

# Has covid-19 changed the education landscape in developing countries?

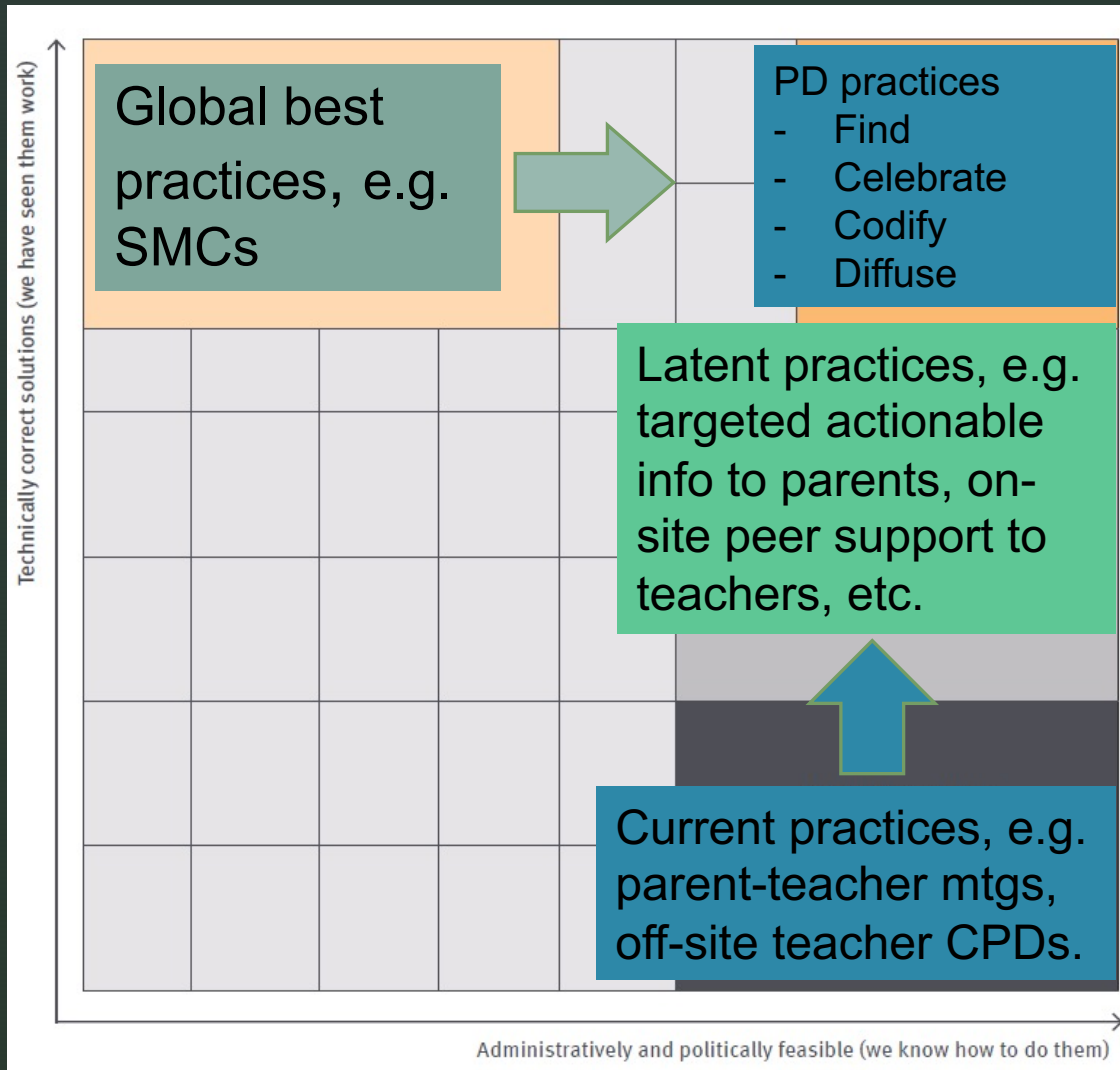
Evidence under school closures in Uganda.

CIES 2022 – illuminating the power of idea/lism.

