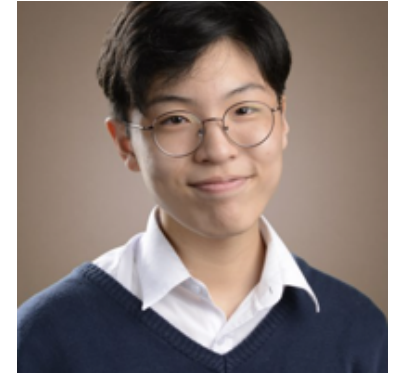
MEET THE TEAM



My name is Nicolas Oskandy. I founded the Global Campus Newspaper and serve as its Editor-in-Chief. I am a Year 12 student at the British International School of Chicago.



I'm Matilda Rice, an 18-year-old student currently attending the British International School, Abu Dhabi. I am the Global News Editor for the Global Campus Newspaper.



My name is Hoseong. I am a Year 13 student studying at the British Vietnamese International School Hanoi. I enjoy reading sci-fi and am learning to cook for fun. I am a staff writer for the Global Campus Newspaper.

My name is Leelya Sakka. I am 18 years old in year 13 at the Nord Anglia International School Dubai. I am the Chief Photographer for the Global Campus Newspaper



My name is Keya. I am a 16-year-old going to Oakridge International School, Newton Campus. I am a Staff Writer for the Global Campus Newspaper.



Hello, my name is Hyeokjun Kim and I am a senior IB student at the British International School of Bratislava, Slovakia. I currently undertake the role of Global Section Editor for the Global Campus Newspaper.

My name is Angela Christine A. Magsino, I am a year 10 student at Nord Anglia International School Manila. I am the Global Features Editor for the Global Campus Newspaper.



My name is Sofia Krupova. I am 16 years old in year 10 at Compass International School Madinat Khalifa. I am a Photographer for the Global Campus Newspaper.



My name is Suhail Couto. I am the Global Opinion Editor at the Global Campus Newspaper.

I am a 17-year-old student that attends the British International School of Chicago and am deeply interested in politics and International relations. I hope to amplify the thoughts and voices of our generation through my experience of working with other students in my role on the paper.



Hello everyone, my name is Jin Hee Chang and I am 17 years old. I am a year 12 student at the British Vietnamese International School of Hanoi. I am a staff writer at the Global Campus Newspaper. I'm thrilled to be working with an extraordinary group of students my age.



GLOBAL CAMPUS NEWSPAPER



My name is Pio Cheng. I am in Year 10 at Nord Anglia International School Manila and am a Photographer for the Global Campus Newspaper.

My name is Phoebe Adams. I am 17 years old, attend Costa Rica Country Day School as a junior, and works as a staff writer for the Global Campus newspaper.



My name is Anjali Vivek, I go to Oakridge International High School, Newton Campus. I'm 15 and I work as the Global Layout editor for the Global Campus Newspaper.



Photo by Sofia Krupova



EDITORS NOTE

What We Teach the World by Learning Together - Nicolas Oskandy, **Editor in Chief**

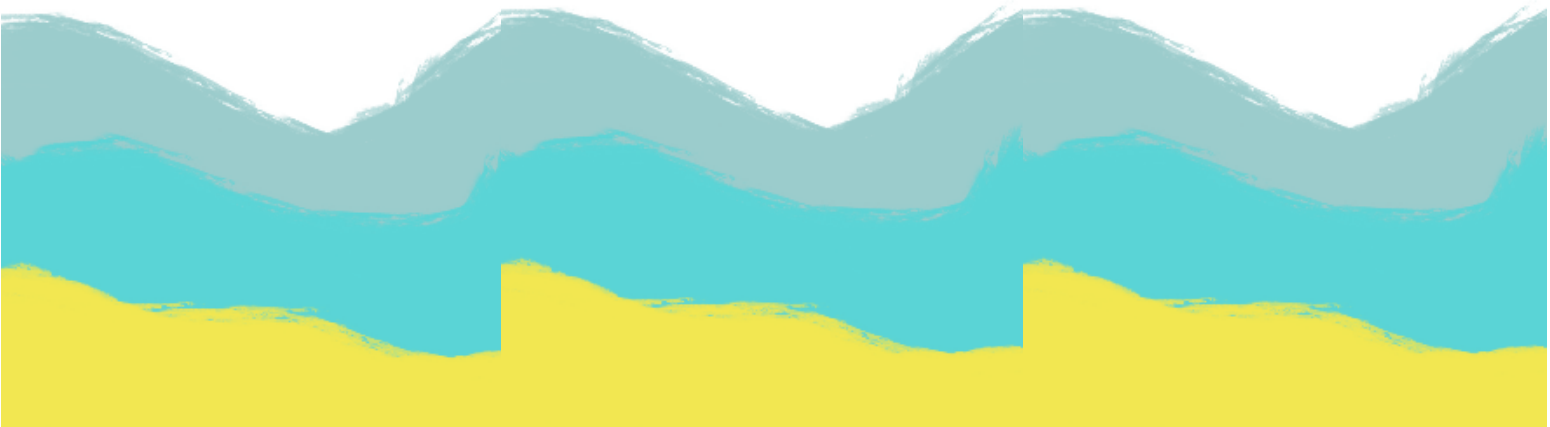
Speaking in 1950, then-Illinois Governor, and future U.S. Presidential candidate and Ambassador to the United Nations, Adlai E. Stevenson, contrasted the "complacent optimism" of the end of the 19th Century with the first half of the 20th, stating: "Our time on earth has been the bloodiest, most disordered and violent since the Renaissance illuminated the Dark Ages. Two world conflagrations and two economic convulsions have taken a savage toll in physical suffering and spiritual disillusionment. Today's mood is one of anxiety. People are apprehensive about tomorrow. Some even ask: "Will there be a tomorrow?"



