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COVID-19 AND EDUCATION

USE OF TOOLS, GUIDANCE, AND
EVIDENCE TO SUPPORT THE EDUCATION
SECTOR RESPONSE

NOVEMBER 22, 2022

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COVER PHOTO

A school teacher in Moldova trains students with USAID materials. Credit: USAID/Moldova

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ACRONYMS

CASEL	Collaborative for Academic, Social, and Emotional Learning
DEEP	Data and Evidence for Education Programs
ECD	Early Childhood Education and Development
MOE	Ministry of Education
MOH	Ministry of Health
NGO	Non-Governmental Organization
SEL	Social-Emotional Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	U.N. High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UoA	University of Auckland
USAID	U.S. Agency for International Development
WHO	World Health Organization

EXECUTIVE SUMMARY

This report presents findings of a survey of 259 USAID staff and partners. The survey assessed which COVID-19 tools, guidance, and evidence are being used across USAID's six COVID-19 priority areas and how they are being used, as well as perceived strengths and limitations of the resources. The report also presents recommendations as part of a continued interest in supporting effective responses to current and future crises.

Utilization of Existing Resources

The first part of the survey asked respondents which (if any) tools, guidance, and evidence they used in the COVID-19 priority areas in which they worked. **Seventy-five percent to 87% of respondents per priority area used at least one resource of any type to support their COVID-19 education response.** Advocacy organizations, non-governmental organizations (NGOs), and USAID Missions used resources at slightly higher rates than other groups of respondents.

Respondents were shown a list of global resources from the COVID-19 Resource Mapping and asked to select which (if any) they used. **Between 47% and 71% of respondents in each priority area used at least one of the resources.** This was most frequent in the priority areas of partnering with Ministries of Education (MOEs) for safe school reopening and social emotional learning. Among respondents who did not use any of the listed global resources, the majority of respondents in most priority areas used “other” resources, including:

- MOE or Ministry of Health (MOH) guidance, assessments, curricula, or evidence;
- Resources about specific target groups;
- Evidence on COVID-19 responses or impacts of the pandemic;
- Teaching and learning materials;
- Educational platforms;
- Curated repositories for students, parents, and teachers; and
- Institutional Twitter accounts, blog posts, and webinars.

Notably, many of these “other” resources were available more immediately and were more readily accessible, compared to text-based, published resources that take a long time to be released.

Different trends in resource use were seen by respondent type. For example, USAID Missions and NGOs used globally produced resources more often than MOEs and other respondents, overall. However, this trend was reversed specifically in the topic area of distance learning, where MOEs used global resources more often than USAID Missions and NGOs. Likewise, different types of respondents used resources in varied ways. For some, the focus was on supporting (re)programming of educational activities—particularly for NGOs—but for others (especially USAID Missions), the focus was on informing funding and policy/strategy decision making. Finally, while a generally high number of

respondents utilized at least one resource to support their response, **up to 25% of respondents per priority area indicated not using any resource at all.**

Purpose of Use and Strengths/Limitations of Resources

The second part of the survey asked respondents how they used the resources and what strengths/limitations they identified. **More than half of all respondents using resources did so to design or adapt education activities or programs.** This was rated as the highest use case for USAID Missions, NGOs, and MOEs. Another important use of the resources was to inform capacity building, though this was more often the case for NGOs, MOEs, and other respondents than for USAID Mission staff. Respondents in decision-making and advocacy roles, including USAID Missions, also noted that the resources helped them assess the range of viable educational options and contributed to their advocacy efforts.

Respondents generally saw a useful resource as one that is “simple, relevant to the context, easy to use and cascade,” “timely,” “adaptable and flexible according to the situation,” available in the local context, and has “no cost implication.” Several factors emerged as particularly important:

- **Contextual Relevance:** Relevance of context was the top limitation of existing resources for all respondents, especially for NGOs, MOEs, and USAID Missions. Some respondents found “home-grown resources developed in partnership with target beneficiaries” most relevant. When these “home-grown” resources are unavailable, respondents found resources produced in similar contexts useful because the lessons learned were more transferable. Fewer respondents highlighted that strong resources promote global best practices or evidence-based practices. A lack of contextually relevant resources was confirmed by the [COVID-19 Resource Mapping](#).
- **Relevance to a Target Population:** Many respondents perceived a lack of resources about specific target groups, which was confirmed by the [COVID-19 Resource Mapping](#). Populations not well represented in the resources included youth/adolescents, out-of-school children and youth, girls including adolescent mothers, learners with disabilities, the extremely poor, and those affected by displacement.
- **Feasibility of the Proposed Solutions:** Respondents noted prohibitive material constraints that affected whether they saw specific interventions, such as distance learning, as a viable option for their target groups. Resources were not seen as useful when they proposed solutions that were unfeasible given the constraints of the context.
- **Availability and Awareness:** Another limitation was lack of awareness or timely availability of the resources. Many respondents reported that they did not know where to search for resources. This was a key limitation for USAID Missions, NGOs, and MOEs. The timing of resource release also affected whether respondents utilized them. Generally, respondents saw resources as most useful when access to the resources came “just in time” as decisions were being made. Other respondents also noted that resource overload served as a barrier for locating and selecting resources.

- **Accessibility:** While some respondents thought that resources available on the Internet were convenient and accessible, others were inhibited by cost of Internet access and poor connectivity. This was a particular challenge for MOE and NGO respondents. Limited availability of the resources in local languages also affected perceptions of utility.
- **Usability:** Many respondents, especially MOEs and NGOs, said resources were too long and complex. At the same time, several respondents said the resources were not adaptable or flexible enough. If the resource could not be directly implemented as-is, respondents asked that the resource at least be “easy to adapt and customize for use.”

Conclusions and Recommendations

When making decisions regarding if and how to continue to invest in the development of globally produced resources, the USAID Center for Education should consider that:

1. The timing of the resources and other forms of support is crucial;
2. Resources need to be seen as relevant and applicable, especially being developed locally and in partnership with target users/beneficiaries;
3. Other forms of information that are more immediately available, accessible, and relevant are incredibly important and useful in emergencies like COVID-19;
4. Users of the global resources are using them in different ways, suggesting a one-size-fits-all approach to developing and disseminating such material is inappropriate; and
5. Much more work needs to be done in terms of supporting uptake and utilization of the materials that have been produced to date.

These conclusions lead to a set of recommendations for USAID as it continues to both support COVID-19 recovery efforts and continue to strengthen education systems’ resilience:

1. Diversify interpretations of “resources” to better acknowledge that there are important processes of knowledge exchange and capacity development happening;
2. Consider the target user and uses of a specific resource and design future materials—in collaboration with local partners—for those purposes;
3. When new resources are developed, support more context- and population-specific resources that are developed locally, in partnership with target groups;
4. Develop and support use of a go-to repository for resources for USAID Missions and partners focused on acute emergency response and long-term recovery; and
5. Help USAID Missions and partners to know how to access the resources that exist and to support their use.

This research suggests that **there may be little added value in the USAID Center for Education continuing to invest in the production of global-level tools, guidance, and evidence**, as there is an abundance of these types of resources to support education responses to crises. What is lacking is both support for accessing and utilizing those resources and availability of locally developed, contextualized, and specific resources.

Therefore, **two more sound investments could be: 1) supporting the development of localized resources that share a wide range of knowledge and that reach users through multiple modalities; and 2) supporting capacity for accessing and adapting existing resources.** This would align well with USAID's prioritization of locally driven approaches to strengthening the resilience of education systems in response to shocks, by fostering the development of tools, guidance, and evidence that builds adaptive and transformative resilience capacities, and strengthening local capacity.

INTRODUCTION

This report is part of a larger study that was conducted by a team of researchers at the University of Auckland (UoA), entitled “COVID-19 and Education: Effective Tools and Approaches.” This report presents findings of a survey of 259 USAID staff and partners to assess which COVID-19 tools, guidance, and evidence were used and how, as well as the perceived strengths and limitations of these resources. The report also presents recommendations as part of a continued interest in supporting effective responses to current and future crises.

Purpose

This report has two main audiences and purposes:

- **For USAID, including the Center for Education, Regional Bureaus, and Missions**, it will help to 1) understand the degree to which existing resources (tools, guidance, and evidence) are being used and how to shape education sector responses to the pandemic; and 2) identify what additional tools, guidance, and evidence might be needed, and in what form, to better shape responses to the pandemic and other potential shocks to education systems moving forward.
- **For the LTLGP network, including the Education in Crisis and Conflict Network, Global Reading Network, and the Higher Education Learning Network, and regional hubs**, it will help it to identify where further socialization of existing COVID-19 tools, guidance, and evidence may be needed and/or how some of the identified gaps in resources might be addressed.

METHODS

This research focused on resources developed at the global level to support mitigating learning loss and/or maintaining learning outcomes. Those included technical tools/guidance, policy guidance/advocacy documents, and evidence both on the impact of the pandemic and on responses to the pandemic. The research excluded resources that were targeted primarily for professionals outside of the education sector, developed prior to the pandemic, or were not specific to the pandemic. Included resources were text-based, and excluded webinars, social media, networks, and communities of practice. Classroom and home support resources were excluded, as were national education responses and plans. Resources were collected from a review of repositories on [INEE](#), [USAID-Edulinks](#), [UNESCO](#) and the [World Bank](#), as well as using the snowball method of collecting titles from survey respondents. These were then aggregated in a [COVID-19 Resource Mapping](#), which informed questions in the survey.

The survey was developed to answer three research questions:

- I. To what extent and how are USAID staff (Center for Education, Bureaus, and Missions) and its partners utilizing existing resources (tools, guidance, and evidence) to inform their education sector responses to the COVID-19 pandemic?

2. What additional resources—in terms of topic, resource type, accessibility, and quality—do USAID staff and implementing partners wish they had to support their education sector responses to COVID-19?
3. Based on a mapping of existing resources against USAID’s six COVID-19 priority areas and respondent preferences (in Question 2 above), where might there be the need for 1) further development of tools, guidance, and evidence; and/or 2) further socialization of existing COVID-19 resources?

To answer these questions, the UoA team designed and administered a survey of USAID Missions, implementing partners, and others (re)programming education activities in response to COVID-19. The survey consisted of 12 closed- and open-ended questions, plus sub-questions.¹ A set of demographic questions asked participants to provide information about themselves/their organization, their role in (re)programming education activities in response to COVID-19, and the type of education activities they worked on during COVID-19. The remainder of the survey was divided into two parts:

- **Part 1 focused on utilization of resources.** In this part, the responses to demographic questions triggered as many as two questions that asked respondents to identify which (if any) of a set of global education resources (tools, guidance, and evidence) they used to support their efforts in (re)designing education activities during COVID-19, and what other resources they used. This is included in Part 1 of the findings. These questions also served to prime respondents to further understand what was meant by “resources,” so they could respond appropriately in Part 2.
- **Part 2 focused on perceived utility, strengths, and limitations of the resources.** Respondents were asked a series of questions about what they found useful about the resources they used (if any) and what they perceived as the limitations of these resources. This is analyzed in Part 2 of the findings.

The survey, administered via Qualtrics, was disseminated in late August 2022 via an email request from the director for USAID’s Center for Education to USAID staff, as well as through an open invitation to USAID implementing partners and other interested education stakeholders through the LTLGP learning community listservs (ECCN, GRN, HELN). The survey was open for 21 days. The survey design and process followed UoA’s Guiding Principles for Research with Human Respondents and was also reviewed and approved by USAID to ensure it met U.S. Government privacy and accessibility guidelines. The survey took respondents approximately 10-15 minutes to complete.

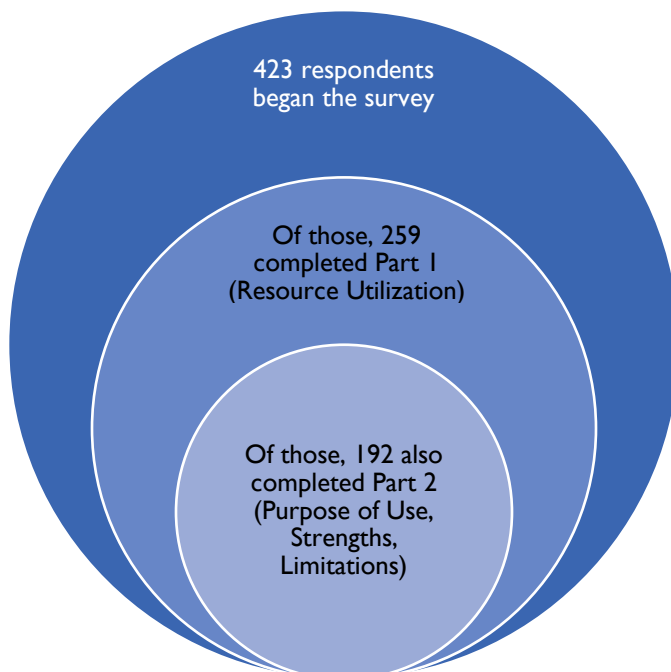
After the survey was closed, the UoA team downloaded the survey responses into Excel and analyzed the responses in line with the research questions. For the closed-ended questions, the team conducted descriptive analyses to show the absolute numbers and percentages of respondents who utilized the various resources and the perceived strengths and limitations of the resources. The team used thematic analysis to analyze open-ended questions, particularly around the other types of resources that were used, how they were used, and any further information provided.

¹ See [Annex 1](#) for the full survey.

Respondents

As shown in Figure 1, 423 respondents opened the survey, but only 259 of those completed at least one full section of the survey to yield useable data. Of those 259, 192 completed the full survey (Parts 1 and 2) and 67 completed only Part 1. These 67 partial completions, therefore, are only included in the Part 1 analysis, but are excluded from the Part 2 analysis.²

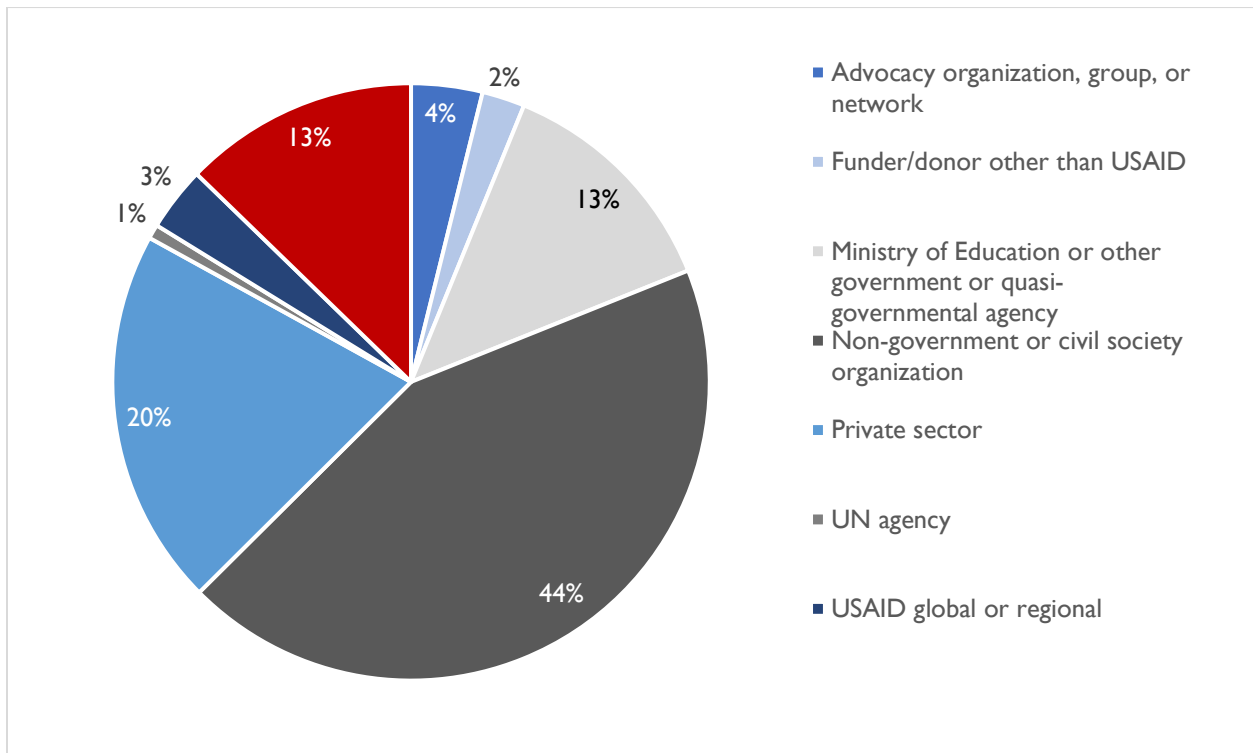
FIGURE 1. Number of respondents who began the survey, completed part 1, and completed the full survey



Respondents (both those who completed Part 1 only or the full the survey) comprised individuals from USAID global or regional offices (n=9), USAID Missions (n=33), other funders/donors (n=6), NGO/civil society organizations (n=113), MOEs/other governmental or quasi-governmental agencies (n=33), UN agencies (n=2), and private sector actors (n=53). Figure 2 illustrates the proportion of total respondents represented by each respondent type.

