



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Capacity Building  
in Africa

# Quick survey on school leadership and governance during school closure

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**UNESCO-IICBA Webinar,**

School Leadership and Governance during School Closure  
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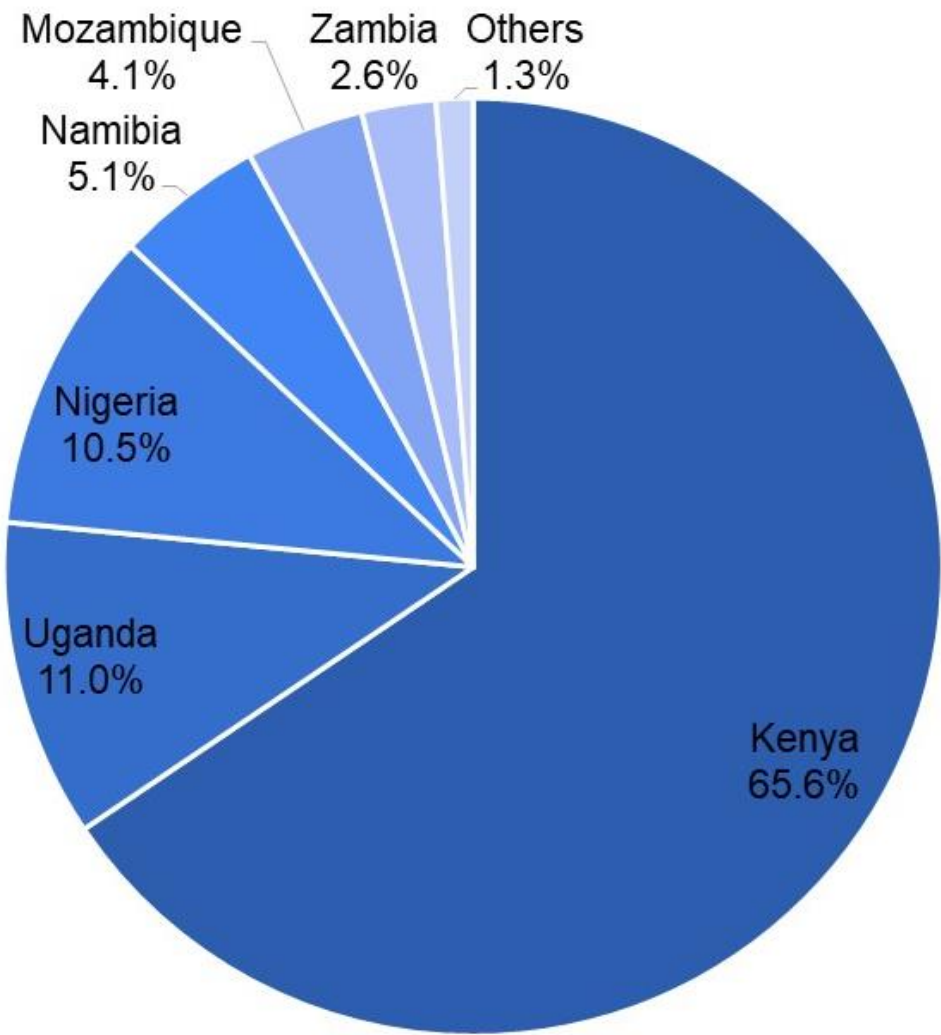
# Survey Aim

## To identify...

- Some key issues facing school leaders during school closure
- How best school leaders in Africa can be supported to run (or to continue running) schools during this pandemic



# Background Information



## Convenience sample

About two-thirds of the **392** school leaders involved in this survey are from **Kenya**

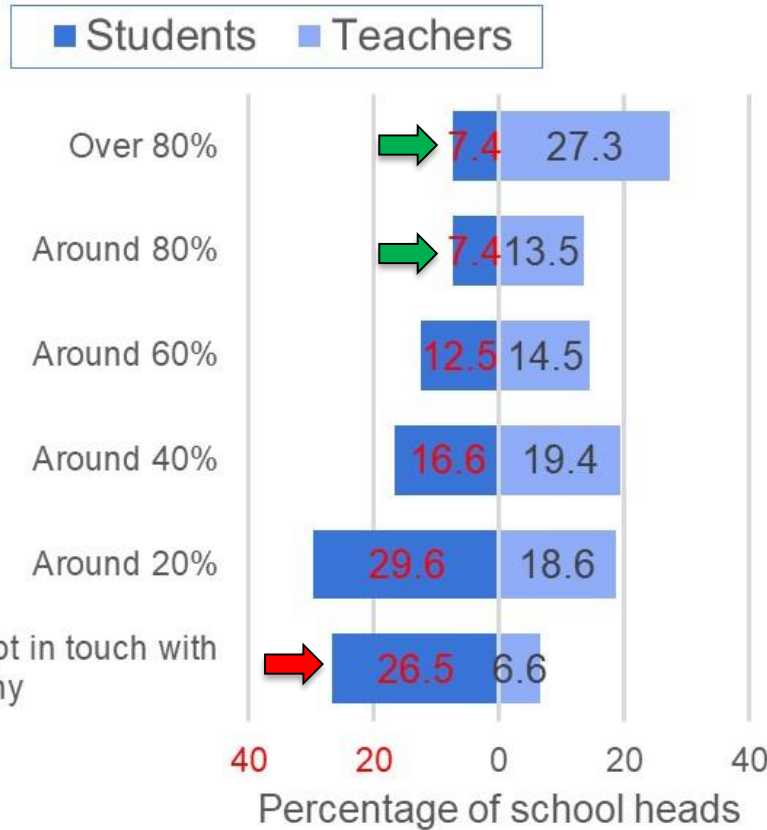
Other countries with substantial numbers are **Uganda** (11.0%), & **Nigeria** (10.5%)

