

# WHAT HAVE WE LEARNT?

Overview of findings from a survey of ministries of education on national responses to COVID-19



# Welcome and overview



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# Today's Agenda

## Intro:

- Success factors of the partnership (Matt Brossard, UNICEF Office of Research)
- Survey overview/data (Silvia Montoya, UIS)

## Survey findings presentations and Q&A - Moderator (UNESCO HQ - Sobhi)

- Learning Loss: Amer Hasan (World Bank) (10 min) + Q&A (oriented on policy implications/questions) (10 min)
- Remote learning, boosting online, teachers, parents: Kaliope Azzi-Huck (World Bank), Maya Prince (UNESCO HQ) (15 min) + Q&A (oriented on policy implications/questions) (15 min)
- Reopening, health protocols, financing: Annika Rigole (UNICEF) and Anindita Nugroho (UNICEF Office of Research) (10 min) + Q&A (oriented on policy implications/questions) (10 min)

## Concluding remarks/wrap up/next steps

- Nicolas Reuge (UNICEF) and João Pedro Azevedo (World Bank)



# Success factors of the partnership



# WHAT HAVE WE LEARNT?

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><li>• Progressivity of the collaboration (Round 1 → Round 2)</li></ul>
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...)</li></ul>
Differences in views/processes	<ul style="list-style-type: none"><li>• Compromise/Consensus-building</li><li>• Standardization of data cleaning/analysis processes</li></ul>
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><li>• Regular meetings (Video Conferences)</li></ul>

# Survey data and response overview



# Snapshot of surveys on national responses to school closures

	Joint Survey Phase 1	Joint Survey Phase 2
<b>Description</b>	a country-level survey of to monitor national education responses to COVID-19 school closures.	A country-level survey to monitor national education responses to COVID-19 school closures and re-openings (2nd Iteration)
<b>Survey period</b>	15 April – 12 June 2020	15 July 2020 - 15 October 2020
<b>Targeted group</b>	<p>The questionnaire is designed for Ministry of Education officials at central or decentralized levels in charge of school education.</p> <p>Ministries of education and statistics units were contacted regarding the completion of the survey.</p>	
<b>Languages &amp; data collection mechanism</b>	<p>The Survey was administered in four languages (English, French, Spanish, and Russian) in first iteration and was extended to five by including Arabic in second iteration. The survey was submitted by email or an online survey platform.</p>	





# Survey structure

	Joint Survey Phase 1	Joint Survey Phase 2
<b>Education levels</b>	The questionnaire is for all education levels except higher education and technical and vocational education and training. The analysis of the results will allow for policy learning across diverse country settings in order to better inform local/national responses and prepare for school reopening.	
<b>Main topics</b>	<p>Questions are arranged by 8 major topics:</p> <ol style="list-style-type: none"> <li>1. plans for re-opening schools</li> <li>2. school calendar</li> <li>3. distance education delivery systems</li> <li>4. online distance learning strategies</li> <li>5. teachers</li> <li>6. students</li> <li>7. parents/caregivers</li> <li>8. learning, assessment &amp; examinations</li> </ol>	<p>Questions are arranged by 9 major topics:</p> <ol style="list-style-type: none"> <li>1. plans for re-opening schools</li> <li>2. school calendar</li> <li>3. distance education delivery systems</li> <li>4. online distance learning strategies</li> <li>5. teachers</li> <li>6. students</li> <li>7. parents/caregivers</li> <li>8. learning, assessment &amp; examinations</li> <li>9. financing</li> </ol>



# Survey coverage

Figure 1. Response to survey by Member State

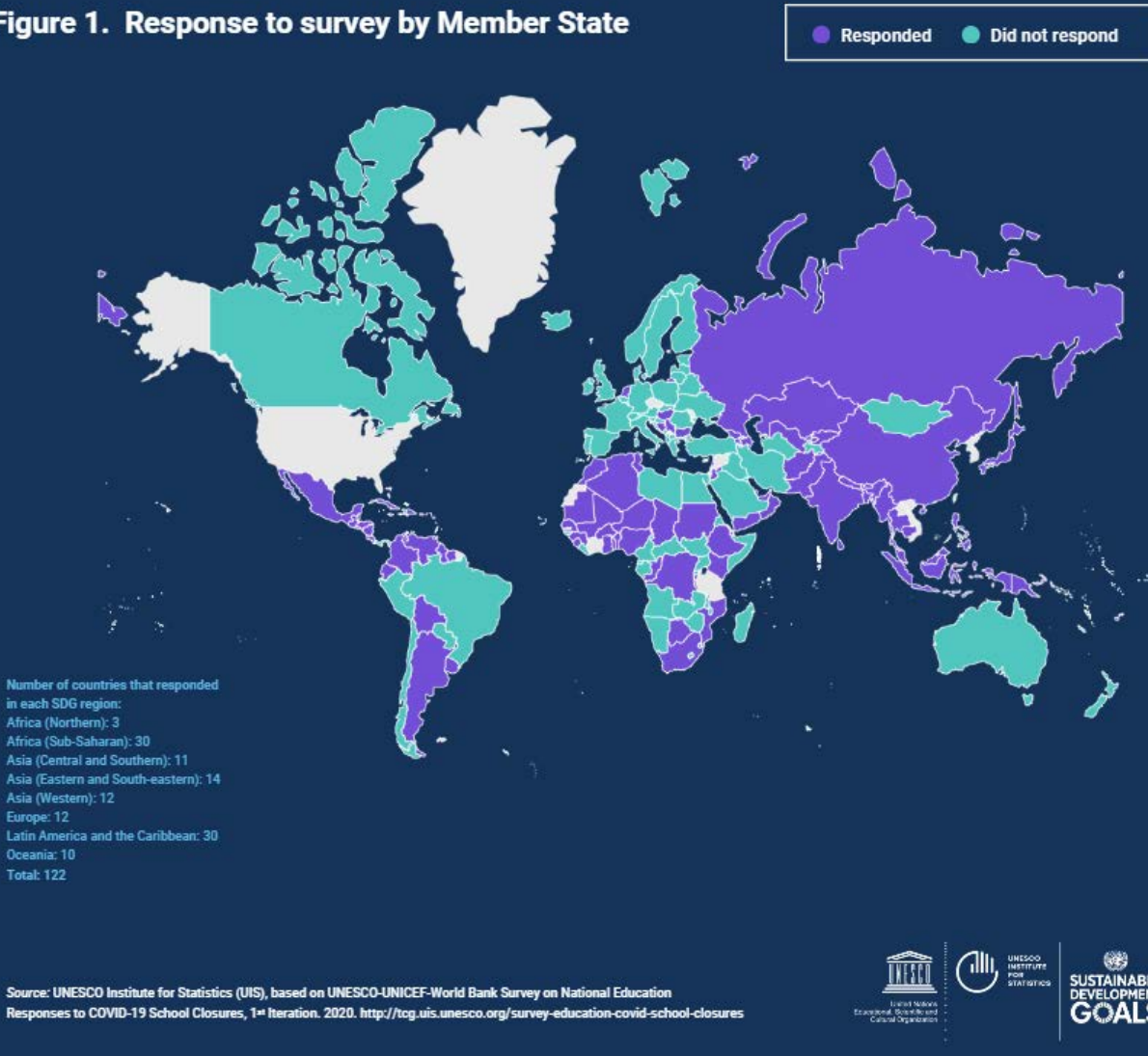
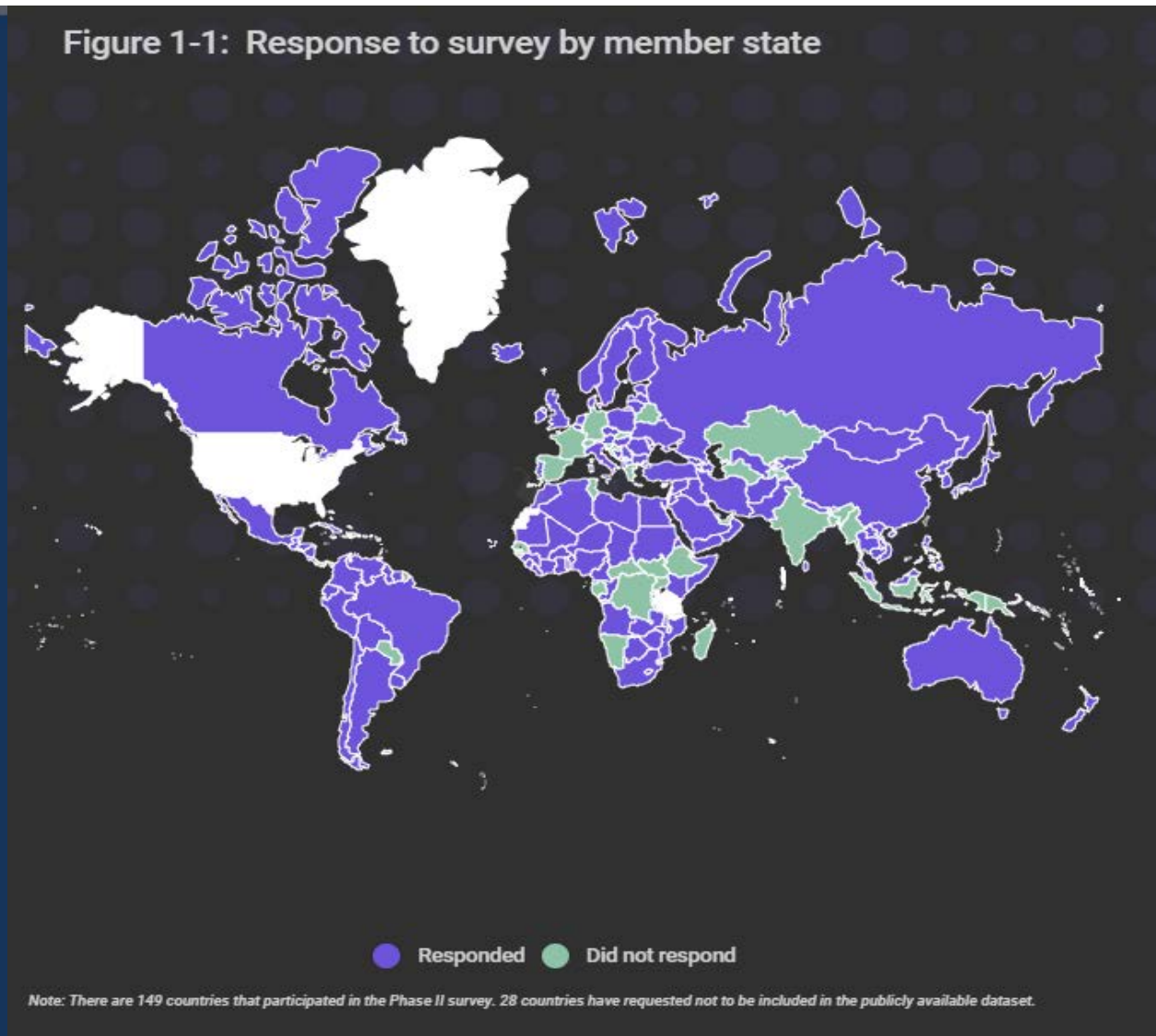


