



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

## A. INTRODUCTION

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

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.

This is the second in a series of surveys administered to ensure that the latest (updated) information on the evolution of country responses to COVID-19 are captured. The first survey was carried out in May 2020 and covered 118 countries. Since we plan to continue our data collection activities in the future, we suggest that a focal point within the ministry should be appointed to collect and submit responses on behalf of the country. Ideally it should consist of a team of two members to ensure response continuity.

In light of the current education crisis, information on the COVID-19 education response coordinated by UNESCO with our partners is deemed urgent, so that it can better inform decision-making and practice during and after the crisis. Given the urgency, please note that we will require this round of questionnaires to be completed and submitted either online (<https://www.research.net/r/N5STP5P>) or sent to [COVID-19.survey@unesco.org](mailto:COVID-19.survey@unesco.org) by 30 July 2020.

If you have any questions about this survey, please send them to the same email address, mentioned above. Thank you for your collaboration.



## B. CONTACT INFORMATION

*Please note that we aim to contact you again in a few months for a limited number of questions to understand the evolution of the national response.*

*Please provide the respondent's information.*

Full name (surname, first name): \_\_\_\_\_

e-mail: \_\_\_\_\_

Job Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Country: \_\_\_\_\_



## C. PLANS FOR REOPENING SCHOOLS

### Nature/date of reopening

1. What are the current plans for reopening schools in your education system? [Select all that apply]

Note:

**Re-opening** refers to the end of country-wide school closures, even if not all students have returned to school;

**Partial/Subnational** refers to re-openings in certain areas;

**Phasing** refers to a progressive strategy for re-opening such as by grade level or by age.

#### PRE-PRIMARY EDUCATION

- Nation-wide, within the current academic year
- Partial/Sub-national, within the current academic year
- Phasing students, within the current academic year
- Nation-wide, next academic year
- Partial/Sub-national, next academic year
- Phasing students, next academic year
- Do not know
- Schools are not closed

Actual or expected re-opening date [dd/mm/yyyy]: \_\_\_\_\_

Actual or expected re-opening date of PRE-PRIMARY EDUCATION is:

- in the current academic year
- in the next academic year

#### PRIMARY EDUCATION

- Nation-wide, within the current academic year
- Partial/Sub-national, within the current academic year
- Phasing students, within the current academic year
- Nation-wide, next academic year
- Partial/Sub-national, next academic year
- Phasing students, next academic year
- Do not know
- Schools are not closed

Actual or expected re-opening date [dd/mm/yyyy]: \_\_\_\_\_

Actual or expected re-opening date of PRIMARY EDUCATION is:

- in the current academic year
- in the next academic year



**LOWER-SECONDARY EDUCATION**

- Nation-wide, within the current academic year
- Partial/Sub-national, within the current academic year
- Phasing students, within the current academic year
- Nation-wide, next academic year
- Partial/Sub-national, next academic year
- Phasing students, next academic year
- Do not know
- Schools are not closed

Actual or expected re-opening date [dd/mm/yyyy]: \_\_\_\_\_

Actual or expected re-opening date of LOWER-SECONDARY EDUCATION is:

- in the current academic year
- in the next academic year

**UPPER-SECONDARY EDUCATION**

- Nation-wide, within the current academic year
- Nation-wide, next academic year
- Partial/Sub-national, within the current academic year
- Partial/Sub-national, next academic year
- Phasing students, within the current academic year
- Phasing students, next academic year
- Do not know
- Schools are not closed

Actual or expected re-opening date [dd/mm/yyyy]: \_\_\_\_\_

Actual or expected re-opening date of UPPER-SECONDARY EDUCATION is:

- in the current academic year
- in the next academic year

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: \_\_\_\_\_

Lower-secondary education: \_\_\_\_\_

Upper-secondary education: \_\_\_\_\_



### Managing re-opening

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)**
  - 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)**
  - Student rotation (i.e. students come to school on different days to reduce class size)
  - Imposing shifts in schools so that there are less students/staff at the same time
  - Adjustments to school and/or classroom's physical arrangements
  - Adjustments to school feeding programmes
  - Expansion of school feeding programmes
  - No school meals (reopening limited to classes and learning activities only)
  - Addition of more teachers to reduce class sizes
  - Combining distance learning and in-person classes
  - Do not know
  - Other (please specify):
- 

3.1 If prioritizing specific grades or levels to physically return first, which grades/levels?

- pre-primary
- primary
- lower-secondary
- upper secondary

Please provide information on the rationale for prioritizing this or these groups:

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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: \_\_\_\_\_

3.3 If prioritizing certain geographical areas, which areas and why:

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IF SCHOOLS RE-OPENED, EVEN IF IN SOME AREAS AND/OR FOR SOME GRADES, PLEASE ANSWER QUESTIONS 4 – 8. OTHERWISE, PROCEED TO QUESTION 8.