	Cases	%
Male	226	57.7%
Female	160	40.8%
Prefer not to say	6	1.5%
<b>ALL</b>	<b>392</b>	<b>100.0%</b>

\*Botswana, 1; Ethiopia, 1; Gambia, 1; Liberia 2

# Keeping in Touch with Students and Teachers

School leaders keeping in touch with various percentages of **students** and **teachers** on a weekly basis



*Only a few (<15%) school leaders are keeping in touch with around 80% (or more) of their students on a weekly basis*

*About one-quarter of the school leaders are **not** keeping in touch with any of their students*



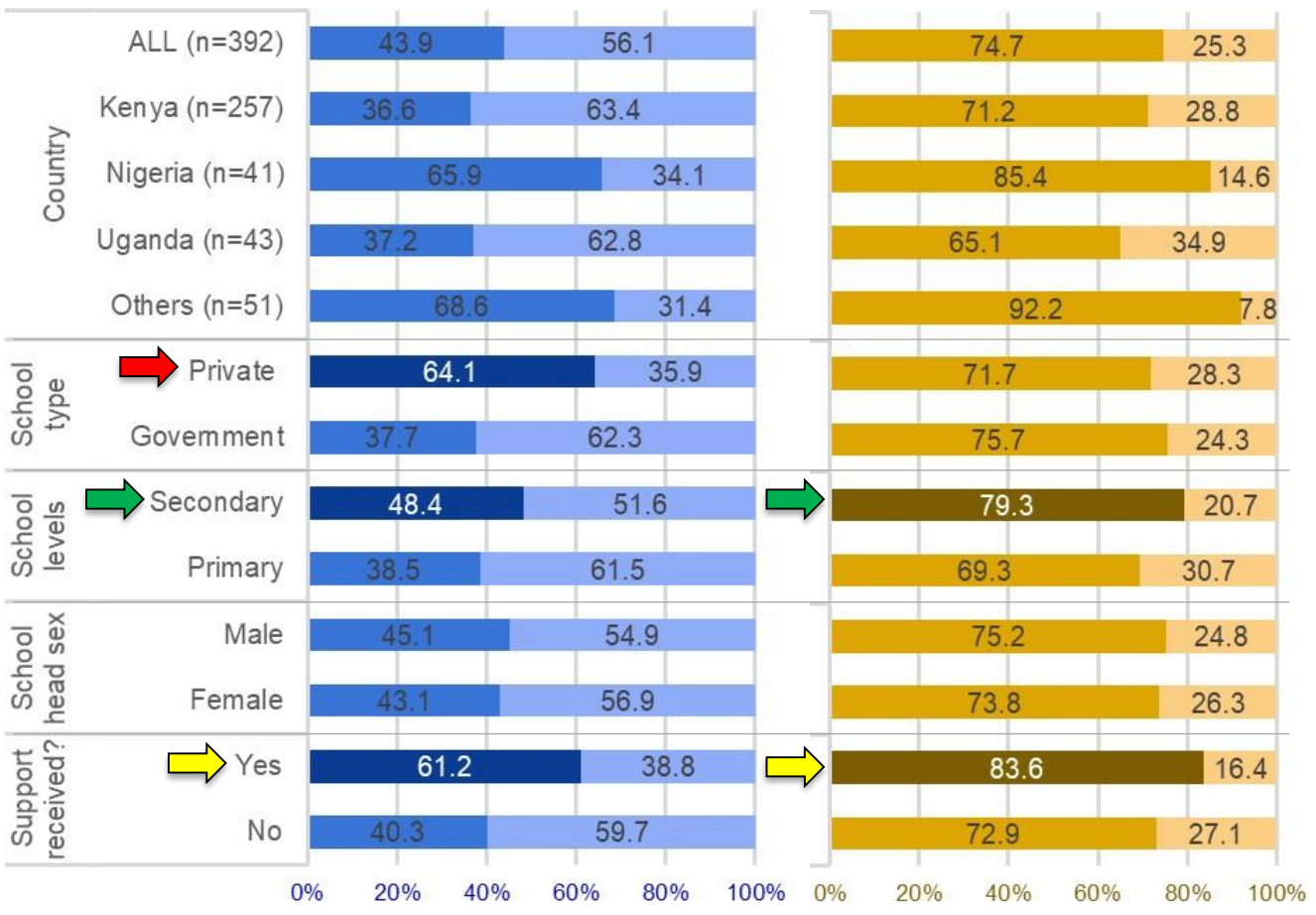
# Keeping in Touch with 40% or More

## STUDENTS

■ Yes ■ No

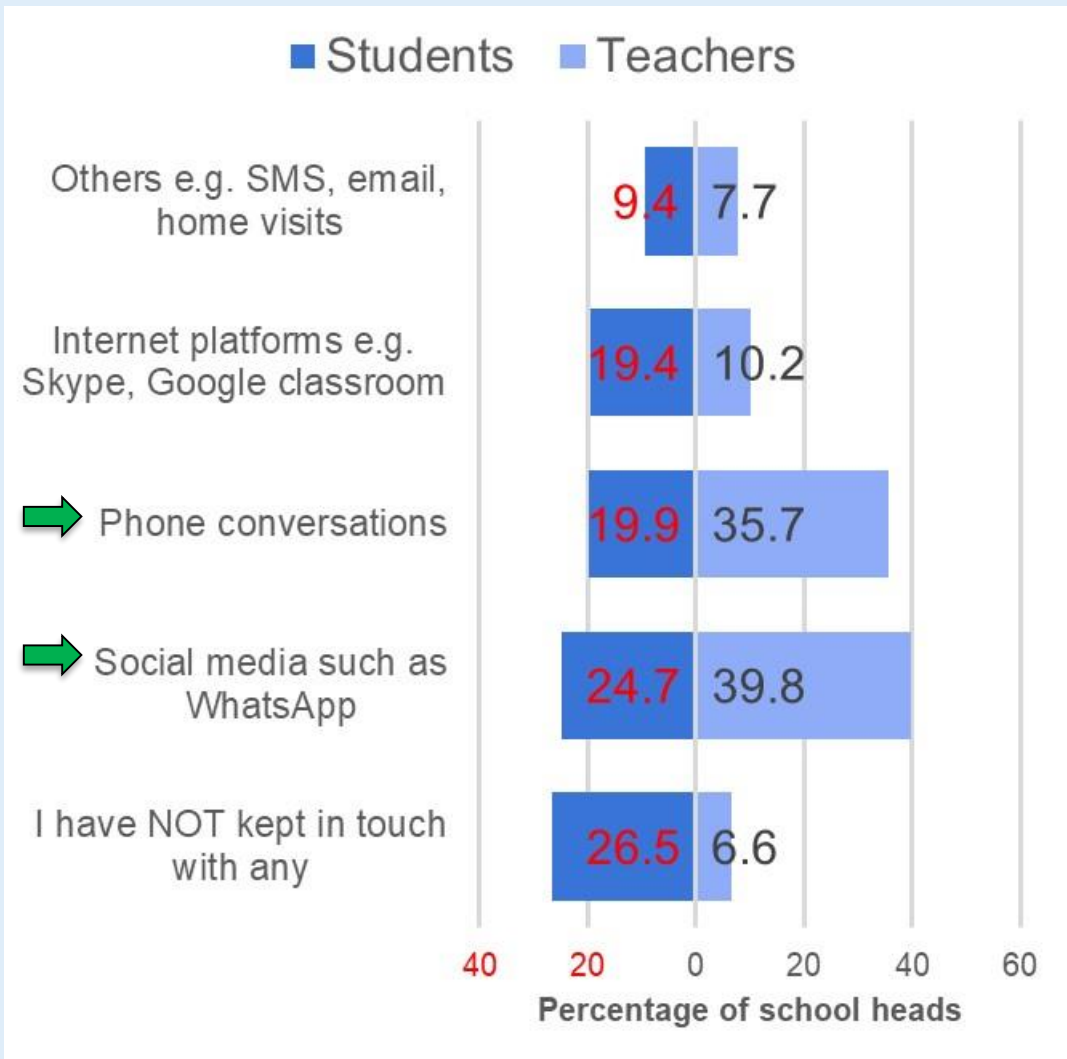
## TEACHERS

■ Yes ■ No



*Keeping in touch levels are better in **private** schools and among school leaders receiving at least one form of **support** to run schools*

