



Survey on National Education Responses to COVID-19 School Closures

Introduction

This survey by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the World Bank seeks to collect information on national education responses to school closures related to the COVID-19 pandemic. The questionnaire is designed for Ministry of Education officials at central or decentralized level in charge of school education. The questionnaire does not cover higher education or technical and vocational education and training. Analysis of results will allow for policy learning across the diversity of country settings in order to better inform local/national responses and prepare for the reopening of schools.

Given that the survey will be run monthly to ensure that the latest impact and responses are captured, we would suggest that a singular focal point within the ministry is appointed to collect and submit responses on behalf of the country (ideally, a team of two members to ensure response continuity).

In light of the current education crisis, the COVID-19 education response coordinated by UNESCO with our partners is deemed urgent. Thus, responses to the survey will be needed in a timely manner. Given the urgency, please note that we will require this first round of questionnaires to be completed and submitted either on-line or sent to COVID-19.survey@unesco.org by **7 May 2020**.

If you have any questions about this survey, please send them to the same address.

Thank you for your collaboration.



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Contact information

Please note that we aim to contact you again in one month for a limited number of questions to understand the evolution of the national response.

Please provide the respondent's information.

Full name (surname,
first name)

e-mail

Title

Organization

Country



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PLANS FOR RE-OPENING SCHOOLS

1. What are the current plans for reopening schools in your education system? [Select all that apply]
(Note: Partial/Gradual refers to territorial coverage; Phasing refers to progressive scheduling according to grade/age).

Pre-primary

- Nation-wide
- Partial/Gradual
- Phasing students
- Do not know
- Schools are not closed

Expected re-opening date:

Primary

- Nation-wide
- Partial/Gradual
- Phasing students
- Do not know
- Schools are not closed

Expected re-opening date:

Lower secondary

- Nation-wide
- Partial/Gradual
- Phasing students
- Do not know
- Schools are not closed

Expected re-opening date:

Upper secondary

- Nation-wide
- Partial/Gradual
- Phasing students
- Do not know
- Schools are not closed

Expected re-opening date:

2. Are new teachers recruited for reopening?

- Yes
- No
- Do not know



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SCHOOL CALENDAR

3. Has the current school calendar been adjusted (or are there plans in place to adjust it)?

Yes

No

If "Yes", specify

No

Yes

Is there a new end date?

Specify date:

Is there a new starting date for the next school year?

Specify date:

Will you increase class time when schools re-open?

No

Yes

Specify how many hours per day:

Will you introduce remedial programmes?

- No
- Yes

Specify:

Will you introduce accelerated learning programmes?

- No
- Yes

Specify:

4. Is there a plan to adjust the scope of contents to be covered?

- No
- Yes

if "Yes", specify:

- Reduce content covered within subjects
- Reduce number of subjects
- Leave it to the discretion of schools
- Other:

5. Are there expectations that the next school year calendar will be affected?

- No
- Yes. How? (specify dates, if any):



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DISTANCE EDUCATION DELIVERY SYSTEMS

6. Types of delivery systems: Which of the following education delivery systems have been deployed as part of the national (or subnational) distance education strategy for different levels of education?

Radio

| | No | Yes |
|------------------------------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Primary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |

If yes, please provide the channel/program name and website for the three most relevant channel/program (if available):

Television

| | No | Yes |
|------------------------------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Primary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |
| If "Yes", how many hours per week: | | |
| <input type="text"/> | | |

If yes, please provide the channel/program name and website for the three most relevant television channel/program (if available):

Online learning platforms

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

If yes, please provide the website addresses for the three most relevant online platforms (if available):

Paper based take-home materials for parents/students

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

If "Yes", please provide additional information on paper based take-home materials for parents/students:

Other distance learning method, if any:

7. Coverage of distance education delivery systems

Is the actual use monitored?

| | No | Yes | Do not know |
|----------------------------|-----------------------|-----------------------|-----------------------|
| Radio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Television | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-line learning platforms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Paper based / take-home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If yes, please indicate estimated share (%) of children/youth accessing each distance learning system:

Pre-primary

| | |
|----------------------------|----------------------|
| Radio | <input type="text"/> |
| Television | <input type="text"/> |
| On-line learning platforms | <input type="text"/> |
| Paper based / take-home | <input type="text"/> |

Primary

Radio

Television

On-line learning
platforms

Paper based / take-
home

Lower secondary

Radio

Television

On-line learning
platforms

Paper based / take-
home

Upper secondary

Radio

Television

On-line learning
platforms

Paper based / take-
home

If yes, please provide additional information on how participation of students in distance education programmes is monitored:



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ONLINE DISTANCE LEARNING STRATEGIES

This section refers to countries that provide online distance learning. Otherwise, skip to Question 12.

8. Access: Which measures have been taken to facilitate access of students to online distance learning infrastructure? [Select all that apply]

- Offer/negotiate access to internet at subsidized or zero cost
- Make access to distance learning platforms available through landline
- Make access to distance learning platforms available through mobile phones
- Subsidized/free devices for access
- No measures taken
- Other (please specify):

9. What type of online learning platforms are used by teachers, students and parents/caregivers while schools are closed

| | Yes | No | Do not know |
|------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| Open source platform (Moodle, Canvas, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Domestic platform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commercial for free (Blackboard, Google class, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commercial (Microsoft Teams, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Who maintains/creates online learning platforms that can be used by teachers, students and parents/caregivers while schools are closed?

[Select all that apply]

| | Maintains | Creates |
|--------------------------------------------------|--------------------------|--------------------------|
| Ministry of Education | <input type="checkbox"/> | <input type="checkbox"/> |
| Other sources (e.g., private sector, non-profit) | <input type="checkbox"/> | <input type="checkbox"/> |
| School teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| Broadcasters | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> |
| Other. Please specify in the comment box below. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

11. Learning content, use of Open Educational Resources (OERs), and modality of delivery [Select all that apply]

Are all subjects and developmental domains covered in the online learning platform?

