RESPONSES TO EDUCATIONAL DISRUPTION SURVEY
RESPONSES TO EDUCATIONAL DISRUPTION SURVEY (REDS)

A survey on the impact of the COVID-19 pandemic on secondary education (eighth grade), collecting data from:

- Countries
- School Principals
- Teachers
- Students
REDS PARTICIPATING EDUCATION SYSTEMS

4 countries from Africa, 2 countries from Asia, 1 country from the Arab region, 3 from Europe, and 1 from South America.

Burkina Faso  Denmark  Ethiopia  India  Kenya  Russian Federation

Rwanda  Slovenia  United Arab Emirates  Uruguay  Uzbekistan
VALUABLE DATA FROM REDS

First study on the effects of the pandemic on education using large, random probability samples

1,581 School Principals

15,004 Teachers

21,063 Students

Internationally comparable data collected in a systematic, swift, and scientific manner
INSIGHTS FROM REDS
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.
INSIGHT №2

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 №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.
INSIGHT №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 №5 - Percentage of students agreeing with the following statements:

Students across REDS participating countries often reported being affected by their parents’ financial and work situations during the pandemic.

- One or both of my parents/guardians lost their job
- Our family had to be more careful with money than usual

Note: Data may not be representative of target population in the case of Burkina Faso, Denmark, Ethiopia, Kenya.
INSIGHT №6 - Percentage of students agreeing with the following statement:

Students across REDS participating countries reported declines in their emotional well-being due to the pandemic but felt supported by their school.

I felt overwhelmed by what was happening in the world due to the COVID-19 pandemic

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>90</td>
</tr>
<tr>
<td>Denmark</td>
<td>59</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>70</td>
</tr>
<tr>
<td>Kenya</td>
<td>67</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>69</td>
</tr>
<tr>
<td>Slovenia</td>
<td>50</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>75</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>90</td>
</tr>
</tbody>
</table>

Note: Data may not be representative of target population in the case of Burkina Faso, Denmark, Ethiopia, Kenya
INSIGHT №7

Many teachers across countries reported they had concerns about catching COVID-19 at work but agreed that they were satisfied with infection control protocols implemented in classrooms and the available support from school leadership and their colleagues outside of school.
INSIGHT No. 8

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.
INSIGHT №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 Nº10
Students’ views on learning from home in the future vary greatly across countries

Between 20% to 80% of students across REDS participating countries do not feel prepared for learning in case of future school closures

School closed
INSIGHT №11

About half or more schools
do not feel well prepared or not prepared at all in six out of the eleven participating countries
THANK YOU

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