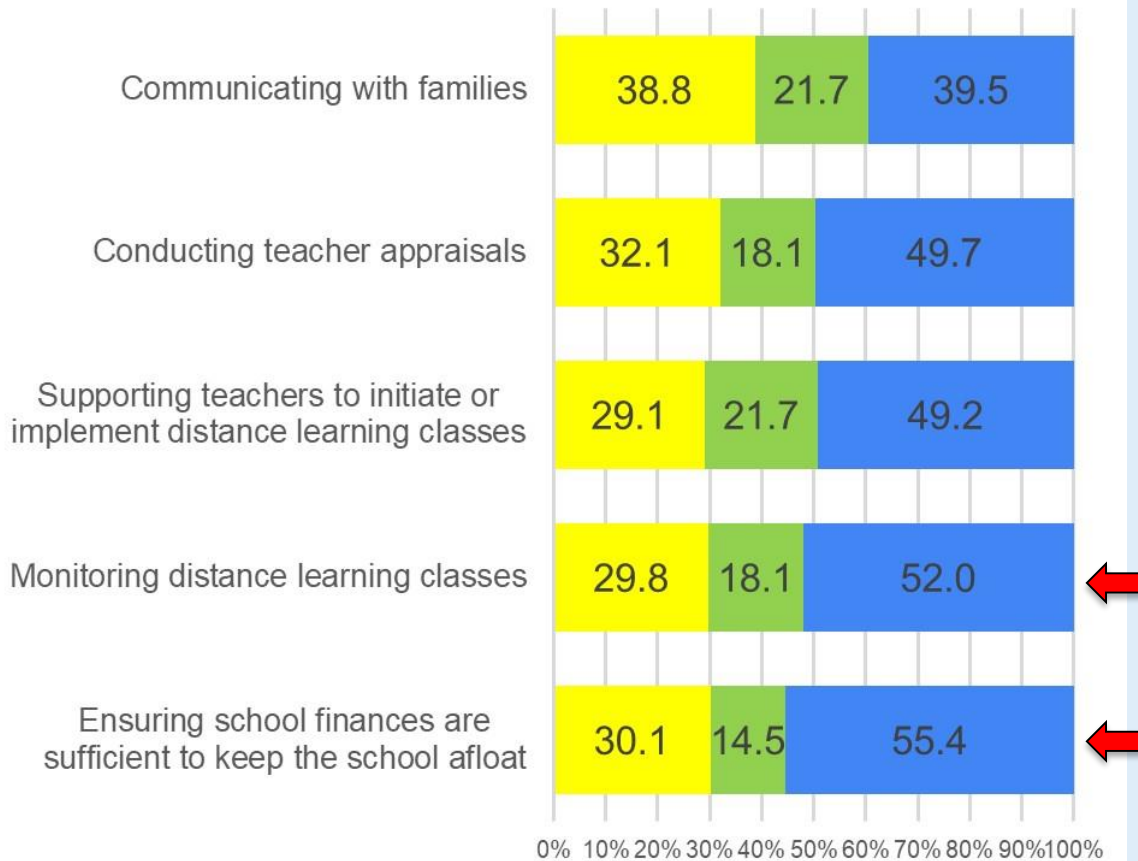
# Methods being used to Keep in Touch



*The main methods being used to keep in touch with students and teachers by school leaders includes **social media** and **phone conversations***

To what extent are the following issues a challenge to you during the current school closure?

■ No to less extent   
 ■ Moderate extent   
 ■ High to very high extent



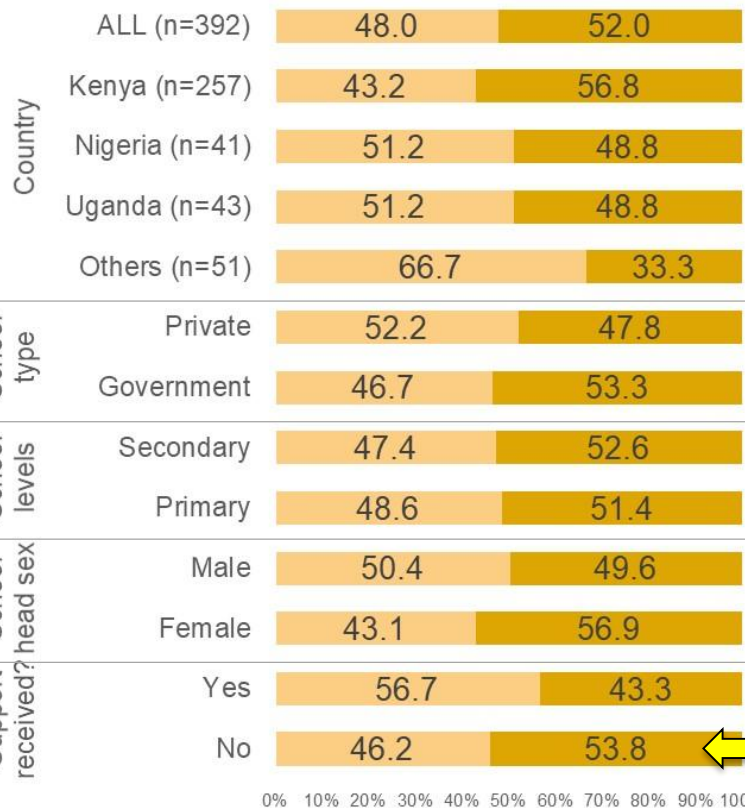
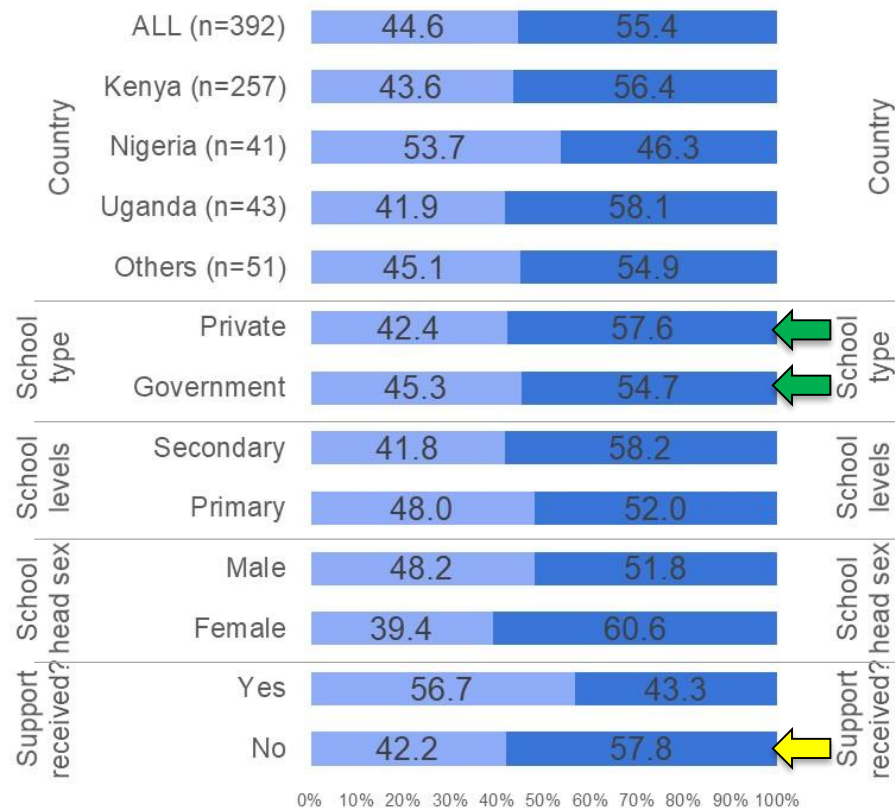
*The main **challenges** being faced by school leaders include keeping **schools afloat** and **monitoring distance learning classes***

