

EXECUTIVE SUMMARY

EDUCATION INTERRUPTED: EDIFY'S ROADMAP TO CONTINUING LEARNING DURING THE 2020 PANDEMIC

Edify is a faith-based nonprofit working with independent schools to deliver high-quality, Christ-centered education. In May 2020, Edify's country-based staff conducted a telephone survey with a stratified random sample of 388 school leaders from the eleven nations in which Edify's operates. This sample included 338 Client schools and 49 Core schools¹—a targeted group of schools present in Rwanda, Ghana, Peru, Guatemala, and the Dominican Republic, which Edify supports more intensively for a period of time. The 31 schools from Sierra Leone were removed from the sample due to previously scheduled nationwide school vacations during the period prior to data collection. This survey's aim was to inform Edify's current and future responses to the COVID-19 pandemic and potential future educational interruptions.

**FIGURE 1.1 & 1.2.
SCHOOLS OFFERING EDUCATIONAL SUPPORT
DURING SCHOOL CLOSURES**

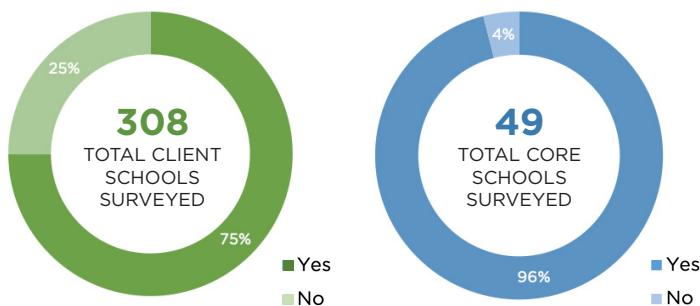
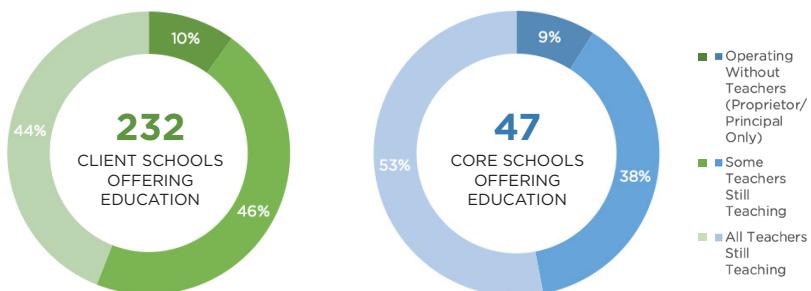
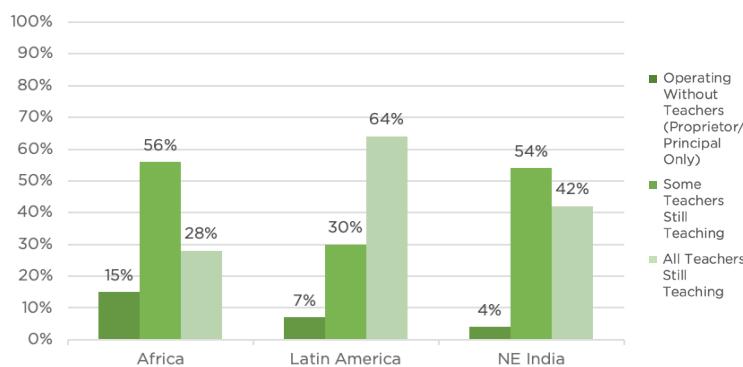


FIGURE 2.1 & 2.2. TEACHER WORK STATUS*



**FIGURE 2.3. CLIENT SCHOOLS
TEACHER WORK STATUS BY REGION**



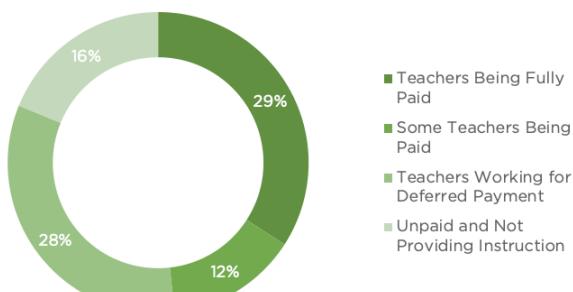
KEY LEARNINGS

Across the 308 Client schools sampled, 75% reported they were operating and offering some type of educational support. Across the 49 Core school sampled, 96% reported providing educational support during school closures. (Fig. 1.1 & 1.2)

