

## Education Key Indicators and Questions for Covid-19 Assessment

This document contains suggested key indicators and examples of questions aiming to assess severity of the impact of Covid-19 on education systems and children’s learning, as well as the current capacity to continue learning activities.

Any assessment conducted should be according to an [assessment framework](#) with a clear purpose, rationale and research questions. The methodology selected for an assessment will depend on the particular context, including whether direct data collection is safe or remote data collection is possible. For any assessment, the suggested questions **must be adapted to the context**, considering what is useful and relevant given the Covid situation and the potential response of Education authorities and partners. This may include removing response options and keeping questions open-ended for focus group discussions, where an assessment is small-scale and little is known about the situation. Suggested questions allow for data to be collected at three different levels depending on the assessment methodology used<sup>1</sup>:

- Key Informant: education authorities, cluster partners, community focal points (reporting on the situation across a village, town or other defined area)
- Households (reporting on the situation for caregivers and children)
- Schools (reporting on the situation in individual education facilities)

### Education infrastructure and Covid-19

Indicators	Questions: Key Informant	Questions: Schools
<b>Baseline<sup>2</sup>: # schools functioning before the outbreak</b>	How many schools were functioning* in the community before the COVID-19 outbreak (specify date)? <i>Enter number:</i>	Is the school currently functioning*? <i>Select one:</i> Yes, fully functioning Yes, partially functioning No, not functioning
<b># schools closed due to the outbreak</b>	How many schools in the community are currently closed as a result of the COVID-19 outbreak? <i>Enter number:</i>  Fully closed ____ Partially closed ____	*A school is considered functioning if there is presence of at least one teacher, and classes take place irrespective of the number of students.  If no, when was the last time the school was functioning? <i>dd / mm / yyyy</i>
<b># schools used for other purposes due to the outbreak</b>	How many schools in the community are currently being used for the following purposes due to the outbreak? <i>Enter number:</i>  Treatment/medical centre ____ Quarantine centre ____ Shelter for vulnerable populations ____ Storage facility ____ Covid meeting / coordination space ____ Other Covid-19 related purpose ____	Is this school currently being used for any of the following purposes? <i>Select all that apply:</i>  Treatment/medical centre Quarantine centre Shelter for vulnerable populations Storage facility Covid-19 meeting / coordination space Other Covid-19 related purpose
<b># schools with access to functioning handwashing facilities (soap and water)</b>	Do schools in the community typically have access to functioning handwashing facilities (with soap and water)? <i>Select one:</i>  Yes, all schools Yes, some schools No, none Not sure	Are there handwashing facilities at the school? Yes / No  If yes, are both soap and water currently available at the handwashing facilities?  Yes, water and soap Water only Soap only Neither water or soap

<sup>1</sup> In some contexts and situations, it may be possible and relevant to conduct interviews with children reporting on their own needs and priorities. In this case, indicators, questions and methodology should be designed separately, ideally in collaboration with child protection experts.

<sup>2</sup> In some locations, it may be less time consuming and more accurate to obtain the baseline from EMIS / secondary data / previous assessments, rather than attempting to collect this information through primary data collection.

<b># schools with clean, functional, gender-segregated latrines</b>	Do schools in the community typically have access to clean, functional, private and gender-segregated latrines? <i>Select one:</i> Yes, all schools Yes, some schools No, none Not sure	How many clean, functional and private latrines are available for students at the school? Boys ____ Girls ____ Mixed ____
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### Access and learning environment and Covid-19

