

JUNE 2021



## WHAT'S NEXT?

Lessons on Education Recovery:  
Findings from a Survey of  
Ministries of Education amid  
the COVID-19 Pandemic



# Presentation of the findings from a Survey of Ministries of Education 2<sup>nd</sup> joint report

13 July 2021

# Agenda

Opening of session and welcoming remarks

- **Welcoming remarks:** Borhene Chakroun (UNESCO )
- **Success factors of the partnership:** Silvia Montoya (UNESCO Institute for Statistics)

Panel discussion (Moderator: Nicolas Reuge (UNICEF))

- **Overview of the Survey:** Corinne Heckmann (OECD) and Yifan Li (UNESCO Institute for Statistics)
- **Monitoring and mitigating learning losses from school closures:** João Pedro Azevedo (World Bank)
- **Deploying effective remote learning strategies:** Maryam Akmal (World Bank)
- **Teacher's management and support to teachers:** Oscar Onam (UNICEF)
- **Re-opening schools safely for all:** Anindita Nugroho (UNICEF Office of Research)

Questions & Answers

**Closing remarks:** Manos Antoninis (UNESCO) and Marie-Helene Doumet (OECD)

# Success factors of the partnership

Usual bottlenecks for a genuine and effective partnership	Success factors
Habit of working in silos (across and within orgs)	<ul style="list-style-type: none"> <li>Multiple uncoordinated data collections are an unnecessary burden for MoEs. Strong rationale for joint work (global public good)</li> </ul>
Lack of internal incentives	<ul style="list-style-type: none"> <li>Supported by Management of each org</li> </ul> <p>Progressivity of the collaboration (Round 1 → Round 2 → Round 3)</p>
Lack of funding	<ul style="list-style-type: none"> <li>Mutualisation (e.g. UNICEF: Edu Them Fund (mainly Norway) and other internal resources for research staff time and graphic design; UNESCO: GPE COVID fund; OECD...)</li> </ul>
Differences in views/processes	<ul style="list-style-type: none"> <li>Compromise/Consensus-building</li> </ul> <p>Standardization of data cleaning/analysis processes</p>
Visibility/competition	<ul style="list-style-type: none"> <li>Joint visibility acknowledging all</li> </ul>
Coordination challenges	<ul style="list-style-type: none"> <li>Modern tools/workspace (shared folder/files/data/stata codes/Github)</li> </ul> <p>Regular meetings (Video Conferences)</p>

# Surveys Overview

- Collect up-to-date information on the education policy interventions and global responses to the pandemic in 2020 and 2021
- Support subsequent educational planning and programming to deploy effective learning strategies.
- To collect essential data to track and to monitor the impact of the COVID-19 on students, teachers, school environment, and financing, among others, with attention to inequality in terms of gender and regional dimensions that are usually not captured through the regular UIS survey.

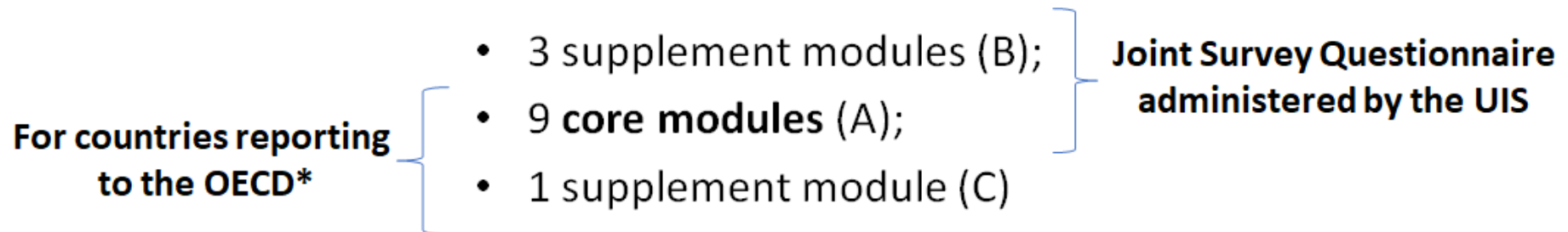
# Surveys responses overview

Joint Survey 3 <sup>rd</sup> Iteration		
	UIS/UNICEF/WB survey	OECD survey
Survey period	February 2021 - May 2021	January 2021 – March 2021
Languages	The Survey is administered in 5 languages: English, French, Spanish, Russian and Arabic	The Survey is administered in English
Instruments for data collection	Mobile friendly online survey platform and Word questionnaire that can be submitted by email, if needed.	Excel questionnaire
Webpage	<a href="http://covid19.uis.unesco.org/joint-covid-r3/">http://covid19.uis.unesco.org/joint-covid-r3/</a> Concept Note; link to online questionnaire; .rtf questionnaire; glossary; data	
Data Availability	Publicly available in Excel and STATA	
Coverage	In total, 143 countries responded to the questionnaire. 31 countries submitted responses to the OECD (“OECD survey”) and 112 countries responded to the UIS (“UIS survey”). 7 countries responded to both surveys.	

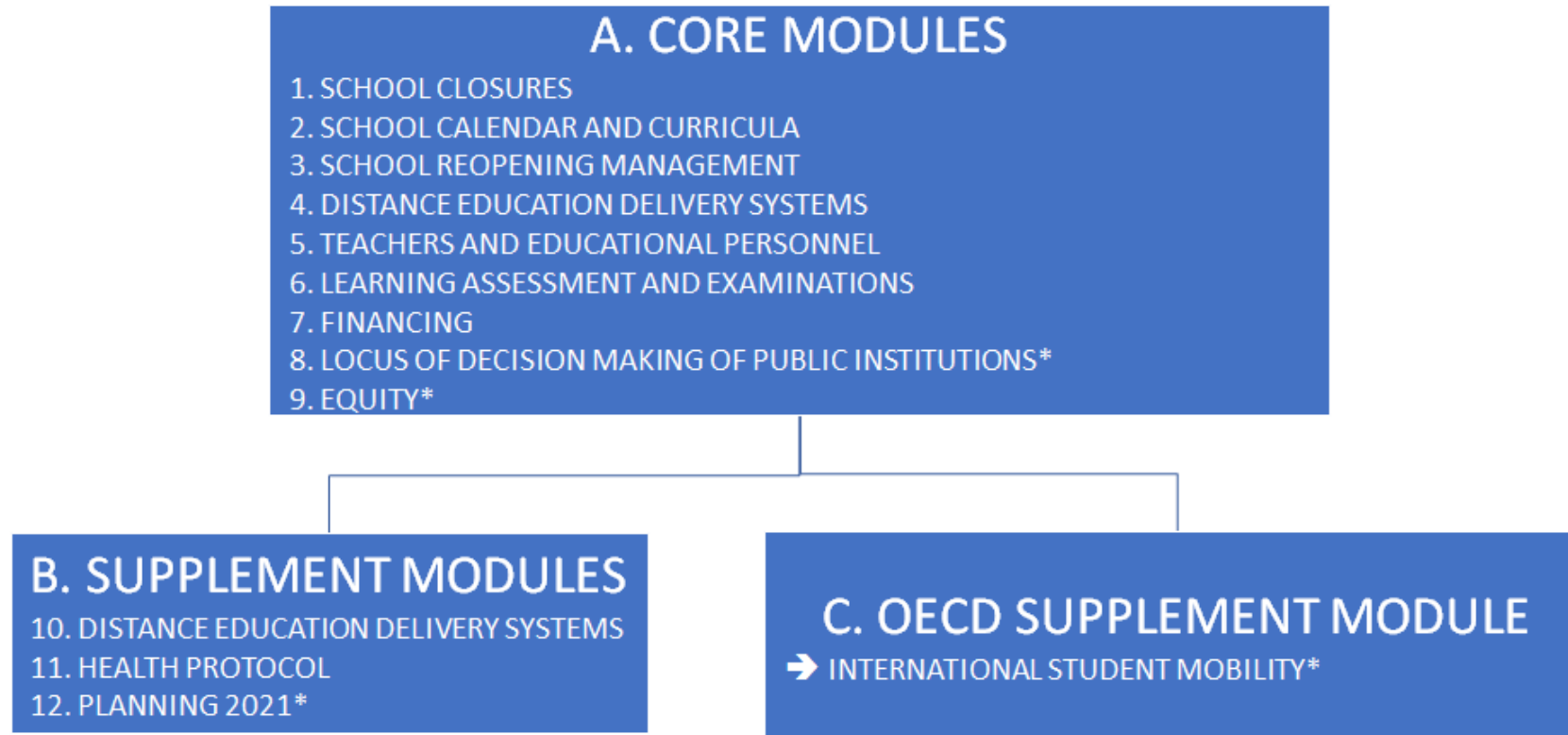
# Surveys responses overview

- The questionnaire consists of
  - a set of **core modules**, aimed for all countries, and
  - 2 sets of **supplement modules**, depending on to whom the countries report their education data as described below.

