UIS Survey to monitoring impact on main education data aggregates (MIMEA)

Introduction

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The COVID-19 crisis has brought to the forefront the need to focus on learning equity and inclusion. The most challenging issue in education under the current crisis is to ensure that equity in access and learning are not set back. Given the nature of the crisis, all countries need to lend support to the most vulnerable children to keep them from being further marginalized and ensure they remain engaged in learning. Equity and inclusion in learning needs to continue being a key objective in crisis management.

During these trying times, countries need data more urgently than ever before to plan and monitor emergency response efforts and prepare for medium- and long-term mitigation and recovery strategies.

In these circumstances, the objective of the Survey to monitoring the main education aggregates (MIMEA) is to collect up-to-date information on the most essential education variables for immediate use and to monitor the structural changes that may remain after the COVID 19 crisis is over to support policy decisions, education planning and programming attending to the new forms schooling, teaching and learning are having due to the pandemics. More details in the Concept Note.

The questionnaire is designed for the Ministry of Education officials in charge of school education. It covers pre-primary to upper secondary education levels.

Rational of the survey

The UIS COVID-19 Monitoring the Impact of the Main education aggregates (MIMEA) survey on COVID-19 focuses on a reduced number of variables and their disaggregation with the objective to know the before and during the COVID-19 outbreak.

The MIMEA Survey content

The survey tool includes the collection and reporting of the following variables:
a.   School years, instructional time, and school census;
b.   Enrolment by level of education, sex, distance learning mechanisms, remedial/accelerated programmes, and location;
c.   Teachers by sex, ISCED level, type of contract, and location;
d.   Schools environment;
e.   Financing

When data on secondary education cannot be disaggregated by lower and upper secondary, please report just for total secondary education.

Articulation of MIMEA and the UIS Formal Education Surveys

The MIMEA Survey differs from the UIS Education Survey and it is complementary in many aspects. The data collection mechanism differs to a preferred online and aims for a much reduced number of data points with the most updated data. The main differences described in the Concept Note are:

MIMEA Tool

- Objective: Obtain information pre-Covid and after schools reopening and its regional impact
- Data collection mode: Online and word if needed. It could be filled in mobiles
- Number of questionnaires: One with modules and a reduced number of data points
- Reference Period: 2019-2020 last head count; 2020-2021 first head count
- Timeline: Launched Feb 1st, 30 days to reply

Regional Disaggregation: Yes

UIS education Survey

- Objective: To monitor SDG4 progress by implementing the Global and Thematic indicator framework and other
- Data collection mode: Excel
- Number of questionnaires: 4 (ISCED, Questionnaires A, B and C)
- Reference Period: 2019-2020
- Timeline: Launched October 2020 to be responded by mid-February 2021
- Regional Disaggregation: No

Contact information

2.1 Please provide your contact information

First name	
Last name	
email address	
Function	
Organization	
Country	

School years, instructional time, and school census

3.1 Please complete the table below with information on the school year 2018/2019 or 2019, for countries with calendar school year

Hint: See definitions below.

	Beginning-of-the-school-year	End-of-the-school-year	Intended instructional days in the school year
Pre-primary ISCED 02			
Primary ISCED 1			
Lower secondary ISCED 2			
Upper secondary ISCED 3			

3.2 Please complete the table below with information on the school year 2019/2020 or 2020, for countries with calendar school year

Hint: See definitions below. If there were variations across sub-national administrative divisions, please provide information on the most typical number of days.

	Beginning-of-the-school-year	End-of-the-school-year	(A) Intended number of instructional days in the school year	(B) Actual number of instructional days with schools fully closed due to Covid-19 and with distance learning	(C) Actual number of instructional days with schools fully closed due to Covid-19 and without distance learning	(D) Actual number of instructional days with schools fully open	(E) Actual number of instructional days with schools partially open with hybrid learning	(F) Actual number of instructional days with schools partially open without hybrid learning
Pre-primary ISCED 02								
Primary ISCED 1								
Lower secondary ISCED 2								
Upper secondary ISCED 3								

3.3 Please complete the table below with information on the school year 2020/2021 or 2021, for countries with calendar school year

Hint: See definitions below. Please complete columns (B) to (F) as of 1 February 2021 (countries with school calendar year that has not started should leave them blank). If there were variations across sub-national administrative divisions, please provide information on the most typical number of days.

