Presentation of the findings from a Survey of Ministries of Education
2nd joint report

13 July 2021
## Agenda

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

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

**Questions & Answers**

**Closing remarks**: Manos Antoninis (UNESCO) and Marie-Helene Doumet (OECD)
<table>
<thead>
<tr>
<th>Usual bottlenecks for a genuine and effective partnership</th>
<th>Success factors</th>
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<tbody>
<tr>
<td>Habit of working in silos (across and within orgs)</td>
<td>• Multiple uncoordinated data collections are an unnecessary burden for MoEs. Strong rationale for joint work (global public good)</td>
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<tr>
<td>Lack of internal incentives</td>
<td>• Supported by Management of each org Progressivity of the collaboration (Round 1 → Round 2 → Round 3)</td>
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<td>Lack of funding</td>
<td>• Mutualisation (e.g. UNICEF: Edu Them Fund (mainly Norway) and other internal resources for research staff time and graphic design; UNESCO: GPE COVID fund; OECD...)</td>
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<td>Differences in views/processes</td>
<td>• Compromise/Consensus-building Standardization of data cleaning/analysis processes</td>
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<td>Visibility/competition</td>
<td>• Joint visibility acknowledging all</td>
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<tr>
<td>Coordination challenges</td>
<td>• Modern tools/workspace (shared folder/files/data/stata codes/Github) Regular meetings (Video Conferences)</td>
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Surveys Overview

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

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

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

<table>
<thead>
<tr>
<th>Joint Survey 3rd Iteration</th>
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<tbody>
<tr>
<td><strong>UIS/UNICEF/WB survey</strong></td>
<td><strong>OECD survey</strong></td>
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<tr>
<td><strong>Survey period</strong></td>
<td>February 2021 - May 2021</td>
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<td><strong>Languages</strong></td>
<td>The Survey is administered in 5 languages: English, French, Spanish, Russian and Arabic</td>
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<td><strong>Instruments for data collection</strong></td>
<td>Mobile friendly online survey platform and Word questionnaire that can be submitted by email, if needed.</td>
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<td><strong>Data Availability</strong></td>
<td>Publicly available in Excel and STATA</td>
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<td><strong>Coverage</strong></td>
<td>In total, 143 countries responded to the questionnaire. 31 countries submitted responses to the OECD (“OECD survey”) and 112 countries responded to the UIS (“UIS survey”). 7 countries responded to both surveys.</td>
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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:

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

*For countries reporting to the OECD*
Surveys responses overview: 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
Surveys responses overview: New Modules

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

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

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

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

- **International student mobility (OECD Supplement module)**
Surveys responses overview:
Key aspects regarding questionnaire completion
## Surveys responses overview: Where to find the data and key findings

### Joint Survey Round 3

|---|---|
| **Data availability** | Available in Excel:  
| **Technical note** | Available in pdf:  

Presentation of the findings
MONITORING AND MITIGATING LEARNING LOSSES FROM SCHOOL CLOSURES
School closures have led to a significant loss in in-person instruction time

- 79 in-person instructions days were lost on average in 2020 – roughly 40% of total instruction days in OECD and G20 countries
- Inequities in loss in instruction time: 115 days in LMICs vs 53 days in HICs
- Modestly negative relationship between HLO and loss of in-person instruction for HICs
School closures are likely to exacerbate learning losses (unequally)

- Effectively addressing COVID-19 learning losses requires measuring them.
- Only a little over one-third of countries report having taken steps to assess students in a standardized way – among those that don’t, over half are LICs.
- Only over half report conducting formative assessments in the classroom.
Some Countries, not all, are able to make adjustments to catch up from school closures and learning losses

- Some response measures include: Extending the academic year (41%), and prioritization of certain curriculum areas (42%)
- More than half (54 per cent) report no adjustments have been or will be made
- Majority of LICs focused on extending the academic year, and a relatively lower proportion prioritized specific areas of the curriculum
COVID19 impacted national examinations at all levels

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

*Data point not included in the figure here
Several countries have introduced remedial measures

- **More countries have introduced remedial measures.** Nearly two-thirds of countries that did not report remedial measures in the last survey round did so this time around. Most were high- or upper-middle income countries.

- **Remedial measures were significantly less likely at pre-primary levels.** One a third of lower-middle income countries are implementing this.