- There are:



# Surveys responses overview: survey structure



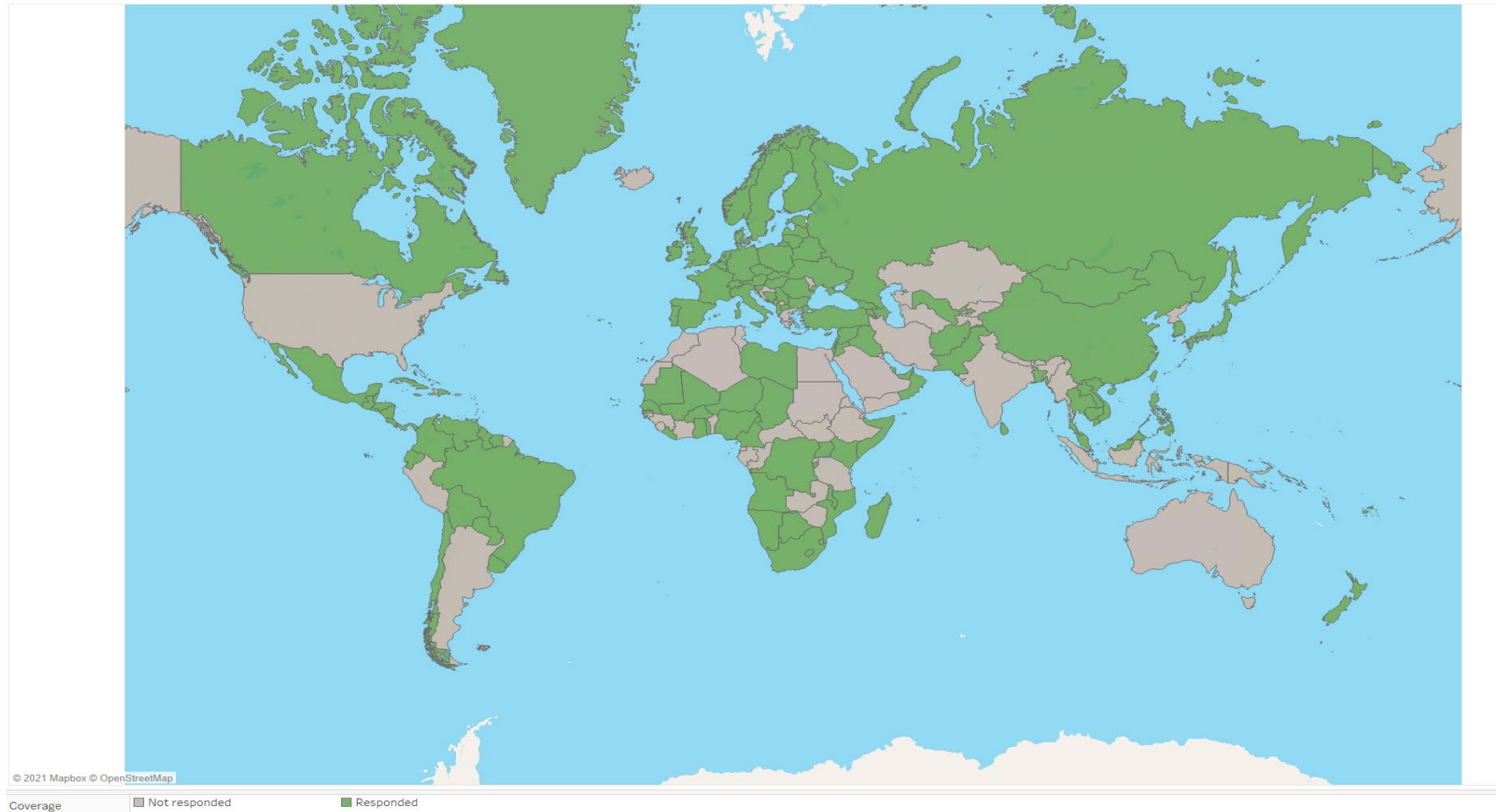
*Note: \* represents new modules in the 3<sup>rd</sup> iteration*

# Surveys responses overview: New Modules

- While extending questions in the modules covered by previous two iterations, the 3<sup>rd</sup> iteration contains **new modules**
- **Locus of decision making of public institutions (Core module)**
  - How were decisions on education related to the pandemic made in primary and lower secondary education by levels of government?
- **Equity (Core module)**
  - To what extent regulations include private schools?
  - What are the measures taken to support the education of vulnerable groups during the pandemic?
- **Planning 2021 (UIS Supplement module)**
  - New training programmes or activities planned
  - Conditions for school reopening/reclosing
- **International student mobility (OECD Supplement module)**



# Surveys responses overview: Key aspects regarding questionnaire completion



# Surveys responses overview: Where to find the data and key findings

	Joint Survey Round 3
TCG website	<a href="http://covid19.uis.unesco.org/joint-covid-r3/">http://covid19.uis.unesco.org/joint-covid-r3/</a>
Data availability	Available in Excel: <ul style="list-style-type: none"><li>• UIS: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/UIS_JSW3_Data.xlsx">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/UIS_JSW3_Data.xlsx</a></li><li>• OECD: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/OECD_JSW3_Data.xlsx">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/OECD_JSW3_Data.xlsx</a></li></ul>
Technical note	Available in pdf: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/JSW3_TechnicalNote.pdf">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/JSW3_TechnicalNote.pdf</a>
Report	<a href="#"><u>UNESCO, UNICEF, the World Bank and OECD (2021). What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic. Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank.</u></a>

JUNE 2021



## WHAT'S NEXT?

Lessons on Education Recovery:  
Findings from a Survey of  
Ministries of Education amid  
the COVID-19 Pandemic



