FACT SHEET &

RADIO PRODUCTION GUIDE

COVID-19 AND

EDUCATION

SOUTH AFRICA

psi

South Africa
Health Solutions

INTRODUCTION

The COVID-19 pandemic forced many governments across the world to call for the temporary closure of educational institutions. It is estimated that the closing of schools interrupted learning for close to 1.58 billion learners worldwide.

The disruption caused by the COVID-19 pandemic on education, is the first of its kind on such a huge global scale. Even though online and distance learning models have been put in place, they have not ensured quality education for all. For vulnerable and under-resourced families who have not been able to access technology and funds, school closures have meant that learning has had to stop completely. Drop-out rates across the globe are also likely to rise as learners who have fallen out of the education system will most likely find it challenging to return. This will have a damaging impact on the future and well-being of many young people, especially young girls.

Several schools are now reopening, with a strong focus on ensuring that health and safety measures are put in place and adhered to, to keep learners and staff at a low risk of contracting COVID-19. Getting schools ready has not been easy. Concerns have been raised about whether there is enough support and resources to get learners back on track with their education. Another concern is whether schools will provide learners with the mental health support needed to manage the current stresses that result from dealing with the pandemic. Teachers, learners and families will have a lot of adjusting to do, and will have to accept that it will be a while before schools can go back to what they used to be before COVID-19.

DEFINITIONS

- **Public Health:** is the science of protecting and improving the health of people and their communities. This is achieved by promoting healthy lifestyles, researching diseases and injury prevention. It also includes finding, preventing and responding to infectious diseases. Overall, public health is concerned with protecting the health of entire populations. Public health also tries to prevent problems from happening more than once by creating educational programmes, recommending policies and conducting research on better healthcare solutions for all **(The Centers For Disease Control And Disease Control Foundation).**

- **Psychosocial support:** is the kind of help that is offered to individuals and communities to heal from psychological wounds after an emergency or a critical event. It involves processes that provide mental health or psychological healing, allowing an affected population to cope better with a difficult situation or experience. Without this kind of support, many people who have experienced distress or trauma, may develop more severe responses as a result of these difficult experiences, preventing them from returning to their normal lives. Psychosocial support enables them to heal from the experience **(International Federation of Red Cross).**

- **Staggered Approach:** To stagger things such as people's holidays or work hours or school times, means to arrange them so that they do not all happen at the same time. To ensure safety for learners when reopening schools during the COVID-19 pandemic, it is recommended to stagger the start and close of the school day, as well as meal times. Schools are advised to have learners start and end their school days at different times, and make sure that they have different meal times to ensure physical distancing **(UNICEF).**

- **Early Detection:** is the ability to rapidly notice the presence of a disease. When COVID-19 is quickly detected, it can save lives and protect livelihoods. The best way to detect COVID-19 early is to conduct as many tests as possible. Many individuals who don't show symptoms are spreading the virus unknowingly because it has not yet been detected. The earlier that positive results for COVID-19 are found, the better the prevention measures can be implemented **(International Growth Centre).**

- **Virtual / Online Learning:** means that there is a physical distance between you and your teachers. Classes, assignments and tests are all taking place through virtual platforms that are available through devices such as mobile phones and laptops with internet access. This learning allows

OTHER DEFINITIONS

students to learn independently and from wherever they are, as long as they have access to a device. Instant feedback and immediate responses are not always possible under these conditions **(SAGE Journals)**.

- **Health Education:** is any combination of learning experiences designed to help individuals and communities improve their health by increasing their knowledge or influencing their attitudes towards health. One of the main tasks of health education is to inform people about lifestyles and behaviours that can prevent them from contracting various diseases. Health education is the process through which people learn about how to take care of their own and other people's health **(World Health Organization)**.

- **Inequality:** describes the state of not being equal, especially with regard to status, rights, and opportunities. Inequality refers to how people are often not equal before the law, or the fact that people have unequal political power. It can also describe

the inequality between people with regard to their material standing, as a result of circumstances beyond their control, such as their ethnicity, family background or gender. It can also refer to structures of unequal distribution of goods, wealth, rewards and punishments **(United Nations)**.

