

Responses of Education Systems to the COVID-19 Pandemic

hello!

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- Head of the Department of Education @ University of Bath
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Table of contents

- Introduction
- Available data
- Findings from ILSAs
- Discussion



An aerial photograph of a large, historic mosque with multiple minarets and domes, set against a city skyline. The mosque is the central focus, with its intricate architecture and golden-brown tones. The city in the background is dense with buildings, and the sky is overcast. The word "Introduction" is overlaid in white text on the mosque's facade.

Introduction

Introduction

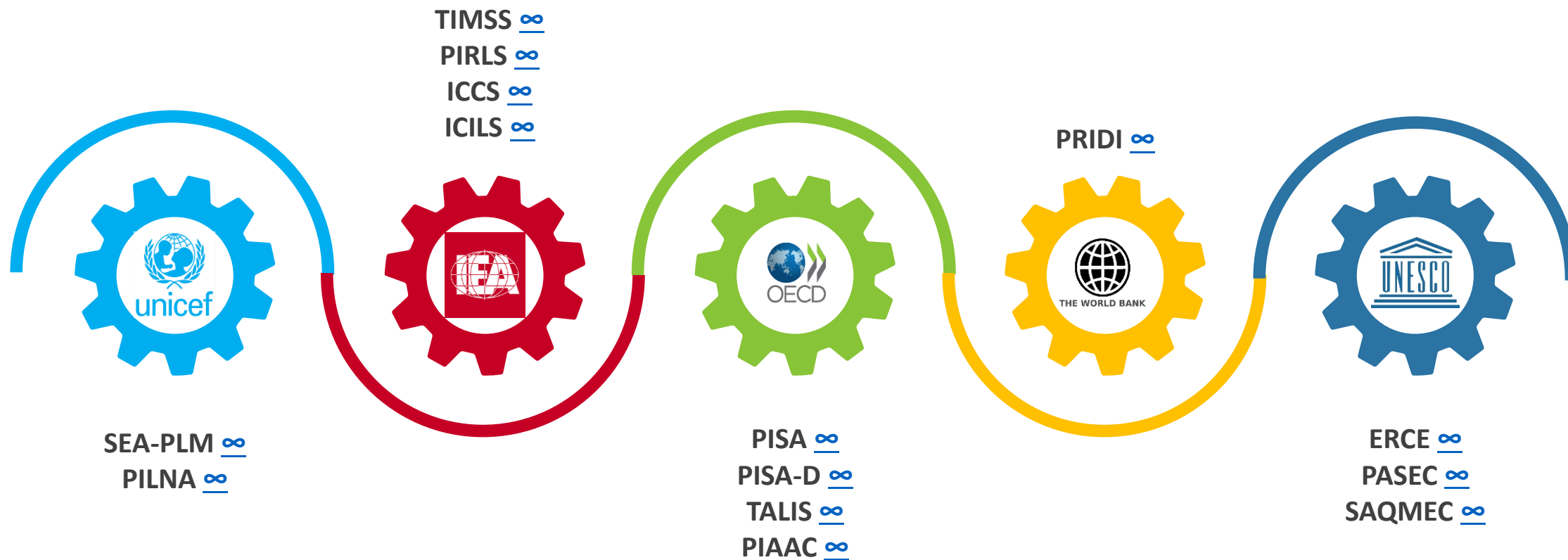
- The UNESCO global monitoring system of school closures caused by COVID-19 reported that over 1.6 billion learners, in 194 countries were affected by school closures...
- Education provision was disrupted at an unprecedented scale, with education systems being impacted by extended **school closures**, changes to normal **school operations**, and **learning loss**.
 - ‘Learning loss’ suggests that students have lost something that they had before – ‘learning decline’.
- So, we’ll look at learning decline and factors associated with it before and after the pandemic – How did Education systems react?



An aerial photograph of a large, historic mosque with multiple domes and minarets, set against a city skyline. The mosque is the central focus, with its intricate architecture and golden-brown tones. The city in the background is densely packed with buildings, and the sky is overcast. The text "Available data" is overlaid in the center of the image.

