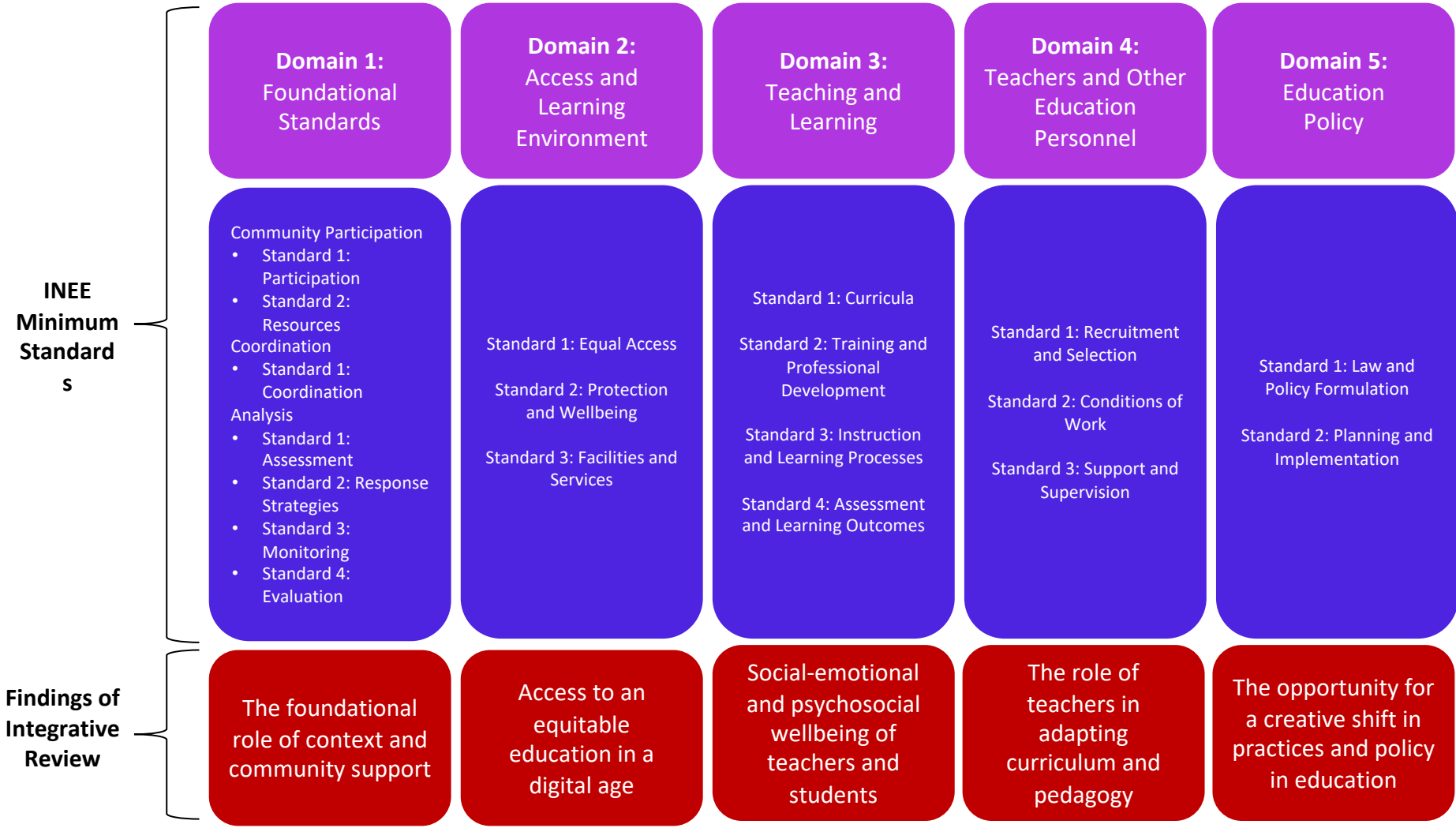# EDUCATING DURING A HEALTH EMERGENCY: AN INTEGRATIVE REVIEW OF THE LITERATURE FROM 1990 TO 2020