- **Discrimination:** means treating a person unfairly because of who they are or because they possess certain characteristics. When a person is treated differently from other people because of age, disability, ethnicity, gender, marital status, national origin, race, religion and sexual orientation, this is considered discrimination **(FindLaw)**.

TO GET YOU THINKING

Read The Article:
World Bank 2020 publication:
"The COVID 19 Pandemic - Shocks to Education and Policy Responses"
https://openknowledge.worldbank.org/handle/10986/33696

Although COVID-19 itself does not affect children and youth as severely as it does adults, as school feeding programs close, children who rely on them for nutrition may go hungry and malnourished. School feeding programs are found in nearly every country in the world. In 2013, approximately 368 million children worldwide relied on these programs that constitute one of the most reliable daily sources of food.

School closures will also shut down crucial deworming programs in many low and middle-income countries. These programs, administered through schools, have been highly effective in preventing parasitic worm infections that are common in Africa and South Asia.

Student mental and emotional health will suffer. Research has consistently shown that children often experience psychological stress following natural disasters and other crises. School closures, the fear of COVID-19, and the social and economic disruptions that accompany the pandemic will likely increase stress within the family and lead to anxiety and depression, including among children and youth. Research shows that prolonged stress can impair students' learning and threaten their future development.

For many students, and especially those living in fragile contexts, school can provide a (relative) haven from violence and other external threats, as well as access to services such as psychosocial support. There is evidence that during the Ebola outbreak in West Africa, as school closures were put in place, adolescent girls were vulnerable to coercion, exploitation, and sexual abuse, some of which resulted in an increase in unwanted pregnancies. Teachers are often the only other caregivers who can sound the alarm if a child is exposed to violence or abuse. With schools closed, children do not have access to this layer of protection.

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? QUESTIONS TO ANSWER

> What kind of support do you think governments can provide in the place of nutrition programmes, while schools are closed?

> In what way have school closures affected youth in your community?

> In what ways can COVID-19 affect the emotional and mental well-being of students?

> What are some of the threats that young people face at home, that they might be protected from while they are in school?

> In what ways do you think that girls are more affected by school closures?

> What positive message would you share with other young people to keep them motivated to continue learning during school closures?

SUPPORT FOR LEARNERS DURING COVID-19

Most of the solutions that have been introduced into the education system during the COVID-19 closures have included adopting a variety of technology-based strategies. For students who have the means to access the online material, learning has continued, while others have had to rely on school lessons broadcast on radio, messaging platforms and using other people's devices. In order to support learners during COVID-19, the problems in education have to become everyone's problem. Teachers, learners, families, administrators and society as a whole, need to come together to find creative ways to support learners going forward, as the future of one affects the future of all. Even the best education ministers and departments have not been able to resolve all the issues that have come up during COVID-19 on their own.

When building new systems, educational institutions need to be challenged to build these systems, not only based on the interests of educators and administrators, but also based on the interests of young people. Learners also need to have their say in how these new systems are built. Organisations like Youth Capital advocate for supporting learners who fall behind to catch up as quickly as possible. They suggest ensuring that young people are equipped with a strong focus on skills like literacy, numeracy and writing techniques, in order to grasp new material. To do this, schools need to actively identify when learners are not keeping up and provide them with the right types of resources and support.

Technology may very well be a necessary education tool of the future, but it requires an approach where schools collaborate more with parents to share other resources that will act as a bridge between the digital divide. The resources needed to enrich learners can be a blend of limited classes and technology. There is a need for schools and administrators to make an effort to provide learners with technological resources that they need for their learning, whether they are at school or at home. Support at school and at home also needs to provide learners with more room to express their fears and their needs regarding their emotional and mental well-being, as well as encourage them to think for themselves.

Schools, parents and caregivers can also support students with education around the importance of values such as empathy and understanding how others live, in order to better address inequalities and encourage solutions that enrich all learners equally. Often the best solutions come from a strong need to overcome problems or during a crisis such as the one we are facing. Parents, teachers, mass media, the government and others, need to seize the opportunity to play a bigger role in improving education.

