



WHAT'S NEXT?

Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic











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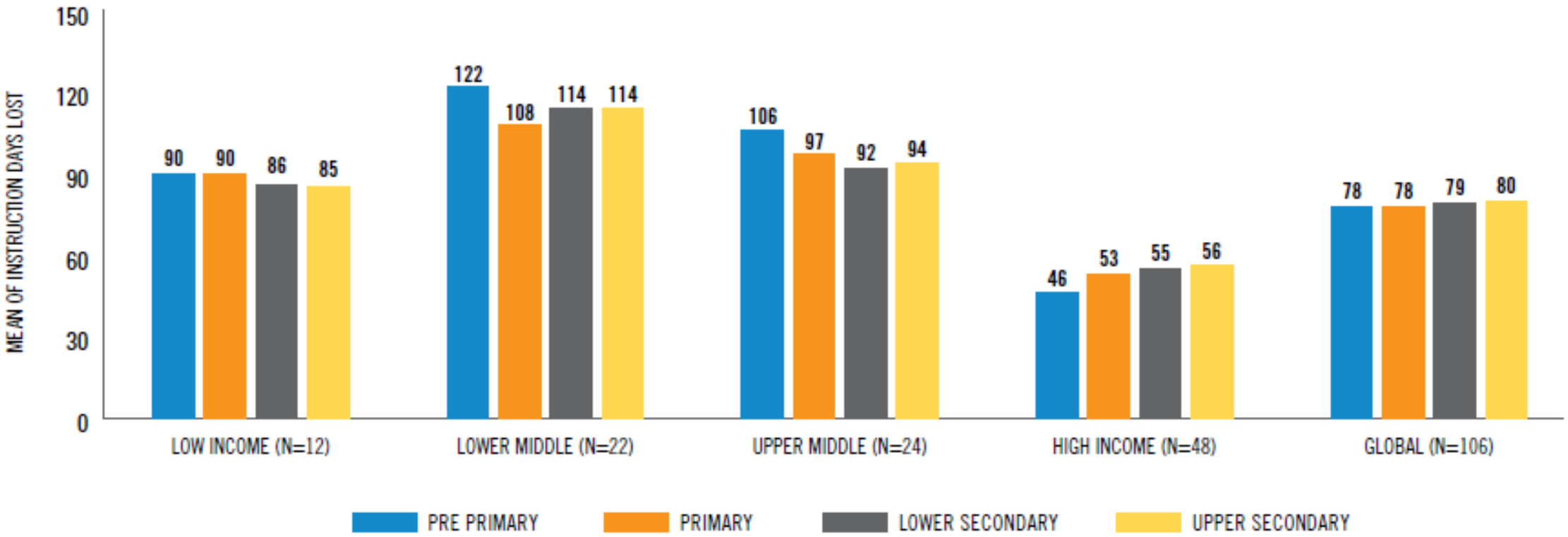
Global Education Meeting

13 July 2021

School closures, remote learning strategies, and reopening schools safely

School closures number of lost instruction days

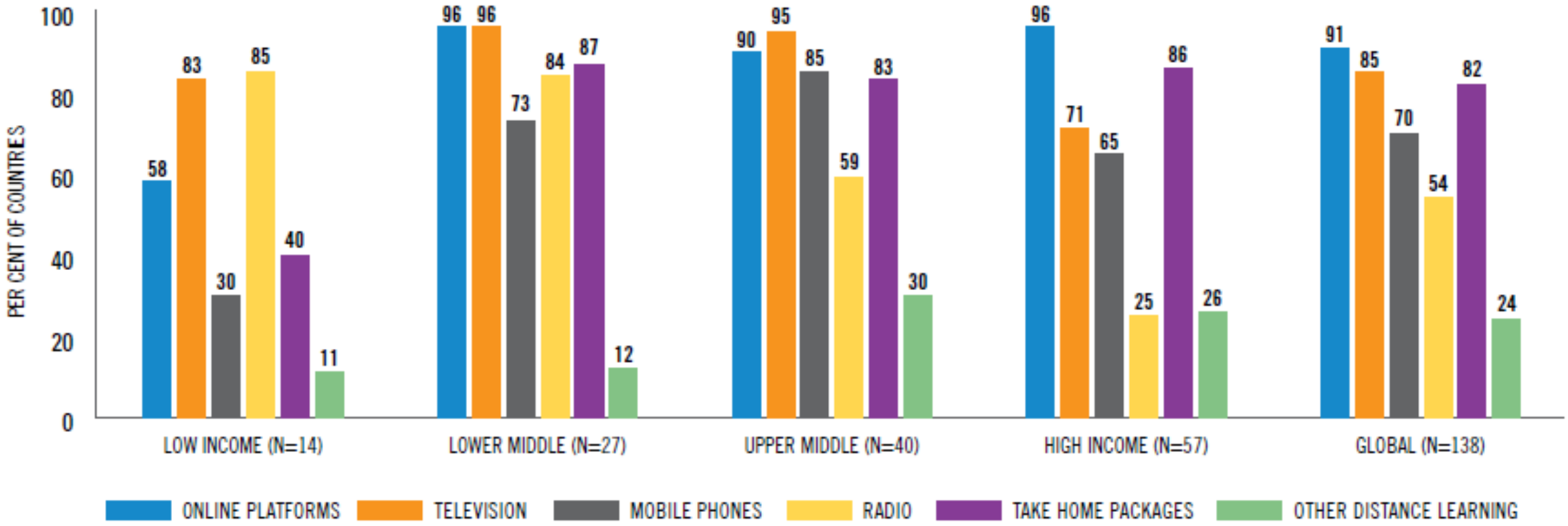
FIGURE 1-1: Mean of instruction days lost by level of education and income group in 2020