THE WORLD BANK  
IBRD · IDA | WORLD BANK GROUP



OECD

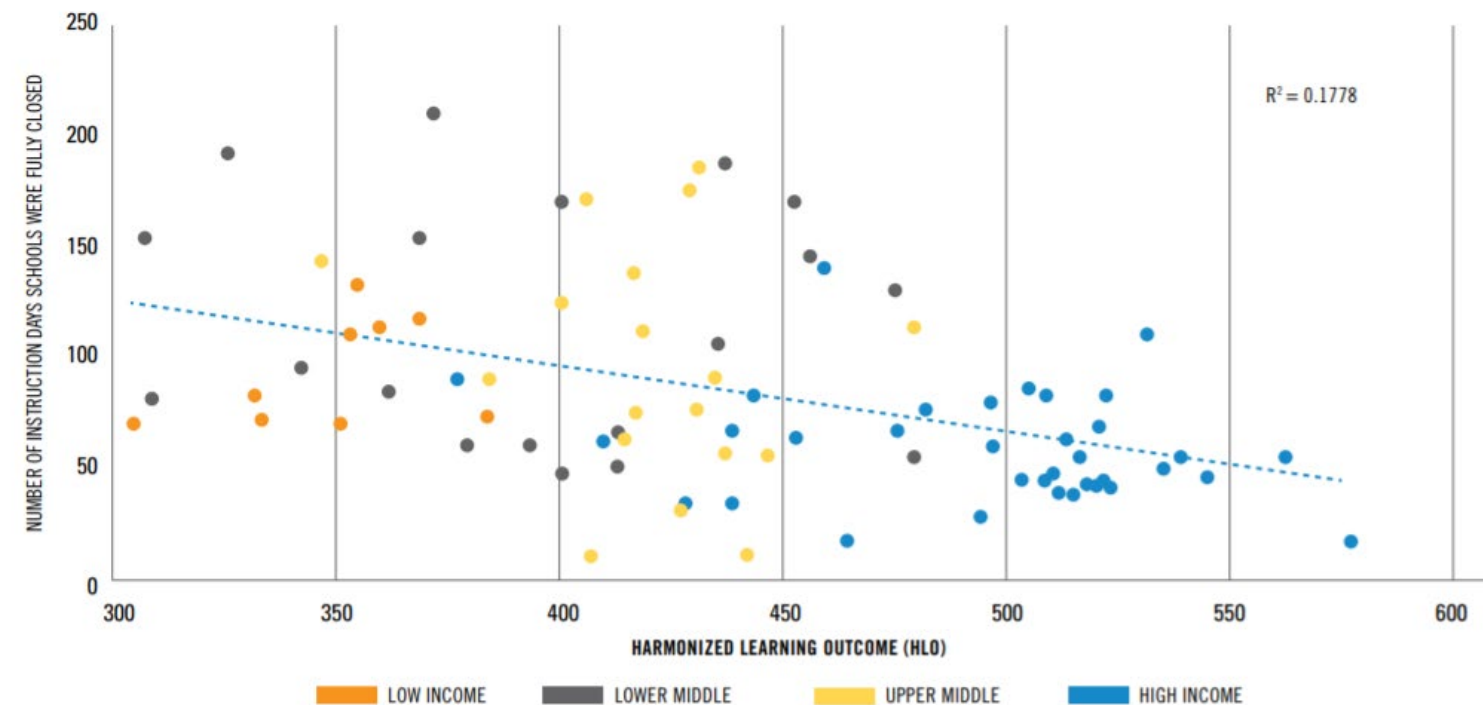
# Presentation of the findings

**MONITORING AND MITIGATING LEARNING  
LOSSES FROM SCHOOL CLOSURES**

# School closures have led to a significant loss in in-person instruction time

- 79 in-person instruction days were lost on average in 2020 – roughly **40%** of total instruction days in OECD and G20 countries
- Inequities in loss in instruction time: 115 days in LMICs vs 53 days in HICs
- Modestly negative relationship between HLO and loss of in-person instruction for HICs

FIGURE 1-2: Total instruction days lost and compared with harmonized learning outcomes, by income group

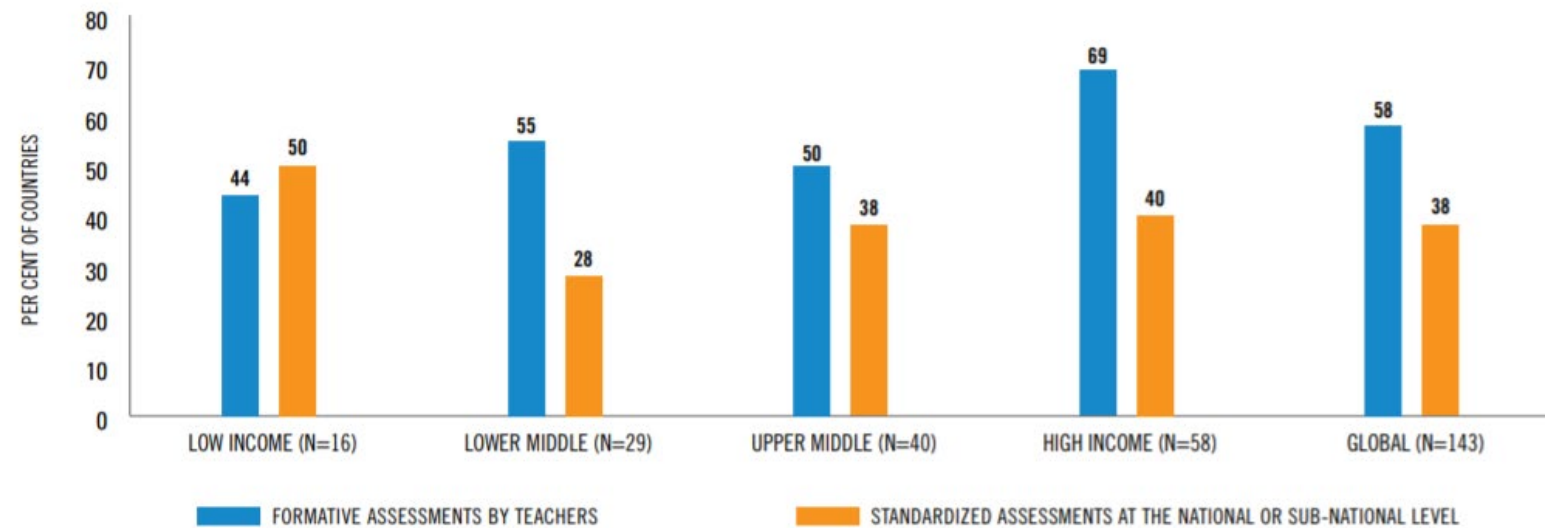


Note: Harmonized Learning Outcomes for the year 2020 are based on World Bank data. More information on the coverage of each income group can be found in Annex 1.

# School closures are likely to exacerbate learning losses (unequally)

- Effectively addressing COVID-19 learning losses requires measuring them
- Only a little over one-third of countries report having taken steps to assess students in a standardized way – among those that don't, **over half are LICs**
- **Only over half** report conducting formative assessments in the classroom

FIGURE 1-4: Share of countries that conducted assessments to track impact of school closures, by income group

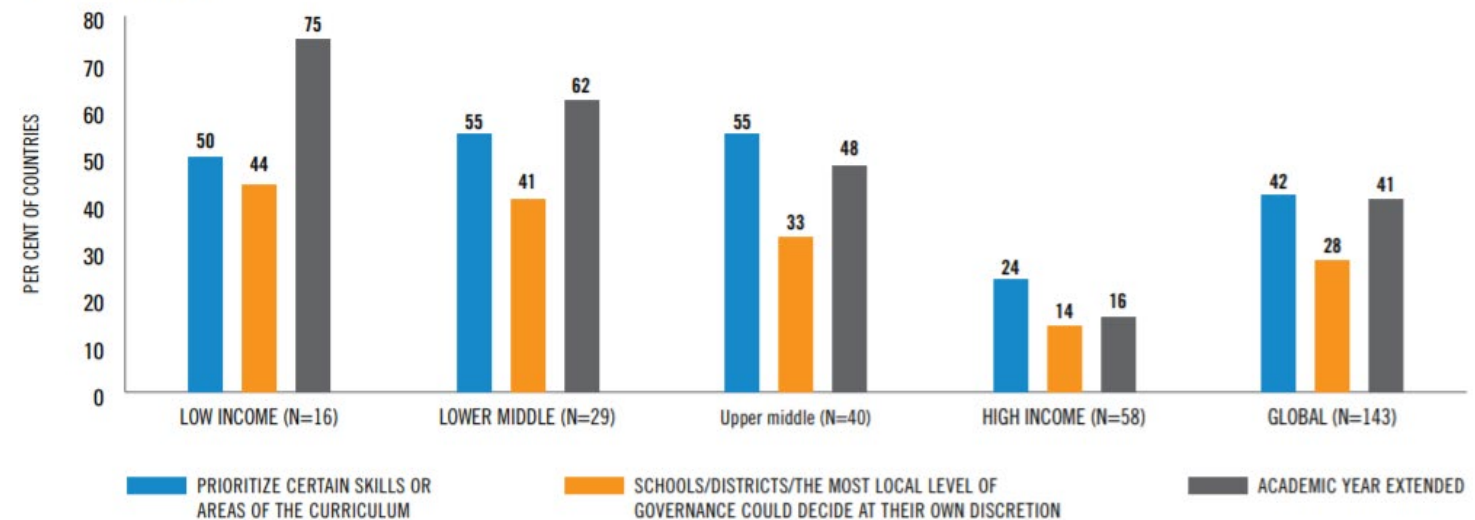


*Note: The chart shows the per cent of countries in a specific income group that responded with the answer for at least one education level among primary and lower secondary, which are the only education levels available for this question. While the results represented in this Figure covers more than 50 per cent of the global student-aged population, this may not apply to specific income groups. More information on the population coverage of each income group can be found in Annex 1.*

# Some Countries, not all, are able to make adjustments to catch up from school closures and learning losses

- Some response measures include: **Extending the academic year (41%),** and **prioritization of certain curriculum areas (42%)**
- **More than half (54 per cent)** report **no adjustments** have been or will be made
- Majority of LICs focused on extending the academic year, and a relatively lower proportion prioritized specific areas of the curriculum

**FIGURE 1-5:** Share of countries reporting adjustments to the school calendar dates and curriculum due to COVID-19, by income group



*Note:* The chart shows the per cent of countries in a specific income group that responded with the answer for at least one education level among pre-primary, primary, lower secondary and upper secondary. More information on the coverage of each income group can be found in Annex I.

# COVID19 impacted national examinations at all elvels

- **COVID19 impacted national examinations at all levels:** Some countries reported canceling examinations, others rescheduled examinations or introduced other policies to be able to hold examinations\*
- **Introducing additional health and safety measures was the most common approach:** Among policy options related to scheduling examinations, across all levels, more than 50 per cent respondent countries reported introducing additional health and safety measures
- **Low-income countries were less likely to adjust content or mode of examination:** Introducing alternative assessment and adjustment of contents or mode of examination were approaches adopted by middle and high income countries but low-income countries were not at all or less likely to adopt these approaches.