## Keeping school afloat

## Monitoring distance learning classes

Very low to moderate extent High to very high extent

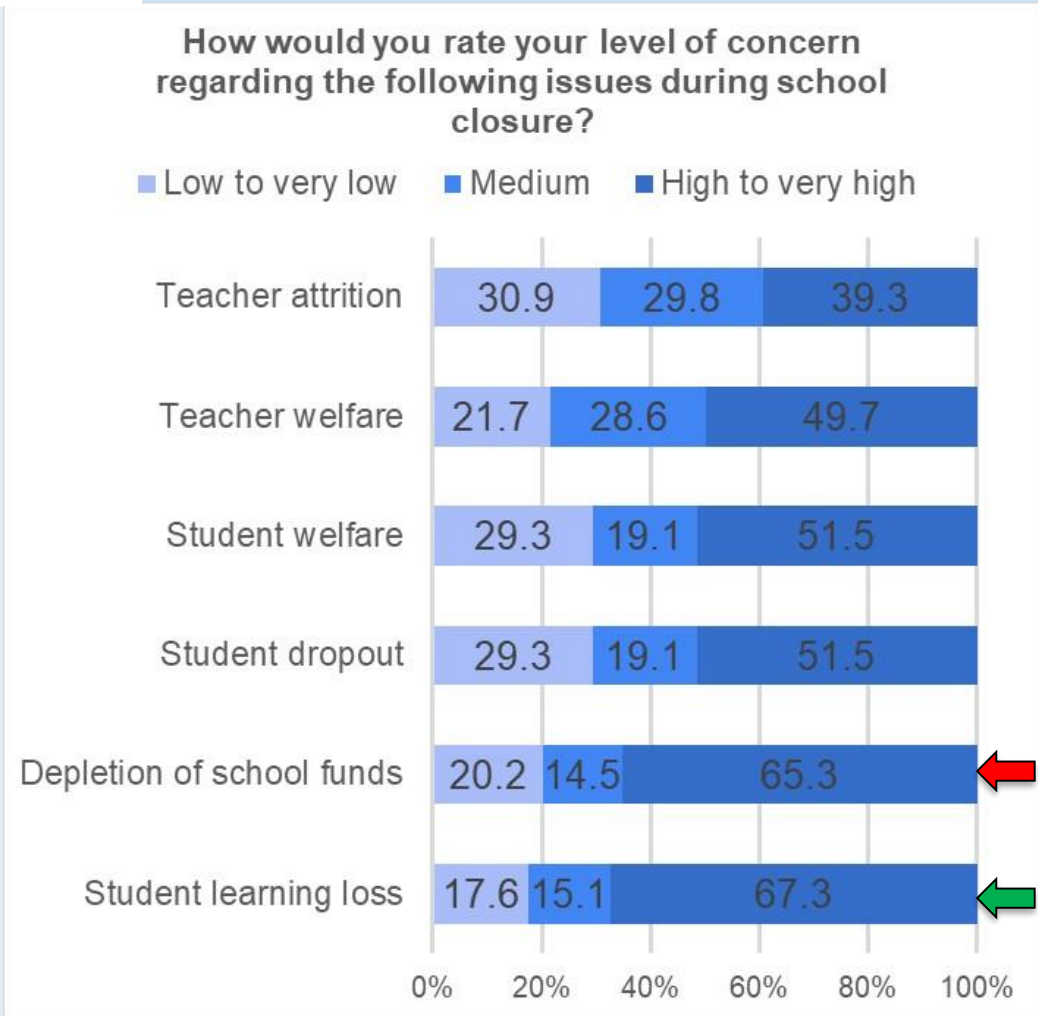
Very low to moderate extent High to very high extent



Both government & private schools are struggling with finances

Levels of challenges are higher among school leaders receiving no support.