"INCREASE YOUR KNOWLEDGE"

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Neglected Tropical Diseases such as intestinal worms and schistosomiasis can also keep young people from going to school. When not treated, they can affect young people's brain development as they are parasites that steal nutrients from the body and may result in anemia, which causes a person to feel sick. Intestinal worms can also cause young people to feel pain, making it difficult for them to concentrate in school. Deworming substantially improves health and school participation among young people. Deworming programmes in schools, decrease absenteeism by as much as 25 percent, but during COVID-19 school closures, this programming is affected. Deworming programmes often use schools to treat students because they are already going to be there and the teachers are a trusted source to hand out medicine.

A MESSAGE FOR PARENTS AND CAREGIVERS

Many parents and caregivers will find it stressful to balance work, looking after the household and making sure that young people are keeping up with their education, especially without the usual support systems. Caregivers and parents may feel conflicted about what responsibilities to prioritise, and at times, may feel overwhelmed by needing to take over the roles often played by educators. It is important for all families to be creative during this time and to reach out for support from their schools and from each other. Below are a few tips that aim for parents and caregivers to support their children to continue learning during COVID-19.

1. Plan a routine together
Establish a routine early on where educational activities are done at certain times. These activities can be accessed online, on the television, on the radio or through worksheets and materials provided by the school on messaging platforms. The routine should include time for reading as well as taking planned breaks. The routine and structure is to establish some stability for young people who may be feeling agitated and restless as a result of the uncertainty during this time.

2. Schedule 'brain breaks'
Brain breaks happen naturally in a normal school day when the bell rings for most learners. These breaks allow young people to take a break from whatever they were focusing on. Breaks during work times reduce stress and increase attention and productivity. For grade-schoolers, a brain break is usually needed after 10 to 15 minutes of work. At that point, they may need a 3 to 5 minute break. Middle-schoolers and high-schoolers can work for longer. They can go for up to 20 to 30 minutes before needing a break. Encouraging young people to move their bodies, especially if they have been sitting for a while, is a good idea. Brain breaks don't always have to be active. Relaxing, quiet activities can also give the young person the break they are needing. Relaxing activities may include doing a short guided meditation exercise, drawing, doodling or just sitting still.

3. Have conversations
Without the company of friends and peers, young people may feel lonely and frustrated. Encourage them to ask questions and have opinions about their studies. But make sure to also ask them questions that allow them to reflect on their work. Remember that your child may be experiencing stress at this time, so try to be patient and understanding. Find ways to communicate how you are feeling too, as a way to model healthy ways to express their feelings and discuss issues with you or with their teachers. Encourage them to also have conversations with their teachers or fellow students where possible, and when needed.

4. Be flexible with the schedule
Once you have established a routine that suits both you and the young people you are supporting, make space for things to vary from day to day. This may mean starting with shorter learning sessions at the beginning that may get progressively longer. Set a goal where you establish that a learning session needs to be 30 minutes, but be flexible with how the 30 minutes are covered, depending on how the learners are coping each day. One day you could start with 10 minutes of work, followed by a break, and then go back for another 10 minutes, and on another day, you could encourage them to work for the full 30 minutes, and so on.

5. Protect children online
Digital platforms have played an important role in allowing learners the opportunity to continue with learning and to keep in touch with friends. However, increased time online can also threaten the safety, privacy and protection of young people. It is important to have a discussion with young people about the risks of being online. It is encouraged to create rules and communicate what appropriate behaviour looks like on the platforms that they use. In case of cyberbullying or an incident of inappropriate content online, it is good to be familiar with school and other local reporting mechanisms. Keep numbers of support helplines and hotlines handy.

5. Stay in touch with the education facility and other parents
Find out how to stay in touch with your children's teacher or school to stay informed, to ask questions and to get guidance, as needed. Establishing parent groups or community groups can also be a good way to support each other while home-schooling.