Atuhurra Julius – ICU, Japan & RISE  
Mikiko Nishimura – ICU, Japan  
20<sup>th</sup> April 2022

# Solutions to the learning crisis

## PDIA solution space



## Positive Deviants

In every community you will find a few individuals or organizations practicing uncommon but accessible behaviors that allow them to successfully overcome intractable social problems without access to extra or special resources.

(Pascale, et. al., 2010; Tufts Univ., 2010)

# Twaweza's PD studies in East Africa

## Kenya

- Inspirational school leadership.
  - strong on stakeholder collaboration
- Enhanced teacher effectiveness.
  - Support supervision
  - Learner agency

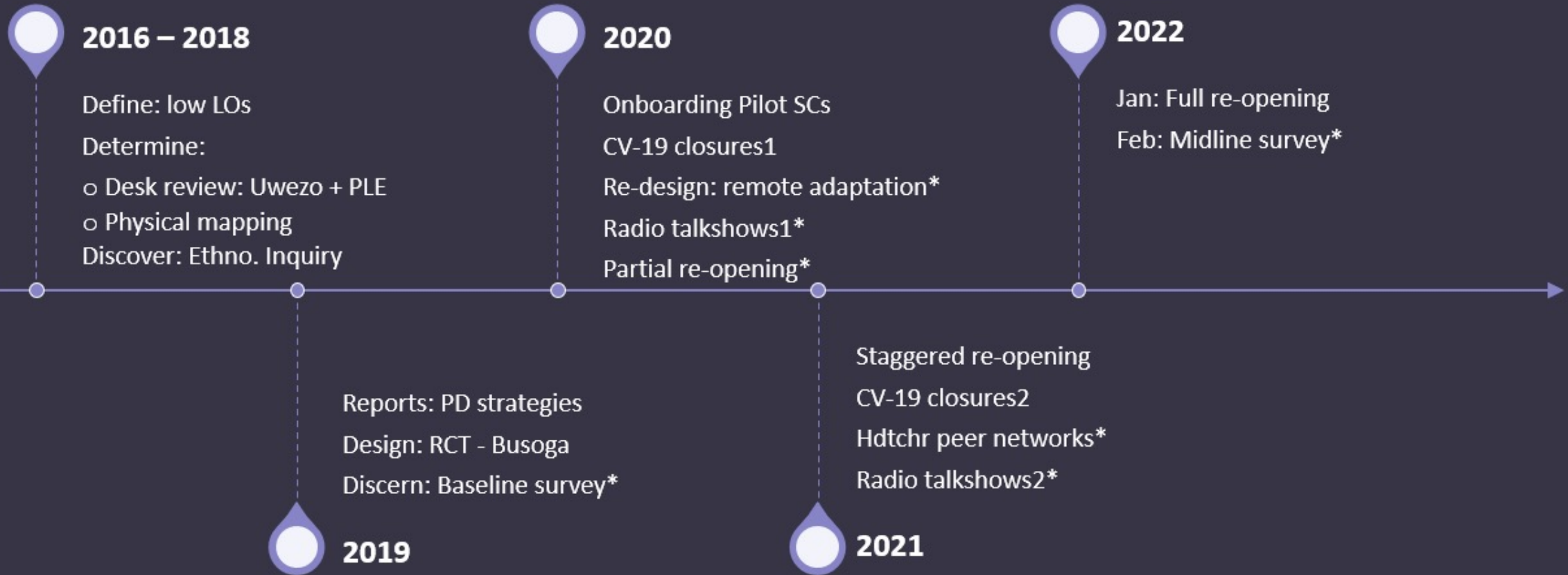
## Tanzania

- Build strong relations between school and its community.
  - High involvement of parents in the life of the school.
- Promote collaboration and teamwork among teachers and learners.

