



GLOBAL
SCHOOLS
FORUM

COVID-19 and its Impact on Non-State Actors



Objectives for the Town Hall

- Understand the challenges experienced by the non-state education sector, due to COVID-19
- Understand how operators have responded and policy implications
- Share takeaways and recommendations



GSF was established to strengthen & advocate for the non-state education sector.

Our **49 Members** span **33 countries** collectively running or supporting **17,000 schools** who provide quality education to nearly **2.5 million children.**

SCHOOL NETWORKS



INTERMEDIARY ORGANISATIONS



African Leadership Academy
Developing the next generation of African leaders



Impact of COVID-19 pandemic on education to date

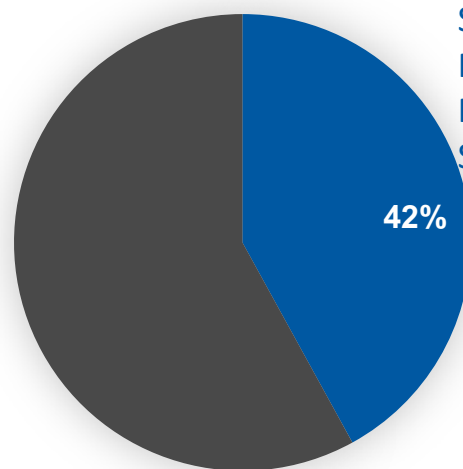
191

countries have nation-wide
closures of schools

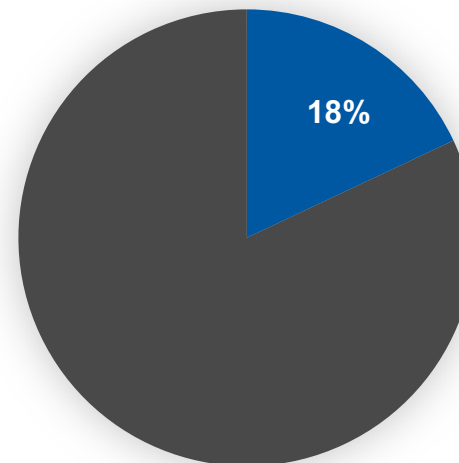
1.5 billion

or 91% of the world's student
population is affected

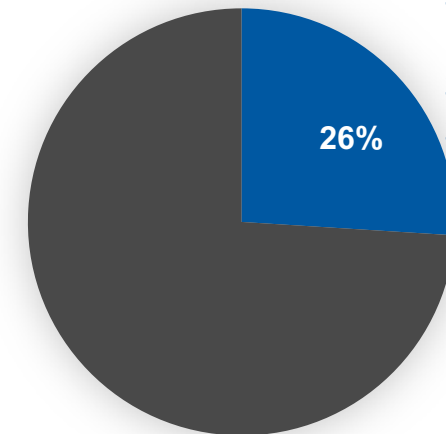
A significant proportion of students globally are in non-state schools