- **Tips adapted from: UNICEF and Understood.org**

BUSTING MYTHS

MYTH	FACT
Online education is easy	Students may have flexibility regarding when they study, but studying online also comes with challenges. Online learning requires more self-direction than traditional classroom learning, where face-to-face instructors are available.
Online learning isn't interactive	Online classes can be interactive, especially classes where learners can communicate with teachers via chat or be given the opportunity to ask and answer questions.
When the COVID-19 pandemic is over, education will go back to normal	COVID-19 will have a long-term impact on education. Education will be changed by the pandemic, and will most likely not be the same as before.
Educators are sitting at home doing nothing and getting paid	Many educators are working hard during school closures and in some cases taking on additional responsibilities to learn the new online technologies in order to be able to support caregivers and students. Educators also have to put time into making sure that learners stay up to date with the school curriculum, while taking care of their own children at home.
Learners can access and benefit from online learning during school closures	Online learning is likely only going to benefit learners who are middle-class or resourced. Learners from homes that survive on social grants or from working-class families may not be able to access devices or data.

DID YOU KNOW?

Young and adolescent girls are twice as likely to be out of school in crisis situations and face greater barriers to education and vulnerabilities such as domestic and/or gender-based violence when not in school.

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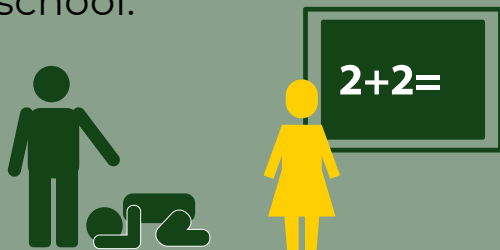
CHILDREN AND YOUTH WITH DISABILITIES, along with other **MARGINALIZED** populations, including children from **MINORITY GROUPS**, have **lower educational outcomes** than their peers, which will be further worsened by school closures during COVID-19.

For LGBTQ young people, many of whom already face mental health challenges due to increased experiences of discrimination and harassment, there are additional challenges because of school closures. Staying at home can come with social isolation that can mean they are forced back into the closet or faced with coping in unsupportive and even abusive home environments.

Schools and learning centres are places for communities to address health related issues, including mental health and psychosocial support. The most vulnerable students rely on this kind of support in order to learn, and also for their well-being and development.

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DID YOU KNOW?

Most governments around the world temporarily closed educational institutions to contain the spread of the COVID-19 pandemic.

At its peak in April 2020, school closures impacted more than 1.5 billion learners, or over 90% of the world's student population, from pre-primary to higher education.
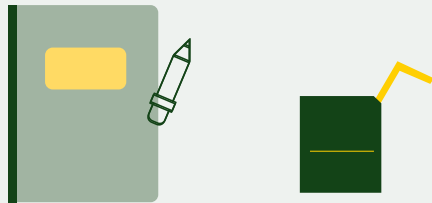
School based programmes that combat National Tropical Diseases (NTD's) like parasitic worms, have been shown to add a year to the average child's education and reduce absenteeism by 25%. These programmes will be affected by the COVID-19 school closures.
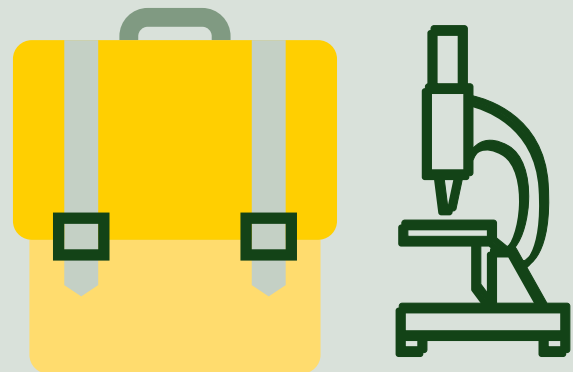
Even before the COVID-19 school closures, children affected by NTDs were not able to go school, as the diseases can also affect learning capabilities. Schistosomiasis, for example, is a parasite that lives in freshwater snails and in contaminated freshwater. It can lead to anemia, malnutrition, and learning difficulties in children
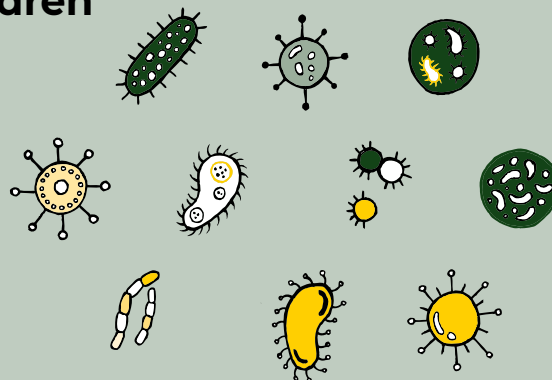
RESOURCES

