**INTRODUCTION**

This survey by the Organization for Economic Co-operation and Development (OECD), 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 the Ministry of Education officials in charge of school education.

The survey instrument was designed to capture policy responses and perceptions from government officials on their effectiveness, providing a systematic understanding of policies, practices, and intentions to date. The analysis of the results will allow for policy learning across diverse country settings to better inform local/national responses.

This is the third in a series of surveys administered to follow-up on the evolution of country responses to COVID-19. This third iteration looks back comprehensively to the 2019-2020 / 2020 School Years. The content is described in the Concept Note.The questionnaire consists of a set of core modules aimed at all countries and two sets of supplement modules depending on to whom the countries report their education data as described below. There are:

* 9 core modules (A);
* 3 supplement modules (B);
* 1 supplement module (C) for countries reporting to the OECD.

Therefore,

* a country that regularly reports to the UIS will complete “A. Core Modules” and “B. Supplement Modules”
* a country that regularly reports to the OECD will complete “A. Core modules” and “C. OECD Supplement Module”.

Kindly refer to the general definitions and module-specific definitions of concepts in the Glossary. If you have any questions about this survey, please send them to [COVID19.survey@unesco.org](mailto:COVID19.survey@unesco.org).

Kindly note that this round of the survey should be completed and submitted by **28 February 2021** either online (<https://jsw3.questionpro.com>) or sent to [COVID19.survey@unesco.org](mailto:COVID19.survey@unesco.org), if you prefer to fill a Word or Pdf version, you may download it from here. The questionnaire is available in English, French, Spanish, Russian and Arabic.

Thank you for your collaboration.

**Contact Information**

First Name

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Last Name

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Email Address

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Job Title

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Organization

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Country

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**A. CORE MODULES**

**1.SCHOOL CLOSURES**

*Questions addressed in this module: What is the current status of school opening in the education system in the school year 2020/2021 (2021 for some countries with calendar year)? What are the periods when schools were fully or partially closed and reopened in 2020?*

Q1. What was the status of school opening in the education system as of February 1st 2021?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | PRE-PRIMARY EDUCATION | PRIMARY EDUCATION | LOWER-SECONDARY EDUCATION | UPPER-SECONDARY EDUCATION |
| Closed due to regular school calendar (holiday break) and planning to open in February/March 2021 | ❏ | ❏ | ❏ | ❏ |
| Closed due to regular school calendar (holiday break) and not planning to open due to COVID-19 | ❏ | ❏ | ❏ | ❏ |
| Closed due to COVID-19 | ❏ | ❏ | ❏ | ❏ |
| Fully Open | ❏ | ❏ | ❏ | ❏ |
| Open nation-wide in certain grades, with no hybrid learning | ❏ | ❏ | ❏ | ❏ |
| Open in certain areas/regions and all grades, with no hybrid learning Please specify. | ❏ | ❏ | ❏ | ❏ |
| Open in certain areas/regions and certain grades, with no hybrid learning . Please specify. | ❏ | ❏ | ❏ | ❏ |
| Open nation- and grade-wide, with hybrid learning | ❏ | ❏ | ❏ | ❏ |
| Open in certain areas/regions all grades, with hybrid learning. Please specify. | ❏ | ❏ | ❏ | ❏ |
| Open nation-wide in certain grades, with hybrid learning. Please specify. | ❏ | ❏ | ❏ | ❏ |
| Open in certain areas/regions and certain grades, with hybrid learning. Please specify. | ❏ | ❏ | ❏ | ❏ |
| Other. Please specify | ❏ | ❏ | ❏ | ❏ |

Please specify the details

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Q2.  Were there any differences between sub-national regions in the number of time periods [time periods of a minimum of one full weeks], when schools were fully closed (excluding school holidays) from January to December 2020 (i.e. government-mandated or recommended school closures affecting most or all of a region&#39;s student population)?

* Yes. Go to Q4
* No. Go to Q3
* Not applicable. Go to Q5
* Do not know. Go to Q5

Comments:

|  |
| --- |
|  |

Q3. If there were no differences between sub-national regions, over how many time periods were schools fully closed  (excluding school holidays) from January to December 2020 (i.e. government-mandated or/and recommended closures of educational institutions affecting all of the student population)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | More than 3 | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Comments:

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Q4. If there were differences between sub-national regions, please indicate the minimum and maximum number of time periods schools in a region were fully closed (excluding school holidays) from January to December 2020?

Minimum number of time periods[ , ]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | More than 3 | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Maximum number of time periods[ , ]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | More than 3 | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Most typical number of time periods[ , ]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | More than 3 | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Comments:

|  |
| --- |
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Q5. Starting and ending dates [DD/MM/YYYY] of nation-wide school closures in 2020 (from January to December), by ISCED levels. Note: if there were variations across sub-national regions, please provide information on the most typical number of time periods (i.e time periods of at least one full week covering the most typical starting and ending dates of schools closure) where schools were fully closed in your country.

|  |  |  |  |
| --- | --- | --- | --- |
|  | First time period where schools were closed | Second time period where schools were closed | Third time period where schools were closed |
| Pre-primary - Starting date of school closure |  |  |  |
| Ending date of school closure |  |  |  |
| Primary - Starting date of school closure |  |  |  |
| Ending date of school closure |  |  |  |
| Lower secondary - Starting date of school closure |  |  |  |
| Ending date of school closure |  |  |  |
| Upper secondary - Starting date of school closure |  |  |  |
| Ending date of school closure |  |  |  |