Note: *Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

Countries provided multiple modalities for remote learning

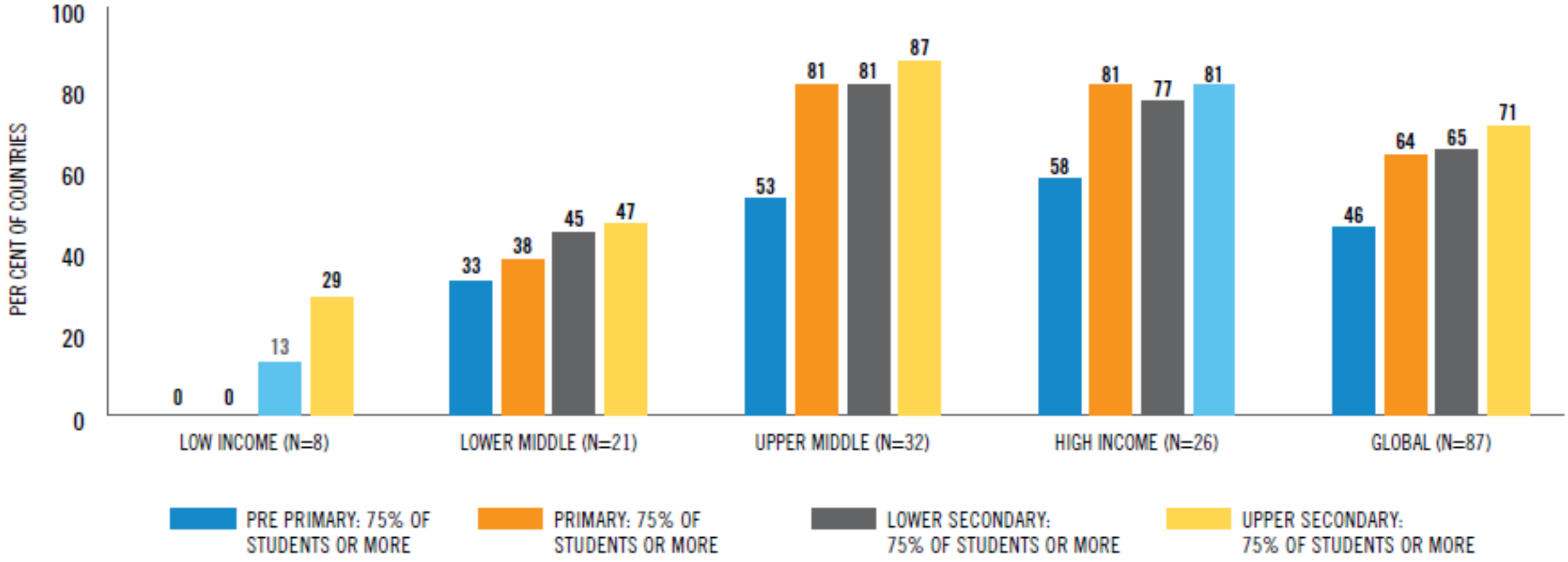
FIGURE 3-1: Share of respondent countries offering a remote learning modality across at least one education level, by income group



Note: *The chart shows the per cent of countries with valid responses. The y axis shows the per cent of countries in a particular income group that responded as using a particular modality for at least one of the education levels (pre-primary, primary, lower secondary, and upper secondary). While the results represented in this Figure covers more than 50 per cent of the global student-aged population, this may not apply to specific income groups. More information on the population coverage of each income group can be found in Annex 1.*

Provision or remote learning solutions did not ensure take up

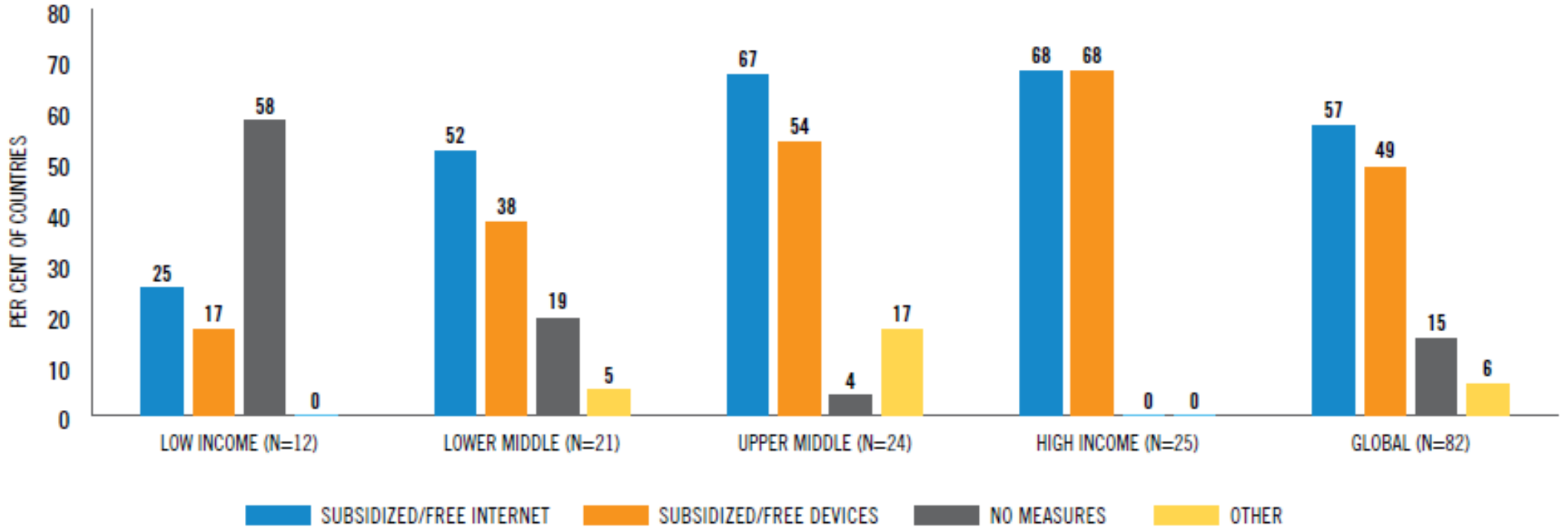
FIGURE 3-2: Share of respondent of countries with over 75 percent of students following remote education, by income group and level of education



Note: *The chart shows the per cent of countries with valid responses. The y axis shows the per cent of countries in a particular income that responded about the percent of children accessing remote learning at each education level. Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