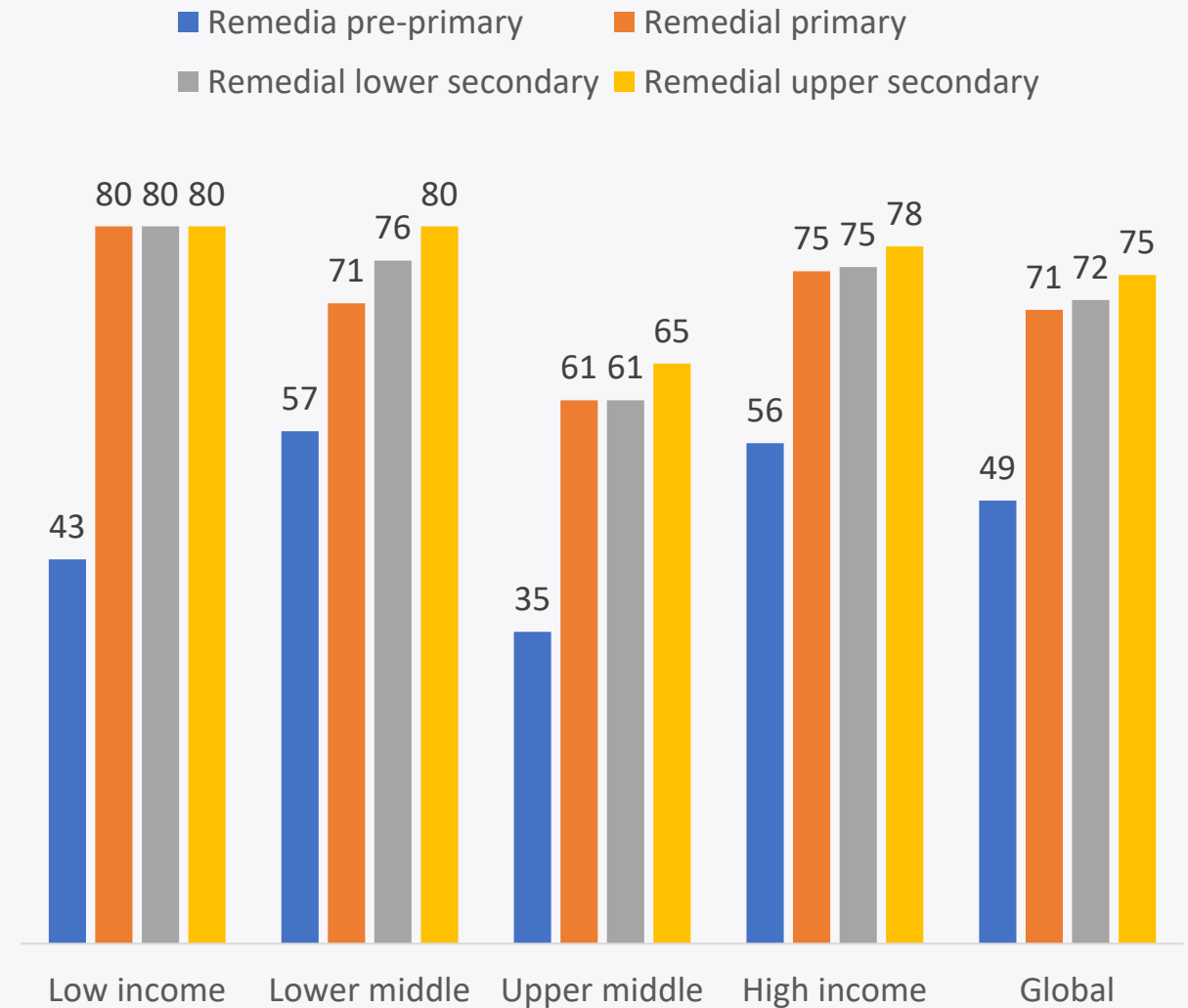
\*Data point not included in the figure here





# Several countries have introduced remedial measures

- **More countries have introduced remedial measures.** Nearly two-thirds of countries that did not report remedial measures in the last survey round did so this time around. Most were high- or upper-middle income countries.
- **Remedial measures were significantly less likely at pre-primary levels.** One a third of lower-middle income countries are implementing this.
- **Remedial measures are often targeted.** At primary and lower secondary, they usually focus on students unable to access distance learning. At upper secondary, focus is on students facing national examinations.

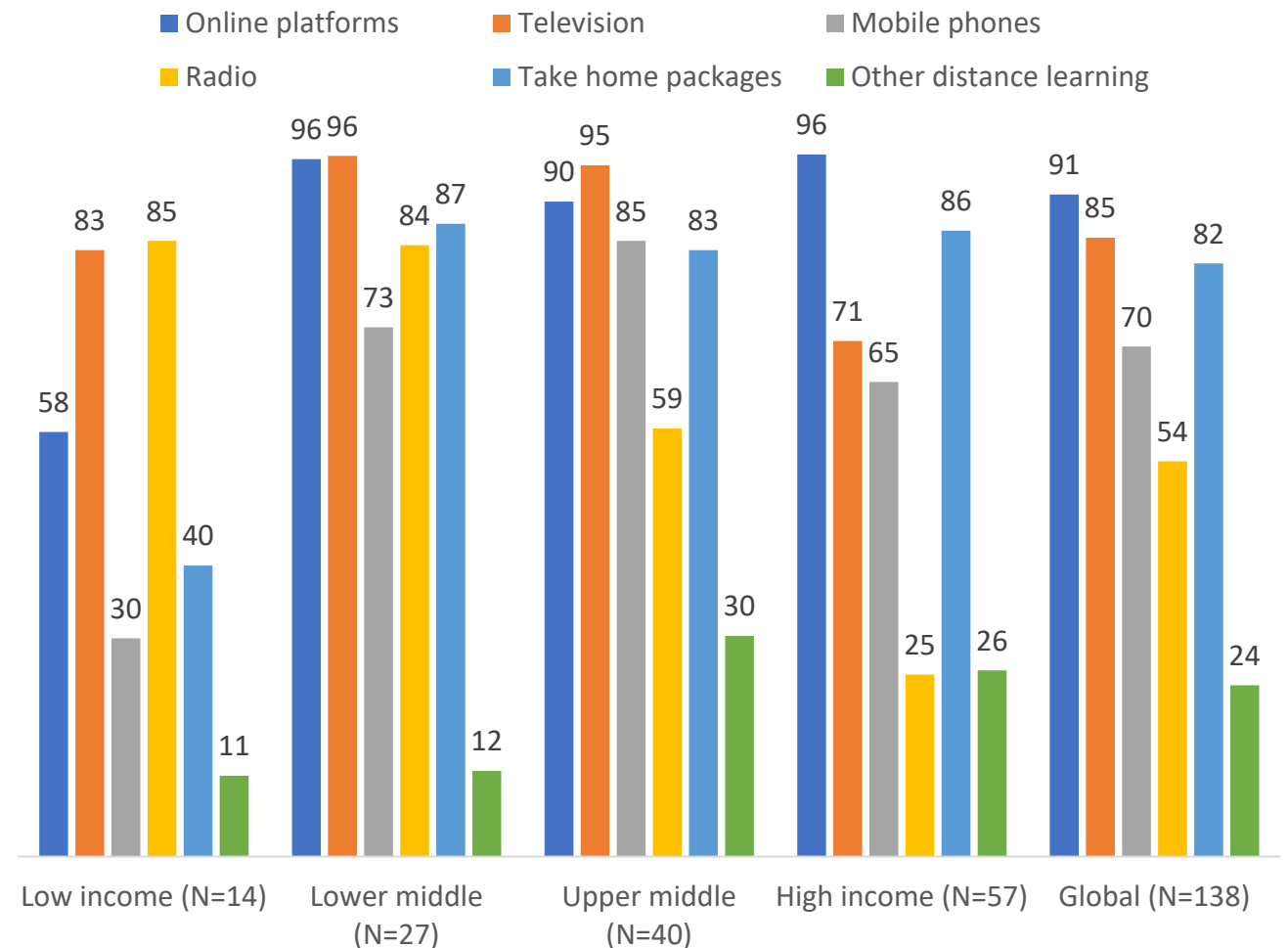


**DEPLOYING EFFECTIVE AND EQUITABLE  
DISTANCE LEARNING STRATEGIES**

# Governments responded to school closures by offering various high- and low-tech remote learning solutions

- **TV and radio** were more popular among low-income countries, whereas **online platforms** were the most popular modality in high income countries.
- Most countries provided **multiple modalities** for remote learning across education levels. **More than half** of the countries reported using five or more remote learning modalities.
- **Combining one-way technologies with interactive mobile-based modalities** can allow tailored feedback from teachers to students, and help improve access for marginalized children.

