Survey of National Education Responses to COVID-19 School Closures

Technical Note

June 2020

This technical note presents the details of the Survey of National Education Responses to COVID-19 School Closures. It presents the Survey in general and provides more information on the data cleaning process.

Survey Overview

The Survey of National Education Responses to COVID-19 School Closures is a country-level survey to monitor national education responses to COVID-19 school closures. The first wave of the Survey seek to collect information from Member States on national education responses to school closures from pre-primary to upper secondary levels. Responses from the Survey will help to better guide local and national policy responses to mitigate the impact of school closures and help prepare for the reopening of schools. The results will also help to inform on the actions from mobilized partners through the UNESCO Global COVID-19 Education Coalition. It is intended to have multiple rounds of data collection in order to capture the developments as governments adapt their actions and policies to national contexts.

Who conducted the survey?

UNESCO, UNICEF, and the World Bank jointly launched and conducted the Survey of National Education Responses to COVID-19 School Closures as part of the coordinated Global Education Response to the COVID-19 pandemic. The Survey was administered by the UNESCO Institute for Statistics (UIS).

How is the survey conducted?

The Survey is available in four languages (English, French, Spanish, and Russian) and can be submitted by email or an online survey platform. The survey will be administered at various waves to capture the latest national impacts and responses.

Who is surveyed?

Ministries of education and statistics units were contacted regarding the completion of the survey. Ideally, it is suggested that a focal point within the ministry be appointed to collect and submit responses on behalf of the country (ideally, a team of two members to ensure response continuity).

Countries were informed that their responses would be released in an anonymized public database, where countries' data would be featured without disclosing the respondents' information. In addition, respondents had the choice to be excluded from the anonymized database. Therefore, the largest degree of survey participation, integrity, and confidence in the quality of the data were ensured.

Structure of the surveys

Three major aspects of national education responses were covered in the Survey: education strategies and methods, education participants, and impacts on learning outcomes. Within these categories, over eight topics were included: plans for re-opening schools, school calendar, distance education delivery systems, online distance learning strategies, teachers, students, parents/caregivers, learning, assessment and examinations.

Rounds of Data Collection

The first round survey data started at the end of April and lasted until mid-June, to which 119 countries participated. However, the size of the final sample is 117 countries, excluding two countries who requested not to be included in the publicly available dataset. In terms of regional distribution, we recorded 2 countries from Northern Africa, 26 countries from Sub-Saharan Africa, 12 countries from Central and Southern Asia, 14 countries from Eastern and South-eastern Asia, 12 countries from Western Asia, 11 countries from Europe, 30 countries from Latin America and the Caribbean, and 10 countries from Oceania.

The final dataset, available on the survey webpage, contains 250 variables including a country identifier, country region, and variables that correspond to each of the questions in the Survey. The detail of the data cleaning process is documented in the next section.

Data Cleaning Process

This section provide details of the data cleaning process[1] to the Survey responses.

Renaming Variables

The questionnaire included 22 numbered questions, many with subquestions based on the submitted answer to the numbered (main) question, for a total of 247 questions. In the data cleaning process, all questions were renamed so that each has a unique identifier name (variable name). A comprehensive mapping of the questions and corresponding variables is provided in Appendix 1.

Data Cleaning

A total of 118 countries submitted a completed questionnaire for the first round of data collection. For the anonymized and publicly available dataset, countries were asked permission to publish their submitted answers; two countries requested to be excluded. This resulted in a sample size of 117 countries in the publicly available dataset. Missing responses were recoded as follows.

All questions include a "Not recorded" option so that the denominator for all descriptive statistics is of 117. This applies for questions with "Select a single answer option" and "Select all that apply".

- "Select a single answer option" questions:
  - Example: for Q2, the original answer options included "Yes", "No", "Do not know", and the option "Not recorded" was added. This also applies to connecting questions.
  - Questions with outcome "Not recorded" recoded as missing: Q2, Q13, Q14, Q16, Q20

