



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

UIS Regional meetings: Latin America and the Caribbean

22 May 2020

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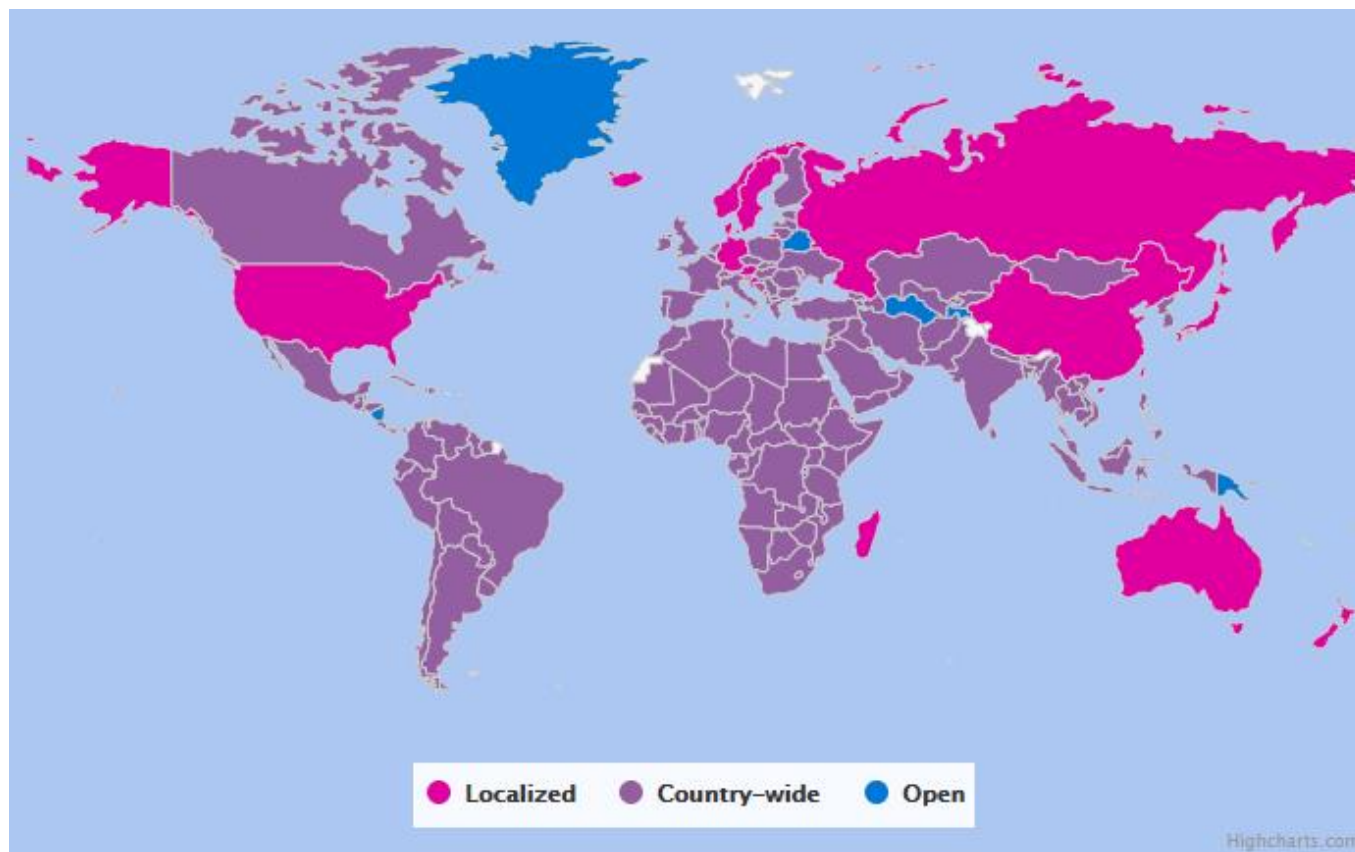
UNESCO Institute for Statistics



