



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

Technical Note

October 2020

This technical note presents the details of the second round of the UNESCO-UNICEF-World Bank Survey on National education responses to COVID-19. It presents the Survey in general and provides more information on the data cleaning process.

Survey Overview

The UNESCO-UNICEF-World Bank Survey on National education responses to COVID-19 is a country-level survey to monitor national education responses to COVID-19 school closures.

This is the second iteration in a series of surveys administered to ensure that the latest (updated) information on the evolution of country responses to COVID-19 are captured. This second round of data collection started at the end of July 2020 and was completed in early October 2020 after the first round of data collection which was carried out in May 2020 and covered 118 countries.

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?

This survey by 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 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 impact and responses.



Who is surveyed?

The questionnaire is designed for Ministry of Education officials at central or decentralized levels in charge of school education. 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

Four major aspects of national education responses were covered in the Survey: education strategies and methods, education participants, impacts on learning outcomes and finance. Within these categories, nine 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 and finance.

The questionnaire is for all education levels except higher education and technical and vocational education and training. The analysis of the results will allow for policy learning across diverse country settings in order to better inform local/national responses and prepare for school reopening.

Rounds of Data Collection

The second-round survey data started at the midpoint of July and lasted until early October, to which 149 countries participated. However, the size of the final sample is 121 countries, excluding 28 countries who requested not to be included in the publicly available dataset. In terms of regional distribution, we recorded 5 countries from Northern Africa, 26 countries from Sub-Saharan Africa, 9 countries from Central and Southern Asia, 11 countries from Eastern and South-eastern Asia, 11 countries from Western Asia, 26 countries from Europe, 25 countries from Latin America and the Caribbean, 1 country from Northern America and 7 countries from Oceania.

The final dataset, [available on the survey webpage](#), contains 284 variables including two country identifiers (ISO3 and full country name), country region, income group, date of response and variables that correspond to each of the questions in the Survey. The detail of the recommended data cleaning procedure is documented in the next section.

Data Cleaning Process

This section provides details of the data cleaning process to the Survey responses.

Renaming Variables

The questionnaire included 34 numbered questions, many with sub-questions based on the submitted answer to the numbered (main) question, for a total of 279 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.

Recommended Data Cleaning Procedure

A total of 149 countries submitted a completed questionnaire for this second round of data collection. For the anonymized and publicly available dataset, countries were asked permission to publish their submitted answers; 28 countries requested to be excluded. This resulted in a sample size of 121 countries in the publicly available dataset. Missing responses are recommended to be treated as follows.

Missing Response

Missing response for each question differs in the type of questions as follows:

- "Select a single answer" questions:
 - If the question requires an answer but no single answer is selected, the response for the question should be considered missing. Note that this also applies to the follow-up questions of a logic connecting questions, i.e., if a respondent answered "Yes" to a main logic connecting question, they will be asked to elaborate in a follow-up question.
 - Example: for Q5, the original answer options included "Yes", "No", "Do not know", and "The responsibility of health and sanitation guidelines falls under other administrative units".
- "Select all that apply" questions:
 - It was assumed that countries for which no answer options selected in questions where "Select all that apply" was specified, missing response should be considered for that specific country. Note that this also applies to the follow-up questions of a logic connecting questions, i.e., if a respondent answered "Yes" to a main logic connecting question, they will be asked to elaborate in a follow-up question.
 - Example: for Q1 – for the sub-question regarding Pre-primary (PP), if no answer option was selected, the response should be considered missing for this question.

- All questions with an “Other (specify)” answer option and an open-ended response space should be 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 should be recoded as “No”.

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 respondent 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 should then be recoded to “Yes”. Others answered “No” or “Do not know” to the main question and did not observe the skip pattern by answering the follow-up question, in which case, the main question should be recoded to “Yes”. The questions with skips, which needed recoding are:

- Q3: Do plans for reopening include the widespread use of any of the following measures [Select all that apply]:
 - Prioritization of specific grades or levels to physically return first (If so, please answer Question 3.1)
 - Prioritization of special interest groups to physically return first (e.g. children with special needs; children whose parents need to work; children who depend on free school meals etc.) (If so, please answer Question 3.2)
 - Prioritization of certain geographical areas (If so, please answer Question 3.3)

Follow-up question:

 - 3.1 If prioritizing specific grades or levels to physically return first, which grades/levels?
 - 3.2 If prioritizing special interest groups to physically return first (e.g. children with special needs; children whose parents need to work; children who depend on free school meals, etc.)
 - 3.3 If prioritizing certain geographical areas, which areas and why:
- Q4: After re-opening, how have teaching and learning been conducted? [Select all that apply]
 - Fully in-person classes (If so, please answer Q4.1)

Follow-up question:

 - 4.1 If teaching and learning are conducted fully in-person classes, is physical attendance mandatory?
- Q8: 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?

Follow-up question:

- If "Yes", Q8.1 If answered yes to Q8, how are they funded? [Select all that apply]
- Q10: What kinds of adjustments will be made to the school calendar dates? [Select all that apply]
 - There will be no adjustments to the current school calendar dates (If so, please answer Question 10.1)
 - Extend current academic year (If so, please answer Question 10.2)
 - Alter dates of the next academic year (If so, please answer Question 10.3)

Follow-up question:

- Q10.1 If there are no adjustments to the current school calendar dates, what was or is the last school day of the academic year impacted by COVID-19? Please specify the date [DD-MM-YYYY]:
- Q10.2 If extending current academic year, please indicate by how many school days?
- Q10.3 If altering dates of the next academic year, please specify _____
- Q11: What kinds of additional support programmes have been or will be provided? [Select all that apply]
 - Introduce remedial programmes in addition to the normal in-person class time (if so, please answer Question 11.1)
 - Introduce accelerated programmes in addition to the normal in person class time (if so, please answer Question 11.2)

Follow-up question:

- Q11.1 If introducing remedial programmes in addition to the normal in-person class time, when? During schedules school holidays On weekends Do not know Other: please specify: _____
- Q11.2 If introducing accelerated programmes in addition to the normal in person class time, when? During schedules school holidays On weekends Do not know Other: please specify: _____
- Q12: How many days of instruction have been missed or projected to be missed (taking into account school breaks, etc..) for the academic year impacted by the COVID-19?
 - Academic year is finished (If so, answer Q12.1. Otherwise, skip to Q13)
 - Academic year still ongoing (If so, answer Q12.2. Otherwise, skip to Q13)

Follow-up question:

- Q12.1/ Q12.2
- Q17.1 PRIMARY EDUCATION - 17.2 SECONDARY EDUCATION

- Platform created by the Ministry of Education or education authorities (If yes, answer Q17.1.1-Q17.1.3)
- Commercial platform not for free (Microsoft Teams, etc.) (If yes, answer Q17.1.4)

Follow-up question:

- Q17.1.1-Q17.1.3 & Q17.2.1-Q17.2.3
- Q18: Are teachers or were teachers required to teach during school closures?
 - Yes, all teachers (If so, please answer Question 18.1)
 - Yes, some teachers (If so, please answer Question 18.2)

Follow-up question:

- Q18.1 / Q18.2

- Q 19: Are or were other educational personnel (e.g. psychologists, IT personnel, administrative staff, cleaning staff etc....) required to work during school closures, even if on part-time basis?
 - Yes (If yes, please answer Q19.1)

Follow-up question:

- Q19.1 If answered 'yes' to Q19, please specify who was required to work during school closures: _____

- Q20: How have teachers been supported in the transition to remote learning? [Select all that apply]
 - Offered special training (If so, please answer Q20.1)

Follow-up question:

- Q20.1 If special training is offered to teachers, please provide any relevant details (ICT skills, delivery channels, content, etc.) _____

- Q23: Are new teachers being recruited for the re-opening?
 - Yes (If so, please answer Question 23.1)

Follow-up question:

- Q23.1 If answered 'yes' to Q23, why is this the case? Please specify:

- Q24: Are other new educational personnel (e.g. psychologists, IT personnel, administrative staff, cleaning staff, cooks etc.) being recruited for the re-opening?
 - Yes (If so, please answer Question 24.1) Follow-up question:

Follow-up question:

- Q24.1 If answered 'yes' to Question 24, which additional personnel were/will be recruited and why? Please specify: _____



- Q26: Have any measures been taken to minimize the impact of school closures on the wellbeing of students?
 - Yes (If so, please answer Q26.1)Follow-up question:
 - Q26.1 If answered 'yes' to Question 26, Please select all the measures that apply:

- Q29: Have any measures been taken to minimize the impact of school closures on the wellbeing of students?
 - Yes (If so, please answer Q26.1)Follow-up question:
 - 29.1 If answered "yes" to any of the questions in Q29, do you have an online platform to support administration of the following types of learning assessments?

- Q31: Were additional financial resources required to ensure the response to COVID-19 for education?
 - Yes (If so, please answer Q31.1)Follow-up question:
 - Q31.1 If answered 'yes' to Q31, how were they funded? [Select all that apply]

Appendix 1. Mapping between Variable Names and Questions

| Variable | Question | Subquestion | Options |
|---|-----------------|-----------------------|---|
| Q1_1Nation_wide, within the current academic year | Q1_1 | PRE_PRIMARY EDUCATION | Nation_wide, within the current academic year |
| Q1_1Nation_wide, next academic year | Q1_1 | PRE_PRIMARY EDUCATION | Nation_wide, next academic year |
| Q1_1Partial/Sub_national, within the current academic year | Q1_1 | PRE_PRIMARY EDUCATION | Partial/Sub_national, within the current academic year |
| Q1_1Partial/Sub_national, next academic year | Q1_1 | PRE_PRIMARY EDUCATION | Partial/Sub_national, next academic year |
| Q1_1Phasing students, within the current academic year | Q1_1 | PRE_PRIMARY EDUCATION | Phasing students, within the current academic year |
| Q1_1Phasing students, next academic year | Q1_1 | PRE_PRIMARY EDUCATION | Phasing students, next academic year |
| Q1_1Do not know | Q1_1 | PRE_PRIMARY EDUCATION | Do not know |
| Q1_1Schools are not closed | Q1_1 | PRE_PRIMARY EDUCATION | Schools are not closed |
| Q1_1Actual or expected re_opening date [dd/mm/yyyy]: | Q1_1 | PRE_PRIMARY EDUCATION | Actual or expected re_opening date [dd/mm/yyyy]: |
| Q1_1The actual or expected re_opening date of PRE_PRIMARY EDUCATION is: | Q1_1 | PRE_PRIMARY EDUCATION | The actual or expected re_opening date of PRE_PRIMARY EDUCATION is: |
| Q1_2Nation_wide, within the current academic year | Q1_2 | PRIMARY EDUCATION | Nation_wide, within the current academic year |
| Q1_2Nation_wide, next academic year | Q1_2 | PRIMARY EDUCATION | Nation_wide, next academic year |
| Q1_2Partial/Sub_national, within the current academic year | Q1_2 | PRIMARY EDUCATION | Partial/Sub_national, within the current academic year |
| Q1_2Partial/Sub_national, next academic year | Q1_2 | PRIMARY EDUCATION | Partial/Sub_national, next academic year |
| Q1_2Phasing students, within the current academic year | Q1_2 | PRIMARY EDUCATION | Phasing students, within the current academic year |