	Beginning-of-the-school-year	End-of-the-school-year	(A) Intended number of instructional days in the school year	(B) Actual number of instructional days with schools fully closed due to Covid-19 and with distance learning	(C) Actual number of instructional days with schools fully closed due to Covid-19 and without distance learning	(D) Actual number of instructional days with schools fully open	(E) Actual number of instructional days with schools partially open with hybrid learning	(F) Actual number of instructional days with schools partially open without hybrid learning
Pre-primary ISCED 02								
Primary ISCED 1								
Lower secondary ISCED 2								
Upper secondary ISCED 3								

Instructional days are days during which students receive instruction. Non-instructional days are days in the school week or year (not including weekends) devoted to non-instructional activities, including examination periods, holidays, festivities, teacher development, in-service training days, or other special days when students are not expected to be in school.

Intended instructional days is the number of days during which students are meant to receive instruction. It is usually specified in school or education policies or regulations.

Schools were fully closed due to COVID-19: Government-mandated closures of educational institutions (e.g. closure of buildings) affecting most or all of the student population. In most cases, various distance learning strategies are deployed to ensure educational continuity (according to UNESCO definitions).

Schools were fully open: For the majority of schools, classes are being held exclusively in person (e.g. buildings are opened), noting that measures to ensure safety and hygiene in schools vary considerably from context to context and/or by level of education (according to UNESCO definitions).

Schools were partially open: Governments have mandated (a) partial reopening in certain areas, and/or (b) a phased re-opening by grade level or age and/or (c) the use of a hybrid approach combining in-person and distance learning. It also includes the countries where national governments have deferred decisions on re-opening to other administrative units (e.g. region, municipality, or individual schools), and where a variety of re-opening modalities are being used (according to UNESCO definitions).

Hybrid learning: the use of a hybrid approach combining in-person and distance learning.

Distance learning uses ICT (Internet, radio sets, television sets, personal computers, audiovisual material or print material to a minimal degree) to deliver all or a significant portion of teaching to learners removed in space and time. Distance education can take a variety of forms, which include: • Internet-based distance learning either synchronously or asynchronously; • Telecourse or broadcast-based education, in which content is delivered via radio or television; • Mobile devices-based learning where the learner accesses course content stored on a mobile device or through a wireless server; and • Integrated distance learning, combining live versus recorded delivery modes, individualized interaction versus group instruction through various channels, and/or print materials to a minimal degree, etc.

3.4 Projected and actual dates for collecting data through annual school census for school years 2019/2020 (or 2020 for calendar school years) and 2020/2021 (or 2021 for calendar school years). Please enter as many lines as needed.

Statistical unit	Projected date 2019/2020 or 2020	Actual date 2019/2020 or 2020	Projected date 2020/2021 or 2021	Actual date 2020/2021 or 2021
Student / Teacher / School infrastructure				
Student / Teacher / School infrastructure				
Student / Teacher / School infrastructure				
Student / Teacher / School infrastructure				
Student / Teacher / School infrastructure				

Students Pre-Covid-19

4.1 Please enter the reference month and year for the most recent data available on the number of students pre-Covid-19 (typically, before April 2020)

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4.2 Pre-Covid-19: Total number of students enrolled by sex

Hint: Please complete the table below with the number of students enrolled by education level and sex

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

4.3 Pre-Covid-19: Number of students in remedial/accelerated programs

Hint: Please complete the table below with the number of students in remedial/accelerated programs (see definitions below).

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

Remedial programmes generally target students who are struggling with one or more learning domains; and are therefore generally designed to help give the students the individual attention that they need to build their skills and their confidence.

Accelerated programmes (or equivalency programmes) are flexible, age-appropriate programmes, run in an accelerated timeframe, which aim to provide access to education. They generally target disadvantaged, over-age, out-of-school children and youth – particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis.

Students after schools reopening

> **Schools reopening** refers to the end of country-wide school closures, even if not all students have returned to school
>
> **Schools fully closed due to COVID-19 (or country-wide school closures):** Government-mandated closures of educational institutions (e.g. closure of buildings) affecting most or all of the student population. In most cases, various distance learning strategies are deployed to ensure educational continuity (according to UNESCO definitions).

5.1 National definition of enrollment
Hint: Please enter the definition of enrollment

[   ]

5.2 Has the definition on enrollment changed after the schools reopening?

○ Yes (please explain the change in the comment box below and/or add the previous definition)
○ No
○ Schools were never closed due to COVID-19

☐ Don't Know

Comments...

5.3 Are there data available on the number of students enrolled after schools reopening (typically after April 2020)
Hint:

○ Yes (please go to next question)
○ No (please go to next Section)
○ Schools were never closed and data after April 2020 is available (please go to next question)
○ Schools were never closed and data after April 2020 is not available (please go to next Section)
○ Do not know (please go to next Section)

[   ]

5.4 Please enter the reference month and year for which there is data available on the number of students enrolled after schools reopening
Hint: Date should be around the end of 2020 or the most recent date after April 2020

[   ]

5.5 After schools reopening: Total number of students enrolled by sex
Hint: Please complete the table below with the number of students enrolled by education level and sex

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

5.6 After schools reopening: Number of students enrolled by education delivery method

Hint: Please complete the table below with the number of students enrolled by education delivery method. Hybrid learning: the use of a hybrid approach combining in-person and distance learning.