Available data

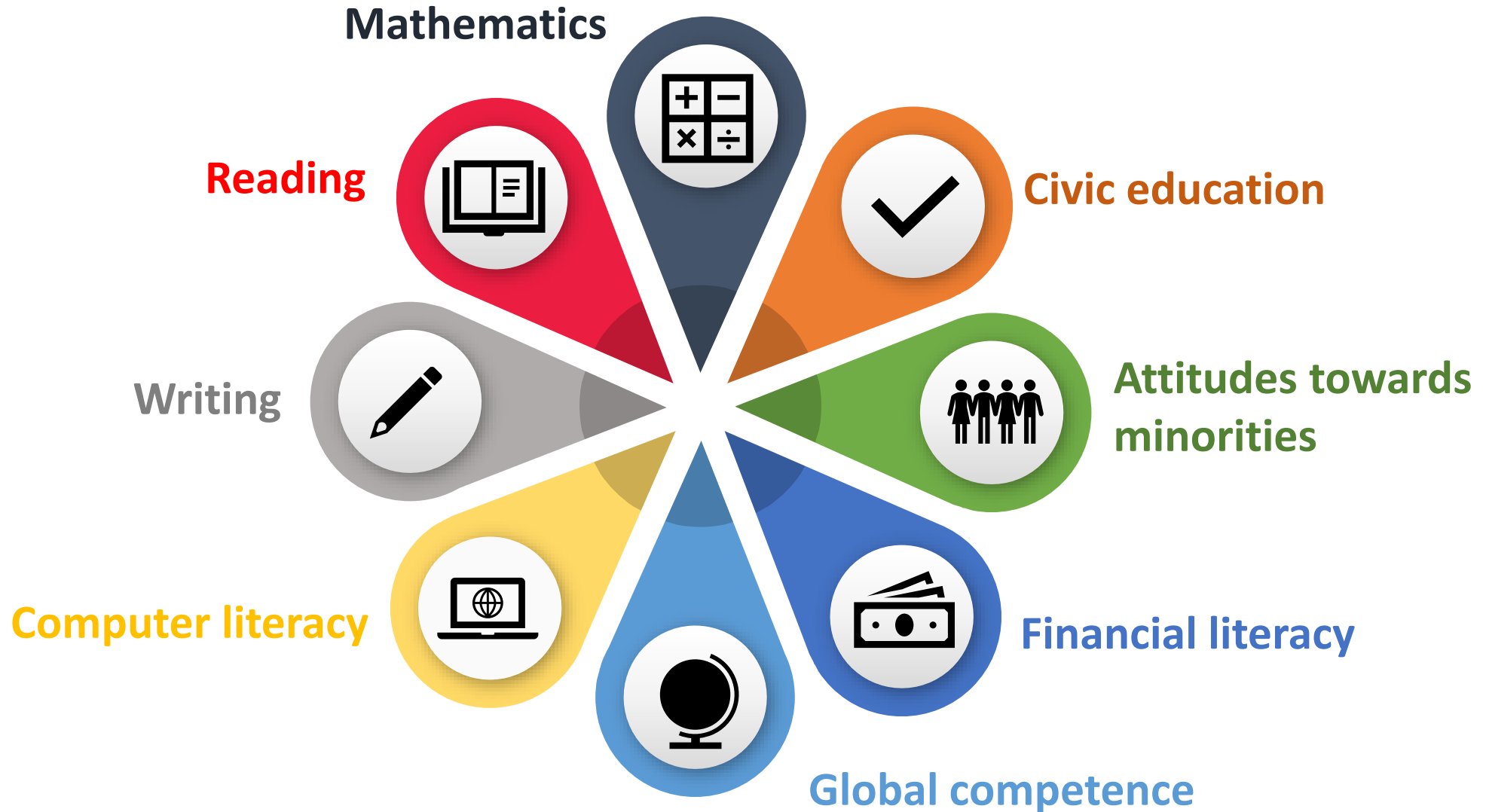
Different ILSAs



Assessment

Background information

What assessment information is available?



What background information is available?