Across all countries, 44% of Client schools reported that all of their teachers were still teaching, compared with 53% of Core schools. (Fig. 2.1 & 2.2) Overall, the likelihood that a Client school was still operating, but without employing teachers—meaning only the proprietor or director was providing education—was more common in African countries (15%) when compared to Latin American (7%) and NE Indian Client schools (4%). (Fig. 2.3)

Across the 232 Client schools that reported offering education during school closures, only 29% of schools were fully paying all teaching staff; 28% of teachers were working under some sort of deferred payment agreement, 16% were working without pay, and 12% were in a situation where some of their teaching staff were being paid, but not all. (Fig. 3)

FIGURE 3. CLIENT SCHOOL PAYMENT STATUS FOR TEACHERS*



¹ Edify has three categories of partner schools: Client, Core, and Champion. Client schools are those schools actively connected to Edify. Core schools refer to a subset of Client schools which Edify supports more intensively for a period of three years. Champion schools were Core schools that were identified as exceeding goal targets in several areas.

*As it was possible that schools had multiple scenarios of educational supports offered, the total will not add up to 100%.

Across all schools, 57% reported providing educational supports through paper methods and 37% through technological means. (Fig. 4)

Phone messaging apps were the most commonly referenced technology tool by 67% of all schools operating during school closures. (Fig. 5)

REGIONAL-SPECIFIC FINDINGS

LATIN AMERICA

Teaching through messaging apps was the most commonly used tool across Latin American schools (93%), followed by teaching over video/audio conferencing (53%). Calling families was also commonly used (47%), but much more in Peru (78%) than in Guatemala (45%) and the Dominican Republic (20%). Teaching over video/audio was utilized in almost all schools in Peru (95%) and about half of the schools in Guatemala (48%). LMS use was most common in Guatemala (48%), followed by Peru (38%). Following up on student engagement with TV/Radio was not very common overall but was present in about half of Peruvian schools (48%). (Fig. 6)

When comparing the technology employed by Core and Client Schools across Latin America, we see that Core schools in Guatemala and Peru employed messaging apps slightly more than Client schools in those countries, but taught over video/audio conferencing and utilized LMSs less in Core than Client schools. Only in the Dominican Republic did Core schools show greater use of teaching over video/audio conferencing (33%) compared to Client schools (16%). (Fig. 7)