Figure 1-1: Response to survey by member state



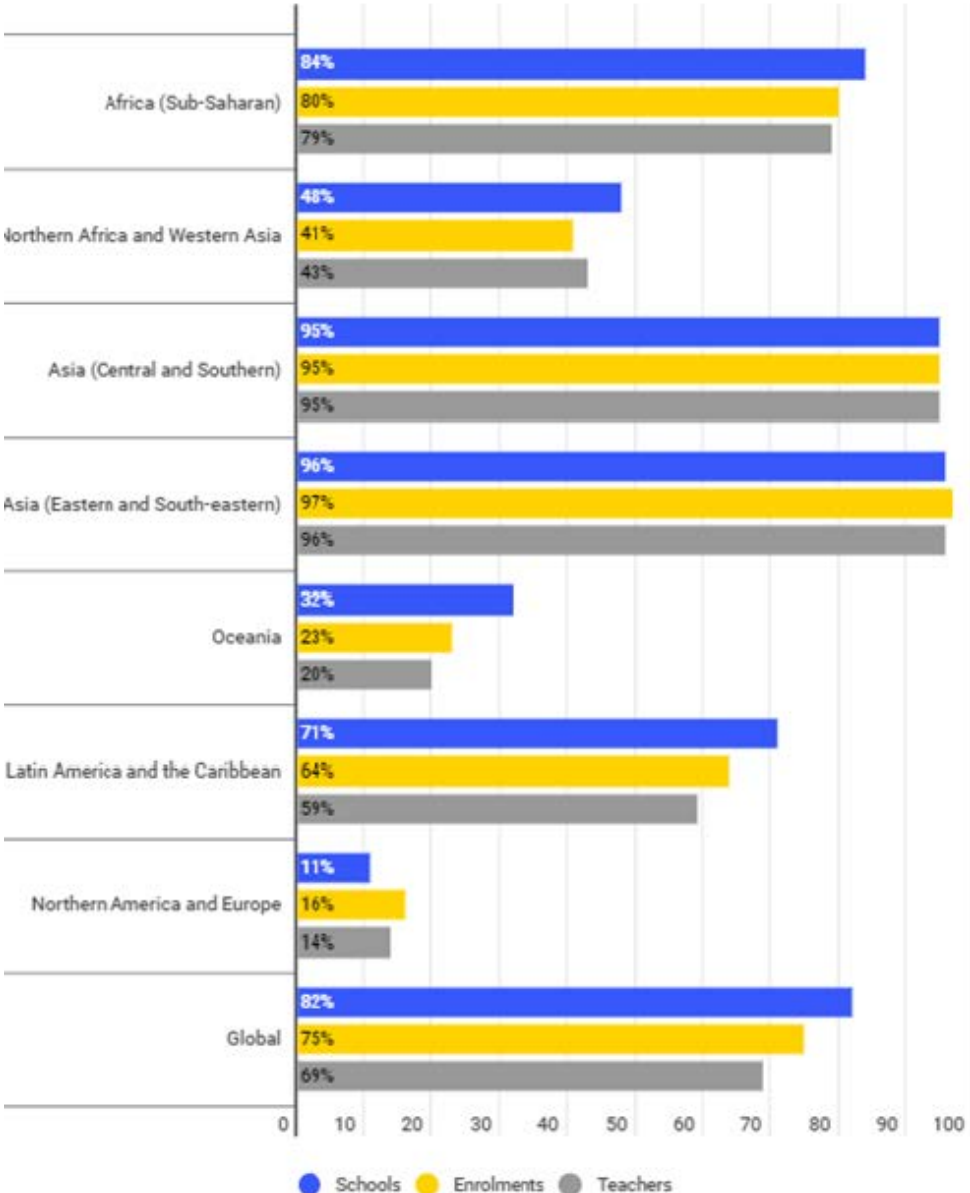
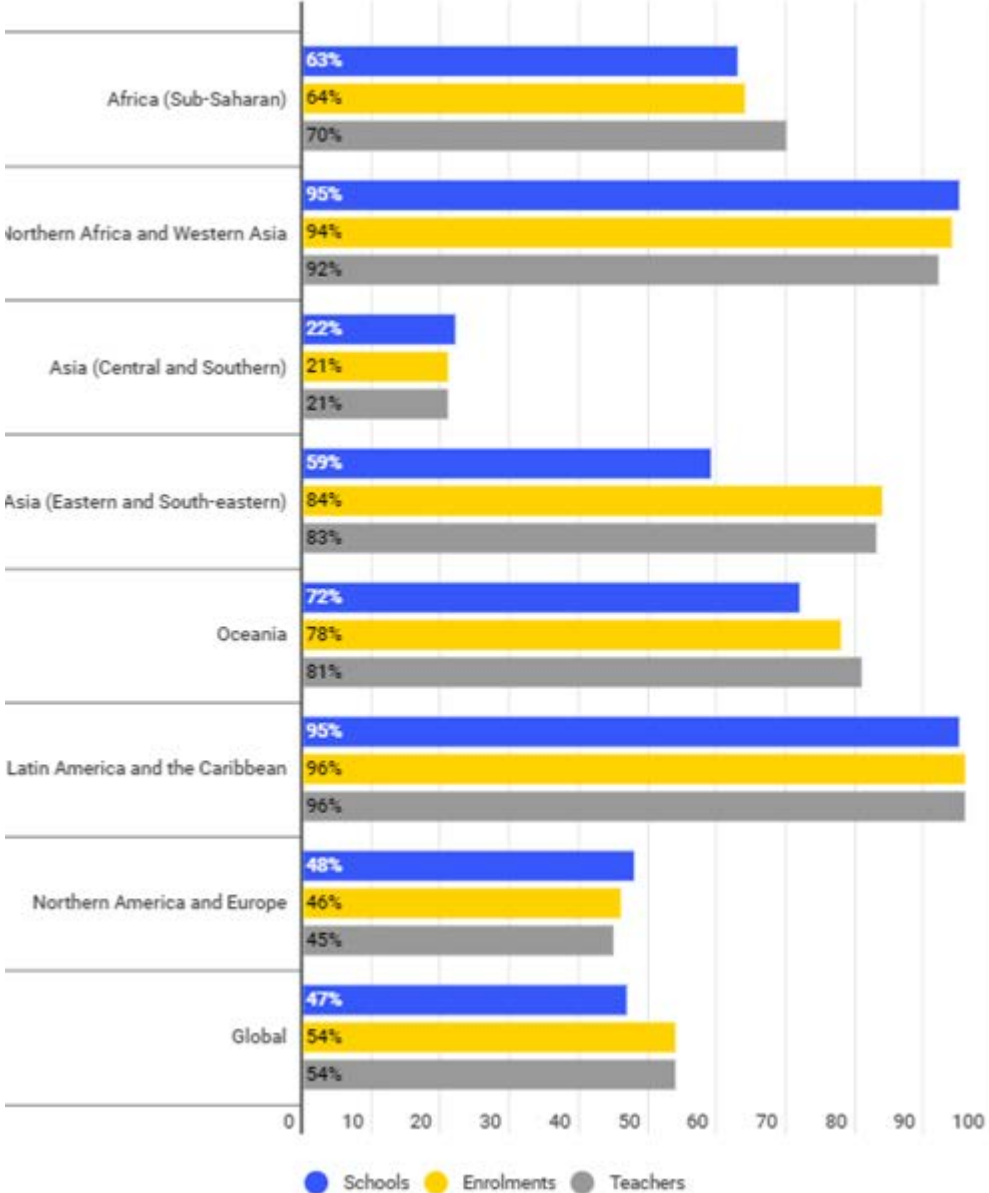
# Survey coverage