> **UNESCO: School Closures Caused by COVID-19**

> **UNESCO: How Are Countries Addressing the COVID-19 Challenges in Education?**

> **UN: To Scale Mobile Learning Programs**

> **ILO: COVID-19 and the Education Sector**

> **Mail and Guardian: World Bank Report On COVID-19**

> **Educationcannotwait.org: COVID-19 and Education in Emergencies**

> **UNICEF: Promising Practices for Equitable Remote Learning**

> **Worldbank.org: COVID-19 Report**

> **Youth Capital: Shift Gears For Education**

> **The End Fund: The Impact of Deworming Over 5 Years**

PREPARING FOR THE SHOW

ETHICS AND CONSENT

The topic of Education and COVID-19 can be a sensitive topic for both you and your listeners, so make sure that you address the topic in a way that respects the varying perspectives and circumstances of your listeners, as well as those who share their stories. If any incorrect information comes up in any of your formats, make sure that you correct it. Make sure to respect the confidentiality of all those who agree to participate. People may give you consent to share their stories, and then later change their minds. Be prepared for this, as consent can change.

ANGLE

Different ways to talk about t Education and COVID-19

- How have COVID-19 school closures impacted education?
- Which groups are most affected by the COVID-19 school closures?
- What are the advantages and disadvantages of online learning?
- What can be done to solve the problem of the digital divide during COVID-19?
- What are the challenges of home-schooling during COVID-19?
- How do COVID-19 school closures lead to an increase in dropout rates?
- How do COVID-19 school closures affect girls?
- What are the challenges of schools re-opening during COVID-19?
- What are schools doing to give learners mental health support during COVID-19?

CHOOSE AN ANGLE
> Which groups are most affected by the COVID-19 school closures?

Different ways to talk about: Which groups are most affected by the COVID-19 school closures?

- Talk about how school closures have affected learners who were dependent on school nutrition programmes.
- Discuss the challenges faced by learners who are unable to access online learning during school closures.
- Unpack the issue of how girls are vulnerable to domestic abuse or teenage pregnancy during school closures.

- Talk about the effects of shutting down programmes to combat Neglected Tropical Diseases (NTD's) such as parasitic worms during school closures.
- Create a safe space to discuss experiences of loneliness, stress and any other mental health issues that affect young people when they can't go to school.
- Talk about how school closures affect learners with disabilities and special needs as they will no longer receive the attention that they might need for learning, as a result of school closures.
- Explore how school closures not only affect learners, but also affect educators and families too.

FORMATS

INTERVIEW

Interview aim
To source information from someone who has expertise or experience of the topic. Remember that there are different ways to gather audio from someone who is not present with you in the room. The easiest way is to send them the questions ahead of time and ask them to send their answers by sending you a WhatsApp voice note or an audio recording from their smartphone. You can also record an interview live by calling the person, putting the loudspeaker on, and using another smartphone to record them. The quality of the interview might not be as good as a voice note, but it will still work.

Who do you talk to?
A counsellor, a social worker, a student mentor or sports coach who supports young people.

> What are some of the issues that young people face when schools are closed?

> Who is responsible for learners continuing with their education during school closures?

> Which young people are hardest hit by the COVID-19 school closures?

> In what ways would you say schools give young people support, outside of giving them an education?

> What are some of the challenges faced by families who are having to take over the responsibilities of ensuring young people are learning?

> What is happening to learners who have not been able to access online learning platforms?