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)**
- A combination of in-person attendance and remote learning
- Different by education level and by grade
- Do not know
- The academic year has already ended

Please provide any relevant details:

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

- Yes
- No
- Do not know

### Health protocol/guidelines for prevention and control of COVID-19

5. Has the government produced or endorsed any specific health and hygiene guidelines and measures for schools?

- Yes
- No
- The responsibility of health and sanitation guidelines falls under other administrative units
- Do not know

IF THE GOVERNMENT HAS PRODUCED OR ENDORSED ANY SPECIFIC HEALTH AND HYGIENE GUIDELINES AND MEASURES FOR SCHOOLS, PLEASE ANSWER QUESTION 6 – QUESTION 9. OTHERWISE, SKIP TO QUESTION 8.

6. What do these guidelines cover? [Select all that apply]

#### Reducing person-to-person transmission

- Promoting physical distancing
- Promoting hand-washing practices with water and soap or alcohol-based hand sanitizer
- Promoting good respiratory hygiene (e.g. use of masks)



Reducing exposure contact

- Improved handwashing facilities
- Increased surface, food preparation and handling equipment cleaning and disinfection
- Improved management of infectious wastes

Isolating staff and students who are infected or exposed to COVID-19

- Self-isolation of staff and students
  - Temperature checks in school
  - Testing for COVID-19 in schools
  - Tracking staff and students who are infected with or exposed to COVID-19
  - Other (please specify): if the guidelines include other elements
- 

7. How is the application of these guidelines supported and monitored?

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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?

- Yes **(If so, answer Question 8.1. Otherwise skip to Question 9)**
- No
- Do not know

8.1 If answered yes to Q8, how are they funded? [Select all that apply]

- External donors
- Additional allocation from the Government
- Reallocation of the Ministry budget
- Do not know

9. What are the precaution and mitigation measures taken for the safety of students/learners in their journey to and from school?

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## D. SCHOOL CALENDAR

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)**
  - 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)**
  - Do not know
  - Other (please specify):
- 

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]:

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10.2 If extending current academic year, please indicate by how many school days?

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10.3 If altering dates of the next academic year, please specify

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11. What kinds of additional support programmes have been 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.

- Increase in-person class time in primary education
  - Increase in-person class time in lower-secondary education
  - Increase in-person class time in upper-secondary education
  - 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)**
  - None
  - Do not know
  - Other (please specify):
-





11.1 If introducing remedial programmes in addition to the normal in-person class time, when?

- During scheduled school holidays
  - On weekends
  - Do not know
  - Other (please specify):
- 

11.2 If introducing accelerated programmes in addition to the normal in person class time, when?

- During scheduled school holidays
  - On weekends
  - Do not know
  - Other (please specify):
- 

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?

- Academic year is finished **(If so, answer Question 2.1. Otherwise, skip to Question 13)**
- Academic year still ongoing **(If so, answer Question 12.2. Otherwise, skip to Question 13)**
- Do not know (If so, please go to Q13)

12.1 If Academic year is finished,

- How many school days are missed for students in pre-primary education? \_\_\_\_\_
- How many school days are school days missed for students in primary education? \_\_\_\_\_
- How many school days are school days missed for students in lower-secondary education? \_\_\_\_\_
- How many school days are school days missed for students in upper-secondary education? \_\_\_\_\_

12.2 If Academic year still ongoing ,

- How many school days are missed for students in pre-primary education? \_\_\_\_\_
- How many school days are school days missed for students in primary education? \_\_\_\_\_
- How many school days are school days missed for students in lower-secondary education? \_\_\_\_\_
- How many school days are school days missed for students in upper-secondary education? \_\_\_\_\_



**E. DISTANCE EDUCATION DELIVERY SYSTEMS**

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?

	Very Effective	Fairly Effective	Not Effective	Do not know	We do not have such platform
Online platforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take-home packages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other distance learning modality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(please specify any other distance learning modality):

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Any other comments or relevant information:

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14. Will distance learning modalities such as though television, radio, online or take-home packages continue when schools re-open?

- Yes
- No
- Do not know

Please provide any relevant details:

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15. Is remote learning considered a valid form of delivery to account for official school days?