	Joint Survey Phase 1	Joint Survey Phase 2
<b>Geographical coverage</b>	<p>124 countries across 8 regions:</p> <ul style="list-style-type: none"> <li>Northern Africa: 3 / 7 = 43%</li> <li>Sub-Saharan Africa: 30 / 51 = 59%</li> <li>Central and Southern Asia: 11 / 14 = 79%</li> <li>Eastern and South-eastern Asia: 14 / 18 = 78%</li> <li>Western Asia: 13 / 18 = 72%</li> <li>Europe: 12 / 52 = 23%</li> <li>Latin America &amp; the Caribbean: 31 / 49 = 63%</li> <li>Oceania: 10 / 25 = 40%</li> </ul>	<p>149 countries across 9 regions:</p> <ul style="list-style-type: none"> <li>Northern Africa: 5 / 7 = 71%</li> <li>Sub-Saharan Africa: 32 / 51 = 63%</li> <li>Central and Southern Asia: 9 / 14 = 64%</li> <li>Eastern and South-eastern Asia: 15 / 18 = 83%</li> <li>Western Asia: 14 / 18 = 78%</li> <li>Europe: 31 / 52 = 60%</li> <li>Latin America &amp; the Caribbean: 31 / 49 = 63%</li> <li>Oceania: 11 / 25 = 44%</li> <li>North America: 1 / 5 = 20%</li> </ul>
<b>Income group coverage</b>	<p>120 countries in all 4 income groups:</p> <ul style="list-style-type: none"> <li>Low income: 18 / 31 = 58%</li> <li>Lower middle income: 36 / 47 = 77%</li> <li>Upper middle income: 40 / 60 = 67%</li> <li>High income: 26 / 80 = 33%</li> </ul>	<p>145 countries in all 4 income groups:</p> <ul style="list-style-type: none"> <li>Low income: 20 / 31 = 65%</li> <li>Lower middle income: 34 / 47 = 72%</li> <li>Upper middle income: 46 / 60 = 77%</li> <li>High income: 45 / 80 = 56%</li> </ul>

Note: 1. There are 124 countries participated in the Joint Survey Phase 1, in which 6 countries responded after the data publish and 2 countries requested not to be included in the publicly available dataset. And 4 out of the 116 countries included in the published data for Joint Survey Phase 1 are not labeled with income groups. 2. There are 149 countries participated in the Joint Survey Phase 2, in which 28 countries requested not to be included in the public dataset. And 4 out of the 149 countries participated in Joint Survey Phase 2 are not labeled with income groups.



# Coverage by schools, enrolment and teachers by SDG region



# Where to find the data and key findings

	Joint Survey Phase 1	Joint Survey Phase 2
<b>TCG website</b>	<a href="http://tcg.uis.unesco.org/survey-education-covid-school-closures/">http://tcg.uis.unesco.org/survey-education-covid-school-closures/</a>	
<b>Infograms</b>	Key findings: <a href="#">Link</a>	Key findings: <a href="#">Link</a>
<b>Data availability</b>	Available in Excel: <a href="#">Link</a>	Available in Excel: <a href="#">Link</a>
<b>Technical note</b>	Available in pdf: <a href="#">Link</a>	Available in pdf: <a href="#">Link</a>
<b>Report</b>	<a href="#"><u>UNESCO, UNICEF and the World Bank (2020). <i>What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19.</i> Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank.</u></a>	



# WHAT HAVE WE LEARNT?

Overview of findings from a survey of ministries of education on national responses to COVID-19



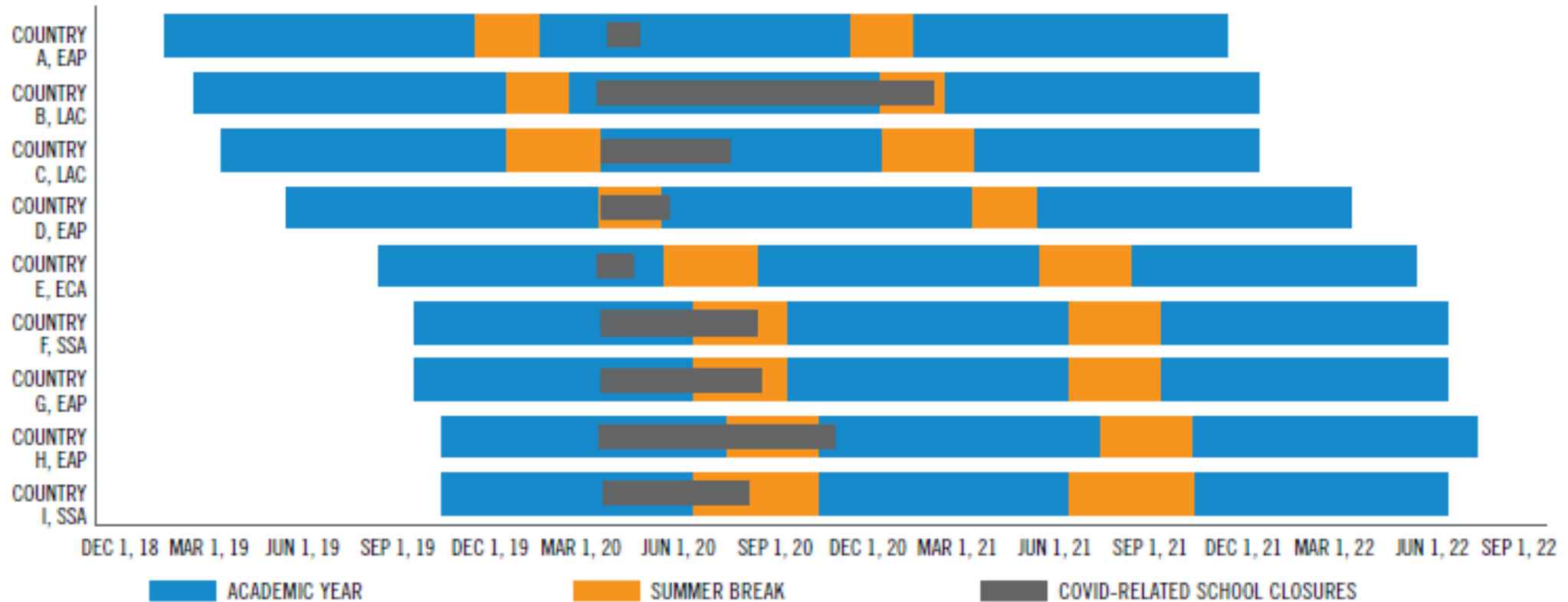
# Mitigating learning losses



# Lost opportunities for learning

- School closures varied widely across the globe – just as true within regions as across country income groups.

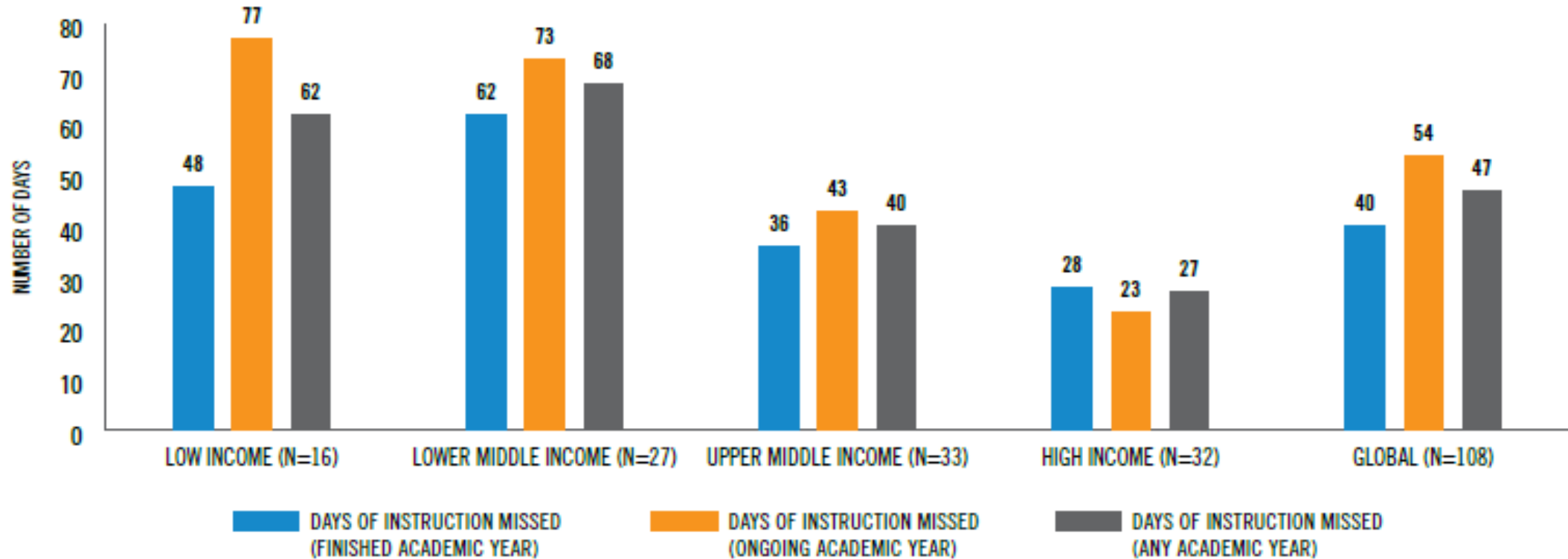
**FIGURE 1-1: School closures have varied by length, start date and moment in the academic year – evidence from selected countries**