Some countries instituted measures to facilitate online learning

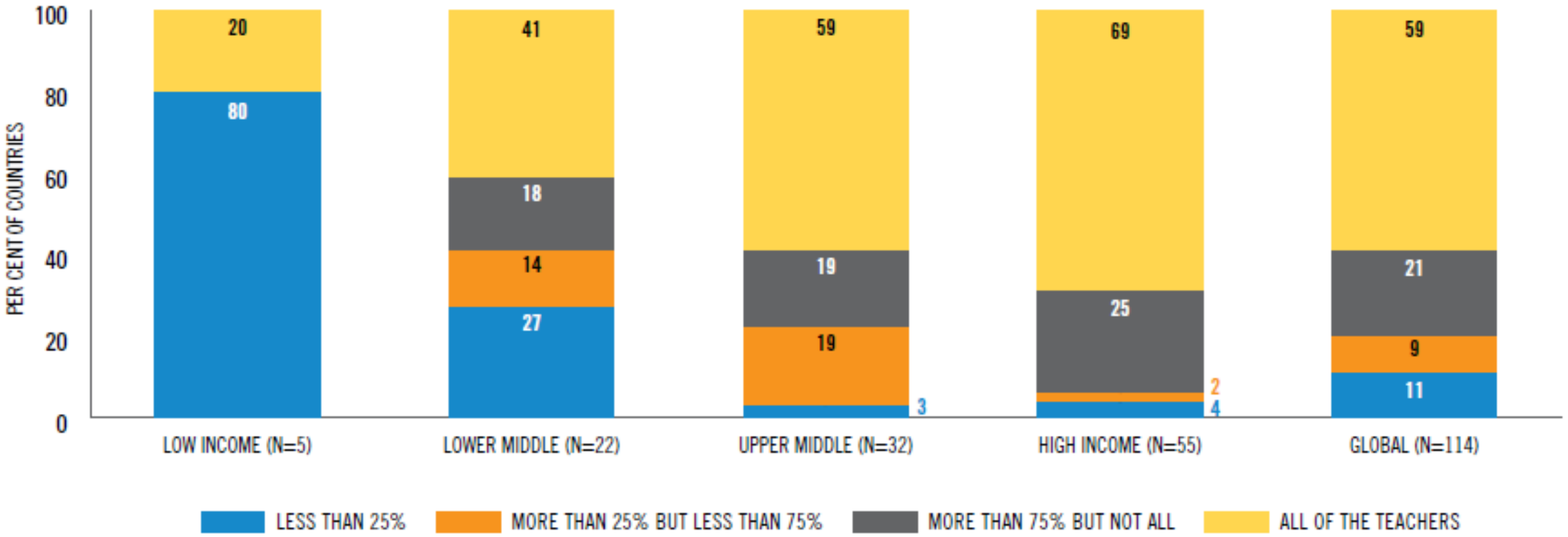
FIGURE 3-3: Share of respondent countries instituting supporting measures to facilitate online remote learning, by income group



Note: *The chart shows the per cent of countries with valid responses. Countries that responded to OECD are not included in the sample due to differences in survey design in OECD questionnaire. Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

Most countries required their teachers to teach remotely

FIGURE 4-1: Work requirement, by income group



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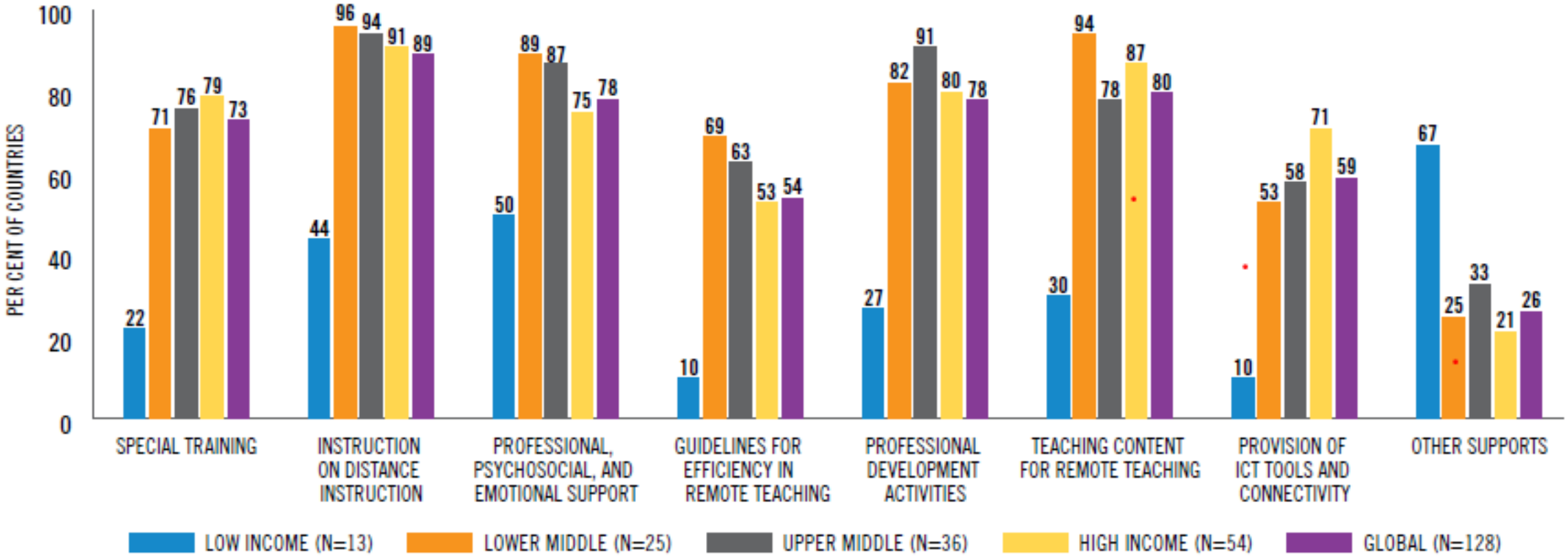
and provided support to their teachers