Q6. Total number of instruction days between January - December 2020 (excluding school holidays, public holidays and weekends) where schools were fully closed, by ISCED levels

*Note: If your country has subnational variations (for example, differences between states or provinces), please indicate the minimum, maximum and the most typical number of days of instruction where schools were fully closed in 2020 Note : The schools were fully closed means that government mandated or/and recommended closures of educational institutions (e.g. closure of buildings) affecting all or most of the student population enrolled at a given level of education.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total number of instruction days where schools were fully closed | Minimum number of instruction days where schools were fully closed | Maximum number of instruction days where schools were fully closed | Most typical number of instruction days where schools were fully closed |
| Pre-primary |  |  |  |  |
| Primary |  |  |  |  |
| Lower secondary |  |  |  |  |
| Upper secondary |  |  |  |  |

**2.SCHOOL CALENDAR AND CURRICULA**

*Questions addressed in this module: What are the consequences of the pandemic on instruction time in 2020 and in 2021?  Were there differences between levels of education and subnational entities?*

Q1-1. Have/will adjustments been/be made to the school calendar dates and curriculum due to COVID-19 in the school year 2019/2020 (2020 for countries with the calendar year)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | YES, academic year extended | YES, prioritization of certain areas of the curriculum or certain skills | YES, depends - Schools/districts could decide and implement adjustments at their own discretion | YES, other adjustments. | NO, no adjustment have been / will be made | Other, please specify in the comments section below: |
| Pre-primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Q1-2. Have/will adjustments been/be made to the school calendar dates and curriculum due to COVID-19 in the school year 2020/2021 (2021 for countries with the calendar year)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | YES, academic year extended | YES, prioritization of certain areas of the curriculum or certain skills | YES, depends - Schools/districts could decide and implement adjustments at their own discretion | YES, other adjustments. | NO, no adjustment have been / will be made | Other, please specify in the comments section below: |
| Pre-primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Other, please specify

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| --- |
|  |

Q1-1.A If in question 1 you have confirmed prioritization of certain curriculum areas or skills for remote instruction during school closure in the school year 2019/2020, select up to five subjects that were prioritized:

|  |  |
| --- | --- |
|  | Primary |
| Subject 1 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 2 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 3 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 4 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 5 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |

Q1-1.A If in question 1 you have confirmed prioritization of certain curriculum areas or skills for remote instruction during school closure in the school year 2019/2020, select up to five subjects that were prioritized:

|  |  |
| --- | --- |
|  | Lower secondary |
| Subject 1 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 2 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 3 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 4 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 5 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |

Q1-1.A If in question 1 you have confirmed prioritization of certain curriculum areas or skills for remote instruction during school closure in the school year 2019/2020, select up to five subjects that were prioritized:

|  |  |
| --- | --- |
|  | Upper secondary |
| Subject 1 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 2 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 3 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 4 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |
| Subject 5 | * Reading, writing and literature * Mathematics * Natural sciences; * Social studies * Second or other languages * Physical education and health; * Arts; * Religion/ ethics/ moral education * Information and communication technologies (ICT) * Technology; * Practical and vocational skills * Others * Do not know |

Q2. Is there a plan to revise regulation (at the national level) on the duration of instruction time and content of curriculum regulations after school year 2020/2021 (2021 for countries with calendar year) as a result of the COVID19 pandemic?

* Yes
* No
* Do not know

Q2.A If yes, please briefly explain what regulation and the change.

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***IF SCHOOLS RE-OPENED, EVEN IF IN SOME AREAS AND/OR FOR SOME GRADES, PLEASE ANSWER QUESTIONS in Section C. OTHERWISE, Skip to Section D***

**3.    SCHOOL REOPENING MANAGEMENT– if schools have fully/partially reopened**

*Questions addressed in this module: What are the strategies for school-reopening?*

*Q1. What measures to address learning gaps were widely implemented when schools reopened after the first closure in 2020?*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment of gaps in student learning that may have accumulated during school closures | Remedial measures to reduce student learning gaps (for all students who need it) | Remedial measures with a special focus on disadvantaged students | Remedial measures with a special focus on students who were unable to access distance learning | Remedial measures with a special focus on students at risk of drop-out or grade repetition | Remedial measures with a special focus on immigrant and refugee students, ethnic minorities or indigenous students | Remedial measures with a special focus on students in programmes with a vocational orientation | Remedial measures with a special focus on students in upper secondary grades with a national examination at the end of 2019/20 or 2020 calendar year) | Remedial measures with a special focus on all students transitioning from one ISCED level to the next | Other | None/Not Applicable | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Q2. If introducing remedial measures (for example remedial, accelerated programmes or increased in-person class time) in addition to the normal in-person class time or to address learning gaps, after schools reopened in 2020, when were those typically scheduled?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | During scheduled school holidays | On weekends | After school time (after the normal class time) | Not applicable | Other | Do not know |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Other, please specify

|  |
| --- |
|  |

Q3. What is the approximate share of students who attended school in-person after the reopening of schools in 2020?

|  |  |
| --- | --- |
|  | **First time period** where schools were reopened |
| Pre-Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Lower secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Upper secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |

Q3. What is the approximate share of students who attended school in-person after the reopening of schools in 2020?

|  |  |
| --- | --- |
|  | **Second time period** where schools were reopened |
| Pre-Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Lower secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Upper secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |

Q3. What is the approximate share of students who attended school in-person after the reopening of schools in 2020?

|  |  |
| --- | --- |
|  | **Third time period** where schools were reopened |
| Pre-Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Primary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Lower secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |
| Upper secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know/Not monitored |

Others, please specify

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|  |

Q4. What strategies for school re-opening (after the first closure) were implemented in your country in 2020??

