Strengthening the Knowledge of Global Education Policy Responses During COVID-19

3rd iteration of the joint Survey on National Education Responses to COVID-19

1 February 2021
Welcome and Overview
### Agenda

**Introduction**
- 15h00 - 15h05  Opening (Silvia Montoya, Director of UIS)
- 15h05 - 15h15  The rationale for following-up COVID-19 policy decisions (Manos Antoninis, GEM Report)

**Survey presentations and Q&A**
- 15h15 - 15h25  Survey of National Education Responses to COVID-19 School Closure (Joint Survey) - 3rd iteration: Background, Partnership, Updates
- 15h25 - 15h55  3rd Iteration Questionnaires:
  - Shared Core modules
  - Supplement modules of the Survey (UIS)
  - Supplement Module/questions of the OECD
- 15h55 - 16h05  Survey to Monitoring Impact on Main Education Data Aggregates (MIMEA) – UIS
- 16h05 - 16h25  Q&A (UIS)

**Concluding remarks**
- 16h25 - 16h30  Closing Remarks
Joint Survey Overview: Background, Partnership, Updates
We need to know:

• How is the deployment of distance learning modalities surveyed, and what efforts are made to collect information about boosting access, particularly among the most vulnerable?

• What supports have been provided to teachers, students and their parents during the pandemic, including vaccination?

• What questions are addressed related to the reopening of schools and supports to ensure equity and a safe return for all?

• What are the longer-term impacts of COVID-19 on learning, equity and educational financing?
<table>
<thead>
<tr>
<th></th>
<th>Iteration 1</th>
<th>Iteration 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>A country-level survey of national education responses to COVID-19 school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>closures</td>
<td></td>
</tr>
<tr>
<td><strong>Survey period</strong></td>
<td>15 April – 12 June 2020</td>
<td>15 July - 15 October 2020</td>
</tr>
<tr>
<td><strong>Targeted group</strong></td>
<td>The questionnaire is designed for officials from ministry of Education at</td>
<td>Ministries of Education and</td>
</tr>
<tr>
<td></td>
<td>central or decentralized levels in charge of school education.</td>
<td>statistics units were contacted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>regarding the completion of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>survey.</td>
</tr>
<tr>
<td><strong>Languages &amp; data collection</strong></td>
<td>The survey was administered in 4 languages (English, French, Spanish, and</td>
<td>The survey was submitted by</td>
</tr>
<tr>
<td><strong>mechanism</strong></td>
<td>Russian) in the first 2 iterations and is extended to five by including</td>
<td>email or an online survey</td>
</tr>
<tr>
<td></td>
<td>Arabic in 3rd iteration.</td>
<td>platform.</td>
</tr>
<tr>
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</tbody>
</table>

Note: 1. 118 countries participated in the Joint Survey Phase 1, in which 2 countries who requested not to be included in the publicly available dataset  
2. 149 countries participated in the Joint Survey Phase 2, in which 28 countries who requested not to be included in the publicly available dataset
### Key Notes and Output

<table>
<thead>
<tr>
<th></th>
<th>Joint Survey Phase 1</th>
<th>Joint Survey Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical note</strong></td>
<td>Available in pdf: <a href="#">Link</a></td>
<td>Available in pdf: <a href="#">Link</a></td>
</tr>
<tr>
<td><strong>Data availability</strong></td>
<td>Available in Excel: <a href="#">Link</a></td>
<td>Available in Excel: <a href="#">Link</a></td>
</tr>
</tbody>
</table>
The 3rd Iteration

• Collect up-to-date information on education policy interventions and global responses to the pandemic in 2020 and 2021

• Support subsequent educational planning and programming to deploy effective learning strategies

• To collect essential data to track and to monitor the impact of the COVID-19 on students, teachers, school environment, and financing, among others, with an attention to inequality in terms of gender and regional dimensions that are usually not captured through the regular UIS survey.
### Effective partnership in the 3rd iteration

<table>
<thead>
<tr>
<th>Usual bottlenecks for a genuine and effective partnership</th>
<th>Success factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habit of working in silos (across and within orgs)</td>
<td>• Multiple uncoordinated data collections are an unnecessary burden for ministries of Education. Strong rationale for joint work (global public good)</td>
</tr>
</tbody>
</table>
| Lack of internal incentives                              | • Supported by Management of each organization  
|                                                          | • Progressivity of the collaboration (Round 1 → Round 2 → Round 3) |
| Differences in views/processes                           | • Compromise/Consensus-building  
|                                                          | • Standardization of data cleaning/analysis processes |
| Visibility/competition                                    | • Joint visibility acknowledging all |
| Coordination challenges                                  | • Modern tools/workspace (shared folder/files/data/STATA codes/Github)  
|                                                          | • Regular meetings (Video Conferences) |
The 3rd Iteration: Timeline

- **22 January – 1 February 2021**: Webinar to present explain the survey, its objectives, relevance in the current crisis and the lessons that could be extracted.