Photo by Pio Cheng



Photo by Pio Cheng





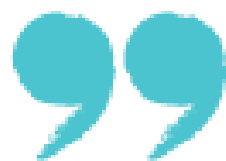
CONTINUATION

Although free of the worldwide carnage that defined the first half of the 20th Century, some - maybe many - of us share the feeling of having slipped from "complacent optimism" into our own generation's age of anxiety over the past four years.

We learn that the institutions that anchor our way of life are more vulnerable than they appear and that they require more of us than we would have thought. History teaches us about the sacrifices, both small and large, that built those institutions, and we wonder: what will we be called on to contribute to keep them alive? History teaches us how nature's ability to resist our control has re-shaped humanity in dramatically difficult ways, and we wonder: how and when will we as individuals, families and societies make it through this time?

For those like me who are age 17, four years represents a quarter of our life on this earth, and perhaps about half of the full extent of our living memory. Radical changes in our environment have turned our normal path to maturity into an extraordinary experience that will define our generation. We have lived half of our fully conscious existence in an age of anxiety.

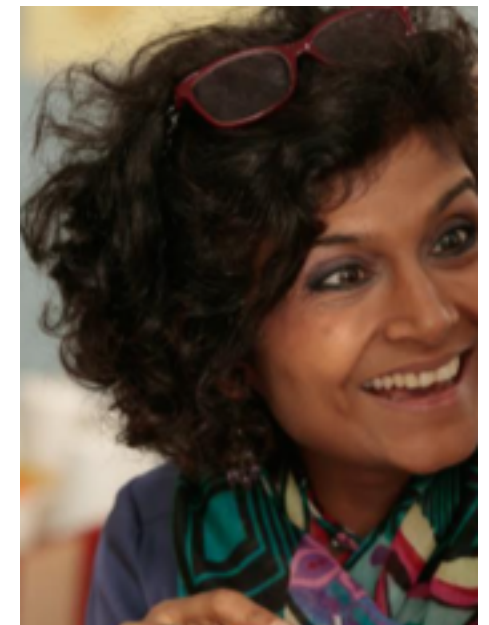
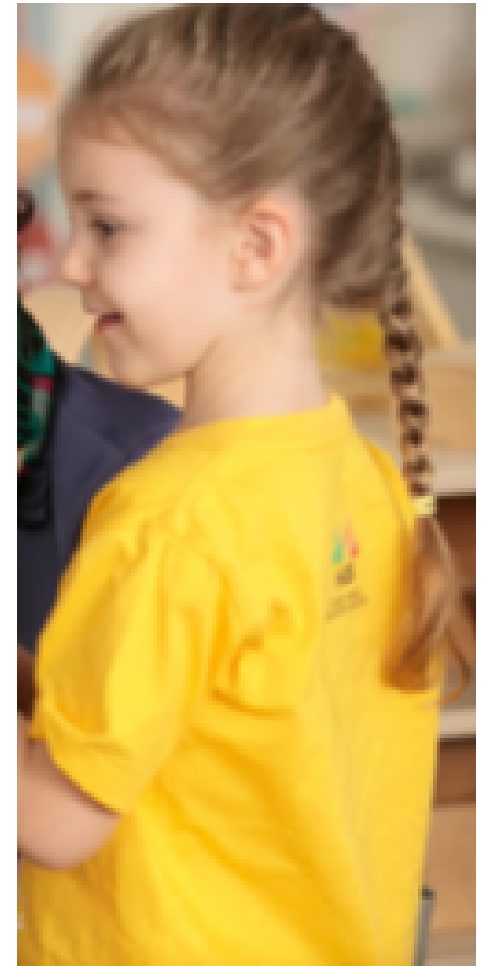
We are just now at the point in our lives where we are learning about international institutions such as the United Nations, NATO, the World Bank and the European Union, that were borne of intentions to avoid a future of perpetual conflagrations and convulsions, and instead channel humanity's efforts into productive collaboration and widespread well-being. How could such an appealing idea about the possibilities of a shared civilization that encourages the best of our collective efforts now suffer so much doubt and attack? How could the inspiring narrative of the vision and persistence of such strong leaders as Churchill and Roosevelt to build a durable framework for international cooperation have become the subject of so much derision?



My generation will form its character in pursuit of answers to these questions. We don't yet know where they will lead. I am hoping it will be to a re-commitment to institutions that increase the expansion of freedom, self-expression, physical security and fulfillment of individuals' and societies' fulfillment of their full potential. I hope we can pick up where we left off, but wiser from what we have learned about the need to identify where our institutions have deviated from their mission, the fortitude necessary to confront their flaws, and the determination to fix them.

Our best tools for doing so will be the ability to think critically, move ambitiously and act collaboratively. I realize that this is exactly what my school - the British International School of Chicago, and the larger international body of which it is a part - Nord Anglia - are equipping us to do. They embody the potential for progress and achievement that's possible through international cooperation. We express that potential in all of our interactions as a global network as we draw on each other's perspectives, achievements, knowledge and cultures in enriching our education and our lives.

I hope that this Global Campus newspaper becomes an important part of how we share and learn as an international institution dedicated to giving us the best education possible and encouraging us to explore our potential together. Might I even be so bold as to suggest that in learning, wondering, exploring and changing together, we do our small part to help reacquaint the world with the power of a shared commitment to international collaboration and the potential to grow and do good it sustains. I look forward to joining with all of you - my fellow students around the globe - in building a first half of the 21st Century that a world leader speaking in 2050 (maybe one of us!) will look back on with gratitude and pride, and mark as a success for the progress of humanity.