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Immediate return to normal scheduling and student attendance, taking the necessary sanitary precautions | Progressive return of students (e.g. by age cohorts) | Adjustments to school and/or classroom’s physical arrangements | Adjustments to school feeding programmes | No lunch or meals at school (reopening limited to classes and learning activities only) | Combining distance learning and in-person classes | Classroom attendance scheduled in shifts | Classroom teaching conducted in schools’ outdoor spaces | Student and teacher returns contingent upon results of COVID-19 testing | Reducing or suspending extracurricular activities | Other (please specify) | None of the above measures/strategies | Do not know |
| Pre-Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Other, please specify

|  |
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|  |

**4. DISTANCE EDUCATION DELIVERY SYSTEMS**

*Questions addressed in this module: this module explores distance-learning strategies. What distance learning methods have been adopted during the pandemic? What kind of resources will continue to be used when schools re-open? Will distance learning modalities continue when schools re-open?*

Q1. Which distance learning solutions were or are being offered in your country during the pandemic in 2020 and/or 2021? (Select all that apply)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Online platforms | Television | Mobile phones | Radio | Take-home packages | Other distance learning modality (Please specify) | None |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Please provide any link or any additional info on remote learning modality if available:

|  |
| --- |
|  |

Q2. What percentage of students (at each level of education), approximately, followed distance education during school closures in 2020?

|  |  |
| --- | --- |
|  | Estimation |
| * Pre-primary level | * less than 25%; * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know * Not applicable |
| * Primary level | * less than 25%; * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know * Not applicable |
| * Lower Secondary | * less than 25%; * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know * Not applicable |
| * Upper Secondary | * less than 25%; * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students * All of the students * Do not know * Not applicable |

Comments/Suggestions:

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|  |

Q3. Has any study or assessment been carried out (at the regional or national level) in 2020 to assess the effectiveness of distance-learning strategies?

|  |  |
| --- | --- |
|  | Answer |
| Online platforms | * Yes * No * Do not know * Not applicable |
| Television | * Yes * No * Do not know * Not applicable |
| Mobile phones | * Yes * No * Do not know * Not applicable |
| Radio | * Yes * No * Do not know * Not applicable |
| Take-home packages | * Yes * No * Do not know * Not applicable |
| Other distance learning modality (Please specify) | * Yes * No * Do not know * Not applicable |

Q3.A If answered ‘yes’ to any options, please select the methods of assessment [Select all that apply]:

* Household Survey
* Teacher Assessment
* Student Assessment
* Other (Please specify- eg: connectivity reports, etc )

Please share/attach a copy/url:

|  |
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|  |

Q4. Is distance learning considered a valid form of delivery to account for official instruction days in 2020?

|  |  |  |
| --- | --- | --- |
|  | | Answer |
| Pre-primary level | * Not at all * Very little * To some extent * To a great extent * Do not know * Not applicable | |
| Primary level | * Not at all * Very little * To some extent * To a great extent * Do not know * Not applicable | |
| Lower Secondary | * Not at all * Very little * To some extent * To a great extent * Do not know * Not applicable | |
| Upper Secondary | * Not at all * Very little * To some extent * To a great extent * Do not know * Not applicable | |

**5. TEACHERS AND EDUCATIONAL PERSONNEL**

*Questions addressed in this module: How are teachers prepared for another crisis? What have been the consequences of the pandemic on human resource management in education?*

Q1.  What percentage of teachers (primary to upper-secondary levels combined), approximately, were required to teach (remotely/online) during all school closures in 2020?

* Less than 25%; (If so, please answer Question 1.B)
* More than 25% but less than 50% (If so, please answer Question 1.B)
* About half of the teachers (If so, please answer Question 1.B)
* More than 50% but less than 75% (If so, please answer Question 1.B)
* More than 75% but not all of the teachers (If so, please answer Question 1.B)
* All of the teachers (If so, please answer Question 1.A)
* Do not know (If so, please answer Question 2)
* Not applicable (If so, please answer Question 2)

Q1.A If answered “yes , all teachers” to question 1, are or were they able to teach from the school premises?

* Yes
* No
* Do not know

Q1.B If answered an option that implies a percentage of teachers different from a 100  to question 1, please specify in which levels of educations were teachers required to teach and whether they were teaching from school premises

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teachers were required to teach from the school premises. | Teachers were required to teach, but not from the school premises. | Teachers were not required to teach at this level of education. |
| Pre-primary level | ❏ | ❏ | ❏ |
| Primary level | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ |

Q2. Have there been changes to teacher pay and, benefits due to the period(s) of school closures in 2020?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Yes, a decrease of teacher pay and/or benefits | Yes, an increase of teacher pay and/or benefits | No change | This can be done at the discretion of schools/districts | Do not know |
| Pre-primary | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower secondary | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper secondary education | ❏ | ❏ | ❏ | ❏ | ❏ |

Please provide any relevant details, including on differences by contractual status:

|  |
| --- |
|  |

Q3. Were or are new teachers being recruited for school re-opening during the previous or current school year?