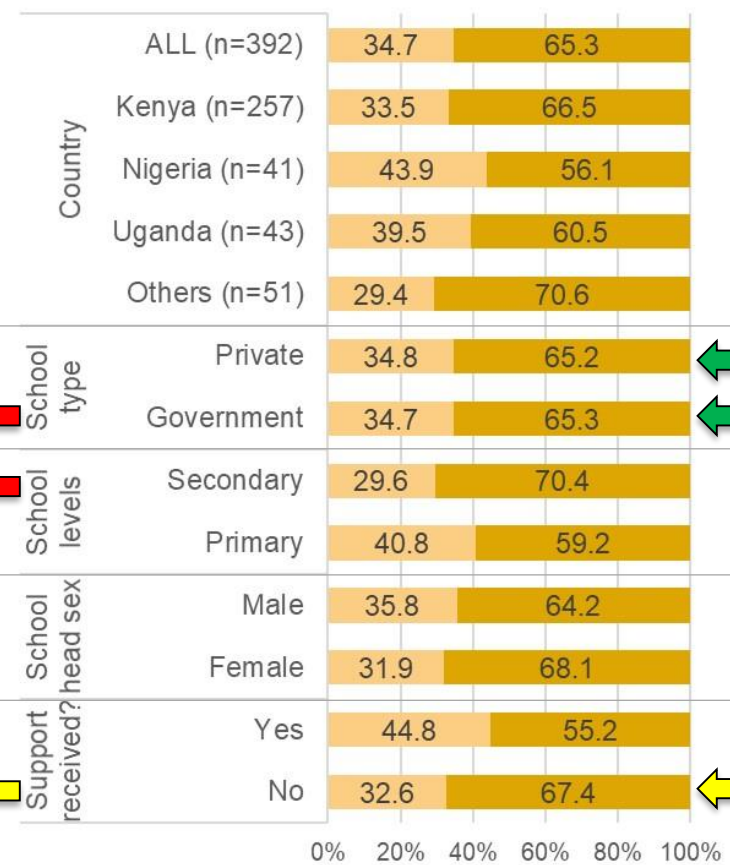
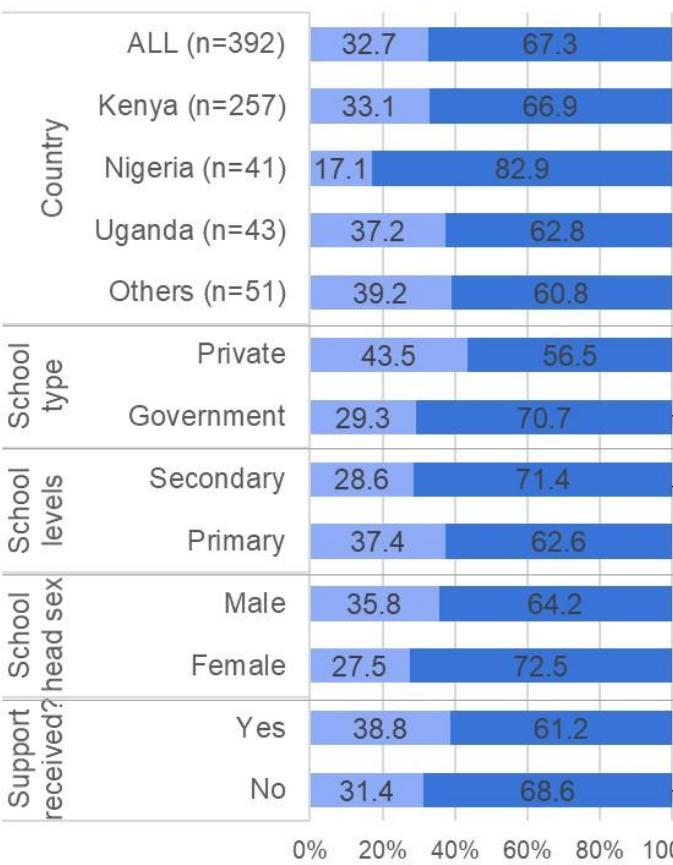
*Around two thirds of the school leaders are highly concerned about **student learning loss** and **depletion of school funds** during the current school closure*

## Student learning loss

Very low to medium    High to very high

## Depletion of school funds

Very low to medium    High to very high