Share of
Non-State
Pre-Primary
Students



Share of
Non-State
Primary
Students



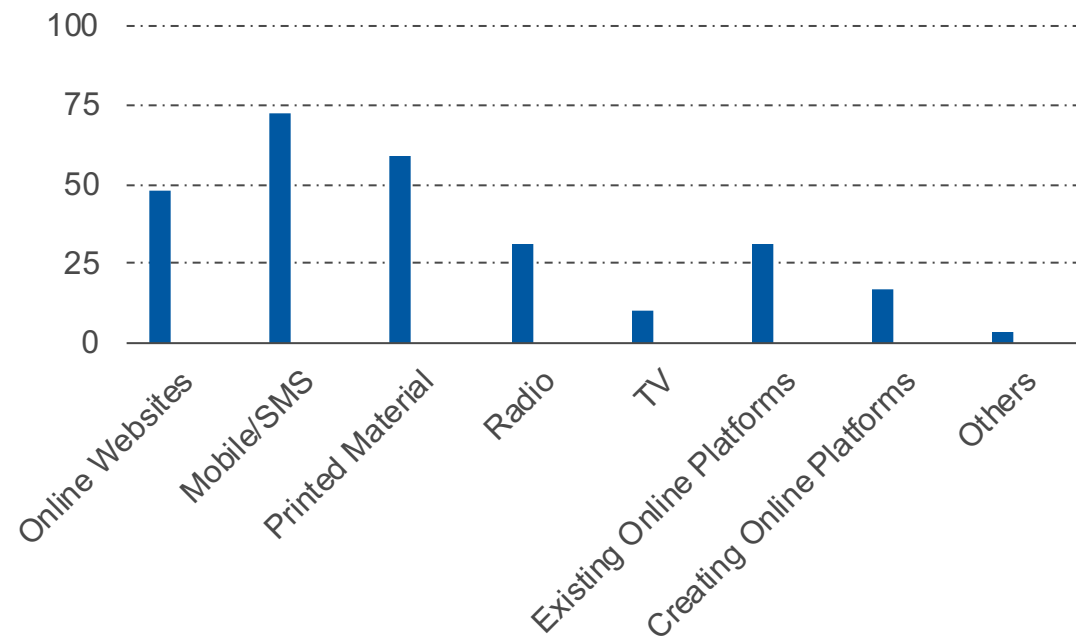
Share of
Non-State
Secondary
Students

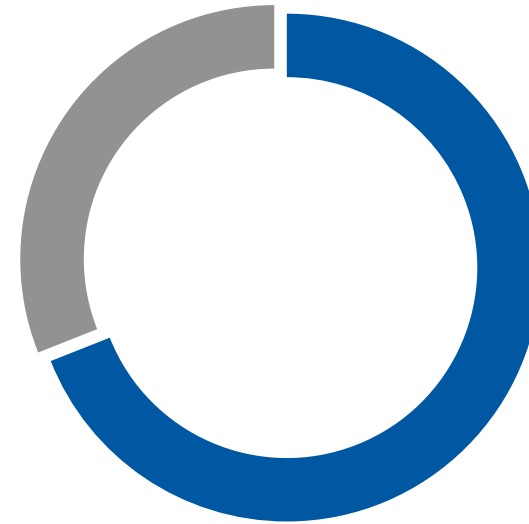
Survey Finding #1: Continuity of Learning



- 72% of respondents find delivering continued instruction to students during COVID-19 to be very challenging
- Members are using a variety of no/low and high-tech mediums to reach students
- Barriers include limited connectivity, price of data, and lack of access to devices,

Variety of Learning Instruction Mediums





69% of respondents find supporting caregivers “Very Challenging”

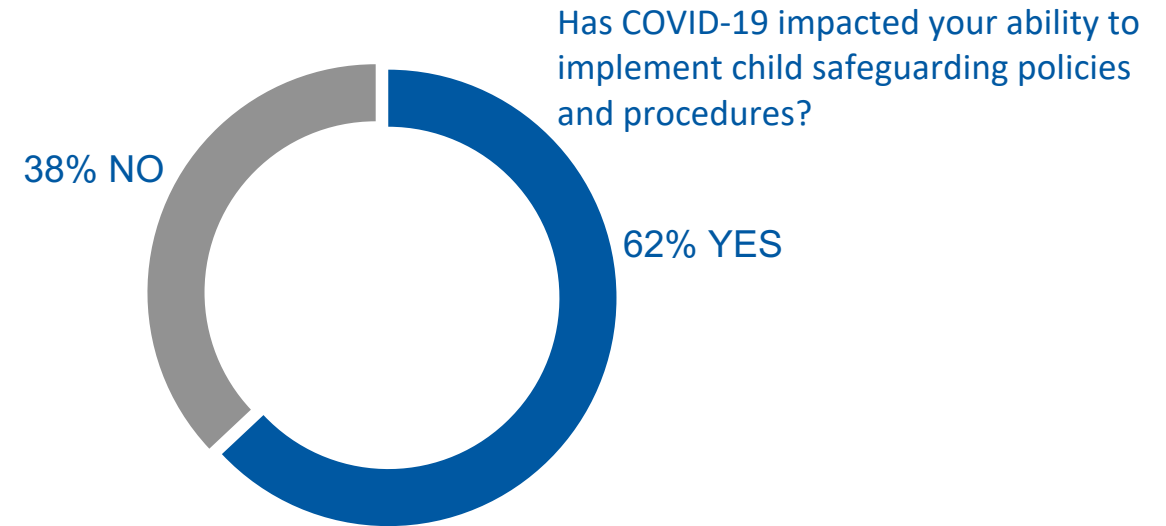
... More broadly, the survey findings reiterated the importance and challenges around staying connected with parents, caregivers, teachers, students and staff

“Staying connected to teachers and staff members amidst technological challenges is difficult.

Also, managing stress levels of staff members.”