|  |  |
| --- | --- |
|  | School year 2019/2020 (2020 for countries with calendar year) |
| * Pre-primary level | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| * Primary level | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| * Lower Secondary | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| * Upper Secondary | * Yes * No * Do not know * This can be done at the discretion of schools/districts |

Q3. Were or are new teachers being recruited for school re-opening during the previous or current school year?

|  |  |
| --- | --- |
|  | School year 2020/2021 (2021 for countries with calendar year) |
| Pre-primary level | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| Primary level | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| Lower Secondary | * Yes * No * Do not know * This can be done at the discretion of schools/districts |
| Upper Secondary | * Yes * No * Do not know * This can be done at the discretion of schools/districts |

additional info if available:

|  |
| --- |
|  |

Q4. How and at what scale were teachers (in pre-primary to upper secondary levels combined) supported in the transition to remote learning in 2020? [Select all that apply]

|  |  |
| --- | --- |
|  | **nation-wide** |
| Offered special training | * Yes * No * Do not know |
| Provided with instruction on distance instruction (TV, radio, learning platforms, etc.) | * Yes * No * Do not know |
| Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content) | * Yes * No * Do not know |
| Provided guidelines for reducing the amount of overtime required to prepare a virtual classroom | * Yes * No * Do not know |
| Provided professional development activities (e.g. workshops and webinars) on pedagogy and effective use of technologies with various pedagogies | * Yes * No * Do not know |
| Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..) | * Yes * No * Do not know |
| Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..) | * Yes * No * Do not know |
| No additional support was offered to teachers | * Yes * No * Do not know |
| Other | * Yes * No * Do not know |

Q4. How and at what scale were teachers (in pre-primary to upper secondary levels combined) supported in the transition to remote learning in 2020? [Select all that apply]

|  |  |
| --- | --- |
|  | **subnational regions** |
| Offered special training | * Yes * No * Do not know |
| Provided with instruction on distance instruction (TV, radio, learning platforms, etc.) | * Yes * No * Do not know |
| Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content) | * Yes * No * Do not know |
| Provided guidelines for reducing the amount of overtime required to prepare a virtual classroom | * Yes * No * Do not know |
| Provided professional development activities (e.g. workshops and webinars) on pedagogy and effective use of technologies with various pedagogies | * Yes * No * Do not know |
| Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..) | * Yes * No * Do not know |
| Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..) | * Yes * No * Do not know |
| No additional support was offered to teachers | * Yes * No * Do not know |
| Other | * Yes * No * Do not know |

Q4. How and at what scale were teachers (in pre-primary to upper secondary levels combined) supported in the transition to remote learning in 2020? [Select all that apply]

|  |  |
| --- | --- |
|  | **school-by-school basis** |
| Offered special training | * Yes * No * Do not know |
| Provided with instruction on distance instruction (TV, radio, learning platforms, etc.) | * Yes * No * Do not know |
| Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content) | * Yes * No * Do not know |
| Provided guidelines for reducing the amount of overtime required to prepare a virtual classroom | * Yes * No * Do not know |
| Provided professional development activities (e.g. workshops and webinars) on pedagogy and effective use of technologies with various pedagogies | * Yes * No * Do not know |
| Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..) | * Yes * No * Do not know |
| Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..) | * Yes * No * Do not know |
| No additional support was offered to teachers | * Yes * No * Do not know |
| Other | * Yes * No * Do not know |

Q4.A Please provide any estimation of the percentage of teachers trained in 2020 in using distance learning methods :

* Less than 25%
* More than 25% but less than 50%
* About half of the teachers
* More than 50% but less than 75%
* More than 75% but not all;
* All of the teachers;
* Unknown/not monitored

Q4.B Please provide any estimation of the percentage of teachers that received materials to support distance learning in 2020 :

* Less than 25%
* More than 25% but less than 50%
* About half of the teachers
* More than 50% but less than 75%
* More than 75% but not all;
* All of the teachers;
* Unknown/not monitored

Q5. What kind of interactions (other than interactions in online lessons) were encouraged by government between teachers and their students and/or their parents during school closures in 2020 (in pre-primary to upper secondary levels combined)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | -Yes | -No | -Do not Know | -This can be done at the discretion of schools/districts |
| Phone calls to students or parents to ensure that students follow up on their learning activities | ❏ | ❏ | ❏ | ❏ |
| Emails to students or parents | ❏ | ❏ | ❏ | ❏ |
| Text/WhatsApp/other application messaging to students | ❏ | ❏ | ❏ | ❏ |
| Videoconference technologies (Zoom, MS Teams, Facetime) | ❏ | ❏ | ❏ | ❏ |
| Home visits | ❏ | ❏ | ❏ | ❏ |
| Communication on E-school platforms available for teachers, students and parents | ❏ | ❏ | ❏ | ❏ |
| Use of online parental surveys to gather feedback | ❏ | ❏ | ❏ | ❏ |
| Holding regular conversations about student progress or consulting parents to inform decision making | ❏ | ❏ | ❏ | ❏ |
| Involving parents of younger learners in planning teaching content | ❏ | ❏ | ❏ | ❏ |
| There were no specific guidelines/efforts to encourage continuous interaction between teacher and their students/parents | ❏ | ❏ | ❏ | ❏ |
| Other: please specify | ❏ | ❏ | ❏ | ❏ |

Others, please specify

|  |
| --- |
|  |

Q6. Do you have plans to prioritize vaccinations for teachers (in pre-primary to upper secondary levels combined)?  Note: COVAX initiative refers to the WHO initiative to secure access to the future COVID-19 vaccine in low and middle-income countries (https://www.who.int/initiatives/act-accelerator/covax)