FEATURES

EDUCATION OF THE DEPRIVED

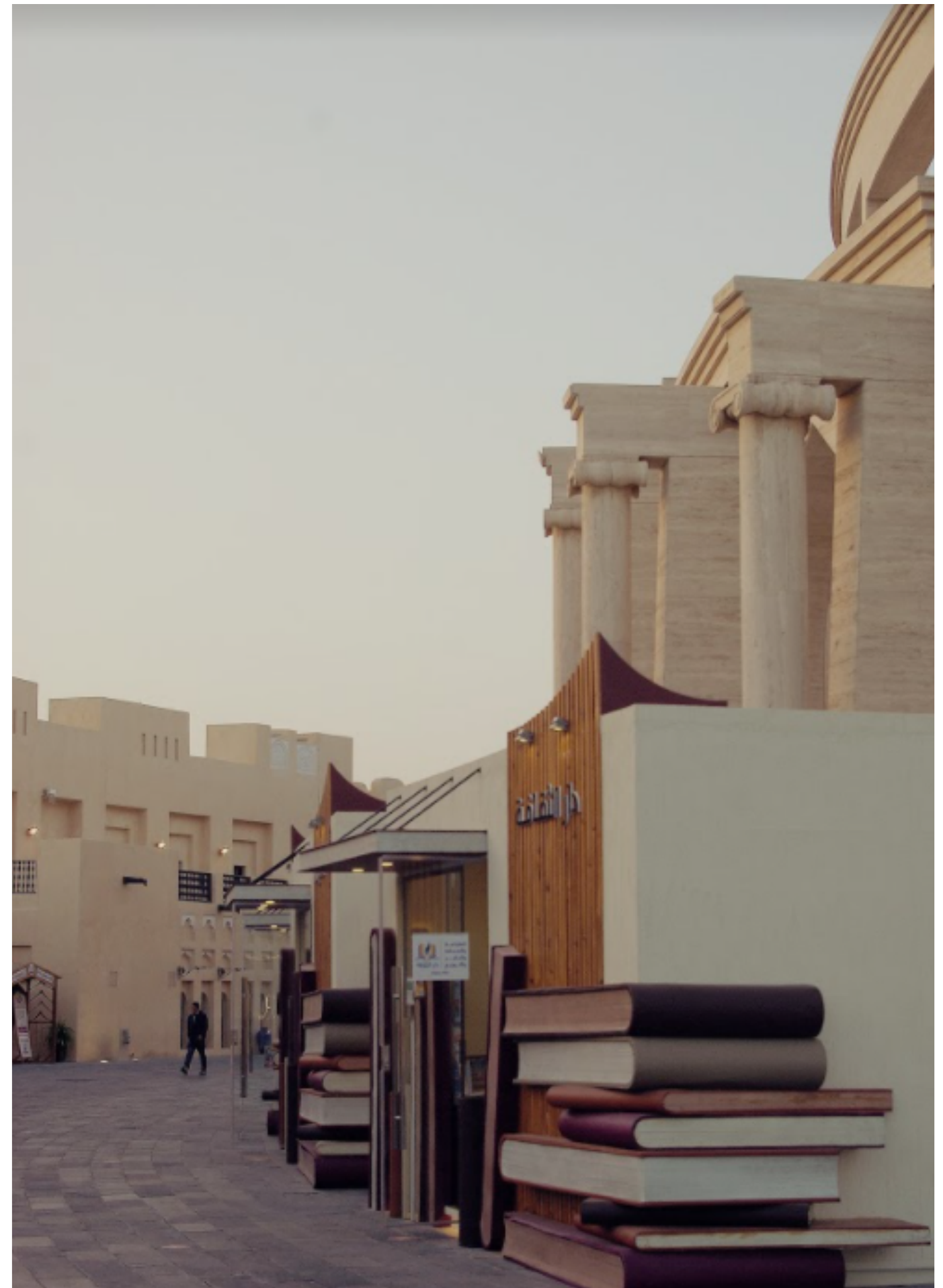
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BEHIND THE POPULARITY OF MBTI

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**INTERNATIONAL DAY OF HAPPINESS :
MARCH 20TH 2021**

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"EDUCATION IS THE MOST POWERFUL WEAPON USED TO CHANGE THE WORLD"

— Nelson Mandela

EDUCATION OF THE DEPRIVED

By Angela Magsino,
Features Editor

On the day COVID-19 was officially declared a pandemic, society was immobilized, and all “normal” activity came to a screeching halt. In an effort to hinder the spread of the virus, students all around the globe were forced to adapt to **brand-new quarantine** guidelines and continue their education from the comfort of their homes, making the swift transition to remote learning.

Global Inequality

Now, almost a year after the beginning of the outbreak, physical isolation and virtual education has become a distant ghost of the past for some students. To most, however, it is simply reality - the **new normal**.

As COVID-19 continues to disrupt and devastate, large **socioeconomic inequalities**

Photo by Sofia Krupova



have significantly widened the achievement gap between the privileged and the deprived.

In low and middle-income countries, **it was found that 53% of children at the age of 10 were unable to comprehend basic text.**

According to UNICEF, seven months after the pandemic began, students in high-income countries have lost only six weeks of learning. Low to middle-income countries on the other hand, had lost approximately **four months of learning** during that same period.

Access to education

Though several countries developed broadcast-based curricula (with the use of television and radios), many still opted for active virtual learning where classroom conditions were still somewhat apposite. However, **only around 65% of lower-middle income countries and less than 25% of low-income countries** were able to successfully set up virtual education.

Such learning requires a device, a reliable internet connection, and a private, comfortable space. Resources and conditions that will not always be accessible or plausible for a student.

According to a report released by UNICEF :

- Two-thirds of children aged 3 to 17 years old have no internet connection at home
- 87% of children in high-income countries have internet access
- Only 6% of children in low-income countries have that same privilege

Plainly, obstructions in a child’s path to a brighter future are much starker in low-income countries - an issue further exacerbated by today’s global health crisis.



Struggle for education

India

India has the largest youth population in the world, so the COVID-19 lockdown created obstacles for the country’s students. On top of the socioeconomic division

and the indisputably large strain on poorer students, a gender bias has also become prominent in the face of educational struggle in the country. In rural areas, only 14.9% of households have internet access. However, once you move into urban regions, this percentage can grow up to 42%. Most notably, when it comes to the use of the internet in households, male students are still more favoured and prioritised.