Many school leaders in **secondary and government schools** are worried about *student learning loss*.

The levels of concern about *depletion of school funds* in **private and government schools** are basically the same.

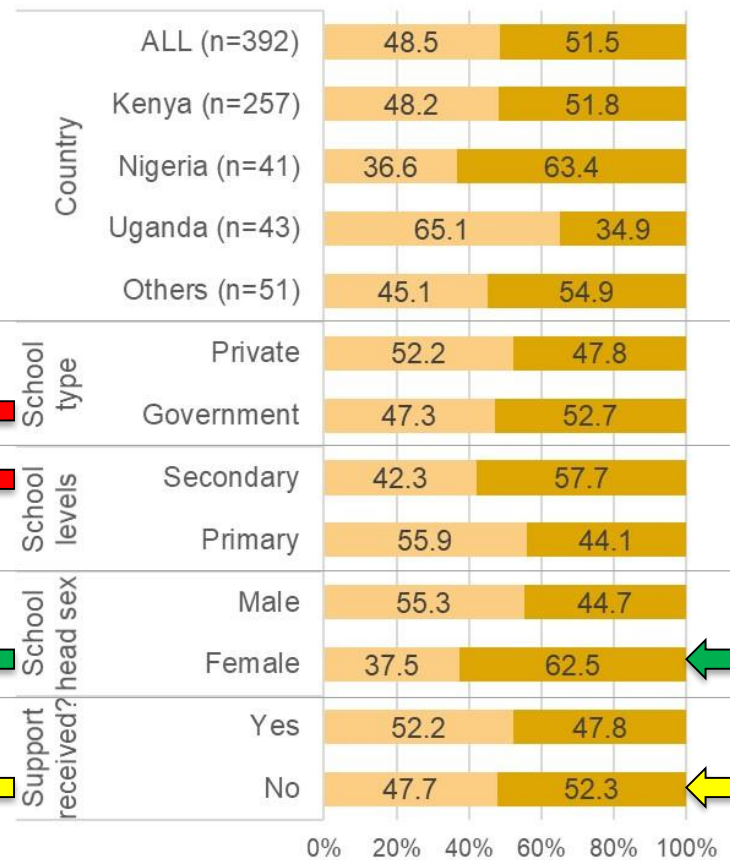
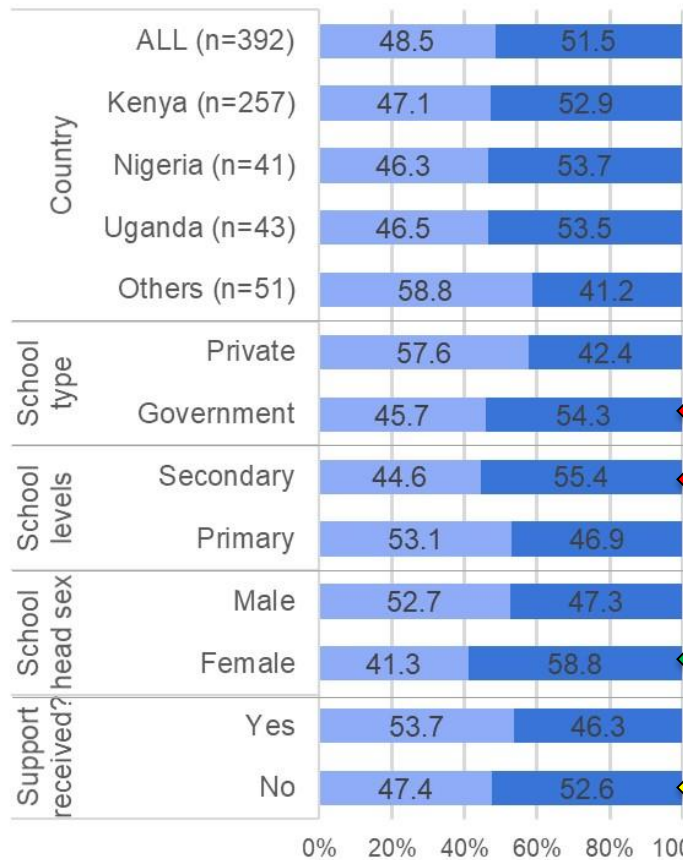
Worries about *depletion of funds* are higher among those receiving **no support**.