* Yes, as a national measure prioritizing teachers;
* Yes, as part of the COVAX initiative to secure access to the future COVID-19 vaccine in low and middle-income countries
* No, teachers are considered as the general population;
* Other, please explain
* Do not know

Other, please explain

|  |
| --- |
|  |

Q6.A Among teachers, do you have criteria for prioritization? [select all that apply]

* Yes, by age group
* Yes, by level of education
* Yes, by sub-national level
* Yes, other. Please specify:\_\_\_\_\_\_\_\_\_\_\_\_
* No
* Do not know

Other, please explain

|  |
| --- |
|  |

Q6.B When is planned to start the vaccination of teachers?

|  |  |
| --- | --- |
|  | Start vaccination period |
| 2021 Q1 | ❏ |
| 2021 Q2 | ❏ |
| 2021 Q3 | ❏ |
| 2021 Q4 | ❏ |
| 2022 | ❏ |
| Still not defined | ❏ |
| Do not know | ❏ |

**6. LEARNING ASSESSMENT AND EXAMINATIONS**

*Questions addressed in this module: How has the COVID-19 crisis affected examinations?  How will schools ensure a fair assessment of students’ end-of-year competencies and capacity during the pandemic?*

Q1. Have you made any of the following changes to national examinations due to the pandemic during the school year 2019/2020 (2020 for countries with calendar year)?

|  |  |  |  |
| --- | --- | --- | --- |
|  | PRIMARY EDUCATION | LOWER SECONDARY EDUCATION | UPPER SECONDARY EDUCATION |
| Postponed/rescheduled the Examinations | ❏ | ❏ | ❏ |
| Adjusted the content of the Examinations (e.g., subjects covered or number of questions) | ❏ | ❏ | ❏ |
| Adjusted the mode of administration (e.g., computer-based or online-based) | ❏ | ❏ | ❏ |
| Introduced additional health and safety measures (e.g., extra space between desks for distancing students) | ❏ | ❏ | ❏ |
| Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio) | ❏ | ❏ | ❏ |
| Canceled the Examinations and used an alternative approach for high-stakes decision making (e.g., calculated grades) | ❏ | ❏ | ❏ |
| Other (please specify) | ❏ | ❏ | ❏ |
| No changes were made | ❏ | ❏ | ❏ |
| Do not know | ❏ | ❏ | ❏ |
| Not Applicable | ❏ | ❏ | ❏ |

Other, please specify

|  |
| --- |
|  |

Q2.  Have there been any steps taken to assess whether there have been learning losses as a result of COVID related school closure in 2020?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Yes, students were assessed in a standardized way at the national level | Yes, students were assessed in a standardized way at the sub-national level | Yes, students were assessed at the classroom level (formative assessment by teachers) | Not yet but there is a plan to assess students in a standardized way | No plan to assess students in a standardized way | Do not know |
| PRIMARY EDUCATION | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| LOWER SECONDARY EDUCATION | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| UPPER SECONDARY EDUCATION | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

Q3. Did your plans for school re-opening in 2020 include adjustment to graduation criteria at the end of school year 2019/2020 (or end of 2020)?

|  |  |
| --- | --- |
|  | Adjustment |
| PRIMARY EDUCATION | * Yes * No * This can be done at the discretion of school * Do not know * Not applicable |
| LOWER SECONDARY EDUCATION | * Yes * No * This can be done at the discretion of school * Do not know * Not applicable |
| UPPER SECONDARY EDUCATION | * Yes * No * This can be done at the discretion of school * Do not know * Not applicable |

**7.FINANCING**

*Questions addressed in this module: Have countries planned increases/decreases in the public education budget for the current or next financial year? Have they changed the way they allocate resources as a result of the pandemic? How were additional resources provided to educational institutions during school closures?*

Q1. Have there been changes planned to the fiscal year education budget to ensure the response to COVID-19 for education in 2020 and 2021? [Select one option in each cell]

|  |  |
| --- | --- |
|  | **Total public expenditure in the school year 2019/2020 (2020 for countries with calendar year)** |
| Total | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Pre-Primary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Primary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Lower Secondary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Upper Secondary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |

Q1. Have there been changes planned to the fiscal year education budget to ensure the response to COVID-19 for education in 2020 and 2021? [Select one option in each cell]

|  |  |
| --- | --- |
|  | **Total public expenditure in the School year 2020/2021 (2021 for countries with calendar year)** |
| Total | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Pre-Primary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Primary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Lower Secondary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |
| Upper Secondary | * Increased * No changes * Decreased * No change in the total amount, but significant changes in the distribution of expenditures * Decreases * Schools can decide at their own discretion * Do Not Know |

Q2. Has the distribution of education spending between current and capital expenditures (pre-primary to upper secondary levels combined) changed/is planned to change as a result of the education response to COVID-19?

|  |  |
| --- | --- |
|  | **Fiscal Year 2020** |
| Total capital expenditure | * increases * no changes * decreases |
| Total current expenditure | * increases * no changes * decreases |
| Compensation of teachers | * increases * no changes * decreases |
| Compensation of other staff | * increases * no changes * decreases |
| Schools meals | * increases * no changes * decreases |
| Conditional cash transfers | * increases * no changes * decreases |
| Student support (grants or scholarships) | * increases * no changes * decreases |
| Student loans | * increases * no changes * decreases |
| Other current expenditure | * increases * no changes * decreases |