² While tests of statistical significance were not completed, there does not seem to be any systematic relationship between who completed, who partially completed, and who did not complete the survey.

FIGURE 2. Distribution of respondents who completed or partially completed the survey, by respondent type, n=259



As shown in Figure 2, over 40% of all respondents were from NGOs/CSOs, while large numbers of respondents also came from MOEs and other government/quasi-governmental agencies and the private sector. Over 16% of respondents were from USAID, including global, regional, and Missions.

Additionally, Figure 3 shows the main role(s) these respondents had in supporting COVID-19 educational responses.³ As shown in the figure, more than half of the respondents contributed to program implementation, but large percentages of the respondents also worked across advocacy, coordination, design, management, and monitoring and evaluation activities during COVID-19 responses.

³ Respondents could indicate they acted in more than one role in relation to COVID-19 response.

FIGURE 3. Main function(s) of respondents' roles in the COVID-19 response, n=259

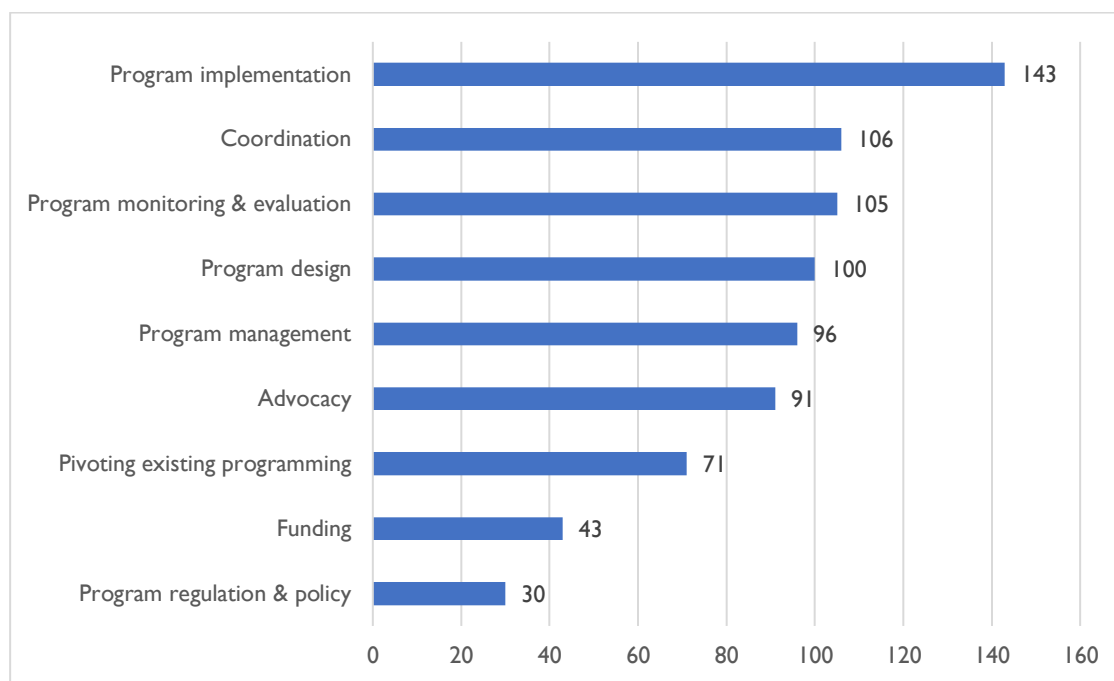


Table I shows the region(s) in which respondents worked to support education activities, the main subsector(s) in which they worked, and any special population(s) their programming targeted.⁴ The vast majority of respondents worked or supported education activities in Africa. More than half of respondents worked in primary or basic education, while approximately one-third supported activities in early childhood education and development (ECD), secondary education, tertiary/higher education, and non-formal education. Large percentages of respondents supported programming specifically for girls and out-of-school children and youth, and approximately one-third support education activities for crisis-affected populations and/or learners with disabilities.

TABLE I. Geographic region, subsector, and target population of respondents' work, n=259

CATEGORY	NUMBER
Region where respondents primarily worked	
Global	26
Africa	180
Asia	44
Europe & Eurasia	7

⁴ Respondents could indicate working in/with more than one region, sub-sector, or target population.

CATEGORY	NUMBER
Middle East	29
Latin America & Caribbean	21
Main education subsectors in which respondents worked	
Early childhood-development/education and/or pre-primary education	84
Primary or basic formal education	139
Secondary formal education	90
Tertiary/higher education, including technical/vocational education and training	95
Non-formal, alternative, or accelerated education	97
Special populations targeted by education activities respondents supported	
Girls/young women	189
Refugees, internally displaced, or other crisis-/conflict-affected populations	89
Learners with disabilities	96
Out-of-school children and youth (previously out of school or dropped out because of the pandemic)	148

Limitations

There are several limitations to the findings in this report. First, given the extensive number of resources that have been developed in response to the COVID-19 pandemic, it was not possible to assess whether and how each respondent had utilized each of the 222 resources identified in the [COVID-19 Resource Mapping](#). To make the survey manageable and not too time-consuming, the UoA team subdivided the resources listed in this resource mapping by [USAID’s six COVID-19 priority areas](#). Respondents were asked to identify which of the priority areas on which their work most focused and were only shown resources tagged to these areas specifically. For the priority areas that had more than 15 resources (Priority 1: Partnering with Ministries of Education/School Reopening; and Priority 2: Distance Learning), respondents were randomly shown a list of 15 unique resources. Therefore, not all respondents were asked about all resources, and the number of respondents who were shown any given resource is low. The UoA team determined that this methodology was appropriate because it would meet USAID’s goal of understanding utilization of a broad range of resources and that if respondents did not select any resources, this too would be informative on the utility and utilization of globally produced resources. Beyond this, providing this list of resources served an important purpose in modeling what was meant by “resources,” so that respondents were primed to consider these parameters when answering later questions on strengths and limitations. In this way, the purpose was less about identifying the most-used resources, but rather general trends on what made a specific resource more or less relevant, and where gaps remain in resource availability and utilization.

Second, despite modeling what was meant by “resources,” respondents’ conceptualization of resources was more expansive than originally envisioned in the research design. In open-ended questions where

respondents were invited to share additional resources they utilized to support their COVID-19 education responses, they included:

- Tools for online learning, such as Google Classroom, Zoom, and DigiSkills.pk;
- Infrastructure, such as physical classrooms;
- Funding sources, including personal income;
- Teaching and learning materials, such as textbooks, worksheets, and national learning portals; and
- Social media tools, such as Facebook and Twitter.

This is a limitation in the sense that it suggests some respondents were not necessarily answering questions based on the global resources as intended. Still, the research team analyzed these responses to the survey, particularly in drawing conclusions about the need for thinking about tools, guidance, and evidence more expansively in terms of modality, form, and function.

Third, and common to many survey-based research designs, the quality of responses varied greatly, particularly to qualitative, open-ended questions. For instance, in one open-ended question, respondents were asked to think of the resources they had selected and/or identified and to describe how they used these resources to shape their response(s). The length of their responses ranged from as short as three words, such as “monitoring and evaluation,” to more elaborate and detailed responses. Some respondents also reported that they did not always remember which resource was used and how they used it given the time lag.

Fourth, given the language limitations of the research team and the need to bound the research to a manageable scope, the survey did not list 1) country- or region-specific resources, or 2) resources in languages other than English. The focus on English-language resources may have limited responses toward non-English dominant contexts. Likewise, focusing on global resources only may have limited respondents to reflect more on global resources than localized resources. Still, respondents’ reflections on the need for contextualized resources and resources in different languages emerged strongly in responses about “other” resources and about strengths, limitations, and gaps in resources. These responses were analyzed in relation to the wider set of resources (local and global) captured in the [COVID-19 Resource Mapping](#).

Fifth, while the survey yielded responses across a wide range of respondent types (organizations, roles in the COVID-19 response, geographic location, target sector/population), sampling was not intended to be representative of USAID staff, implementing partners, or others operating in the education in development/education in emergencies space. Rather, sampling was convenience-based as described in the methods above. One notable result of this was that a very high percentage of respondents were supporting education programming in the Africa region with fewer respondents from other regions.

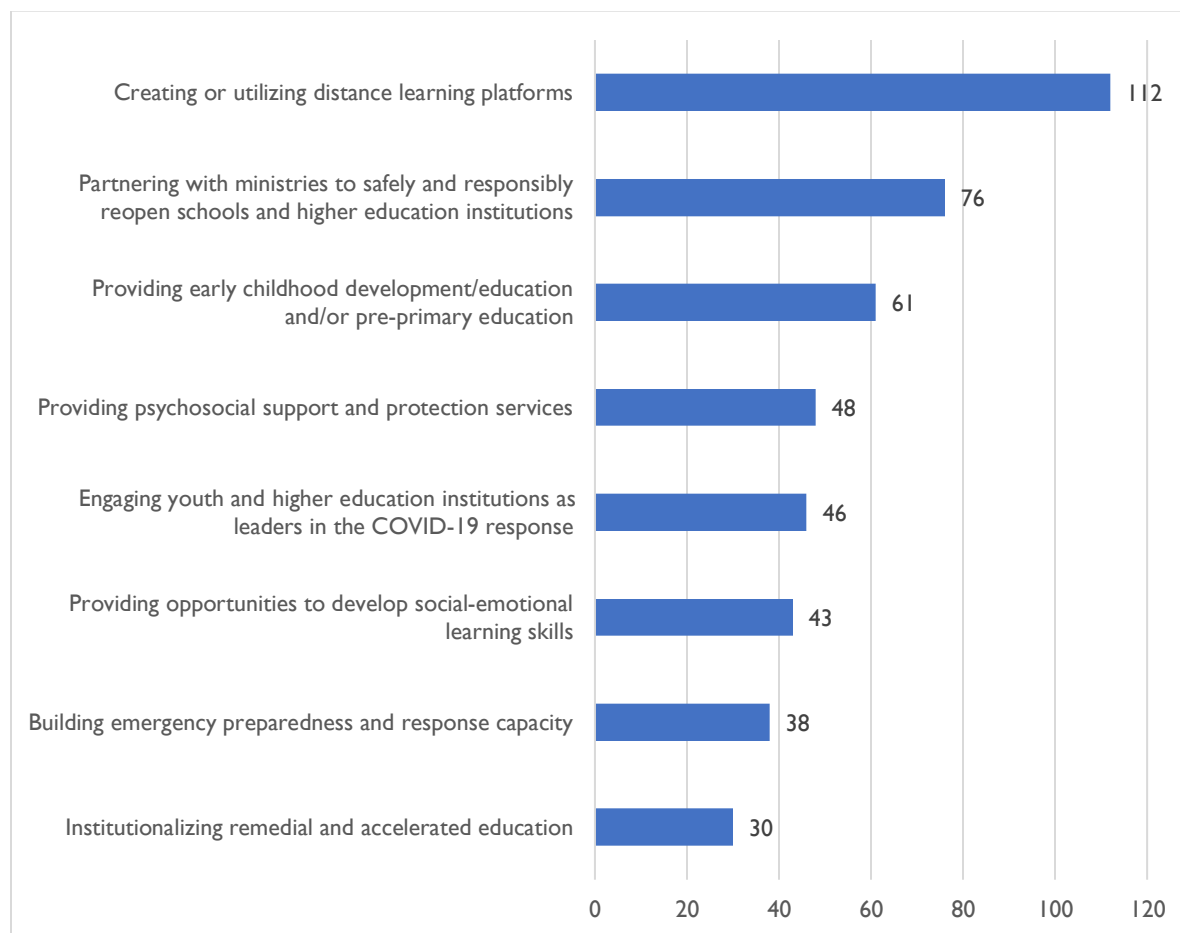
FINDINGS

Part I: Utilization of Existing Resources

This section describes responses to the first part of the survey, which 259 respondents completed. The survey first asked respondents to select at least one and up to two main types of education activities they were responsible for throughout the COVID-19 response, prioritizing the areas they worked in the most. The areas listed corresponded with USAID's six COVID-19 priority areas, plus two areas that emerged strongly in the COVID-19 Resource Mapping—social-emotional learning (SEL) and ECD.

Figure 4 shows the number of respondents who reported that they worked in each of these priority areas.⁵ Seventy-six respondents (nearly one-third) worked on partnering with MOEs and supporting the school reopening process, and 112 (nearly one-half) worked on distance learning. Fewer respondents (between 30 to 61, or 12% to 24%) worked in other priority areas in the COVID-19 response.

FIGURE 4. Priority area(s) in which respondents are working in the COVID-19 response, n=259



⁵ This question was multiple select, so the total does not add up to n=259.

What resources are USAID staff and partners utilizing to inform their education sector responses?

Respondents were next shown a list of up to 15 unique resources from the [COVID-19 Resource Mapping](#) within the priority areas in which they worked, and were asked to select which of those resources, if any, they used. For those who did not select any of the listed resources, they were asked if they used other resources or if they did not use any resources at all.

Between 75% and 87% of respondents per priority area used at least one resource of any type to support their COVID-19 education sector response. **This suggests that resources to inform education responses to COVID-19 are generally perceived as useful to respondents in this study.** Overall, advocacy organizations, NGOs, and USAID Missions tended to report slightly higher rates of utilizing any type of resource than other groups of respondents.

Table 2 shows the percentage of respondents in each priority area who indicated that they used at least one of the global resources listed. **Between 47% and 71% of respondents in each priority area used at least one of the global resources included in the [COVID-19 Resource Mapping](#).** Global resources were most frequently used on the priority areas of partnering with MOEs for safe school reopening and social emotional learning. Global resources on remedial/accelerated education and early childhood development were used less frequently.

TABLE 2. Percentage of respondents who used global resources, by priority area; for “n” of each priority area, refer to Figure 4

	% OF RESPONDENTS WORKING IN EACH PRIORITY AREA WHO USED AT LEAST ONE GLOBAL RESOURCE LISTED
Partnering with MOEs/School reopening	71%
Distance learning	61%
Psychosocial support and protection	65%
Emergency preparedness and response	55%
Remedial and accelerated education	47%
Engaging youth and higher education institutions	59%
Social-emotional learning skills	70%
Early childhood development/education	49%

Interestingly, **utilization of global resources in each topic area does not appear connected to availability of global resources in that topic area.** To illustrate, in the mapping of COVID-19 resources, 51 global resources were found on school reopening, compared to three global resources on SEL, but both priority areas had high usage of global resources, as shown in Table 2. Likewise, 13 resources on remedial and accelerated education were found, compared to two on ECD, but in both domains, there was lower uptake of these resources amongst survey respondents.

Further analysis of the use of resources per priority area by respondent type⁶ shows some interesting differences. For example, higher proportions of respondents from NGOs and USAID Missions used global resources on school reopening (74% and 71%, respectively) than MOEs/other governmental agencies (55%), whereas higher proportions of respondents from MOEs used global resources on distance learning (67%) than NGOs and USAID Missions (59% and 52%, respectively).⁷ This may be related to the fact that many organizations have developed their own tools, guidance, and evidence on distance learning and are less likely to use global resources, whereas locally relevant school reopening guidance was frequently published at a national level. For other priority areas, there were too few respondents from MOEs and USAID Missions for meaningful analysis, but from NGOs, larger proportions of respondents reported using global resources on psychosocial support/protection (77%) and SEL (73%) than other priority areas. Since this does not appear related to the number of existing global resources, this may indicate a preference for global guidance on these topics.

Within each priority area, the team also conducted an analysis of which specific global resources respondents reported using. Table 3 shows the top five resources utilized per priority area. Interestingly, **there are several global resources in the priority areas of school reopening, SEL, and ECD that were used by more than one-third of respondents working in that priority area, suggesting fairly high uptake.** Specific to school reopening and SEL, these percentages suggest that in addition to large numbers of respondents utilizing any resources in those priority areas, that there are, in fact, several specific resources that are used fairly commonly. Those include:

- UNESCO, UNICEF, World Bank, World Food Programme, and UNHCR's (2020) *Framework for Reopening Schools* (40%)
- The World Health Organization's (WHO) *Considerations for School-related Public Health Measures in the Context of COVID-19* (35%)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)'s (2020) *Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School* (49%)

Additionally, several USAID resources were used frequently by respondents, including:

- USAID (2020). *COVID-19 and Education: Initial Insights for Preparedness, Planning and Response* (48%)
- The Data and Evidence for Education Programs (DEEP)'s (2022) *USAID's Response to COVID-19: Supporting a Safe Return to Learning* (30%)

This may in part be a product, however, of the survey being distributed primarily through USAID or USAID-affiliated channels.

⁶ This deeper dive into differences between respondent types looks only at respondents who indicated they are part of MOEs/government/quasi-government agencies, NGOs/CSOs, and USAID Missions, since these respondent types are of particular interest to this research, and because they are the respondent groups with high enough numbers to allow for meaningful analysis.