> What can young people do to keep their minds active and stimulated during school closures?

VOXPOP

Vox pop aim:
To get many different opinions on one topic. When reporting remotely, vox pop questions can be sent to radio show contacts using broadcast lists or candidates found through your social media, as long as members understand that they need to respond by voice note.

Who do you talk to?
Anyone in the community.

Suggested questions for recording vox-pops with people in your community:

❯ How have COVID-19 school closures affected education?

❯ What are the benefits of school closing during the COVID-19 pandemic?

❯ What is the biggest challenge faced by learners during school closures?

❯ What should be done to help learners who can't access online learning?

❯ How do you think the government has handled the issue of education during COVID-19?

❯ What is your opinion about schools reopening worldwide?

❯ What do you think will happen if schools don't open at all for the rest of 2020?

❯ What do you think it will take for young people to catch up with school work after the school closures?

❯ Why do you think the dropout rate will increase as a result of school closures?

Tip: If you interview someone who doesn't know about the COVID-19 outbreak or how to prevent it, use the information in the fact sheet to explain the basics about the virus to them.

AUDIO COMMENTARY

Audio commentary aim:
To get people's opinion about a topic they care deeply about.

Who do you talk to?
A learner, an educator or a parent who has directly experienced the effects of the COVID-19 school closures.

AUDIO PROFILE

Audio profile aim:
To get a first person account of someone's experience. Audio profiles often aim to inspire.

Who do you talk to?
Talk to someone who you believe to have experienced challenges as a result of the COVID-19 school closures. You could find someone in your community who has to share a household with a large family, which might make it hard to focus on school work. You could also speak to a learner who doesn't have access to a laptop or to the internet. You could also speak to someone who you know benefited a lot from being part of a school programme such as a debating club or a sports team, who is now unable to participate in those activities. Beyond learners, you can also look at interviewing a teacher, or even a taxi driver who was responsible for providing young people with transport to go to school. Many people have been affected by school closures. Try to identify those people who have been open and transparent about their struggles and see if they can inspire others to stay motivated and positive about the situation that they are facing.

Questions you can ask for the audio profile:

> Describe the moment when you first found out about school closures?

> What were some of the fears you had about the school closures?

> How have the school closures affected you?

> What were some of the things you looked forward to about school?

> How did you manage the challenges that you have faced during school closures?

> Who do you think is most affected by the school closures and why?

> What do you think you took for granted about school?

> How are schools important to our growth and development as people?

> What would be lost if it were suggested that all learners learn from home going forward?

> What do you think the government can do better to support families and learners during school closures?

> What message can you share with those who have had a hard time with school closures?

DID YOU KNOW

'Did you know' aim:
To share exciting, simple and informative facts. These can be shared in the form of statistics, numbers or statements. This is a great format to wrap up the show, emphasise the take-away message of the topic and inform listeners about updated and verified facts relating to the subject being discussed.

Examples of 'did you knows' for your show:

> The disruption and closure of schools around the world will have a negative impact not just on children's right to education, but on other human rights, including their right to adequate food.

> More than 350 million school children in countries with nationwide and localized closures, might not have access to regular school feeding and nutrition services during the pandemic.

> When schools close, many children and youth miss out on social contact that is essential to learning and development.

> When schools shut down, early marriages increase, sexual exploitation of girls and young women rise, and teenage pregnancies become more common.

> It is hard to make sure that children and youth return to school and stay in school when schools reopen after closures.

> Healthcare workers with children cannot easily go to work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis.

QUIZ

NOTE: Adding the quiz format to your radio show is now compulsory

Quiz aim: To test and reward your audience's knowledge on the topic. This format opens up engagement with your listeners, giving them an opportunity to respond to you and the topic. You can pre-record the quiz segment and make it part of your show, asking the audience to respond through your social media, promising to give them the answers in the next show. If your facilitator will be presenting the show from the station, they could ask the audience to participate in the quiz by calling in or reading their responses via social media during the broadcast. Lastly, the quiz can also be presented through a live broadcast of your pre-recorded show via Facebook Live or Instagram Live.