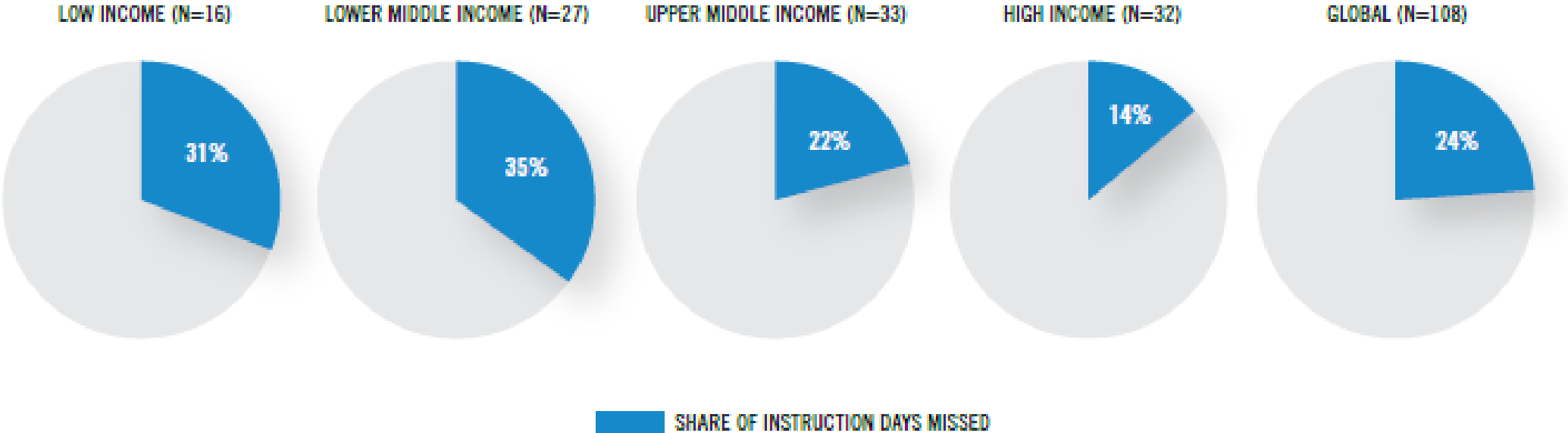
## Lost opportunities for learning

- Countries where the school year had already ended lost 40 days (predominantly northern hemisphere) compared to 55 days where the academic year was still on-going (predominantly southern hemisphere).



# Lost opportunities for learning

- Some countries lost as much as one-third of a school year. On average, a quarter of the school year was lost around the globe.

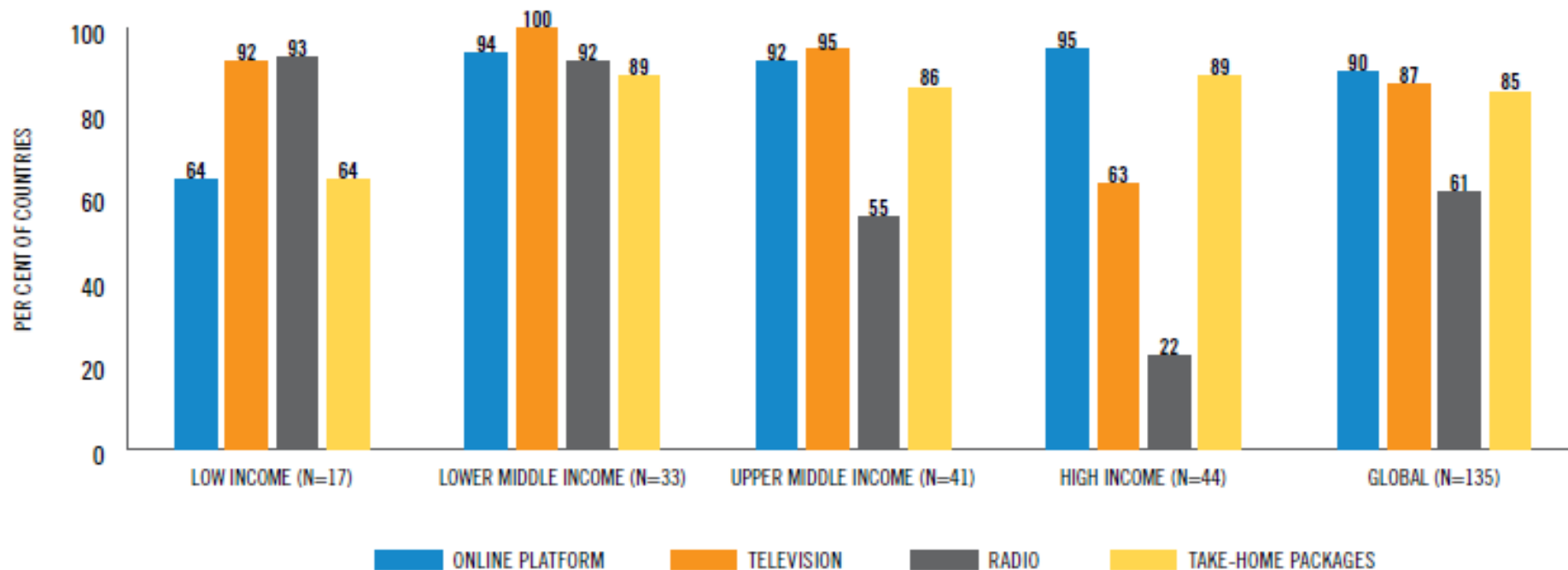


# Deploying effective remote learning strategies



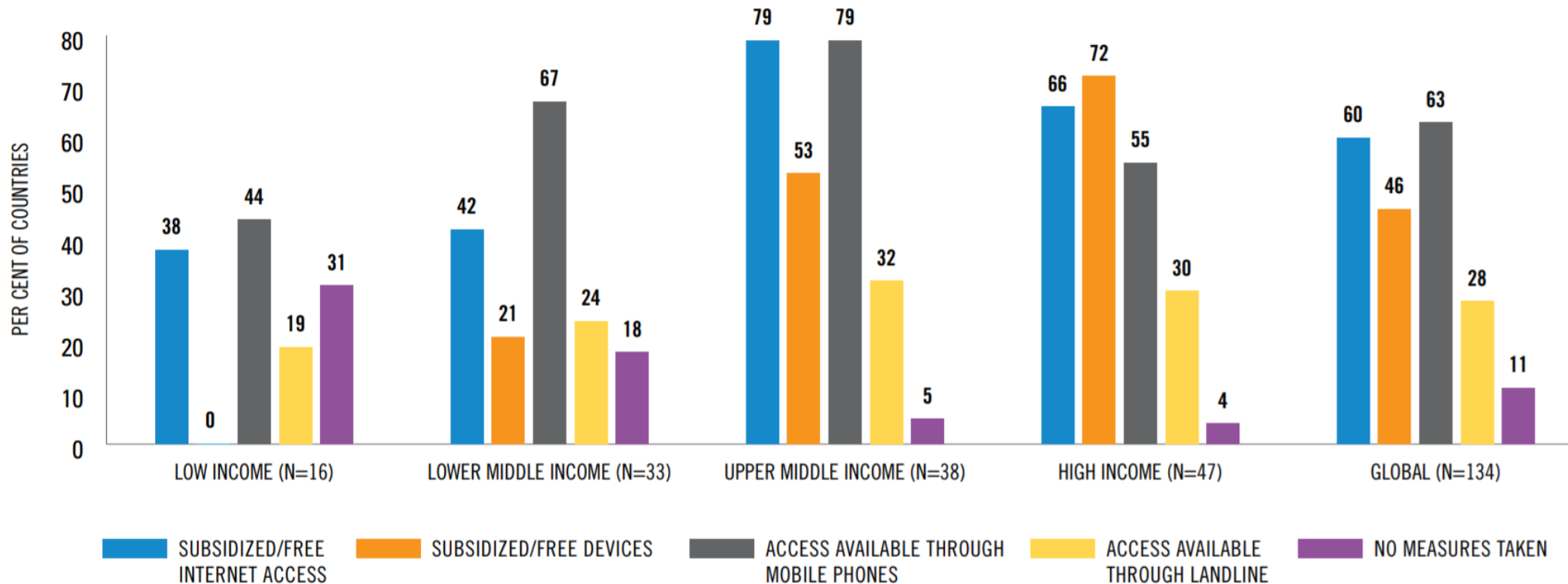
## Key findings on remote learning

- All countries offered “something” to mitigate learning loss during school closures. Nearly 90% used online platforms or television.
- Though online was used in 64% of low-income countries –questions about national and socio-economic equity in access
- 56% reported considerations for students with disabilities
- 40% created self-paced learning platforms