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



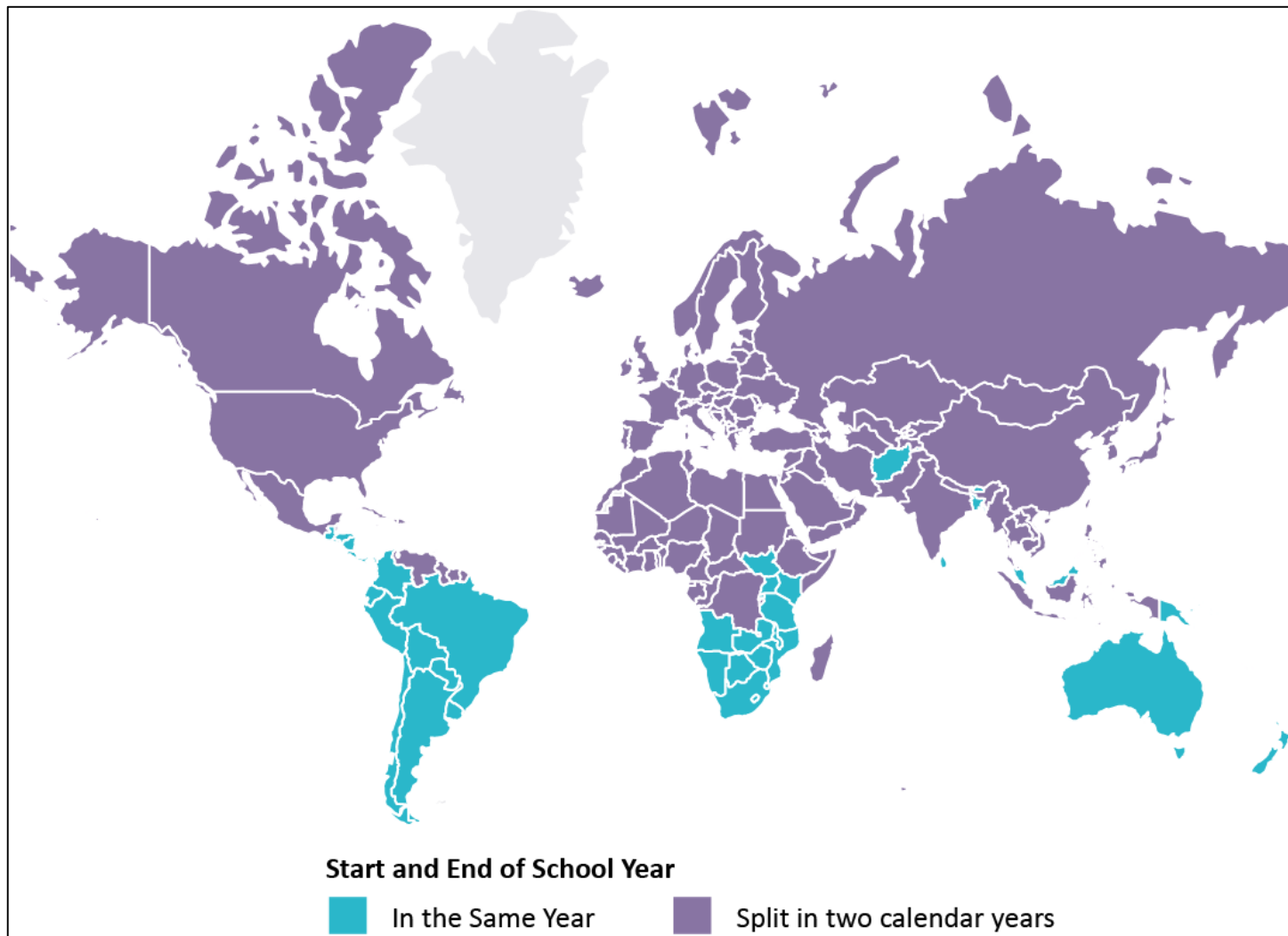
1,268,164,088
affected learners

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



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>

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 channels?
- 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** are reached through mechanisms to inform parents and community leaders of distance learning content and teaching methods



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