



United Nations
Educational, Scientific and
Cultural Organization



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RESPONSES TO EDUCATIONAL DISRUPTION SURVEY (REDS)

REDS

In recent decades, crisis has disrupted education in individual countries or regions mainly due to natural disasters, armed conflict, or occasionally epidemics. However, the level of educational disruption caused by the COVID-19 pandemic is greater than anything seen before.

In this context, IEA and UNESCO are launching a study in partnership with the European Commission (EC) to draw a more comprehensive picture of the pandemic's impact on global education.

WHAT DOES REDS MEASURE?

REDS intends to collect information from governments, and internationally comparable data from school principals, teachers, and students, on how countries and schools are prepared for distance learning in times of school closures, as well as during a possible and subsequent reopening phase, including what measures were implemented to provide all students with the opportunity to continue learning.

While important contributions exist to help capture the impact of COVID-19 on education, there still lacks first-hand information from schools, collected in a systematic and scientific manner. In this context, REDS aims to answer the core question:

“How were teaching and learning affected by the disruptions and how was this mitigated by the implemented measures, across and within countries?”

The study focuses on evaluating the varying situations in secondary education (grade 8) and will focus on topics around the preparedness for distance learning, available learning and IT resources, perceptions on the success of strategies, student engagement, and inequalities in educational learning opportunities during the disruptions. Additionally, issues concerned with students’ and teachers’ wellbeing will be explored.

LINKS WITH THE EDUCATION 2030 AGENDA

REDS is designed to serve as a valuable source of information evaluating the extent to which education systems have been challenged, as a result of the current crisis, in their pursuit of UNESCO’s Sustainable Development Goal 4 on ensuring inclusive and equitable quality education for all, in particular targets 4.1 and 4.4.

The study aims to yield valuable data that can ultimately help improve our understanding of students most at risk as a result of educational disruption, and contribute towards strengthening gender equality and empowering teachers.

WHO CAN PARTICIPATE?

It is important to have good coverage and diversity of participants for the study and, as such, all interested countries are invited to participate. REDS intends to collect information at a country, school, teacher, and student level. Countries will need to evaluate their situation and decide whether or not they are able to collect data at the student and/or teacher level. If unable, countries may opt out of the student and/or teacher questionnaire, and will be able to join REDS in a reduced participation mode.

While countries that have already participated in international large-scale assessments can be more easily trained in the correct administration of survey instruments via survey operation manuals and online seminars, IEA is prepared to assist newcomers more comprehensively on an individual basis.

Benefits for education systems participating in REDS:



Learn how countries and schools are prepared for distance learning in times of school closures, as well as during a subsequent reopening phase



Gain insights on the impact of the disruption, as well as factors and measures that may influence the success of distance learning for students across countries



Yield valuable data collected from countries, schools, teachers, and students that can provide education stakeholders with information for evidence-based decision-making



Improve understanding of students most at risk as a result of educational disruption, to support in building resilient education systems for future

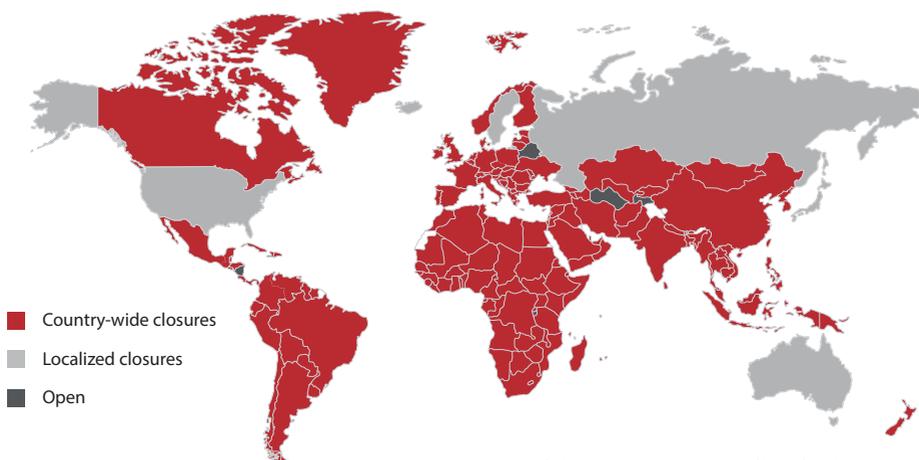


Strengthen gender equality and empower teachers, based on first-hand information from schools and teachers that has been collected in a scientific manner

UNESCO GLOBAL EDUCATION COALITION

REDS is part of the collective effort under the Global Education Coalition launched by UNESCO in March 2020 to facilitate inclusive learning opportunities for children and youth in the context of educational disruption and to establish approaches to develop more open and resilient education systems for the future. The Global Education Coalition has more than 130 members from United Nations agencies, international organizations, private sector, civil society representatives.

According to UNESCO, more than 90% of all learners were affected by school closures caused by COVID-19 at the peak of the disruption.



Source: <https://en.unesco.org/covid19/educationresponse>

COSTS & FUNDING

Participating countries are required to cover the costs of administering the study at the national level, and to contribute to the costs of coordinating the study internationally. National costs may vary depending on the salary levels and costs structures within each country.

We understand the immense pressure currently facing countries, and so to encourage wider country participation, we are seeking support from donor organizations to support countries with participation costs associated to REDS, especially for low-income countries. More information about this can be found within the Study Costs document.

STUDY TIMELINE

	2020			2021	
	Q2	Q3	Q4	Q1	Q2
Design, planning, coordination, and technical development	●				
Country recruitment and country survey	●	●			
Development of instruments (country, principal, ICT coordinator, teacher, student)	●	●			
Determining national teacher and student samples		●			
Online administration of survey instruments (school, teacher, student level)		●			
Cleaning, analysis, and report writing		●	●	●	
Report production and dissemination				●	●

ENROLL IN REDS

For more information about the study and how to enroll, please contact IEA. Further information about REDS can also be found on the IEA study web page: www.iea.nl/studies/iea/reds

IEA

Keizersgracht 311
1016 EE Amsterdam
The Netherlands
+31 20 625 36 25
secretariat@iea.nl
iea.nl



@iea_education



IEAResearchInEducation

UNESCO

Education Sector
7, place de Fontenoy
75352 Paris France
+31 20 625 36 25
education@unesco.org
unesco.org/education



@UNESCO



UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO)

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems, and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



International Association for the Evaluation of Educational Achievement (IEA)

IEA is an international cooperative of national research institutions, government research agencies, scholars, and researchers working to evaluate, understand, and improve education worldwide. IEA is a non-profit and independent organization. More than 60 countries are actively involved in the IEA network and over 100 education systems participate in its studies.



European Commission

The Joint Research Centre is the European Commission's science and knowledge service which employs scientists to carry out research in order to provide independent scientific advice and support to EU policy.