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
In-person - Females					
In-person - Males and females					
Distance learning - Females					
Distance learning - Males and females					
Hybrid - Females					
Hybrid - Males and females					

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3

5.7 After schools reopening - Number of students in remedial/accelerated programs

Hint: Please complete the table below with the number of students in remedial/accelerated programs (see definitions below).

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

Remedial programmes generally target students who are struggling with one or more learning domains; and are therefore generally designed to help give the students the individual attention that they need to build their skills and their confidence.

Accelerated programmes (or equivalency programmes) are flexible, age-appropriate programmes, run in an accelerated timeframe, which aim to provide access to education. They generally target disadvantaged, over-age, out-of-school children and youth – particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis.

Teachers Pre-Covid-19

6.1 Please enter the reference month and year for the most recent data available on the number of teachers pre-Covid-19 (typically, before April 2020)

6.2 Pre-Covid-19: Total number of teachers by sex
Hint: Please complete the table below with the number of teachers by education level and sex

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

Teachers after schools reopening

7.1 Are there data available on the number of teachers after schools reopening (typically after April 2020)
Hint:

○ Yes (please go to next question)
○ No (please go to next Section)
○ Schools were never closed and data after April 2020 is available (please go to next question)
○ Schools were never closed and data after April 2020 is not available (please go to next Section)
○ Do not know (please go to next Section)

<div style="border:1px solid #ccc; border-radius:8px; height:40px;"></div>

7.2 Please enter the reference month and year for which there is data available on the number of teachers after schools reopening
Hint: Please enter the closest date to the one entered for students after schools reopening date, if available, or the closest date around February 2021, or the most recent date after April 2020.

<div style="border:1px solid #ccc; border-radius:8px; height:40px;"></div>

7.3 After schools reopening: Total number of teachers by sex
Hint: Please complete the table below with the number of teachers by education level and sex

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

7.4 After schools reopening: Total number of teachers by type of contract
Hint: Please complete the table below with the number of teachers by type of contract

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Permanent					
Non-permanent					
Unknown					
All teachers					

7.5 After schools reopening: Number of trained teachers by sex

Hint: A trained teacher is one who has fulfilled at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education according to the relevant national policy or law. These requirements usually include pedagogical knowledge (broad principles and strategies of classroom management and organization that transcend the subject matter being taught - typically approaches, methods and techniques of teaching), and professional knowledge (knowledge of statutory instruments and other legal frameworks that govern the teaching profession). Some programmes may also cover content knowledge (knowledge of the curriculum and the subject matter to be taught and the use of relevant materials).

	Pre-primary ISCED 02	Total primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Females					
Males and females					

Metadata

Hint: 7.6 Please enter the national definition of trained teachers used to report data in this questionnaire.

Students and teachers by first-level administrative division (e.g. provinces, regions, departments, etc.)

8.1 Do you have data on students or teachers by the first sub-national administrative level name (e.g. province name)?

○ Yes (if yes to any of those, please answer the rest of the questions in Section 8 with the data available)
○ No (please go to next Section)
○ Do not know (please go to next Section)

8.2 Please list the names of the first-level administrative division existing in your country for which you have data on students or teachers available (Please add one name by row)

First-level administrative division name

8.3 Both sexes: Students in basic education pre-Covid and after schools reopening by first-level administrative division (e.g. province)

First sub-national administrative level name (e.g. province name)	Pre-Covid - Primary ISCED 1 - Enrollment	Pre-Covid - Lower secondary ISCED 2 - Enrollment	After schools reopening - Primary ISCED 1 - Enrollment	After schools reopening - Lower secondary ISCED 2 - Enrollment

8.4 Females: Students in basic education pre-Covid and after schools reopening by first-level administrative division (e.g. province)

First sub-national administrative level name (e.g. province name)	Pre-Covid - Primary ISCED 1 - Enrollment	Pre-Covid - Lower secondary ISCED 2 - Enrollment	After schools reopening - Primary ISCED 1 - Enrollment	After schools reopening - Lower secondary ISCED 2 - Enrollment

8.5 Both sexes: Teachers in basic education pre-Covid and after schools reopening by first-level administrative division (e.g. province)