FIGURE 4-4: Support provided to teachers nationwide, by type of support and income group



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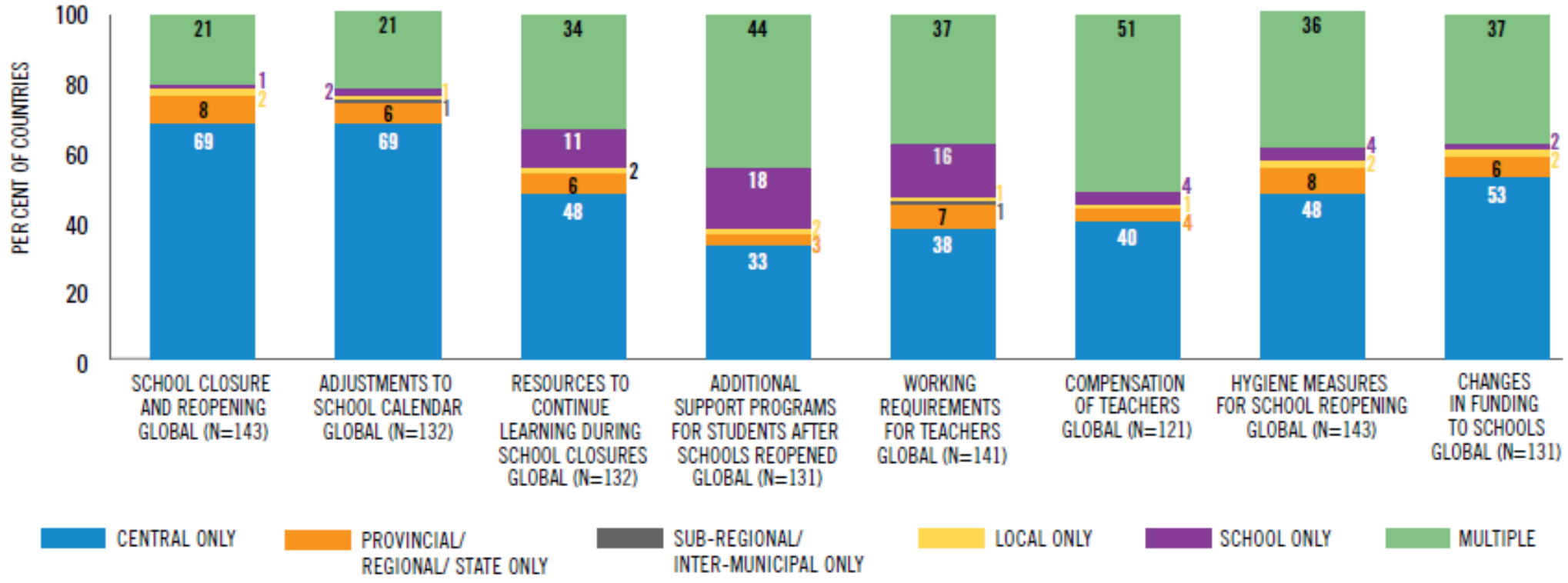
Decision making processes

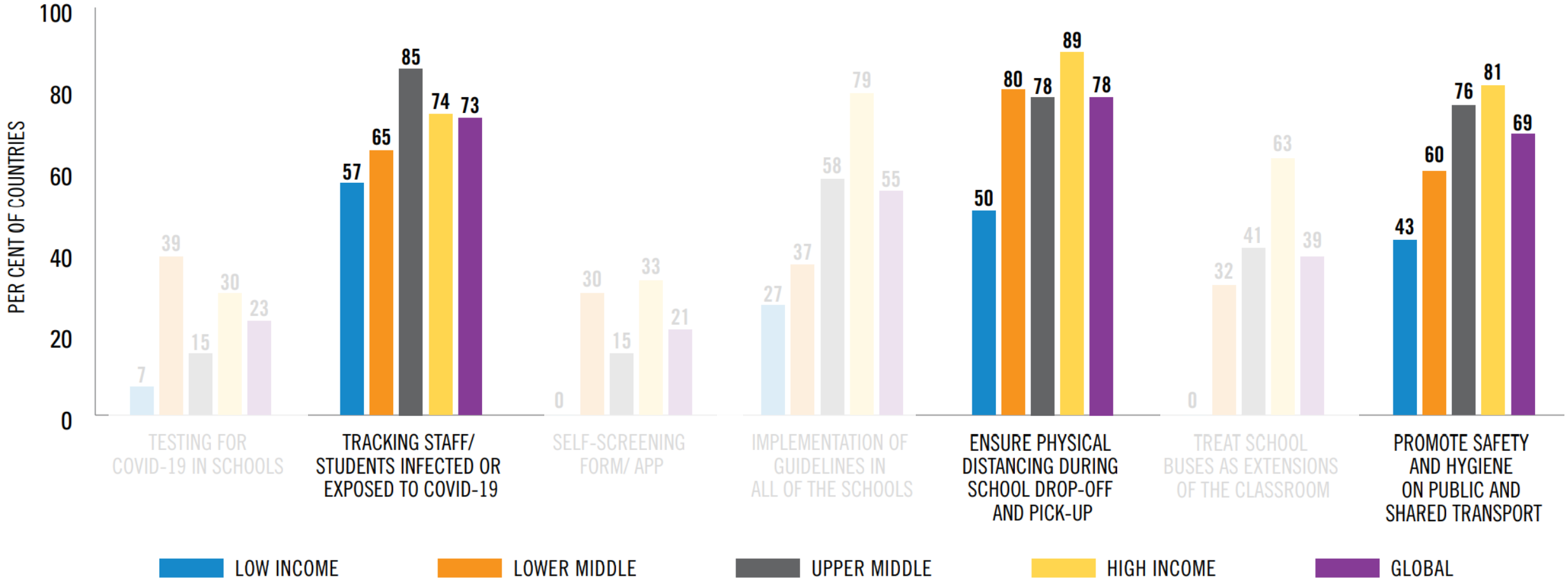
FIGURE 7-1: Decision locus for eight educational policy measures