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

Are Open Educational Resources (OERs) being used?

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

Modality of delivery: How do the Ministry of Education online learning platforms operate?

| | Synchronous | Asynchronous | Do not know |
|-----------------|-----------------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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TEACHERS

12. Are teachers required to continue teaching while schools are closed?

Pre-primary

- Online
- Support to TV/radio based learning
- Mobile phone
- Take-home/paper based
- Other

Primary

- Online
- Support to TV/radio based learning
- Mobile phone
- Take-home/paper based
- Other

Lower secondary

- Online
- Support to TV/radio based learning
- Mobile phone
- Take-home/paper based
- Other

Upper secondary

- Online
- Support to TV/radio based learning
- Mobile phone
- Take-home/paper based
- Other

If online, through which platform:

- Ministry of Education
- Platforms hosted by private sector
- Other

13. Have teachers been provided with instructions on remote learning, including for TV or radio?

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

14. Have teachers been trained to use remote learning platforms?

| | No | Yes |
|-----------------|-----------------------|-----------------------|
| Pre-primary | <input type="radio"/> | <input type="radio"/> |
| Primary | <input type="radio"/> | <input type="radio"/> |
| Lower secondary | <input type="radio"/> | <input type="radio"/> |
| Upper secondary | <input type="radio"/> | <input type="radio"/> |

15. Have teachers been provided with any additional support in the specific context of Covid-19 to help them with the transition to remote learning?

- No
- Yes

[If yes, select all that apply]

- Online training seminars
- Provision of ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc.)
- Professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content)
- Teaching content (e.g. use of open educational resources (OERs), sample lesson plans etc.)
- Don't know
- Other. Please explain:

16. Are contract teachers being paid during the school closures?

- Full-salary
- Yes, with some cuts
- Yes, with supplements
- No



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STUDENTS

17. Which of the following measures have been taken to ensure the inclusion of populations at risk of being excluded from distance learning platforms? [Select all that apply]

- Support to learners with disabilities (e.g. sign language in online learning programmes)
- Improved access to infrastructure for learners in remote areas; and in urban high-density areas
- Design of learning materials for speakers of minority languages
- Subsidized devices for access
- None
- Don't know
- Other. Please explain:

18. Have any measures been taken to minimize the impact of school closures on the well-being of students? [Select all that apply]

- Psychosocial and mental health support to learners (e.g. online counselling)
- Additional child protection services
- Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers)
- Mechanisms for monitoring student well-being (e.g. regular calls from teachers, etc.)
- No measures
- Other (please specify)

From the list above, please indicate which of these well-being measures are considered to be most critical and elaborate in 1-2 lines on how the selected interventions are being implemented in your country (e.g., coverage, scope, delivery mode, etc.)



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PARENTS/CAREGIVERS

19. What measures have been taken to support parents/caregivers? [Select all that apply]

- Childcare services remaining open for children who cannot be looked after by the parents/caretakers
- Emergency childcare services available and open for frontline workers
- Financial support to families to pay for private childcare services
- Guidance materials for home-based learning for primary and secondary education
- Guidance materials for pre-primary education
- Tips and materials for continued stimulation and play for young children
- Meals/food rations to families of students
- Psychosocial counselling services for children
- Psychosocial support for caregivers
- Regular telephone follow-up by school (teacher, principal...).
- No measures
- Other (please specify)



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LEARNING, ASSESSMENT AND EXAMINATIONS

20. Have any measures been taken to assess student learning on distance education delivery systems?

| | No | Yes | Up to the district, school and/or teacher |
|---------------------------------|-----------------------|-----------------------|-------------------------------------------|
| Radio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |
| Television | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |
| Online learning platforms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |
| Phone calls to students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |
| Paper-based/take home materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: | <input type="text"/> | | |

21. High stake examinations

Do high stake examinations exist?

| | No | Yes | Do not know |
|---------------------------|-----------------------|-----------------------|-----------------------|
| Primary school graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Primary school graduation

If yes, which of the following measures have been taken with respect to high-stakes examinations?

[Select all that apply]

- Continued on planned dates
- Staggered examinations
- Distancing students
- Postponed/rescheduled examinations
- Online examinations implemented/scheduled
- Reduced curriculum content to be assessed
- Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
- Cancelled
- Other (please specify)

If postponed/rescheduled examinations, by how many weeks?

Do high stake examinations exist?

| | No | Yes | Do not know |
|-----------------------------|-----------------------|-----------------------|-----------------------|
| Secondary school graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Secondary school graduation

If yes, which of the following measures have been taken with respect to high-stakes examinations?

[Select all that apply]

- Continued on planned dates
- Staggered examinations
- Distancing students
- Postponed/rescheduled examinations
- Online examinations implemented/scheduled
- Reduced curriculum content to be assessed
- Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
- Cancelled
- Other (please specify)

If postponed/rescheduled examinations, by how many weeks?

Do high stake examinations exist?

| | No | Yes | Do not know |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| University entrance examination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

University entrance examination

If yes, which of the following measures have been taken with respect to high-stakes examinations?

[Select all that apply]

- Continued on planned dates
- Staggered examinations
- Distancing students
- Postponed/rescheduled examinations
- Online examinations implemented/scheduled
- Reduced curriculum content to be assessed
- Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
- Cancelled
- Other (please specify)

If postponed/rescheduled examinations, by how many weeks?

If promotion practices have changed, please specify:

22. Please describe other key challenges and policy measures/responses taken to address the Covid-19-related education challenges in your country.