Indicators	Questions: Key Informant	Questions: Households	Questions: Schools
<b>Baseline<sup>3</sup>: # / % children enrolled/attending before the outbreak</b>	How many children in the community area were enrolled in school before the COVID-19 outbreak (specify date)? <i>Enter number or estimated range:</i> Boys 3-5 ____ Girls 3-5 ____ Boys 6-12 ____ Girls 6-12 ____ Boys 13-15 ____ Girls 13-15 ____ Boys 16-18 ____ Girls 16-18 ____	For the current school year (2019-2020), how many school-aged children in the household attended school regularly (at least 4 days per week) BEFORE the outbreak? <i>Enter number:</i> Boys 3-5 ____ Girls 3-5 ____ Boys 6-12 ____ Girls 6-12 ____ Boys 13-15 ____ Girls 13-15 ____ Boys 16-18 ____ Girls 16-18 ____	How many children were registered to attend this school for the current school year (2019-2020) before the outbreak? <i>Enter number:</i> Girls: ECCD ____ Primary ____ Lower secondary ____ Upper secondary ____ Boys: ECCD ____ Primary ____ Lower secondary ____ Upper secondary ____
<b># children enrolled who are no longer attending school due to Covid-19</b>	What proportion of enrolled children in the community are no longer attending school due to the Covid-19 outbreak? <i>Select one:</i> All or almost all (100%) Most (75%) Around half (50%) A few (25%) None, all still attending (0%) Not sure	How many school-aged children in the household have stopped attending school since the outbreak? <i>Enter number:</i> Boys 3-5 ____ Girls 3-5 ____ Boys 6-12 ____ Girls 6-12 ____ Boys 13-15 ____ Girls 13-15 ____ Boys 16-18 ____ Girls 16-18 ____	What proportion of enrolled children no longer attend the school due to the Covid-19 outbreak? <i>Select one:</i> All or almost all (100%) Most (75%) Around half (50%) A few (25%) None, all still attending (0%) Not sure <i>Only ask if school is still functioning or partially functioning. If possible in the context, ask for figures instead.</i>
<b># weeks that</b>	If children have stopped attending, what are the main reasons? <i>Select all that apply:</i> Schools have closed Schools are open but lack willing teachers Lack transportation to schools due to Covid-19 Parents prefer that children stay home Children want to stay home Other (specify) Not sure	If children have stopped attending, what is the main reason? <i>Select one:</i> Schools have closed Schools are open but lack willing teachers Lack transportation to schools due to Covid-19 shutdowns Parents prefer that children stay home Children want to stay home Other (specify) Not sure	If children have stopped attending, what is the main reason? <i>Select one:</i> Schools is closed Schools is open but lack willing teachers Children lack transportation to schools due to Covid-19 Parents prefer that children stay home Children want to stay home Other (specify) Not sure

<sup>3</sup> In some locations, it may be less time consuming and more accurate to obtain the baseline from EMIS / secondary data / previous assessments. For KIs and schools: only ask this question if they have access to enrolment figures e.g. Education Authority from registration system. Age brackets should be amended depending on school levels in-country.

<b>children have been out of school for due to Covid-19</b>	How long have children been out of school for, in number of weeks? <i>Enter integer:</i>	How long have children been out of school for, in number of weeks? <i>Enter integer:</i>	How long have children been out of school for, in number of weeks? <i>Enter integer:</i>
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### Teachers and Covid-19