## Student dropout

Very low to medium    High to very high

## Student welfare

Very low to medium    High to very high

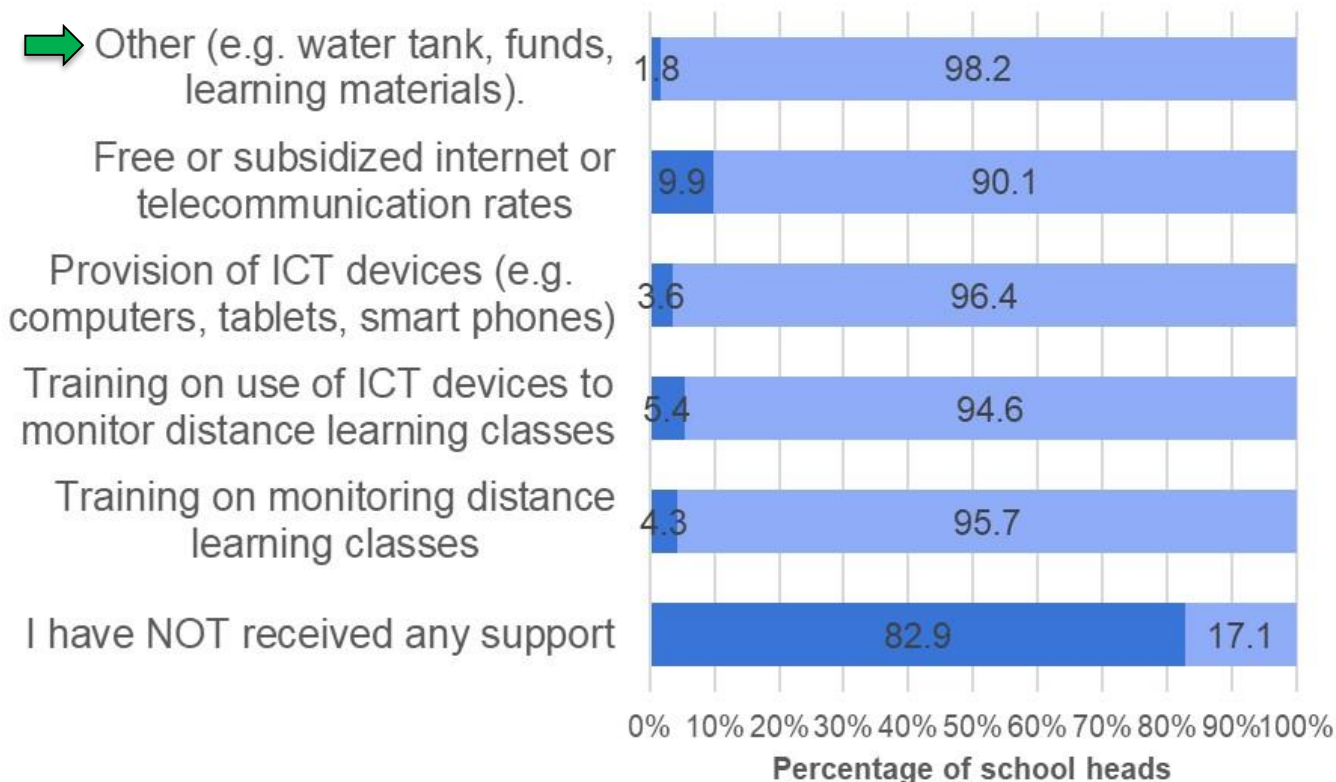


Worries about **student dropout** are high in **government schools** and **secondary schools** than otherwise.

Levels of worries about **student welfare** are high among **female school leaders**, and those **receiving no support**.

Have you received the following supports from your government, or any other sources to run your school during the pandemic?