Students

- Gender
- Age
- Grade
- Ethnic group
- Immigration status
- Socioeconomic status



Teachers

- Gender
- Age
- Experience
- Professional development
- Teaching practices
- Teaching style



Schools

- Gender
- Age
- Experience
- School climate
- Bullying
- Parental participation



Countries

- GDP
- Gini
- HDI
- Democracy
- Tracking
- Happiness



Available data

- International Large-Scale Assessments in Education
 - IEA, OECD, UNESCO, UNICEF, World Bank



TIMSS 2019

Grade 4 and Grade 8
64 countries



ICIPES 2021

Parents (6-16 yo children)
21 countries



ICILS 2018

Grade 8
12 countries



REDS 2022

Grade 8
11 countries

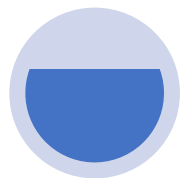
An aerial photograph of a large, historic mosque with multiple minarets and domes, set against a city skyline. The mosque is the central focus, with its intricate architecture and golden-brown tones. The city in the background is densely packed with buildings, and the sky is overcast. The text "Findings from ILSAs" is overlaid in white, centered on the image, with a horizontal line underneath it.

Findings from ILSAs

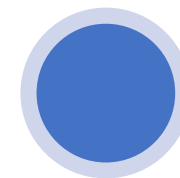
Findings from ILSAs



Before



During



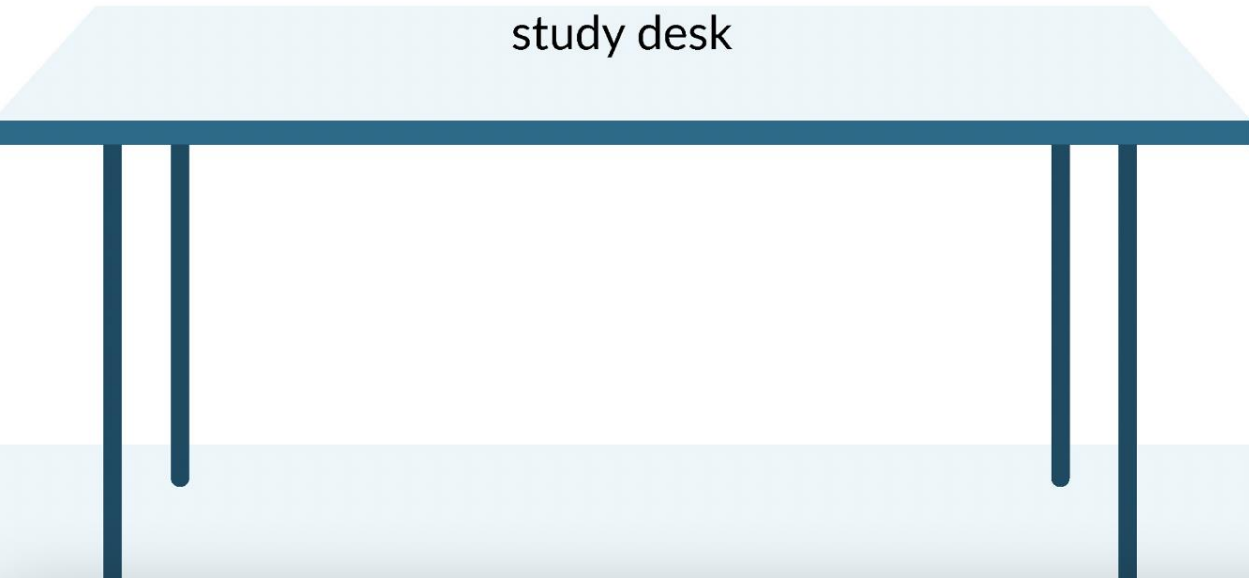
After



Thousands of Grade 8 students internationally without key resources just prior to the Covid-19 pandemic