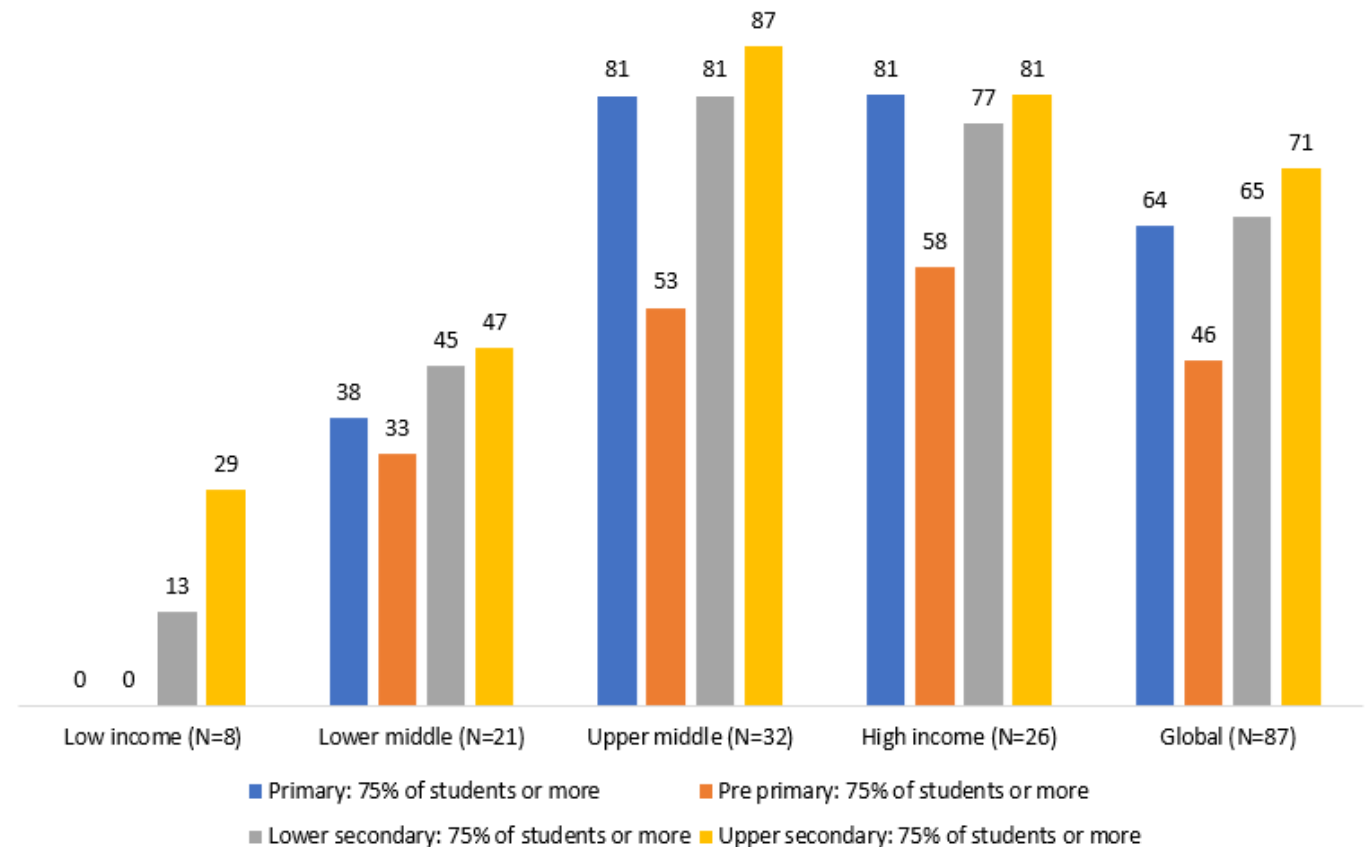
Share of respondent countries offering a remote learning modality across at least one education level



# Provision of remote learning modalities does not automatically ensure take-up

- **Provision does not ensure take-up.** Over a third of LICs and LMICs whose national distance education strategy included TV or radio reported that less than half of primary school students were reached by TV and radio.
- It is important that countries avoid a “**remote learning paradox**” where technological solutions are not suited to the context, resulting in low take-up by students.
- **Need better evidence**, particularly in low-income countries, to understand the effectiveness of remote learning. 73 per cent of countries reported having assessed the effectiveness of at least one distance learning strategy.

Share of respondents with over 75 per cent of students following remote education

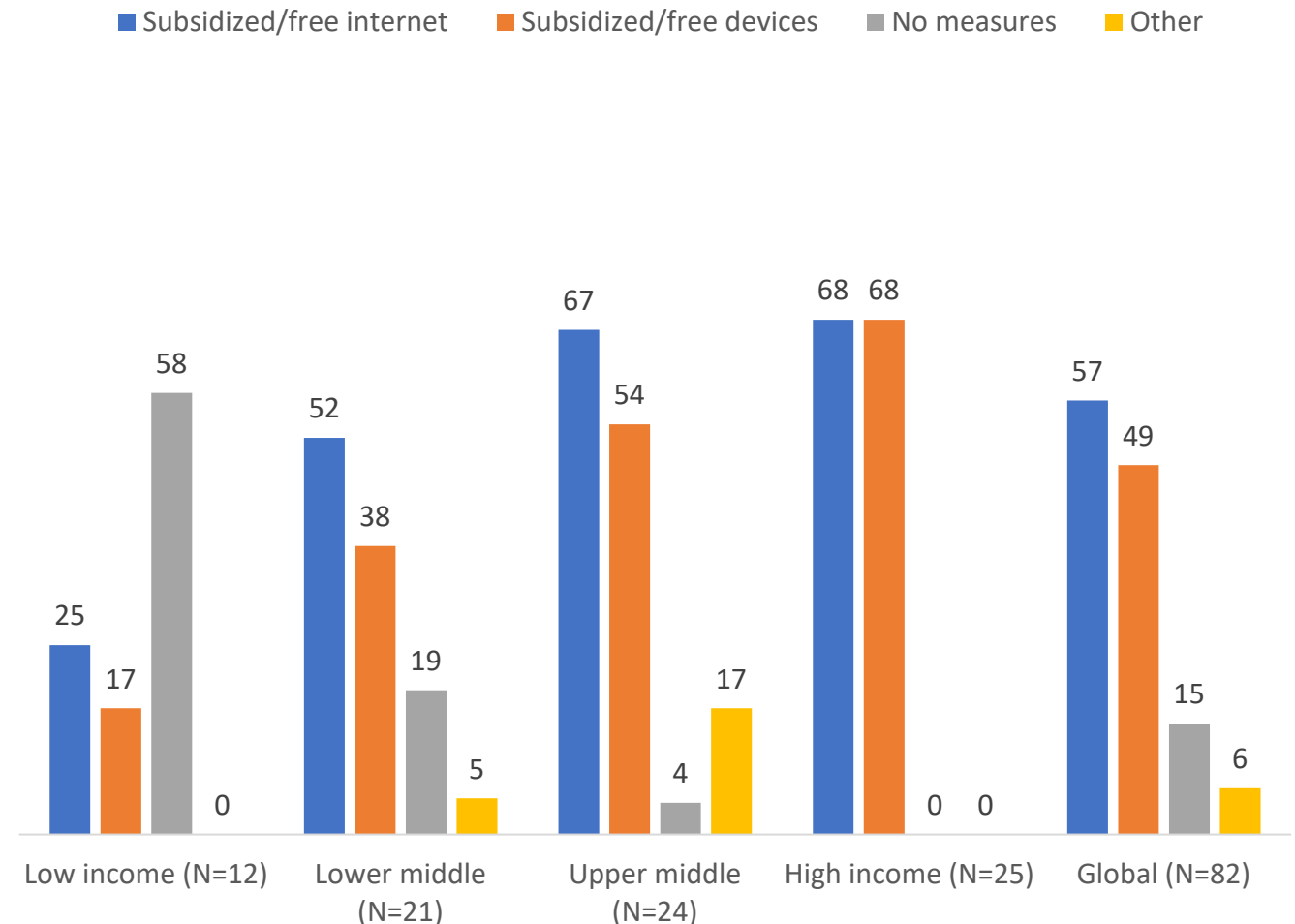


# Governments face many challenges hindering effective remote instruction

- **Teachers and learners need a supportive environment**, including remote assistance, subsidized or free access to devices and internet, and feedback, among other factors.
- **Over a third** of low and lower-middle income countries offering remote online education **have no planned measures** to facilitate online connectivity for students, potentially worsening inequities.
- **Less than half** of countries have taken any measures\* to specifically support **girls' access to remote learning**. It is critical that policymakers prioritize closing the digital gender divide and ensure no girls are left behind.