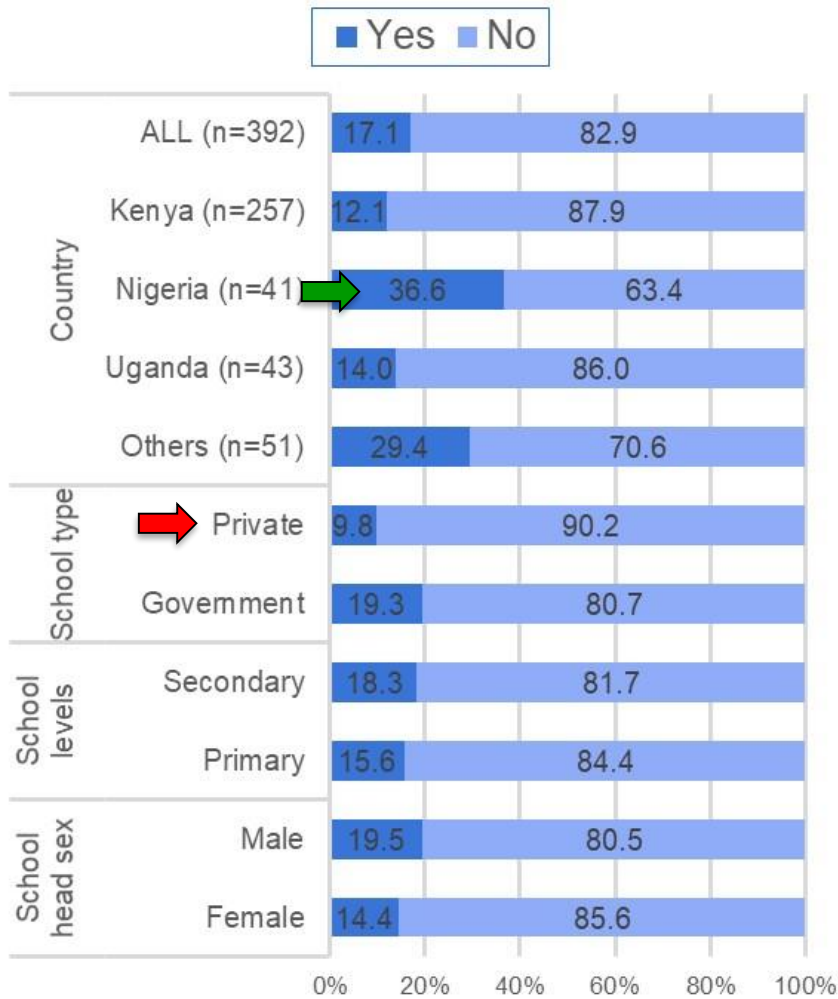
■ Yes ■ No



*Very few school leaders have received **any form of support** from any source to run schools during the pandemic.*

# Receiving at least one Form of Support

School heads receiving at least one type of support



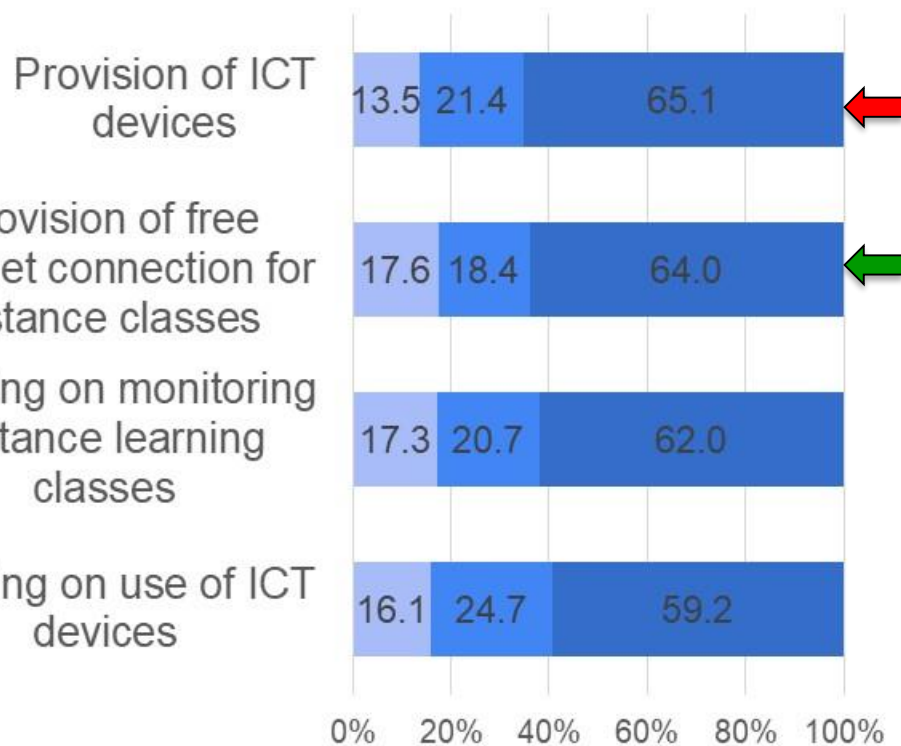
*Levels of receiving at least **one form of support** are very low and more so in **private** schools*

*... but the level seem better in **Nigeria***

# Opinions on Support to Monitor Distance Learning Classes

To what extent would the following support mechanisms help you to monitor distance learning classes?

■ No to less extent ■ Medium extent ■ High to very high extent



*Nearly two-thirds of the school leaders think that **provision of ICT devices** would help them to **monitor distance learning classes***

## Improve the capacities of school leaders to run schools during school closure

- this could include providing them with **Training on monitoring distance learning classes**, improving their **access to ICT devices** and **Free internet**.
- this could also involve **provision of funds** to cover for **telephone** charges and fixed costs such as standing charges for **electricity** and **water** bills as well as **maintenance expenses** for physical school resources such as buildings, facilities and equipment.



# Thank you

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