FIGURE 4. USE OF PAPER AND TECHNOLOGY IN ALL SCHOOLS

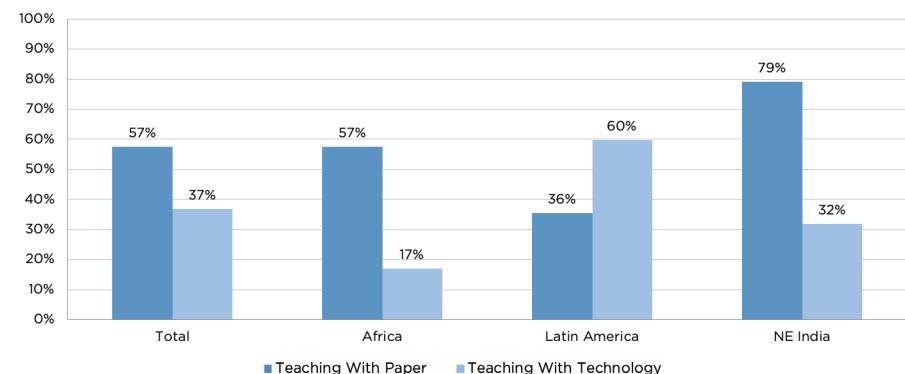


FIGURE 5. TYPES OF EDUCATIONAL SUPPORTS OFFERED

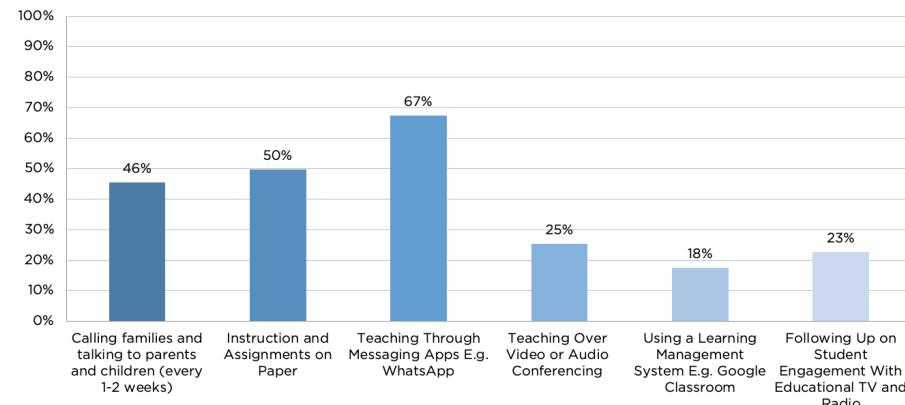


FIGURE 6. TYPES OF EDUCATIONAL SUPPORTS OFFERED ACROSS EDIFY LATIN AMERICA

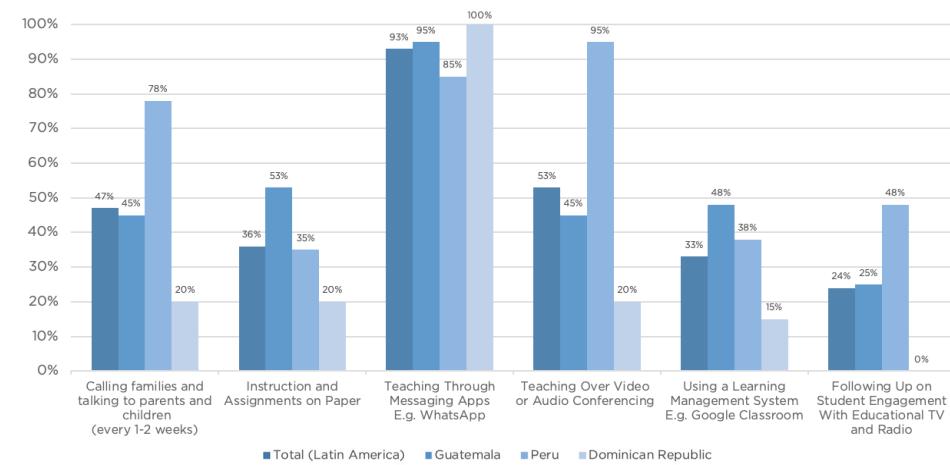
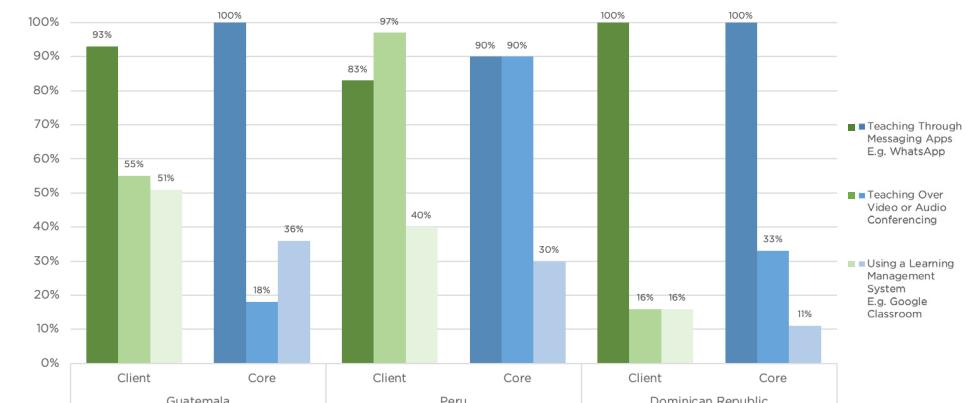
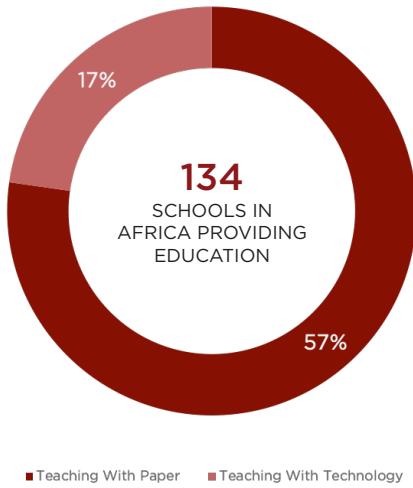