Indicators	Questions: Key Informant	Questions: Schools																														
<b>Baseline<sup>4</sup>: # teachers working before the outbreak</b>	<p>How many teachers were working in this school before the outbreak?</p> <table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>ECCD</td> <td></td> <td></td> </tr> <tr> <td>Primary</td> <td></td> <td></td> </tr> <tr> <td>Lower secondary</td> <td></td> <td></td> </tr> <tr> <td>Upper secondary</td> <td></td> <td></td> </tr> </tbody> </table>		Male	Female	ECCD			Primary			Lower secondary			Upper secondary			<p>How many teachers were working in this school before the outbreak?</p> <table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>ECCD</td> <td></td> <td></td> </tr> <tr> <td>Primary</td> <td></td> <td></td> </tr> <tr> <td>Lower secondary</td> <td></td> <td></td> </tr> <tr> <td>Upper secondary</td> <td></td> <td></td> </tr> </tbody> </table>		Male	Female	ECCD			Primary			Lower secondary			Upper secondary		
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<b># teachers who contracted Covid-19</b>	<p>Have any teachers in the community contracted Covid-19 (total infected, recovered and died)? <i>Select one:</i></p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers infected (total including recovered and died) if known:</i></p>	<p>Have any teachers in the school contracted Covid-19 (total infected, recovered and died)? <i>Select one:</i></p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers (total including recovered and died) if known:</i></p>																														
<b># teachers with someone in the household who contracted Covid-19</b>	<p>Do any teachers in the community have someone in their household who has contracted Covid-19? <i>Select one:</i></p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers if known:</i></p>	<p>Do any teachers in the school have someone in their household who has contracted Covid-19? <i>Select one:</i></p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers if known:</i></p>																														
<b># schools / communities with teachers paid while schools closed</b>	<p>Are teachers in the community still receiving their salary or incentive whilst schools are closed? <i>Select one:</i></p> <p>Yes / No / Not sure</p>	<p>Are the schools' teachers still receiving their salary or incentive whilst schools are closed? <i>Select one:</i></p> <p>Yes / No / Not sure</p>																														
<b># schools / communities with teachers available to support home-based learning</b>	<p>Are there teachers in the community available to support children's learning (remotely or through visits) whilst schools are closed?</p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers if known:</i></p>	<p>Are the schools' teachers available to support children's learning (remotely or through visits) whilst schools are closed?</p> <p>Yes / No / Not sure</p> <p><i>Enter number of teachers if known:</i></p>																														
<b># schools / communities with teachers receiving professional development support while schools are closed</b>	<p>Are teachers in the community accessing any professional development whilst schools are closed?</p> <p>(Add options depending on context)</p>	<p>Are teachers from this school accessing any professional development whilst schools are closed?</p> <p>(Add options depending on context)</p>																														

<sup>4</sup> In some locations, it may be less time consuming and more accurate to obtain the baseline from EMIS / secondary data / previous assessments

## Inter-sectoral

Indicators	Questions: Key Informant	Questions: Households	Questions: Schools
<b># households / KIs reporting that girls face additional protection issues due to being out of school</b>	<p>Do you think that girls in the community face an increased threat in any of the following protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>	<p>Do your girl children face an increased threat of any protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>	<p>Do you think that girls face an increased threat in any of the following protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>
<b># households / KIs reporting that boys face additional protection issues due to being out of school</b>	<p>Do you think that boys in the community face an increased threat in any of the following protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>	<p>Do your boy children face an increased threat of any protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>	<p>Do you think that boys face an increased threat in any of the following protection issues, as a result of being out of school? <i>Select all that apply:</i></p> <ul style="list-style-type: none"> <li>Recruitment by armed groups</li> <li>Risk of being robbed</li> <li>Risk of being physically attacked</li> <li>Gender-based violence</li> <li>Early marriage</li> <li>Exploitation</li> <li>Mental health or psychosocial issues</li> <li>Child labour</li> <li>Other (specify)</li> <li>None of the above</li> <li>Not sure</li> </ul>
<b># of children benefiting from school feeding prior to the outbreak</b>		<p>Did any children in the household receive free food at school, before the outbreak?</p> <p>Yes / No</p>	<p>Was there a school feeding programme operating in the school before the outbreak?</p> <p>Yes / No / Not sure</p>
<b># of children no longer receiving food as a result of COVID closures</b>		<p>If yes, are children currently eating as much food as previously?</p> <p>Yes / No / Not sure</p>	<p>If yes, has this programme currently still ongoing?</p> <p>No</p> <p>Yes, through pick-up</p> <p>Yes, through delivery</p> <p>Not sure</p>