- "Select all that apply" questions:
  - It was assumed that countries for which no answer options was selected in questions where "Select all that apply" was specified, none of the question answer options applied for that specific country.
  - Example: for Q1 – for the subquestion regarding Pre-primary (PP), a "Not recorded" answer option was created and labelled $Q1\_PP\_NR$. $Q1\_PP\_NR$ is equal to "1" if no answer option was selected, and it equals to "0" if at least one answer option was selected.
    - Questions for which new variables were created: Q1, Q12, Q17, Q18, Q19
- Q8 asked respondents to select "All that apply." However, respondents could only choose one answer option in the online questionnaire. Therefore, Q8 was treated as a single choice question.
- Logic connecting questions:
  - Questions with a logic pattern and for which the previously asked question answer was "Not recorded" were replaced by a missing value (see Q4 below in the next section)
    - Questions recoded: Q7, Q10, Q11, Q15, Q21

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[1] Prepared with reference to the document prepared jointly by the UNICEF Office of Research, UNICEF PD- Education and UNICEF Data and Analytics teams - Draft: 2020-6-5

- All questions with an "Other (specify)" answer option and an open-ended response space have been validated to evaluate the relevance of the answer to the question. When the content submitted in the space for "Other (specify)" did not correspond to the question, the value for that question was recoded as "No".
  - Questions with recoded outcome: Q12, Q15_YES

Skip Logic Contradictions

Basic recoding was needed for questions with a skip pattern as presented here.

The survey included questions with a follow-up question based on a given answer (questions with a skip pattern); for example if the responded answered "Yes" to a question, they are then asked to elaborate in a follow-up question. In some cases, the main question was left empty but had a recorded answer in the follow-up question. The main question was then recoded to "Yes". Others answered "No" or "Don't know" to the main question <u>and</u> did not observe the skip pattern by answering the follow-up question, in which case, the main question was recoded to "Yes".[2] The questions with skips, which needed recoding are:

- Q3: Has the current school calendar been adjusted (or are there plans in place to adjust it)?
  Follow-up questions:
  - If "Yes", specify: Is there a new end date?
  - Is there a new starting date for the next school year?
  Will you increase class time when schools re-open?[3]

  Follow-up question:
  - Specify how many hours per day?

- Q4: Is there a plan to adjust the scope of contents to be covered?
  Follow-up question:
  - If "Yes", specify.

- Q6: Types of delivery systems: Which of the following education delivery systems have been deployed as part of the national (or subnational) distance education strategy for different levels of education?
  Follow-up question:
  - If "Yes", how many hours per week?

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[2] For Q12, there are four preceding questions for each level of education (pre-primary, primary, lower secondary, and upper secondary) but there is only one follow-up question. Therefore, it is not possible to adjust the answer to the preceding questions based on a single follow-up question, and the skip logic contradiction is not applied to Q12.

[3] Note that the subquestion of Q3 - "Will you increase class time when schools re-open?" was not considered as dependent to Q1; and was treated as an independent question.

(Note: this question has 4 subquestions on radio, TV, online learning platform, and paper. Only two of those have the option to specify the number of hours per week (radio and TV). Thus, the subquestions "If yes…" to online learning platforms and paper versions of the questionnaires are not submitted to this).

- Q7: Coverage of distance education delivery systems: Is the actual use monitored?
  Follow-up question:
  - If yes, please indicate the estimated share (%) of children/youth accessing each distance learning system.

- Q15: Have teachers been provided with any additional support in the specific context of Covid-19 to help them with the transition to remote learning?
  Follow-up question:
  - If yes, select all that apply (list of options)

- Q20: Have any measures been taken to assess student learning on distance education delivery systems?
  Follow-up question:
  - If yes, please specify.

- Q21: High stake examinations, Do high stake examinations exist?
  This question is asked for three levels of education: primary, secondary, and university.
  Follow-up question:
  - If yes, which of the following measures have been taken with respect to high-stakes examinations? [Select all that apply]

  For each of the levels of education for which this question is asked, the respondent is asked, if the examination is postponed or rescheduled:
  Follow-up question:
  - If postponed or rescheduled examinations, by how many weeks?

Labeling variables

String variables were encoded such that label values are attached to the questionnaire options in the dataset.

