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

Introduction

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

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

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

Rational of the survey

Without a doubt, education delivery will change, but it is hard to anticipate how and by how much as no one knows if the current changes in the delivery of education will alter household and student behaviour in the long term or if the crisis will be forgotten in a few months, leaving education to regress to previous formats of delivery. Impact includes:

- **Interrupted learning**, especially among students living in poverty, in areas with little access to online education and those with learning disabilities.
- **Different delivery models:** governments moved quickly to offer remote learning options through online platforms, television, radio and paper-based take-home packages that are not equally available to all countries and population groups.
- **Increased stress among teachers**, especially those without training in distance education, where teaching resources may be unfamiliar and where contact with students requires increasingly larger shares of a teacher's personal time.
- **Increased stress among parents** due to work-related issues, quarantine issues and the potential for incidents of home violence.
- **Increased probabilities of student drop out** due to pressures on family income – often in combination with low quality of distance education and to disruption in the learning delivery model and the associated social programs.
- **Challenges to financing education along with increasing new demands:** the ongoing pandemic has posed challenges to education financing globally. In almost all countries (95 per cent) additional funds have been provided to cover COVID-19-related costs in the education sector but this might probably not be enough, increasing the reliance on families'.

Monitoring COVID-19 impact: An integrated response

The strategy to monitoring the impact of COVID-19 includes different tools that help to understand the broader picture:

1. **Monitoring School closures**: a [global database](#) that documents school closures on a daily basis.

2. **Global monitoring of education system responses** –captured through a data collection [instrument developed jointly by UNESCO, the WBG and UNICEF](#) that captures basic, comparable information to monitor the evolution of responses (with focus on school calendar adaptations and reopening plans; distance learning; support for teachers, students, and parents; support for those at risk of exclusion; examinations, assessments, and promotions).

3. **Impact on learning and distribution of learning losses**: the evidence on learning and the effectiveness of measures taken to support learning during school closures. The study will take into account whether classes were interrupted close to the end of the school year or as school was starting, whether the curriculum was reduced and how participation levels evolved when schools reopened.

4. **Rapid survey to Monitoring the Impact of main education aggregates (MIMEA):** the rapid assessment aims 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.

The Monitoring the Impact of Main Education Aggregates (MIMEA) survey

Steps

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

The decision-making process that led to the definition of what to collect has followed in trying to find answer to a set of research questions and bearing in mind that not all data needs to have the same level of disaggregation:

1. **Identification of policy needs:** What have been the most important changes to identify?
   - What are the emergent needs that need to be address?
   - What type of adaptation were/are needed to deliver learning?
   - What was the impact of COVID-19 on student enrollment and by gender?
   - How have been minorities, especially girls being affected
   - What is the modality of learning under which students are enrolled?
   - How many teachers have been hired and how are hey trained?
   - How was funding affected in amount and composition?

2. **Tight focus on data needs.** The pandemic demands being strategic and selective when considering what information to collect especially when some new data collection mechanisms will be demanded from countries.

3. **Assess how new data/disaggregation might be needed**. Disaggregated data is required to inform policy responses and measures targeted at the most vulnerable learners and their families. Some of these dimensions are for instance sex, regional and

type of remote learning mechanism.

The MIMEA Survey content

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

Articulation of MIMEA and the UIS Formal Education Surveys

The MIMEA Survey differs from the UIS Education Survey and it is complementary in many aspects. The data collection mechanism differs to a preferred online and aims for a much reduced number of data points with the most updated data. Main differences reflected in the table below.

The UIS Annual Education Formal Survey includes:
*   **Education data collection** from 165 countries through four data collection instruments that comprise the collection of around 2 thousand data points:
    o   Questionnaire A on Students and Teachers (ISCED 0-4);
    o   Questionnaire B on Educational Expenditure (ISCED 0-8);
    o   Questionnaire C on Students and Teachers (ISCED 5-8); and
    o   Questionnaire on National Education System.
*   **Timeline:**
    o   The UIS annual Survey of Formal Education is usually launched beginning of last quarter of year with deadline for completion of mid-February of the following year;
    o   Data is released later September and early March;
*   **Reference year:**
    o   The reference year is the school year ending the year of the launch
    o   For instance, the 2021 Survey of Formal Education was launched on **27 October 2020** with deadline for returning the completed questionnaires by **19 February 2021** and asking for data for **the academic year ending in 2020.**

	MIMEA Tool	UIS education Survey
Objective	Obtain information pre and post general school closures outbreak and its regional impact	To monitor SDG4 progress by implementing the Global and Thematic indicator framework and other
Data collection mode	Online and word	Excel
Questionnaire number	One with modules and a reduced number of data points	4 (ISCED, Questionnaires A, B and C)
Reference Period	2019-2020 last head count 2020-2021 first head count	2019-2020
Timeline	Launched Feb 1st, 30 days to reply	Launched October 2020- Feb 2021
Regional Disaggregation	Yes	No