FIGURE 7. CORE VS. CLIENT: TECHNOLOGY EMPLOYED IN LATIN AMERICAN SCHOOLS



**FIGURE 8.
USE OF PAPER VS. TECHNOLOGY***



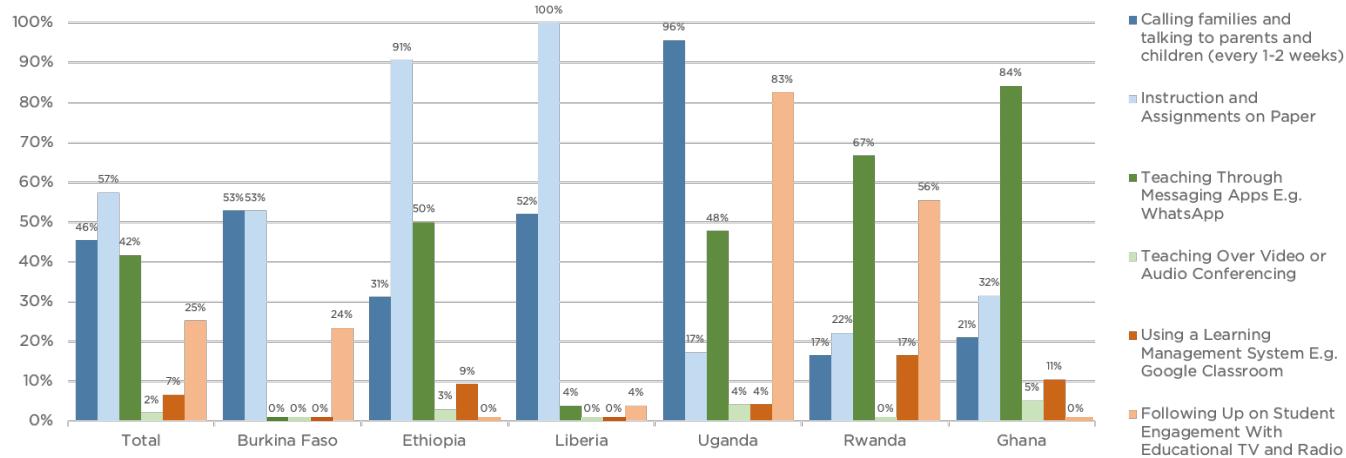
AFRICA

Across Edify partner schools in Africa, providing educational supports by paper was much more common than through technological means. (Fig. 8)

Calling families was a method of support primarily utilized by Uganda (96%), Burkina Faso (53%), and Liberia (52%). Paper assignments were rarely utilized in Uganda (17%) and Rwanda (22%) but were utilized in all schools in Liberia (100%) and most in Ethiopia (91%). Messaging apps were most commonly used in Ghana (84%), followed by Rwanda (67%), and were not used at all in Burkina Faso. Video/Audio conferencing and LMSs were rarely used in Africa, except for 17% of Rwandan schools and 11% of Ghanaian schools. Following up on educational TV/Radio was common in Uganda (83%) and Rwanda (56%) but not utilized at all in Ethiopia or Ghana. (Fig. 9)

■ Teaching With Paper ■ Teaching With Technology

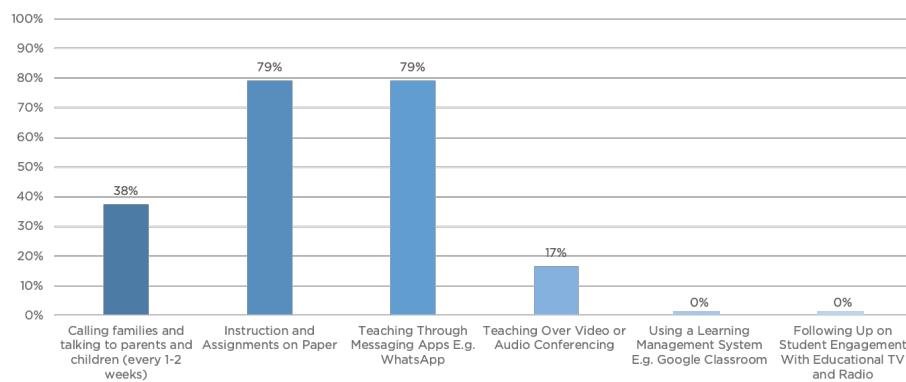
FIGURE 9. TYPES OF EDUCATIONAL SUPPORTS OFFERED ACROSS EDIFY AFRICA



NORTHEAST INDIA

In Northeastern India, the use of paper and messaging apps were the most common educational supports offered during school closures (79% each) followed by calling families (38%). Schools did not use LMSs or engage students with educational TV/Radio programming, but they did use video/audio conferencing but to a small degree (17%). (Fig. 10)

FIGURE 10. TYPES OF EDUCATIONAL SUPPORTS OFFERED IN NORTHEAST INDIA





WHAT ARE SCHOOL LEADERS' MAJOR CONCERNS COMING OUT OF SCHOOL CLOSURES?