## Uganda

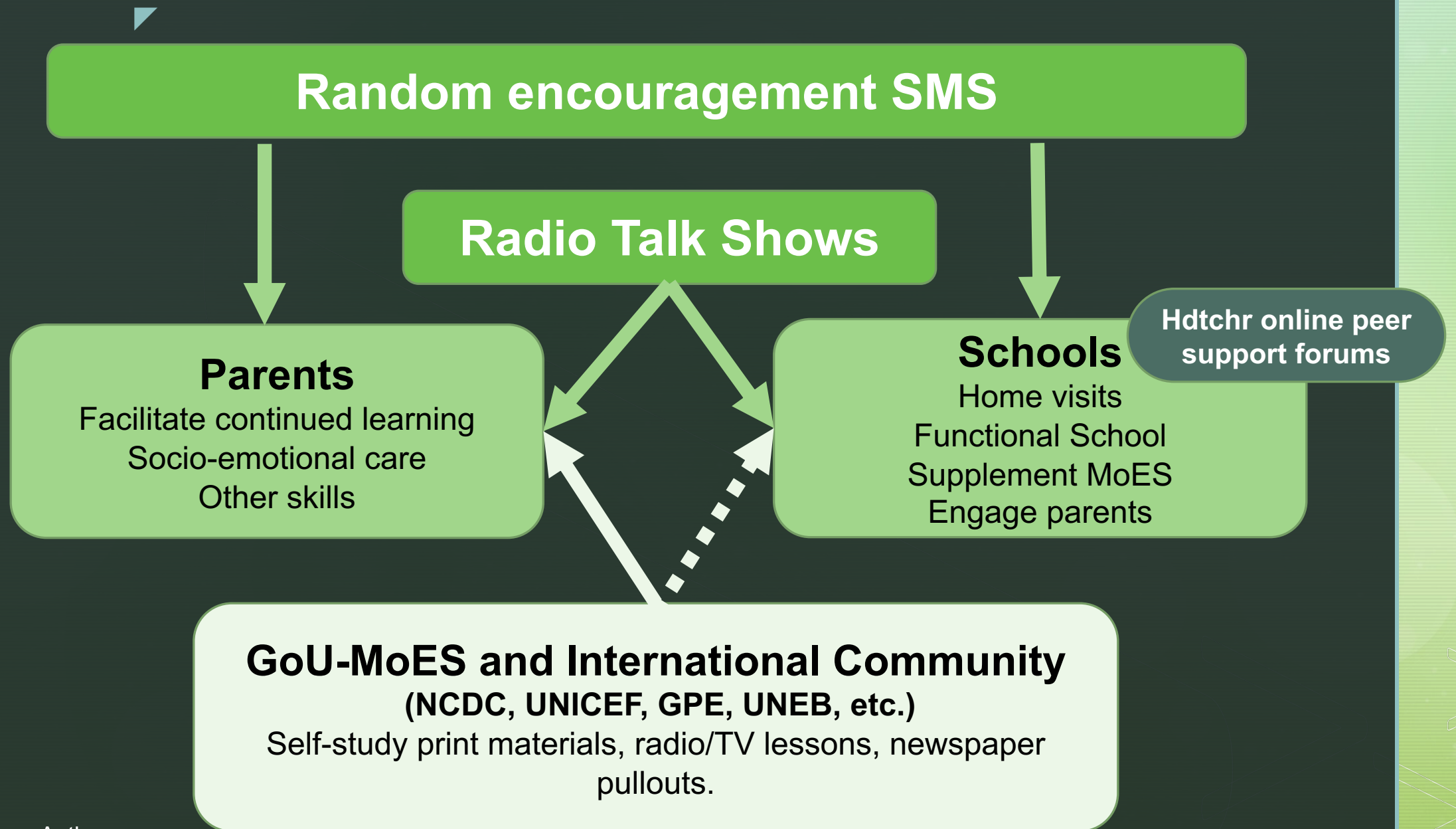
- Bridge existing school-community gaps.
  - Targeted actionable information sharing with parents.
- Foster a supportive sch environment for all.
  - Peer teacher prof. support.
  - School-family initiative.