Appendix 1. Mapping between Variable Names and Questions

Variable Name	Section	Main Question	Subquestion	Answer Options
Q1_PP_NW	**PLANS FOR RE-OPENING SCHOOLS**	**1. What are the current plans for reopening schools in your education system? [Select all that apply]** **(Note: Partial/Gradual refers to territorial coverage; Phasing refers to progressive scheduling according to grade/age).**	Pre-primary	Nation-wide
Q1_PP_PG				Partial/Gradual
Q1_PP_PS				Phasing students
Q1_PP_DNK				Do not know
Q1_PP_NC				Schools are not closed
Q1_PP_EO				Expected re-opening date:
Q1_P_NW			Primary	Nation-wide
Q1_P_PG				Partial/Gradual
Q1_P_PS				Phasing students
Q1_P_DNK				Do not know
Q1_P_NC				Schools are not closed
Q1_P_EO				Expected re-opening date:
Q1_LS_NW			Lower secondary	Nation-wide
Q1_LS_PG				Partial/Gradual
Q1_LS_PS				Phasing students
Q1_LS_DNK				Do not know
Q1_LS_NC				Schools are not closed
Q1_LS_EO				Expected re-opening date:

Variable Name	Section	Main Question	Subquestion	Answer Options
Q1_US_NW			Upper secondary	Nation-wide
Q1_US_PG				Partial/Gradual
Q1_US_PS				Phasing students
Q1_US_DNK				Do not know
Q1_US_NC				Schools are not closed
Q1_US_EO				Expected re-opening date:
Q2		**2. Are new teachers recruited for reopening?**		Response
Q3_Adj	**SCHOOL CALENDAR**	**3. Has the current school calendar been adjusted (or are there plans in place to adjust it)?**		Response
Q3_Adj_NewEnd			If "Yes", specify	Is there a new end date?
Q3_Adj_NewEndDate				Other (please specify)
Q3_Adj_NewStart				Is there a new starting date for the next school year?
Q3_Adj_NewStartDate				Other (please specify)
Q3_IncreaseWhenOpen			Will you increase class time when schools re-open?	Response
Q3_IncreaseWhenOpen_Specify				Specify how many hours per day:
Q3_Remedical			Will you introduce remedial programmes?	Response
Q3_Remedical_Specify				Specify:
Q3_Accelerate			Will you introduce accelerated learning programmes?	Response
Q3_Accelerate_Specify				Specify:

Variable Name	Section	Main Question	Subquestion	Answer Options
Q4		4. Is there a plan to adjust the scope of contents to be covered?		Response
Q4_Reduce			if "Yes", specify:	Reduce content covered within subjects
Q4_Number				Reduce number of subjects
Q4_Leave				Leave it to the discretion of schools
Q4_Other				Other:
Q5		5. Are there expectations that the next school year calendar will be affected?		Response
Q5_how				Yes. How? (specify dates, if any):
Q6_Radio_PP	DISTANCE EDUCATION DELIVERY SYSTEMS	6. Types of delivery systems: Which of the following education delivery systems have been deployed as part of the national (or subnational) distance education strategy for different levels of education?	Radio	Pre-primary
Q6_Radio_PP_YES				Other (please specify)
Q6_Radio_P				Primary
Q6_Radio_P_YES				Other (please specify)
Q6_Radio_LS				Lower secondary
Q6_Radio_LS_YES				Other (please specify)
Q6_Radio_US				Upper secondary
Q6_Radio_US_YES				Other (please specify)

Variable Name	Section	Main Question	Subquestion	Answer Options
Q6_Radio_YES_CHANNEL			If yes, please provide the channel/program name and website for the three most relevant channel/program (if available):	Open-Ended Response
Q6_TV_PP			Television	Pre-primary
Q6_TV_PP_YES				Other (please specify)
Q6_TV_P				Primary
Q6_TV_P_YES				Other (please specify)
Q6_TV_LS				Lower secondary
Q6_TV_LS_YES				Other (please specify)
Q6_TV_US				Upper secondary
Q6_TV_US_YES				Other (please specify)
Q6_TV_YES_CHANNEL			If yes, please provide the channel/program name and website for the three most relevant television channel/program (if available):	Open-Ended Response
Q6_Online_PP			Online learning platforms	Pre-primary
Q6_Online_P				Primary
Q6_Online_LS				Lower secondary
Q6_Online_US				Upper secondary
Q6_Online_YES_CHANNEL				If yes, please provide the website addresses for the three most relevant online platforms (if available):