| Variable | Question | Subquestion | Options |
|---|-----------------|---------------------------|---|
| Q1_2Phasing students, next academic year | Q1_2 | PRIMARY EDUCATION | Phasing students, next academic year |
| Q1_2Do not know | Q1_2 | PRIMARY EDUCATION | Do not know |
| Q1_2Schools are not closed | Q1_2 | PRIMARY EDUCATION | Schools are not closed |
| Q1_2Actual or expected re_opening date [dd/mm/yyyy]: | Q1_2 | PRIMARY EDUCATION | Actual or expected re_opening date [dd/mm/yyyy]: |
| Q1_2The actual or expected re_opening date of PRIMARY education is: | Q1_2 | PRIMARY EDUCATION | The actual or expected re_opening date of PRIMARY education is: |
| Q1_3Nation_wide, within the current academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Nation_wide, within the current academic year |
| Q1_3Nation_wide, next academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Nation_wide, next academic year |
| Q1_3Partial/Sub_national, within the current academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Partial/Sub_national, within the current academic year |
| Q1_3Partial/Sub_national, next academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Partial/Sub_national, next academic year |
| Q1_3Phasing students, within the current academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Phasing students, within the current academic year |
| Q1_3Phasing students, next academic year | Q1_3 | LOWER_SECONDARY EDUCATION | Phasing students, next academic year |
| Q1_3Do not know | Q1_3 | LOWER_SECONDARY EDUCATION | Do not know |
| Q1_3Schools are not closed | Q1_3 | LOWER_SECONDARY EDUCATION | Schools are not closed |
| Q1_3Actual or expected re_opening date [dd/mm/yyyy]: | Q1_3 | LOWER_SECONDARY EDUCATION | Actual or expected re_opening date [dd/mm/yyyy]: |
| Q1_3The actual or expected re_opening date of PRIMARY education is: | Q1_3 | LOWER_SECONDARY EDUCATION | The actual or expected re_opening date of PRIMARY education is: |
| Q1_4Nation_wide, within the current academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Nation_wide, within the current academic year |
| Q1_4Nation_wide, next academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Nation_wide, next academic year |

| Variable | Question | Subquestion | Options |
|---|-----------------|--|---|
| Q1_4Partial/Sub_national, within the current academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Partial/Sub_national, within the current academic year |
| Q1_4Partial/Sub_national, next academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Partial/Sub_national, next academic year |
| Q1_4Phasing students, within the current academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Phasing students, within the current academic year |
| Q1_4Phasing students, next academic year | Q1_4 | UPPER_SECONDARY EDUCATION | Phasing students, next academic year |
| Q1_4Do not know | Q1_4 | UPPER_SECONDARY EDUCATION | Do not know |
| Q1_4Schools are not closed | Q1_4 | UPPER_SECONDARY EDUCATION | Schools are not closed |
| Q1_4Actual or expected re_opening date [dd/mm/yyyy]: | Q1_4 | UPPER_SECONDARY EDUCATION | Actual or expected re_opening date [dd/mm/yyyy]: |
| Q1_4The actual or expected re_opening date of PRIMARY education is: | Q1_4 | UPPER_SECONDARY EDUCATION | The actual or expected re_opening date of PRIMARY education is: |
| Q2Primary education: | Q2 | 2. What is the suggested number of days that have to be delivered during an academic school year? (Please enter '9999' if you do not know) | Primary education: |
| Q2Lower_secondary education: | Q2 | 2. What is the suggested number of days that have to be delivered during an academic school year? (Please enter '9999' if you do not know) | Lower_secondary education: |
| Q2Upper_secondary education: | Q2 | 2. What is the suggested number of days that | Upper_secondary education: |

| Variable | Question | Subquestion | Options |
|--|----------|--|--|
| | | have to be delivered during an academic school year? (Please enter '9999' if you do not know) | |
| Q3Prioritization of specific grades or levels to physically return first (If so, please answer Question 3.1) | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Prioritization of specific grades or levels to physically return first (If so, please answer Question 3.1) |
| Q3Prioritization of special interest groups to physically return first (e.g. children with special needs; children whose parents need to work; children who depend on free school meals etc..) (If so, please answer Question 3.2) | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Prioritization of special interest groups to physically return first (e.g. children with special needs; children whose parents need to work; children who depend on free school meals etc..) (If so, please answer Question 3.2) |
| Q3Prioritization of certain geographical areas (If so, please answer Question 3.3) | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Prioritization of certain geographical areas (If so, please answer Question 3.3) |
| Q3Student rotation (i.e. students come to school on different days to reduce class size) | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Student rotation (i.e. students come to school on different days to reduce class size) |
| Q3Imposing shifts in schools so that there are less students/staff at the same time | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Imposing shifts in schools so that there are less students/staff at the same time |

| Variable | Question | Subquestion | Options |
|---|-----------------|--|---|
| Q3Adjustments to school and/or classroom's physical arrangements | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Adjustments to school and/or classroom's physical arrangements |
| Q3Adjustments to school feeding programmes | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Adjustments to school feeding programmes |
| Q3Expansion of school feeding programmes | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Expansion of school feeding programmes |
| Q3No school meals (reopening limited to classes and learning activities only) | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | No school meals (reopening limited to classes and learning activities only) |
| Q3Addition of more teachers to reduce class sizes | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Addition of more teachers to reduce class sizes |
| Q3Combining distance learning and in_person classes | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Combining distance learning and in_person classes |
| Q3Do not know | Q3 | 3. Do plans for reopening include the | Do not know |

| Variable | Question | Subquestion | Options |
|---|----------|---|---|
| | | widespread use of any of the following measures [Select all that apply]: | |
| Q3Other | Q3 | 3. Do plans for reopening include the widespread use of any of the following measures [Select all that apply]: | Other |
| Q3_1 | Q3_1 | 3.1 If prioritizing specific grades or levels to physically return first, which grades/levels? | |
| Q3_2Open_Ended | Q3_2 | 3.2 If prioritizing special interest groups to physically return first (e.g. children with special needs; children whose parents need to work; children who depend on free school meals, etc.), which groups and why: | Open_Ended |
| Q3_3Open_Ended | Q3_3 | 3.3 If prioritizing certain geographical areas, which areas and why: | Open_Ended |
| Q4Fully in_person classes (If so, please answer Question 4.1) | Q4 | 4. After re_opening, how have teaching and learning been conducted? [Select all that apply] | Fully in_person classes (If so, please answer Question 4.1) |
| Q4A combination of in_person attendance and remote learning | Q4 | 4. After re_opening, how have teaching and learning been | A combination of in_person attendance and remote learning |