Kathlyn E. Elliott, Katie A. Mathew, Yiyun Fan, and David Mattson

Domain 1: Foundational Standards	**Domain 2:** Access and Learning Environment	**Domain 3:** Teaching and Learning	**Domain 4:** Teachers and Other Education Personnel	**Domain 5:** Education Policy
Community Participation • Standard 1: Participation • Standard 2: Resources Coordination • Standard 1: Coordination Analysis • Standard 1: Assessment • Standard 2: Response Strategies • Standard 3: Monitoring • Standard 4: Evaluation	Standard 1: Equal Access Standard 2: Protection and Wellbeing Standard 3: Facilities and Services	Standard 1: Curricula Standard 2: Training and Professional Development Standard 3: Instruction and Learning Processes Standard 4: Assessment and Learning Outcomes	Standard 1: Recruitment and Selection Standard 2: Conditions of Work Standard 3: Support and Supervision	Standard 1: Law and Policy Formulation Standard 2: Planning and Implementation
The foundational role of context and community support	Access to an equitable education in a digital age	Social-emotional and psychosocial wellbeing of teachers and students	The role of teachers in adapting curriculum and pedagogy	The opportunity for a creative shift in practices and policy in education

INEE Minimum Standards — (rows 1 and 2)

Findings of Integrative Review — (row 3)

Implementing free primary education in a context of crisis: Covid-19 and education reform in South Kivu, Democratic Republic of the Congo (in French! Soon available in English)
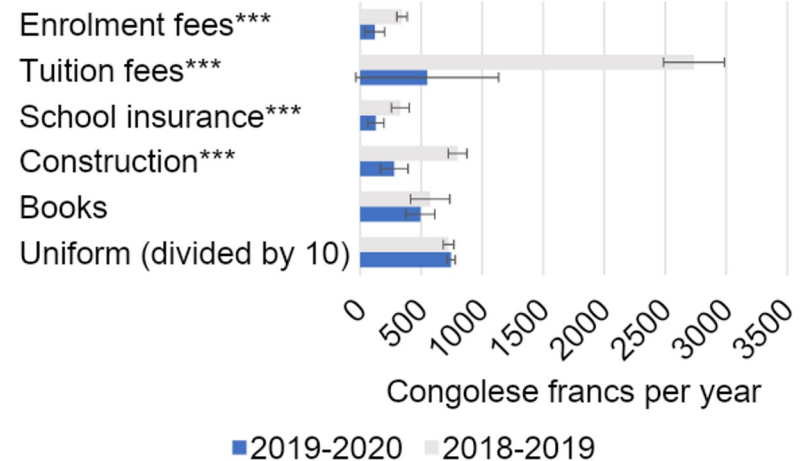
Jean-Benoît Falisse, Cyril Brandt, Jean Mukengere Basengezi, Sweta Gupta, Dieudonné Kanyerhera, Pierre Marion, Pacifique Nyabagaza, Ibrahim Safari, Gauthier Marchais, and Samuel Matabishi

Context: conflict and financial barriers to access primary education… until recently?

Questions:

– *Can free education be an answer to challenges of access to education exacerbated by public health and other crises?*

– *What happens when free education reforms occurs amid a public health crisis?*

Parents' main school expenditure

Enrolment fees***
Tuition fees***
School insurance***
Construction***
Books
Uniform (divided by 10)

Congolese francs per year

■ 2019-2020   ▢ 2018-2019

Key findings

– Free education reform seem to *mitigate some effects of the pandemic* (enrolment & parent-teacher relations)

– Free education reform *worsens the human resources crisis*.