⁷ Given the nature and form of data collected and sample size, it is not possible to discern whether these differences are statistically significant.

TABLE 3. Top five global resources used, by priority area

RESOURCE NAME		% OF THOSE WHO WORKED IN THIS AREA WHO USED THIS RESOURCE ⁸
Partnering with MOEs/School reopening		
1	USAID. (2020). COVID-19 and Education: Initial Insights for Preparedness, Planning and Response.	48%
2	UNESCO, UNICEF, World Bank, World Food Programme, & UNHCR. (2020). Framework for Reopening Schools.	40%
3	World Health Organisation. (2020). Considerations for school-related public health measures in the context of COVID-19.	35%
4	Data and Evidence for Education Programs. (2022). USAID’s Response to COVID-19: Supporting a Safe Return to Learning. USAID.	30%
5	UNESCO, UNICEF and the World Bank. (2020). What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19.	27%
	UNICEF. (2020). COVID-19 Emergency Preparedness and Response WASH and Infection Prevention and Control Measures in Schools.	27%
	UNICEF, World Bank, & UNESCO. (2020). Global guidance on reopening early childhood education settings. UNICEF.	27%
Distance learning		
1	UNESCO. (2020). Distance learning strategies in response to COVID-19 school closures (Issue Note No. 2.1).	33%
2	UNESCO. (2020). Distance learning solutions.	23%
3	USAID. (2020). Online and Distance Learning: Resources for Higher Education and Youth Programming.	21%
4	World Bank. (2020). Remote Learning, Distance Education and Online Learning During the COVID19 Pandemic: A Resource List by the World Bank’s Edtech Team.	21%
5	UNICEF. (2021). Reopening with Resilience: Lessons from remote learning during COVID-19.	21%
Psychosocial support and protection services		

⁸ For Priority Areas 1 and 2 (school reopening and distance learning), because of the number of resources identified in the mapping, only a randomly generated list of 15 resources were shown to each respondent. Therefore, for these two priority areas, the percentage is of those who worked in the priority area and were shown this particular resource. For Priority Areas 3 through 8, “n” is the number of respondents who indicated working in the priority area (see Figure 4).

RESOURCE NAME		% OF THOSE WHO WORKED IN THIS AREA WHO USED THIS RESOURCE ⁸
1	UNICEF. (2020). Guidance for COVID-19 Prevention and Control in Schools Annex C: Mental Health and Psycho-Social Support (MHPSS) and/or Supplemental Content E: Protection of Children in and out of school in the context of COVID-19 pandemic.	25%
2	Save the Children. (2020). COVID-19 Needs Assessments - Education Findings: Schools Closures and Distance Learning.	25%
3	UNICEF, UNESCO, World Health Organization, United Nations Office of Drug and Crime, We Protect Global Alliance, End Violence Against Children, ITU & Childhood. (2020). COVID-19 and its implications for protecting children online.	25%
4	Global Education Cluster & Child Protection Area of Responsibility. (2020). CP-EiE Collaboration Framework - Checklist for Reopening Schools.	23%
5	UNESCO. (2020). Supporting teachers and education personnel during times of crisis (Issue Note No. 2.2).	17%
Emergency preparedness and response		
1	United Nations. (2020). Policy Brief: Education during COVID-19 and beyond.	26%
2	Save the Children. (2020). Save the Children's COVID-19 Program Framework and Guidance.	24%
3	UNESCO. (2021). Building back resilient: how can education systems prevent, prepare for and respond to health emergencies and pandemics? (Issue Note No. 1.3).	24%
4	International Commission on the Futures of Education. (2020). Education in a post-COVID world: Nine ideas for public action.	16%
5	UNESCO. (2020). Crisis-sensitive educational planning (Issue Note No. 2.4).	13%
Remedial and accelerated education		
1	Accelerated Education Working Group (AEWG). (2020). COVID-19 Pathways for the Return to Learning: Guidance on Condensing a Curriculum.	23%
2	World Bank Group. (2020). Learning poverty in the time of COVID-19: A crisis within a crisis.	20%
3	Bender, L. (2020). Guidance for COVID-19 Prevention and Control in Schools Supplemental Content F: Accelerated Education as COVID-19 Response. United Nations Children's Fund (UNICEF).	17%
4	Accelerated Education Working Group. (2020). COVID-19: Pathways for the Return to Learning: Decision Tree & Brief.	17%
5	Accelerated Education Working Group. (2021). Catch-up Programmes: 10 Principles for Helping Learners Catch Up and Return to Learning.	17%
Engaging youth and higher education institutions		
1	UNESCO. (2020). Higher education institutions' engagement with the community (Issue Note No. 5.3).	28%

RESOURCE NAME		% OF THOSE WHO WORKED IN THIS AREA WHO USED THIS RESOURCE ⁸
2	Food and Agriculture Organization. (2020). Rural youth and the COVID-19 pandemic.	24%
3	Dockser, et al. (2020). Higher Education Response to COVID-19: A Landscape Map of USAID Partner Countries. USAID.	21%
4	Guertal, et al. (2022). COVID-19 Case Study: How USAID-Funded Scientists at Higher Education Institutions Conducted Research During the Pandemic. USAID.	15%
5	UNESCO & Council of Europe. (2021). The impact of the COVID-19 pandemic on student voice: Findings and recommendations. Paris: UNESCO.	13%
Social-emotional learning skills⁹		
1	Collaborative for Academic, Social, and Emotional Learning. (2020). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School.	49%
2	UNESCO. (2020). Nurturing the social and emotional wellbeing of children and young people during crises (Issue Note No. 1.2).	47%
3	Bub, et al. (2020). Best Practices on Effective SEL/Soft Skills Interventions in Distance Learning. USAID.	21%
Early childhood development/education¹⁰		
1	Global Business Coalition for Education & Their World. (2020). Education and Early Childhood Development & COVID-19.	46%
2	Muroga, et al. (2020). COVID-19: A Reason to Double Down on Investments in Pre-primary Education. Innocenti Working Paper 2020-06. UNICEF Office of Research – Innocenti.	10%

⁹ Only three resources listed in the survey.

¹⁰ Only two resources listed in the survey.

Respondents who did not indicate that they used any of the global resources listed were then asked if they either 1) did not use any resources at all, or 2) used other resources. As shown in Table 4, **for most priority areas, the majority of respondents did use “other” non-listed resources to support their COVID-19 response.** The exception to this was the area of SEL skills.

TABLE 4. Use of “other” resources by those who did not use any global resources, by priority area

OF THOSE WHO DID NOT USE ANY OF THE GLOBAL RESOURCES LISTED	USED OTHER RESOURCES	DID NOT USE ANY RESOURCES
Partnering with MOEs/School reopening	55%	45%
Distance learning	59%	41%
Psychosocial support and protection	53%	47%
Emergency preparedness and response	65%	35%
Remedial and accelerated education	69%	31%
Engaging youth and higher education institutions	58%	42%
Social-emotional learning skills	31%	69%
Early childhood development/education	52%	48%

Further analysis by respondent type suggests some interesting trends.¹¹ For distance learning, higher proportions of respondents from NGOs and USAID Missions used “other” types of resources (26% and 33%, respectively) than MOEs/other government agencies (16.7%). However, for school reopening, higher percentages of respondents from MOEs used “other” resources (28%) than NGOs and USAID Missions (17% and 14%, respectively). As above, there were too few respondents from MOEs and USAID Missions for meaningful analysis, but from NGOs, larger proportions of respondents reported using “other” resources on emergency preparedness and response (41%), remedial/accelerated education (42%), youth/higher education (38%), and ECD (31%) than other priority areas. However, as with global resources, this does not appear to be connected to the number of available global resources on these priority areas, but rather may indicate a preference for more locally available resources in these areas.

When asked to list the “other” resources they used, responses varied and included **other global resources not listed, localized and context-specific resources, websites with curated resources, academic publications, and non-traditional resources such as Twitter feeds and**

¹¹ As above, this deeper dive into differences between respondent types looks only at respondents who indicated they are part of MOEs/government/quasi-government agencies, NGOs/CSOs, and USAID Missions, since these respondent types are of particular interest to this research, and because they are the respondent groups with high enough numbers to allow for more meaningful analysis.

webinars.¹² Annex 2 lists 65 of the “other” resources respondents specified.¹³ Many of the “other” resources listed were regarding the priority areas of distance learning and emergency preparedness and response. This aligns with the [COVID-19 Resource Mapping](#), which found that a larger body of global resources exists compared to others. In other areas, like remedial/accelerated education, youth/higher education, and ECD, very few resources were named despite a high number of respondents saying they utilized “other” resources in this area.

Notably, however, in the area of SEL, most of the respondents who did not use any of the global resources also reported that they did not use any resources at all (see Table 4). This could be indicative of a lack of COVID-19 resources on SEL (or lack of awareness of them), and/or it could point to the inappropriateness of resources on SEL due to the importance of contextualizing SEL responses.

Further analysis of the “other” resources that respondents provided shows important trends. **Several respondents reported using local Ministries of Health’s and/or Education’s guidance**, national rapid assessments, national education strategies, resources from national curriculum development centers, regional reports of education system adaptations to COVID-19, as well as tools developed, tested, and adapted to the local context. For instance, one respondent reported using assessment and literacy tools developed by the Quality Instruction Towards Access and Basic Education Improvement (QITABI) Activity in Lebanon:

We mainly built on USAID-funded Project QITABI (2015-2019), managed by World Learning, using and adapting resources that were successfully implemented and contextualized for Lebanon public school sector. In addition, we tapped on research from local context and international context to design literacy content, diagnostic/formative assessment and socio-emotional learning material for the G1- G6 National Learning Recovery Strategy aiming at closing learning gaps.

Respondents also reported using COVID-19 resources about specific target groups. Some of those resources included those on girls’ education produced by the Malala Fund and resources produced specifically for education in emergencies and higher education settings.

Additionally, many of the “other” resources respondents listed were evidence on the impacts of the pandemic or examples of organizational or country-level responses/case studies. The [COVID-19 Resource Mapping](#) also found a substantial number of resources on evidence both on the impact of the pandemic and on examples of country-level and programmatic responses. Respondents reported that these kinds of resources helped them better understand the needs of populations of interest, and to understand examples of effective responses.

¹² For each priority area, the number of respondents who listed “other” resources was limited, ranging from a minimum of eight and a maximum of 25 respondents. In some priority areas, descriptions of “other” resources is limited.

¹³ Respondents did not always provide the name of the specific resource they used; in many cases they described the resource, e.g., “National MOE guidelines.” The research team conducted a Google search for the stated resources and located the specific items where possible. Where websites were provided, a brief description of the resources available on the website was provided. The number of items listed under the relevant priority areas of concern is not indicative of the number of respondents who utilized the resource. A small number of respondents listed most of the resources presented in Annex 2.

Interestingly, “other” resources that were specified often extended beyond the parameters of resources defined by this work to include websites with lists of teaching and learning materials, educational platforms, and curated repositories, such as those on EdTech Hub and INEE for students, parents, and teachers. Respondents also listed institutional Twitter accounts, blog posts, and webinars as resources they drew on to keep themselves abreast of developments in the pandemic, especially the latest tools, guidance, and evidence available. For example, one respondent listed a World Bank blog post entitled, “The changing role of teachers and technologies amidst the COVID 19 pandemic: Key findings from a cross-country study,” while another respondent highlighted a webinar by Harvard and USAID colleagues as useful in helping them strategize their use of the PSS-SEL toolkit. **Notably, many of these “other” resources were available more immediately and were more readily accessible, compared to text-based, published resources that take a long time to be released.**

Lastly, not all the resources identified by respondents were produced during the pandemic. A few respondents used pre-pandemic published resources, such as the 2009 Action for the Rights of Children (ARC) online course on psychosocial support, and INEE’s Guidance Note on Teaching and Learning (2010), highlighting the importance of resources enduring beyond the immediate crisis.

While a generally high number of respondents utilized at least one resource to support their response, **up to 25% of respondents per priority area indicated they were not using any resource.** More detailed analysis within the priority areas and by respondent type shows some differences. In the area of school reopening, MOEs and USAID Missions more often said they did not use any resources at all (18% and 14%, respectively) than NGO respondents (9%). In distance learning, similarly high proportions of respondents indicated using no resources at all from MOEs (17%), NGOs (15%), and USAID Missions (14%). While the number of respondents from MOEs and USAID Missions are too few in other priority areas for meaningful analysis, high percentages of NGO respondents reported not using any resources at all in remedial/accelerated education (17%), youth/higher education (14%), SEL (18%), and ECD (22%). The reasons respondents are or are not utilizing resources, and their perceptions of the strengths and limitations of existing resources, is further explored in Part 2 below.

Part 2: Purpose of Use and Strengths/Limitations of Resources

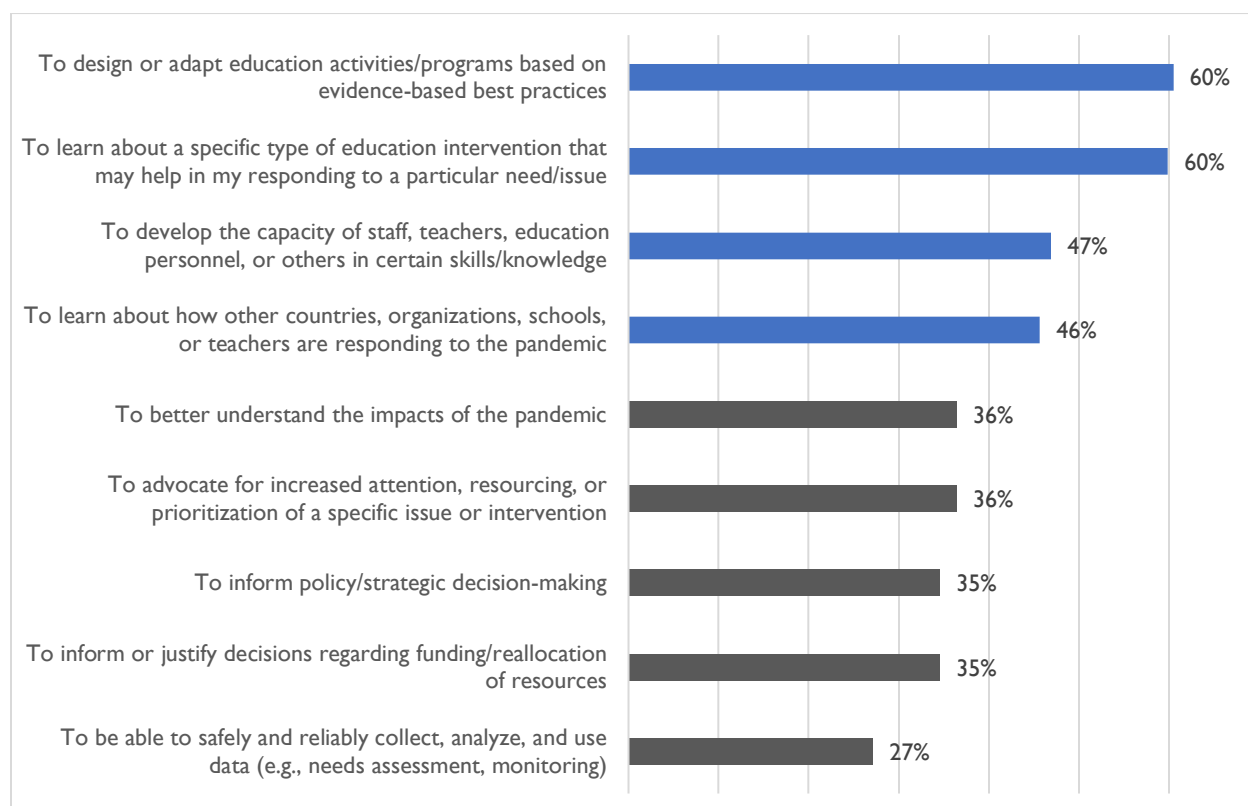
This section describes responses to the second part of the survey, which 192 respondents completed. The demographics of this subset of respondents do not differ significantly from the wider set of respondents who completed Part 1 described in the previous section.

How are they using those resources?

Respondents who indicated that they utilized any resources at all were then asked how they used them. Figure 5 shows how those respondents used the resources (both those provided in the global list and “other” resources they identified).¹⁴ The primary uses for resources were related to supporting activity or program (re)design and implementation (shown in blue), as compared to funding, policy, advocacy, and evidence.

¹⁴ This question was multiple select, so percentages do not add up to 100%.