| Variable | Question | Subquestion | Options |
|---|----------|---|---|
| | | conducted? [Select all that apply] | |
| Q4Different by education level and by grade | Q4 | 4. After re_opening, how have teaching and learning been conducted? [Select all that apply] | Different by education level and by grade |
| Q4Do not know | Q4 | 4. After re_opening, how have teaching and learning been conducted? [Select all that apply] | Do not know |
| Q4The academic year has already ended | Q4 | 4. After re_opening, how have teaching and learning been conducted? [Select all that apply] | The academic year has already ended |
| Q4Specify | Q4 | 4. After re_opening, how have teaching and learning been conducted? [Select all that apply] | Specify |
| Q4_1 | Q4_1 | 4.1 If teaching and learning are conducted fully in_person classes, is physical attendance mandatory? | |
| Q5 | Q5 | 5. Has the government produced or endorsed any specific health and hygiene guidelines and measures for schools? | |

| Variable | Question | Subquestion | Options |
|--|-----------------|--|--|
| Q6Promoting physical distancing | Q6 | Reducing person_to_person transmission | Promoting physical distancing |
| Q6Promoting hand_washing practices with water and soap or alcohol_based hand sanitizer | Q6 | Reducing person_to_person transmission | Promoting hand_washing practices with water and soap or alcohol_based hand sanitizer |
| Q6Promoting good respiratory hygiene (e.g. use of masks) | Q6 | Reducing person_to_person transmission | Promoting good respiratory hygiene (e.g. use of masks) |
| Q6Improved handwashing facilities | Q6 | Reducing exposure contact | Improved handwashing facilities |
| Q6Increased surface, food preparation and handling equipment cleaning and disinfection | Q6 | Reducing exposure contact | Increased surface, food preparation and handling equipment cleaning and disinfection |
| Q6Improved management of infectious wastes | Q6 | Reducing exposure contact | Improved management of infectious wastes |
| Q6Self_isolation of staff and students | Q6 | Isolating staff and students who are infected or exposed to COVID_19 | Self_isolation of staff and students |
| Q6Temperature checks in school | Q6 | Isolating staff and students who are infected or exposed to COVID_20 | Temperature checks in school |
| Q6Testing for COVID_19 in schools | Q6 | Isolating staff and students who are infected or exposed to COVID_21 | Testing for COVID_19 in schools |
| Q6Tracking staff and students who are infected with or exposed to COVID_19 | Q6 | Isolating staff and students who are infected or exposed to COVID_22 | Tracking staff and students who are infected with or exposed to COVID_19 |

| Variable | Question | Subquestion | Options |
|--|----------|---|--|
| Q6Other | Q6 | Isolating staff and students who are infected or exposed to COVID_23 | Other |
| Q6Other: please specify if the guidelines include other elements | Q6 | | Other: please specify if the guidelines include other elements |
| Q7 | Q7 | 7. How is the application of these guidelines supported and monitored? | |
| Q8 | Q8 | 8. 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? | |
| Q8_1External donors | Q8_1 | 8.1 If answered "yes" to Question 8, how are they funded? [Select all that apply] | External donors |
| Q8Additional allocation from the Government | Q8 | | Additional allocation from the Government |
| Q8Reallocation of the Ministry budget | Q8 | | Reallocation of the Ministry budget |
| Q8Do not know | Q8 | | Do not know |
| Q9 | Q9 | 9. What are the precaution and mitigation measures taken for the safety of students/learners in | |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | their journey to and from school? | |
| Q10There will be no adjustments to the current school calendar dates (If so, please answer Question 10.1) | Q10 | 10. What kinds of adjustments will be made to the school calendar dates? [Select all that apply] | There will be no adjustments to the current school calendar dates (If so, please answer Question 10.1) |
| Q10Extend current academic year (If so, please answer Question 10.2) | Q10 | | Extend current academic year (If so, please answer Question 10.2) |
| Q10Alter dates of the next academic year (If so, please answer Question 10.3) | Q10 | | Alter dates of the next academic year (If so, please answer Question 10.3) |
| Q10Do not know | Q10 | | Do not know |
| Q10Other | Q10 | | Other |
| Q10_1 | Q10_1 | 10.1 If there are no adjustments to the current school calendar dates, what was or is the last school day of the academic year impacted by COVID_19? Please specify the date [DD_MM_YYYY]: | |
| Q10_2 | Q10_2 | 10.2 If extending current academic year, please indicate by how many school days? | |
| Q10_3 | Q10_3 | 10.3 If altering dates of the next academic year, please specify | |
| Q11Increase class time in primary education | Q11 | 11. What kinds of additional support programmes have been | Increase class time in primary education |

| Variable | Question | Subquestion | Options |
|--|----------|---|--|
| | | <p>or will be provided? [Select all that apply] Note: Remedial programmes generally target students who are struggling with one or more learning domains; and are therefore generally designed to help give the students the individual attention that they need to build their skills and their confidence. Accelerated programmes are flexible, age_appropriate programmes, run in an accelerated timeframe, which aim to provide access to education. They generally target disadvantaged, over_age, out_of_school children and youth – particularly those who missed out on, or had their education interrupted due to poverty, marginalisation, conflict and crisis.</p> | |
| Q11 Increase class time in lower_secondary education | Q11 | | Increase class time in lower_secondary education |