Variable Name	Section	Main Question	Subquestion	Answer Options
Q6_Paper_PP			Paper based take-home materials for parents/students	Pre-primary
Q6_Paper_P				Primary
Q6_Paper_LS				Lower secondary
Q6_Paper_US				Upper secondary
Q6_Paper_YES_CHANNEL				If "Yes", please provide additional information on paper based take-home materials for parents/students:
Q6_Other			Other distance learning method, if any:	Open-Ended Response
Q7_Radio		**7. Coverage of distance education delivery systems**	Is the actual use monitored?	Radio
Q7_TV				Television
Q7_Online				On-line learning platforms
Q7_Paper				Paper based / take-home
Q7_Radio_YES_PP		**If yes, please indicate estimated share (%) of children/youth accessing each distance learning system:**	Pre-primary	Radio
Q7_TV_YES_PP				Television
Q7_Online_YES_PP				On-line learning platforms
Q7_Paper_YES_PP				Paper based / take-home
Q7_Radio_YES_P			Primary	Radio
Q7_TV_YES_P				Television
Q7_Online_YES_P				On-line learning platforms
Q7_Paper_YES_P				Paper based / take-home
Q7_Radio_YES_LS			Lower secondary	Radio
Q7_TV_YES_LS				Television
Variable Name	**Section**	**Main Question**	**Subquestion**	**Answer Options**
Q7_Online_YES_LS				On-line learning platforms
Q7_Paper_YES_LS				Paper based / take-home

Q7_Radio_YES_US			Upper secondary	Radio
Q7_TV_YES_US				Television
Q7_Online_YES_US				On-line learning platforms
Q7_Paper_YES_US				Paper based / take-home
Q7_YES_How			If yes, please provide additional information on how participation of students in distance education programmes is monitored:	Open-Ended Response
Q8_Measures	**ONLINE DISTANCE LEARNING STRATEGIES**	**8. Access: Which measures have been taken to facilitate access of students to online distance learning infrastructure?**		Response
Q8_Measures_Other				Other (please specify):
Q9_Open		**9. What type of online learning platforms are used by teachers, students and parents/caregivers while schools are closed**		Open source platform (Moodle, Canvas, etc.)
Q9_Domestic				Domestic platform
Q9_CommercialFree				Commercial for free (Blackboard, Google class, etc.)
Q9_Commercial				Commercial (Microsoft Teams, etc.)

Variable Name	Section	Main Question	Subquestion	Answer Options
Q10_Maintain_MOE		**10. Who maintains/creates online learning platforms that can be used by teachers, students and parents/caregivers while schools are closed?[Select all that apply]**		Ministry of Education - Maintains
Q10_Create_MOE				Ministry of Education - Creates
Q10_Maintain_OS				Other sources (e.g., private sector, non-profit) - Maintains
Q10_Create_OS				Other sources (e.g., private sector, non-profit) - Creates
Q10_Maintain_Teachers				School teachers - Maintains
Q10_Create_Teachers				School teachers - Creates
Q10_Maintain_BC				Broadcasters - Maintains
Q10_Create_BC				Broadcasters - Creates
Q10_Maintain_DNK				Don't know - Maintains
Q10_Create_DNK				Don't know - Creates
Q10_Maintain_Other				Other. Please specify in the comment box below. - Maintains
Q10_Create_Other				Other. Please specify in the comment box below. - Creates
Q10_Comments				Comments:
Q11_Cover_PP		**11. Learning content, use of Open Educational Resources (OERs), and modality of delivery [Select all that apply]**	Are all subjects and developmental domains covered in the online learning platform?	Pre-primary
Q11_Cover_P				Primary

Variable Name	Section	Main Question	Subquestion	Answer Options
Q11_Cover_LS				Lower secondary
Q11_Cover_US				Upper secondary
Q11_OER_PP			Are Open Educational Resources (OERs) being used?	Pre-primary
Q11_OER_P				Primary
Q11_OER_LS				Lower secondary
Q11_OER_US				Upper secondary
Q11_Modality_PP			Modality of delivery: How do the Ministry of Education online learning platforms operate?	Pre-primary
Q11_Modality_P				Primary
Q11_Modality_LS				Lower secondary
Q11_Modality_US				Upper secondary
Q12_PP_Online	**TEACHERS**	**12. Are teachers required to continue teaching while schools are closed?**	Pre-primary	Online
Q12_PP_TVRadio				Support to TV/radio based learning
Q12_PP_Phone				Mobile phone
Q12_PP_Paper				Take-home/paper based
Q12_PP_Other				Other
Q12_P_Online			Primary	Online
Q12_P_TVRadio				Support to TV/radio based learning
Q12_P_Phone				Mobile phone
Q12_P_Paper				Take-home/paper based
Q12_P_Other				Other
Q12_LS_Online			Lower secondary	Online
Variable Name	**Section**	**Main Question**	**Subquestion**	**Answer Options**
Q12_LS_TVRadio				Support to TV/radio based learning
Q12_LS_Phone				Mobile phone