Q2. Has the distribution of education spending between current and capital expenditures (pre-primary to upper secondary levels combined) changed/is planned to change as a result of the education response to COVID-19?

|  |  |
| --- | --- |
|  | **Fiscal Year 2021** |
| Total capital expenditure | * increases * no changes * decreases |
| Total current expenditure | * increases * no changes * decreases |
| Compensation of teachers | * increases * no changes * decreases |
| Compensation of other staff | * increases * no changes * decreases |
| Schools meals | * increases * no changes * decreases |
| Conditional cash transfers | * increases * no changes * decreases |
| Student support (grants or scholarships) | * increases * no changes * decreases |
| Student loans | * increases * no changes * decreases |
| Other current expenditure | * increases * no changes * decreases |

Q2.A If answered ‘increase’ to any of the categories in Q2, how were they funded? [Select all that apply]

❏Additional funding from external donors

❏Re-programming of previously earmarked/restricted funding

❏Additional allocation from the Government

❏Reallocation within the education budget

❏Do not know

Q3. What criteria were used to allocate additional public funds/resources in primary and secondary education to ensure the response to COVID-19 for education?            [Select all that apply]

❏Number of students / classes

❏Socio-economic characteristics,

❏Geographic criteria

❏Students with SEN

❏Other criteria

❏None

❏Not applicable

❏Do not know

Other criteria, please briefly explain

|  |
| --- |
|  |

Q4. Has the distribution of public spending between primary and secondary education changed as a result of the education response to COVID-19 in 2020?

* Yes
* No
* Not applicable
* Do not know

Q4.A If yes, please describe briefly

|  |
| --- |
|  |

**8.     LOCUS OF DECISION MAKING**

*Questions addressed in this module: How were decisions on public institutions related to the consequences of COVID-19 pandemic on education made in primary and lower secondary education (by levels of government)?*

Q1. At what level were the following decisions made in public primary and lower secondary educational institutions during the pandemic?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Central | Provincial/ Regional/ State | Sub-Regional/ Inter-Municipal | Local | School |
| School closure and reopening | ❏ | ❏ | ❏ | ❏ | ❏ |
| Adjustments to school calendar | ❏ | ❏ | ❏ | ❏ | ❏ |
| Resources to continue learning during school closures | ❏ | ❏ | ❏ | ❏ | ❏ |
| Additional support programs for students after schools reopened | ❏ | ❏ | ❏ | ❏ | ❏ |
| Working requirements for teachers | ❏ | ❏ | ❏ | ❏ | ❏ |
| Compensation of teachers (due to the impact of the pandemic on teachers workload) | ❏ | ❏ | ❏ | ❏ | ❏ |
| Hygiene measures for school reopening | ❏ | ❏ | ❏ | ❏ | ❏ |
| Changes in funding to schools | ❏ | ❏ | ❏ | ❏ | ❏ |

Comments/Suggestions:

|  |
| --- |
|  |

**9. EQUITY MODULE**

*Questions addressed in this module: To what extent regulations include private schools? What are the measures that have been taken to support the education of vulnerable groups during the pandemic among others?*

Q1. Do government-dependent private schools (ISCED 0 to ISCED 3) follow the same COVID regulations as public schools?

* Yes
* No
* Do not know

Q1.A If the answer is ‘no’, are there some regulations that equally apply to government-dependent private and public schools? (Select all that apply)

* plans for closing/reopening
* health and safety standards
* mandatory attendance of students and teachers
* distance learning modalities
* Oher, please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other, please specify

|  |
| --- |
|  |

Q2. Do independent private schools (ISCED 0 to ISCED 3) follow the same COVID regulations as public schools?

* Yes
* No
* Do not know

Q2.A If the answer is ‘no’, are there some regulations that equally apply to independent private and public schools? (Select all that apply)

* plans for closing/reopening
* health and safety standards
* mandatory attendance of students and teachers
* Distance learning modalities
* Oher, please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other, please specify

|  |
| --- |
|  |

Q3. Which of the following measures have been taken to support the education (ISCED 0 to ISCED 3) of vulnerable groups during the pandemic?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Children with disabilities | Refugees/migrants/ displaced children | Ethnic Minorities/speakers of minority languages | Girls | Other populations at risk. (e.g. rural/remote, low-income families; please specify): |
| Additional financial support to learners in the group (i.e. take-home rations, cash-based transfers) | ❏ | ❏ | ❏ | ❏ | ❏ |
| Special effort to improve access to infrastructure for learners | ❏ | ❏ | ❏ | ❏ | ❏ |
| Subsidized devices for access | ❏ | ❏ | ❏ | ❏ | ❏ |
| Tailored learning materials for the group | ❏ | ❏ | ❏ | ❏ | ❏ |
| Flexible and self-paced platforms (Asynchronous learning platforms) | ❏ | ❏ | ❏ | ❏ | ❏ |
| Do not know | ❏ | ❏ | ❏ | ❏ | ❏ |
| None | ❏ | ❏ | ❏ | ❏ | ❏ |
| Other (Please specify) | ❏ | ❏ | ❏ | ❏ | ❏ |