FIGURE 5. How respondents utilized resources, n=162 (number of respondents who used any resource)



However, further analysis by type of respondent shows some interesting differences.¹⁵ For respondents from NGOs, the same trend is followed where highest use cases are for developing capacity for design and implementation. However, for MOEs, a high proportion of respondents also used the resources to better understand the impacts of the pandemic. For USAID Missions, development of capacity of staff, teachers, and education personnel were less frequent use cases, whereas those respondents more frequently used the resources to inform or justify funding decisions and policy/strategic decision-making. **This finding highlights that different types of users have different ways of using tools, guidance, and evidence.**

More than half of all respondents using resources did so to design or adapt education activities or programs. This was rated as the highest use case for USAID Missions (68%), NGOs (60%), and MOEs (65%). A similar percentage of respondents utilized resources to learn more about a specific type of education intervention that may help them to respond to a particular issue. For example, one respondent explained that the World Bank Radio Education Pack helped them understand the pros

¹⁵ As in Part I of this report, this deeper dive into differences between respondent types looks only at respondents who indicated they are part of MOEs/government/quasi-government agencies, NGOs/CSOs, and USAID Missions, since these respondent types are of particular interest to this research, and because they are the respondent groups with high enough numbers to allow for more meaningful analysis.

and cons of radio for education, how it might be used, and its specific risks. This knowledge informed the development and design of infrastructure and content improvement in distance education.

Several respondents indicated that having data about what others were doing, the impact of these interventions, and the challenges faced were critical in (re)design and implementation. This type of evidence helped respondents think through the adaptations required and provided evidence of potential successes/failures, as one respondent explained:

Since we live in a developing country and there are many conflicts, the spread of the pandemic was a very tiring matter for us and affected education greatly. It was necessary to understand how the world dealt with this pandemic and to benefit from their experiences and apply them to our societies, given the lack of sufficient support to find other alternatives to education.

Another important use of the resources was to inform capacity building, though this was more often the case for NGOs (53%), MOEs (53%), and other respondents than for USAID Mission staff (27%). Respondents reported that they used many of the resources to support teachers in pedagogical approaches (e.g., active learning, Teaching at the Right Level), education in emergencies, accelerated education, child protection, psychosocial support, prevention of COVID-19 and infectious diseases, and personal hygiene. Resources related to parents and caregivers focused on helping parents provide home-based learning for their children, while resources related to teacher training focused largely on supporting their educational responses in crisis contexts.

Respondents in decision-making roles, such as those in USAID Missions, noted that the resources helped them assess the range of educational options that could be deployed during the pandemic and the parameters of what is feasible in low-resource contexts. One respondent noted that UNESCO, UNICEF, World Bank, World Food Programme & UNHCR's (2020) *Framework for Reopening Schools* informed the Bangladeshi Ministry of Primary and Mass Education's school reopening framework, especially the public health and safety measures necessary amidst the COVID-19 pandemic. Other respondents used the resources to support development of USAID's requests for proposals and programming activities. For instance, one USAID Mission respondent reported using the Teaching at the Right Level resources as illustrative examples in a new program solicitation to highlight how the intervention has worked in other places and can potentially work in the proposed program.

Respondents also highlighted how knowledge about the impact of the pandemic and the experiences of other countries in tackling school reopening contributed their advocacy efforts. In particular, USAID Mission respondents used case studies, snapshots, and news from other countries to build their case for the safe reopening of schools in discussions with MOEs to justify their position. One USAID Mission staff member explained how data from national rapid assessments provided evidence of over-reliance on digital tools that excluded younger, rural, and poorer students, which persuaded the MOE in their context to complement digital tools with paper-based and teacher-supported resources. Another respondent noted that:

Knowing the dangers of the pandemic and how it spreads and educating students in schools and the community to limit the spread of the pandemic, and benefiting from the experiences of other countries, has worked to contribute to the success of our project goals. In addition to raising awareness, we also coordinated with ministries and educational institutions to choose appropriate methods of education,

including reducing the number of students in each class and dividing students into two groups due to the population density and the absence of distance between them.

Respondents also reported drawing on these resources to tailor their key messages to more localized education stakeholders. For instance, a USAID Mission respondent used some of these tools to pivot ongoing reading interventions to include health and learning-specific messages. Others discussed how the resources helped them understand the information most useful for teachers and learners, which they used to develop relevant sensitization messages:

It helped our planning and engagement such that we could reach out to our target audience with the right information and messages.

Another respondent noted that presenting scientific evidence about safety measures in schools helped persuade parents to send their children to schools and to advocate for the prompt return to in-person schooling when teacher unions were resistant.

What do they find useful about those resources, and what were the limitations?

This section analyzes what respondents reported to be useful about the resources they used. Overall, respondents saw a useful resource as one that is “simple, relevant to the context, easy to use and cascade,” “timely,” “adaptable and flexible according to the situation,” available in the local context, and has “no cost implication.” One respondent illustrates the complexities of what makes a good resource:

[The resource should] provide evidenced-based best practices for language learning (mother tongue and second language learning), be relevant to the context of Lebanon, be feasible for teachers to access and implement within school restrictions, be convenient for schools to adopt as a sustainable model/program to reach all students beyond COVID, be developmentally appropriate especially for refugees, out-of-school students, be flexible so they can be used by teachers in the future both offline and online due to recurrent power cuts and poor Internet connections, be designed to make a mind shift in the thinking of teachers, so they acquire the best approaches to address students gaps and not only use the content.

However, the actual practice of selecting a resource for use is often more complex than presented, as a USAID Mission staff member pointed out:

Everyone was trying their best, but not everyone had an idea about what will work and what wouldn't. There was a lot of leap of faith in using any and every resource. We never got the opportunity to at least evaluate/assess the efficacy and usefulness of the resources from the recipients/students/parents/teachers' perspectives.

The analysis below provides an assessment of existing resources, looking at both strengths and limitations in relation to the following categories: relevance of the resources, availability and awareness, accessibility, and usability.

Relevance

A top issue that emerged as a strength of some of the resources, as well as a limitation of many resources was that of relevance, **in particular relevance of the resource to a context, relevance**

of the resource to a population, and relevance (appropriateness/feasibility) of the proposed solutions.

Many respondents highlighted the importance of contextual relevance in their open-ended responses, citing the need to attend to cultural practices, local languages, and material realities. For example, one USAID Mission staff member wrote:

Resources were chosen mostly based on the relevance of the topic and also their availability in the local languages. Some of the resources used include guidelines and resources provided by the Ghana Ministry of Education, which were better adapted to the needs and realities of the most vulnerable groups in the country.

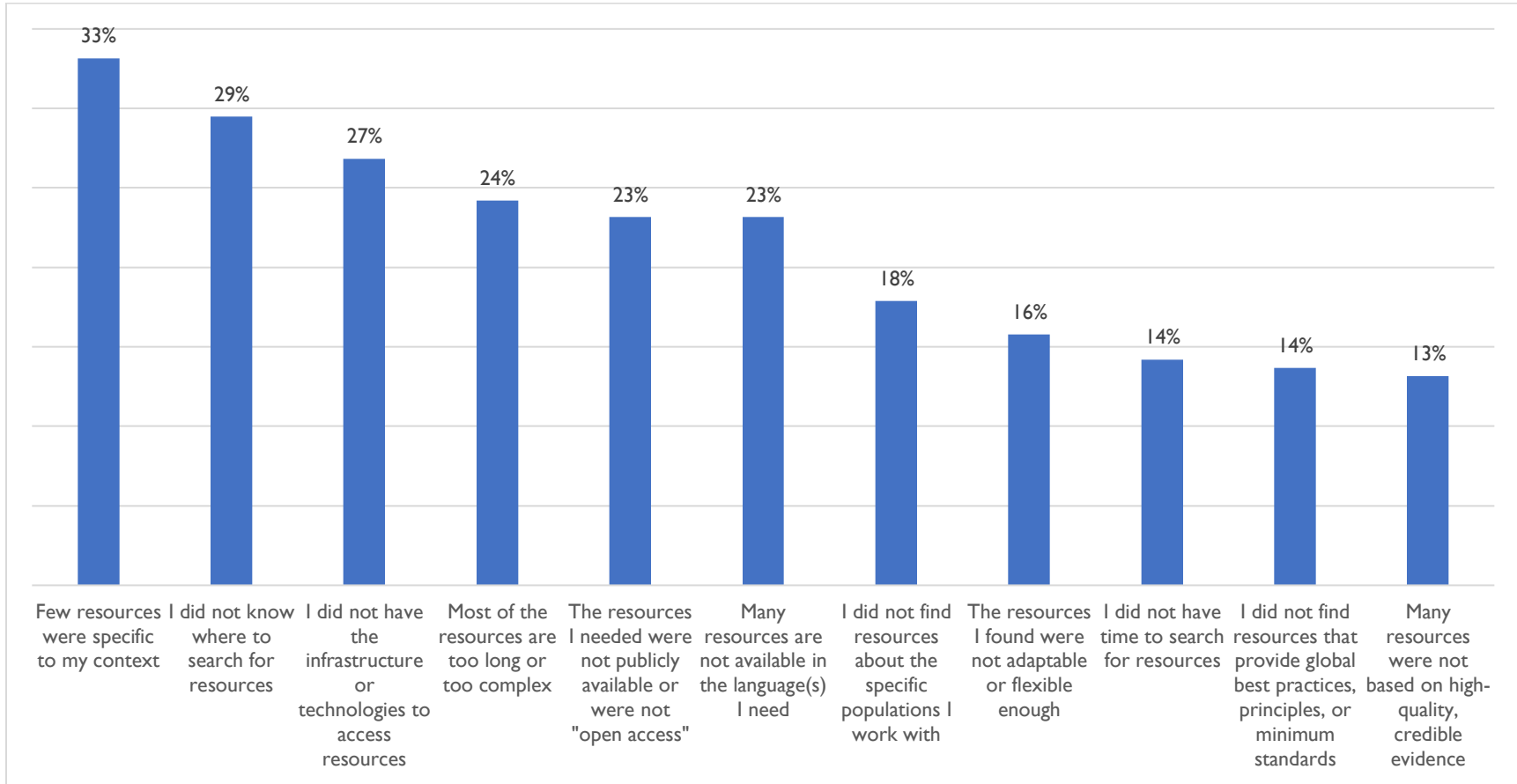
Figure 6 shows the perceived limitations of the resources listed by respondents in a closed-ended question. Relevance of context was highlighted as the top limitation of existing resources. When disaggregating by respondent type, relevance of context remained the top limitation for both NGO and MOE respondents (32% and 46%, respectively), and it was the second biggest limitation for USAID Mission staff (33%). This resonates with findings on the utilization of the resources, as well, where respondents largely identified contextually specific “other” resources that they used. Taken together, **this suggests that ensuring that context-relevant/-specific resources is particularly important to those working in a national-level context and focused on implementing activities and programming in response to COVID-19 and other emergencies in these settings.**

However, in direct contrast with the concept of contextual specificity, some respondents highlighted that strong resources promote global best practices or evidence-based practices. Some respondents saw the authority of the resources as crucial. When asked about the resources on which they drew, respondents stressed the use of resources endorsed, if not produced, by authoritative institutions, such as universities, experts, international organizations, and government agencies. When describing the usefulness of a resource, they tend to use terms such as “reliable,” “evidence-based,” and “globally-defined best practices” to connote the quality of the resource, and these terms were often associated with the publisher of the resource.

Still, while some participants felt that authority, globality, and an evidence base make resources strong, when asked about the limitations of existing resources, one-third of participants said that a limitation was that few resources were relevant to their context, compared to only 14% and 13% of participants who said that lack of global best practices and a weak evidence base, respectively, were limitations of existing resources. Particularly, very few (only 7-11%) USAID Mission, NGO, and MOE participants rated lack of global best practices and lack of high-quality evidence as a limitations to the resources. Moreover, some respondents thought that the global resources were too generic and at times, prescriptive. One USAID Mission staff member elaborated:

A lot of the resources you cited are quite academic and theoretically based. Education in emergencies and conflict needs to be tailored to the specific needs of those in need and based on a good knowledge base. The resources cited are overly prescriptive.

FIGURE 6. Percentage of respondents who noted limitations of resources, n=190¹⁶



¹⁶ Of the 192 respondents who completed this part of the survey, two skipped this question.

When the resource is too broad and devoid of context, it is seen as lacking in practicality and hard to understand. Several respondents highlighted the importance of “tailor[ing] the solution to the environment you are working in” and how generic resources that are readily available “leave you with more questions than answers.” Another respondent thought that given the “enormous particularities [of his context],” any resource dedicated to COVID-19 education responses will necessarily be “complex.”

Respondents, especially those of high importance to this research including USAID Missions, NGOs, and MOEs, listed a wide range of contexts at the national, subnational, and local level, across Latin America and the Caribbean, Africa, Asia, and the Middle East, for which they wanted resources. **The most important message here is that respondents find a lack of contextually relevant resources that can support them in their responses. This is confirmed by the COVID-19 Resource Mapping, in which fewer than one in five of the resources identified in the mapping were contextually specific—to the regional or country level.** Though our methodology for finding resources was limited to global-scale platforms and primarily in the English language, this still points to at worst a relatively small number of contextually specific resources, and at best, lack of aggregation of contextually specific resources in well-known global repositories.

In addition to contextual relevance, another area of relevance is to specific target groups, as one respondent illustrates:

It would be useful to have some targeted resources specifically for specific groups such as girls. I am especially focused on girls' education and barriers, and COVID-19 was a huge barrier specific for girls.

As shown in Figure 6, 18% of respondents felt that there were few resources catered to the specific target groups with which they were working. Populations not well represented in the resources, according to respondents, include youth/adolescents, out-of-school children and youth, girls including adolescent mothers, learners with disabilities, the extremely poor, and those affected by displacement. Again, what is most prominent is the sense that **there is a dearth of resources that specifically speak to the needs of a wide range of marginalized groups.** Notably, in the mapping of COVID-19 resources, just over 10% of resources were specific to a certain target population, frequently girls, displaced populations, learners with disabilities, and, occasionally, out-of-school children and youth. Given the lack of resources specific to these populations, it seems that this is a real gap.

Others highlighted their appreciation for “home-grown response resources developed in partnership with target beneficiaries” and saw them as most directly relevant to their needs. For instance, one respondent described how the resources developed in a previous project had proven successful in the local context and could be deployed quickly when the need arose during the pandemic:

Under the Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2 activity in Lebanon, we work with the Ministry of Education and Higher Education. Hence all our work is to be aligned with the national curriculum... We tapped on the previous project, QITABI, successfully implemented and improved the resources to respond to the sector's needs when COVID-19 school closures caused student learning gaps.

When “home-grown” resources are unavailable, respondents found resources produced in similar contexts equally useful because they saw the lessons learned as more transferable to the local contexts.

A third type of relevance that was important for respondents is the extent to which the solutions proposed in the resource were perceived as feasible/appropriate for their context. Respondents noted prohibitive material constraints that affected whether they saw specific interventions, such as distance learning, as a viable option for their target groups in the first place. Respondents highlighted the lack of infrastructure, such as computers, electricity, solar lamps, and Internet access, and a shortage of learning materials and stationery that made distance learning inaccessible to hard-to-reach learners in remote and/or under-resourced areas and thus, an inviable option. One respondent noted that many organizations provide free education resources, but in remote areas without readily available Internet, this is not a tenable solution. Another respondent specified:

The practice of engaging students through the use of, for example, WhatsApp, Zoom app, is good but not efficient in my location. Student enrolment was poor due to either poor network connection or lack of online gadgets. Most parents could not afford the cost of data for students' online engagement due to the associated difficulties of COVID-19 pandemic.

These comments point to a strong need for strengthening the relevance of resources, particularly contextual relevance, but also relevance in terms of target population, and feasibility of the proposed solutions in different contexts and with those target populations.

Availability and Awareness

Several other issues related to the availability and awareness of the resources emerged, including awareness of the resources or where to search for them, timing of when the resources were made available, and an overabundance of resources that caused overload. In qualitative responses, some respondents reported that they were unaware that the global resources presented in the survey existed in the first place, which limited their utilization. For example, one respondent wrote:

Learning of resources from colleagues and networks leads you to scan them and see what is of use. The first challenge is just to know a resource exists so that you can see in the course of your work activities if it could be informative and useful.

In fact, nearly one in three respondents did not know where to search for resources that would meet their needs, since different resources were housed at different places and produced by different organizations. This was one of the top three limitations indicated by USAID Missions and NGO respondents, and also a key limitation for MOE respondents.

Second, the timing in which resources were made available also affects whether and how respondents utilized the resources, as shown by open-ended responses. One respondent highlighted that the move to online learning was a sudden change, and it was only recently that people had the time to locate resources to support their COVID-19 education response. As one USAID Mission staff member indicated, “At that time when COVID-19 was still evolving, information was hard to come by and data not readily available.” Respondents observed that “few resources existed at the onset of the pandemic,” while many resources became available in the later days of the pandemic. However, this was not always at the time when the resources were needed. As another respondent noted:

Most of what was useful was the presentation of evidence on the impact of COVID. Other materials were not as useful for programming, as we were all learning on the go, and many options simply did not work.

Generally, respondents saw resources as most useful when access to the resources came “just in time” as decisions were being made.