Philippines

In the Philippines, private schools around the country were able to quickly shift to virtual classes less than a month after lockdown was declared in March. Soon after, when the new academic year began, learning was able to take place almost instantly. Those in private schools represented the luckier portion of the student population for they experienced almost **no learning gap**. The rest, however, were not as fortunate.

Only 26% of public schools in the Philippines had internet connection. Approximately 5,000 public schools did not even have reliable access to electricity and so, holding live lessons was not a viable option. As a result, 22 million public school students not only struggled to develop academically, but also suffered the social and emotional brunt of the circumstances.

These statistics are not just mere numbers. **These represent disadvantaged children all around the world who have been robbed of a memorable childhood and a chance at proper education.**

Humanity During a Time Of Need

Nevertheless, despite these challenges acting as a potential cause for division between the student community, it has more often proven to be a source of strength and compassion - a case witnessed and experienced by students all over the Philippines. As the severity of the education crisis became more apparent, student-led campaigns began to spark up in a great demonstration of harmony and the classic Filipino Bayanihan.

Rising from this new-age amity, two prominent initiatives were established to provide learners in the country a chance at an auspicious life.

#PisoParaSaLaptop

(one peso for a laptop) :

Using this hashtag on all social media platforms, students posted their e-money details in a sanguine endeavor to collect funds for personal distance learning necessities. Throughout the entire campaign, citizens highlighted only one message : the tremendous difference a single peso, a single donation, can make in a student's life.

Radyo Para Sa Baryo

(radio for the neighbourhood) :

A campaign also fueled by the unwavering support of social media, this initiative launched a "Forty for the Radio challenge". Netizens were asked to make monetary donations of as little as 40 pesos and to tag four other friends to continue the movement. All money was used to provide radio units to children in the provincial areas of the country.

During a time of need, students in the Philippines were able to pave their own educational paths with the aid of endless support from benevolent strangers.

In times like these, **we may tend to overlook all the good things in our lives**. As students, it is easy to get lost in your own world and forget just how fortunate you are to even be reading this article. The access to high-quality education is often an underappreciated gift of life. Therefore, as much as possible, promote and participate in fund-raiser campaigns. Make donations to support other students through today's difficulties. **Any amount, no matter how big or small, is enough to change a life forever.**

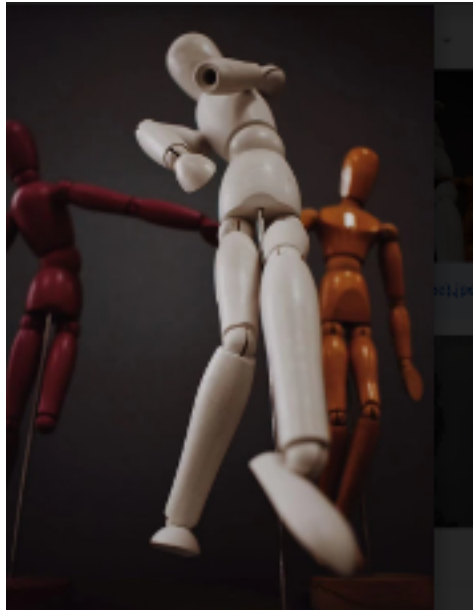


Photo By Lili Casson

BEHIND THE POPULARITY OF

MBTI

01: Surge of a personality test

Albert Einstein, Bill Gates, Hermione Granger. According to the results of a personality test, I should stand between these amazingly successful and popular people. Upon realising that one of them is a fictional character, **I read the rest of the results from the popular Myers Briggs Type Indicator (MBTI) test I took with friends.** I was an INTP, and they were ESFP, ISTJ, and other combinations of those, swapping letters in between to mix and make new characteristics—a bit like learning English through phonics, I thought. But one difference between them is that one of them does have real use.

The MBTI test asks you 93 questions and its results ascribe you to one of the 16 personality types,

classifying you into one of two options from the four categories: **whether you are extroverted or introverted (E/I); whether you learned the world by sensing or intuition (S/N); whether you make decisions based on thinking or feeling (T/F); whether you tend to decide by judging or wait and perceive more information (J/P).** Myers and Briggs developed the test based on Carl Jung's theories on brain processing and personalities, although they had little formal education in psychology. The mother and daughter published in 1944 and the test was updated two times. Today, an estimated 50 million people have taken the test, and the test providers earn \$25 million each year in revenue.

02: MBTI's Usefulness

Since the invention of MBTI, psychologists and statisticians sought for possible application—and failed. For instance, the Educational Testing

Service (ETS organises TOEFL) tried to test its use for college admissions and subsequently discovered that half the respondents received different results the second time and students avoided the dystopian future wherein the MBTI demonstrates the 'fit' for colleges. Nor did the test prove highly useful in clinical circumstances, as **MBTI shows no correlation with likeliness of being institutionalised for psychiatric disorders.**

Yet, the test is widely recognised and applied in non-academic contexts: consulting companies such as McKinsey insists on its employees getting tested, and the fans of the test on Reddit entertain on memes which feature sixteen tropes in different social interactions, which includes compatibility charts for dating with different types. It might bug you to wonder how people find the test to be a somewhat accurate depiction of their personalities when its reception in the scientific community is, at best, lukewarm. Barnum effect states that we believe lengthy statements with many details to be more accurate.