| Variable | Question | Subquestion | Options |
|---|----------|---|--|
| Q11Increase class time in upper_secondary education | Q11 | | Increase class time in upper_secondary education |
| Q11Introduce remedial programmes in addition to the normal in_person class time (if so, please answer Question 11.1) | Q11 | | Introduce remedial programmes in addition to the normal in_person class time (if so, please answer Question 11.1) |
| Q11Introduce accelerated programmes in addition to the normal in person class time (if so, please answer Question 11.2) | Q11 | | Introduce accelerated programmes in addition to the normal in person class time (if so, please answer Question 11.2) |
| Q11None | Q11 | | None |
| Q11Do not know | Q11 | | Do not know |
| Q11Other | Q11 | | Other |
| Q11_1During schedules school holidays | Q11_1 | 11.1 If introducing remedial programmes in addition to the normal in_person class time, when? | During schedules school holidays |
| Q11_1On weekends | Q11_1 | 11.1 If introducing remedial programmes in addition to the normal in_person class time, when? | On weekends |
| Q11_1Do not know | Q11_1 | 11.1 If introducing remedial programmes in addition to the normal in_person class time, when? | Do not know |
| Q11_1Other | Q11_1 | 11.1 If introducing remedial programmes in addition to the normal in_person class time, when? | Other |

| Variable | Question | Subquestion | Options |
|---------------------------------------|-----------------|--|----------------------------------|
| Q11_2During schedules school holidays | Q11_2 | 11.2 If introducing accelerated programmes in addition to the normal in person class time, when? | During schedules school holidays |
| Q11_2On weekends | Q11_2 | 11.2 If introducing accelerated programmes in addition to the normal in person class time, when? | On weekends |
| Q11_2Do not know | Q11_2 | 11.2 If introducing accelerated programmes in addition to the normal in person class time, when? | Do not know |
| Q11_2Other | Q11_2 | 11.2 If introducing accelerated programmes in addition to the normal in person class time, when? | Other |
| Q12 | Q12 | 12. How many days of instruction have been missed or projected to be missed (taking into account school breaks, etc..) for the academic year impacted by the COVID_19? | |
| Q12_1pre_primary education? | Q12_1 | 12.1 If the academic year is finished, | pre_primary education? |
| Q12_1primary education? | Q12_1 | 12.1 If the academic year is finished, | primary education? |

| Variable | Question | Subquestion | Options |
|-------------------------------------|-----------------|---|----------------------------------|
| Q12_1lower_secondary education? | Q12_1 | 12.1 If the academic year is finished, | lower_secondary education? |
| Q12_1upper_secondary education? | Q12_1 | 12.1 If the academic year is finished, | upper_secondary education? |
| Q12_2pre_primary education? | Q12_2 | 12.2 If the academic year is still ongoing, | pre_primary education? |
| Q12_2primary education? | Q12_2 | 12.2 If the academic year is still ongoing, | primary education? |
| Q12_2lower_secondary education? | Q12_2 | 12.2 If the academic year is still ongoing, | lower_secondary education? |
| Q12_2upper_secondary education? | Q12_2 | 12.2 If the academic year is still ongoing, | upper_secondary education? |
| Q13Online platforms _ Effectiveness | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or advancing the levels of learning? | Online platforms _ Effectiveness |
| Q13Television _ Effectiveness | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or | Television _ Effectiveness |

| Variable | Question | Subquestion | Options |
|--|----------|---|---|
| | | advancing the levels of learning? | |
| Q13Radio _ Effectiveness | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or advancing the levels of learning? | Radio _ Effectiveness |
| Q13Take_home packages _ Effectiveness | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or advancing the levels of learning? | Take_home packages _ Effectiveness |
| Q13Any other distance learning modality (Please specify) _ Effectiveness | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in | Any other distance learning modality (Please specify) _ Effectiveness |

| Variable | Question | Subquestion | Options |
|--|----------|---|---|
| | | maintaining or advancing the levels of learning? | |
| Q13(please specify any other distance learning modality) | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or advancing the levels of learning? | (please specify any other distance learning modality) |
| Q13Any other comments or relevant information? | Q13 | 13. Based on your experience, how effective have distance_learning strategies (online, television, radio, take_home packages or other) been in maintaining or advancing the levels of learning? | Any other comments or relevant information? |
| Q14 | Q14 | 14. Will distance learning modalities such as though television, radio, online or take_home packages continue when schools re_open? | |

| Variable | Question | Subquestion | Options |
|--|----------|--|---|
| Q14Specify | Q14 | 14. Will distance learning modalities such as though television, radio, online or take_home packages continue when schools re_open? | Specify |
| Q15 | Q15 | 15. Is remote learning considered a valid form of delivery to account for official school days? | |
| Q15Specify | Q15 | 15. Is remote learning considered a valid form of delivery to account for official school days? | Specify |
| Q16Offer/negotiate access to the internet at subsidized or zero cost | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | Offer/negotiate access to the internet at subsidized or zero cost |
| Q16landline | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | landline |
| Q16mobile phones | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students | mobile phones |

| Variable | Question | Subquestion | Options |
|---------------------------------------|----------|--|------------------------------------|
| | | to online distance learning infrastructure? [Select all that apply] | |
| Q16Subsidized/free devices for access | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | Subsidized/free devices for access |
| Q16No measures taken | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | No measures taken |
| Q16Do not know | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | Do not know |
| Q16Other | Q16 | 16. Which measures have been taken to facilitate access to connectivity of students to online distance learning infrastructure? [Select all that apply] | Other |