Evolution of the average student enrolment per school

Failure to pay monthly salary (% of teachers)
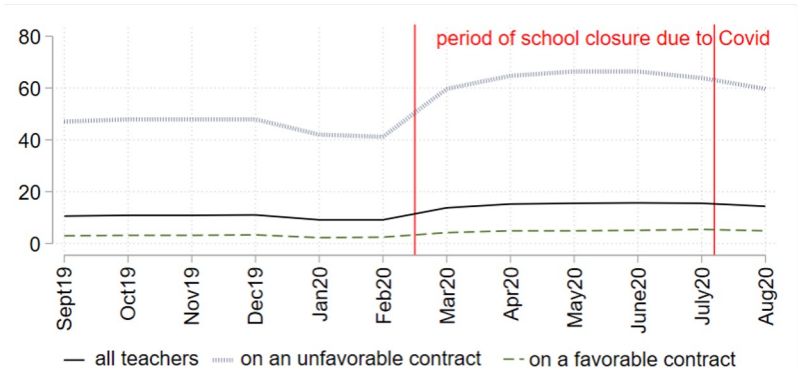
Home Learning for Children in Syria and the Democratic Republic of the Congo during the Pandemic
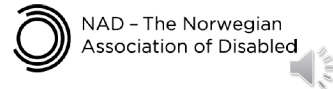
Su Lyn Corcoran[1&2]

Coauthors:
Helen Pinnock [1]
Rachel Twigg[1&2]
1 Enabling Education Network
2 Manchester Metropolitan University

EeNET
Enabling Education Network

Manchester Metropolitan University

NAD – The Norwegian Association of Disabled

Major challenges

- School closure worsened risk for children in poverty. Food supply worsened as employers closed; parents seeking work & food increased numbers of children on the streets.

- Governments prioritised radio and TV lessons, often for exams. But many lacked access to radio, TV or Internet, books/ writing materials.

- A lack of guidance on using & adapting home learning materials. Parents rarely got mental health support.

- Children with disabilities were often '*totally invisible*'. TV lessons did not use sign language; rehabilitation, learning support and access to medication ceased.

What worked well?

- Distribution of hard copy materials where it was enabled.

- Disability centres/special schools provided adapted materials, interpretation, advice on home learning (WhatsApp, home visits).

- Where Internet was available, WhatsApp was well-used. Teachers made and sent videos and lesson plans & had group chats with children; parents shared resources in local groups; night schools in Syria.

Four key areas of learning

1. the importance of localized approaches to inclusive education,

2. drawing on community networks, and

3. positioning teachers and parents as important community resources for education in emergencies

4. Using the findings to develop home learning resources to build parents' confidence as home educators and help to reduce their stress.

EeNET
Enabling Education Network

Home Learning for Children in Syria and the Democratic Republic of the Congo during the Pandemic

Su Lyn Corcoran[1&2]
Helen Pinnock [1]
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1 Enabling Education Network
2 Manchester Metropolitan University

Please direct questions to:
sucorcoran@eenet.org.uk
su.corcoran@mmu.ac.uk

Resources online at:
https://www.eenet.org.uk/inclusive-home-learning/

Scapegoating the usual suspects:
Pandemic control and the securitization
of Qur'anic education in Nigeria.

Hannah Hoechner h.hoechner@uea.ac.uk

Sadisu Salisu sadisusalisu@gmail.com

Key findings & wider implications

- Longstanding controversies around Qur'anic schools – perceived as security threat

- COVID-19 pandemic: Qur'anic students framed as viral threat

- Security framing enables forced clearances & deportations

- Controversial measures bolster suspicions about government's COVID-19 agenda

- **Need to explore why Islamic schools are framed through security lenses & what such framings 'do'**

- **Importance of trust for pandemic response – education as crucial domain for establishing trust**

THE 2020 PANDEMIC IN SOUTH SUDAN: AN EXPLORATION OF TEENAGE MOTHERS' AND PREGNANT ADOLESCENT GIRLS' RESILIENCE AND EDUCATIONAL CONTINUITY

Authors:
Dr. Anne Corwith
Fatimah Ali

ADRA

Purpose

To investigate the resilience of pregnant teenagers and adolescent mothers in the fallout of the pandemic, we conducted a qualitative study in Maiwut, South Sudan.