So although there can only be sixteen descriptions, we think (and believe) statements such as "you are often resilient and show perseverance but have hard time turning away from something you set your mind to" speak truer to our personalities than, say, "you are stubborn". Also, none of the

descriptions would point-blank state "you are really annoying". So, by providing lightly flattering comments regardless of the responses, **MBTI becomes a fun activity and a conversation topic above anything.**



Photo by Pio Cheng

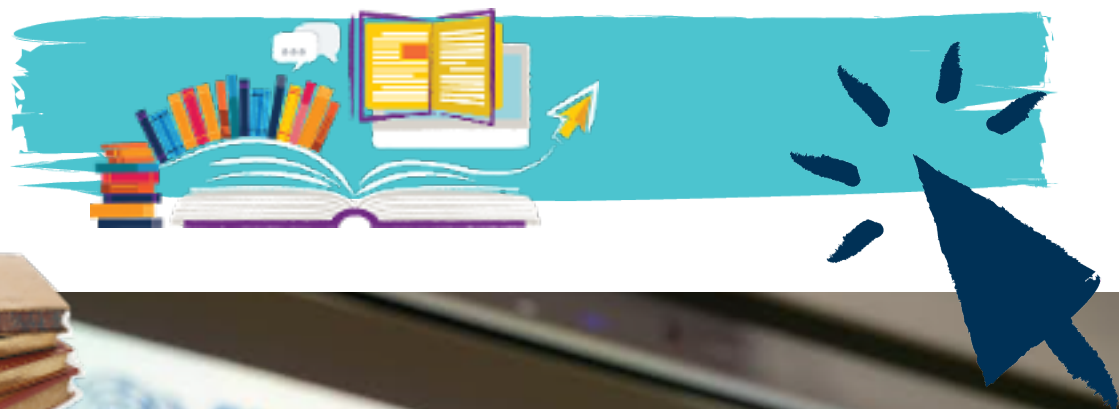
03: We cant be divided into sixteen

The appearance of scientific accuracy can mislead test-takers to subscribe heavily into the idea that

- a) every person fits in one type
- b) everybody in one type thinks more or less the same way.

It gives the false impression that the personality is rigid and set in squares, while alternatives like the 5-Factor test provide scores on a spectrum. This can become worrying when the believer begins to misattribute unhealthy habits and tolerance for toxic behaviours to the types of themselves and others. And even lighthearted jokes and memes can lead people to this point. The idea of people belonging to one of sixteen types encourage generalisations, and memes, through repetitive punchlines of the personality tropes, reinforce those stereotypes. It limits people's perspectives to rely on MBTI to explain emotions and events that cannot be explained through theory, and see themselves in one way and one way only. It becomes harmful.

Categorising human personality to types is a simple idea that caught attention of many. However compelled we are by simple, intuitive models for the complex state of mind, it becomes useless when it no longer reflects the actual way we behave and respond to situations. As for MBTI, I am reminded of the real lesson I learned in first-grade English phonics class—exceptions far outweigh fits.



20th March, 2021: International Day of Happiness

2021 has undoubtedly been a different start compared to any of the other years we have experienced before. We have learned to cope with a virus that has been conquering the world ever since 2020. It was tough, and yet it still is. Numerous people have been influenced by the change physically and mentally. According to the US Census Bureau recent report, **a third of Americans showed signs of clinical depression and anxiety!** New terms diagnosing the disorder from Covid for instance, 'corona phobia' and 'corona-blue' have emerged. If you have a friend, family or relative who is going through a challenging time, a March holiday offered the opportunity for you to cheer them up! 20th of March is the International Day of Happiness designated by the United Nations to recognise the importance of happiness in the lives of people around the world. No matter your age, ethnicity and gender, everyone is invited to celebrate this day. Most importantly, it is the day to recognise the relevance of happiness and well-being. Additionally, to raise awareness on the needs of sustainable development and inequality, giving everyone the right to be happy.

International Day of Happiness was first celebrated in Bhutan. The government had treasured and valued the importance of happiness on top of their national income since the 1970s. They've adopted the goals of Gross National Happiness and hosted a High-Level Meeting. This motivated the United Nations to introduce the celebration worldwide.

For the past few years, people have been celebrating this special day by funding campaigns, sharing authentic images of what makes you happy and in 2013, praising the hundreds of 'happy heroes' who brought happiness to their community.

The theme for 2021's International Day of Happiness was **'Keep calm. Stay wise. Be kind.'** This reflects on the Covid pandemic, the hope for this year is to give people a 'chance to find uplifting and positive ways to look after ourselves and one another.' Firstly, 'keep calm'- every day there are unexpected obstacles which are out of our control. In those moments, the last thing you want to do is panic and freak out.

The World Health Organisation (WHO) recommends us to follow 3 steps: Stop, Breathe and Focus.



had created a "**coping calendar**" which guides you through the '30 actions you can take to look after ourselves and each other as we face this global crisis together.' Share this with your friends and family to 'keep calm, stay wise and be kind.'

A neurologist Viktor Frankl once said, '**everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances.**' Yes, it's a devastating time and many of our loved ones are suffering, however, this virus will not stop us from being positive. Now is the time for you to share your love and happiness with the people around you. If we all continue to do this, in a matter of time everything will be happy.

Jin Hee Chang,
Staff Writer

If you try and continue whatever you are doing at this point, you'll likely regret it. Then breathe and focus, 'remember what matters so that you can respond constructively.' Secondly, 'stay wise'- make wise choices that will benefit everyone. Volunteer for opportunities where you can support your well-being and help others to do the same. Finally, 'be kind'- we are all in this together! Even though we're all forced apart, not being able to see our families and relatives, make a phone call, tell them that you care. Stay connected with friends as well, have conversations and meet through Facetime. Don't allow corona-fatigue to make you depressed. The Action for Happiness organisation