Finally, respondents noted the wide range of resources available on the Internet, but the resource overload and multidimensional aspects of the pandemic (e.g., psychosocial issues, learning loss, health) posed a major resource selection problem for them. As one respondent put it:

I find so many resources that it is often hard to decipher which ones to try first. I also knew where to search, but I didn't think about looking for the education-specific resources as I was more focused on resources from social services providers that often worked within school settings and/or with school-age children.

These findings point to the need for better curation of existing resources, as well as better socialization of those resources and how to access them. This also highlights the importance of not “reinventing the wheel” by creating new resources, but rather by really understanding where there are truly gaps in resources and seeking to fill them.

Accessibility

When resources were available, and respondents were aware of them, another major issue was accessibility. Major concerns here included whether the user had the infrastructure to access the resources and whether the resource was in their preferred language.

While some respondents thought that resources available on the Internet were convenient and accessible, others saw accessing the resources as a major challenge given the cost of Internet access and poor connectivity in their context. More than a quarter of the respondents said a limitation was that they did not have the infrastructure or technology to access or use the resources. This was a particular challenge for MOE and NGO respondents.

Additionally, the availability of the resources in local languages also affected respondents' perceptions of the resource's utility. As one respondent noted:

Resources were helpful when they were relevant, available in my language, based on solid evidence from credible sources, and described experiences similar to my background.

However, 23% of respondents said that a limitation of the resources is that they were not available in a language that they need. This was particularly true for NGO and MOE respondents, but again, not a high priority of USAID respondents. Additional language requirements included French, Spanish, Arabic, and Portuguese, as well as a range of Asian and African languages, including local languages and dialects.

Usability

A final issue that emerged as an important feature of the resources was usability and adaptability. Twenty-four percent of the respondents said the resources were too long and complex, with this being

an acute concern for MOE and NGO respondents (17% and 26%, respectively). One respondent elaborated, “It will be very useful to create teacher-friendly resources so specialists can extract simple steps, guidance notes, and links to videos for best practices.”

This could be because they associated the length of the resource with the ease of use and preferred something that they could “plug and play,” as highlighted by another respondent:

The tools were clear with detailed steps for response to COVID-19 based on emerging best practices globally... While we already had templates for responses for other specific response such as Ebola, this was the first for COVID-19, and therefore they were useful for designing, planning, and implementing the response.

At the same time, 16% of the respondents said the resources were not adaptable or flexible enough. If the resource could not be directly implemented as-is, respondents asked that the resource be “easy to adapt and customize for use.” As one USAID Mission staff member pointed out, redesigning and reshaping interventions to suit the specific needs of children in the context required program teams to have the necessary “technical understanding and flexibility.” **Together, these findings suggest the need for a mix of resources, some of which are specifically relevant in context, that can be easily picked up and used, alongside resources that can be easily adapted to particular contexts as needed.**

CONCLUSIONS AND RECOMMENDATIONS

Overall, respondents in this study—including USAID global, regional, and Mission staff, MOEs, NGOs, and others—are utilizing global tools, guidance, and evidence developed in response to COVID-19 with fairly high levels of uptake. These resources have been valuable in supporting their (re)design of education activities in response to COVID-19, as well as for advocacy and policy/strategy decision making.

There are, however, some important findings that the USAID Center for Education should consider when making decisions on if and how to continue to invest in the development of globally produced resources in relation to: 1) what makes tools, guidance, and evidence more/less useful to stakeholders needing to respond to a sudden emergency, and 2) what form these resources should take.

Firstly, the timing of development and dissemination of the resources and other forms of support is crucial. A key element of a useful and well-used resource was one that could quickly support users to respond to the needs at hand. Many respondents noted that good resources were those that were available to them when they needed it. Yet many also felt that the resources they needed in the early days of the pandemic only came out many months later, so they had to “make it up” or quickly find alternative sources of information.

Secondly, in a large-scale emergency such as COVID-19, resources need to be seen as relevant and applicable to the needs at hand. Findings from this study suggests that respondents frequently noted context-specificity and specificity to a particular target group as a key characteristic of relevant and useful resources, as well as the importance of having resources being “home-grown” and developed in partnership with target users/beneficiaries. While some respondents sought and

appreciated resources that were based on global, evidence-based best practices, far more noted the importance of contextualized tools, guidance, and evidence.

Thirdly, other forms of knowledge and information that are more immediately available, accessible, and relevant are incredibly important and useful in emergencies like COVID-19.

Although large proportions of respondents reported using the globally developed resources presented in this survey, they also often referenced webinars, blogs, and other forms of delivering content as materials they turned to in seeking to respond to the COVID-19 education emergency. Respondents also cited social media, informal networks, and word of mouth as key sources of information and expertise from which they found support. As USAID's (2019) *Transforming Systems in Times of Adversity: Education in Resilience White Paper* notes, local networks of knowledge and support (including local expertise, social media networks, and peer-to-peer support) are important resilience capacities that are drawn on to absorb the impacts of a sudden shock to an education system. If acknowledged and recognized as such and connected to larger institutional structures, these capacities can serve to strengthen education systems beyond the emergency.

Fourthly, users of the global resources are using them in different ways, suggesting that a one-size-fits-all approach to developing and disseminating such material is inappropriate.

Findings from this survey show that different types of respondents are using different types of resources about different topic areas. For example, USAID Missions and NGOs used globally produced resources more often than MOEs and other respondents, overall. However, this trend was reversed specifically in the topic area of distance learning, where MOEs used global resources more often than USAID Missions and NGOs. Likewise, different types of respondents are using those resources in varied ways. For some, the focus was on supporting (re)programming of educational activities—particularly for NGOs—but for others, the focus was on informing funding and policy/strategy decision making—especially USAID Missions. Taken together, these findings highlight the need for resources to be fit-for-purpose and audience-specific, rather than generic.

Finally, much more work needs to be done in terms of supporting uptake and utilization of the materials that have been produced to date. Many respondents expressed significant challenges in knowing where to search for resources, having time to do so, having the technologies and infrastructure available to access the resources, and having resources available to them in their specific language. Time and awareness of where to search was a challenge faced by all types of respondents.

These five points lead to a **set of recommendations** for USAID as it continues to support both COVID-19 recovery efforts, as well as continue to strengthen education systems' resilience to future shocks and crises:

1. **Diversify interpretations of “resources” to better acknowledge that, when responding to a crisis, there are important processes of knowledge exchange and capacity development happening.** Often this is through informal channels like social media, peer learning networks, and blogs, especially when those modalities provide timely and digestible bits of information that are easily taken up, adapted, and used. Leveraging and strengthening these forms of expertise are important and are likely to be less resource and time intensive. These diverse forms of resources should continue to be identified, invested in, and strengthened during COVID-19 recovery to enable them to be more readily deployable in a future shock event.

2. **Consider the target user and uses of a specific resource and design future materials—in collaboration with local partners—for those purposes.** Greater work needs to be put into some “market research” before developing further COVID-19 tools, resources, and guidance or other future materials for education response and recovery measures to ensure they are being written with the end-user and uses in mind. Simple actions like mapping existing resources on the topic to identify actual gaps and establishing reference groups for any future tools, guidance, and evidence produced by/for USAID should become standard practice and embedded into agency systems/structures so they could be deployed at any point, even amid a global emergency.
3. **When new resources are developed, move away from globally produced materials towards more context- and population-specific resources that are developed locally, in partnership with target groups.** This is to ensure more directly utility and relevance for Ministries of Education, implementing partners, and USAID Missions, as well as school staff, parents, and learners, as appropriate. Such resources need to be developed in partnership with local stakeholders, including students, families, education personnel, and government partners.
4. **Develop and support use of a go-to repository for tools, guidance, evidence, and other resources for USAID Missions and partners focused on acute emergency response and long-term recovery that aligns with USAID priorities.** It is unclear if EduLinks could serve this function or not. The [COVID-19 Resource Mapping](#) developed as part of this research is particularly useful, and it may be made even more so if it is developed into an interactive database and its searchability features are enhanced, particularly if primary uses could be added in as a function. It would also be useful to build out the mapping to include relevant tools and guidance from previous emergencies and linking to repositories with specialized types of resources, such as the INEE Measurement Library, the INEE/EASEL Lab’s PSS/SEL Toolbox, and EdTech Hub. Such a repository would need to be kept up to date. Socialization of the repository would likely be best done not only in formal dissemination methods (e.g., webinar, listservs), but could also be done more non-formally (e.g., blogs, social media), and informally (e.g., opportunistic person-to-person interactions, word of mouth). This would require concerted time, financial, and human resources, but could ultimately be more valuable than developing more resources or publishing the repository as a static document.
5. **Help USAID Missions and partners to know how to access the resources that exist and to support their use.** A significant finding of the survey was that the resources that exist are overly long and complex, and/or that they are not flexible enough to meet a range of needs in context. Because it is difficult to be able to produce a fit-for-purpose tool for every situation, users need to be supported and trained in selecting relevant resources within their broad interest areas and then shown how they can be contextualized so they are useful for specific purposes. Examples of how USAID Missions and partners have already done this based on existing global tools, guidance, and evidence would be useful to feature in case studies and future how-to guides.

This research has highlighted some of the nuance, opportunities, and challenges for developing and promoting utilization of resources to support education responses to COVID-19 and future emergencies that mitigate learning loss and strengthen the resilience of education systems. An overall

conclusion of the research, based on analysis of this survey data, as well as of the resource mapping, is that **there may be little added value in the USAID Center for Education continuing to invest in the production of global-level tools, guidance, and evidence.** As shown in the mapping, and further by the resources provided by respondents in this survey, in many of USAID's priority areas there is already an abundance of resources developed at the global level to support education responses to crises.

What is lacking, however, is both support for accessing and utilizing those resources on one hand, and locally developed, contextualized, and specific resources that reach users when they need them on the other. Therefore, **two sounder investments, which could have a greater impact, could be: 1) supporting the development of localized and specific resources that share a wide range of knowledges and experiences and that reach users through multiple modalities; and 2) supporting capacity for accessing, adapting, and utilizing these products through, for example, one-on-one interactions with Missions, highlighting case studies, or using social media.** This would align well with USAID's approach to strengthening the resilience of education systems in response to shocks, by fostering the development of tools, guidance, and evidence that builds adaptive and transformative resilience capacities, and strengthening local capacity.

ANNEX I: USAID TOOLS & GUIDANCE UTILIZATION SURVEY

Start of Block: Introduction

Instructions Thank you for offering to share insights into the resources you have used in your COVID-19 education sector responses.

This survey is being conducted by a research team from the University of Auckland (UoA) – funded by USAID through the Leading Through Learning (LTL) Global Platform. **In this survey, we are interested to learn about resources you have used/are using to help (re)program education activities in response to disruptions and impacts caused by COVID-19.**

As part of this research, we have mapped out a set of resources – tools, guidance, research, or other materials – to help key stakeholders design or (re)program education activities to help learners stay engaged and participate in learning opportunities, address the psychosocial impacts of the pandemic, and/or to help to minimize or address learning loss in some way. We are looking at resources across the entire education continuum (pre-primary through higher education), and supporting a wide range of educational responses targeted at learners, families, communities, educators/schools, policymakers, and others. In this survey, we will ask you about which, if any, resources you've used, how you are using those resources, to what effect, and what additional resources you wish you had.

Survey responses will be used to inform recommendations to USAID, LTL, and the broader field about gaps in tools and guidance, needs for dissemination of existing tools and guidance, and future LTL investments. Responses to this survey will be collated, analyzed and shared with USAID and LTL network audiences by the end of 2022.

There are 12 questions in this survey. Completing this survey is expected to take approximately 10-15 minutes. Please ensure you have sufficient time to complete the survey. You will not be able to save your responses and return to them later.

Anything you share in this survey will be treated with confidence in line with [UoA Ethics Guidelines](#). The survey will not ask you for any identifying information. **Note: Some of the questions are open-ended. Please be sure not to include personally identifiable information in any responses.**

This survey will be open for 2 weeks, and will close on xxx, 2022. Please contact kayla.boisvert@auckland.ac.nz for any questions or concerns about this survey.

End of Block: Introduction

Start of Block: Privacy Notice

USAID Privacy Notice **PRIVACY NOTICE**

Pursuant to 5 U.S.C. 522(e)(3), this Privacy Act Statement serves to inform you of the following concerning the collection of the information on this form.

Authority: USAID collects information as part its Open Government and Public Engagement activities pursuant to the Foreign Assistance Act of 1961, as amended; OMB M-09-12: President's Memorandum

on Transparency and Open Government; OMB M-10-06: Open Government Directive; OMB Circular A-130: Management of Federal Information Resources; 44 U.S.C. 3101: Records Management by Federal Agencies; 5 U.S.C. 301: Departmental Regulations; and USAID Regulations for Implementation of the Privacy Act of 1974 at 22 CFR 215.

Purpose: The purpose of this survey is to learn about the resources that USAID missions, staff, and implementing partners have used to help (re)program education activities in the COVID-19 response, how they are using them, and perceived gaps in resources to generate relevant and actionable recommendations for further generation and dissemination of resources.

How USAID uses personal information: USAID collects, uses, disseminates, and maintains the information to inform policy decisions and programmatic planning activities. Access to the personally identifiable information (PII) collected during this survey is granted only to authorized users and is limited to only the information they need to know. All USAID personnel are required to adhere to the Rules of Behavior that govern the appropriate access and use of PII. Disclosure of the information provided will not be made outside the Agency without written consent, except (a) pursuant to any applicable routine use listed under applicable System of Records Notices (SORNs).

Applicable SORNs: A complete listing of the routine uses for the information collected may be found in USAID-29 – Online Collaboration Records System of Records Notice, published at 78 FR 4526 (January 28, 2010).

Disclosure: Completion of this survey is voluntary. Once you have submitted your survey responses they cannot be withdrawn. If you are uncomfortable responding to any of the required questions you can exit the survey at any point and your responses will not be recorded. Your participation will help ensure adequate representation of your views in the final results and outcomes.

End of Block: Privacy Notice

Start of Block: About You

Instructions *First, we would like to understand a bit more about you. We specifically want to know about the time when you were working on (re)programming education activities in response to COVID-19. If you have since changed organizations, roles, or areas of focus, please respond to all questions in this survey about the time when you were working on (re)programming education activities in response to COVID-19.*

Q1 What type of organization or agency do you work for?

- USAID global or regional
- USAID mission
- Non-government or civil society organization
- UN agency
- Advocacy organization, group, or network
- Ministry of Education or other government or quasi-governmental agency
- Funder/donor **other than USAID**
- Private sector

Q2 What are/were the **main functions** of your role when working on the COVID-19 response?
[Select all that apply.]

- Funding
- Programme design
- Programme implementation
- Pivoting existing programming
- Programme management
- Programme monitoring & evaluation
- Programme regulation & policy
- Coordination
- Advocacy

Q3 In what region do you primarily work or support education activities? [Select all that apply.]

- Global
- Africa
- Asia
- Europe & Eurasia
- Latin America & Caribbean
- Middle East

Q4 What was the main education sub-sector that you work in? [Select all that apply.]

- Early childhood-development/education and/or pre-primary education
- Primary or basic formal education
- Secondary formal education
- Non-formal, alternative, or accelerated education
- Tertiary/higher education, including technical/vocational education and training

Q5 Which specific groups (if any) of young people are targeted by the education activities you support? [Select all that apply.]

- Girls/young women
- Refugees, internally displaced, or other crisis-/conflict-affected populations
- Learners with disabilities
- Out-of-school children and youth (previously out of school or dropped out because of the pandemic)

End of Block: About You

Start of Block: COVID-19 Education Responses

Q6 What were the main types of education activities you were responsible for throughout the COVID-19 response? Please prioritize the areas you worked in the most. [Select at least one but no more than two.]

For a description of the activities that fall under USAID's six priority areas (options a-f below), please see [USAID's Education and COVID-19 Fact Sheet](#).

- a. Partnering with ministries to safely and responsibly reopen schools and higher education institutions
- b. Creating or utilizing distance learning platforms
- c. Providing psychosocial support and protection services
- d. Building emergency preparedness and response capacity
- e. Institutionalizing remedial and accelerated education
- f. Engaging youth and higher education institutions as leaders in the COVID-19 response
- g. Providing opportunities to develop social-emotional learning skills
- h. Providing early childhood development/education and/or pre-primary education

End of Block: COVID-19 Education Responses

Start of Block: Block 3

Instructions **Now we would like to understand how much you have used publicly available tools, guidance, evidence, and other resources produced to support COVID-19 education responses. In this section, you will be shown a list of resources that were developed to support decision-making, planning, and implementation of education programs in the COVID-19 response. You will be asked to select which of those resources, if any, you used. Each resource will be hyperlinked, so you can refer to the resource to help you answer the questions.**

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = a. Partnering with ministries to safely and responsibly reopen schools and higher education institutions

Q7a For your work on **partnering with ministries to safely and responsibly reopen schools and higher education institutions**, which of the following resources did you use? Please indicate **all resources** from this list that you used. If you did not use any of these resources, please leave this blank.