Things you need for this activity:
• Prepared quiz questions and answers
• Small prizes or rewards

Present some quiz questions and hand out prizes to those who answer correctly. From the fact-sheet, we created the following quizzes for you to use in your shows on COVID-19 and education. Once you have used these examples, feel free to create more of your own questions to put your listeners to the test!

Quiz 1:
Question: Which of these is a Neglected Tropical Disease?

A. Intestinal worms
B. Schistosomiasis
C. None of the above
D. Both of the above

The correct answer is D

Quiz 2:
Question: What is meant by 'online learning'?

A. It is when you study all alone.
B. It is when classes, assignments and tests are all taking place through virtual platforms that have internet access.
C. It is when you take notes during a school lesson.

The correct answer is B

HOW TO PRESENT YOUR SHOW

Because you are not on air, the reporters who are recording the formats will need to pre-record their intros and outros of their formats. You also have to decide as a group about who will present the shows that go out on air. Some of you may provide your facilitator with a script that will guide them on how you would like the show presented, or you may choose a youth reporter to do the intro and outro for the whole show. Making a decision about how you want to present your show should happen in your remote pre-production meetings.

Use your produced radio features, your research and the suggested script and questions below to create your own script.

[INTRO:]

Host 1/Facilitator: : Warm greetings and HELLO to all our listeners! Thank you for joining us today and welcome to [NAME OF SHOW] on [RADIO STATION]. My name is [NAME] and I will be your host for today's show on COVID-19 and Education. This pandemic has hit us all in different ways and I think the most challenging part for young people was the recommended school closures! As hard as it was, it was all for our own good. With schools reopening now since June in different parts of the world, we have seen how many preparations had to be made in order to make the schools safe enough for students to be at a lower risk of contracting the virus.

It may seem like it's only you and your friends that were affected by the school closures, but the numbers say that 1.29 billion students in 186 countries were affected - that makes up 73.8 percent of the world's students. Keeping up with our year's curriculum has definitely been affected by the closures, especially for students who couldn't catch up via the online learning platforms. Not everyone has access to a mobile phone, a laptop or even data to connect to lessons that were offered online. This has really been unfair to many learners and we hope that there will be efforts made to help those students catch up as schools reopen.

The thing is, schools do more than teach children how to read, write and count. They also provide nutrition, health and hygiene services like deworming programmes, and mental health and psychosocial support too. Schools also help to reduce the risk of violence and early pregnancy, and give young people a place to grow and be themselves. In this show we want to raise awareness about the young people who have been hardest hit by school closures, and figure out what we can do as communities, families and authorities to make sure that these challenges don't affect young people in the long-term and destroy their futures. Let's take a listen to what everyone has to say about this week's topic!

[PLAY PRE-RECORDED INTERVIEW WITH AN INTRO THAT TELLS US WHO IS BEING INTERVIEWED]

[PLAY PRE-RECORDED OUTRO]

[INCLUDE PRE-RECORDED HOST LINKS WHERE NECESSARY BETWEEN FORMATS]

TIP: Having a clear show clock will prepare all the presenters or reporters about what intros, outros and formats they need to record before the broadcast date.

SHOW OUTRO

Host 1/Facilitator: Today's show was very interesting, because the topic of education is really important to all of society and is close to many people's hearts. What I came to understand from everything that was shared in today's show, is that when schools close, young people miss their friends, of course, but they also face serious risks of domestic abuse, if they come from troubled homes. They can also face malnutrition if their homes cannot afford food because of unemployment. It's the most vulnerable children who are the hardest hit. We know from previous crises, that the longer young people are out of school, the less likely they are to return. The most powerful thing at this time is to have these kinds of conversations! Let's speak about education at home, in our religious settings, to our teachers when we return to school, and make sure that everyone sees the challenges of education as something that affects us all as a nation.

Thank you to all our guests and to all those who sent voice notes. Remember the saying that says, "Each One Teach One", we are all responsible for the state of education in the world! Next week on [DAY] at [TIME] we'll be talking all about [NEXT WEEK'S SHOW TOPIC]. Until then, it's bye from us!