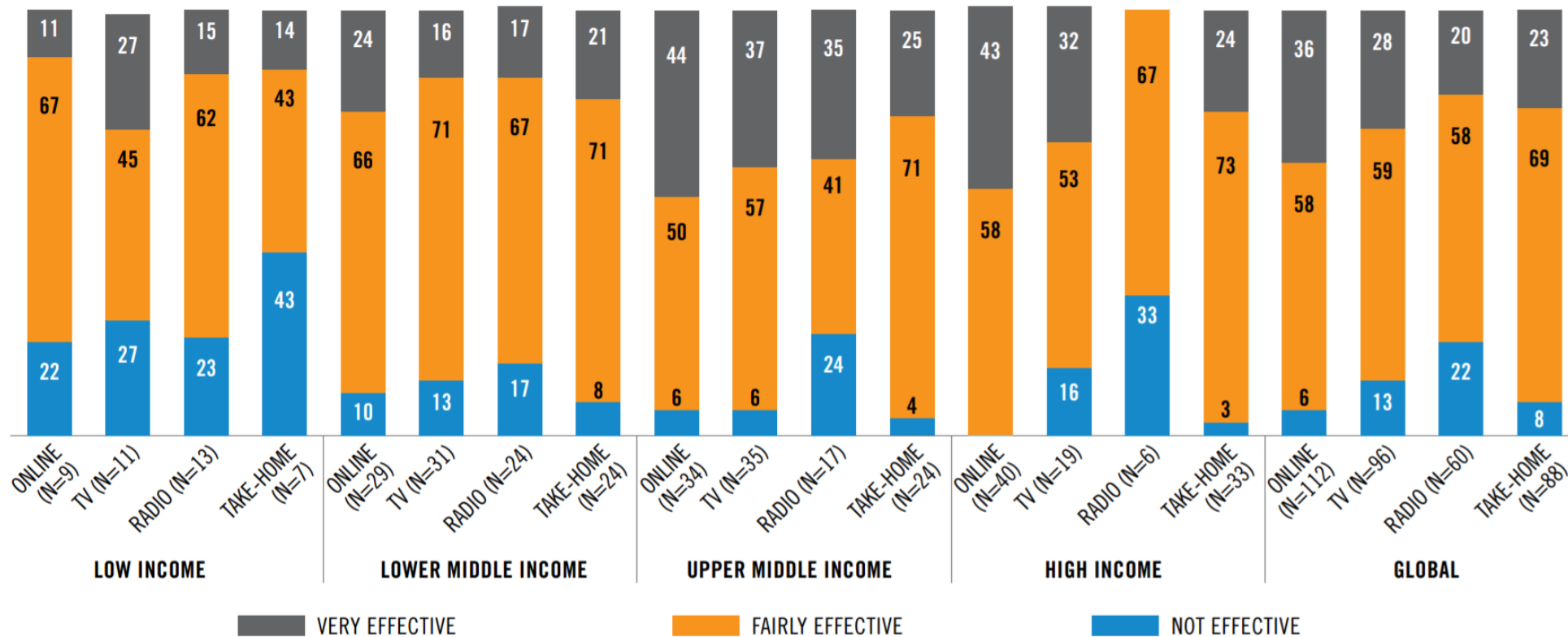
## Actions taken to improve access and utility of remote learning

- High income countries focused on expansion of online learning – ( education through mobile phones or internet fees subsidies).
- Options were limited for low-income countries (likely results of resources and infrastructure)
- Many countries dropped non-core subjects (arts, music, physical education, etc.)



# Perceived effectiveness of remote learning

- Mixed reviews across, but online learning seemingly the most effective among the modes offered
- Low-income cohort did not consider remote learning effective, except for radio – likely due to this being most accessible tool in rural and economically disadvantaged communities.



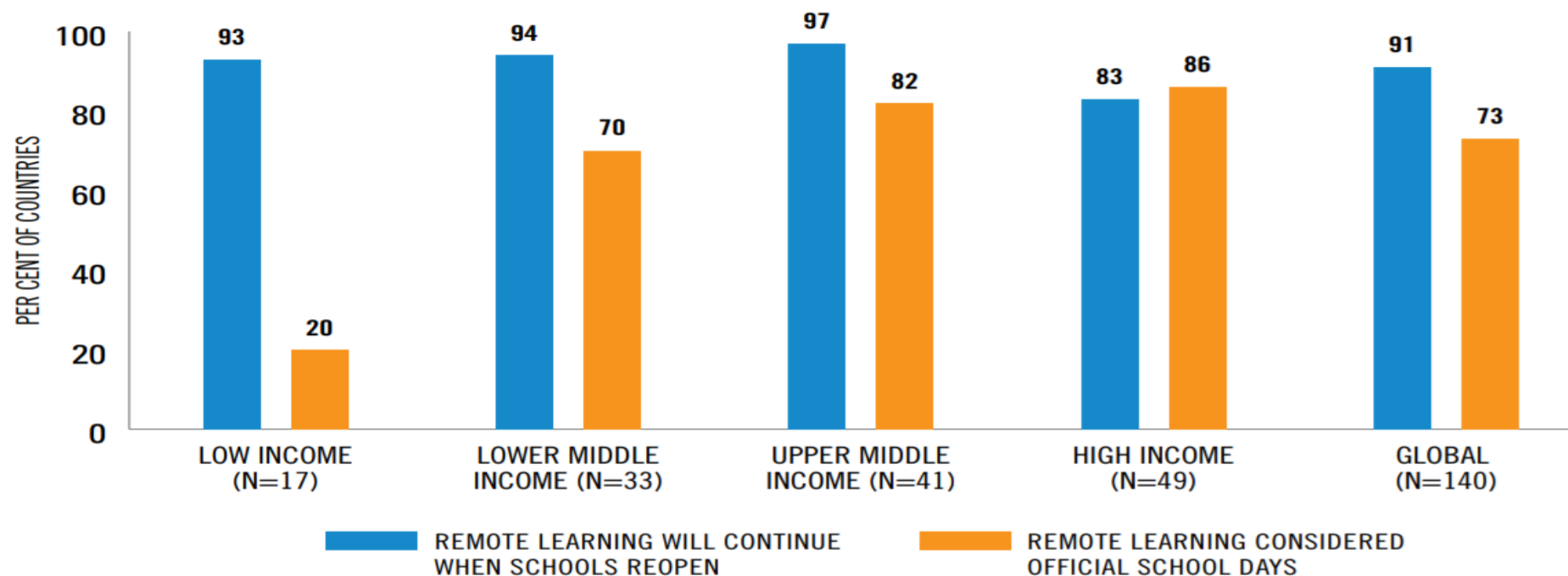
# Going forward: remote learning has changed the education landscape

Remote learning has expedited opportunities in some environments

- High Income countries (73%) considered remote learning sufficient to substitute as school days
- 91% are using or will incorporate it into learning this year.

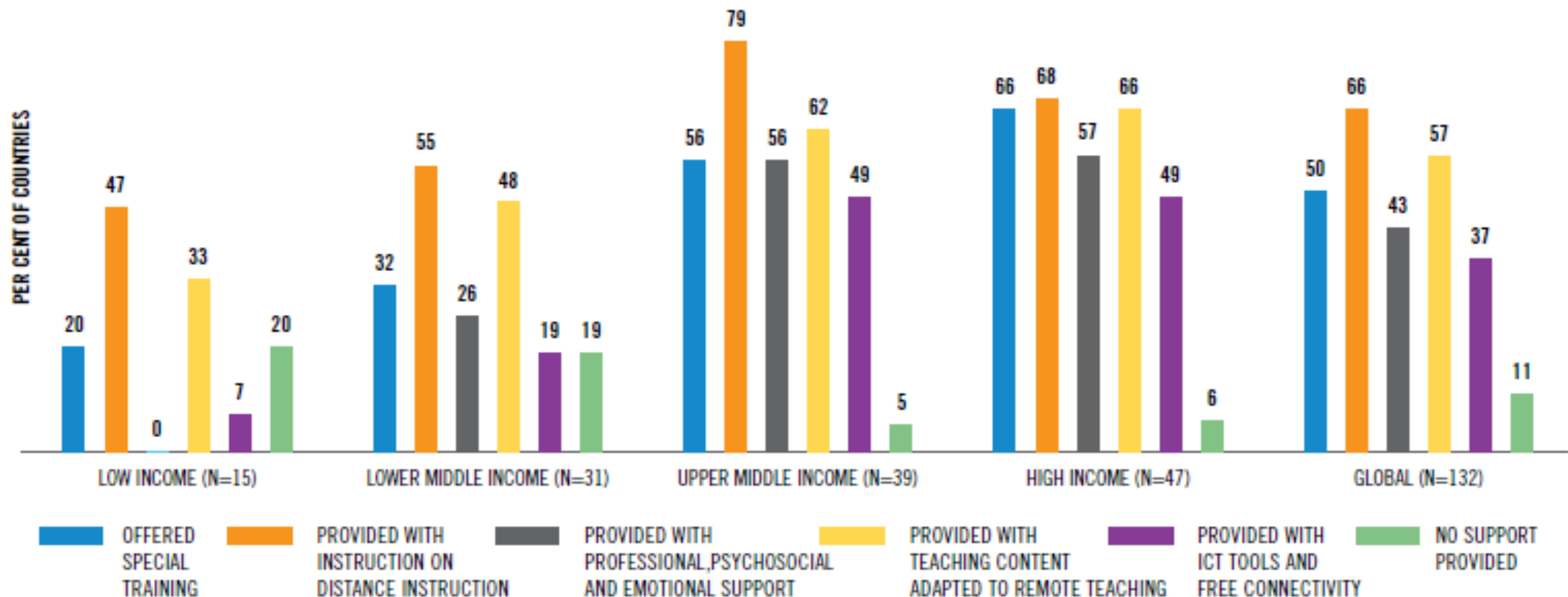
Remote learning has also exacerbated disadvantages, and will likely widen gap

- Inequities in access to technology/resources has put some groups at greater disadvantage, and likely to fall even further behind.