# Timeline



\* Data point

# Study Design: Support for remote learning in Busoga



# Radio talk shows: Phase 1

## *Weekly Radio Talk Shows (August – December 2020): Content and Participation*

	Date	Theme Content	Panelist	# Calls from listeners
1.	29 Aug.	Introduction, Household situation	Parent, Teacher, Head Teacher	8
2.	5 Sep.	Child behavior	Parent, Teacher, Head Teacher	9
3.	12 Sep.	Child labor	Teacher, Head Teacher	14
4.	19 Sep.	Schools, Teachers, Supporting leaning	Parent, Teacher, Head Teacher	14
5.	17 Oct.	Primary school leaving exam candidates' return	Parent, Teacher, Head Teacher	9
6.	24 Oct.	Staying motivated	Parent, Teacher, Head Teacher	9
7.	31 Oct.	Schools engaging at-home students	Local Government Education Official, Teachers	10
8.	7 Nov.	Communication between stakeholders	Parent, Teacher, Head Teacher	6
9.	21 Nov.	Teacher roles	2 Teachers, PTA Chair	7
10.	28 Nov.	Parents' roles 1	2 Parents, Foundation Representative	6
11.	5 Dec.	Head teacher roles	2 Head Teachers, School Management Committee Chairperson	6
12.	12 Dec.	Parents' roles 2	2 Parents, Local Council Member	8

# Radio talk shows: Phase 2

*Weekly radio talk shows (September – November 2021): Content and Participation*

	Date	Theme Content	Panelist	# Calls from listeners
1.	18 Sep.	Status update, situation in communities	2 Head Teachers	5
2.	25 Sep.	Remote learning – demands on parents	Parent, Teacher	8
3.	2 Oct.	Remote learning for lower primary children	2 Teachers	12
4.	9 Oct.	Parents' experiences	2 Parents	15
5.	16 Oct.	Reflection – lessons from previous shows	2 Head Teachers	9
6.	23 Oct.	Parents as teachers at home	Teacher, Parent	10
7.	30 Oct.	Modal teachers' reflections	2 Teachers	14
8.	6 Nov.	Other stakeholders' support	SMC, LC leader, Head Teacher	9
9.	13 Nov.	District education officials' support	DEO, DIS, Head Teacher	7
10.	20 Nov.	Plans for re-opening in 2022	Principal, DEO, Head Teacher	5

# Head teacher online support forums



## ▪ Discussion topics:

- School involvement in ongoing remote learning activities in the community
- Resolving challenges encountered by schools in facilitating remote learning
- Availing home study materials to all children
- Reflecting on the positive lessons from the school closures
- Value derived from participating in this online peer support group
- Teachers' involvement in supporting remote learning
- Other stakeholders' involvement in supporting remote learning
- Parental involvement in supporting their children to learn at home



# Data analysis – mixed methods

## Radio talk shows – qualitative analysis (Saldana, 2020):

- Talk shows transcribed
- Content analysis: open, process and descriptive codes developed
- Codes sorted into thematic groups/categories
- Overall narratives/clusters developed

## Head teacher peer forums – qualitative analysis:

- Content analysis: open, process and descriptive codes developed
- Codes sorted into thematic groups/categories
- Overall narratives/clusters developed

## Surveys of parents, teachers, head teachers:

- Qualitative analyses for open-ended questions
- Descriptive statistics for closed-ended questions

# Summary descriptive stats – surveys in 2020

	N	Mean (1=Yes, 0=No)
<b>A. Aug. 2020 phone survey (parents, teachers)</b>	<b>80</b>	
<b><i>A1. Children engaging in learning at home</i></b>	<b>50</b>	
MoES printed home study package	12	0.24
Notes revision	24	0.48
Radio lessons	22	0.44
Television lessons	1	0.02
Discuss with classmates	3	0.06
Home visits by teachers	4	0.08
Older sibling support	16	0.32
No remote learning	9	0.18
<b><i>A2. Schools supporting remote learning</i></b>	<b>30</b>	
School is open, children pick extra study materials	12	0.40
School is open, teachers visit homes & follow-up calls	8	0.27
No support	10	0.33
<b>B. Nov. 2020 phone survey (head teachers)</b>	<b>150</b>	
School is open, children pick extra study materials	36	0.24
School is open, teachers visit homes & make follow-up calls	15	0.10
No support	99	0.66
	<b>1,222</b>	