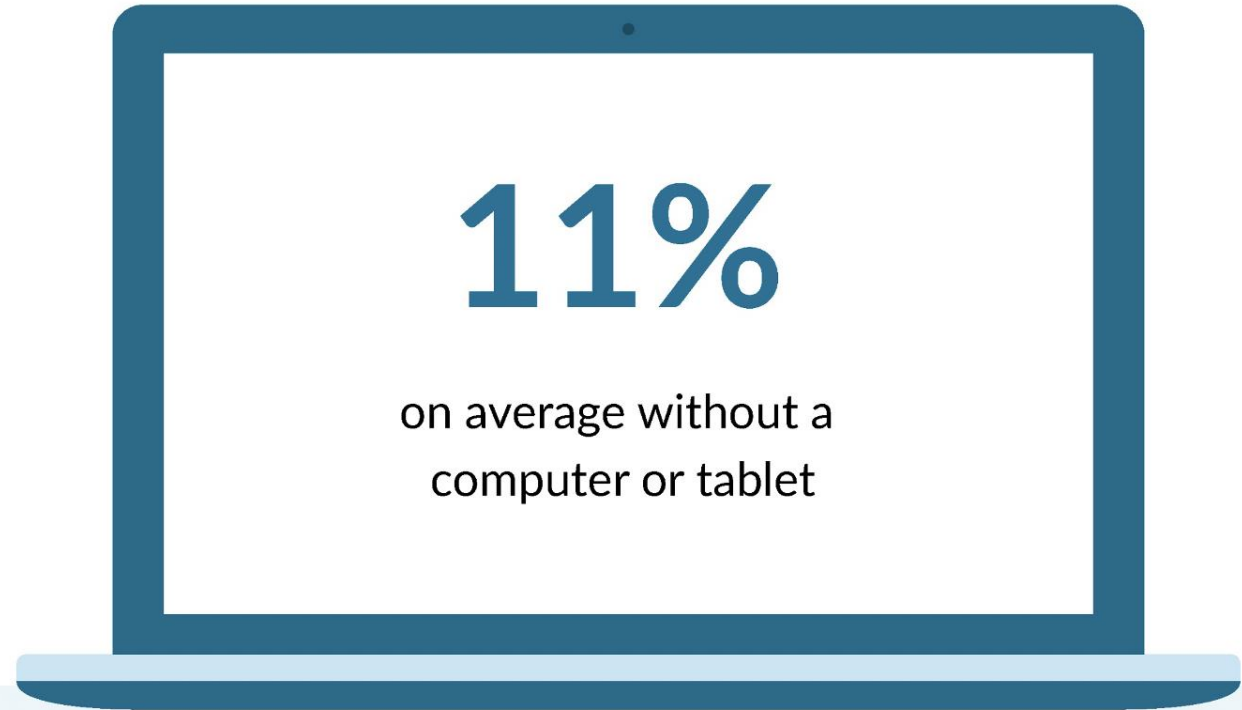
17%

on average without a
study desk



11%

on average without a
computer or tablet



More students without a study desk at the lowest achievement level than those at the highest

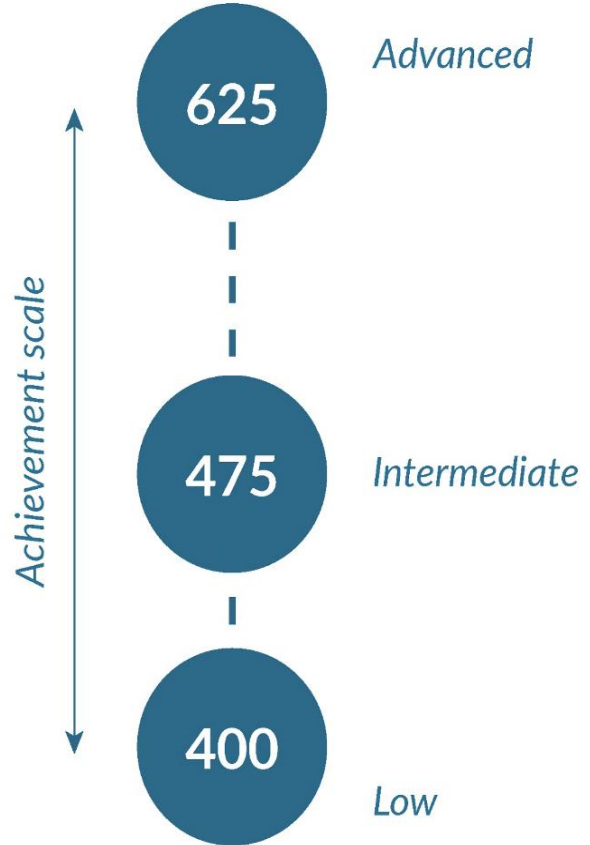


7%

on average without a study desk at the **Advanced International Benchmark**

26%

on average without a study desk at the **Low International Benchmark**



Children of parents with higher occupational status are more likely to have more than two computers at home



76%

Children of parents with **higher** occupational status



39%

Children of parents with **lower** occupational status

Schools made an effort to integrate technology, but complexity is an important barrier for parental engagement

Social influence plays a role in helping parents to engage with the use of technology to support children's learning

"Having an online platform helps me to organise our

"I make sense of homework after reading other parents and teachers' comments on the Facebook

"I follow the school daily plan, but children finish these activities in two hours. Hence, I must look for fun activities on Facebook. Family Lockdown is the best for finding inspiration of we what to do with school-age children."