Note: *The chart shows the per cent of countries with valid responses. Please refer to the annex for N.*

Health and hygiene guidelines

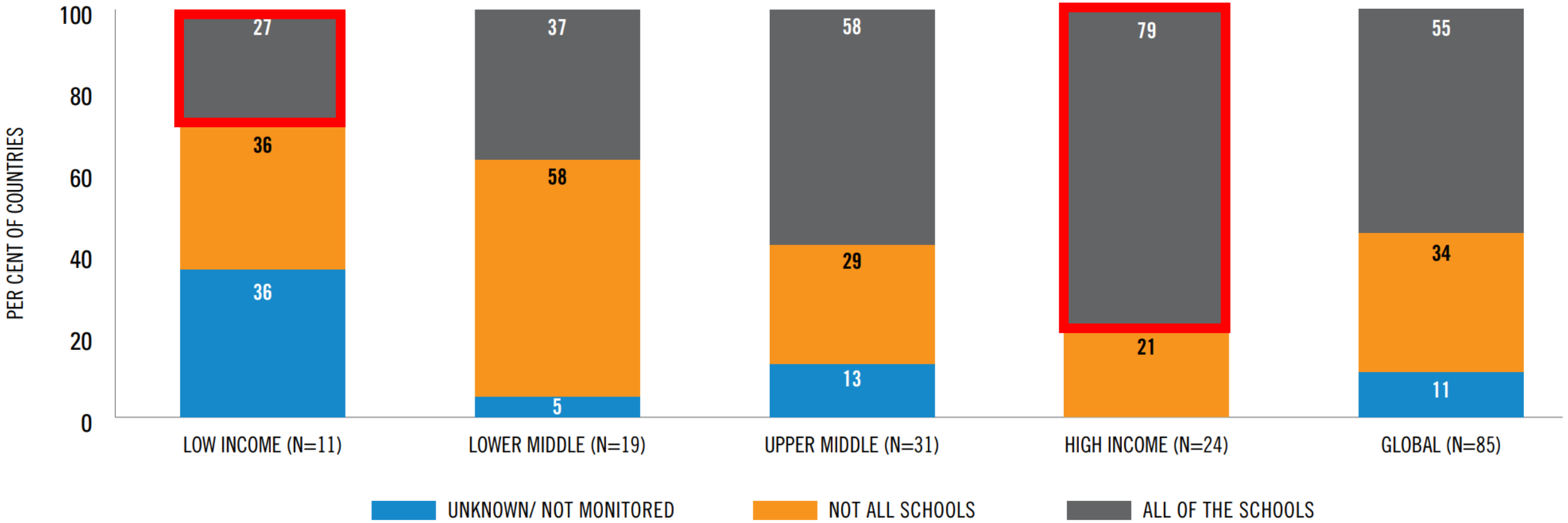
FIGURE 5-1: Complex measures included in Ministry endorsed school health and hygiene guidelines for schools, by income group



Note: *The chart shows the per cent of countries with valid responses. Countries that responded to OECD are not included in the sample due to differences in survey design in OECD questionnaire. Selected measures are displayed based on the degree that they require coordination with other sectors or between governance levels in the education sector. The sample size for measures represented here are based on three different questions (Kq2, Kq2b, Kq4). Caution is advised in generalizing the results represented in the figure as the countries that responded to this question cover less than 50 per cent of the total 4-17 year old population. More information on the coverage of each income group can be found in Annex 1.*

Health and hygiene measures implemented

FIGURE 5-2: Estimated share of schools implementing school health and hygiene guidelines, by income group