Variable Name	Section	Main Question	Subquestion	Answer Options
Q12_LS_Paper				Take-home/paper based
Q12_LS_Other				Other
Q12_US_Online			Upper secondary	Online
Q12_US_TVRadio				Support to TV/radio based learning
Q12_US_Phone				Mobile phone
Q12_US_Paper				Take-home/paper based
Q12_US_Other				Other
Q12_Online_Yes_MOE			If online, through which platform:	Ministry of Education
Q12_Online_Yes_Private				Platforms hosted by private sector
Q12_Online_Yes_Other				Other
Q13_PP		**13. Have teachers been provided with instructions on remote learning, including for TV or radio?**		Pre-primary
Q13_P				Primary
Q13_LS				Lower secondary
Q13_US				Upper secondary
Q14_PP		**14. Have teachers been trained to use remote learning platforms?**		Pre-primary
Q14_P				Primary
Q14_LS				Lower secondary
Q14_US				Upper secondary

Variable Name	Section	Main Question	Subquestion	Answer Options
Q15		**15. Have teachers been provided with any additional support in the specific context of Covid-19 to help them with the transition to remote learning?**		Response
Q15_YES_Online			[If yes, select all that apply]	Online training seminars
Q15_YES_ICT				Provision of ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc.)
Q15_YES_Professional				Professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content)
Q15_YES_Content				Teaching content (e.g. use of open educational resources (OERs), sample lesson plans etc.)
Q15_YES_DNK				Don't know
Q15_YES_Other				Other. Please explain:
Q16		**16. Are contract teachers being paid during the school closures?**		Response
Q17_Disability	**STUDENTS**	**17. Which of the following measures have been taken to ensure the inclusion of populations at risk of being excluded from distance learning platforms? [Select all that apply]**		Support to learners with disabilities (e.g. sign language in online learning programmes)

Variable Name	Section	Main Question	Subquestion	Answer Options
Q17_ImprovedAccess				Improved access to infrastructure for learners in remote areas; and in urban high-density areas
Q17_MaterialDesign				Design of learning materials for speakers of minority languages
Variable Name	**Section**	**Main Question**	**Subquestion**	**Answer Options**
Q17_SubsidizedAccess				Subsidized devices for access
Q17_None				None
Q17_DNK				Don't know
Q17_Other				Other. Please explain:
Q18_Psy		**18. Have any measures been taken to minimize the impact of school closures on the well-being of students? [Select all that apply]**		Psychosocial and mental health support to learners (e.g. online counselling)
Q18_Protection				Additional child protection services
Q18_Meal				Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers)
Q18_Monitor				Mechanisms for monitoring student well-being (e.g. regular calls from teachers, etc.)
Q18_None				No measures
Q18_Other				Other (please specify)
Variable Name	**Section**	**Main Question**	**Subquestion**	**Answer Options**
Variable Name	**Section**	**Main Question**	**Subquestion**	**Answer Options**

Q18_Most			From the list above, please indicate which of these well-being 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.)	Open-Ended Response

Variable Name	Section	Main Question	Subquestion	Answer Options
Q19_Childcare services remaining open for children who cannot be looked after by the parents	**PARENTS/CAREGIVERS**	**19. What measures have been taken to support parents/caregivers? [Select all that apply]**		Childcare services remaining open for children who cannot be looked after by the parents/caretakers
Q19_Emergency childcare services available and open for frontline workers				Emergency childcare services available and open for frontline workers
Q19_Financial support to families to pay for private childcare services				Financial support to families to pay for private childcare services
Q19_Guidance materials for home-based learning for primary and secondary education				Guidance materials for home-based learning for primary and secondary education
Q19_Guidance materials for pre-primary education				Guidance materials for pre-primary education
Q19_Tips and materials for continued stimulation and play for young children				Tips and materials for continued stimulation and play for young children
Q19_Meals/food rations to families of students				Meals/food rations to families of students
Q19_Psychosocial counselling services for children				Psychosocial counselling services for children
Q19_Psychosocial support for caregivers				Psychosocial support for caregivers
Q19_Regular telephone follow-up by school (teacher, principal...).				Regular telephone follow-up by school (teacher, principal...).
Q19_No measures				No measures
Q19_Other (please specify)				Other (please specify)