- **Remedial measures are often targeted.** At primary and lower secondary, they usually focus on students unable to access distance learning. At upper secondary, focus is on students facing national examinations.
DEPLOYING EFFECTIVE AND EQUITABLE DISTANCE LEARNING STRATEGIES
Governments responded to school closures by offering various high- and low-tech remote learning solutions

- **TV and radio** were more popular among low-income countries, whereas **online platforms** were the most popular modality in high income countries.

- Most countries provided **multiple modalities** for remote learning across education levels. **More than half** of the countries reported using five or more remote learning modalities.

- **Combining one-way technologies with interactive mobile-based modalities** can allow tailored feedback from teachers to students, and help improve access for marginalized children.
Provision of remote learning modalities does not automatically ensure take-up

- **Provision does not ensure take-up.** Over a third of LICs and LMICs whose national distance education strategy included TV or radio reported that less than half of primary school students were reached by TV and radio.

- **It is important that countries avoid a “remote learning paradox”** where technological solutions are not suited to the context, resulting in low take-up by students.

- **Need better evidence**, particularly in low-income countries, to understand the effectiveness of remote learning. 73 per cent of countries reported having assessed the effectiveness of at least one distance learning strategy.
Governments face many challenges hindering effective remote instruction

- **Teachers and learners need a supportive environment**, including remote assistance, subsidized or free access to devices and internet, and feedback, among other factors.

- **Over a third** of low and lower-middle income countries offering remote online education **have no planned measures** to facilitate online connectivity for students, potentially worsening inequities.

- **Less than half** of countries have taken any measures* to specifically support **girls’ access to remote learning**. It is critical that policymakers prioritize closing the digital gender divide and ensure no girls are left behind.

* These measures include financial support, improved access to infrastructure, provision of subsidized devices, tailored learning materials, and flexible and self-paced platforms, among others.
Teacher’s management and support to teachers
Majority of countries required teachers to teach remotely/online.

Interaction between teachers and parents and/or students was encouraged through various methods.

Wealthier countries utilized a broader range of interaction methods between teachers, parents and/or students.

### Work requirement, by income level

- **Low income** (N=5):
  - Less than 25%: 80
  - More than 25% but less than 75%: 14
  - More than 75% but not all: 2
  - All of the teachers: 3

- **Lower middle** (N=22):
  - Less than 25%: 27
  - More than 25% but less than 75%: 18
  - More than 75% but not all: 4
  - All of the teachers: 3

- **Upper middle** (N=32):
  - Less than 25%: 19
  - More than 25% but less than 75%: 19
  - More than 75% but not all: 1
  - All of the teachers: 3

- **High income** (N=55):
  - Less than 25%: 69
  - More than 25% but less than 75%: 25
  - More than 75% but not all: 2
  - All of the teachers: 9

- **Global** (N=114):
  - Less than 25%: 59
  - More than 25% but less than 75%: 59
  - More than 75% but not all: 21
  - All of the teachers: 11
Teacher support

- Teachers were supported to transition to remote learning, particularly in wealthier countries, most common support were:
  - instructions on how to deliver lessons through remote learning
  - teaching content for remote teaching.
  - psychosocial and emotional support.
Less than 50% of countries recruited additional teachers to support teaching after reopening in the years 2019/20 and 2020/21.

Higher proportion of low-income countries recruited additional teachers than any other income group.

Less than 50% of countries recruited additional non-teaching.

Closure of schools did not affect teachers' pay and benefits.
Teacher Vaccination

- Teachers are/will be a priority target for vaccination through national immunization measures or the COVAX initiative.
- Governments should prioritize teachers for vaccination to safely reopen school.
REOPENING SCHOOL SAFELY FOR ALL
Almost all countries* have Ministry-endorsed health and hygiene guidelines. There was an increase in the number of health and hygiene measures included with the guidelines, but complex activities still have lower rates of adoption. Low-income countries are lagging in implementing even the most basic measures.
Early School leaving prevention

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

<table>
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<th>Lower middle</th>
<th>Upper middle</th>
<th>High income</th>
<th>Global</th>
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- **Do not know/Not monitored**
- **Less than 75% of students**
- **More than 75% but not all the students**
- **All of the students**
Education budgets have increased or remained stable at the onset of the COVID-19 crisis in 2020.

In 2021, more countries expect to increase their education budget.

Additional funding was more likely to come from additional government allocation in high-income countries, and external donor aid in low-income ones.

Critical to sustain investment in education, both domestic and from donors, in coming years.
Concluding remarks
## Where to find the data and key findings

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WHAT’S NEXT? Lessons on Education Recovery
Report Launch Webinar