- **31 January – 28 February 2021**: Data collection and survey submission
  - OECD countries have until 22 February 2021 to submit the survey

- **1 March – 30 March 2021**: Processing and analysis of the survey results for OECD countries.
  - Preliminary results for OECD countries will be reviewed at the INES Working Party meeting on 22-24 March.
  - Results from the data collection are then expected to be made available and used in publications across the OECD's Directorate for Education and Skills.

- **15 March – 30 April 2021**: Analysis, visualization, and report of the survey results for non-OECD countries – A joint report will be elaborated and released in late April.
Joint Survey
3rd Iteration
# What's new in the 3rd iteration?

<table>
<thead>
<tr>
<th>Joint Survey 3rd Iteration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey period</strong></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
</tr>
<tr>
<td><strong>Instruments for data collection</strong></td>
</tr>
<tr>
<td><strong>Concept Note; link to online questionnaire; .rtf questionnaire; glossary; webinar</strong></td>
</tr>
<tr>
<td><strong>Data Availability</strong></td>
</tr>
</tbody>
</table>
| **Coverage** | Expect to receive responses from:  
• More countries  
• 37 OECD countries, and  
Expect to increase the regional coverage |
The 3rd Iteration Questionnaire

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

• There are:

For countries reporting to the OECD*

• 3 supplement modules (B);
• 9 **core modules** (A);
• 1 supplement module (C)

Joint Survey Questionnaire administered by the UIS

*OECD countries may also respond to the UIS supplement modules B if they would like to
The 3rd Iteration: Survey Structure

A. CORE MODULES
1. SCHOOL CLOSURES
2. SCHOOL CALENDAR AND CURRICULA
3. SCHOOL REOPENING MANAGEMENT
4. DISTANCE EDUCATION DELIVERY SYSTEMS
5. TEACHERS AND EDUCATIONAL PERSONNEL
6. LEARNING ASSESSMENT AND EXAMINATIONS
7. FINANCING
8. LOCUS OF DECISION MAKING OF PUBLIC INSTITUTIONS*
9. EQUITY*

B. SUPPLEMENT MODULES
10. DISTANCE EDUCATION DELIVERY SYSTEMS
11. HEALTH PROTOCOL
12. PLANNING 2021*

C. OECD SUPPLEMENT MODULE
INTERNATIONAL STUDENT MOBILITY*

Note: * represents new modules in the 3rd iteration
The 3rd Iteration: New Modules

- While extending questions in the modules covered by previous two iterations, the 3rd iteration contains new modules

- **Locus of decision making of public institutions (Core module)**
  - How were decisions on education related to the pandemic made in primary and lower secondary education by levels of government?

- **Equity (Core module)**
  - To what extent regulations include private schools?
  - What are the measures taken to support the education of vulnerable groups during the pandemic?

- **Planning 2021 (UIS Supplement module)**
  - New training programmes or activities planned
  - Conditions for school reopening/reclosing

- **International student mobility (OECD Supplement module)**
Key aspects regarding questionnaire completion

• **Reference period**: January to December 2020, except in the **planning module** and some specific questions:
  - part of school years 2019/2020 and 2020/2021, for countries with split school years, and
  - school year 2020 for countries with school calendar years

• **Schools fully closed**: periods of time of full closures and openings

• **Coverage of educational levels**:
  - **Countries reporting to UIS**: pre-primary (ISCED 02) to upper secondary (ISCED 3)
  - **Countries reporting to OECD**: pre-primary (ISCED 02) to tertiary (ISCED 5-8), and split by programme orientation at upper secondary level (general/vocational)

• **Glossary**: general terms found in all modules and more module specific **definitions**
The 3rd Iteration: Response Submission

• a country that regularly reports to the UIS will complete one questionnaire with:
  • "A. Core Modules“, and
  • "B. Supplement Modules“.
  
  https://jsw3.questionpro.com

• a country that regularly reports to the OECD will complete
  • "A. Core modules“, and
  • "C. OECD Supplement Module".