- Yes
- No
- Do not know

Please provide any relevant details:

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## F. ONLINE DISTANCE LEARNING STRATEGIES

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 internet at subsidized or zero cost
  - Make access to distance learning platforms available through landline
  - Make access to distance learning platforms available through mobile phones
  - Subsidized/free devices for access
  - No measures taken
  - Do not know
  - Other (please specify):
- 

17. What type of online learning platforms are teachers/schools encouraged to use while schools are closed, by education level? [Select all that apply]

### 17.1 PRIMARY EDUCATION

- Platform created by the Ministry of Education or education authorities **(If yes, answer Questions 17.1.1-17.1.3)**
  - Commercial platform not for free (Microsoft Teams, etc.) **(If yes, answer Question 17.1.4)**
  - Commercial for free (Blackboard, Google Class, etc.)
  - Open source platform (Moodle, Canvas, etc.)
  - Do not know
  - Other (please specify):
- 

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?

- Yes
- No
- Do not know



### 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 through online channels without real-time interaction with other students or teachers, and is self-paced.

**Hybrid learning models** will include a blend of both asynchronous and synchronous online learning.

- Synchronous
- Asynchronous
- Hybrid
- Do not know

### 17.1.3 Who is responsible for the creation of online content offered through these platforms? [select all that apply]

- Ministry of Education
- Outsourced to third party (company, research institute, etc.)
- School teachers
- Do not know

### 17.1.4 If using a commercial platform not for free (Microsoft Teams, etc.), has the use been subsidized/assumed by the government?

- Yes, partially. If so, please provide any relevant details below
- Yes, access has been made free for all schools, teachers, and learners.
- No
- Do not know

Please provide relevant details:

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## 17.2 SECONDARY EDUCATION

- Platform created by the Ministry of Education or education authorities **(If yes, answer Questions 17.2.1-17.2.3)**
- Commercial platform not for free (Microsoft Teams, etc.) **(If yes, answer Question 17.2.4)**
- Commercial for free (Blackboard, Google Class, etc.)
- Open source platform (Moodle, Canvas, etc.)
- Other (please specify):
- Do not know



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?

- Yes
- No
- Do not know

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 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.

- Synchronous
- Asynchronous
- Hybrid
- Do not know

17.2.3 Who is responsible for the creation of online content offered through these platforms? [select all that apply]

- Ministry of Education
- Outsourced to third party (company, research institute, etc.)
- School teachers
- Do not know

17.2.4 If using a commercial platform not for free (Microsoft Teams, etc.), has the use been subsidized/assumed by the government?

- Yes, partially. If so, please provide any relevant details below
- Yes, access has been made free for all schools, teachers, and learners.
- No
- Do not know

Please provide relevant details

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## G. TEACHERS AND EDUCATIONAL PERSONNEL

18. 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)**
- No
- Do not know

18.1 If answered “yes, all teachers” to Q18, are or were they able to teach from the school premises?

- Yes
- No
- Do not know

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:

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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 Question 19.1)**
- No
- Do not know

19.1 If answered ‘yes’ to Question 19, please specify who was required to work during school closures:

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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**)
  - Provided with instruction on distance instruction (TV, radio, learning platforms, etc.)
  - Provided with professional, psychosocial and emotional support (e.g. chat groups, online forums to share ideas and educational content)
  - Provided with teaching content adapted to remote teaching (e.g. use of open educational resources (OERs), sample lesson plans etc..)
  - Provided with ICT tools and free connectivity (PC, mobile device, voucher for mobile broadband, etc.)
  - No additional support was offered to teachers
  - Do not know
  - Other (please specify):
- 

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

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21. 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
  - Emails to students
  - Text/WhatsApp/other application messaging to students
  - Home visits
  - There were no specific guidelines/efforts to encourage continuous interaction between teacher and their students/parents
  - Do not know
  - Other (please specify):
- 

22. Have there been changes to teacher pay, benefits during the period of school closures?

- Yes
  - No
  - Do not know
  - Other (please specify):
-



23. Are new teachers being recruited for the re-opening?

- Yes **(If so, please answer Question 23.1)**
- No
- Do not know

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

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24. 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)**
- No
- Do not know

24.1 If answered 'yes' to Question 24, which additional personnel were/will be recruited and why? Please specify:

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## H. STUDENTS

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]

- Support to learners with disabilities (e.g. Braille, sign language in online learning programmes)
  - Improved access to infrastructure for learners in remote areas; and in urban high-density areas
  - Design of learning materials for speakers of minority languages
  - Subsidized devices for access
  - Flexible and self-paced platforms (Asynchronous learning platforms)
  - Special efforts to make online learning more accessible to migrant and displaced children, including those in camps
  - Additional support to lower-income households, including economic support (i.e. take-home rations, cash based transfers)
  - None
  - Do not know
  - Other (please specify):
- 

