



Impact of Pandemics on the Education Sector

Case Study of Singapore (SARS) and West Africa (Ebola)

Desk research report



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TEACHERS



STUDENTS

Teachers' ICT Skills: students' IT skills were more sophisticated than those of teachers

eTeaching skills: few teachers had the necessary skills to operate in alternative environments

Pressure for faster turnaround times: students would email and expecting a reply to their email immediately

eTeaching skills: few teachers had the necessary skills to alternative environments

Note:

Students had **full or partial access** to good internet facilities either from **home** or from **local community services** with Internet facilities

Student induction students not inducted on the use of ICTs for education due to sudden closure of schools

Language proficiencies: teachers noted a reduction in the length of sentences & an increase in the use "language shortcuts & Internet slang"

Sharing ICT equipment: students have siblings and had to take turns in using the Internet

Use of parents contacts: Students using parents email addresses (different names, parents deleting emails erroneously, etc.)



Children had to get personal protective equipment (PPE).





Ebola Outbreak: Dec 2013

- Guinea – 5 months
- Liberia – 7 months
- Sierra Leone – 9 months
- 5 million children were affected



A large red circle with a grey border, containing the word 'EBOLA' in white, bold, uppercase letters.

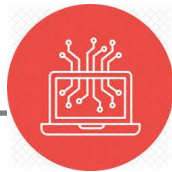
EBOLA

- ❑ **Closure** of schools
- ❑ Increased number of **teenage pregnancies, early pregnancies** and **sexual assaults**
- ❑ School **drop outs** increased. Many students did not go back after extended period out of school
- ❑ Ebola caused **emotional and physical** damage to survivors and communities as many lost loved ones
- ❑ **Examination missed:** in effect to two years-worth of children applying simultaneously to sit national exams



Radio

- ❑ Lower-tech solutions i.e. radio used and most effective channel for virtual learning



Digital tech

- ❑ Teachers simply **recorded teaching monologues** and uploaded them online



Online learning

- ❑ There is very **limited evidence** that online learning, screen or mobile-phone based technologies **played a role in supporting at-home learning.**



Parents support

- ❑ No evidence of approaches that attempts to support parents improved the learning that they could offer to their children during school closures.





Reopening Safe Schools

- Disinfecting schools** - health officials and PTA
- Safe water** and sanitation facilities for teachers and students
- Equipped **thermometers, chlorine, rubber gloves and buckets.**
- Temporary **isolation rooms** in the case of suspected infection
- Provided teachers with **accurate information, curriculum and training on Ebola**



Implement school feeding programs

- To cater for the poor (food insecure) and attract children back to school



Pay staff during school closures (including private schools)

- Private schools employed over **30% of the teaching force**

Social distancing in school – number of students per class

- A challenge of spacing in already **crowded class rooms**



Support students through physical and mental health

- Many children **lost a parent or a close family member**



Kenya: Situation Analysis for Kenya





Ownership of selected household assets

❑ Low internet penetration at home

	Total of households	Stand alone radio	Computer – desktop or laptop	Internet	Functional Television
Total Kenya	12.034 million	56.9%	8.8%	17.9%	40.7%
❑ Rural	7.379 million	58.5%	3.0%	6.9%	26.9%
❑ Urban	4.663 million	54.4%	18%	35.4%	62.5%

Source: KNBS 2019



- ❑ Platforms for education: radio has universal access
- ❑ Need for content packaging for radio and eLearning.
- ❑ Preparation schools for re-opening (equipping schools with PPEs and social distancing)
- ❑ Should the pandemic disrupt learning for several months, preparation “dual-intake” for national examinations.

Thank
You!



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