SCHOOL LEADERS’ RESPONSE TO COVID-19

RECOMMENDATIONS
1. Engage School Leaders (SL) - they are a high leverage group and are ready to act.
2. Structure support to SLs based on their biggest concerns - student well-being, finances, and online learning, in that order, are the trends we are seeing globally. But the survey data show that these vary substantially by country and school type.
3. Connect School Leaders in peer groups - support them to rapidly share best practices as some of them are being quite innovative and resourceful during this time.
4. Develop strategies for supporting School Leaders of low-cost private schools - they have unique needs and are at most risk of being unable to open their schools.

FINANCE AS THE BIGGEST CONCERN

Many students have yet to be contacted by their School Leaders/schools across all of the countries where GSL works.

STUDENTS NOT CONTACTED

School Leaders whose primary concerns are financial are reaching out to parents at similar rates as those whose primary concerns are not financial.

ROLE OF SL IN ENSURING THE WELFARE OF CHILDREN

School Leaders overwhelmingly believe that they have a role to play when it comes to ensuring the well-being of their students during this crisis.

BIGGEST CHALLENGE FOR SLs

School Leaders are facing a multitude of challenges. The three most common ones globally are concerns around student well-being, financial, and online teaching.

SLs OPENESS TO SHARING

A large majority of School Leaders are open to sharing their ideas with their peers, and this remains constant across countries and school type.

SCHOOL LEADERS’ LOCATION

1833 leaders from 12 countries responded to the survey.

GOVERNMENT V/S PRIVATE SCHOOLS SPLIT

1833 TOTAL

FINANCES ARE A MORE PRESSING CONCERN FOR PRIVATE SCHOOL LEADERS COMPARED TO THEIR GOVERNMENT PEERS.
What School Leaders are trying…

We asked the leaders to share any idea(s) that they started implementing with regards to their students’ and teachers’ well-being and learning.

*These are direct quotes from SLs only edited for brevity*

COMMUNITY OUTREACH

“We have to support each child to cope with pandemic situation. We are in constant contact with each and every student communicating how to take measures of social distancing, hygiene factors of how to properly wash hands. We constantly check on their family’s wellbeing as well in general.”

“I personally started calling most of the parents and students and explained the current situation of a school and also will make sure that the management will take necessary steps to overcome the current situation. STAY HOME, STAY SAFE…”

“Use technology, if you have telephone numbers of parents talk to them and talk to teachers. Help them accept the present reality and have hope and do what they can now in creating a positive atmosphere at home.”

USING WHATSAPP, SOCIAL MEDIA, AND YOUTUBE TO AID LEARNING

“We started encouraging students to prepare 3 minute videos on Subject. Already 12 videos are done by students on their own. Teachers are in the process of making videos to explain anything subject to health. I feel if they see teacher, they feel happy and feel at school. We are even monitoring them whether they are doing physical exercise at home. Our Music teacher formed a music group to send classical songs.”

“We are already sending messages to the students suggesting them to spend some time on their studies. We also have class wiseWhatsapp group for giving work and projects which they can do by staying in their home. We are also planning to start online teaching to come out such crisis in the future. But as we are budget private schools, financially we cannot afford the apps of digital classes. We somehow try to implement that in future years.”

“As the government has asked not to take assessments and promote students without exams, we are preparing remote learning task on Google classroom and also send a note to the parents that these assignment which the students will be doing will be taken into account for the promotion criteria. This is just to help the students revise what they have learned and be occupied during the lockdown period.”

SUPPORTING TEACHERS AND FAMILIES WITH BASIC NECESSITIES

“Connecting with teachers through video messages that will encourage them and make them feel loved and cared about. This will help encourage them to put in their best as they teach online. We connected with other key staff members such as security men who have to be at work at this difficult time by arranging for their food and made to know that they will be paid extra for transportation.”

“We started an SDG club in our school, the SDG #2 Advocates have set up a Covid19 kitchen which has started receiving food from donors too. The challenge is that the need in the community largely overwhelms the supply, hence more assistance is needed from you and other donors.”

“During admission, we take the parents details including their contacts information. I have used these to share some online learning platforms with our parents, and any other important information to help stay safe at home. Our school runs a feeding program and when schools stopped we had some food stuff, I gave this to the teachers to share amongst themselves now that getting food is a big issue.”

“I provide food in my own little way to support my teachers and some of my parents that I can reach. I sent government learning platform I got online for children to get them occupied this time.”

SURVEY METHODS

1. This study utilized an online survey to collect responses. The survey was designed on a Google form platform.
2. The survey was available in three languages—English, Bahasa Indonesia, and Bahasa Malaysia.
3. The survey was distributed through Global School Leaders’ Partners, other independent social impact organizations, and social media platforms.
4. The study used convenience methods of sampling. The sample is not representative of the population of school leaders at the country or global level.
5. The survey did not collect any personally identifiable information.