| Variable | Question | Subquestion | Options |
|---|-----------------|--|--|
| Q17_1Platform created by the Ministry of Education or education authorities (If yes, answer Question 17.1.1_17.1.3) | Q17_1 | PRIMARY EDUCATION | Platform created by the Ministry of Education or education authorities (If yes, answer Question 17.1.1_17.1.3) |
| Q17_1Commercial platform not for free (Microsoft Teams, etc.) (If yes, answer Question 17.1.4) | Q17_1 | PRIMARY EDUCATION | Commercial platform not for free (Microsoft Teams, etc.) (If yes, answer Question 17.1.4) |
| Q17_1Commercial for free (Blackboard, Google Class, etc.) | Q17_1 | PRIMARY EDUCATION | Commercial for free (Blackboard, Google Class, etc.) |
| Q17_1Open source platform (Moodle, Canvas, etc.) | Q17_1 | PRIMARY EDUCATION | Open source platform (Moodle, Canvas, etc.) |
| Q17_1Do not know | Q17_1 | PRIMARY EDUCATION | Do not know |
| Q17_1Other | Q17_1 | PRIMARY EDUCATION | Other |
| Q17_1_1 | Q17_1_1 | 17.1.1 If the platform is created by the Ministry of Education or education authorities, are all subjects and developmental domains covered in the online learning platform? | |
| Q17_1_2 | Q17_1_2 | 17.1.2 How do the Ministry of Education online learning platforms operate?Note: Synchronous learning is an online or distance education that happens in real time with interaction e.g. Zoom / Skype classrooms.Asynchronous learning occurs | |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | through online channels without real_time interaction with other students or teachers, and is self_faced.Hybrid learning models will include a blend of both asynchronous and synchronous online learning. | |
| Q17_1_3Ministry of Education | Q17_1_3 | 17.1.3 Who is responsible for the creation of online content offered through these platforms? | Ministry of Education |
| Q17_1_3Outsourced to third party (company, research institute, etc.) | Q17_1_3 | PRIMARY EDUCATION | Outsourced to third party (company, research institute, etc.) |
| Q17_1_3School teachers | Q17_1_3 | PRIMARY EDUCATION | School teachers |
| Q17_1_3Do not know | Q17_1_3 | PRIMARY EDUCATION | Do not know |
| Q17_1_4 | Q17_1_4 | 17.1.4 If using a commercial platform not for free (Microsoft Teams, etc.), has the use been subsidized/assumed by the government? | |
| Q17_1_4specify | Q17_1_4 | | specify |
| Q17_2Platform created by the Ministry of Education or education authorities (If yes, answer Question 17.2.1_17.2.3) | Q17_2 | 17.2 SECONDARY EDUCATION | Platform created by the Ministry of Education or education authorities (If yes, answer Question 17.2.1_17.2.3) |

| Variable | Question | Subquestion | Options |
|--|-----------------|--|---|
| Q17_2Commercial platform not for free (Microsoft Teams, etc.) (If yes, answer Question 17.2.4) | Q17_2 | 17.2 SECONDARY EDUCATION | Commercial platform not for free (Microsoft Teams, etc.) (If yes, answer Question 17.2.4) |
| Q17_2Commercial for free (Blackboard, Google Class, etc.) | Q17_2 | 17.2 SECONDARY EDUCATION | Commercial for free (Blackboard, Google Class, etc.) |
| Q17_2Open source platform (Moodle, Canvas, etc.) | Q17_2 | 17.2 SECONDARY EDUCATION | Open source platform (Moodle, Canvas, etc.) |
| Q17_2Do not know | Q17_2 | 17.2 SECONDARY EDUCATION | Do not know |
| Q17_2Other | Q17_2 | 17.2 SECONDARY EDUCATION | Other |
| Q17_2_1 | Q17_2_1 | 17.2.1 If the platform is created by the Ministry of Education or education authorities, are all subjects and developmental domains covered in the online learning platform? | |
| Q17_2_2 | Q17_2_2 | 17.2.2 How do the Ministry of Education online learning platforms operate?Note: Synchronous learning is an online or distance education that happens in real time with interaction e.g. Zoom / Skype classrooms.Asynchronous learning occurs through online channels | |

| Variable | Question | Subquestion | Options |
|--|----------|--|---|
| | | without real_time interaction with other students or teachers, and is self_faced.Hybrid learning models will include a blend of both asynchronous and synchronous online learning. | |
| Q17_2_3Ministry of Education | Q17_2_3 | 17.2.3 Who is responsible for the creation of online content offered through these platforms? | Ministry of Education |
| Q17_2_3Outsourced to third party (company, research institute, etc.) | Q17_2_3 | 17.2.3 Who is responsible for the creation of online content offered through these platforms? | Outsourced to third party (company, research institute, etc.) |
| Q17_2_3School teachers | Q17_2_3 | 17.2.3 Who is responsible for the creation of online content offered through these platforms? | School teachers |
| Q17_2_3Do not know | Q17_2_3 | 17.2.3 Who is responsible for the creation of online content offered through these platforms? | Do not know |
| Q17_2_4 | Q17_2_4 | 17.2.4 If using a commercial platform not for free (Microsoft | |

| Variable | Question | Subquestion | Options |
|----------------|----------|--|---------|
| | | Teams, etc.), has the use been subsidized/assumed by the government? | |
| Q17_2_4specify | Q17_2_4 | | specify |
| Q18 | Q18 | 18. Are teachers or were teachers required to teach during school closures? | |
| Q18_1 | Q18_1 | 18.1 If answered "yes, all teachers" to Question 18, are or were they able to teach from the school premises? | |
| Q18_2 | Q18_2 | 18.2 If answered "yes, some teachers" to Question 18, please specify which teachers and if they are able to teach from the school premises: | |
| Q19 | Q19 | 19. Are or were other educational personnel (e.g. psychologists, IT personnel, administrative staff, cleaning staff etc.) required to work during school closures, even if on part_time basis? | |
| Q19_1 | Q19_1 | 19.1 If answered "yes" to Question 19, please | |

| Variable | Question | Subquestion | Options |
|--|----------|--|---|
| | | specify who was required to work during school closures: | |
| Q20Offered special training (If so, please answer Question 20.1) | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Offered special training (If so, please answer Question 20.1) |
| Q20Provided with instruction on distance instruction (TV, radio, learning platforms, etc.) | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Provided with instruction on distance instruction (TV, radio, learning platforms, etc.) |
| Q20Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content) | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content) |
| Q20Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..) | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..) |
| Q20Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..) | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc..) |
| Q20No additional support was offered to teachers | Q20 | 20. How have teachers been supported in the transition to remote | No additional support was offered to teachers |