26. Have any measures been taken to minimize the impact of school closures on the wellbeing of students?

- Yes (If so, please answer Question 26.1)
- No
- Do not know

26.1 If answered 'yes' to Question 26, Please select all the measures that apply:

- Psychosocial and mental health support to learners (e.g. online counselling)
  - Additional child protection services
  - Support to counter interrupted school meal services (e.g. distribution of meals, food banks, vouchers)
  - Regular calls from teachers or school principals
  - No measures
  - Do not know
  - Other (please specify):
- 

From the list above, please indicate which of these wellbeing 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.)

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## I. PARENTS/CAREGIVERS

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
  - Emergency childcare services available and open for frontline workers
  - Financial support to families to pay for private childcare services
  - Augmented or advanced cash transfers
  - Guidance materials for home-based learning for primary and secondary education
  - Guidance materials for pre-primary education
  - Tips and materials for continued stimulation and play for young children
  - Meals/food rations to families of students
  - Psychosocial counselling services for children
  - Psychosocial support for caregivers
  - Regular telephone follow-up by school (teacher, principle, etc.)
  - No measures
  - Do not know
  - Other (please specify):
-



## J. LEARNING, ASSESSMENT, EXAMS

28. How do teachers keep track of what students have learned? [Select all that apply]

- Through a learning management system developed by the school
  - Through a learning management system provided by the private sector (e.g. Google, Blackboard, Edmodo, etc.)
  - Tracking student progress on Excel or other spreadsheets
  - Tracking student progress on paper
  - Do not know
  - Progress is not being tracked
  - Other (please specify):
- 

29. Do you have the following types of learning assessments?

Note:

**Formative and summative assessments** are implemented by teachers/schools to adapt their teaching strategies or as means to provide individual grading to students at the end of a certain period of instruction.

**Examinations** are used to certify or select learners in a given grade or age for further schooling, training or work.

**Large-scale system-level assessments** provide a feedback on the overall health of the system for a given group of learners (based on age or grade) in a given year and in a limited number of domains.

Education level	Type of assessment	Yes	No	Do not know
<b>PRIMARY EDUCATION</b>	Formative/summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Large-scale system-level assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECONDARY EDUCATION</b>	Formative/summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Large-scale system-level assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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?

Education level	Type of assessment	Yes	No	Do not know
<b>PRIMARY EDUCATION</b>	Formative/summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Large-scale, system-level assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECONDARY EDUCATION</b>	Formative/summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Large-scale, system-level assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Were students assessed or will they be assessed following school re-opening? [select all that apply]

Education level	At the national level	At the sub-national level	At the school level	Do not know
<b>PRIMARY EDUCATION</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LOWER SECONDARY EDUCATION</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>UPPER SECONDARY EDUCATION</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## K. FINANCING

31. Were additional financial resources required to ensure the response to COVID-19 for education?

- Yes (If so, please answer Question 31.1)
- No
- Do not know

31.1 If answered ‘yes’ to Q31, how were they funded? [Select all that apply]

- External donors
- Additional allocation from the Government
- Reallocation of the Ministry budget
- Do not know



32. Have there been **increases** to the current or next fiscal year education budget? [Select all that apply]

<u>Budget status</u>	<u>Paying the school fees</u>	<u>Paying the examination fees</u>	<u>Conditional cash transfers</u>	<u>Scholarships</u>
Increase for current fiscal year	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know
Increase for next fiscal year	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know

Other (please specify):

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33. Have there been **decreases** to the current or next fiscal year education budget? [Select all that apply]

<u>Budget status</u>	<u>Reductions in wage bill (outside of teachers)</u>	<u>Reductions in wage bill including teachers (hiring freezes, early packages, lay-offs)</u>	<u>Cuts in school feeding</u>
Decrease in current fiscal year	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know
Decrease in next fiscal year	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know

Other (please specify):

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34. Have financing reforms in or for the education sector been delayed or put on hold due to COVID-19?

- Yes
- No
- Do not know

Please provide any relevant details:

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## CONCENT

Do you agree that the information that you provided in this questionnaire will be included in a publicly available anonymized database?

Note:

Your name and contact information will not be disclosed in the database.

If you do not agree, the information will be used for analysis purposes, but will not appear in the database.

Yes

No