N E W S

ANOTHER YEAR OF EXAM UNCERTAINTY FOR STUDENTS | **19**

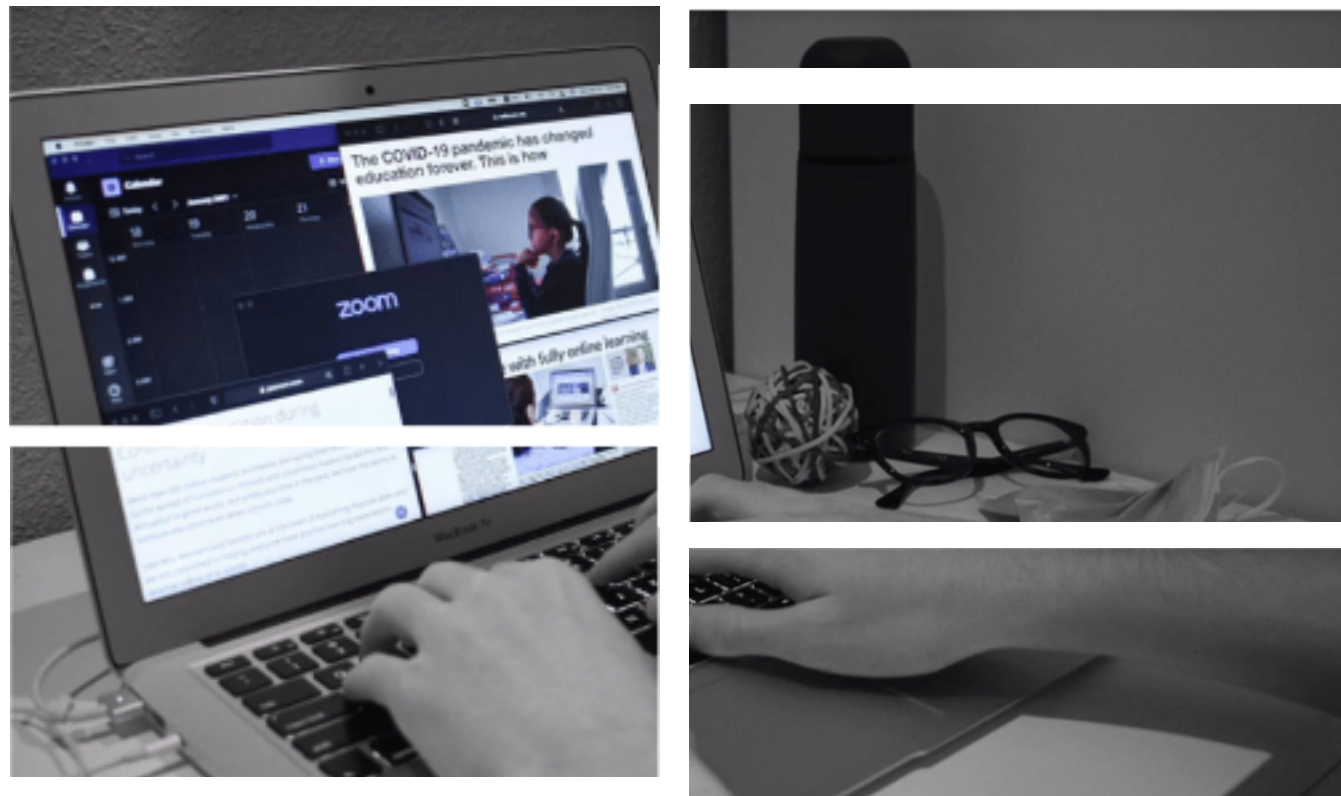
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ANOTHER YEAR OF EXAM UNCERTAINTY FOR STUDENTS

Matilda Rice, News Editor

Across the world, exam boards' responses to the pandemic seem to share a few common traits; namely, **poor communication with both schools and students and a near constant state of denial over the problems that running exams in summer will likely pose.**

Photo by Lili Casson



Their refusal to acknowledge the fact that exams will likely not be able to go ahead this year has left many students feeling abandoned, forced to work their way through this already difficult time with almost no guidance from the boards they once placed their trust in.

"This school year has been and continues to be an extremely uncertain and demanding one for students," says Rebecca Pais, a student in her second year of the International Baccalaureate.

"The ambiguity and lack of clarity, particularly from exam boards regarding the upcoming exams, has only added to the stress felt by many.

In the midst of an unprecedented pandemic, where stress levels are already at an all-time high, the lack of concern that boards seem to be displaying towards student's mental health feels not only careless, but inexcusable.

It isn't only the uncertainty over the status of exams that is causing students' distress. The pandemic has forced students into online learning for extended periods of time, meaning that for many the majority of their course has been completed over a screen. This new method of learning is not only unusual, it is undoubtedly inferior to in-person classes. Many studies have highlighted this fact recently, with one in particular from the April 2020 issue of 'Educational Researcher' noting significant drops in standardized test scores when students transferred to online education. Though teachers have been dedicated to maintaining the quality of lessons and sustaining motivation, students still find the unfamiliar online learning environment extremely difficult to work in.

"Having done over half of our IBDP online, combined with the uncertainty concerning exams, being in school, deadlines, etc., has been immensely difficult, even with the support that our school has provided," says IB student Ashwaty Nambiar.

"Learning from home has definitely had its challenges," agrees Year 13 student

Natalie Hargreaves. "For us seniors, it's been especially hard with exam uncertainty and not having the necessary direct contact to our support systems, teachers and facilities for our course work. However, I must take a moment to appreciate the initiative that our teachers have taken to preserve student motivation and to always respond to any email inquiries."

It's clear that despite both students' and teachers' best efforts, online learning has had a massive impact on the quality of education received. **Yet many exam boards have essentially chosen to turn a blind eye to the disrupted education faced by many of their students.** Even those who have acknowledged the damage caused by virtual learning have done little to counteract it. Some courses such as the IB Diploma announced they would modify their 2021 examinations to reduce strain on students. Whilst on the surface this plan may seem perfectly solid, a deeper look will quickly unveil the truth: these changes are inadequate. They only address the issue of reductions in the quantity of content taught during virtual education, not the reduction in confidence with content learned during online schooling that many students face.

When it comes to offsetting months of interrupted learning, alterations to exams simply will not be enough to ensure all students will be assessed fairly.

It was this mindset exactly that made Boris Johnson cancel exams in the UK.