Background & Context:

- Two decades of conflict
- Low availability of data on girls and women
- Gender-based violence
- High rates of child marriage
- High fertility rates in the 15-19 age group

Themes in Literature:

- Adolescent Resilience as **Agency**
- Adolescent Resilience as an **Interaction of Socioecological Networks**
- Adolescent Resilience as **Part of Social Resilience**

Methodology

- Research supported by ADRA International and ADRA Norway who provided baby kits to participants.
- Semi-structured interviews with *pregnant adolescents, teenage mothers* and *persons/adults most knowledgeable*
- Questions focused on *individual resilience*, *social connectedness* and *contextual aspects*

Research questions:

- How do teenage mothers understand their experience as new mothers and navigate pursuing their education?
- How do adolescent girls who became pregnant during the Covid-19 pandemic understand their experience and what support do they need to pursue their education?

Authors:
Dr Anne Corwith
Fatimah Ali

ADRA

FINDINGS & RECOMMENDATIONS

CHALLENGES:

- Unmet basic needs, gender-based violence, lack of agency, high domestic care burden

INDIVIDUAL FACTORS OF RESILIENCE

- Lack of optimism & hope
- Lack of control over their lives
- Willingness to continue education
- Entrepreneurial ideas to meet basic needs

SOCIAL FACTORS OF RESILIENCE

- Gap in perspectives of community views and the views of young mothers and pregnant adolescents about their lives.
- Reliance of pregnant teenagers and young mothers on their own families and parents.
- Positive role models and views on education.

CONTEXTUAL FACTORS OF RESILIENCE

- Instrumental view of education
- Dissonance in community views of education
- Lack of support from husbands/inlaws regarding childcare
- Invisibility of girls' experiences

RECOMMENDATIONS

- Material Needs and Support
- Awareness Campaigns
- Upscaling lessons learnt for INGO COVID 19 Response
- Further Research on different aspects impacting teenage mother's resilience.

Effects of school closures during Covid-19 on Rwandan Secondary Schools: Perspectives of Teachers and School Leaders

Emma Carter, Artemio Arturo Cortez Ochoa, Philip Leonard, Samuel Nzaramba, and Pauline Rose

Survey of teachers and head teachers in 353 Rwandan schools

- Rwandan schools closed in March 2020; reopened in November 2020 (with new school year)
- Two goals of our August 2020 survey:

1 **To measure the effects of school closures on continuation of school** (including via distance education)
- Teacher preparedness – extent to which teachers are prepared to use technology to support remote delivery of education
- Remote learning effectiveness – challenges and constraints perceived by school authorities

2 **To determine school preparedness on reopening:**
- To resume in-school classes, with needed adaptations (e.g. *curriculum catch-up*, high risk of drop-out)
- To mitigate potential future health outbreaks (e.g. water and sanitation, need for ongoing social distancing)

laterite
DATA | RESEARCH | ANALYTICS

REAL
Research for Equitable Access and Learning

mastercard foundation
Leaders in Teaching

Distance Learning Support

About **43%** of teachers were supporting students with remote learning, and **69%** of headteachers were supporting teachers at their schools to support student learning during school closure.
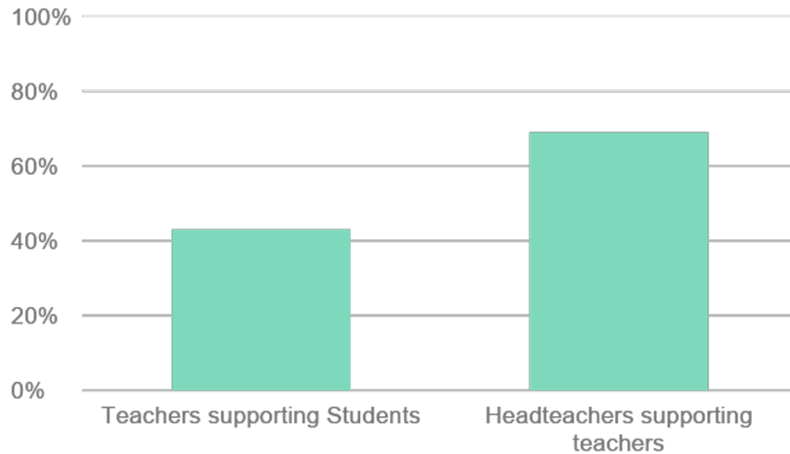
Key points

