



UNESCO-UNICEF-World Bank-OECD Survey on National education responses to COVID-19 - Combined Questionnaire

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.

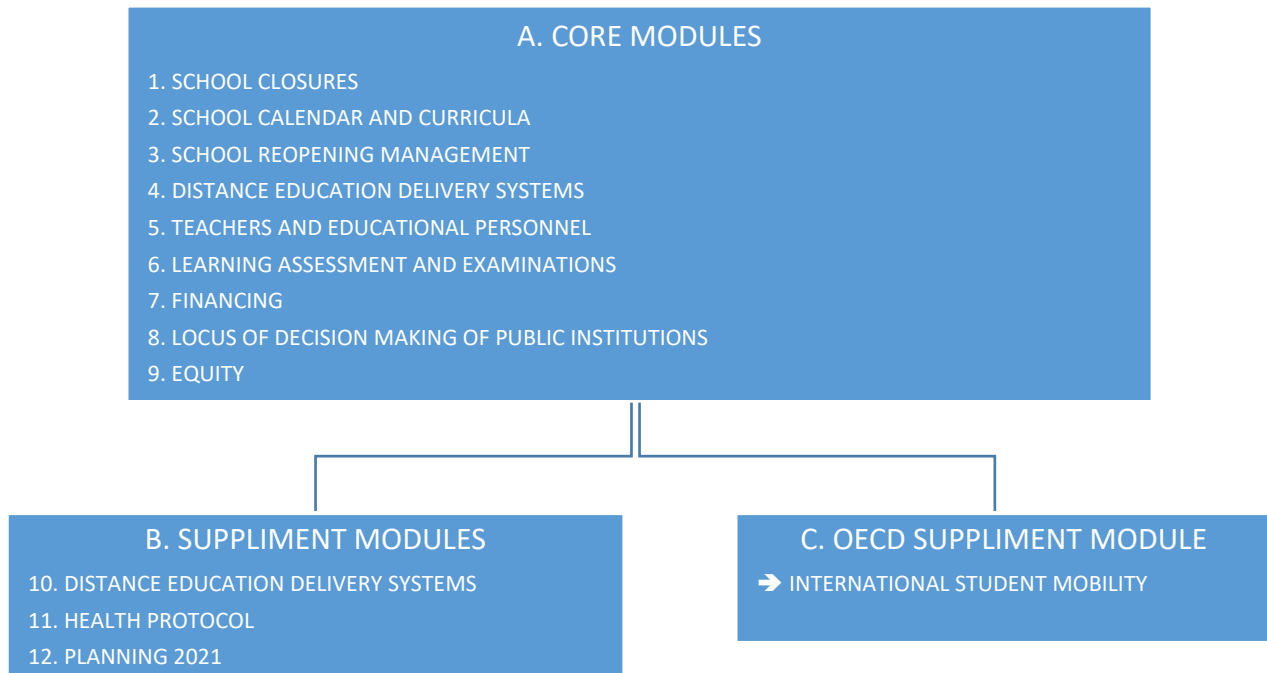
The survey instrument was designed to capture policy responses and perceptions from government officials on their effectiveness, providing a systematic understanding of policies, practices, and intentions to date. The analysis of the results will allow for policy learning across diverse country settings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

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, 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.



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Contact Information

First Name

Last Name

Email Address

Job Title

Organization

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closed due to regular school calendar (holiday break) and not planning to open due to COVID-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closed due to COVID-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fully Open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open nation-wide in certain grades, with no hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open in certain areas/regions and all grades, with no hybrid learning Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open in certain areas/regions and certain grades, with no hybrid learning . Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open nation- and grade-wide, with hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open in certain areas/regions all grades, with hybrid learning. Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open nation-wide in certain grades, with hybrid learning. Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open in certain areas/regions and certain grades, with hybrid learning. Please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify the details

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’s student population)?