His statement that **“it is not possible or fair for all exams to go ahead as normal”** resonated with many students across the world. Exam boards seem to have become focused solely on whether exams can go ahead instead of whether they should. This short-sighted outlook will lead to nothing but disaster for the many students who have suffered due to this pandemic.

The fact that some exams have been canceled whilst others have not been has also raised questions about how grades from different boards will be compared. **Can grades produced by teacher assessments be fairly contrasted with those produced by examinations?**

With the COVID-19 outbreak recently reaching its one-year anniversary, exam boards will be hard pressed to claim that these circumstances are unexpected. They have undoubtedly had plenty of time to design alternate methods of assessment. Yet the silence from boards has made many students fear that final grades will be assigned using the same flawed algorithms that caused protests across the globe last August. Displayed by exam leaders across

That remains to be seen. Yet many doubt that these drastically different methods of assessment can ever truly be equal.

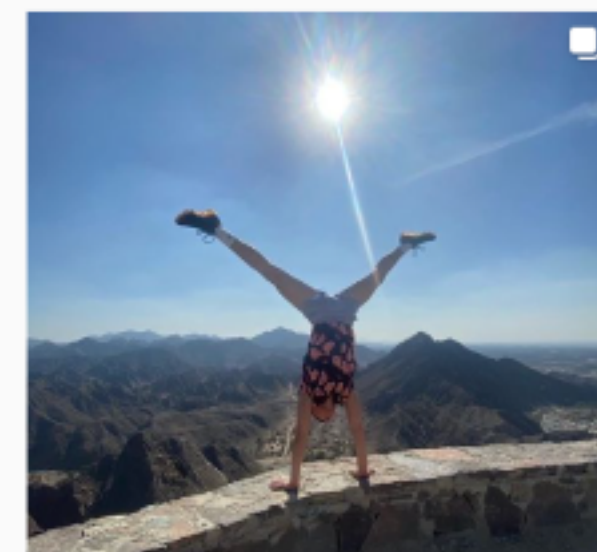
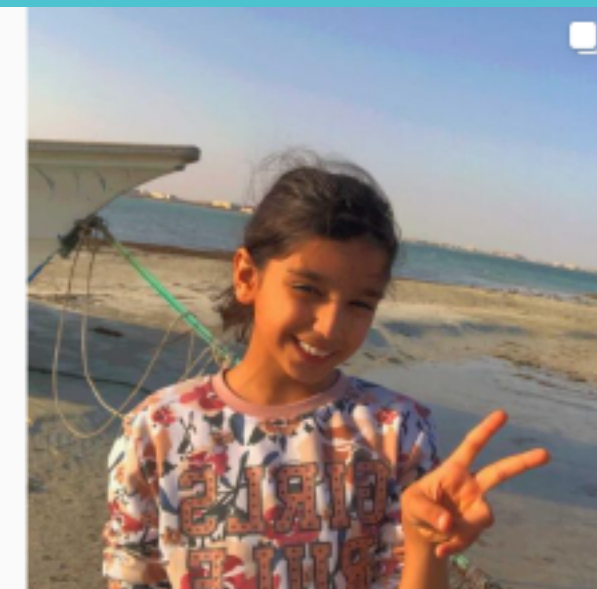
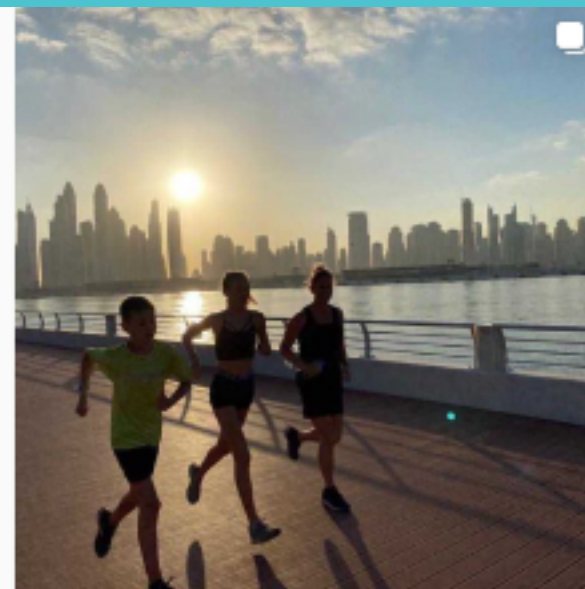
Other students wonder whether they will be exposed to a repeat of last year’s drama over inaccurate final grades that left many students without a place at university.

“In the case of exam cancellation, I am worried that the alternative marking system would not truly reflect the abilities of the students, as happened last year,” says Year 13 student Jong Whi Kim. **“I hope the examination boards will not repeat such mistakes again.”**

the world, it can feel like students have been left in limbo, desperately waiting for information. **“This year has been a challenging one for IB students,”** says Hagir Al-Dulaimi. **“The time away from school as well as the exam uncertainty has meant that the pressure on students is greater than ever before. Despite all of this, we have tried to stay positive and patient, eagerly waiting for more news on the current exam situation”.**

Yet this news seems destined to never arrive.

In this world where the word **“unprecedented”** has become commonplace, it is difficult to understand why exam boards are insisting on moving ahead with exams as though nothing has changed. Maybe someday soon we’ll have an answer to this question. But for now, it seems that all students can do is wait.



HOW TECHNOLOGY IS KEEPING SCHOOL COMMUNITIES TOGETHER

Sydney Rice, Staff Writer



Restrictions due to the COVID-19 pandemic have hit school communities hard. **In the UAE, home to two Nord Anglia schools**, students in Years 7, 8 and 9 haven't been inside a school building in close to a year, ever since a government mandated shut down in March 2020. While this has caused many hardships for students and their families alike, innovative ways to utilize technology have been employed by **BISAD, the Nord Anglia school** in the UAE's capital, Abu Dhabi, to maintain a sense of school community.