## Policies to support teachers

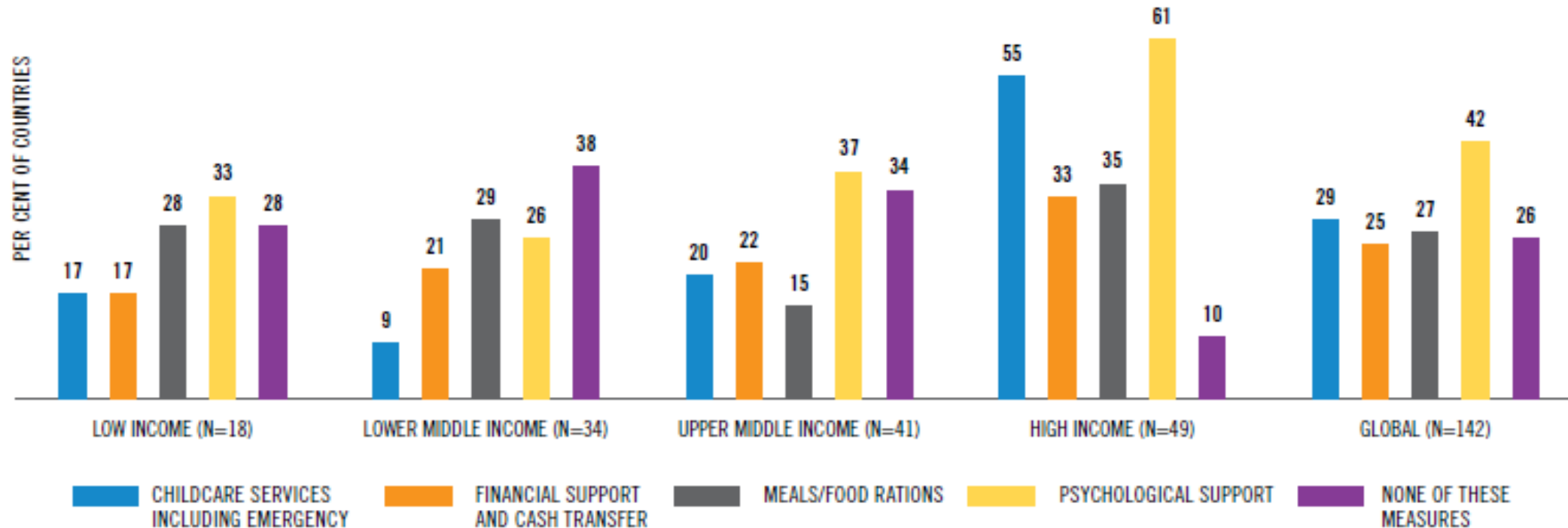
- Teachers in at least three quarters of the countries surveyed were required to teach during school closures
- Increased staffing: 1 in 3 countries recruited additional teachers | 1 in 4 countries recruited non-teaching staff
- Additional support to teachers varies across income groups, but most were provided with instructions to operate the distance learning platforms





## Parental support and engagement

- 9 in 10 countries reported that teachers and parents were to keep in regular interaction through text messaging
- Support to parents included providing materials to guide home-based learning and tips for continued stimulation and play
- Provision of psychosocial support and childcare were key areas of support provided by governments during lockdowns, though provision of these vary by income level