## Teaching and learning

Indicators	Questions: Key Informant	Questions: Households	Questions: Schools
<b># children continuing teaching and learning activities remotely</b>	<p>In this community, do you think children are continuing teaching and learning activities remotely? Yes / No</p> <p>If yes, how? <i>Select all that apply</i></p> <p>Online live classes with teachers (video / audio) Radio classes Audio/Mp3 classes Learning app on phone/tablet Online materials School textbooks Reading books Additional paper-based learning materials Other (specify)</p>	<p>Have any children been following or trying to follow their school curriculum remotely since leaving school? Yes / No</p> <p>If yes, how? <i>Select all that apply</i></p> <p>Online live classes with teachers (video / audio) Radio classes Audio/Mp3 classes Learning app on phone/tablet Online materials School textbooks Reading books Additional paper-based learning materials Other (specify)</p>	<p>Has the school asked children to continue teaching and learning activities remotely? Yes / No</p> <p>If yes, how? <i>Select all that apply</i></p> <p>Online live classes with teachers (video / audio) Radio classes Audio/Mp3 classes Learning app on phone/tablet Instructions for children to learn with online materials Instructions for children to learn with textbooks Provision of additional paper-based learning materials for children Other (specify)</p>
<b># parents / caregivers able to support home-based learning</b>	<p>Do you think caregivers /parents in the community are available and able to support children's learning at home? <i>Select one:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p> <p>Approximately what proportion of adults in the community have completed secondary education?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>	<p>Are caregivers/parents in the household available and able to support children's learning at home? <i>Select all that apply:</i></p> <p>No, not able/available Reading with children Telling stories / singing songs Playing educational games Full-time tutoring Part-time tutoring Answering questions Other</p> <p>What is the highest level of education completed by any member of the household?</p> <p>None Primary school Secondary school Vocational degree (training on specific craft or job, for e.g. IT, electrician, carpenter, mechanic, cooking, sewing, etc.) Tertiary degree (university degree e.g. bachelor, master) Not sure</p>	<p>Do you think caregivers /parents of school children are available and able to support children's learning at home? <i>Select one:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p> <p>Approximately what proportion of children's caregivers have completed secondary education?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>
<b># households / enrolled children with access to learning materials at home (basic writing materials, school textbooks, reading materials)</b>	<p>Approximately what proportion of enrolled school children have access to the following learning materials in their homes?</p> <ul style="list-style-type: none"> <li>• Basic writing materials (pen, paper, notebook)</li> <li>• School textbooks</li> <li>• Reading materials (storybooks, magazines)</li> </ul>	<p>Do school-aged children in the household have access to the following learning materials? <i>Select all that apply:</i></p> <p>Basic writing materials (pen, paper, notebook) School textbooks Other paper-based learning materials Reading materials (storybooks,</p>	<p>Approximately what proportion of enrolled school children have access to the following learning materials in their homes?</p> <ul style="list-style-type: none"> <li>• Basic writing materials (pen, paper, notebook)</li> <li>• School textbooks</li> <li>• Reading materials (storybooks, magazines)</li> </ul>