Other, please specify

|  |
| --- |
|  |

Q4.  What outreach / support measures have been taken to **encourage the return to school for vulnerable populations** (ISCED 0 to ISCED 3)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | children with disabilities | refugees/migrants/ displaced children | ethnic Minorities/speakers of minority languages | Girls | Other populations at risk. (e.g. rural/remote, low-income families. Please specify): |
| Community engagement to encourage return to school | ❏ | ❏ | ❏ | ❏ | ❏ |
| Provision of financial incentives (such as cash/food/transport) or waived fees (such as tuition or uniform fees) | ❏ | ❏ | ❏ | ❏ | ❏ |
| School-based mechanisms to track those not returning to school | ❏ | ❏ | ❏ | ❏ | ❏ |
| Reviewing/revising access policies | ❏ | ❏ | ❏ | ❏ | ❏ |
| Make modifications to ensure water, hygiene, and sanitation services are accessible | ❏ | ❏ | ❏ | ❏ | ❏ |
| Do not know | ❏ | ❏ | ❏ | ❏ | ❏ |
| None | ❏ | ❏ | ❏ | ❏ | ❏ |
| Other (Please specify) | ❏ | ❏ | ❏ | ❏ | ❏ |

Other, please specify

|  |
| --- |
|  |

**B. SUPPLEMENT MODULES**

**10.   DISTANCE EDUCATION DELIVERY SYSTEMS**

Q1. If the country’s national distance strategy included broadcasting lessons on television or radio, what proportion of the population is reached by television and radio?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | less than 25%; | More than 25% but less than 50% | About half of the population | More than 50% but less than 75% | More than 75% but not all of the population | All of the population | Do not know | Not Applicable |
| Pre-primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Primary level | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Lower Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |
| Upper Secondary | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

additional info if available

|  |
| --- |
|  |

Q2.A [Policy] For each of the below categories please select from 1-4 which statement best reflects the state of digital learning and ICT in your country.

* 1. There is no policy supporting Digital learning education; no Introduction of ICT into select educational processes and activities
* 2. There is a draft policy on ICT in education; some ICT integrated into select educational processes and activities
* 3. The policy on ICT in education has been approved/draft serving as a de facto policy Integrate ICT in education at all education levels
* 4. There is explicit policy guidance related to ICT/education topics; ICT in education policy is fully operationalized and seeks to transform learning environments, teaching practices and administrative processes with the aid of ICT

Q2.B [Funding] For each of the below categories please select from 1-4 which statement best reflects the state of digital learning and ICT in your country.

* 1. There is no or minimal regular expenditure for ICT/DL
* 2. There is occasional, nonregular public expenditure on ICT/DL
* 3. There is regular public expenditure on ICT/DL, on infrastructure and non-infrastructure items
* 4. There is extra on top of regular public expenditure on ICT/DL on infrastructure and non-infrastructure items

Q2.C[Partnerships] For each of the below categories please select from 1-4 which statement best reflects the state of digital learning and ICT in your country.

* 1. No Public–private partnership (PPPs) enabling or supporting digital learning initiatives
* 2. Some PPPs enabling or supporting digital learning initiatives
* 3. Commitment to coordinating PPP initiatives related to digital learning
* 4. Explicit commitment to integrating, coordinating and monitoring PPP initiatives related to digital learning

Q2.D[Monitoring and Evaluation] For each of the below categories please select from 1-4 which statement best reflects the state of digital learning and ICT in your country.

* 1. There is little or no monitoring; when existing, monitoring is irregular, incomplete and relates primarily to access to infrastructure; impact of DL use is not measured
* 2. Most monitoring is of inputs; Impact of DL is measured irregularly; most impact measurements relates to changes in attitudes and perceptions of changes in activity
* 3. There is regular monitoring of system inputs; Impact of DL is measured regularly; some measures relate to learning outcomes; some regular or systematic independent M&E of DL activities are carried out
* 4. There is a robust M&E system in place to measure the use and impact of DL, including learning outcomes Policy choices and decisions related to DL are evidence based; M&E function independent of project implementers

**11.   HEALTH PROTOCOL/GUIDELINES FOR PREVENTION AND CONTROL OF COVID-19**

Q1. Has the Ministry of Education produced or endorsed any specific health and hygiene guidelines and measures for schools?

* Yes
* No
* Not applicable, as the responsibility for health and sanitation guidelines falls under other administrative units
* Do not know

If answered question 1 Yes, please answer question 2. Otherwise, skip to question 3.

Q2. What do these guidelines cover? [Select all that apply]

* Promoting physical distancing
* Promoting hand-washing practices with water and soap or alcohol-based hand sanitizer
* Promoting good respiratory hygiene (e.g. use of masks)
* Improved handwashing facilities
* Increased surface, food preparation and handling equipment cleaning and disinfection
* Improved management of infectious wastes
* Self-isolation of staff and students who are exposed/infected
* Temperature checks in school
* Testing for COVID-19 in schools
* Tracking staff and students who are infected with or exposed to COVID-19
* Self-screening form/app
* Other: please specify if the guidelines include other elements \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other (Please specify)

|  |
| --- |
|  |

Q2.A How is the application of these guidelines monitored? [select all that apply]

* National or subnational surveys
* Inspections by national or sub-national education and/or health officials
* Inspections by local education and/or health officials
* Through a school-level committee
* Other (Please specify)
* No monitoring of the application of health and hygiene guidelines is occurring >Skip to Q2.3

Other (Please specify)

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Q2.B If monitoring information is available, what proportion of schools or other educational institutions are implementing the health and hygiene guidelines?