First sub-national administrative level name (e.g. province name)	Pre-Covid - Primary ISCED 1 - Teachers	Pre-Covid - Lower secondary ISCED 2 - Teachers	After schools reopening - Primary ISCED 1 - Teachers	After schools reopening - Lower secondary ISCED 2 - Teachers

8.6 Females: Teachers in basic education pre-Covid and after schools reopening by first-level administrative division (e.g. province)

First sub-national administrative level name (e.g. province name)	Pre-Covid - Primary ISCED 1 - Teachers	Pre-Covid - Lower secondary ISCED 2 - Teachers	After schools reopening - Primary ISCED 1 - Teachers	After schools reopening - Lower secondary ISCED 2 - Teachers

Schools after reopening

9.1 Number of educational institutions with basic services, reorganized for social distancing, and providing free meals by level of education
Hint: Please see definitions below.

	Primary ISCED 1	Total secondary ISCED 2+3	Lower secondary ISCED 2	Upper secondary ISCED 3
Total				
With improved toilets				
With improved drinking water source				
With handwashing facilities				
Providing free meal services to students (school feeding)				
That changed organisation/structure to address social distancing				

Comments...

Improved drinking water source is a water delivery point that by the nature of its design protects the water from external contamination, particularly of fecal origin. Examples of improved drinking water facilities include piped water, protected wells, tube wells and boreholes, protected springs and rainwater and purchased bottled water. Unimproved water sources include unprotected wells and springs, tanker-trucks and surface water (e.g. rivers, lakes).

Improved toilets include a pit latrine with slab, a ventilated improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. Unimproved facilities include a pit latrine without a slab, hanging toilets and bucket toilets. A school should be counted as having **single-sex toilets** if separate girls and boys toilets are available on the location or the educational institution is a single sex school and has toilets. An educational institution should be counted as having usable toilets if these toilets are not broken, the toilet hole is not blocked and, in the case of flush or flush-pour toilets, water is available.

Basic handwashing facilities are defined as functional handwashing facilities, with soap and water available to all girls and boys.

School feeding is defined here as the provision of food to schoolchildren. There are as many types of programmes as there are countries, but they can be classified into two main groups based on their modalities: (1) in-school feeding, where children are fed in school; and (2) take-home rations, where families are given food if their children attend school. In-school feeding can, in turn, be divided into two common categories: (1) programmes that provide meals; and (2) programmes that provide high-energy biscuits or snacks (source: World Food Programme, 2013. "State of School Feeding Worldwide 2013," World Bank Publications, The World Bank, number 13536, June).

Expenditure on education

10.1 Please provide information on the start and end of the financial years ending in 2019, 2020, and 2021

	Beginning-of-the-financial-year	End-of-the-financial-year
2019		
2020		
2021		

10.2 Please indicate the name of the national currency used to report data in this section.

10.3 Please indicate the unit of the national currency used to report data in this section.

○ Units - Your reported 1,000$, it reads 1,000$

○ Hundreds - Your reported 1,000$, it reads 100,000$

○ Thousands - Your reported 1,000$, it reads 1,000,000$

○ Millions - Your reported 1,000$, it reads 1,000,000,000$

○ Billions - Your reported 1,000$, it reads 1,000,000,000,000$

10.4 Expenditure on education by level of education
Hint: Please enter the amounts of budget/actual expenditure on education. Please ensure that the Total = sum of amounts by ISCED level + Not allocated category.

	Budget 2019	Budget 2020	Budget 2021	Actual expenditure 2019	Actual expenditure 2020
Total: Government expenditure on education (central, regional and local)					
Early childhood (ISCED 01)					
Pre-primary (ISCED 02)					
Primary (ISCED 1)					
Total secondary (ISCED 2+3)					
Post-secondary non-tertiary (ISCED 4)					
Tertiary (ISCED 5-8)					
Not allocated					

10.5 Total government expenditure (all sectors, including education)

Hint: Please enter the amounts of budget/actual total government expenditure (all sectors, including education).

	Budget 2019	Budget 2020	Budget 2021	Actual expenditure 2019	Actual expenditure 2020
Total government expenditure (all sectors, including education)					

10.6 Other economic variables

	2019	2020	2021
National Gross Domestic Product (GDP, in national currency)			
Total population of the country			
Annual average exchange rate (price in national currency of one unit of U.S. dollar)			

10.7 Please provide the URL(s) to the reports/datasets used as data sources to complete this section on education expenditure, when available.

Description/name of the report/datasets	URL (or website)

General comments

11.1 Please briefly describe the most important points on how the Covid-19 has affected the education system in your country and which is the current situation.

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│   │
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11.2 Please provide the URL(s) to reports/datasets with national data on education relevant for data provided in this questionnaire

Description/name of the report/datasets	URL (or website)