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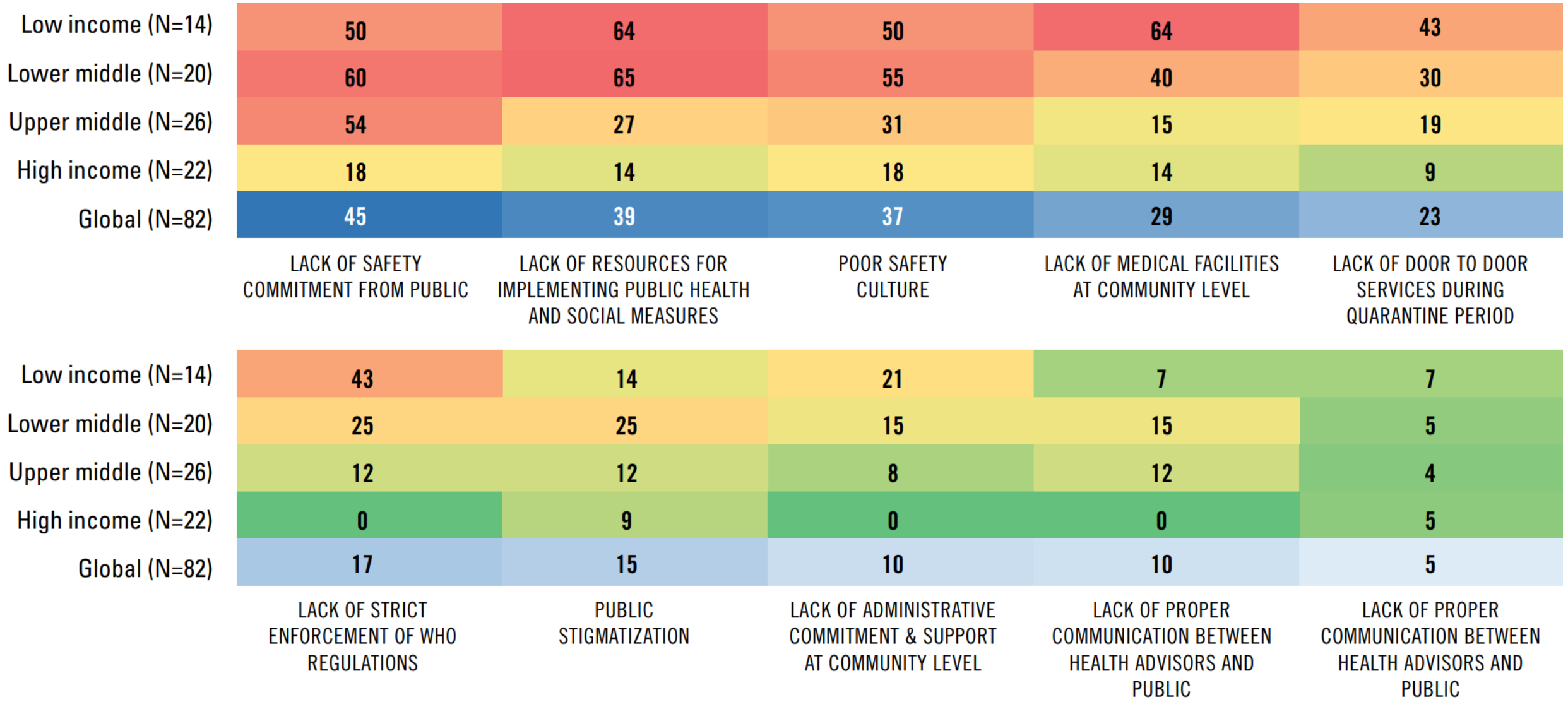
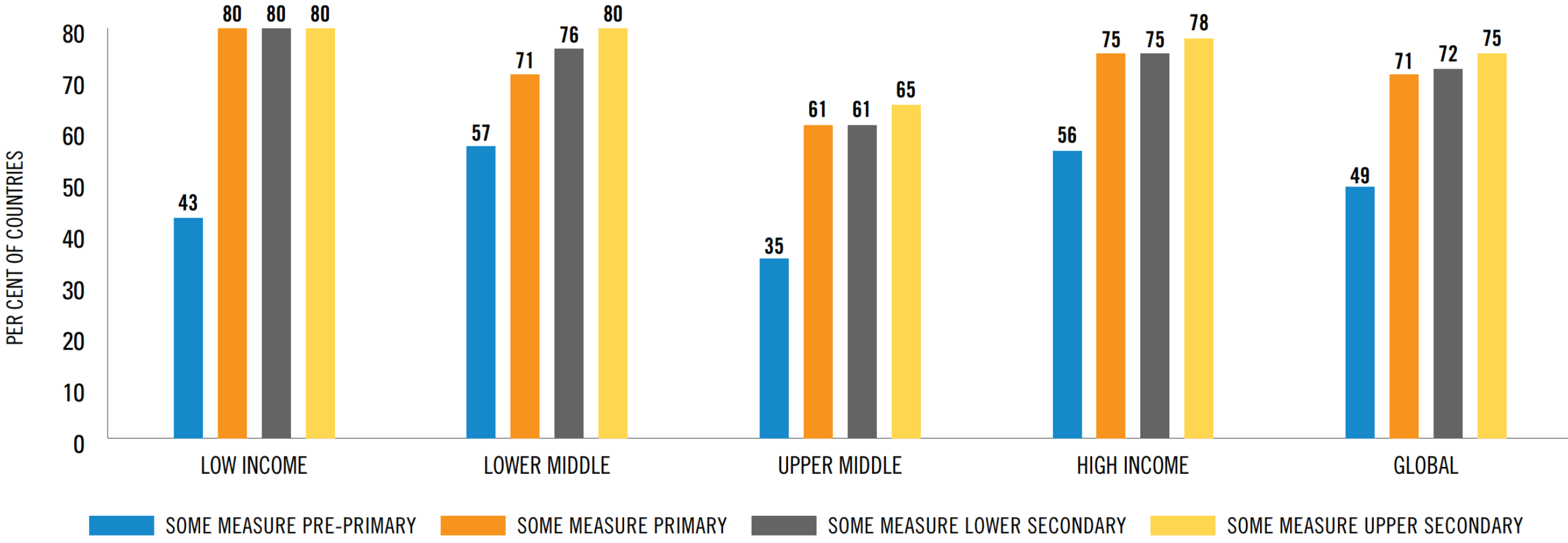
Health and hygiene bottlenecks

FIGURE 5-3: Bottlenecks for implementation of health and hygiene guidelines, by income group



Remedial measures

FIGURE 5-6: Remedial measures to address learning gaps implemented when schools reopened, by level of education and income group



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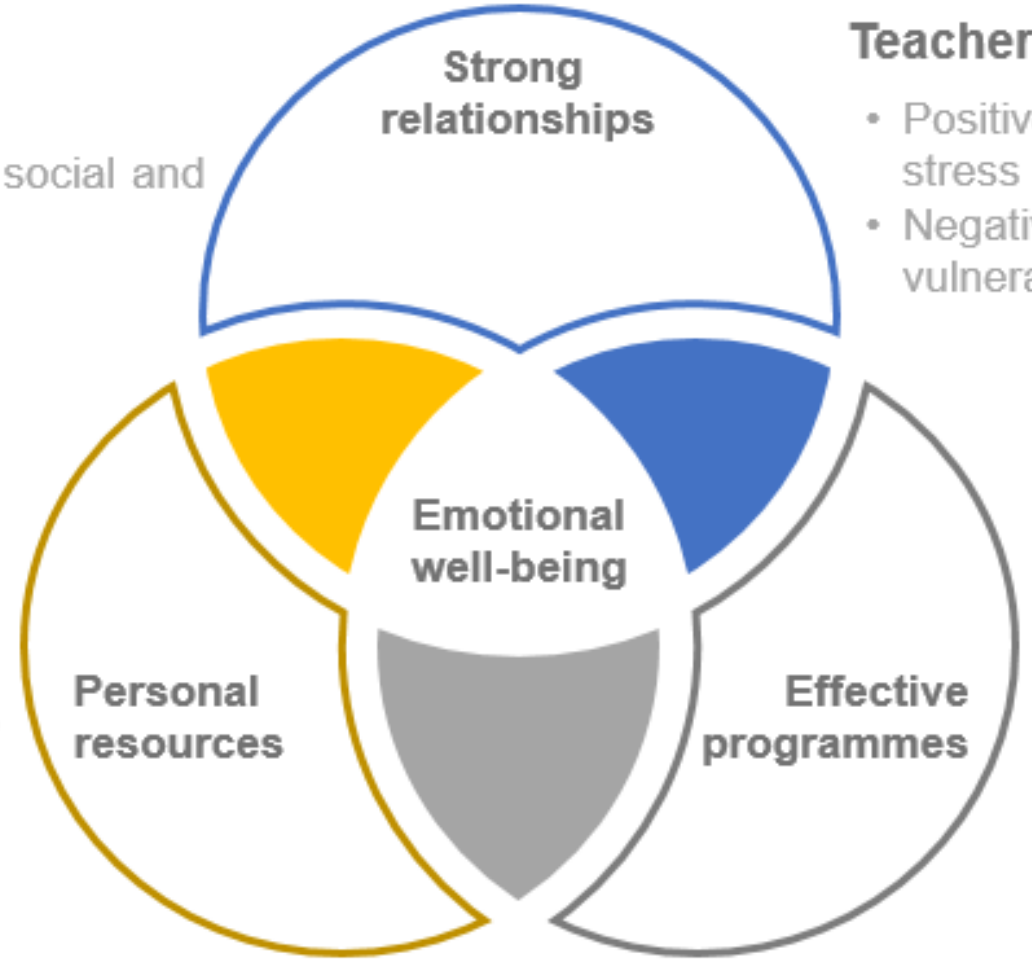
It’s easier to recover learning losses than emotional well-being