  If a country reporting to the OECD wants to fill the “B. Supplement Modules”, access it at:

  https://jsw3-supplement.questionpro.com
# The 3rd Iteration: how to respond/use the questionnaire

<table>
<thead>
<tr>
<th>Countries reporting to UIS</th>
<th>Countries reporting to the OECD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submit Online</strong></td>
<td></td>
</tr>
<tr>
<td><a href="https://jsw3.questionpro.com">https://jsw3.questionpro.com</a></td>
<td></td>
</tr>
<tr>
<td>Possible to “save &amp; continue later”</td>
<td></td>
</tr>
<tr>
<td><strong>Submit by email</strong></td>
<td><strong>Submit by email</strong></td>
</tr>
<tr>
<td>Submit to: <a href="mailto:COVID19.survey@unesco.org">COVID19.survey@unesco.org</a></td>
<td>Submit to: <a href="mailto:eric.charbonnier@oecd.org">eric.charbonnier@oecd.org</a>; <a href="mailto:valerie.forges@oecd.org">valerie.forges@oecd.org</a></td>
</tr>
<tr>
<td><strong>Deadline for submission</strong>: 28 February 2021</td>
<td><strong>Deadline for submission</strong>: 22 February 2021</td>
</tr>
<tr>
<td><strong>Languages</strong>: available in English, French, Spanish, Russian and Arabic</td>
<td><strong>Languages</strong>: Available in English</td>
</tr>
</tbody>
</table>
The 3rd Iteration: Submission via Online Platform (1)

Select your preferred language:

- English
- Arabic (العربية)
- French (Français)
- Latin America [Español]
- Russian (Русский)


Questions marked with a * are required

Contact Information

- First Name
- Last Name
- Email Address
- Job Title
- Organization
- Country

Save & Continue Later
Q1. What was the status of school opening in the education system as of February 1st, 2021?

<table>
<thead>
<tr>
<th></th>
<th>PRE-PRIMARY EDUCATION</th>
<th>PRIMARY EDUCATION</th>
<th>LOWER-SECONDARY EDUCATION</th>
<th>UPPER-SECONDARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed due to regular school calendar (holiday break) and planning to open in February/March 2021</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Closed due to regular school calendar (holiday break) and not planning to open due to COVID-19</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Closed due to COVID-19</td>
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</tr>
<tr>
<td>Fully Open</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open nation-wide in certain grades, with <strong>no</strong> hybrid learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open in certain areas/regions and all grades, with <strong>no</strong> hybrid learning. Please specify.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open in certain areas/regions and certain grades, with <strong>no</strong> hybrid learning. Please specify.</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open nation-wide, and grade-wide, with hybrid learning</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Open in certain areas/regions all grades, with hybrid learning. Please specify.</td>
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</tr>
<tr>
<td>Open nation-wide in certain grades, with hybrid learning. Please specify.</td>
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<tr>
<td>Open in certain areas/regions and certain grades, with hybrid learning. Please specify.</td>
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<td>☐</td>
</tr>
<tr>
<td>Other. Please specify</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The 3rd Iteration: Submission by Email (1)

3rd Iteration of the Survey on National Education Responses to COVID-19 School Closures

As part of the coordinated global education response to the COVID-19 pandemic, UNESCO, UNICEF, and the World Bank have collaborated with OECD for the third round of the survey designed for ministries of education to better understand their responses to school closures and subsequent re-openings at the inception of 2021.

The survey aims to generate inputs to better understand the impact of COVID-19 on various aspects related to the education systems, as well as the policies implemented to assess and remediate them, including strategies to ensure equity and safe reopening of schools for all.

Concept note

English - French - Russian - Spanish - Arabic

Webinar

On 1 February 2021, the UIS hosted a webinar: Understanding the Impact of COVID-19, dedicated to the 3rd iteration of the survey and focused on its content and the main education aggregates to which it is tracking.

Concept Note: English - Français - Español

Video: English, French, Spanish*

* Solo audio. Tenga en cuenta que la interpretación en español comienza en el minuto 1:14.

Fill in the survey

The survey questionnaire is available for completion online in English, French, Russian, Spanish and Arabic until 28 February 2021.

Access the online questionnaire here [https://jsw3.questionpro.com].

The questionnaire is also available for download:

- Word to fill in, and return to COVID19_survey@unesco.org
  - English
  - French
  - Spanish
  - Russian
  - Arabic
- PDF for consultation: English, French, Spanish, Russian, Arabic

Glossary

To assist in the completion of the 3rd iteration of the survey, a glossary is available in English, French, Spanish, Russian and Arabic.
### The 3rd Iteration: Submission by Email (2)

#### 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?**

<table>
<thead>
<tr>
<th>Status</th>
<th>PRE-PRIMARY EDUCATION</th>
<th>PRIMARY EDUCATION</th>
<th>LOWER-SECONDARY EDUCATION</th>
<th>UPPER-SECONDARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed due to regular school calendar (holiday break) and planning to open in February/March 2021</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Closed due to regular school calendar (holiday break) and not planning to open due to COVID-19</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Closed due to COVID-19</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fully Open</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open nation-wide in certain grades, with no hybrid learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open in certain areas/regions and all grades, with no hybrid learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Open in certain areas/regions and certain grades, with no hybrid learning. Please specify.</td>
<td>☐</td>
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</tr>
<tr>
<td>Open nation- and grade-wide, with hybrid learning</td>
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</tr>
<tr>
<td>Open in certain areas/regions all grades, with hybrid learning. Please specify.</td>
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</tr>
<tr>
<td>Open nation-wide in certain grades, with hybrid learning. Please specify.</td>
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<tr>
<td>Open in certain areas/regions and certain grades, with hybrid learning. Please specify.</td>
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<td>☐</td>
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</tr>
<tr>
<td>Other. Please specify</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The 3rd Iteration: Who to contact?