Note: A randomly generated selection of 15 of the following choices will be shown, not the whole list.

- Bazaldua, D. L., Levin, V., & Liberman, J. (2020). Guidance note on using learning assessment in the process of school reopening. World Bank.
- Bender, L. (2020). Guidance for COVID-19 Prevention and Control in Schools (including Annexes). United Nations Children's Fund (UNICEF).
- Boisvert, K., Weisenhorn, N. & Bowen, J. (2020). Returning to Learning During Crises: Decision-Making and Planning Tools for Education Leaders (including Policy and Advocacy Briefs). United States Agency for International Development (USAID).
- Carvalho et al. (2020). Planning for School Reopening and Recovery After COVID-19: An evidence kit for policymakers. Center for Global Development.
- Chavatzia, T., & Watanabe, M. (2020). COVID-19 Education Response: Preparing the Reopening of Schools. United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Data and Evidence for Education Programs (DEEP). (2022). USAID's Response to COVID-19: Supporting a Safe Return to Learning. USAID.
- Education International. (2020). EI Guidance on Reopening Schools and Education Institutions.
- Global Education Cluster & Child Protection Area of Responsibility (CP AoR). (2020). CP-EiE Collaboration – Key Considerations during the COVID-19 crisis.
- Global Education Cluster & Child Protection Area of Responsibility (CP AoR). (2020). Safe Back to School: A practitioner's guide.
- Global Education Cluster. (2020). Covid-19 implications for programming of cash and voucher assistance for education in emergencies.
- Global Education Cluster. (2020). Education Cluster COVID Response Framework Template.
- Global Education Cluster. (2020). Education Key Indicators and Questions for Covid-19 Assessment.
- Global Education Cluster. (2020). GEC Advocacy Messages: Coordination during the COVID-19 Pandemic.
- Global Education Cluster. (2020). Joint education sector school needs assessment.

- Global Education Cluster. (n.d.). Prioritizing education in the Global Humanitarian Response Plan: Key messages for country clusters
- Humanity and Inclusion. (2020). Guidance Note 5: Return to School.
- INEE & The Alliance for Child Protection in Humanitarian Action. (2020). Weighing up the risks: School closure and reopening under COVID-19—when, why, and what impact?
- Jesuit Refugee Service (JRS). (2020). Protecting the Future: Education Response During COVID-19.
- McAleavy, T. (2020). Learning Renewed: A safe way to reopen schools in the Global South. Education Development Trust (formerly CFBT).
- Norwegian Refugee Council (NRC). (2020). Guidance on the use of schools for Covid-19 related purposes.
- Reimers, F. M., & Schleicher, A. (2020). A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020. Harvard Graduate School of Education and OECD.
- Safe to Learn. (2020). Reopening Schools Safely: Recommendations for building back better to end violence against children in and through schools.
- Save the Children & Humanitarian Leadership Academy. (2020). The COVID-19 (Coronavirus) Learning Pathway - Open Access.
- Save the Children. (2020). School and Household Hygiene COVID-19 guidance.
- UNESCO Institute for Statistics. (2020). Survey of COVID-19 impact on national education planning units (Information Paper No. 66).
- UNESCO International Institute for Education Planning (UNESCO-IIEP). (2020). Five steps to support education for all in the time of COVID-19.
- UNESCO, UNICEF and the World Bank. (2020). What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19. Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank.
- UNICEF, UNESCO, UNHCR, World Bank, & World Food Programme (WFP). (2020). Supplement to Framework for reopening schools: Emerging lessons from country experiences in managing the process of reopening schools.
- UNICEF. (2020). COVID-19 Emergency Preparedness and Response WASH and Infection Prevention and Control Measures in Schools.
- UNICEF & World Health Organization (WHO). (2020). Progress on Drinking Water, Sanitation and Hygiene in Schools.
- UNICEF, World Bank & UNESCO. (2020). Additional Resources to the Global Guidance on Reopening Early Childhood Education Settings. UNICEF.
- UNICEF, World Bank & UNESCO. (2020). Global guidance on reopening early childhood education settings. UNICEF.
- UNESCO, UNICEF, World Bank, World Food Programme & UNHCR. (2020). Framework for Reopening Schools.
- UNESCO Section of Education Policy. (2021). Education and training: Not yet prioritized in national fiscal responses. UNESCO.
- UNESCO. (2020). How cities are utilizing the power of non-formal and informal learning to respond to the COVID-19 crisis (Issue Note No. 6.2).

- UNESCO. (2020). Managing high-stakes assessments and exams during crisis (Issue Note No. 4.3).
- UNESCO. (2020). School reopening (Issue Note No. 7.1).
- UNESCO. (2020). How many students are at risk of not returning to school?
- UNESCO. (2020). Harnessing culture in times of crises (Issue Note No. 6.1).
- UNHCR. (2020). COVID-19 Water, Sanitation and Hygiene in Schools.
- USAID. (2020). Covid-19 and Education: Initial Insights for Preparedness, Planning and Response.
- Vincent-Lancrin, S., C. Cobo Romani, C., & Reimers, F. (Eds.). (2022). How learning continued during the COVID-19 pandemic. Paris: OECD Publishing.
- Warren, H., & Wagner, E. (2020). Save our education: Protect every child’s right to learn in the COVID-19 response and recovery. Save the Children.
- WASH in Schools Network. (2020). Knowledge Map: WASH in Schools and Coronavirus.
- World Bank. (2020). The COVID-19 Pandemic: Shocks to Education and Policy Responses.
- World Health Organisation (WHO). (2020). Considerations for school-related public health measures in the context of COVID-19.

Display This Question:

If For your work on partnering with ministries to safely and responsibly reopen schools and higher e...
 q://QID11/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = a.
 Partnering with ministries to safely and responsibly reopen schools and higher education institutions

7a.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7a.ii What other resources did you use?

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = b. Creating or utilizing distance learning platforms

Q7b For your work on **creating or utilizing distance learning platforms**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

Note: A randomly generated selection of 15 of the following choices will be shown, not the whole list.

- Aga Khan Foundation. (2020). Tips and resources for educators during COVID-19.
- All Children Reading: A grand challenge for development. (2020). Nine global EdTech solutions to support out-of-school children during the Coronavirus outbreak.
- Barron Rodriguez, M., Cobo, C., MuñozNajar, A., & Sánchez Ciarrusta, I. (2021). Remote learning during the global school lockdown: multi-country lessons. World Bank Group.
- Dreeseni et al. (2020). Promising practices for equitable remote learning: Emerging lessons from COVID-19 education responses in 127 countries. United Nations Children's Fund (UNICEF).
- EdTech Hub & UK Girls' Education Challenge. (2021). Designing and monitoring distance teaching and learning interventions: A guide for projects and implementers.
- Education Development Center (EDC). (2020). Learning at Home in Times of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit.
- Education Endowment Foundation. (2020). Best evidence on supporting students to learn remotely.
- Hallgarten et al. (2020). What are the lessons learned from supporting education in conflicts and emergencies that could be relevant for EdTech-related responses to COVID- 19? Education Development Center (EDC).
- Humanity and Inclusion. (2020). Guidance Note 1: Inclusive Digital Learning. or Guidance Note 4: TV and Radio learning.
- Inter-agency Network for Education in Emergencies (INEE). (2020). INEE Mapping Report: Distance Education in Emergencies.
- Inter-agency Network for Education in Emergencies (INEE). (2020). INEE Technical Note on Measurement for Education during the COVID-19 Pandemic.
- Lego Foundation. (2020). Distance Learning: A guide to playful distance learning - online and offline.
- McAleavy, T. & Gorgen, K. (2020). Overview of emerging country-level response to providing educational continuity under COVID-19: Best practice in pedagogy for remote teaching. Education Development Trust.
- Morris, E., & Tan, Y. (2021). Designing a Comprehensive Distance Learning Strategy. Washington DC: USAID.
- Munoz-Najar et al. (2021). Remote Learning During COVID-19: Lessons from Today, Principles for Tomorrow. World Bank Group.
- Reimers, F. M., & Opertti, R. (2021). Lessons from educational innovation during the covid-19 pandemic. UNESCO International Bureau of Education (UNESCO-IBE).

- Save the Children. (2021). Remote Assessment of Learning (ReAL) Toolkit.
- Swiss Educational Innovation Network. (2020). How to design distance learning solutions under COVID-19 restrictions.
- UNESCO Unit for Technology & Artificial Intelligence in Education and the Smart Learning Institute of Beijing Normal University. (2021). Ensuring effective distance learning during COVID-19 disruption: guidance for teachers.
- UNICEF. (2021). Practical Guide to Blended/Remote Learning and Children with Disabilities. New York: UNICEF.
- UNICEF & World Bank. (2022). Remote learning packs.
- UNICEF. (2020). COVID-19: Are Children able to Continue Learning during School Closures?
- UNICEF. (2020). Remote Learning COVID-19 Response Decision Tree.
- UNICEF. (2021). Reopening with Resilience: Lessons from remote learning during COVID-19.
- UNICEF. (2020). Guidance on Distance Learning Modalities To Reach All Children and Youth During School Closures: Focusing on Low- and No-tech Modalities to Reach the Most Marginalized.
- UNESCO. (2020). Distance learning solutions.
- UNESCO. (2020). COVID-19 crisis and curriculum: sustaining quality outcomes in the context of remote learning (Issue Note No. 4.2).
- UNESCO. (2020). Distance learning strategies in response to COVID-19 school closures (Issue Note No. 2.1).
- UNESCO. (2020). Open and distance learning to support youth and adult learning (Issue Note No. 2.5).
- UNESCO. (2020). Quality assurance and recognition of distance higher education and TVET (Issue Note No. 5.1).
- USAID. (2020). Online and Distance Learning: Resources for Higher Education and Youth Programming.
- World Bank. (2020). Education Radio Knowledge Pack: With a focus on low-resource settings. Washington, D.C.: World Bank Group.
- World Bank. (2020). Guidance Note: Remote Learning & COVID-19.
- World Bank. (2020). Innovation Ecosystem Knowledge Pack. Washington, D.C.: World Bank Group.
- World Bank. (2020). Mobile Distance & Hybrid Education Solutions: A Knowledge Pack. Washington, D.C.: World Bank Group.
- World Bank. (2020). Rapid Response Briefing Note: Remote Learning and COVID-19 Outbreak.
- World Bank. (2020). Rapid Response Guidance Note: Educational Television & COVID-19.
- World Bank. (2020). Remote Learning response to COVID-19 Knowledge Pack: With a focus on Least Developed Countries (LDCs) and Fragility, Conflict and Violence (FCV). Washington, D.C.: World Bank Group.
- World Bank. (2020). Remote Learning, Distance Education and Online Learning During the COVID19 Pandemic: A Resource List by the World Bank's Edtech Team.
- World Bank. (2020). Television Education Knowledge Pack: With a focus on low-resource settings. Washington, D.C.: World Bank Group.

Display This Question:

If For your work on creating or utilizing distance learning platforms, which of the following resour...
q://QID15/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = b.
Creating or utilizing distance learning platforms

Q7b.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7b.ii What other resources did you use?

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = c. Providing psychosocial support and protection services

Q7c For your work on **providing psychosocial support and protection services**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- UNICEF. (2020). Guidance for COVID-19 Prevention and Control in Schools Annex C: Mental Health and Psycho-Social Support (MHPSS) and/or Supplemental Content E: Protection of Children in and out of school in the context of COVID-19 pandemic. UNICEF.
- Global Education Cluster & Child Protection Area of Responsibility (CP AoR). (2020). CP-EiE Collaboration Framework - Checklist for Reopening Schools.

- Global Working Group to End SRGBV. (2020). COVID-19: Policy Brief and Recommendations: Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen.
- IFRC Reference Centre for Psychosocial Support. (2021). A Hopeful, Healthy, and Happy Living and Learning Toolkit.
- International Labor Organization (ILO), UNESCO. (2020). Supporting teachers in back-to-school efforts – A toolkit for school leaders and/or Supporting teachers in back-to-school efforts: Guidance for policy-makers.
- MHPSS.net. (2021). Covid-19 response. In Education in Emergencies and Mental Health and Psychosocial Support Toolkit (pp. 64-81).
- Pate, C. (2020). Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Well-Being. WestEd.
- Safe to Learn. (2020). Safe to Learn during COVID-19: Recommendations to prevent and respond to violence against children in all learning environments.
- Save the Children. (2020). COVID-19 Needs Assessments - Education Findings: Schools Closures and Distance Learning.
- Teachers College, Columbia University Oxfam & BRICE Consortium. (2020). Psychosocial Support (PSS) and Wellbeing SMS Guide and Training.
- UNICEF, UNESCO, World Food Programme (WFP), World Health Organization (WHO). (2020). The importance of investing in the wellbeing of children to avert the learning crisis.
- UNICEF, UNESCO, World Health Organization (WHO), United Nations Office of Drug and Crime (UNODC), We Protect Global Alliance, End Violence Against Children, ITU & Childhood. (2020). COVID-19 and its implications for protecting children online.
- UNICEF, World Food Programme (WFP) & Food and Agriculture Organization of the United Nations (FAO). (2020). Interim guidance note: Mitigating the effects of the COVID-19 pandemic on food and nutrition of schoolchildren.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). Health & nutrition during home learning (Issue Note No. 1.1).
- UNESCO. (2020). Supporting teachers and education personnel during times of crisis (Issue Note No. 2.2).
- World Bank. (2020). Three Principles to Support Teacher Effectiveness during COVID-19.

Display This Question:

*If For your work on providing psychosocial support and protection services, which of the following r...
q://QID16/SelectedChoicesCount Is Empty*

*And What were the main types of education activities you were responsible for throughout the COVID-19... = c.
Providing psychosocial support and protection services*

Q7c.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7c.ii What other resources did you use?

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = d. Building emergency preparedness and response capacity

Q7d For your work on **building emergency preparedness and response capacity**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- Anderson, A. (2020). Select Education Sector and School Preparedness Guidance relevant to COVID-19.
- International Commission on the Futures of Education. (2020). Education in a post-COVID world: Nine ideas for public action.
- Save the Children. (2020). Save the Children's COVID-19 Program Framework and Guidance.
- Srivastava, et al. (2020). COVID-19 and the Global Education Emergency: Planning Systems for Recovery and Resilience. T20.
- UNESCO. (2020). Anticipated impact of COVID-19 on public expenditures on education and implication for UNESCO work (Issue Note No. 7.2).
- UNESCO. (2020). Crisis-sensitive educational planning (Issue Note No. 2.4).
- UNESCO. (2021). Building back resilient: how can education systems prevent, prepare for and respond to health emergencies and pandemics? (Issue Note No. 1.3).
- United Nations. (2020). Policy Brief: Education during COVID-19 and beyond.

Display This Question:

If For your work on building emergency preparedness and response capacity, which of the following re...
q://QID/7/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = d.
Building emergency preparedness and response capacity

Q7d.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7d.ii What other resources did you use?

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = e.
Institutionalizing remedial and accelerated education

Q7e For your work on **institutionalizing remedial and accelerated education**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- Bender, L. (2020). Guidance for COVID-19 Prevention and Control in Schools Supplemental Content F: Accelerated Education as COVID-19 Response. United Nations Children's Fund (UNICEF).
- Accelerated Education Working Group (AEWG). (2020). COVID-19 Pathways for the Return to Learning: Guidance on Condensing a Curriculum.

- Accelerated Education Working Group (AEWG). (2020). COVID-19: Pathways for the Return to Learning: Decision Tree & Brief.
- Accelerated Education Working Group (AEWG) (2021). Catch-up Programmes: 10 Principles for Helping Learners Catch Up and Return to Learning.
- Sarr, et al. (2020). Reigniting Learning: Strategies for Accelerating Learning Post-Crisis: A review of evidence. USAID.
- UNESCO. (2020). Unlocking the potential of family and intergenerational learning (Issue Note No. 2.3).
- UNESCO. (2020). Adult learning and education and COVID-19 (Issue Note No. 2.6).
- UNESCO. (2021). Recovering lost learning: what can be done quickly and at scale? (Issue Note No. 7.4).
- Brossard et al. (2020). Parental Engagement in Children’s Learning: Insights for remote learning response during COVID-19. UNICEF Office of Research – Innocenti.
- World Bank Group. (2020). Learning poverty in the time of Covid-19: A crisis within a crisis.
- Alam, A., & Tiwari, P. (2020). Putting the ‘learning’ back in remote learning: Policies to uphold effective continuity of learning through COVID-19. UNICEF.
- UNESCO, UNICEF and the World Bank. (2022). Where are we on learning recovery? New York: UNICEF.
- Nugroho, et al. (2020). COVID-19: How are Countries Preparing to Mitigate the Learning Loss as Schools Reopen? Trends and emerging good practices to support the most vulnerable children. New York: UNICEF.