Families & friends

- Provide emotional support
- Healthy relationships boost social and emotional skills

Teachers

- Positive relationships help students handle stress better
- Negative relationships make them more vulnerable to challenges



Coping mechanisms

- Social & emotional skills
- Problem solving, communication, insight building, assertiveness

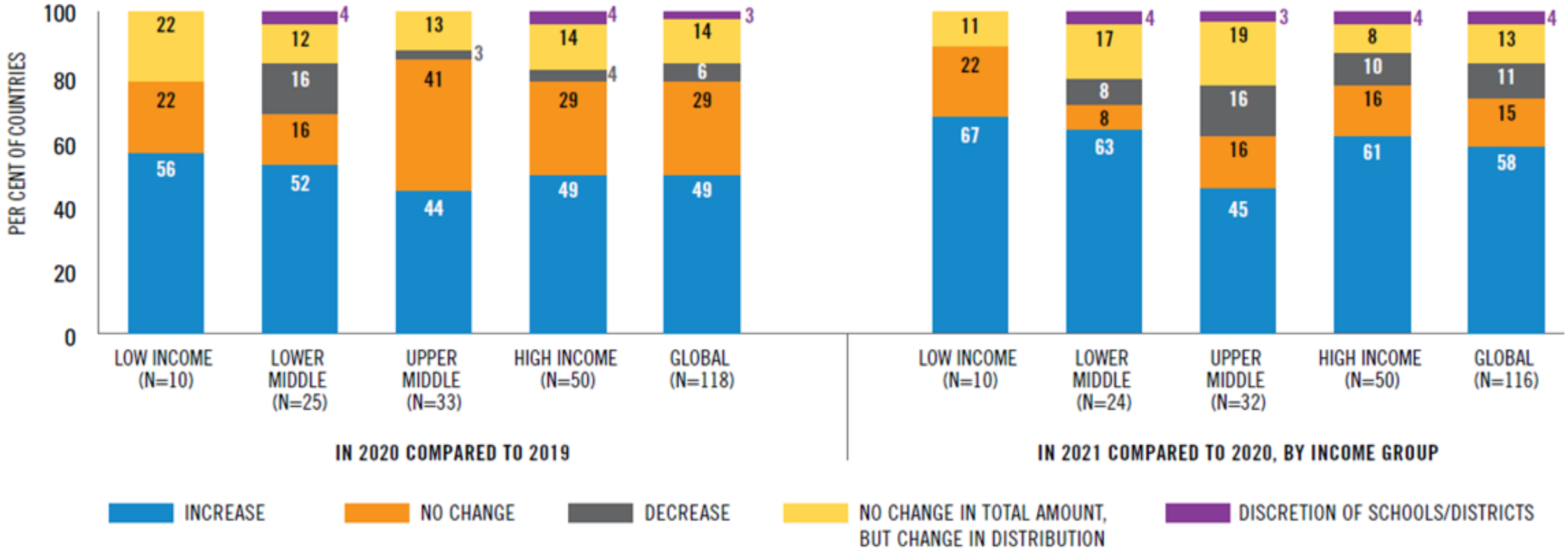
Prevention + intervention

- Whole of school approaches are most effective
- Incorporating and evaluating evidence-based practices

Source: Burns, T. & Gottschalk, F. eds. (2019). Chapter 3. *Educating 21st Century Children: Emotional Well-Being in the Digital Age.*