| Variable | Question | Subquestion | Options |
|---------------------------------------|----------|--|------------------------------------|
| | | learning? [Select all that apply] | |
| Q20Do not know | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Do not know |
| Q20Other | Q20 | 20. How have teachers been supported in the transition to remote learning? [Select all that apply] | Other |
| Q20_1 | Q20_1 | If special training is offered to teachers, please provide any relevant details (ICT skills, delivery channels, content, etc.) | |
| Q21Phone calls to students or parents | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | Phone calls to students or parents |
| Q21Emails to students | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | Emails to students |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| Q21Text/WhatsApp/other application messaging to students | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | Text/WhatsApp/other application messaging to students |
| Q21Home visits | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | Home visits |
| Q21There were no specific guidelines/efforts to encourage continuous interaction between teacher and their students/parents | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | There were no specific guidelines/efforts to encourage continuous interaction between teacher and their students/parents |
| Q21Do not know | Q21 | What kinds of interactions were encouraged between teachers and their students and/or their parents? [Select all that apply] | Do not know |
| Q21Other | Q21 | What kinds of interactions were encouraged between teachers and their | Other |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | students and/or their parents? [Select all that apply] | |
| Q22 | Q22 | 22. Have there been changes to teacher pay, benefits during the period of school closures? | |
| Q22Other | Q22 | | Other |
| Q23 | Q23 | Are new teachers being recruited for the re_opening? | |
| Q23_1 | Q23_1 | If answered "yes" to Question 23, why is this the case? Please specify: | |
| Q24 | Q24 | 24. Are other new educational personnel (e.g. psychologists, IT personnel, administrative staff, cleaning staff, cooks etc.) being recruited for the re_opening? | |
| Q24_1Open_Ended | Q24_1 | 24.1 If answered "yes" to Question 24, which additional personnel were/will be recruited and why? Please specify: | Open_Ended |
| Q25Support to learners with disabilities (e.g. sign language in online learning programmes) | Q25 | 25. Which of the following measures have been taken to ensure the inclusion of populations | Support to learners with disabilities (e.g. sign language in online learning programmes) |

| Variable | Question | Subquestion | Options |
|--|----------|--|---|
| | | at risk of being excluded from distance learning platforms? [Select all that apply] | |
| Q25Improved access to infrastructure for learners in remote areas; and in urban high_density areas | Q25 | 25. 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] | Improved access to infrastructure for learners in remote areas; and in urban high_density areas |
| Q25Design of learning materials for speakers of minority languages | Q25 | 25. 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] | Design of learning materials for speakers of minority languages |
| Q25Subsidized devices for access | Q25 | 25. 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] | Subsidized devices for access |
| Q25Flexible and self_paced platforms (Asynchronous learning platforms) | Q25 | 25. Which of the following measures have been taken to ensure the inclusion of populations | Flexible and self_paced platforms (Asynchronous learning platforms) |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | at risk of being excluded from distance learning platforms? [Select all that apply] | |
| Q25Special efforts to make online learning more accessible to migrant and displaced children, including those in camps | Q25 | 25. 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] | Special efforts to make online learning more accessible to migrant and displaced children, including those in camps |
| Q25Additional support to lower_income households, including economic support (i.e. take_home rations, cash based transfers) | Q25 | 25. 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] | Additional support to lower_income households, including economic support (i.e. take_home rations, cash based transfers) |
| Q25None | Q25 | 25. 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] | None |
| Q25Do not know | Q25 | 25. Which of the following measures have been taken to ensure the inclusion of populations | Do not know |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | at risk of being excluded from distance learning platforms? [Select all that apply] | |
| Q25Other | Q25 | 25. 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] | Other |
| Q26 | Q26 | 26. Have any measures been taken to minimize the impact of school closures on the wellbeing of students? | |
| Q26_1Psychosocial and mental health support to learners (e.g. online counselling) | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | Psychosocial and mental health support to learners (e.g. online counselling) |
| Q26_1Additional child protection services | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | Additional child protection services |
| Q26_1Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers) | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers) |
| Q26_1Regular calls from teachers or school principals | Q26_1 | Q26.1 If answered "yes" to Question 26, Please | Regular calls from teachers or school principals |

| Variable | Question | Subquestion | Options |
|--|----------|--|---|
| | | select all the measures that apply: | |
| Q26_1No measures | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | No measures |
| Q26_1Do not know | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | Do not know |
| Q26_1Other | Q26_1 | Q26.1 If answered "yes" to Question 26, Please select all the measures that apply: | Other |
| Q26_2Open_Ended | Q26_2 | 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 |
| Q27Childcare services remaining open for children who cannot be looked after by the parents/caretakers | Q27 | 27. 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 |
| Q27Emergency childcare services available and open for frontline workers | Q27 | 27. What measures have been taken to support | Emergency childcare services available and open for frontline workers |

| Variable | Question | Subquestion | Options |
|---|----------|---|--|
| | | parents/caregivers? [Select all that apply] | |
| Q27Financial support to families to pay for private childcare services | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Financial support to families to pay for private childcare services |
| Q27Augmented or advanced cash transfers | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Augmented or advanced cash transfers |
| Q27Guidance materials for home_based learning for primary and secondary education | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Guidance materials for home_based learning for primary and secondary education |
| Q27Guidance materials for pre_primary education | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Guidance materials for pre_primary education |
| Q27Tips and materials for continued stimulation and play for young children | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Tips and materials for continued stimulation and play for young children |
| Q27Meals/food rations to families of students | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Meals/food rations to families of students |
| Q27Psychosocial counselling services for children | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Psychosocial counselling services for children |
| Q27Psychosocial support for caregivers | Q27 | 27. What measures have been taken to support | Psychosocial support for caregivers |

| Variable | Question | Subquestion | Options |
|---|----------|---|--|
| | | parents/caregivers? [Select all that apply] | |
| Q27Regular telephone follow_up by school (teacher, principle, etc.) | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Regular telephone follow_up by school (teacher, principle, etc.) |
| Q27No measures | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | No measures |
| Q27Do not know | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Do not know |
| Q27Other | Q27 | 27. What measures have been taken to support parents/caregivers? [Select all that apply] | Other |
| Q28learning management by the school | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | learning management by the school |
| Q28learning management by the private sector (e.g. Google, Blackboard, Edmondo, etc.) | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | learning management by the private sector (e.g. Google, Blackboard, Edmondo, etc.) |
| Q28Tracking student on Excel or other spreadsheet | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | Tracking student on Excel or other spreadsheet |
| Q28Tracking student on paper | Q28 | 28. How do teachers keep track of what | Tracking student on paper |