	<p><i>For each select:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>	<p>magazines) None of the above Not sure</p>	<p><i>For each select:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>
<p><b># households / enrolled children with access to technologies for remote learning at home (radio, TV, computer / tablet)</b></p>	<p>Approximately what proportion of enrolled school children have access to the following technology / devices in their homes?</p> <ul style="list-style-type: none"> <li>• Radio</li> <li>• Television</li> <li>• Computer / tablet</li> <li>• Smartphone</li> <li>• Mobile phone (non-smart phone, SMS and calls)</li> <li>• Whatsapp</li> <li>• Social media (not Whatsapp)</li> </ul> <p><i>For each select:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>	<p>Do school-aged children in the household have access to the following technology / devices? <i>Select all that apply:</i></p> <p>Radio Television Computer / tablet Smartphone Mobile phone (non-smart phone, SMS and calls) Whatsapp Social media (not Whatsapp)</p>	<p>Approximately what proportion of enrolled school children have access to the following technology / devices in their homes?</p> <ul style="list-style-type: none"> <li>• Radio</li> <li>• Television</li> <li>• Computer / tablet</li> <li>• Smartphone</li> <li>• Mobile phone (non-smart phone, SMS and calls)</li> <li>• Whatsapp</li> <li>• Social media (not Whatsapp)</li> </ul> <p><i>For each select:</i></p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>
<p><b># households / enrolled children with access to internet connection</b></p>	<p>Approximately what proportion of enrolled school children have access to internet connection sufficient for accessing online learning materials at home?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>	<p>What mobile data / internet package does the household currently have? <i>Select one:</i></p> <p>None 1GB per month 4GB per month 20GB per month</p> <p><i>Options to be amended depending on context</i></p>	<p>Approximately what proportion of enrolled school children have access to internet connection sufficient for accessing online learning materials at home?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>
<p><b># households / enrolled children with access to electricity</b></p>	<p>Approximately what proportion of enrolled school children have access to electricity at home (at least 6 hours per day)?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>	<p>How many hours of electricity does the household have access to per day (on an average day over the past week)?</p> <p>0 1-5 6-12 13-24</p>	<p>Approximately what proportion of enrolled school children have access to electricity at home(at least 6 hours per day)?</p> <p>All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure</p>
<p><b># households / enrolled children with access to appropriate space</b></p>	<p>Approximately what proportion of enrolled school children have access to an appropriate space for learning in their homes (quiet</p>	<p>Do school-aged children in the household have an appropriate space for learning in the home (quiet room, desk, well lit (natural light/solar/electric,</p>	<p>Approximately what proportion of enrolled children have access to an appropriate space for learning in their homes (quiet room, desk, well lit (natural</p>

<b>for home-based learning</b>	room, desk, well lit (natural light/solar/electric), chair/mat)? All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure	chair/mat)? Yes / No	light/solar/electric), chair/mat)? All or almost all (100%) Most (75%) Around half (50%) A few (25%) None or almost none (0%) Not sure
<b># households / KIs reporting additional challenges for children with disabilities to access home-based / distance learning</b>	Do you think children with disabilities face additional challenges to home-based / distance learning? <i>Select one:</i> Yes / No If yes, what specifically? <i>Text:</i>	If there are children with disabilities in the household, do they face any additional challenges to home-based / distance learning? <i>Select one:</i> Yes / No If yes, what? <i>Text:</i>	Do you think children with disabilities face additional challenges to home-based / distance learning? <i>Select one:</i> Yes / No If yes, what? <i>Text:</i>

## Response

Indicators	Questions: Key Informant	Questions: Households	Questions: Schools
<b># teachers trained in distance learning facilitation</b>	How many teachers in the community have been trained in distance learning facilitation? <i>Enter number:</i>		How many of the schools' teachers have been trained in distance learning facilitation? <i>Enter number:</i>
<b># households / KIs reporting a lack of age-appropriate Covid-19 information</b>	Do children in the community need any further age-appropriate information about COVID-19? Yes / No / Not sure	Do children in the household need any further age-appropriate information about COVID-19? Yes / No	Do children in the school need any further age-appropriate information about COVID-19? Yes / No / Not sure
<b>Preferred support modality for distance learning</b>	What type of support do you think would most help children with home-based learning? <i>Select up to 3:</i> Cash Basic writing materials (pen, paper, notebook) School textbooks Other paper-based learning materials Online classes Radio Mp3 Computer / tablet Other (specify) None of the above Not sure	If available, what type of support would most help your child with home-based learning? <i>Select up to 3:</i> Cash Basic writing materials (pen, paper, notebook) School textbooks Other paper-based learning materials Online classes Radio Mp3 Computer / tablet Other (specify) None of the above Not sure	What type of support do you think would most help children with home-based learning? <i>Select up to 3:</i> Cash Basic writing materials (pen, paper, notebook) School textbooks Other paper-based learning materials Online classes Radio Mp3 Computer / tablet Other (specify) None of the above Not sure