Monitoring the impact of the pandemic on SDG 4

SDG-Education 2030 Steering Committee
14 January 2021
Manos Antoninis, Global Education Monitoring Report
Impact of SDG 4 on education is complex

- Policy responses
- Access and equity
- Quality and learning
- Finance

+ **data challenges**

+ Other levels: early childhood, vocational education, student mobility etc.

+ Big picture: distance learning as imperfect substitute and new reality
Policy responses

Joint UNESCO-UNICEF-World Bank survey

- **Round 1**: May to mid-June 2020
- **Round 2**: July to September 2020
- **Round 3**: February 2021 (with OECD)

- School closures
- School calendar and curricula
- School reopening
- Distance education delivery
- Teachers and support personnel
- Learning, assessment, examinations
- Financing
- Decision making

To be used to monitor commitments made at Global Education Meeting
Policy responses

- **Describes overall situation**
  e.g. duration of school closures (24% of instruction days),
  approaches to distance learning, learning loss mitigation
  e.g. highest potential reach in Latin America and the Caribbean (91%),
  well above the global average (69%)

- **Captures some support measures**
  - for students and parents
    e.g. 60% subsidized internet; 46% subsidized devices
  - for teachers
    e.g. 26% to recruit new personnel for re-opening (18% in low- and
    45% in high-income countries); 57% teaching content for remote
    learning (33% in low- and 66% in high-income countries)
Policy responses

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but responses are inevitably general
Access and equity

Inequality rising but hard to show by how much

Data collection systems challenged

Various sources of evidence, each with casting light to different aspects of the crisis

- Indirectly assessment of current situation using previously collected data
- Direct assessment of current situation
  - Administrative data from online systems
  - Subjective views
  - Phone surveys
Access and equity

Indirect assessments: students

Large disparities in access to:

► internet, incl. cost and speed
e.g. bandwidth per user was 21 kbit/s in least developed, 91 kbit/s in developing and 189 kbit/s in developed countries

► computers and smartphones
e.g. 45% had computer in Latin America

► radios and TVs among poorest 20%
e.g. radio ownership: Ethiopia 7%, D. R. Congo 8%, Madagascar 14%, Kenya 30%; no TVs
e.g. TV ownership: Nepal 5%, Yemen 10%, in Guatemala 13%, Pakistan 14% Cambodia 22%

► quiet room for studying
e.g. 30% of 15-year-olds don't have one in Malaysia, the Philippines and Thailand
Access and equity

Direct assessments: phone surveys

Substituting normal household surveys

➤ World Bank

= series of phone surveys substituting traditional surveys

● Ecuador: disparity in time use – by poverty and sex
● Uganda: urban-rural differentials – and growing
● Lao PDR: 55% enrolled before, 25% engaged in education during COVID (but 19% among ethnic minorities)
+ Series of studies, e.g. South Sudan, Zambia etc.

➤ Center for Global Development

e.g. among those with a TV, a mobile or both, 43% of rich households but 28% of poor households use technology for distance learning in Pakistan

➤ Young Lives project

e.g. among 19-year-olds, access to remote learning was 90% in Vietnam, 70% in Peru, 38% in India and 28% in Ethiopia - 14% if parents had no education
Quality and learning

General issues

Long term impact:
= what is the nature of the information needed?
…so far, **projections** on scenarios, no real data

Quantify relationship between duration/nature of disruption and magnitude of learning losses

- Impact of distance learning mechanisms
- Effects of schools meals and income shocks
- Country capacity to monitor learning

Learning losses due to school closures could continue to accumulate after children return

A 3-month school closure could reduce long term learning by 1-year’s worth of learning.
Quality learning

Direct assessments: opinion surveys

Surveys of teachers

► OECD
  = 1370 responses from 59 countries
  Compared to what students normally learn, how effective was the strategy of education continuity?
  ● Impossible to say (or no answer): 60%
  ● Learned but not much / less than in school: 36%
  ● Learned as much as in school: 4%

► NFER survey in 2200 English schools
  e.g. three months behind in their studies after lockdown
  e.g. learning gap between rich and poor pupils grew by almost half (47%) between March and July
Quality and learning

Indirect assessments: teachers

Data on system and teacher preparedness:

▶ In 11 countries, including Germany, the Republic of Korea and Uruguay, at most 1 in 4 grade 8 students reported using ICTs weekly, in or outside school, to work online with other students, and at most 1 in 3 used it to write and edit documents.

▶ Head teachers reported only 5 in 10 teachers had the technical and pedagogical skills to integrate digital devices in instruction in the Netherlands and just 3 in 10 in Japan.
Financing

Still difficult to tell…

Education not a major part of stimulus packages

COVID-19 response funding up to mid-September add up to US$20.4 trillion, mostly provided by governments (59%) and multilateral donors (36%). Education receives just US$19.2 billion, or 0.09%

Evidence on budget impact just emerging

…but serious concerns given multiple priorities and recession, e.g. Guatemala

Targeted measures relatively lacking

e.g. few measures on disadvantaged groups
● adaptation of support programmes to students with disabilities
● adaptation of school feeding through direct cash transfers or home deliveries
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Work in progress