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

Comments:



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Most typical number of time periods[,]

	0	1	2	3	More than 3	Do not know
Pre-primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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	Minimum number of instruction	Maximum number of instruction	Most typical number of instruction



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	schools were fully closed	days where schools were fully closed	days where schools were fully closed	days where schools were fully closed
Pre-primary				
Primary				
Lower secondary				
Upper secondary				



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 2	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 3	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 4	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology;



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	<ul style="list-style-type: none"> <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 5	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 2	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 3	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills



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	<ul style="list-style-type: none"> <input type="radio"/> Others <input type="radio"/> Do not know
Subject 4	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 5	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 2	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others



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Subject 3	<ul style="list-style-type: none"> <input type="radio"/> Do not know <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 4	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> Do not know
Subject 5	<ul style="list-style-type: none"> <input type="radio"/> Reading, writing and literature <input type="radio"/> Mathematics <input type="radio"/> Natural sciences; <input type="radio"/> Social studies <input type="radio"/> Second or other languages <input type="radio"/> Physical education and health; <input type="radio"/> Arts; <input type="radio"/> Religion/ ethics/ moral education <input type="radio"/> Information and communication technologies (ICT) <input type="radio"/> Technology; <input type="radio"/> Practical and vocational skills <input type="radio"/> Others <input type="radio"/> 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.

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



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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	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Primary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Lower secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Upper secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> 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	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Primary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored



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Lower secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Upper secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> 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	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Primary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Lower secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored
Upper secondary	<input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know/Not monitored

Others, please specify

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

	Imme	Progre	Adjust	Adjust	No	Combi	Classr	Classr	Studen	Reduc	Other	None	Do not
--	------	--------	--------	--------	----	-------	--------	--------	--------	-------	-------	------	--------



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	mediate return to normal schooling and student attendance, taking the necessary sanitary precautions	ssive return of students (e.g. by age cohorts)	ments to school and/or classroom's physical arrangements	ments to school feeding programmes	lunch or meals at school (reopening limited to classes and learning activities only)	ning distance learning and in-person classes	oom attendance scheduled in shifts	oom teaching conducted in schools' outdoor spaces	t and teacher returns contingent upon results of COVID-19 testing	ing or suspending extracurricular activities	(please specify)	of the above measures/strategies	know
Pre-Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
<input type="radio"/> Pre-primary level	<input type="radio"/> less than 25%; <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know <input type="radio"/> Not applicable
<input type="radio"/> Primary level	<input type="radio"/> less than 25%; <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know <input type="radio"/> Not applicable
<input type="radio"/> Lower Secondary	<input type="radio"/> less than 25%; <input type="radio"/> More than 25% but less than 50%



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	<ul style="list-style-type: none"> <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know <input type="radio"/> Not applicable
<ul style="list-style-type: none"> <input type="radio"/> Upper Secondary 	<ul style="list-style-type: none"> <input type="radio"/> less than 25%; <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students <input type="radio"/> All of the students <input type="radio"/> Do not know <input type="radio"/> Not applicable

Comments/Suggestions:

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	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> Not applicable
Television	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> Not applicable
Mobile phones	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> Not applicable
Radio	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> Not applicable
Take-home packages	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> Not applicable
Other distance learning modality (Please specify)	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> 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)



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Please share/attach a copy/url:

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

	Answer
Pre-primary level	<input type="radio"/> Not at all <input type="radio"/> Very little <input type="radio"/> To some extent <input type="radio"/> To a great extent <input type="radio"/> Do not know <input type="radio"/> Not applicable
Primary level	<input type="radio"/> Not at all <input type="radio"/> Very little <input type="radio"/> To some extent <input type="radio"/> To a great extent <input type="radio"/> Do not know <input type="radio"/> Not applicable
Lower Secondary	<input type="radio"/> Not at all <input type="radio"/> Very little <input type="radio"/> To some extent <input type="radio"/> To a great extent <input type="radio"/> Do not know <input type="radio"/> Not applicable
Upper Secondary	<input type="radio"/> Not at all <input type="radio"/> Very little <input type="radio"/> To some extent <input type="radio"/> To a great extent <input type="radio"/> Do not know <input type="radio"/> Not applicable



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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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)
<input type="radio"/> Pre-primary level	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
<input type="radio"/> Primary level	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
<input type="radio"/> Lower Secondary	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
<input type="radio"/> Upper Secondary	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> 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	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
Primary level	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
Lower Secondary	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> This can be done at the discretion of schools/districts
Upper Secondary	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know <input type="radio"/> 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	<input type="radio"/> Yes



