Agenda

- General situation of COVID crisis around the world
- UNESCO’s response to the pandemic and UNESCO Institute for Statistics (UIS) measures to support Member States
- Data and indicators affected by the crisis
- Proposed indicators to monitor the effects and impacts
- Regional perspectives
- National experiences
Global Monitoring of School Closures Caused By COVID-19

1,268,164,088 affected learners

72.4% of total enrolled learners

177 country-wide closures

Note: Figures correspond to number of learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education [ISCED levels 0 to 3], as well as at tertiary education levels [ISCED levels 5 to 8]. Enrolment figures based on latest UNESCO Institute for Statistics data.
School Year split around the world

Start and End of School Year

- In the Same Year
- Split in two calendar years
School closures carry high social and economic costs

• **Interrupted learning**, especially among students in poverty, with little access to online education, and with learning disabilities.

• **Lack of preparation in parents** helping with distance education or home schooling, especially those parents with limited education and resources.

• **Increased stress among teachers**, especially those without training in distance education, where teaching resources may be unfamiliar, and larger shares of a teacher’s personal time.

• **Increased stress among parents**, due to work-related issues, quarantine issues, and the potential for incidents of home violence.

• **Increased probabilities of student drop out** because of pressures on family income, often in combination with low quality of distance education.
UNESCO’s COVID-19 Education Response

• **Minister-level virtual meetings** for policy learning about efforts to initiate and scale up responses to school closures, building on the success of the UNESCO-organized 10 March virtual ministerial meeting.

• **Global Education Coalition** to support countries in scaling up distance learning practices and reaching children and youth who are most at risk.

**Monitoring**

• **Global monitoring of country-wide and localized school closures** and the number of learners affected.

• Follow up on the effect COVID-19 crisis: **joint UNESCO-World Bank-UNICEF questionnaire** on distant learning strategies.

**UIS Follow up on the impact on data collection**

• **Regional virtual meetings** to better understand the disruption of national data collection systems and national data strategies to follow-up on crisis

[https://en.unesco.org/covid19/educationresponse/globalcoalition](https://en.unesco.org/covid19/educationresponse/globalcoalition)
Which and how are indicators affected by the COVID-19 crisis?

To monitor the effects and impacts of the COVID crisis, some indicators must be revisited to better understand:

- What has changed in education delivery since the COVID crisis began?
- How will we track learning with school closures and education is delivered using alternative and new challenges?
- How do these changes affect learning and learning equity?
- Who is enrolled in distance education, but not participating?
- Who is participating in distance education, but not learning?
- Which SDG 4 indicators will be affected by the new and unexpected circumstance brought upon us by the COVID crisis?
Additional information to collect for informed decision-making

Statistical institutions may need to report on some administrative issues, to get a macro picture that will be helpful to the central government, the general public, and funding agencies:

• When is (your) country planning to close the school year? (dates)
• Are you going to require final exams as they are used during a normal school year?
• Are you promoting every student and cover their learning deficits during the next school year?
• Are you planning to implement remedial programs that would apply to the current school year?
• What are you doing with school feeding programs?
• What is the latest teacher headcount?
• What is the latest student headcount?
What data are urgently need for contingency planning?

**Areas and policy dimensions of focus**

- Tracking school closures and reopenings
- Monitoring of deployment of distance learning and strategies
- Social and economic impact

**Education-related indicators**

- School closures
- Students not attending school
- Students not accessing distance education during the period of school closure
- Teachers unemployed and unpaid because of closures (for cases of teachers employed with low-quality contracts)
- Nutrition of students: children not receiving school meals
Proposed indicators to monitor the impact of COVID on education (with disaggregation when possible)

Number and % of children:
• with distance, homebased learning, and tutoring programs
• who return to school once the school system is reopened
• radio stations, TV programs, and online platforms broadcasting emergency distance learning programs
• children whose learning was assessed to evaluate loss of learning during school closure
• children assessed during school closure who meet relevant minimum learning standards

Number and % of teachers:
• trained in using distance learning methods and/or provided materials to support distance learning
• trained to provide accelerated programs to mitigate loss of learning during school closure

Number and % of countries, where parents and caregivers reached through mechanisms to inform parents and community leaders of distance learning content and teaching methods
Thank you!

Learn more
http://tcg.uis.unesco.org/regional-meetings/
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