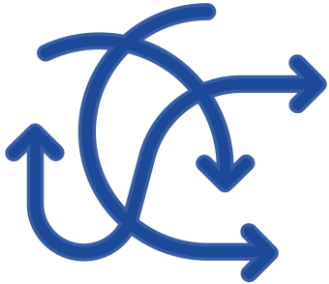
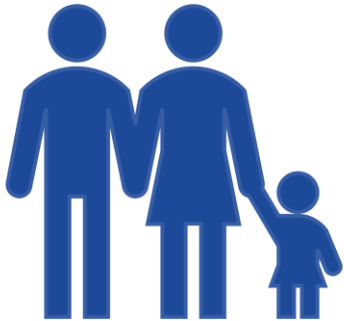
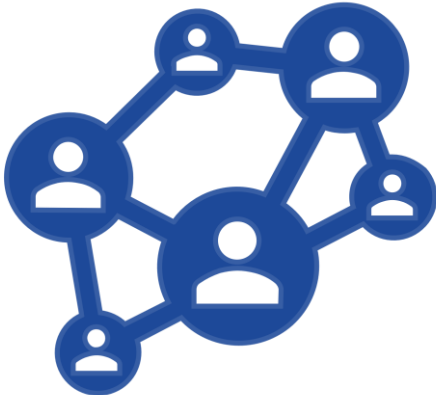
Parent in the United Kingdom

There is a Facebook group where teachers share videos and lessons. Each homeroom teacher has a WhatsApp group where relevant information is shared and also

"I have started a WhatsApp group to talk to relatives in other countries to share the experience."

Parent in Sri Lanka

The right 'formula' for parental engagement with their children's education through technology