| Variable | Question | Subquestion | Options |
|---|----------|--|---------------------------------------|
| | | students have learned? [Select all that apply] | |
| Q28Do not know | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | Do not know |
| Q28Progress is not being tracked | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | Progress is not being tracked |
| Q28Other | Q28 | 28. How do teachers keep track of what students have learned? [Select all that apply] | Other |
| Q29PFormative/summative assessments _ | Q29 | PRIMARY EDUCATION | Formative/summative assessments _ |
| Q29PExaminations _ | Q29 | PRIMARY EDUCATION | Examinations _ |
| Q29PLarge_scale system_level assessment _ | Q29 | PRIMARY EDUCATION | Large_scale system_level assessment _ |
| Q29SFormative/summative assessments _ | Q29 | SECONDARY EDUCATION | Formative/summative assessments _ |
| Q29SExaminations _ | Q29 | SECONDARY EDUCATION | Examinations _ |
| Q29SLarge_scale system_level assessment _ | Q29 | SECONDARY EDUCATION | Large_scale system_level assessment _ |
| Q29_1PFormative/summative assessments _ | Q29_1 | PRIMARY EDUCATION | Formative/summative assessments _ |
| Q29_1PExaminations _ | Q29_1 | PRIMARY EDUCATION | Examinations _ |
| Q29_1PLarge_scale system_level assessment _ | Q29_1 | PRIMARY EDUCATION | Large_scale system_level assessment _ |
| Q29_1SFormative/summative assessments _ | Q29_1 | SECONDARY EDUCATION | Formative/summative assessments _ |
| Q29_1SExaminations _ | Q29_1 | SECONDARY EDUCATION | Examinations _ |

| Variable | Question | Subquestion | Options |
|--|-----------------|---|---|
| Q29_1SLarge_scale system_level assessment _ | Q29_1 | SECONDARY EDUCATION | Large_scale system_level assessment _ |
| Q30Pnational level | Q30 | PRIMARY EDUCATION | national level |
| Q30Psub_national level | Q30 | PRIMARY EDUCATION | sub_national level |
| Q30Pschool level | Q30 | PRIMARY EDUCATION | school level |
| Q30LSnational level | Q30 | LOWER_SECONDARY EDUCATION | national level |
| Q30LSsub_national level | Q30 | LOWER_SECONDARY EDUCATION | sub_national level |
| Q30LSschool level | Q30 | LOWER_SECONDARY EDUCATION | school level |
| Q30USnational level | Q30 | UPPER_SECONDARY EDUCATION | national level |
| Q30USsub_national level | Q30 | UPPER_SECONDARY EDUCATION | sub_national level |
| Q30USSchool level | Q30 | UPPER_SECONDARY EDUCATION | school level |
| Q31 | Q31 | 31. Were additional financial resources required to ensure the to COVID_19 for education? | |
| Q31_1External donors | Q31_1 | 31.1 If answered 'yes' to Question 31, how were they funded? [Select all that apply] | External donors |
| Q31_1Additional allocation from the Government | Q31_1 | 31.1 If answered 'yes' to Question 31, how were they funded? [Select all that apply] | Additional allocation from the Government |
| Q31_1Reallocation of the Ministry budget | Q31_1 | 31.1 If answered 'yes' to Question 31, how were | Reallocation of the Ministry budget |

| Variable | Question | Subquestion | Options |
|---|----------|--|--|
| | | they funded? [Select all that apply] | |
| Q31_1Do not know | Q31_1 | 31.1 If answered 'yes' to Question 31, how were they funded? [Select all that apply] | Do not know |
| Q32current year Paying the school fees | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | current year Paying the school fees |
| Q32current year Paying the examination fees | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | current year Paying the examination fees |
| Q32current year Conditional cash transfers | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | current year Conditional cash transfers |
| Q32current year Scholarships | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | current year Scholarships |
| Q32next year Paying the school fees | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | next year Paying the school fees |

| Variable | Question | Subquestion | Options |
|--|-----------------|---|---|
| Q32next year Paying the examination fees | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | next year Paying the examination fees |
| Q32next year Conditional cash transfers | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | next year Conditional cash transfers |
| Q32next year Scholarships | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | next year Scholarships |
| Q32Other | Q32 | 32. Have there been increases to the current or next fiscal year education budget? [Select all that apply] | Other |
| Q33cur yr wage Reductions outside of teachers | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | cur yr wage Reductions outside of teachers |
| Q33cur yr wage Reductions including teachers hiring freezes, early package | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | cur yr wage Reductions including teachers hiring freezes, early package |
| Q33current year Cuts in school feeding | Q33 | 33. Have there been decreases to the current | current year Cuts in school feeding |

| Variable | Question | Subquestion | Options |
|---|----------|---|--|
| | | or next fiscal year education budget? [Select all that apply] | |
| Q33current year Do not know | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | current year Do not know |
| Q33next yr wage Reductions outside of teachers | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | next yr wage Reductions outside of teachers |
| Q33next yr wage Reductions including teachers hiring freezes, early package | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | next yr wage Reductions including teachers hiring freezes, early package |
| Q33next year _ Cuts in school feeding | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | next year _ Cuts in school feeding |
| Q33next year _ Do not know | Q33 | 33. Have there been decreases to the current or next fiscal year education budget? [Select all that apply] | next year _ Do not know |
| Q33Other | Q33 | 33. Have there been decreases to the current or next fiscal year | Other |

| Variable | Question | Subquestion | Options |
|------------|----------|--|---------|
| | | education budget? [Select all that apply] | |
| Q34 | Q34 | 34. Have financing reforms in or for the education sector been delayed or put on hold due to COVID_19? | |
| Q34Specify | Q34 | | Specify |