\* These measures include financial support, improved access to infrastructure, provision of subsidized devices, tailored learning materials, and flexible and self-paced platforms, among others

Share of respondent countries instituting supporting measures to facilitate online remote learning

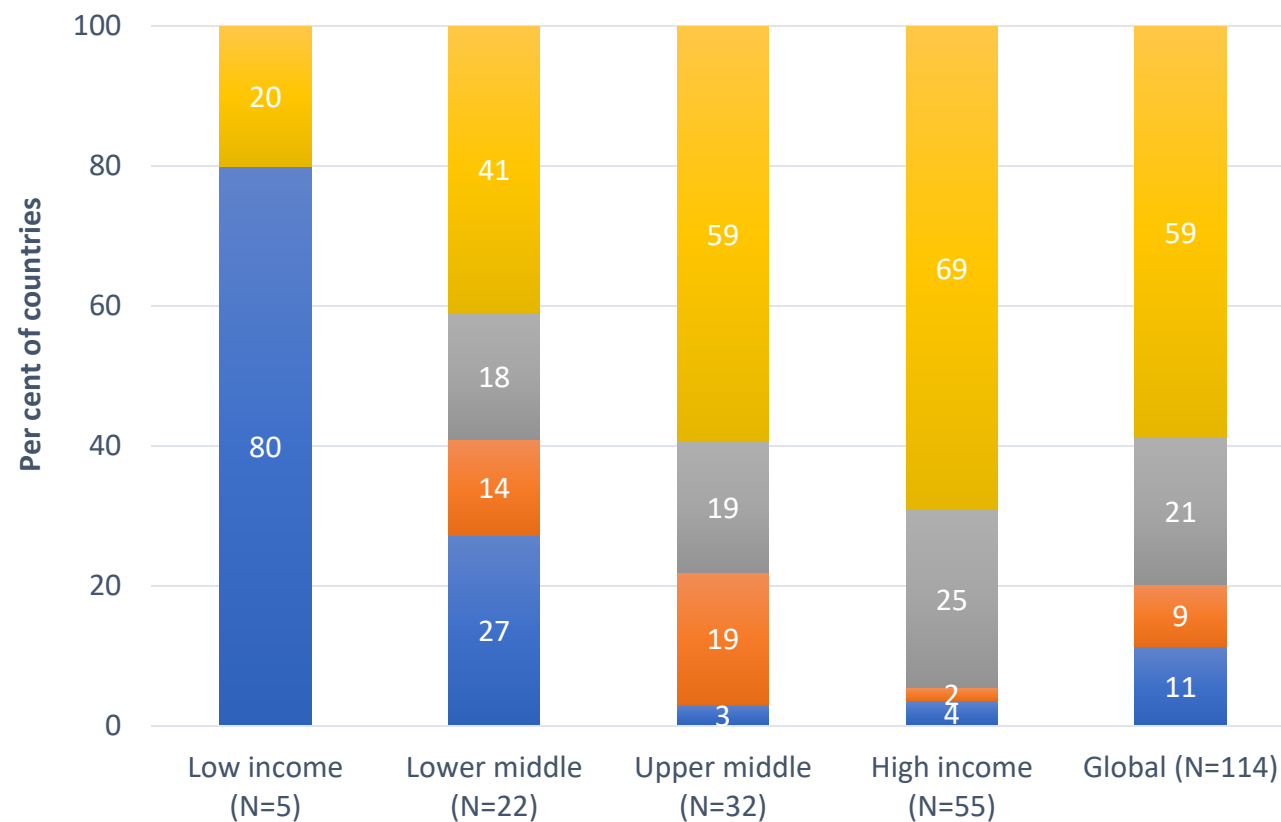


**Teacher's management and support to teachers**

# Teaching and teacher interaction

- Majority of countries required teachers to teach remotely/online.
- Interaction between teachers and parents and/or students was encouraged through various methods.
- Wealthier countries utilized a broader range of interaction methods between teachers, parents and/or students.

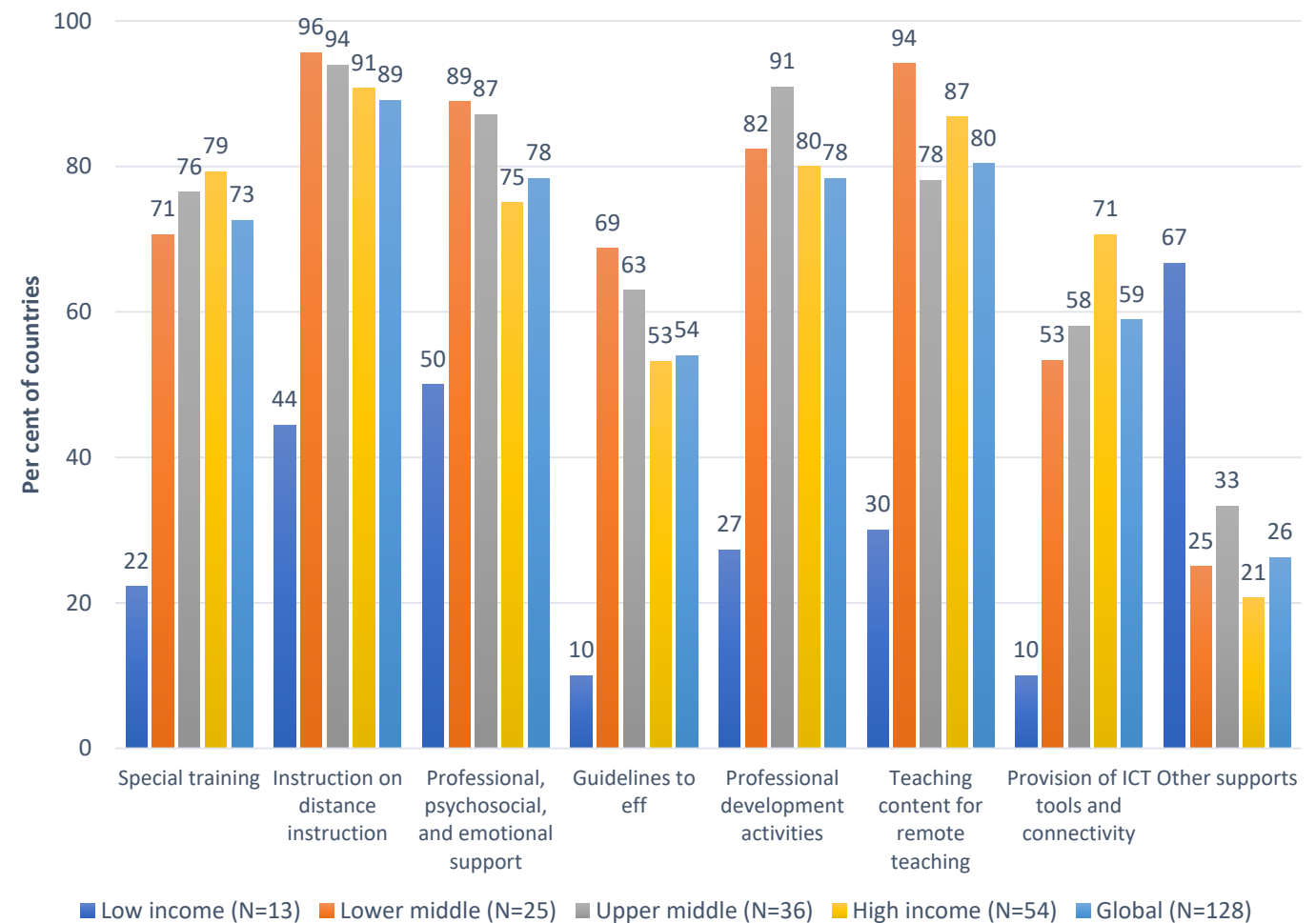
## Work requirement, by income level



# Teacher support

- Teachers were supported to transition to remote learning, particularly in wealthier countries, most common support were:
  - instructions on how to deliver lessons through remote learning
  - teaching content for remote teaching.
  - psychosocial and emotional support.