* Less than 25%;
* More than 25% but less than 50%Around half of the schools
* More than 50% but less than 75%
* More than 75% but not all of the schools
* All of the schools
* unknown/not monitored.
* Not Applicable

Q2.C What are the challenges and bottlenecks faced in implementing the specific measures? (Select all that apply)

* Lack of Safety commitment from public
* Poor safety culture
* Lack of administrative commitment and support at community level
* Lack of strict enforcement of WHO regulations
* Lack of resources for implementing public health and social measures
* Lack of medical facilities at community level
* Lack of door to door services during quarantine period
* Lack of proper communication between health advisors and public
* Lack of government policies
* Public stigmatization
* Do not know
* Other (Please specify)

Other (Please specify)

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Q3. Are there enough resources, commodities (e.g. soap, masks) and infrastructure (e.g. clean water, WASH facilities) to assure the safety of learners and all school staff?

* Yes
* No
* Do not know

Q3.A How are the resources for the safety of learners and school staff funded? [Select all that apply]

* External donors
* Additional allocation from the Government
* Reallocation within education budget
* Reallocation of the Government budget across ministries
* Do not know
* Other (Please specify)

Other (Please specify)

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Q4. Which of the following measures to ensure the health and safety of students/learners on their journey to and from school are included in school reopening plans / are being implemented as schools reopen? [Select all that apply]

* Engage the entire school community early and often to develop, communicate, and coordinate rules, procedures and roles to support the safe journey to school
* Ensure physical distancing during school drop-off and pick-up
* Prioritize active, non-motorized transport to support physical distancing
* Make it safe to walk, cycle, scoot and ride a wheelchair to/from school
* Help students who cycle and scoot to follow protocols
* Reduce private vehicle use
* Treat school buses as extensions of the classroom (in terms of implementing the same health and hygiene protocols)
* Promote safety and hygiene on public and shared transport
* Ensure equal access on the journey to/from school for marginalized populations
* None of the above measures
* Do not know

Q5. Have any measures been taken to minimize the impact of school closures on the wellbeing of students? Please select all the measures that apply:

|  |  |
| --- | --- |
|  | 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) | ❏ |
| Regular calls from teachers or school principals | ❏ |
| No measures | ❏ |
| Do not know | ❏ |
| Other (please specify) | ❏ |

Other (Please specify)

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From the list above, please indicate which of these wellbeing 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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**12.   Planning 2021**

Q1. Has the government defined specific criteria or rules for deciding if schools should close again?

* Yes
* No
* Do not know
* This has been left to the discretion of local or school leaders

**If answered “Yes” please answer Q1.1 Otherwise, skip to Q2.**

Q1.A If yes, what specific criteria help determine if schools should close again? (Select all that apply)

* national prevalence rates
* local prevalence rates
* in-school outbreak
* other, please specify

Other (Please specify)

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Please upload or provide link to the document which lists these criteria in more detail

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Q2. Which measures have been/will be taken to facilitate access to connectivity of students to online distance learning infrastructure in 2021 or beyond?

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| --- | --- | --- | --- |
|  | nation-wide | by region | school-by-school basis |
| Offer/negotiate access to internet at subsidized or zero cost | ❏ | ❏ | ❏ |
| Subsidized/free devices for access | ❏ | ❏ | ❏ |
| No measures taken | ❏ | ❏ | ❏ |
| Other (please specify): | ❏ | ❏ | ❏ |
| Do not know | ❏ | ❏ | ❏ |

Other (Please specify)

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Q3. Were or will new non-teacher educational personnel (e.g. counselors, psychologists, IT personnel, administrative staff, cleaning staff, cooks etc.) being recruited for school re-opening / 2021?

* Yes (If so, please answer Question 3.A)
* No
* Do not know

Q3.A If answered ‘yes’ to Question 3, which additional personnel were/will be recruited and why? Please specify:

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Q4. Please specify and estimation of the number of students (or % of students) who will be assessed to evaluate loss of learning during school closure:

|  |  |
| --- | --- |
|  | **First time period where schools were reopened** |
| Pre-primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Lower Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Upper Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |

Q4. Please specify and estimation of the number of students (or % of students) who will be assessed to evaluate loss of learning during school closure:

|  |  |
| --- | --- |
|  | **Second time period where schools were reopened** |
| Pre-primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Lower Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Upper Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |

Q4. Please specify and estimation of the number of students (or % of students) who will be assessed to evaluate loss of learning during school closure:

|  |  |
| --- | --- |
|  | **Third time period where schools were reopened** |
| Pre-primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Primary level | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Lower Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |
| Upper Secondary | * Less than 25% * More than 25% but less than 50% * About half of the students * More than 50% but less than 75% * More than 75% but not all of the students; * All of the students * unknown/not monitored. |

Q5. Has your country planned any new training programmes or activities for laborers (broader workforce) affected in response to the COVID-19 pandemic? (select all that apply)

* Digital skills training
* Fostering social and emotional learning and well-being for inclusive recovery, decent work and enhanced employability,
* Developing attitudes, knowledge and behavior for sustainable development
* Health education and learning
* Other (Please specify)
* None
* Do not know

Other (Please specify)

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Q6. Has your country planned any survey on national stakeholders on the impacts and responses to Covid-19 to strengthen education response efforts?

* Yes
* No
* Do not know

Q7. Please let us know about current issues or solutions related to COVID-19 and education in your country and provide any relevant URLs/Links

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**CONSENT**

Do you agree that the information that you provided in this questionnaire will be included in a publicly available anonymized database? Note: Your name and contact information will not be disclosed in the database. If you do not agree, the information will be used for analysis purposes, but will not appear in the database.

* YES
* NO