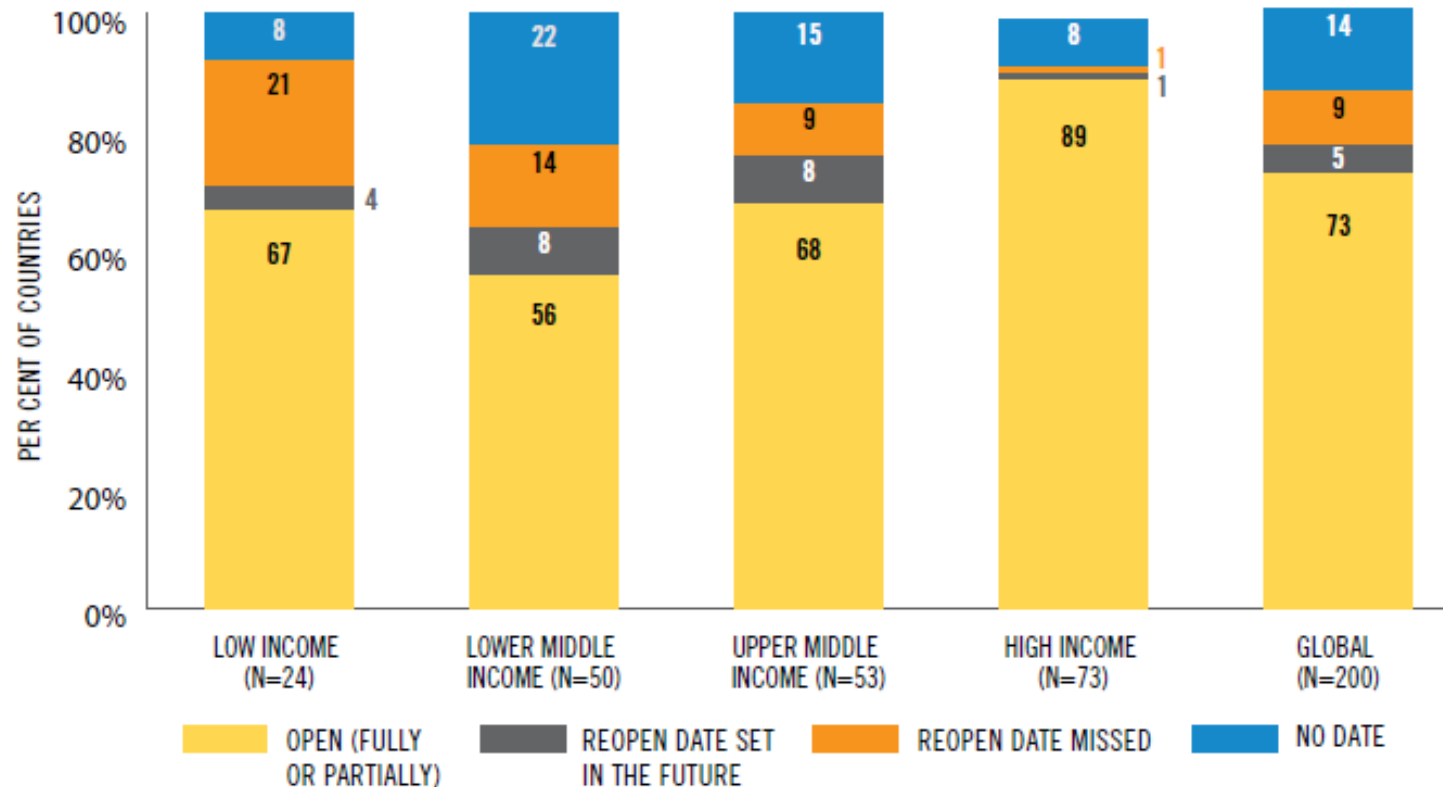


# Reopening schools safely for all



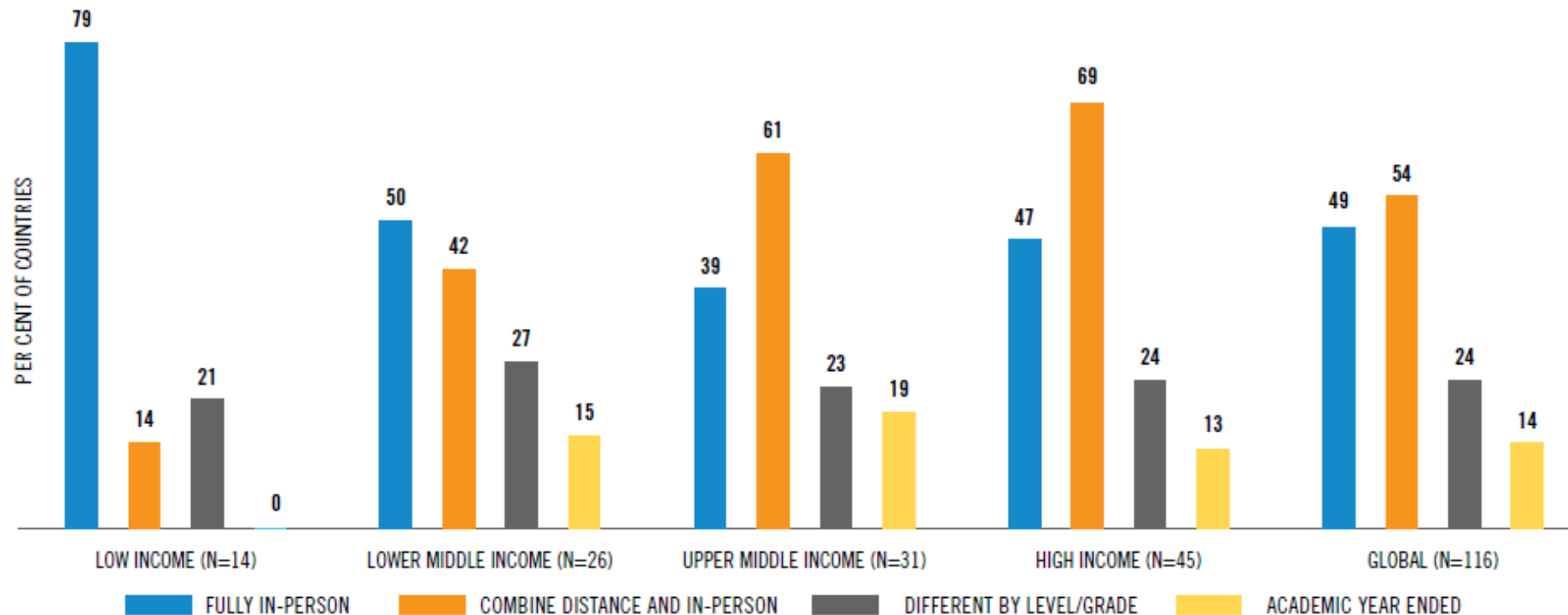
## Progress towards school reopening

- As of September 2020, three out of four countries had fully or partially reopened schools
- A further 5 per cent had reported a future reopening date
- Others either missed previously set dates for reopening or did not report reopening dates
- High-income countries more likely to have reopened schools



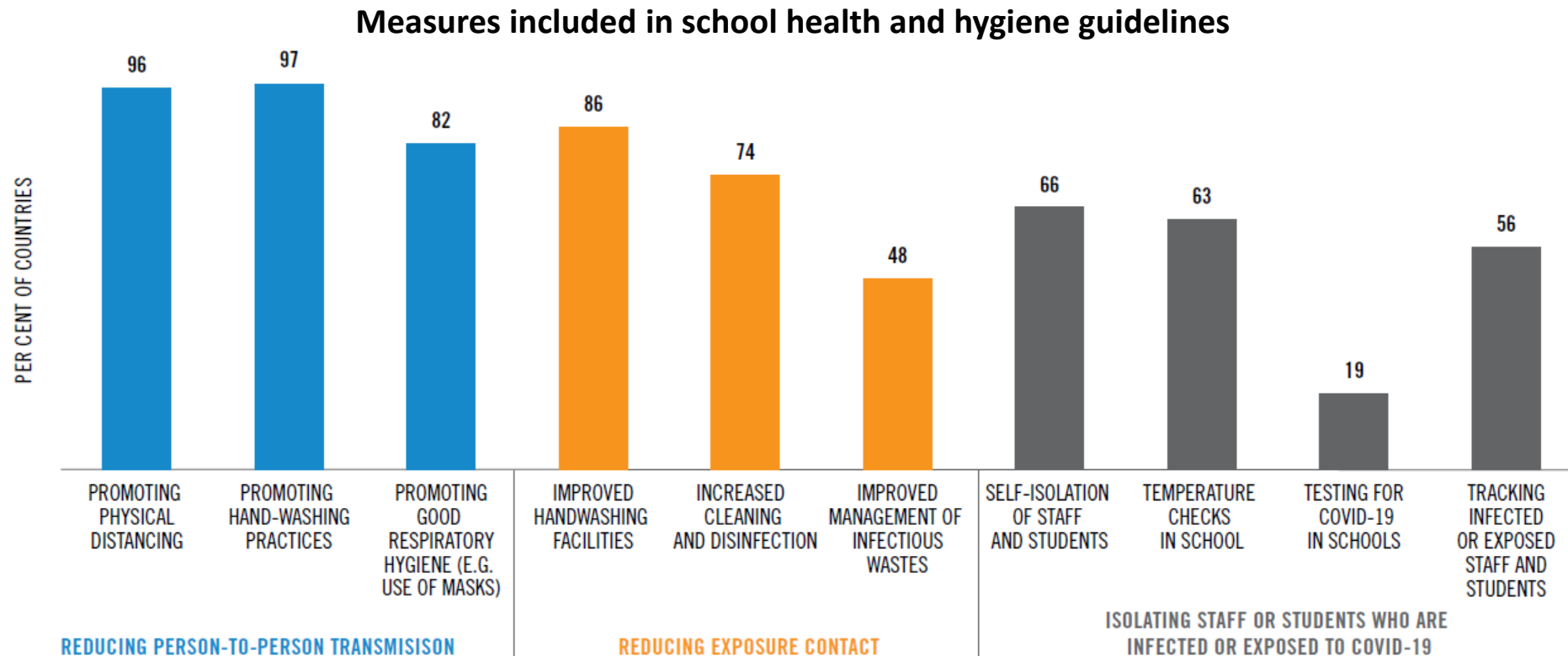
## Reopening approaches and measures

- Low-income countries much more likely to return to fully in-person learning
- High and upper middle income countries more likely to return to full in-person teaching and learning
- To manage reopening, most low-income countries prioritizing specific grades (commonly upper-secondary)
- Compared to other income groups middle income countries more likely to prioritize by geographical areas (based on COVID-19 spread)



# Health protocols for the safe reopening of schools

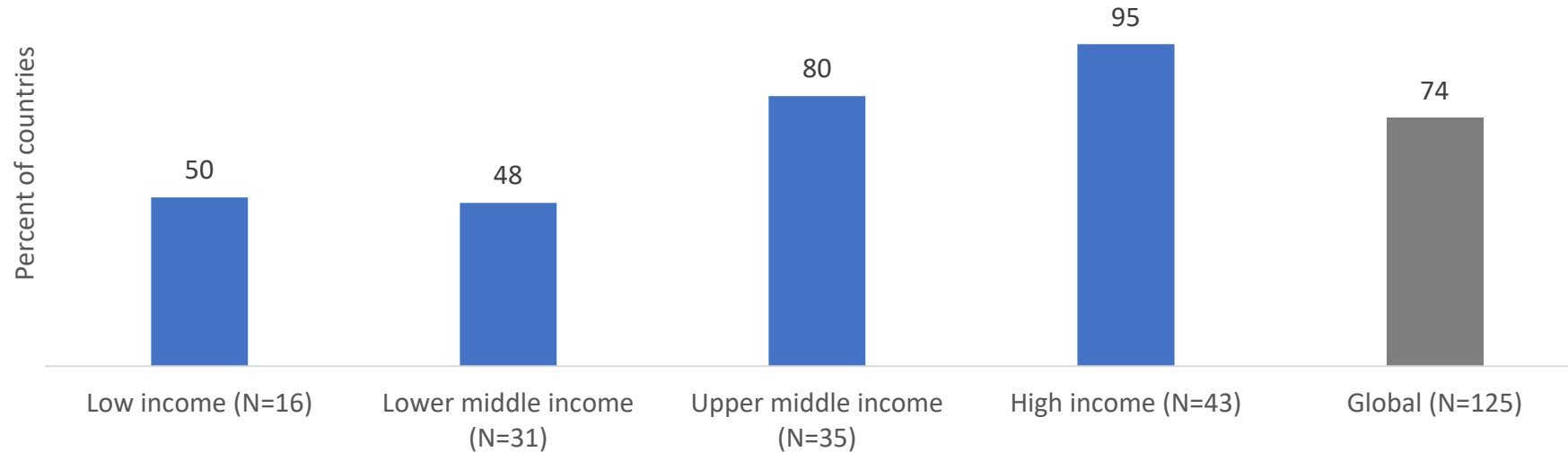
- Nearly 100% of responding countries have produced or endorsed specific health and hygiene guidelines and measures for schools
- Most countries are planning to implement a wide variety of health measures, but less than 1 in 5 reported plans to test for COVID-19 in schools



## Health protocols for the safe reopening of schools

- Overall, 74% of countries reported having sufficient resources to ensure the safety of all learners and school staff, with wide variations by income level
- The source of funding was government allocations (in almost all reporting countries) and external donors (in 1 out of 2 reporting countries overall, but in over 80% of low- and lower-middle-income countries)