# Summary descriptive stats – surveys in 2021

	N	Mean (1=Yes, 0=No)
<b>C1. July 2021 phone survey – parents</b>		
Teacher visited at least once (0 – 7 times)	264	0.22
<b><i>Remote learning support practices used at home</i></b>		
Parent attends radio lessons with children	308	0.25
Phone calls to teachers for guidance	150	0.12
Buying extra home study materials	299	0.24
Parent reads together with the children	259	0.21
Parent supervises children during home study sessions	252	0.21
Parents tutors or coaches own children	251	0.21
Parent continuously encourages and guides children	359	0.29
Use of a timetable of activities	74	0.06
Older sibling support	459	0.38
No remote learning support	287	0.23
<b>C2. July 2021 phone survey – head teachers</b>		
<b><i>School supported home study for grades 1-3</i></b>		
Provided home study resources	19	0.61
Assign & grade children's home tasks	5	0.16
Home visits by teachers	15	0.48
<b><i>School intends to provide support (phase 2 closures)</i></b>	<b>43</b>	<b>0.36</b>

# Findings

The home transformed into a space for children's learning:

August 2020 – parents' views:

- "... it is impossible for children to learn without their teachers".
- "... I cannot monitor their learning (at home) because they don't listen to me".
- "... the environment at home has become very stressful for us".

July 2021 – parents' survey:

- 25% reported attending radio lessons with their children.
- 21% reported supervising their children's home study sessions.
- 6% reported using timetables to organize children's activities at home (incl. home study).

# Findings

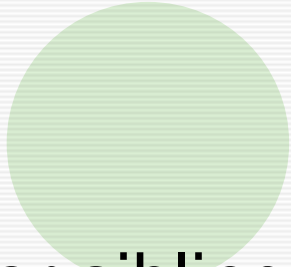
Relations between parents, teachers & schools strengthened (rather than weakened):

August 2020, teacher: “Some parents developed negative attitudes against us teachers – reasoning that we were getting paid for doing nothing since schools are closed”.

July 2021, teacher: “During this period of school closures our connections with parents have been strengthened through home visits when we take materials and guide the children and their parents on how to use them for study. The home visits have enabled us to know the families where our learners come from. The strong collaboration we have now with the community is an opportunity we can build on in future to improve children’s learning even after schools have re-opened”.

July 2021, head teacher: “As teachers, school closures have played an important role in getting parents to appreciate the very important role we play in their children’s lives. When parents call me on phone, they spend some time expressing their gratitude for the commitment of our teachers who visit their homes. Also, our teachers have reported that they are always received very warmly in the homes. As teachers, we feel very proud of this, and it goes a long way in enhancing our motivation”.

# Findings



Older siblings provided foundational learning support in many households.

August 2020 – parents' survey:

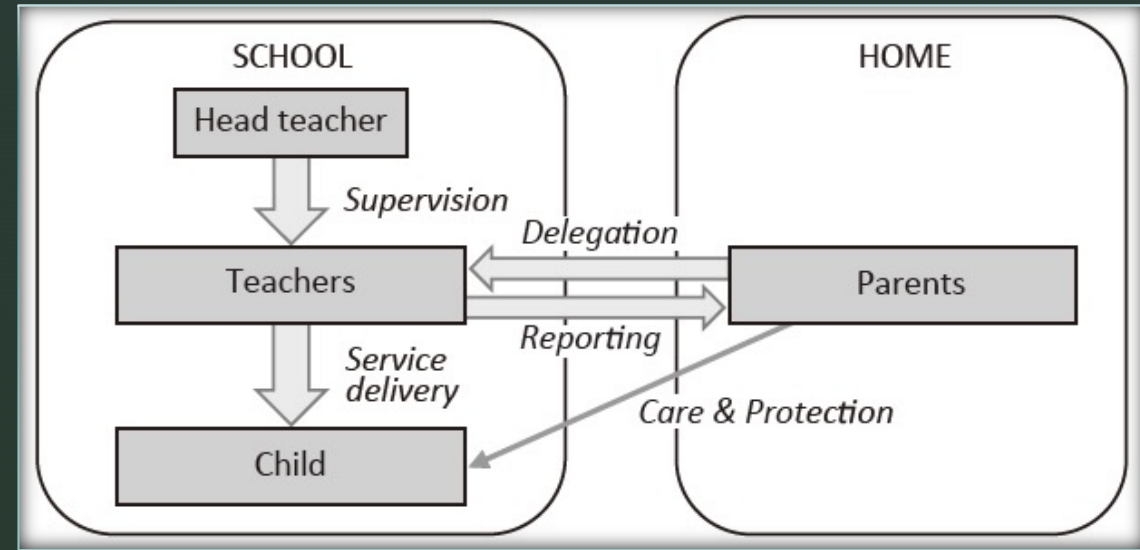
- 32% reported older sibling support for foundational learning at home.