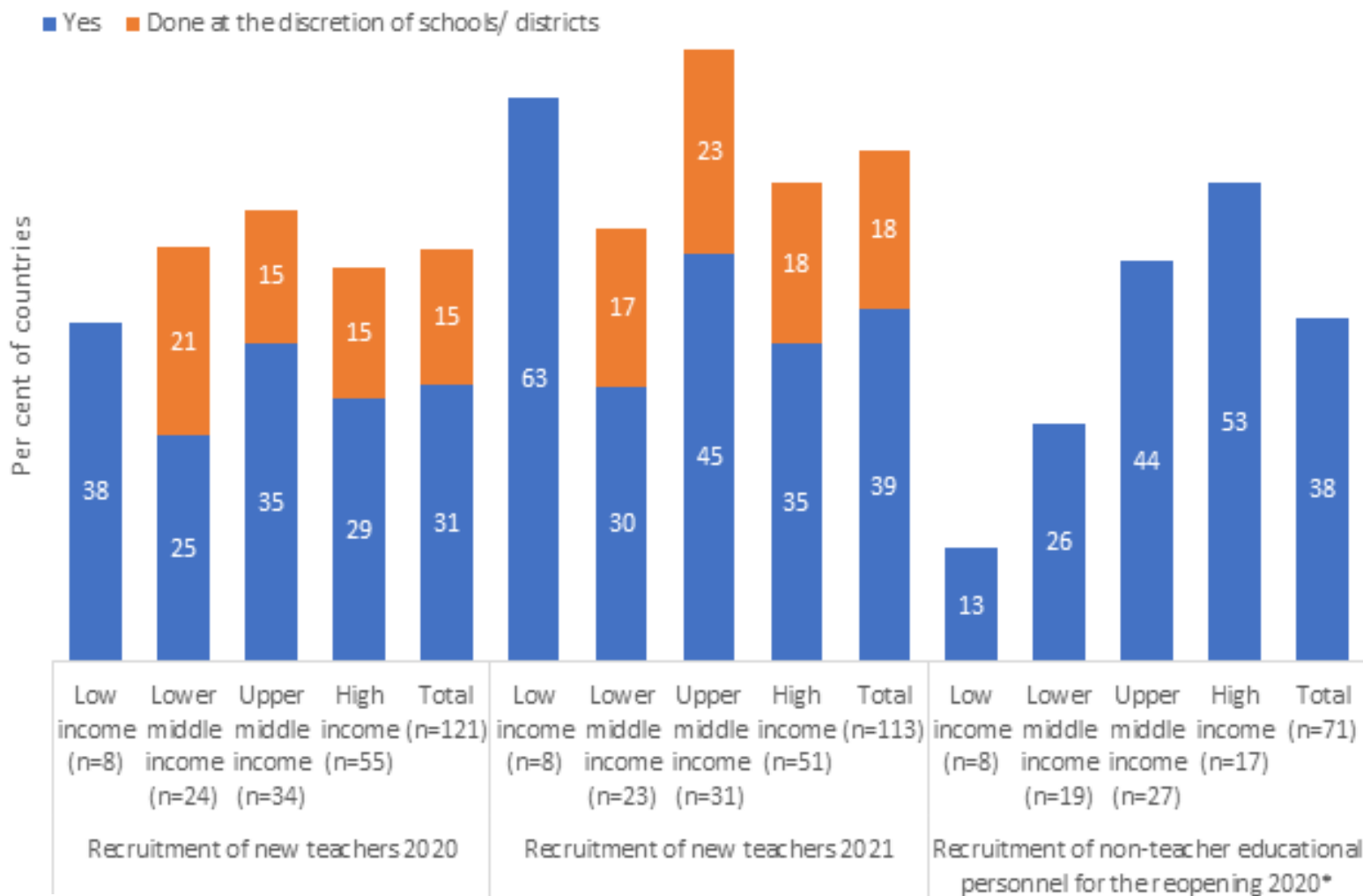
Support provided to teachers nationwide, by type of support and income group.





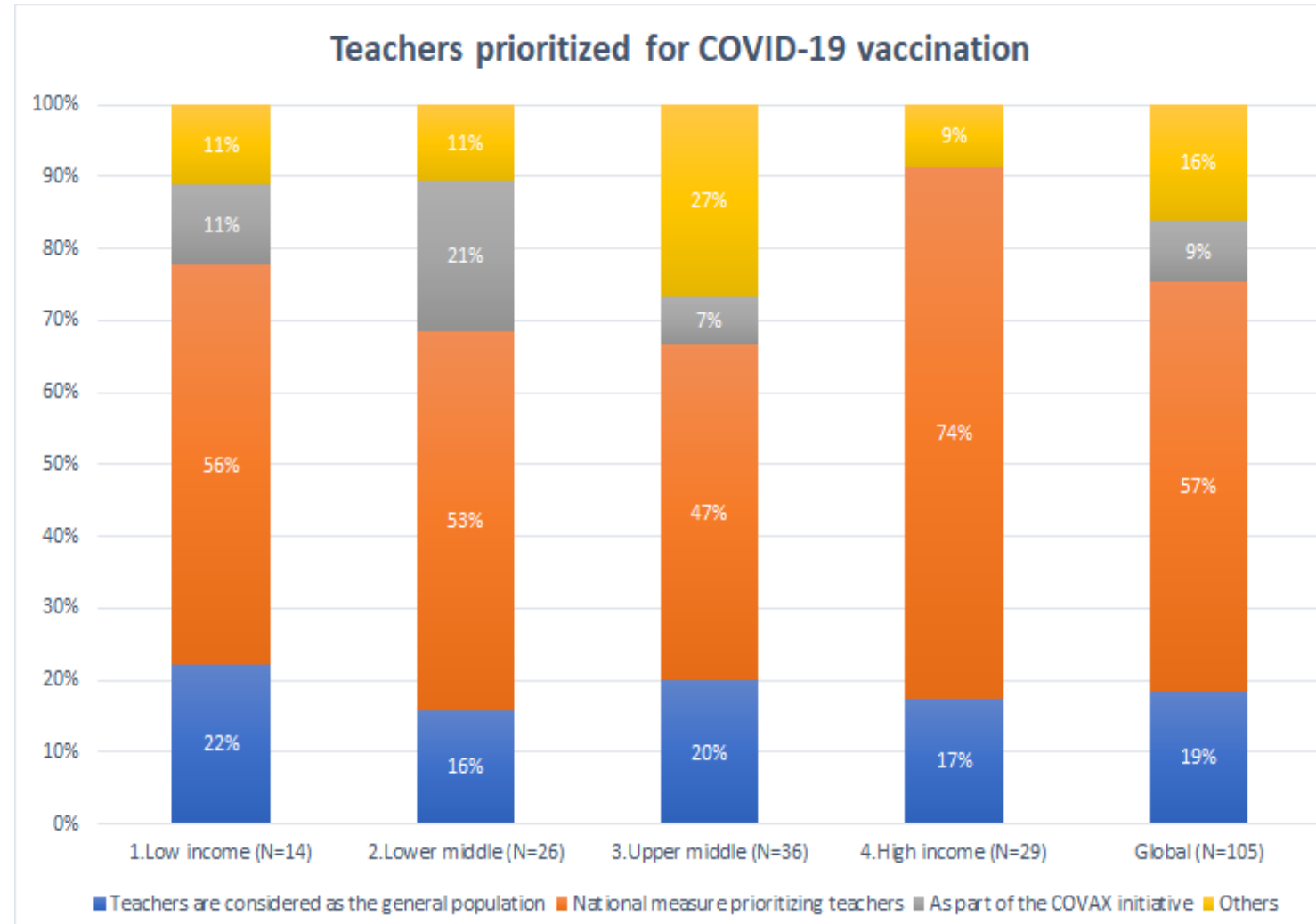
# Teachers and non-teaching staff recruitment

- Less than 50% of countries recruited additional teachers to support teaching after reopening in the years 2019/20 and 2020/21 .
- Higher proportion of low-income countries recruited additional teachers than any other income group.
- Less than 50% of countries recruited additional non-teaching.
- Closure of schools did not affect teachers' pay and benefits.



# Teacher Vaccination

- Teachers are/will be a priority target for vaccination through national immunization measures or the COVAX initiative.
- Governments should prioritize teachers for vaccination to safely reopen school.