If you have any questions about the survey, please contact:

• For countries reporting education data to the UNESCO Institute for Statistics (UIS)
  COVID19.survey@unesco.org

• For countries reporting education data to OECD
  eric.charbonnier@oecd.org or valerie.forges@oecd.org
UIS Survey to Monitoring the Impact on Main Education data Aggregates (MIMEA)
MIMEA Survey - Objective

• 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 of schooling, teaching and learning

• Follow-up on the survey on planning units
MIMEA Survey - Steps

1. Identification of policy needs
   a. What are the emergent needs that need to be address?
   b. What type of adaptation were/are needed to deliver learning?
   c. What was the impact of COVID-19 on student enrollment, and by gender?
   d. How have minorities and vulnerable groups been affected, especially girls?
   e. What is the modality of learning under which students are enrolled?
   f. How many teachers have been hired and how are they trained?
   g. How was funding affected (in amount and composition)?

2. Focus on data needs: based on answers provided on survey on planning units

3. Additional data/disaggregation might be needed
MIMEA Survey - Content

a. School years, instructional time, and school census
b. Students 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
MIMEA – Articulation with the UIS Formal Education Survey

<table>
<thead>
<tr>
<th>Objective</th>
<th>MIMEA Tool</th>
<th>UIS education Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain information pre and post general school closures outbreak and its regional impact</td>
<td>To monitor SDG4 progress by implementing the Global and Thematic indicator framework and other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection mode</th>
<th>MIMEA Tool</th>
<th>UIS education Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online and mobile friendly platform (preferred option) Word questionnaire available, if necessary</td>
<td>Excel questionnaire</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Questionnaire number</th>
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<th>UIS education Survey</th>
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</thead>
<tbody>
<tr>
<td>One questionnaire with different modules and a reduced number of data points</td>
<td>4 questionnaires: (ISCED, Questionnaires A, B and C)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference Period</th>
<th>MIMEA Tool</th>
<th>UIS education Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020 last head count 2020-2021 first head count</td>
<td>2019-2020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>MIMEA Tool</th>
<th>UIS education Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launched 1 February 2021 1 month to reply</td>
<td>Launched October 2020 - February 2021</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional Disaggregation</th>
<th>MIMEA Tool</th>
<th>UIS education Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
MIMEA Survey – Submission of responses

• Submit online (preferred option)
  • https://formlink.solstice.world/#/b700b2a850d44c2a8795e93031c33aa6/d543472f3f2f41eb8da5beed56586a47?branding=solstice

• Submit by email
  • Word or PDF version available on the website: http://covid19.uis.unesco.org/covid-planning-units/
  • Submit to: COVID19.survey@unesco.org

• Deadline: 28 February 2021

• Language of the questionnaire: English, French, and Spanish
MIMEA Survey – Online questionnaire: selecting Language
MIMEA Survey – Online questionnaire – Roster questions

- Click +Add to add rows
- Select the statistical unit
- Enter the dates

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

• Click “Submit” to finalize the survey and submit your response.
The 3rd Iteration: Who to Contact?

• If you have any questions about this survey, please send them to COVID19.survey@unesco.org
Q & A
Concluding Remarks
Key Takeaways: the COVID-19 Survey on School Closures

- **Deadline:** 28 February (22 February 22 for OECD countries)
  - Questionnaires (link to online form, Word, and PDF)
  - Glossary
- **Contacts**
  - For **countries reporting education data to the UIS:** COVID19.survey@unesco.org
  - For countries **reporting education data to OECD**
    - eric.charbonnier@oecd.org or valerie.forges@oecd.org
Key Takeaways: the MIMEA Survey

• **Deadline:** 28 February
• **Resources webpage:** [http://covid19.uis.unesco.org/covid-planning-units/](http://covid19.uis.unesco.org/covid-planning-units/)
  • Questionnaires (link to online form, Word, and PDF)
  • Glossary
• **Contact**
  • For technical questions and help with productivity
    [COVID19.survey@unesco.org](mailto:COVID19.survey@unesco.org)
UNESCO Institute for Statistics
http://uis.unesco.org

Learn more http://uis.unesco.org/
@UNESCOstat