- Most common types of teacher-provided support are: a) mentoring parents and guardians of students; and b) answering questions from students via messages or voice calls

- Head teachers supported teachers by: a) providing guidance on how to use radio to support students; and b) guidance on how to use platforms such as Google Drive and WhatsApp

- Teachers at schools of excellence were more likely to provide support: **66%** versus **39%**

- Younger / less experienced teachers were more likely to provide support to students, but there was no obvious gender difference

- Access to ICT equipment was occasionally an issue, but not a main driver of providing support

- Prior experience with online delivery was low

- A small majority felt that remote lessons were effective

Pandemic Response

1. Turning pre-pandemic response:
   - Social-emotional Learning – Influencer 504
   - Teacher Wellbeing – Restorative Circles
   - Leadership in Crisis

2. Safe Return to School in the Wake of Covid-19 National Strategy

1. Securing your Wellbeing and SEL for families

THE SANDBOX MODEL: A NOVEL APPROACH TO ITERATING WHILE IMPLEMENTING AN EMERGENCY EDUCATION PROGRAM IN LEBANON DURING THE COVID-19 PANDEMIC

Michèle Boujikian, Alice Karter, and Katy Jordan

The problem tackled

Program evaluation is deprioritized in emergencies:

- Lack of time and resources
- Difficulty of bridging research and decision-making

Our answer to the problem

Sandbox model:

- Assumptions ➞ Experiments ➞ Reflect and iterate
- Short sprints; as program goes; low resource requirements

Case study*: Azima Program*

- Distance learning program for Syrian refugees in Lebanon, using WhatsApp
- Worked, but engagement needed improvement

The Azima Sandbox: Using the 6Ps framework to iterate and improve the program
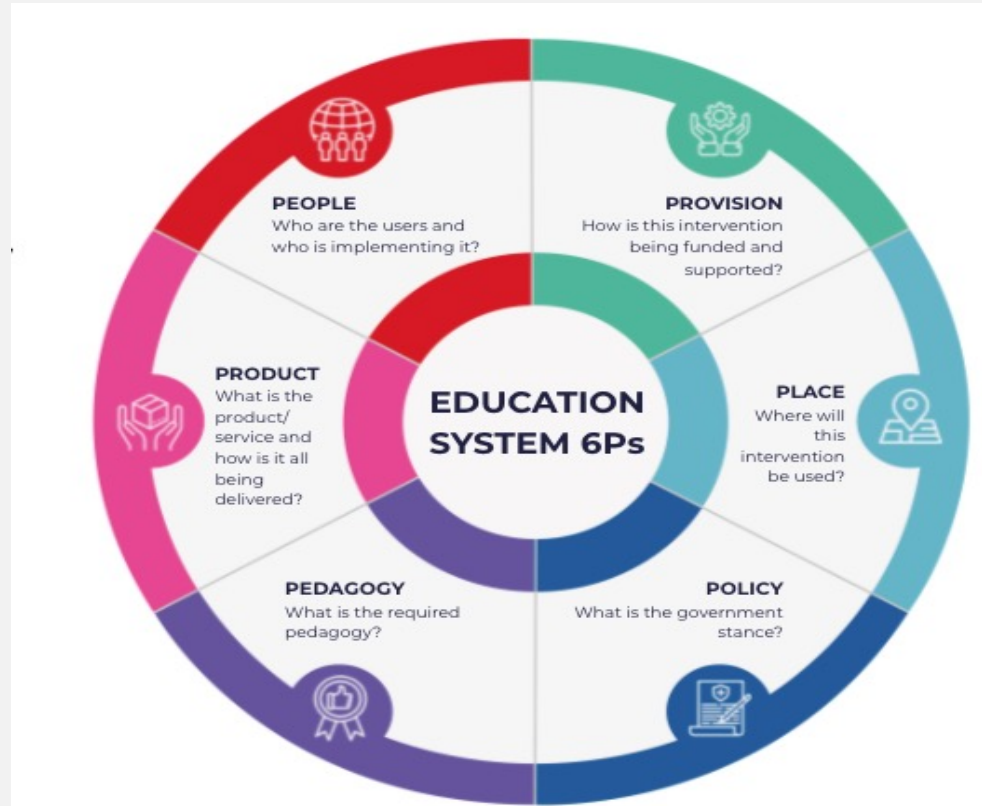
Remote Family Engagement through Virtual Tutoring: An Emergency Response to Support Children, Families and Students

Carmen Sherry Brown, EdD
Hunter College, City University of New York
cb95@hunter.cuny.edu

Purpose of the Virtual Tutoring Model:

- To provide children and families with supplemental instruction that aligns with developmental expectations and approximations.