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



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	<input type="radio"/> Do not know
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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	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided with instruction on distance instruction (TV, radio, learning platforms, etc.)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided guidelines for reducing the amount of overtime required to prepare a virtual classroom	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided professional development activities (e.g. workshops and webinars) on pedagogy and effective use of technologies with various pedagogies	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
No additional support was offered to teachers	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Do not know
Other	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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
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				done at the discretion of schools/districts
Phone calls to students or parents to ensure that students follow up on their learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emails to students or parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text/WhatsApp/other application messaging to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videoconference technologies (Zoom, MS Teams, Facetime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication on E-school platforms available for teachers, students and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of online parental surveys to gather feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding regular conversations about student progress or consulting parents to inform decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involving parents of younger learners in planning teaching content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were no specific guidelines/efforts to encourage continuous interaction between teacher and their students/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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- 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	<input type="checkbox"/>
2021 Q2	<input type="checkbox"/>
2021 Q3	<input type="checkbox"/>
2021 Q4	<input type="checkbox"/>
2022	<input type="checkbox"/>
Still not defined	<input type="checkbox"/>
Do not know	<input type="checkbox"/>



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LOWER SECONDARY EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UPPER SECONDARY EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> This can be done at the discretion of school <input type="radio"/> Do not know <input type="radio"/> Not applicable
LOWER SECONDARY EDUCATION	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> This can be done at the discretion of school <input type="radio"/> Do not know <input type="radio"/> Not applicable
UPPER SECONDARY EDUCATION	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> This can be done at the discretion of school <input type="radio"/> Do not know <input type="radio"/> Not applicable



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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	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Pre-Primary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Primary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Lower Secondary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Upper Secondary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> 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	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion



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Pre-Primary	<input type="radio"/> Do Not Know <input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Primary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Lower Secondary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> Do Not Know
Upper Secondary	<input type="radio"/> Increased <input type="radio"/> No changes <input type="radio"/> Decreased <input type="radio"/> No change in the total amount, but significant changes in the distribution of expenditures <input type="radio"/> Decreases <input type="radio"/> Schools can decide at their own discretion <input type="radio"/> 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	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Total current expenditure	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Compensation of teachers	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Compensation of other staff	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Schools meals	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Conditional cash transfers	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Student support (grants or scholarships)	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Student loans	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases



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Other current expenditure	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
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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	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Total current expenditure	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Compensation of teachers	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Compensation of other staff	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Schools meals	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Conditional cash transfers	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Student support (grants or scholarships)	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Student loans	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> decreases
Other current expenditure	<input type="radio"/> increases <input type="radio"/> no changes <input type="radio"/> 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



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- 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



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments to school calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources to continue learning during school closures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional support programs for students after schools reopened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working requirements for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensation of teachers (due to the impact of the pandemic on teachers workload)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene measures for school reopening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in funding to schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:



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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
- Other, 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
- Other, 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):
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Additional financial support to learners in the group (i.e. take-home rations, cash-based transfers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special effort to improve access to infrastructure for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidized devices for access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailored learning materials for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible and self-paced platforms (Asynchronous learning platforms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of financial incentives (such as cash/food/transport) or waived fees (such as tuition or uniform fees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based mechanisms to track those not returning to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing/revising access policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make modifications to ensure water, hygiene, and sanitation services are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please specify



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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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



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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)

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



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- 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)

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)

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



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- 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)	<input type="checkbox"/>
Additional child protection services	<input type="checkbox"/>
Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers)	<input type="checkbox"/>
Regular calls from teachers or school principals	<input type="checkbox"/>
No measures	<input type="checkbox"/>
Do not know	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Other (Please specify)

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)

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

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

	nation-wide	by region	school-by-school basis
Offer/negotiate access to internet at subsidized or zero cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidized/free devices for access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No measures taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (Please specify)

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)



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- No
- Do not know

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

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	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students; <input type="radio"/> All of the students <input type="radio"/> unknown/not monitored.
Primary level	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students; <input type="radio"/> All of the students <input type="radio"/> unknown/not monitored.
Lower Secondary	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students; <input type="radio"/> All of the students <input type="radio"/> unknown/not monitored.
Upper Secondary	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students; <input type="radio"/> All of the students <input type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75% <input type="radio"/> More than 75% but not all of the students; <input type="radio"/> All of the students <input type="radio"/> unknown/not monitored.
Primary level	<ul style="list-style-type: none"> <input type="radio"/> Less than 25% <input type="radio"/> More than 25% but less than 50% <input type="radio"/> About half of the students <input type="radio"/> More than 50% but less than 75%



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	<ul style="list-style-type: none"> ○ More than 75% but not all of the students; ○ All of the students ○ unknown/not monitored.
Lower Secondary	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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



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- Other (Please specify)
- None
- Do not know

Other (Please specify)

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

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