Variable Name	Section	Main Question	Subquestion	Answer Options
Q20_Radio	**LEARNING, ASSESSMENT AND EXAMINATIONS**	**20. Have any measures been taken to assess student learning on distance education delivery systems?**		Radio
Q20_Radio_Yes				Other (please specify)
Q20_TV				Television
Q20_TV_Yes				Other (please specify)
Q20_Online				Online learning platforms
Q20_Online_Yes				Other (please specify)
Q20_Phone				Phone calls to students
Q20_Phone_Yes				Other (please specify)
Q20_Paper				Paper-based/take home materials
Q20_Paper_Yes				Other (please specify)
Q20_Other				Other
Q20_Other_Yes				Other (please specify)
Q21_P		**21. High stake examinations**	Do high stake examinations exist?	Primary school graduation
Q21_P_YES_Continued on planned dates			Primary school graduationIf yes, which of the following measures have been taken with respect to high-stakes examinations?[Select all that apply]	Continued on planned dates
Q21_P_YES_Staggered examinations				Staggered examinations
Q21_P_YES_Distancing students				Distancing students
Q21_P_YES_Postponed/rescheduled examinations				Postponed/rescheduled examinations
Q21_P_YES_Online examinations implemented/scheduled				Online examinations implemented/scheduled
Q21_P_YES_Reduced curriculum content to be assessed				Reduced curriculum content to be assessed

Variable Name	Section	Main Question	Subquestion	Answer Options
Q21_P_YES_Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)				Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
Q21_P_YES_Cancelled				Cancelled
Q21_P_YES_Other (please specify)				Other (please specify)
Q21_P_YES_Postpone_Weeks			If postponed/rescheduled examinations, by how many weeks?	Open-Ended Response
Q21_S			Do high stake examinations exist?	Secondary school graduation
Q21_S_YES_Continued on planned dates			Secondary school graduationIf yes, which of the following measures have been taken with respect to high-stakes examinations?[Select all that apply]	Continued on planned dates
Q21_S_YES_Staggered examinations				Staggered examinations
Q21_S_YES_Distancing students				Distancing students
Q21_S_YES_Postponed/rescheduled examinations				Postponed/rescheduled examinations
Q21_S_YES_Online examinations implemented/scheduled				Online examinations implemented/scheduled
Q21_S_YES_Reduced curriculum content to be assessed				Reduced curriculum content to be assessed
Q21_S_YES_Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)				Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
Q21_S_YES_Cancelled				Cancelled
Q21_S_YES_Other (please specify)				Other (please specify)
Q21_S_YES_Postpone_Weeks			If postponed/rescheduled examinations, by how many weeks?	Open-Ended Response

Variable Name	Section	Main Question	Subquestion	Answer Options
Q21_Univ			Do high stake examinations exist?	University entrance examination
Q21_Univ_Yes_Continued on planned dates			University entrance examinationIf yes, which of the following measures have been taken with respect to high-stakes examinations?[Select all that apply]	Continued on planned dates
Q21_Univ_Yes_Staggered examinations				Staggered examinations
Q21_Univ_Yes_Distancing students				Distancing students
Q21_Univ_Yes_Postponed/rescheduled examinations				Postponed/rescheduled examinations
Q21_Univ_Yes_Online examinations implemented/scheduled				Online examinations implemented/scheduled
Q21_Univ_Yes_Reduced curriculum content to be assessed				Reduced curriculum content to be assessed
Q21_Univ_Yes_Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)				Introduced alternative assessment/validation of learning (e.g. appraisal of student learning portfolio)
Q21_Univ_Yes_Cancelled				Cancelled
Q21_Univ_Yes_Other (please specify)				Other (please specify)
Q21_Univ_Yes_Postpone_Weeks			If postponed/rescheduled examinations, by how many weeks?	Open-Ended Response
Q21_Promo			If promotion practices have changed, please specify:	Open-Ended Response
Q22		**22. Please describe other key challenges and policy measures/responses taken to address the Covid-19-related education challenges in your country.**		Open-Ended Response