School leaders expressed three main concerns: financial sustainability, the health and safety of children and staff when schools reopen and loss of student learning during school closures. Here are some examples of what they had to say:

FINANCIAL SUSTAINABILITY

- “We need financial sustainability. Currently, schools are closed. No classes. No fees. No income. If this situation continues any longer, many of the schools, including us, will not be able to survive.”
- “Since we have not received any school fees since March, I have no income and funding for teachers’ salaries. Also, I have outstanding loans I need to pay. Hence, since lockdown, my husband and I started raising chickens—about 400, which are now about 1kg in weight. When I am able to sell them, I should be able to pay my staff at least part of their salary.”
- “Some parents prefer to lose the school year rather than having to pay for a non-face-to-face service. If social distancing continues, the school will probably face a great loss of students.”

HEALTH AND SAFETY OF CHILDREN AND STAFF

- School leaders noted that they did not have: “enough hand washing stations for all students,” “classroom

social distancing arrangement[s],” and that their “classrooms are too small and in need of expansion.”

- “I pray to God that this will end soon, but parents are also afraid to send their kids back to school. Some prefer to keep them at home and continue with remote learning.”
- Many school leaders expressed deep concern “about protecting the staff and students from the virus while at school” and were concerned “that our staff and students could spread the virus,” to each other.

LOSS OF STUDENT LEARNING

- “About 10% of students have not followed along with the learning process, they have not dropped out but are disconnected.” This situation raises concerns for how to “level up students who are not engaged right now or are not connecting using technology.”
- “Parents of children in the area we are located in do not have complete access to technology. It is difficult to reach our goals this way. But we know that it is imperative to work on digital platforms for the new normal.”
- “Reinforcing the knowledge and use of virtual platforms for teaching kids has been a real challenge. Our teachers were not ready for teaching this way... we need better instruction in this area.”

RECOMMENDED ACTION ITEMS

SHORT-TERM ACTION ITEMS:

JUNE-AUGUST 2020

HEALTH & SAFETY

- Create and distribute Health and Safety recommendations for all eleven nations.
- Develop and implement a communication plan for the distribution of recommendations and related materials.

FINANCIAL SUSTAINABILITY

- Create a “COVID-19 Recovery Fund”.
- Develop an online workshop on financial sustainability.

SUPPORTING LEARNING

- Conduct further research on the technical capacities of each country identifying immediate potential to assist with enhanced blended learning.
- Create context-specific workshops on improving blended learning.

MID-TERM ACTION ITEMS:

AUGUST-DECEMBER 2020

FINANCIAL SUSTAINABILITY

- Execute a “COVID-19 Recovery Fund”.
- Deliver an online workshop on financial sustainability.

SUPPORTING LEARNING

- Deliver context-specific workshops on blended learning.
- Begin the creation of an Edify website of curated learning resources.

LONG-TERM ACTION ITEMS:

BEYOND DECEMBER 2020

- Follow up on the implementation of blended learning workshops. Revise as appropriate.
- Website of Edify’s Resource Library goes live.
- Creation of online asynchronous Edify Christ-Centered Schools’ Teaching Certificates:
 1. Basic Teaching Certificate
 2. Advanced Teaching Certificate
 3. Blended Learning Certificate

EXAMPLES OF RECOMMENDATIONS IN ACTION

EDIFY’S BACK-TO-SCHOOL HEALTH AND SAFETY RECOMMENDATIONS TOOLKIT

This toolkit covers recommendations and examples for: school space configuration and social distancing, school entrance and exit protocols, Water, Sanitation, and Hygiene (WASH) Practices for Health, transportation and commuting practices, food health and safety practices, and school health services and referral protocols. Each section of the protocol has an accompanying script for Edify staff to create short instructional audios or videos to share with school leaders in their country. Additionally, Education Specialists in Ghana, Rwanda, and Liberia have



recorded samples for other countries to review and learn from them. All resources in this toolkit are designed in a flexible manner, intended to be modified to add specific details, images, and examples relevant for each country context.

EDIFY’S COVID-19 RECOVERY FUND

This emergency fund provides school loans to school owners to help them pay teachers and keep their doors open. Edify plans to work alongside lending partners to defer payments until schools have adequate cash flow. The Recovery Fund would assist schools through training, capital, and technology to help them re-open and regain sustainability.