- To support teacher candidates with an authentic teaching and learning experience prior to their student teaching.

- To use the effective cycle of teaching to plan, teach, assess, and reflect.

- To provide culturally responsive instruction that meets individual student and family needs.

Implementation

Families

Families participated as co-teachers and supported the facilitation of activities that engaged the children in an active, multimodal learning experience.

Fieldwork Interns

The fieldwork interns provided a supportive teaching and learning environment that allowed the families and children to express multiple perspectives through a culturally sustain perspective.

Children

Children were able to make their own interdisciplinary connections during the tutoring sessions because families were an integral part of the planning and implementation process

Results - Engagement

Behavioral

Established consistent, coherent routines supported children, families, and fieldwork interns with engagement, expectations, and accountability during the implementation.

Emotional

While the model presented challenges that could support this area of development, families reported that their children were more receptive to the fieldwork interns and engaged in the activities in meaningful ways.

Cognitive

Children, families and interns were able to take ownership of the teaching and learning.

Title: Internet Free Education Resource Bank (IFERB)

Authors: Leena Zahir and Janhvi Kanoria, Education Above All Foundation

- IFERB was created to provide learning continuity and enhance learning during the Covid-19 pandemic for out-of-school children and children without access to distance learning opportunities.
- It was designed to overcome the learning barriers faced by marginalized learners. Its design principles ensures that every learner has access to an engaging and meaningful educational experience irrespective of their location, resources, or age.
- IFERB's key features include the following:

Limited internet connectivity ➡

Technology Free
Does not require internet or gadgets once instructions are shared with learners.

Lack of resources and underrepresented languages, learners with disabilities ➡

Cost-Free and open-source
Can be further contextualized and translated for relevance with attributions to EAA.

Lack of available supervision ➡

Student-Led
Designed for student agency requiring minimal teacher/ guardian support.

Access to limited resources and materials ➡

Low-Resource Requirement
Can be done using basic stationary and easily available household items.

Lack of investment in learning ➡

Fun and Engaging
Designed to be project, activity, and game-based.

Lack of high quality educational resources ➡

Interdisciplinary and Holistic
Focuses on all subject areas, builds 21st century skills and is tailor-made for the context.

Learners of different ages and at different levels ➡

Level-Based
Available for different levels of learning for 4 to 15 year-olds.

التعليم فوق الجميع | education above all

EAA's impact with IFERB in 2020-2021

560,000+ learners globally

23+ pilot partners
Across 5 countries

"The ... Pilot has provided our students with a creative environment, which encourages them to think outside the box. Projects such as "Adventures in the plant kingdom" have motivated our students to start plantation drives and raise awareness regarding the importance of trees within their communities."

- Teacher (British Council Pakistan 2021)

"I was never aware of the reality of using unclean water. When I learned about it in… [a] project, I looked around with fresh eyes and saw the extent to which many members of my community were vulnerable without even knowing about it. From that day onwards, I consider it my responsibility to raise awareness regarding the importance of drinking clean water. It is now my mission to ensure one day all the people in my village will have access to clean drinking water"

- Student (British Council Pakistan 2021)

1400+
Teachers and facilitators trained in PBL

88%
Completion rate for students in pilot programs

19%
Learning and growth in student learning

87%
Satisfaction and engagement rate of participating pilot learners

71%
Participating partner organizations sustained PBL after the pilot ended

$2.36
Average monthly cost per learner in pilot projects

Resources are available in **10+** languages

170
Countries in which IFERB projects have been downloaded

49k+
Downloads of projects from the IFERB website