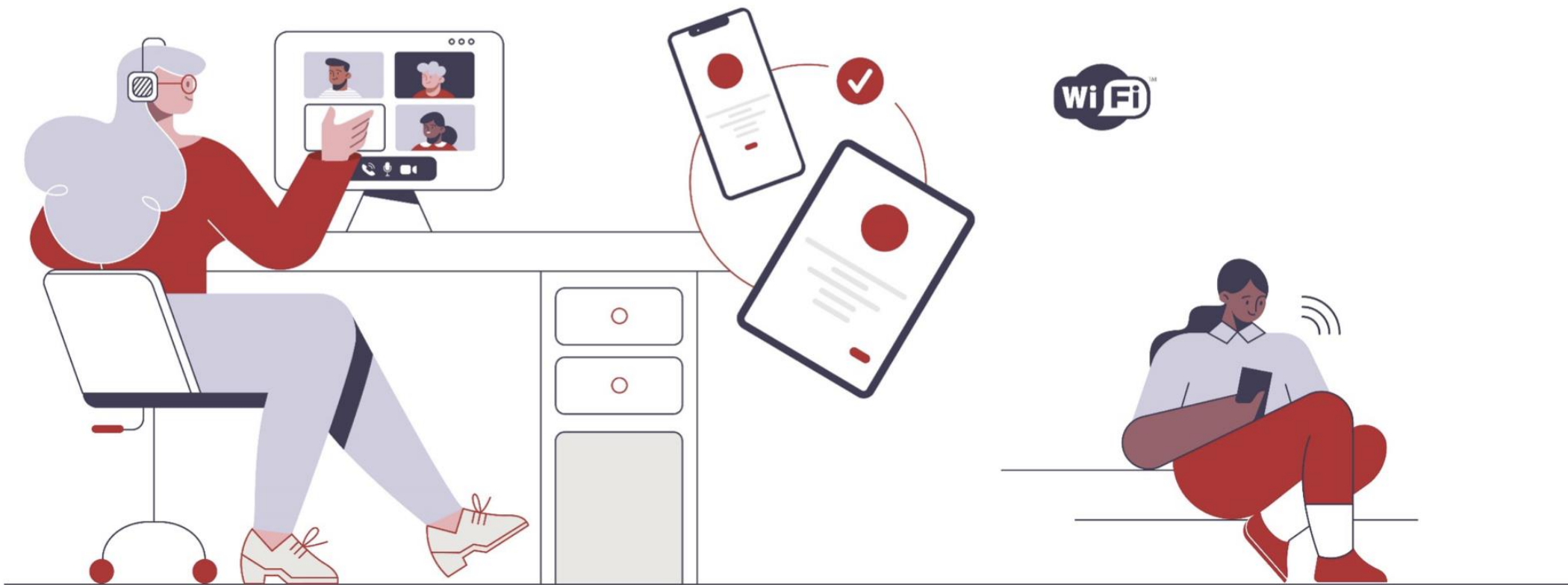


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INSIGHT Nº1

*Teaching and learning continued in many countries using alternative delivery methods with some challenges. No schooling at all was provided for between **20% and 85%** of all responding students in low-income countries for a period lasting over 4 months.*