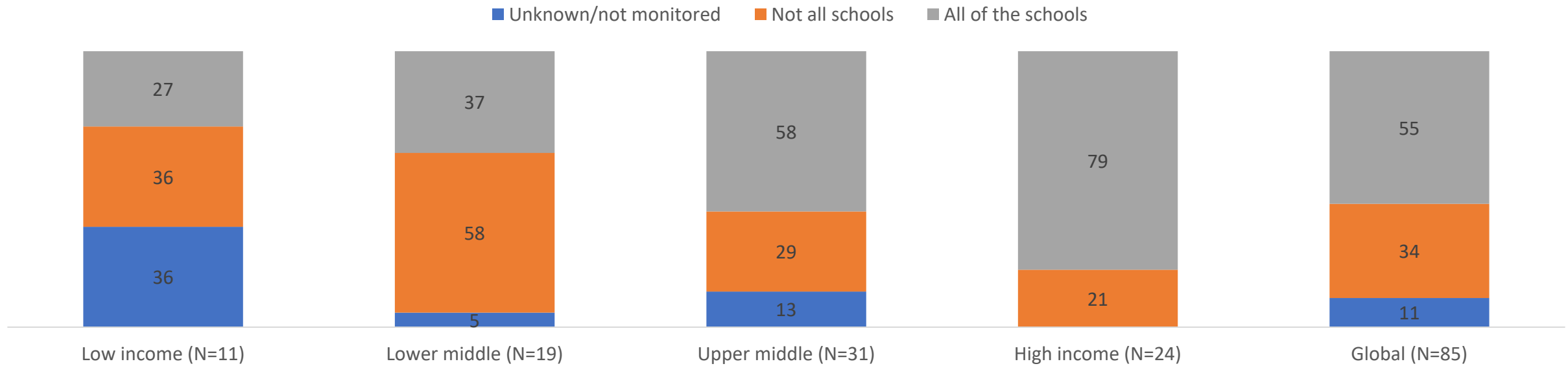


**REOPENING SCHOOL SAFELY FOR ALL**

# Health protocols

- Almost all countries\* have Ministry-endorsed health and hygiene guidelines.
- There was an increase in the number of health and hygiene measures included with the guidelines, but complex activities still have lower rates of adoption.
- Low-income countries are lagging in implementing even the most basic measures.

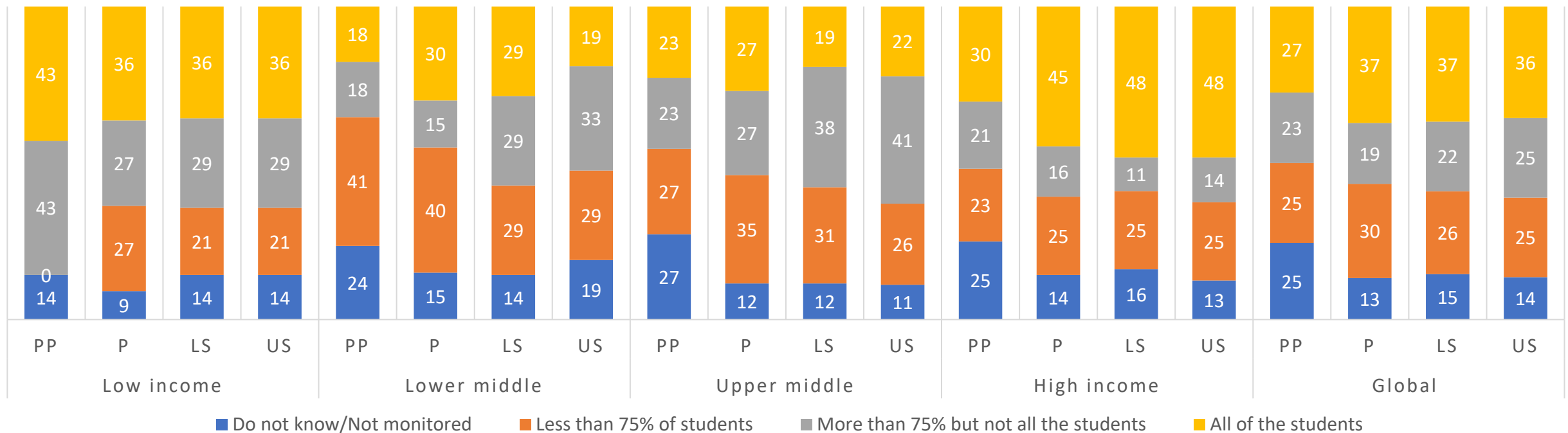
Estimated share of schools implementing health and hygiene guidelines



# Early School leaving prevention

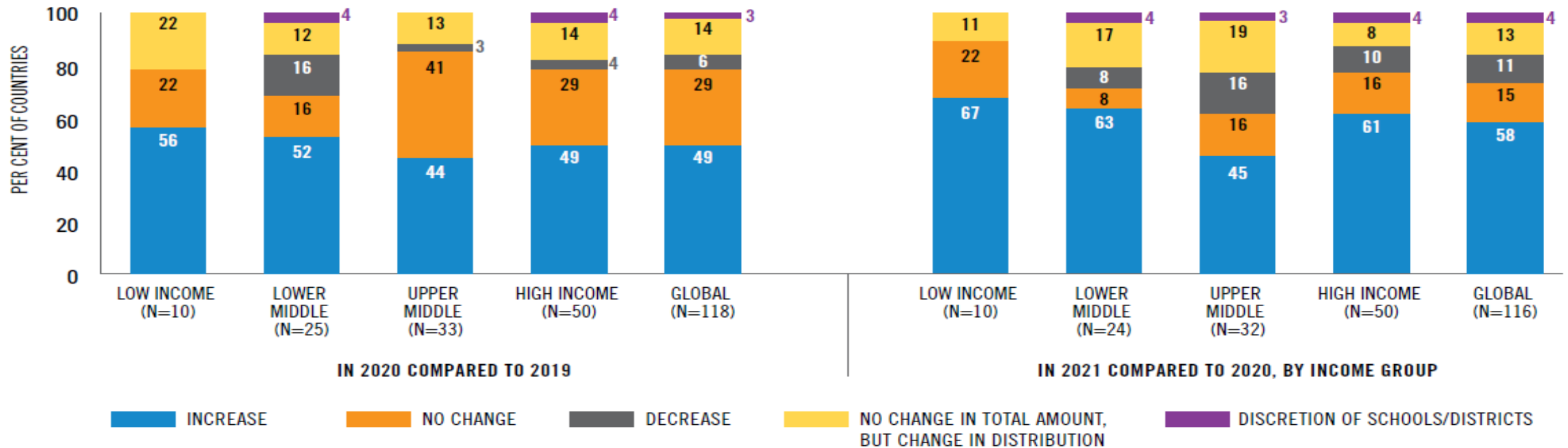
- Even after schools reopen, some students may not return to school.
- Countries most commonly reported WASH modifications to encourage return to school.
- Financial incentives and reviewing/revising access policies were less frequently reported.

Estimated share of students who attended school in-person after the reopening of schools



# Education financing

- Education budgets have increased or remained stable at the onset of the COVID-19 crisis in 2020.
- In 2021, more countries expect to increase their education budget.
- Additional funding was more likely to come from additional government allocation in high-income countries, and external donor aid in low-income ones.
- Critical to sustain investment in education, both domestic and from donors, in coming years.



# Concluding remarks

# Where to find the data and key findings

	Joint Survey Round 3
TCG website	<a href="http://covid19.uis.unesco.org/joint-covid-r3/">http://covid19.uis.unesco.org/joint-covid-r3/</a>
Data availability	Available in Excel: <ul style="list-style-type: none"><li>• UIS: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/UIS_JSW3_Data.xlsx">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/UIS_JSW3_Data.xlsx</a></li><li>• OECD: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/OECD_JSW3_Data.xlsx">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/06/OECD_JSW3_Data.xlsx</a></li></ul>
Technical note	Available in pdf: <a href="http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/JSW3_TechnicalNote.pdf">http://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/JSW3_TechnicalNote.pdf</a>
Report	<a href="#"><u>UNESCO, UNICEF, the World Bank and OECD (2021). What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic. Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank.</u></a>



**WHAT'S NEXT? Lessons on Education Recovery**  
Report Launch Webinar

 Maryam Akmal	 JP Azevedo (@jpazvd)	 Marie-Helene Doumet	 Oscar Onam	 Manos Antoninis
 Tigran Shmis	 Silvia Montoya	 Corinne Heckmann	 Nicolas Reuge	 Dita Nugroho
 Adolfo Imhof	 Thomas Dreesen	 Yifan Li	 Akito Kamel	 Kim Deslandes