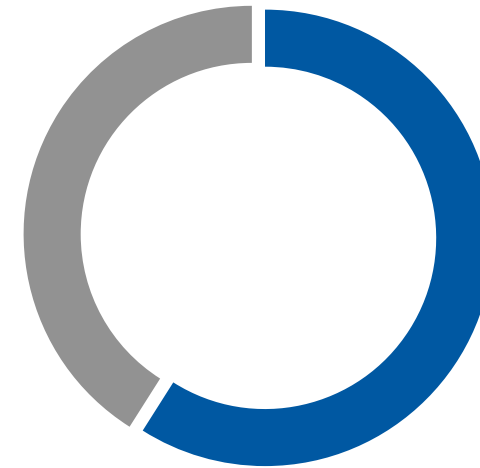
– GSF Member

Survey Finding #3: Student Safety & Well-being



...The survey findings reiterated that respondents were concerned about heightened challenges to child well being and safety

*“Without an in-person element, prevention, surveillance and reporting are all much harder. Yet many students, especially girls, will face heightened risks of physical and sexual violence during this period.-
GSF Member*



59% of the Respondents are taking active steps to provide health information and basic resources to the wider community

...Most respondents were engaged in a variety of efforts across their local communities to provide accurate health information, and in the provision of WASH, food and other essential services

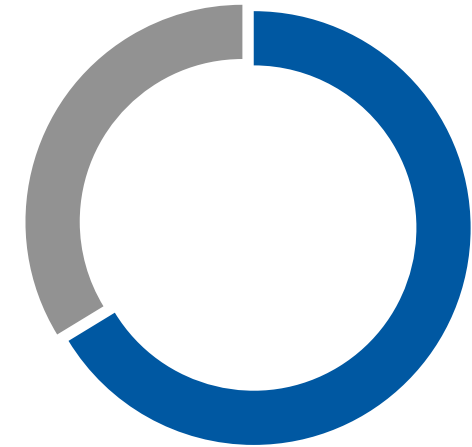
“We are working and collaborating with number of different organizations; coordinating with the Ministry to work on overlapping solutions (e.g. radio). Last, we are working with local health officials to disseminate as much information as possible.”

- GSF Member

Survey Finding #5: Business Continuity



62% of the Respondents named the issue of Business Continuity as "extremely challenging"



59% are receiving no additional support from the government or donors

...Respondents pointed to the inability of families to pay fees. Others said that donors are pausing or re-purposing funding. Private investment is not moving forward. And those in receipt of govt subsidies find those delayed

Peepul, India: Reach & Teach



Principles of Design for reaching EVERY CHILD



Keep it simple initially, to build engagement and forming habit



Focus on making the digital content highly engaging and relevant for children



Easy access to content



Ensure structures for mentor teachers to support the teacher



Provide ways for the children to provide feedback to the teacher



Ensure tracking impact of via periodic assessments





RISING

ON • AIR

- Engaging lessons, redesigned for radio
- Free, downloadable scripts and pre-recorded audio
- 20 week programme for five age levels, focused on English and Maths (and Teacher Development)
- Wraparound content delivered via SMS and phone
- Integrated into government response in 3 countries so far (Sierra Leone, Liberia, The Gambia) and being implemented by local partners in 7 others

PEAS COVID-19 response: Spotlight on Safeguarding

Starting point: PEAS and safeguarding

- ❖ 32 secondary schools in Uganda and Zambia, 15,000 students
- ❖ External evidence of good safeguarding practices and Keeping Children Safe accreditation

PEAS COVID-19 response

- ❖ Telephone tree (calls and SMS)
 - Semi-scripted framework: Connect, Protect, Inform, Educate
 - At risk groups assigned to CP focal points and Senior Women Teachers
 - CP implementation guidelines adjusted to OOS context
- ❖ Radio programming
 - Curriculum coverage plus health, safeguarding messaging

Key Messages:

- o Right to prioritise government schools
- o But non-state sector 20%+ of students & unique risks
- o Consequences for these students and for public sector
- o Recommendations for governments & others
- o Highlight support to national Education & Health responses

What we have done:

- o Article: *'COVID-19 and the non-state education sector'*
- o Outreach to international organisations
- o Trying to identify funding (particularly for mom&pop sector)
- o Gathering data & tracking uplift in anti-private campaigns



For the next 15 minutes, you will be in a small break-out room with 3 colleagues.

What are your takeaways from what you've heard?

What are your recommendations going forward?

Please post 1 takeaway and 1 recommendation in the **Chat** function.



Report-out & Next Steps



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Thank you

 @GSF_talks

W: www.globalschoolsforum.org