Display This Question:

If For your work on institutionalizing remedial and accelerated education, which of the following re...
 q://QID18/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = e.
 Institutionalizing remedial and accelerated education

Q7e.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7e.ii What other resources did you use?

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = f. Engaging youth and higher education institutions as leaders in the COVID-19 response

Q7f For your work with **youth and higher education**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- Dockser, et al. (2020). Higher Education Response to COVID-19: A Landscape Map of USAID Partner Countries. USAID.
- Guertal, et al. (2022). COVID-19 Case Study: How USAID-funded Scientists at Higher Education Institutions Conducted Research During the Pandemic. USAID.
- UNESCO. (2020). TVET systems and labour markets (Issue Note No. 5.2).
- Levin, et al. (2020). TVET Systems' Response to COVID-19: Challenges and Opportunities. Washington, D.C.: World Bank Group.
- UNESCO & Council of Europe. (2021). The impact of the COVID-19 pandemic on student voice: Findings and recommendations. Paris: UNESCO.
- UNESCO. (2020). Higher education institutions' engagement with the community (Issue Note No. 5.3).
- Food and Agriculture Organization of the United Nations. (2020). Rural youth and the COVID-19 pandemic.

Display This Question:

*If If For your work with youth and higher education, which of the following resources (if any) did you...
q://QID19/SelectedChoicesCount Is Empty*

And What were the main types of education activities you were responsible for throughout the COVID-19... = f. Engaging youth and higher education institutions as leaders in the COVID-19 response

Q7f.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7f.ii What other resources did you use?

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = g. Providing opportunities to develop social-emotional learning skills

Q7g For your work on **providing social-emotional learning opportunities**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School.
- UNESCO. (2020). Nurturing the social and emotional wellbeing of children and young people during crises (Issue Note No. 1.2).
- Bub, et al. (2020). Best Practices on Effective SEL/Soft Skills Interventions in Distance Learning. USAID.

Display This Question:

If If For your work on providing social-emotional learning opportunities, which of the following resour...
q://QID20/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = g. Providing opportunities to develop social-emotional learning skills

Q7g.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7g.ii What other resources did you use?

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If What were the main types of education activities you were responsible for throughout the COVID-19... = h. Providing early childhood development/education and/or pre-primary education

Q7h For your work on **early childhood-development/education and/or pre-primary education**, which of the following resources (if any) did you use? Please indicate all resources from this list that you used. If you did not use any of these resources, please leave this blank.

- Muroga, et al. (2020). COVID-19: A Reason to Double Down on Investments in Pre-primary Education. Innocenti Working Paper 2020-06. UNICEF Office of Research – Innocenti.
- Global Business Coalition for Education & Theirworld. (2020). Education and Early Childhood Development & Covid-19.

Display This Question:

If If For your work on early childhood-development/education and/or pre-primary education, which of the...
q://QID21/SelectedChoicesCount Is Empty

And What were the main types of education activities you were responsible for throughout the COVID-19... = h.
Providing early childhood development/education and/or pre-primary education

Q7h.i You indicated that you did not use any of the listed resources above. Was this because you did not use any resources, or that you used other resources not listed?

- I did not use any resources
- I used other resources

Display This Question:

If You indicated that you did not use any of the listed resources above. Was this because you did no... = I used other resources

Q7h.ii What other resources did you use?

End of Block: Block I 0

Start of Block: Block I 1

Display This Question:

If For your work on partnering with ministries to safely and responsibly reopen schools and higher e...
q://QID11/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or For your work on creating or utilizing distance learning platforms, which of the following resour...
q://QID15/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or For your work on providing psychosocial support and protection services, which of the following r...
q://QID16/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or For your work on building emergency preparedness and response capacity, which of the following re...
q://QID17/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or For your work on institutionalizing remedial and accelerated education, which of the following re...
q://QID18/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or For your work with youth and higher education, which of the following resources (if any) did you...
q://QID19/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on providing social-emotional learning opportunities, which of the following resour...
q://QID20/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on early childhood-development/education and/or pre-primary education, which of the...
q://QID21/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Q8 Now we'd like to hear about what you found useful about the resources you used.

Display This Question:

If If For your work on partnering with ministries to safely and responsibly reopen schools and higher e...
q://QID11/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on creating or utilizing distance learning platforms, which of the following resour...
q://QID15/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on providing psychosocial support and protection services, which of the following r...
q://QID16/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on building emergency preparedness and response capacity, which of the following re...
q://QID17/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on institutionalizing remedial and accelerated education, which of the following re...
q://QID18/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work with youth and higher education, which of the following resources (if any) did you...
q://QID19/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on providing social-emotional learning opportunities, which of the following resour...
q://QID20/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on early childhood-development/education and/or pre-primary education, which of the...
q://QID21/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Q65 Thinking of the resources you selected and/or identified in the previous section, how did you use these resources to shape your response(s)? [Select all that apply.]

- To inform or justify decisions regarding funding/reallocation of resources
- To learn about a specific type of education intervention that may help in my responding to a particular need/issue
- To inform policy/strategic decision-making
- To be able to safely and reliably collect, analyze, and use data (e.g., needs assessment, monitoring)
- To design or adapt education activities/programs based on evidence-based best practices
- To advocate for increased attention, resourcing, or prioritization of a specific issue or intervention
- To develop the capacity of staff, teachers, education personnel, or others in certain skills/knowledge
- To better understand the impacts of the pandemic
- To learn about how other countries, organizations, schools, or teachers are responding to the pandemic
- Other [describe] _____

Display This Question:

*If For your work on partnering with ministries to safely and responsibly reopen schools and higher e...
q://QID11/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or For your work on creating or utilizing distance learning platforms, which of the following resour...
q://QID15/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or For your work on providing psychosocial support and protection services, which of the following r...
q://QID16/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or For your work on building emergency preparedness and response capacity, which of the following re...
q://QID17/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or For your work on institutionalizing remedial and accelerated education, which of the following re...
q://QID18/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or For your work with youth and higher education, which of the following resources (if any) did you...
q://QID19/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on providing social-emotional learning opportunities, which of the following resour...
q://QID20/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on early childhood-development/education and/or pre-primary education, which of the...
q://QID21/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Q9 V2 Thinking of the tools, guidance, and evidence that you selected and listed above, what specifically made them useful to you? (E.g., You may describe things like accessibility of the resources, relevance of the topic, availability in your language, specific to your context and/or based on globally defined best practice, based on strong evidence from a credible source, adaptable and flexible, practical and concise, etc.)

Display This Question:

*If If For your work on partnering with ministries to safely and responsibly reopen schools and higher e...
q://QID11/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on creating or utilizing distance learning platforms, which of the following resour...
q://QID15/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on providing psychosocial support and protection services, which of the following r...
q://QID16/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on building emergency preparedness and response capacity, which of the following re...
q://QID17/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

*Or Or For your work on institutionalizing remedial and accelerated education, which of the following re...
q://QID18/SelectedChoicesCount Is Not Empty*

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work with youth and higher education, which of the following resources (if any) did you...
q://QID19/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on providing social-emotional learning opportunities, which of the following resour...
q://QID20/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Or Or For your work on early childhood-development/education and/or pre-primary education, which of the...
q://QID21/SelectedChoicesCount Is Not Empty

And You indicated that you did not use any of the listed resources above. Was this because you did no... != I did not use any resources

Q10 v2 Please provide an example of how a specific tool, guidance document, piece of evidence, or other resource helped to shape or improve your programming. Describe how you used the resource, what you are now doing differently, and (if applicable) what has improved as a result of using the resource.

End of Block: Block 11

Start of Block: Block 12

Instructions **Now we'd like to know about some of the limitations you faced with existing resources.**

Q11 What are some of the key limitations you faced with the tools, guidance, and evidence produced on COVID-19 and education responses to date? [Select all that apply.]

- I did not know where to search for resources
- I did not have time to search for resources
- I did not have the infrastructure or technologies to access resources
- The resources I needed were not publicly available or were not 'open access'
- Many resources are not available in the language(s) I need

- I did not find resources about the specific populations I work with
- Few resources were specific to my context
- Many resources were not based on high-quality, credible evidence
- I did not find resources that provide global best practices, principles, or minimum standards
- Most of the resources are too long or too complex
- The resources I found were not adaptable or flexible enough
- Other [explain] _____

Display This Question:

If What are some of the key limitations you faced with the tools, guidance, and evidence produced on... = Many resources are not available in the <u>language(s)</u> I need

Q11a In what language(s) other than English do you need the resources? [Select all that apply.]

- French
- Arabic
- Spanish
- Portuguese
- Other [list] _____

Display This Question:

If What are some of the key limitations you faced with the tools, guidance, and evidence produced on... = I did not find resources about the <u>specific populations</u> I work with

Q11d For which specific populations do you need more resources?

Display This Question:

If What are some of the key limitations you faced with the tools, guidance, and evidence produced on... = Few resources were specific to <u>my context</u>

Q11e For which context (regional, national, or subnational) do you wish there were more resources?

Q12 Is there any other information you would like to provide about COVID-19 education response resources?

End of Block: Block 12

ANNEX 2: RESOURCE MAPPING

This Annex includes 65 of the “other” resources respondents indicated in the survey. The color coding is aligned with the primary topic area listed in the Table 4 of the report.

DOCUMENT (FULL CITATION)	PRIMARY TOPIC AREA	SECONDARY TOPIC AREAS	OVERVIEW OF RESOURCE
<p>Maheshwari-Kanoria, J., Zahir, L., & Petrie, C., 2021. Education Continuity During the Coronavirus Crisis - India, Pakistan, Zambia, Kenya and Lebanon: Education Above All's Internet Free Education Resource Bank</p> <p>https://oecdeditoday.com/wp-content/uploads/2021/02/India-Pakistan-Zambia-Kenya-Lebanon-Internet-Free-Education-Resource-Bank.pdf</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Report on Education Above All's Internet Free Education Resource Bank (IFERB) developed by Education Above All, a Qatari non-governmental foundation. It reports on their implementation challenges, successes and adaptability to new contexts.
<p>Basic Education Coalition (BEC) and mEducation COVID-19 webinar series notes</p> <p>https://www.basiced.org/news/2020/6/23/new-resource-bec-meducation-alliance-edtech-webinar-series-recordings-presentations-amp-more</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Webinar series entitled “Education Technology for Continuity of Education in Response to COVID-19.” The series brought together hundreds of development workers from around the world to learn from one another in an effort to better meet learners’ needs during the pandemic.
<p>UNESCO. Distance Learning Solutions</p> <p>https://en.unesco.org/covid19/educationresponse/solutions</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Provides a list of educational applications, platforms, and resources to help parents, teachers, schools, and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free, and many cater to multiple languages.
<p>UNESCO. Global Education Coalition</p> <p>https://en.unesco.org/covid19/educationresponse/global-coalition</p>	Distance learning/EdTech	School reopening/COVID-19 response	Provides resources to help countries extend educational opportunities during periods of school closure.

DOCUMENT (FULL CITATION)	PRIMARY TOPIC AREA	SECONDARY TOPIC AREAS	OVERVIEW OF RESOURCE
<p>Huang, R.H., Liu, D.J., Tlili, A., Yang, J.F., Wang, H.H., et al. (2020). Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak. Beijing: Smart Learning Institute of Beijing Normal University</p> <p>https://iite.unesco.org/wp-content/uploads/2020/03/Handbook-on-Facilitating-Flexible-Learning-in-COVID-19-Outbreak-SLIBNU-V1.2-20200315.pdf</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	The handbook describes several implemented flexible online learning strategies during the COVID-19 outbreak in China. These strategies are presented based on six dimensions: 1) infrastructure, 2) learning tools, 3) learning resources, 4) teaching and learning methods, 5) services for teachers and students, and 6) cooperation between government, enterprises, and schools.
<p>Huang, R.H., Liu, D.J., Amelina, N., Yang, J.F., Zhuang, R.X., Chang, T.W., & Cheng, W. (2020). Guidance on Active Learning at Home during Educational Disruption: Promoting Student's Self-Regulation Skills During COVID-19 Outbreak. Beijing: Smart Learning Institute of Beijing Normal University</p> <p>https://iite.unesco.org/wp-content/uploads/2021/01/Guidance-on-Active-Learning-at-Home-in-COVID-19-Outbreak-SLIBNU-V2.0_2020501.pdf</p>	Distance learning/EdTech	Psychosocial support (PSS)/ protection and wellbeing	This guidance proposes a SCIENCE model of learning to promote young people's self-regulation skills. It provides tips and stories on students' active learning and suggestions on maintaining good physical and mental health.
<p>World Bank. (October 2020). Education Radio Knowledge Pack. Presentation slides. Education Outcomes Fund. We need more than evidence to harness the potential of EdTech to deliver on its promise</p> <p>https://pubdocs.worldbank.org/en/351561596545287034/EduRadio-KnowledgePack-WorldBank.pdf</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Supports World Bank staff as they work with education ministries to start or enhance education radio programming as a remote learning tool, especially during COVID-19 and other emergencies.
<p>UNESCO. (2020). Ensuring effective distance learning during COVID-19 disruption: Guidance for teachers</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000375116</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Guidance to help teachers understand key issues related to home-based distance learning during COVID-19 school closures and design and facilitate effective learning activities.

DOCUMENT (FULL CITATION)	PRIMARY TOPIC AREA	SECONDARY TOPIC AREAS	OVERVIEW OF RESOURCE
EdTech Hub (2020). Education for the most marginalised post-COVID-19 Guidance for governments on the use of digital technologies in education https://edtechhub.org/education-for-the-most-marginalised-post-covid-19/	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Provides recommendations to governments in light of the COVID-19 pandemic about how to use digital technologies to deliver better quality and more resilient education systems that enable everyone to have access to equitable learning opportunities.
EdTech Hub (Nov. 17, 2020). EdTech Innovation for COVID-19: Insights from our global call for ideas https://docs.google.com/document/d/1E-z0jEzbNxOVkgwRj732EXFZ0P0_0Ufv6G9baSgowlY/edit	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Reports findings from 371 applications on how an EdTech program might perform within an education system. It considers six key aspects of the education ecosystem with which any EdTech tool must engage and integrate if it is to be successful: people, product, pedagogy, policy, place, and provision.
GSMA (2020). Education For All in the Time of COVID-19: How EdTech can be Part of the Solution https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2020/09/EdTech-Final-WEB.pdf	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Explores the potential of EdTech in low- and middle-income countries using case studies and offers takeaways on how EdTech can be part of the COVID-19 responses.
World Bank - How Ministries of Education work with mobile operators, telecom providers, ISPs, and others to increase access to digital resources during COVID 19-driven school closures (Coronavirus) https://blogs.worldbank.org/education/how-ministries-education-work-mobile-operators-telecom-providers-isps-and-others-increase	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	World Bank blog post offering 10 practical examples of how Ministries of Education are working with mobile operators and other companies to improve connectivity.
Adult Basic Education Distance Learning Resource Site https://edtech.worlded.org/strategy-session-resources/	Distance learning/EdTech	Emergency preparedness/response and resilience	Provides information and resources to support adult language, literacy, and basic education programs ramp up or start their distance learning options.
mEducation Symposium list of resources and links to partner organizations https://meducationalliance.org/2022-symposium-wondrouslearning/	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Features resources to support appropriate open, distance, and technology-based approaches.

DOCUMENT (FULL CITATION)	PRIMARY TOPIC AREA	SECONDARY TOPIC AREAS	OVERVIEW OF RESOURCE
Commonwealth of Learning Resources https://www.col.org/resources/	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Features resources to support appropriate open, distance, and technology-based approaches in low income and disadvantaged regions.
Learning Equality - Using Kolibri at Home; Supporting continued learning during COVID-19 https://learningequality.org	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Features Kolibri, an open-source educational platform and toolkit designed for low-resource communities.
ACR (All Children Reading). Nine global EdTech solutions to support out-of-school children during the Coronavirus outbreak https://allchildrenreading.org/news/nine-global-edtech-solutions-to-support-out-of-school-children-during-the-coronavirus-outbreak/	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	A short article from ACR featuring EdTech tools.
Foundations of Instructional Design for Online Courses, presented by Jenna Kammer and Grace Zhou https://www.alise.org/index.php?option=com_jevents&ask=icalrepeat.detail&evid=15&Itemid=179	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	A webinar that offers an “instructional designer’s view” of preparing an online course.
Creating Community: Constructing the Online Classroom to Inspire Rich Learning, presented by Renee F. Hill https://www.alise.org/index.php?option=com_jevents&ask=icalrepeat.detail&evid=17&Itemid=179&year=2018&month=09&day=27&title=alise-webinar--creating-community-constructing-the-online-classroom-to-inspire-rich-learning	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	A webinar that shares ideas for developing and delivering dynamic content that encourages student engagement in the virtual classroom.
Moving from Online Teaching to Connected Learning: Strategies for Enhancing Community and Building Community in and Outside the LMS, presented by Brenda Boyer and Joyce Valenza https://ali.memberclicks.net/login#/login	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	A member-only article that offers strategies for building communities for those that suddenly moved to online learning.