Photo by Sofia Krupova

At the end of last year, school leaders launched a **'#BISADSelfie Challenge'** over the holidays, aiming to unite families across the school in celebrating the happy memories they have safely made in the midst of the pandemic, inspiring students, their siblings and parents to take photos together to submit to the BISAD social media team. **Principal Patrick Horne**, when faced with the tough challenge of choosing a winner from the hundreds of impressive and heartwarming submissions, thanked all entrants for contributing to the community and highlighted how impressive the sheer amount of entries was.

Competitions and events like these are essential in today's tense and draining social climate. **It's important now more than ever to appreciate the people close to you.** Even during this pandemic it's possible to maintain the communities we were a part of before, be it by spending time with your family or by taking advantage of the unique experiences that have been made available online, such as online games or calls, to spend time with friends. Many families took advantage of Abu Dhabi's close proximity to the desert and ocean over the Christmas holidays, two places where it was easy to follow Abu Dhabi's social distancing guidelines, and the **#BISADSelfie** competition reflected this, with one of the winning entries belonging to two students snorkeling.

Nord Anglia Education has a vast range of schools across the globe, but one thing that can unite all of us, regardless of location, is the importance of belonging to a community you can call your own. BISAD's selfie challenge is just one example of how **social media is helping Nord Anglia students stay united in the face of adversities such as the COVID-19 crisis, a time when it is easier than ever to feel disconnected and alone.**

Photo by Pio Cheng



S P O R T S

WOMEN'S SPORTS VS THE PANDEMIC

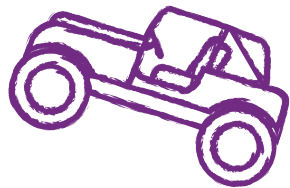
WOMEN'S SPORTS VS THE

Phoebe Adams,
Staff Writer

PANDEMIC

Gender inequality within elite sports has long been a prevalent issue. Unequal financial compensation of players and coaches, media coverage, and general funding have been underlying problems within elite sports since the very establishment of women's teams. Yet these inequalities are not confined just to elite sports; rather they permeate sports at every level. From a young age, girls are often not provided with the same opportunities in sports as boys, or are altogether dissuaded from participating in sports.

At the collegiate level, men's teams often receive better funding and scholarships than women's teams and women's pro and non-pro teams alike often struggle to gain adequate financial funding to prosper, as the focus of the media often rests in men's teams.



Consequently, this gender inequality leads to women's sports not having the same overall support as men's, creating considerably more strain on women's teams when enduring a period of economic recession as an effect of the current pandemic.

There was considerable progress for women's elite sports in the year before the pandemic began. Substantial amounts of attention were focused on gender equality, specifically providing women's teams with adequate funding and more media representation.

Companies and brands also increased their advertising for gender equality within sports and sponsored more women's teams. Though sports media was still far from equally promoting women's teams, as according UNESCO women's sports only receive approximately 4% of all sports media coverage, even though women athletes make up 40% of sports players. This great gap in media representation has

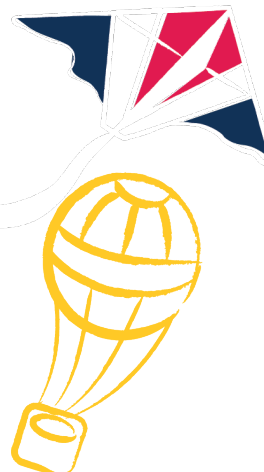


Photo by Lili Casson



women players, who are generally made to rely solely on match-fees or sponsorships--of which women's sport sponsorships is a mere percentage of total sports sponsorships, from 2011 to 2013 they accounted for approximately 0.4% only out of the total-- instead of media-based endorsement deals. This leads to great discrepancies between the amount that the players on men's teams generate when compared to women's, perpetuating the pay gap that remains

discernible today: of the 100 highest-paid athletes in 2020, only two were women. Once the pandemic hit and competitions were canceled, the inequalities within men's and women's sports became increasingly prevalent. While whole seasons were canceled for both women's and men's teams, these cancellations economically affected women's teams considerably more because of the pay difference. Match fees

were lost and sponsorships that "specify payment based on the number of games played and appearances made on TV and at live events had no provision for a pandemic."

It was predicted that this loss could generate financial insecurity, which then may cause players in women's teams to drop their career in order to regain security through another job, plausibly leading to the loss of a "generation of female athletes who just end up



Photo by Lili Casson

pursuing other careers because they have to” according to Mia Sher, the worldwide vice president of MediaCom Sport and Entertainment. Moreover, the general effort of **the sports community seemed to be focused on restarting men’s sports before women’s**. The apparent lack of focus on supporting women’s teams in order to reintegrate

them into their seasons undermined the prior progress that was made towards gender equality in elite sports. This was also reflected within sports teams for young women and girls, who saw cancellations of their sports or received inadequate training resources. Again, the effort seemed to be concentrated on restarting the men’s

teams, rather than the women’s or girl’s, which created negative messaging towards young women as they faced inequalities solely due to their gender identity.

On a positive note, United Nations Women released a [solution guide to “build back better”](#) for women’s sports and regain the sense of progress that was prevalent before the pandemic, as well as steps to make athletics a profession that is truly fair and equal no matter the gender of the team. This solution guide does not only include women’s elite teams, rather it acknowledges **that sports at every level are intertwined with sexism and inequalities which must be rectified in order to place women on the same playing field**. For the media, they urge companies to “strive for balance in coverage and airtime for women’s sports” and “commit to a recovery strategy that advances gender equality both through content production and women’s participation in sports media.” For donors, they should “continue to support women’s professional teams and increase women athletes’ sponsorships” and “promote positive gender equality messaging in sport-related marketing.” And for the government they ask for “investment in sports programmes focused on young women and girls, preferably combined with life skills sessions to address gender issues” and **“if economic stimulus packages are to include support to the recovery of sports, ensure that there is equitable distribution of resources for men’s and women’s sport.”**



SPECIAL THANKS TO OUR TEAM!



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