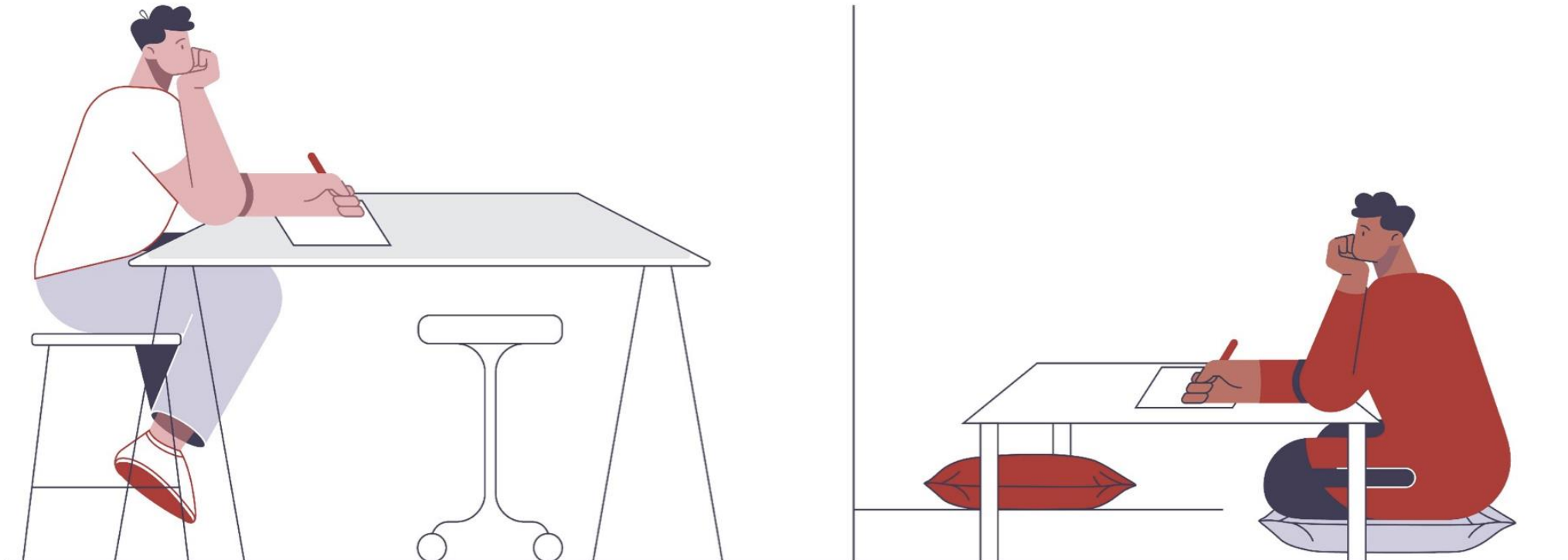


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INSIGHT Nº2

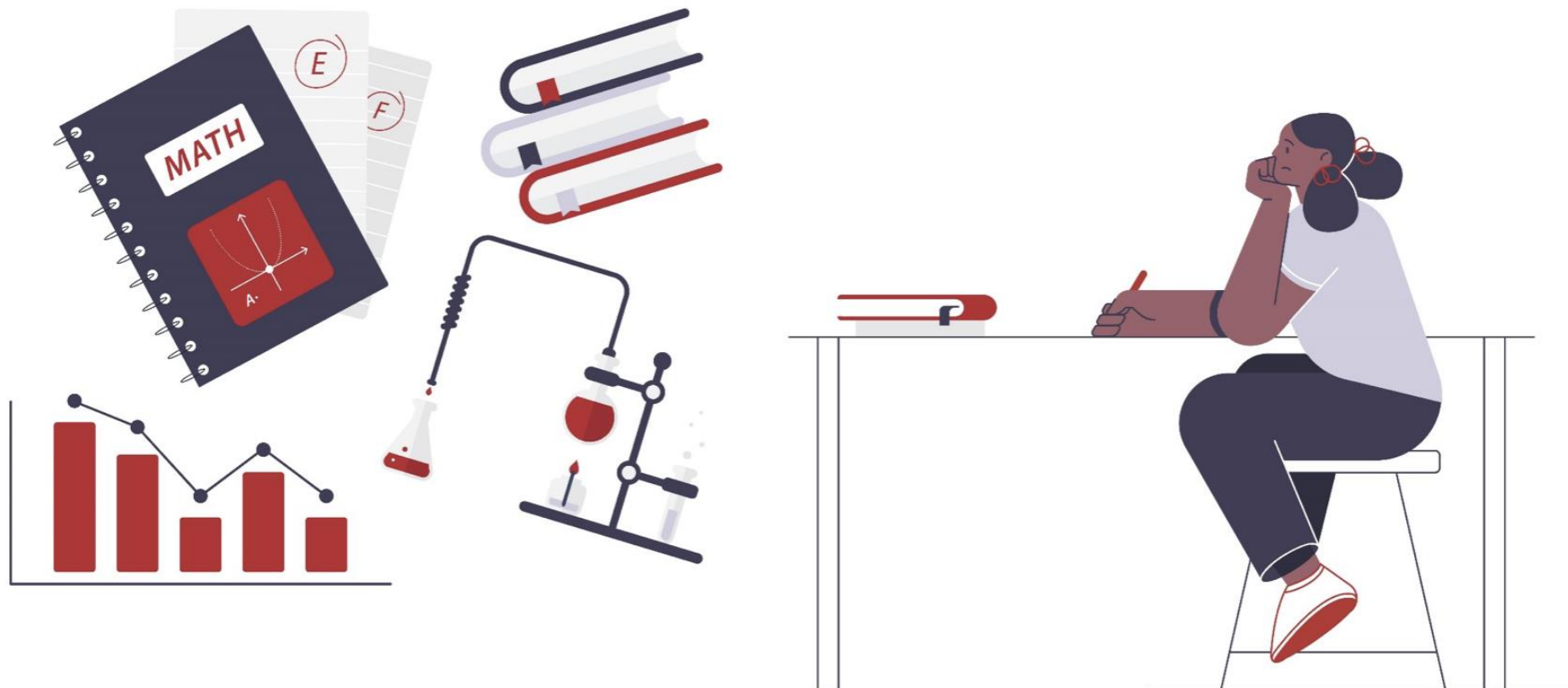
*Between one quarter and one half of students reported that they had **no one at all available** to help them with their schoolwork at least sometimes*





INSIGHT N°3

Principals, teachers, and students reported **decreases in students' academic outcomes** during the COVID-19 pandemic. This applied especially to the most disadvantaged and vulnerable students.





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INSIGHT N°4

Well-being is an important priority for the future

In most countries...

50%
or more
schools

*increased priorities
regarding students'
and teachers' well-being
during school closures*





INSIGHT Nº8

Students were generally excited to return to school, but half or more reported that it was difficult to manage the new health-related routines at school.





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INSIGHT N°9 - Innovative Solutions Will Persist in the Future

*Nearly all teachers across participating education systems believe that **information and communication technology will be important** for their work at schools in the future.*



INSIGHT N°11

About half or more schools



do not feel well prepared or not prepared at all in six out of the eleven participating countries

An aerial photograph of a large, historic mosque with multiple minarets and domes, set against a city skyline. The mosque is the central focus, with its intricate architecture and golden-brown tones. The city in the background is dense with buildings, and the sky is overcast. The word "Discussion" is overlaid in white text on a horizontal line across the center of the image.

Discussion



Discussion

- General situation
 - Need for information
 - New/More studies are not an option
- ILSA data
 - Nationally, regionally, globally, representative
 - Comparable information
 - Highest quality standards

ILSAs

Patterns

Associations

Quantitative

Qualitative

Case studies

Causes

Mechanisms





Thank you!

Questions?