



## VII. Monitoring and evaluation of schools reopening efforts

As schools reopen, it will be critical to monitor and evaluate the situation and adapt as necessary. School leaders should adapt and use easy-to-use frameworks for measuring and benchmarking progress during the different planned phases. They can also take into account teachers' and education support staff's roles in providing quality teaching and fostering a safe learning environment.

### Guiding questions for school leaders

#### Monitoring, review and adaptation

##### Have you considered:

- consulting with staff, teacher organizations and relevant local and national authorities to determine the types of information and evidence to be collected to better inform the school's crisis response plan, for example, teacher and learner attendance, teacher workload and learning outcomes?
- with your staff, and other relevant stakeholders (including, for example, PTAs and SMCs), developing a monitoring and evaluation plan to determine the effectiveness of the return-to-school effort and ongoing crisis response, including defining clear roles and responsibilities in the areas of data collection, analysis, documentation and reporting?
- with your staff, reviewing, adapting, and updating available systems for monitoring and tracking children's return, re-enrolments and retention based on learner group, for example, your school census forms used for the national Education Management Information System (EMIS)?
- identifying a system or mechanism for collecting specific COVID-19-related data, including suspected cases of infection and illness, contact tracing, and incidents of stress and anxiety, and put into place the support services needed, if possible? **(See also Section III)**
- identifying a system of mechanism for monitoring the situation of vulnerable and at-risk learners, including out-of-school children?

- ensuring that staff have been informed and consulted about any additional monitoring and reporting obligations they may have related to the return-to-school effort?
- identifying a system or mechanism for staff, learners and families to share their concerns about health and safety and their ideas for promoting a safe, inclusive learning environment?
- planning for a regular review of the school's COVID-19 response once the school has reopened, bringing together different actors to assess the situation, to adapt strategies, and to inform future actions with regard to the health crisis, and linking this review to the school improvement or development plan, if there is one?
- planning for regular assessments of student learning, including through remedial teaching, accelerated learning programmes and tutoring? **(See also Section IV)**



## Tips

**Carry out a school needs assessment** to determine the number of learners and teachers in need of support in different areas, including school feeding, psychosocial support, WASH and additional educational support. You can adapt this [Joint Education School Needs Assessment](#) Form, which was developed as part of the Ebola response.

**Identify key indicators.** Keep in mind the following key principles about defining clear and measurable indicators linked to outcomes to enable effective monitoring and evaluation of your COVID-19 response efforts:

Key indicators should be:

- limited in number and focused on the major priorities;
- based on data and information that can be collected easily over time to provide time series;
- presented in a results-based or outcome-oriented framework, to meaningfully measure results;
- formulated to enable an analysis of disparities or disequilibria (by gender, urban/rural, disadvantaged populations) in policy implementation; and
- consistent and stable throughout the implementation cycle and, most important, easily understandable by all users, from top-level decision-makers to the most directly affected users, i.e. teachers and learners.

For guidance on ensuring that indicators are agreed with and accepted by all stakeholders, see the [Teacher Policy Development Guide](#), page 112



## Resources & further reading

- [Guidelines for transitional education plan preparation](#), Global Partnership for Education, 2016
- [INEE Minimum standards for education: Preparedness, response and recovery](#), Inter-agency Network for Education in Emergencies, 2012
- [INEE Technical Note on Education During the COVID-19 Pandemic, INEE Minimum standards for education: Preparedness, response and recovery](#), Inter-agency Network for Education in Emergencies, 2020
- [Trends Shaping Education Spotlights 21 - Coronavirus special edition: Back to school](#), Organisation for Economic Co-operation and Development, 2020
- [Teacher Policy Development Guide](#), UNESCO, 2019