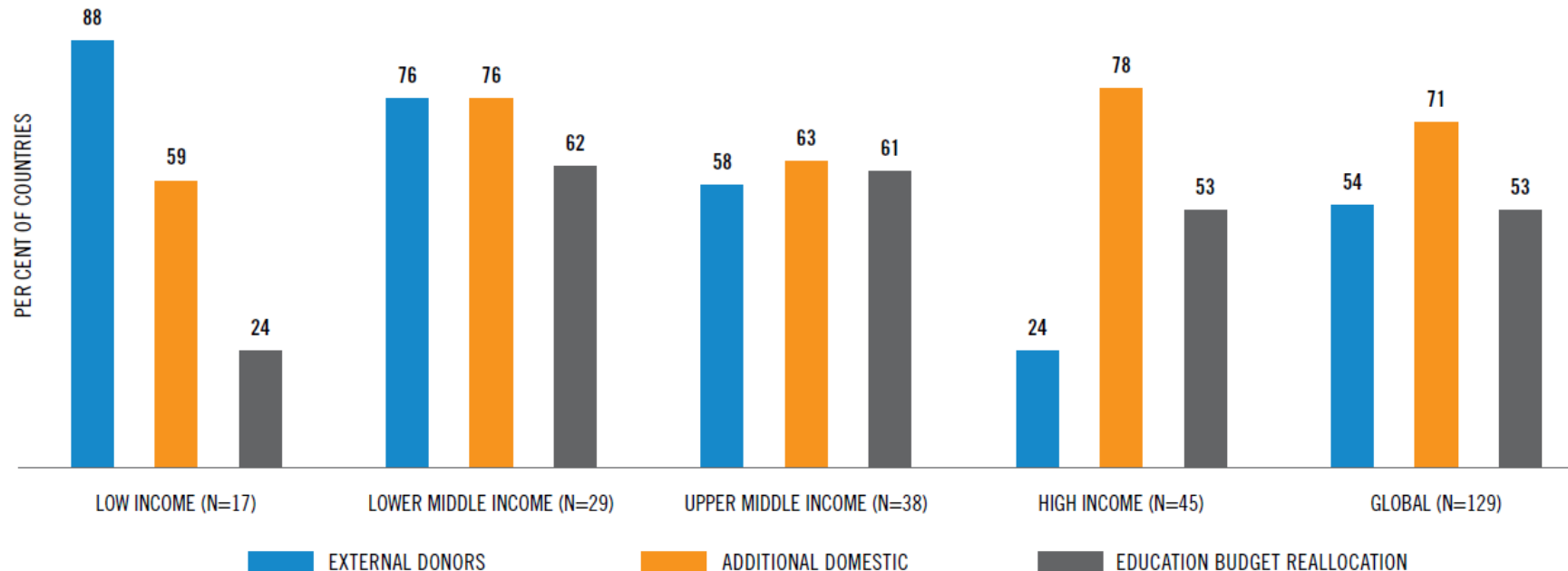
### Countries with enough resources, commodities, and infrastructure to ensure school safety



## Education financing for the COVID-19 response

- In almost all countries (95%), additional funds have been provided to cover COVID-19-related costs
- 71 per cent of all reporting countries received additional government funds to support their education response to the pandemic
- In most of the low- and lower-middle-income countries reporting, development assistance was the most common source for this additional funding.

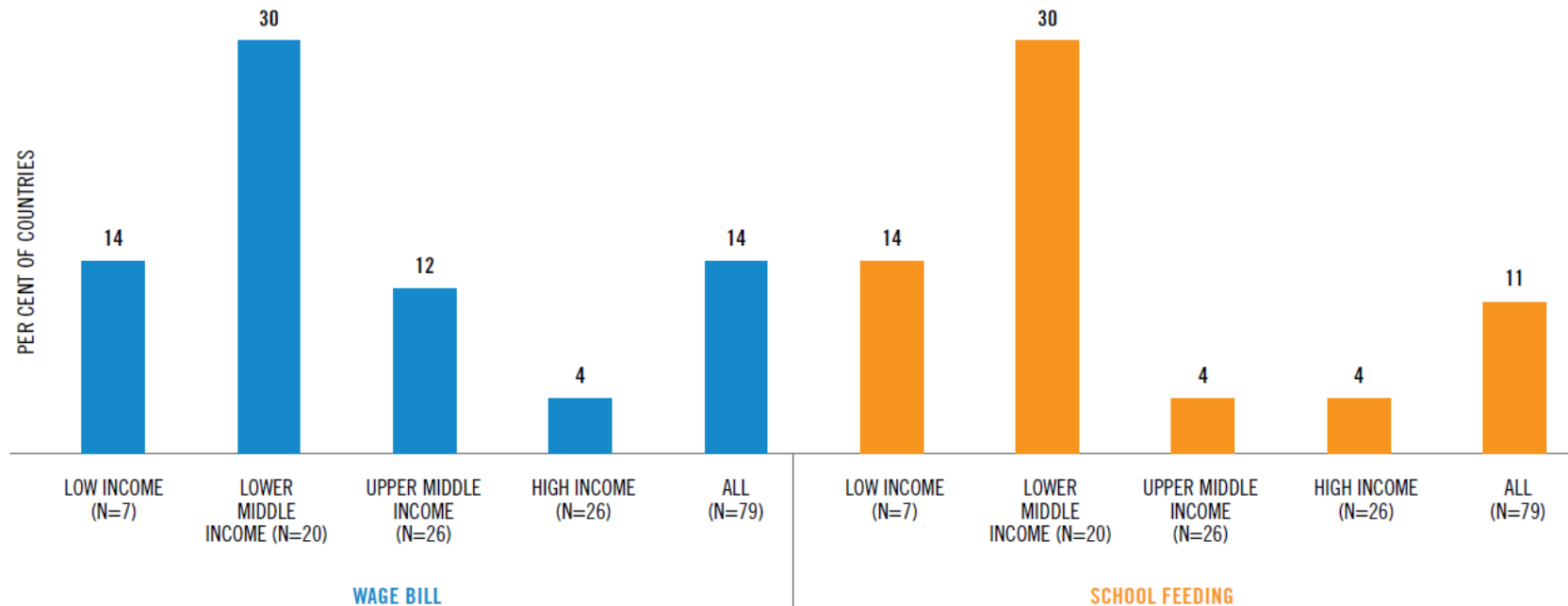
**Additional financial resources required for education response to COVID-19,  
by source of funding and income group**



## Changes in government education budgets

- 19 per cent of countries reported cuts in their education budgets, with a greater share in low- and lower-middle-income countries.
- A small percentage of countries reported cuts to the education sector wage bill, school feeding budget, and operations budget in 2020 or expected in 2021.
- Forty per cent of countries indicated that they had increased, or were expecting to increase, government support to households in 2020-2021, which included conditional cash transfers, scholarships, or school loans.

Countries with budget declines in 2020-21, by component and income group





# Concluding Remarks



# https://github.com/worldbank/school-survey

The screenshot shows the GitHub repository page for 'worldbank/school-survey'. The repository is owned by 'mvalenza-git' and has 762844 files, 4 hours ago, and 6 commits. The repository description is 'Joint UNESCO, UNICEF, WBG survey on national education responses to COVID-19'. The repository contains several folders: '01\_data/01\_rawdata', '02\_programs', '03\_outputs', '.gitignore', 'README.md', and 'run.do'. The README.md file is open, showing the title 'Survey on National Education Responses to COVID-19 School Closures'. The text in the README describes the survey, its purpose, and provides a suggested citation.

## Survey on National Education Responses to COVID-19 School Closures

This repository hosts the UNESCO-UNICEF-WBG Survey on National education responses to COVID-19. It contains the raw data collected in the survey plus all the programs used to clean it and analyze it.

### This Survey

As part of the coordinated global education response to the COVID-19 pandemic, UNESCO, UNICEF and the World Bank conducted a Survey on National Education Responses to COVID-19 School Closures. In this joint report, the results of the first two rounds of data collection administered by the UNESCO Institute for Statistics (UIS) were analysed. They cover government responses to school closures from pre-primary to secondary education.

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 (round1 [English], round2 [English], questionnaires in French, Spanish, Russian, Arabic can be found in the main survey) 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.

- Key findings of the first round
- Key findings of the second round

The survey will be run on a regular basis to ensure that the latest impact and responses are captured. In light of the current education crisis, the COVID-19 education response coordinated by UNESCO with our partners is deemed urgent.

- First round of data collection (April to June/2020) (Technical report 1, data round1)
- Second round of data collection (July to October/2020) (Technical report 2, data round2)

We would like to thank all of you who participated and help the global community better understand the impact of the pandemic!

### Suggested Citation

of the analysis:

UNESCO, UNICEF and the World Bank (2020). What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19. Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank.

The screenshot shows a code file named '02\_clean\_surveydata.do' in the 'school-survey / 02\_programs / 02\_clean\_surveydata.do' directory. The code is written in Stata and includes comments in English and Spanish. The code performs several steps: 1. Importing data into Stata format. 2. Cleaning the raw data based on the 'Data cleaning issues - Round 2 UNESCO-UNICEF-IBD.doc'. 3. Replacing missing values for variables like 'q3', 'q6', 'q7', 'q10', 'q11', 'q12', 'q13', 'q14', 'q15', 'q16', 'q17', 'q18', 'q19', 'q20', 'q21', 'q22', 'q23', 'q24', 'q25', 'q26', 'q27', 'q28', 'q29', 'q30', 'q31', 'q32', 'q33', 'q34', 'q35', 'q36', 'q37', 'q38', 'q39', 'q40', 'q41', 'q42', 'q43', 'q44', 'q45', 'q46', 'q47', 'q48', 'q49', 'q50', 'q51', 'q52', 'q53', 'q54', 'q55', 'q56', 'q57', 'q58', 'q59', 'q60', 'q61', 'q62', 'q63', 'q64', 'q65', 'q66', 'q67', 'q68', 'q69', 'q70', 'q71', 'q72', 'q73', 'q74', 'q75', 'q76', 'q77', 'q78', 'q79', 'q80', 'q81', 'q82', 'q83', 'q84', 'q85', 'q86', 'q87', 'q88', 'q89', 'q90', 'q91', 'q92', 'q93', 'q94', 'q95', 'q96', 'q97', 'q98', 'q99', 'q100'. The code also includes comments in Spanish, such as 'Comentarios en español' and 'Comentarios en español'.





OCTOBER 2020

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# THANK YOU

FULL REPORT

Available in English and French (forthcoming)

Executive Summaries in Spanish, French, Portuguese and Russian