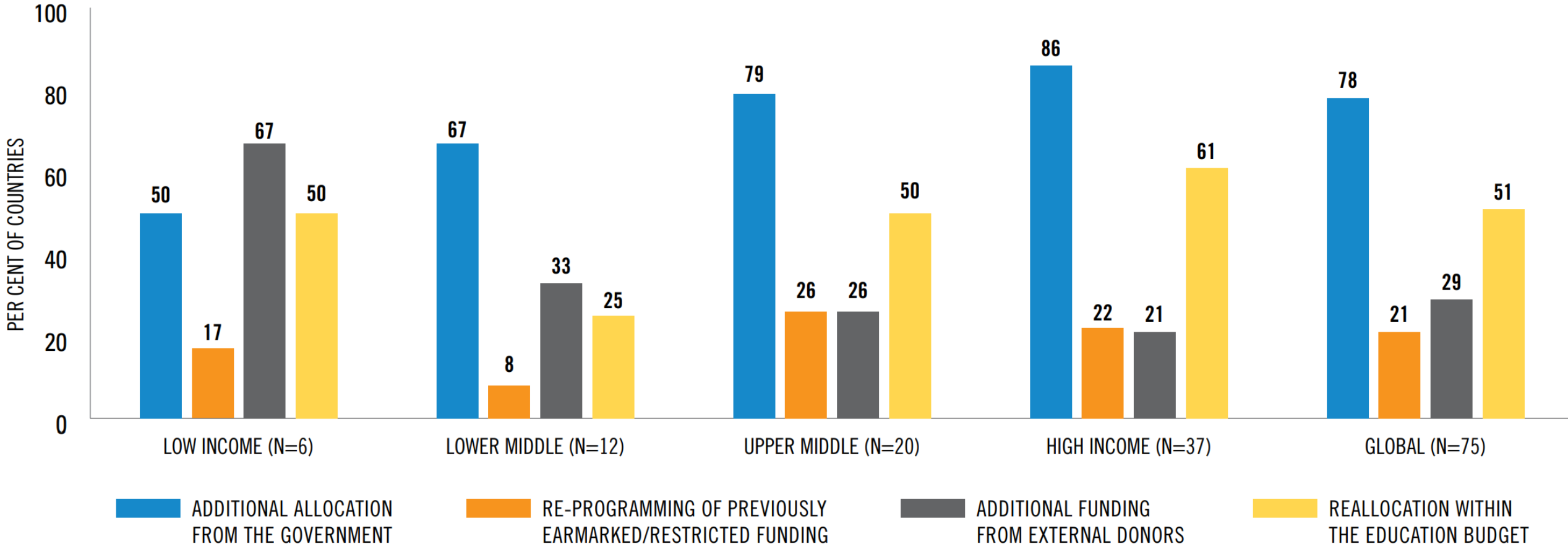
Changes in education budgets

Changes to the fiscal year education budget to ensure the response to COVID-19 for lower secondary education: a) In 2020 compared to 2019; b) In 2021 compared to 2020, by income group



Sources of additional funding

FIGURE 6-2: Sources of additional funding for education during the COVID-19 pandemic, by income group



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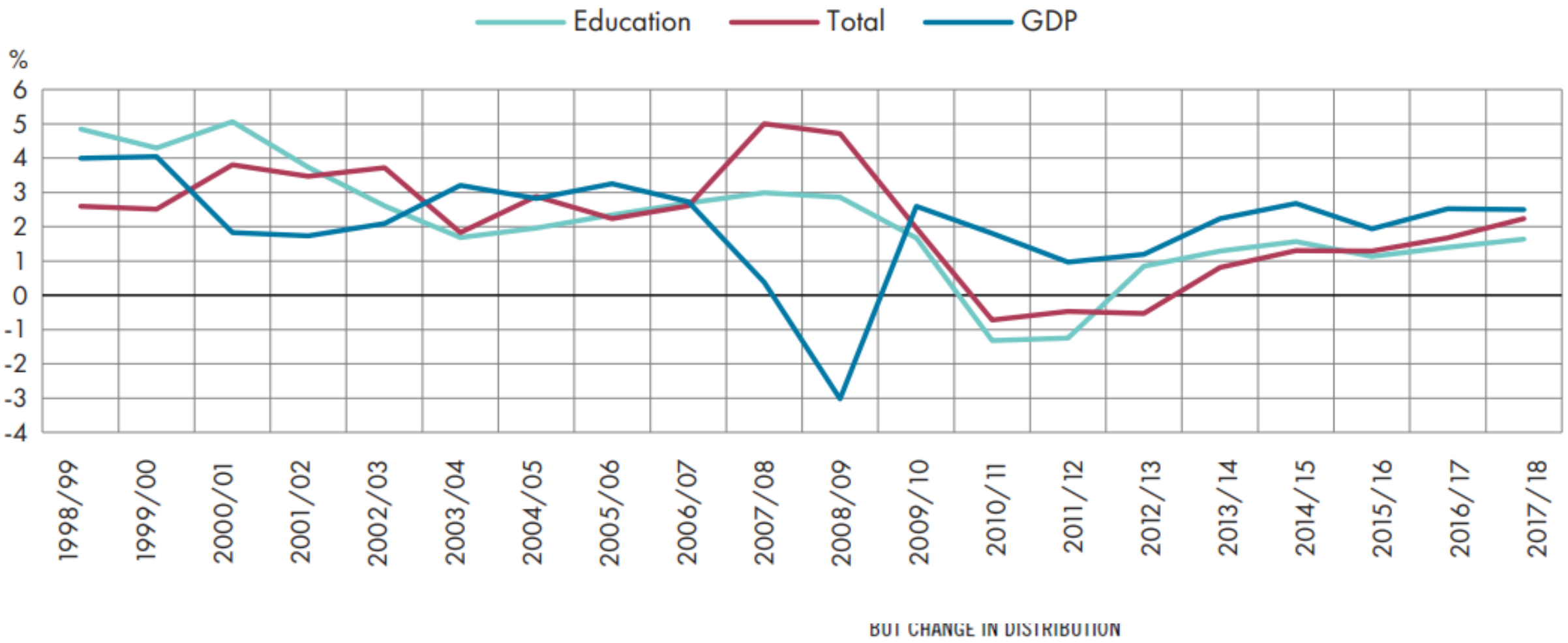
Changes in education budgets



BUT CHANGE IN DISTRIBUTION

REOPENING SCHOOL SAFELY FOR ALL (OECD)

Health

- Almost all countries have Ministry-endorsed health and hygiene guidelines (particularly isolation and tracking of cases). But, low-income countries are lagging in implementing even the most basic measures
- A lack of resources and community medical facilities were the main bottlenecks reported for low-income countries
- Countries were less likely to utilize measures that require coordination across governance levels or with other sectors.

Financing

- Education budgets have increased or remained stable at the onset of the COVID-19 crisis in 2020 and more countries expect to increase it in 2021
- Additional funding was generally sourced from an additional allocation from the government in high-income countries and external donor aid in low-income ones
- The number of students per class was more commonly used to allocate additional funds than equity-based criteria

Preventing early school leaving

- Even after schools reopen, some students may not return to school. Over 85 per cent of countries could provide an estimate of primary and secondary school attendance, but 25 per cent could not do so for pre-primary
- Financial incentives and reviewing/revising access policies were much less frequently reported.
- Fewer than one in five countries globally were reviewing access policies for girls