July 2021 – parents' survey:

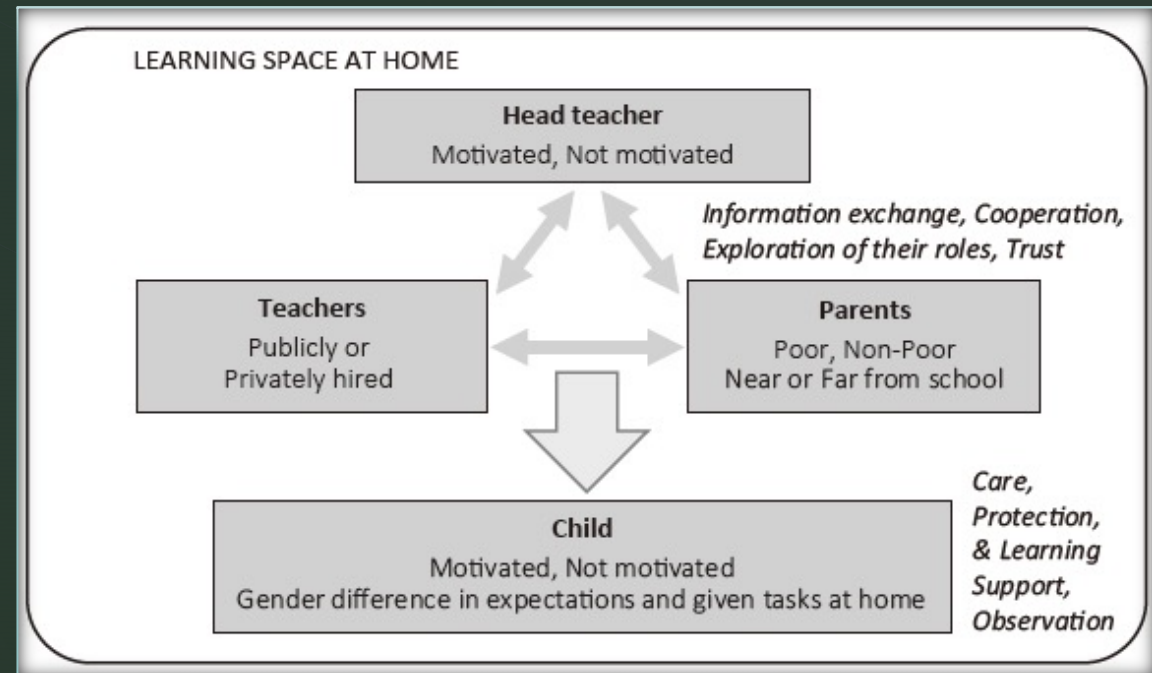
- 38% reported older sibling support for foundational learning at home.

# Schools-community relations

Delegated partnership model  
Principal – agent relation



Collaborative model  
Mutual accountability and support

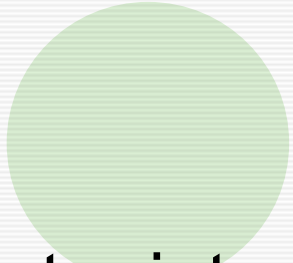


# Conclusion

- CV19 Pandemic-enforced school closures & the associated learning losses worsened the state of children's learning globally ([The World Bank, UNESCO, UNICEF., 2021](#)).
  
- School closures also uncovered opportunities for addressing the global learning crisis:
  - As schools got shut, many homes opened-up for children's learning.
  - As countries adopted home-based remote learning programs, parents dealt with the challenge of overseeing & supporting learning by reaching out to teachers and schools – resulting in the strengthening (rather than weakening) of school-community relations.
  - As foundational learning proved more difficult to deliver by remote means, many households tapped into existing home-based resources by asking older children to support their younger siblings.



# Conclusion



Greater interactions between parents, teachers and schools deepened collaborative support and mutual understanding of children's learning. This highlights a need to re-focus away from the dichotomous accountability-based view of schools as service providers and parents as clients towards a more grounded and coherent view of schools and parents as a community collaborating in support of children's learning.

## References

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