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<p>EDUCAUSE COVID-19 Resources</p> <p>https://library.educause.edu/topics/leadership-and-management/covid-19</p>	Distance learning/EdTech	Emergency preparedness/response and resilience	Resources to help higher education institutions manage the implications of campus disruption caused by COVID-19 and ease the pivot to remote education and work.
<p>American Association of University Professors (AAUP) Coronavirus Information for Higher Ed</p> <p>https://www.aaup.org/issues/covid-19-pandemic-resources</p>	Distance learning/EdTech	Emergency preparedness/response and resilience	Range of resources from general guidance to remote teaching and academic governance during the pandemic
<p>Stanford University. Teaching Effectively During Times of Disruption</p> <p>https://docs.google.com/document/d/1ccsudB2vwZ_GjYoKIFzGbtmftGcXwClwxzf-jkkoCU/mobilebasic</p>	Distance learning/EdTech		Resources for instructors to learn about online teaching and learning.
<p>INEE, Home Learning Support for Parents and Guardians</p> <p>https://inee.org/resources/home-learning-support-parents-and-guardians</p>	Distance learning/EdTech		Curated and compiled list of free, vetted educational resources that can be used outside of the classroom.
<p>Response to Interventions (RTI) - Going virtual for project implementations - decisions and considerations</p> <p>https://shared.rti.org/content/going-virtual-project-implementation---decisions-and-considerations</p>	Distance learning/EdTech	Mitigating learning loss and remedial/accelerated education	Recommendations, decision-support tools, and step-by-step guides on working with education technologies in low-resource settings.
<p>Thomas, C. (May 12, 2021). Loss and Renewal. Using the lessons of the past year to shape a brighter educational future. Fenews.co.uk</p> <p>https://www.fenews.co.uk/featured-article/68025-loss-and-renewal-using-the-lessons-of-the-past-year-to-shape-a-brighter-educational-future</p>	Emergency preparedness/response and resilience	School reopening/COVID-19 response	An article on key learning points from the pandemic and what needs to be done to shape a better educational future.

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<p>Zhao, Y. Build back better: Avoid the learning loss trap. Prospects (2021)</p> <p>https://doi.org/10.1007/s11125-021-09544-y</p>	Emergency preparedness/response and resilience	School reopening/COVID-19 response	Article highlights how the focus on learning loss invites educators and policymakers to make wrong decisions and invest in wrong things. The article identifies a number of undesirable outcomes that their concerns could lead to. It also suggests several productive actions when the pandemic is controlled and schools reopen.
<p>Education Equity Research Initiative. (March 31, 2021). One Year of Education in the Pandemic: COVID-19 & Education Equity</p> <p>https://www.fhi360.org/projects/education-equity-research-initiative</p>	Emergency preparedness/response and resilience	School reopening/COVID-19 response	Discusses the implications of COVID-19 in exacerbating disparities among learners. Since its launch in 2016, the Equity Initiative has convened dozens of institutions at the intersection of research, policy, and practice to strengthen our understanding of the most pressing education equity challenges. Drawing on lessons from the research, tool development, and coalition-building, this considers what it means to champion Education 2030 in a post-COVID-19 world.
<p>Maria Barron, Cristobal Cobo, Alberto Munoz-Najar, and Inaki Sanchez Ciarrusta. (February 18, 2021). The changing role of teachers and technologies amidst the COVID-19 pandemic: key findings from a cross-country study. World Bank Blogs</p> <p>https://blogs.worldbank.org/education/changing-role-teachers-and-technologies-amidst-covid-19-pandemic-key-findings-cross</p>	Emergency preparedness/response and resilience	School reopening/COVID-19 response	Summarizes lessons learned in different countries during the pandemic, with special focus on teachers and how they had to quickly reimagine human connections and interactions to facilitate learning.
<p>Peru research - Innovations for Poverty Action (2020). Using Data to Inform Education Programming in Peru During COVID-19</p> <p>https://www.poverty-action.org/impact/using-data-inform-education-programming-peru-during-covid-19?utm_source=newsletter1&utm_medium=email&utm_campaign=newsletter-nov-2020</p>	Emergency preparedness/response and resilience	Distance learning/EdTech	Case study of how Peru's Ministry of Education is using data to make informed decisions about how to deliver education during the pandemic and the impact on education.

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Population Council DataVerse https://dataverse.harvard.edu/dataverse/popcouncil?mc_cid=f95b039ef5&mc_eid=7a6cb52c8a	Emergency preparedness/response and resilience	Other	Evidence and impact of various critical health and development issues, including COVID-19.
INEE, 2020. Technical Note on Education During the COVID-19 Pandemic https://inee.org/resources/inee-technical-note-education-during-covid-19-pandemic	Emergency preparedness/response and resilience	Psychosocial support (PSS)/ protection and wellbeing	This practitioner-oriented publication is designed as a living document that will be updated in response to changes in the learning and wellbeing needs of children, adolescents, youth, teachers, caregivers and other education personnel affected by COVID-19.
GPE response to the COVID-19 (coronavirus) pandemic https://www.globalpartnership.org/covid19?location=initial-view	Emergency preparedness/response and resilience	Other: Equity, inclusion, and marginalized populations	Examples of how GPE is supporting countries to ensure continuity of learning during the pandemic.
Publishing Perspectives, March 16, 2020. Coronavirus: International Publishers Make COVID-19 Research Content Freely Available https://publishingperspectives.com/2020/03/coronavirus-international-publishers-make-covid-19-research-content-freely-available/	Emergency preparedness/response and resilience		Article on the international publishers that are making their COVID-19 research content freely available.
American Library Association (ALA) Pandemic Preparedness https://www.ala.org/tools/atoz/pandemic-preparedness	Emergency preparedness/response and resilience		Information about preparing for a pandemic, including library-specific policy suggestions and more universal resources on pandemic education, prevention, and preparation.
Center for Disease Control and Prevention (CDC) Resources for Institutions of Higher Education https://www.cdc.gov/publications/	Emergency preparedness/response and resilience		
Global Education Innovation Initiative, 2021. Learning to Build Back Better Futures for Education: Lessons from educational innovation during the COVID-19 pandemic http://www.ibe.unesco.org/sites/default/files/resources/book_ibe_-_global_education_innovation_initiative.pdf	Emergency preparedness/response and resilience		Vast repertoire of forward-looking and transformative local innovations led by diverse education stakeholders, communities, civic and international organizations in responding with determination, openness, and programmatic richness to the challenges posed by the pandemic.

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WHO COVID-19 response https://www.who.int/emergencies/diseases/novel-coronavirus-2019/who-response-in-countries	Emergency preparedness/response and resilience		Highlights the ways the World Health Organization is responding to COVID-19.
World Health Organization (WHO) Q&A on Coronavirus https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub	Emergency preparedness/response and resilience		
WHO Strategic preparedness and response plan for the new coronavirus, February 3, 2020 https://www.who.int/publications/i/item/strategic-preparedness-and-response-plan-for-the-new-coronavirus	Emergency preparedness/response and resilience		Outlines the public health measures that the international community stands ready to provide to support all countries to prepare for and respond to COVID-19. The document takes lessons learned so far about the virus and translates that knowledge into strategic action that can guide the efforts of all national and international partners when developing context-specific national and regional operational plans.
Response to Intervention (RTI) research on effective remedial teaching practices	Mitigating learning loss and remedial/accelerated education		
Tools developed from The Quality Instruction towards Access and Basic Education Improvement (QITABI) project to improve learning outcomes for vulnerable students in Lebanese public schools.	Mitigating learning loss and remedial/accelerated education	Other: Equity, inclusion, and marginalized populations	
Voluntary Service Overseas' curriculum for emergency	Mitigating learning loss and remedial/accelerated education		

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INEE, Guidance Note on Teaching and Learning https://inee.org/resources/inee-guidance-notes-teaching-and-learning	Other: Equity, inclusion, and marginalized populations		The INEE Guidance Notes on Teaching and Learning build on the INEE Minimum Standards and articulate good practice on critical issues related to curricula adaptation and development; teacher training, professional development, and support; instruction and learning processes; and the assessment of learning outcomes. The INEE Guidance Notes identify realistic mechanisms, approaches, and tools to help relief agencies, teacher colleges, and education ministries address the complex issues surrounding curriculum assessment, development, monitoring and evaluation in contexts affected by crisis.
INEE Coronavirus collection of resources https://inee.org/collections/coronavirus-covid-19	Other: Equity, inclusion, and marginalized populations	Emergency preparedness/response and resilience	Curated list of resources to support the provision of education in places affected by COVID-19 categorized by thematic collections.
UNICEF. (August, 2020). COVID-19: Are children able to continue learning during school closures? Factsheet https://data.unicef.org/resources/remote-learning-reachability-factsheet/	Other: Equity, inclusion, and marginalized populations	Emergency preparedness/response and resilience	By providing insights on which school children did not have access to digital or broadcast remote learning opportunities during school closures, this factsheet helps policymakers make choices that will ensure more children can acquire an education during the COVID-19 pandemic and beyond.
Teaching at the Right Level https://www.teachingattherightlevel.org	Other: Equity, inclusion, and marginalized populations		Resources and guidance related to: <ul style="list-style-type: none"> • Classroom methodology, assessment, and monitoring • Evidence on the learning outcomes of Teaching at the Right Level approach
Save the Children (2020). Protect a Generation: The impact of COVID-19 on children's lives https://www.savethechildren.org/content/dam/usa/reports/emergency-response/protect-a-generation-report.pdf	Other: Equity, inclusion, and marginalized populations	Emergency preparedness/response and resilience	Report on a global survey of children and their parents or caregivers during the COVID-19 pandemic, to find out the impact that the pandemic is having on their access to healthcare, their education, their family finances and their safety, and to hear from children themselves on these topics.

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UNICEF reports on Out-of-School children	Other: Equity, inclusion, and marginalized populations		
Global Social Service Workforce Alliance Resources https://www.socialserviceworkforce.org/resources	Psychosocial support/ protection and wellbeing		Hosts a resource database with more than 2,000 resources and tools related to best practices related to planning, developing, and supporting the social service workforce. Resources are searchable by programmatic theme, workforce theme, country, resource type, and language.
INEE, Teachers in Crisis Contexts Working Group (TICCWG), Training for Primary School Teachers in Crisis Contexts package https://inee.org/resources/training-package-primary-school-teachers-crisis-contexts	Psychosocial support/ protection and wellbeing		This half-day training (3.5 hours) is designed to build basic competencies around psychosocial support and well-being for teachers working in crisis and conflict-affected contexts during the COVID-19 pandemic.
IRC, Creating Healing Classrooms: Guide for Teachers and Teacher Educators https://inee.org/sites/default/files/resources/IRC_Creating_Healing_Classrooms_-_Tools_0.pdf	Psychosocial support/ protection and wellbeing		Compilation of tools for teacher support and development that have been created by IRC field staff working with the Healing Classrooms Initiative in their respective education programs in Ethiopia, Afghanistan, and Guinea.
UNICEF & IRC, 2020. COVID-19 GBV Risks to Adolescent Girls and Interventions to Protect and Empower Them https://www.unicef.org/media/68706/file/COVID-19-GBV-risks-to-adolescent-girls-and-interventions-to-protect-them-2020.pdf	Psychosocial support/ protection and wellbeing	Emergency preparedness/response and resilience	Highlights the risks of gender-based violence to adolescent girls during the pandemic and interventions to protect them.
Action for the Rights of Children (ARC), 2009. Foundation module 7 - Psychosocial support https://resourcecentre.savethechildren.net/document/arc-foundation-module-7-psychosocial-support/	Psychosocial support/ protection and wellbeing		Practical information, guidelines, examples, and tools to support organizations and key actors to undertake psychosocial support in order to bring about positive change for children in humanitarian contexts. Useful guidance is provided to analyze what type of support best suits a particular context as well as identifying targets and appropriate messages and developing support strategies.

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<p>IFRC and Save the Children Denmark, 2022. The Children’s Resilience Programme: Psychosocial support in and out of school</p> <p>https://pscentre.org/?resource=crp-understanding-childrens-wellbeing-english&selected=single-resource</p>	Psychosocial support/ protection and wellbeing		<p>This booklet can be used as a stand-alone resource or as part of the children’s resilience program. It has been written for parents, teachers, community workers, and trainers – both those people who are directly caring for children and those who are supporting or training others in their work with children. It looks at psychosocial support and child protection, and describes how activities in the children’s resilience program can be used both within formal school settings and out of school in all kinds of child-friendly spaces.</p>
<p>Inter-Agency Standing Committee (IASC), 2007. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings</p> <p>https://interagencystandingcommittee.org/iasc-task-force-mental-health-and-psychosocial-support-emergency-settings/iasc-guidelines-mental-health-and-psychosocial-support-emergency-settings-2007</p>	Psychosocial support/ protection and wellbeing		<p>Guidelines include key activities for the campaign such as advocacy events, developing plans of action, coordination tools and checklist to identify gaps. It also includes key messages and ideas for implementation to communities, governments, donors, UN organizations, and NGOs. The guidelines can be used as:</p> <ol style="list-style-type: none"> 1) A guide for program planning and design 2) Advocacy for better practice 3) Resource for interventions or actions 4) A coordinating tool 5) Checklist to identify gaps
<p>Mentally Healthy Schools, 2020. Resource toolkits and activities</p> <p>https://mentallyhealthyschools.org.uk</p>	Psychosocial support/ protection and wellbeing		<p>Mentally Healthy Schools brings together quality-assured mental health resources, information & advice for schools and further education settings in England, Northern Ireland, Scotland, and Wales.</p>
<p>World Vision (2020). COVID-19 Aftershocks. Secondary impacts threaten more children’s lives than disease itself</p> <p>https://www.wvi.org/sites/default/files/2020-04/COVID-19%20AFTERSHOCKS-%20SECONDARY%20IMPACTS%20THREATEN%20MORE%20CHILDREN’S%20LIVES%20THAN%20DISEASE%20ITSELF_0.pdf</p>	Psychosocial support/ protection and wellbeing		<p>Reports on the impact of COVID-19 on children in fragile contexts.</p>

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<p>Inter-Agency Standing Committee (IASC). (February 2020). Briefing note on addressing mental health and psychosocial aspects of COVID-19 Outbreak Version 1.0. INEE</p> <p>https://inee.org/resources/briefing-note-addressing-mental-health-and-psychosocial-aspects-covid-19-outbreak</p>	Psychosocial support/ protection and wellbeing		This briefing note summarizes key mental health and psychosocial support considerations in relation to the 2019 novel coronavirus (COVID-19) outbreak.
<p>Headington Institute</p> <p>www.headington-institute.org</p>	Psychosocial support/ protection and wellbeing		<p>Provides resources and guidance related to</p> <ul style="list-style-type: none"> • Research on protective factors that promote stress resilience and trauma recovery • Resilience training for aid workers, community caregivers, and emergency responders
<p>Anna Freud National Centre for Children and Families, Coronavirus Support</p> <p>https://www.annafreud.org/coronavirus-support/</p>	Psychosocial support/ protection and wellbeing		<p>Provides resources and guidance related to:</p> <ul style="list-style-type: none"> • Support for young people • Support for parents and carers • Support for schools and colleges • Support for early years • Support for mental health professionals • Emerging evidence on how the pandemic has affected children and young people's mental health
<p>IFRC; UNICEF; WHO, 2020. Key Messages and Actions for COVID-19 Prevention and Control in Schools</p> <p>https://reliefweb.int/report/world/key-messages-and-actions-covid-19-prevention-and-control-schools-march-2020-enar</p>	School reopening/COVID-19 response	Emergency preparedness/response and resilience	Guidance to protect children and support safe school operations. It includes practical actions and checklists for administrators, teachers, parents, and children.
<p>World Vision Catch-Up Learning Project, such as World Vision, 2022. The Catch-Up Learning Project: Addressing the COVID-19 Crisis in Cambodia</p> <p>https://www.wvi.org/publications/report/cambodia/catch-learning-report-addressing-covid-19-learning-crisis-cambodia</p>	School reopening/COVID-19 response	Emergency preparedness/response and resilience	Presents the key learnings from a pilot project on remedial education and includes recommendations on how to better respond to the COVID-19 learning crisis in Cambodia.

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COVID-19 Global Education Recovery Tracker (World Bank, Johns Hopkins University, UNICEF collaboration) https://www.covideducationrecovery.global/maps/	School reopening/COVID-19 response	Emergency preparedness/response and resilience	Snapshot data on education recovery in different countries around the world.
8 tracking tools on COVID-19 data for education, GPE blog, August 18, 2020 https://www.globalpartnership.org/blog/8-tracking-tools-covid-19-data-education	School reopening/COVID-19 response	Emergency preparedness/response and resilience	At the onset of the pandemic, several organizations began collecting and publishing data on how the crisis would affect the delivery of public services, including education. This blogpost presents the different resources and tools that have been produced so far.