



REDS

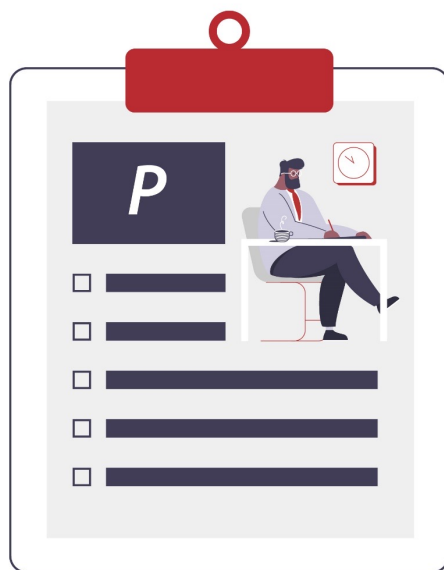
RESPONSES TO EDUCATIONAL DISRUPTION SURVEY

RESPONSES TO EDUCATIONAL DISRUPTION SURVEY (REDS)

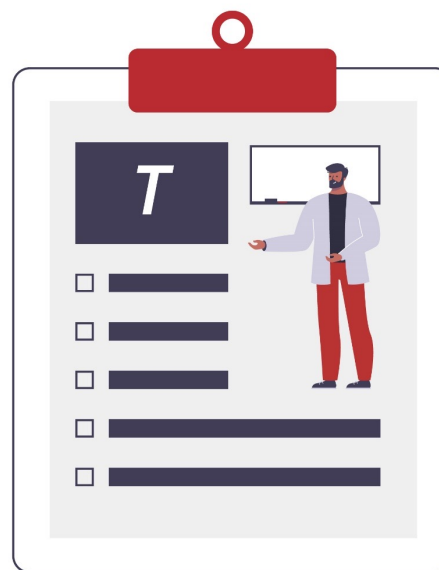
A survey on the impact of the COVID-19 pandemic on secondary education (eighth grade), collecting data from:



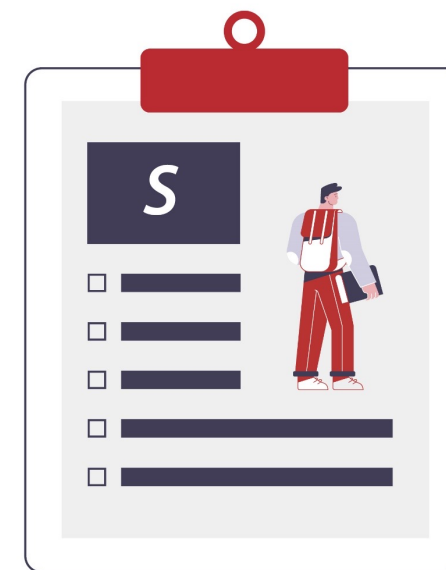
Countries



School Principals



Teachers



Students

REDS PARTICIPATING EDUCATION SYSTEMS

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



VALUABLE DATA FROM REDS

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

1,581



School Principals

15,004



Teachers

21,063



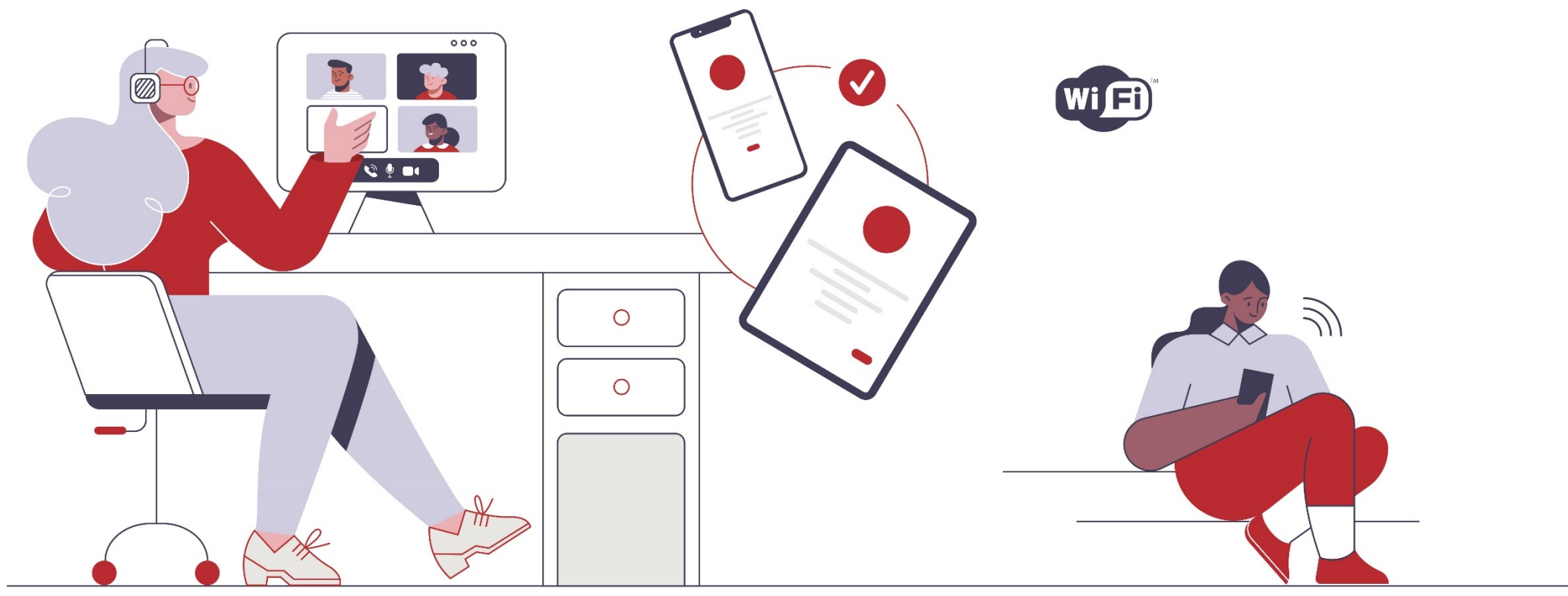
Students

Internationally comparable data collected in a systematic, swift, and scientific manner

INSIGHTS FROM REDS

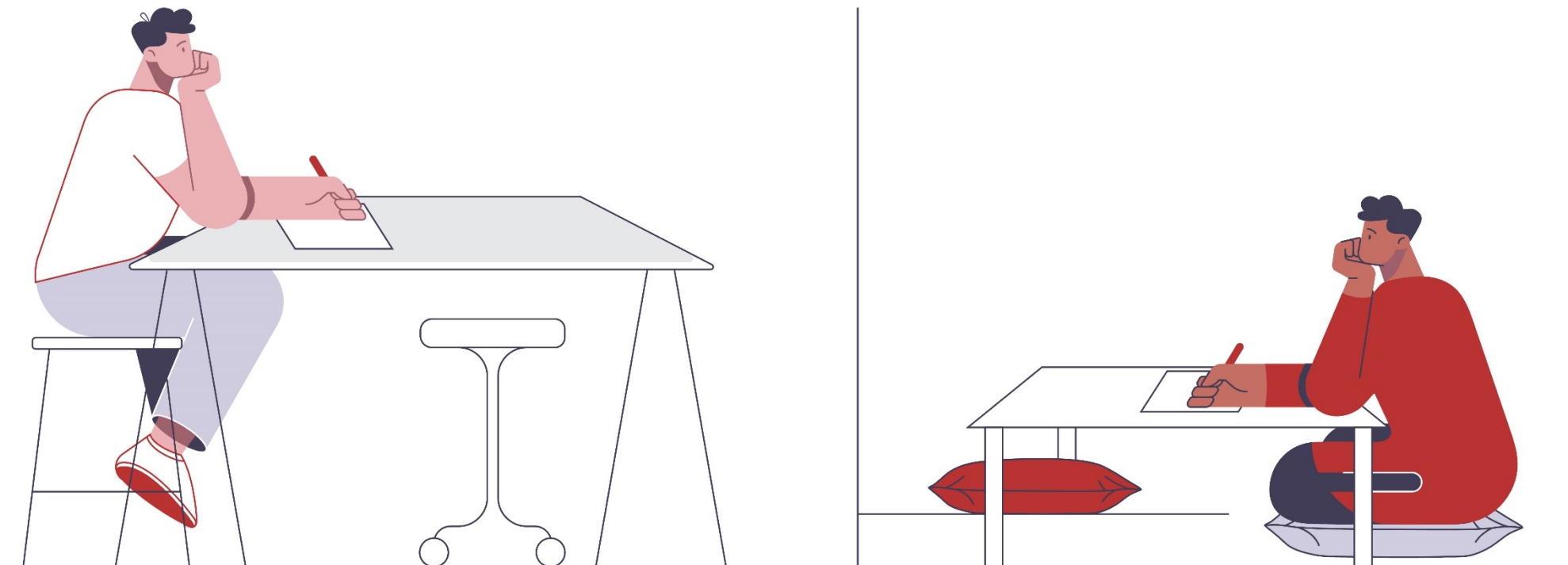
INSIGHT №1

*Teaching and learning continued in many countries using alternative delivery methods with some challenges. No schooling at all was provided for between **20% and 85%** of all responding students in low-income countries for a period lasting over 4 months.*



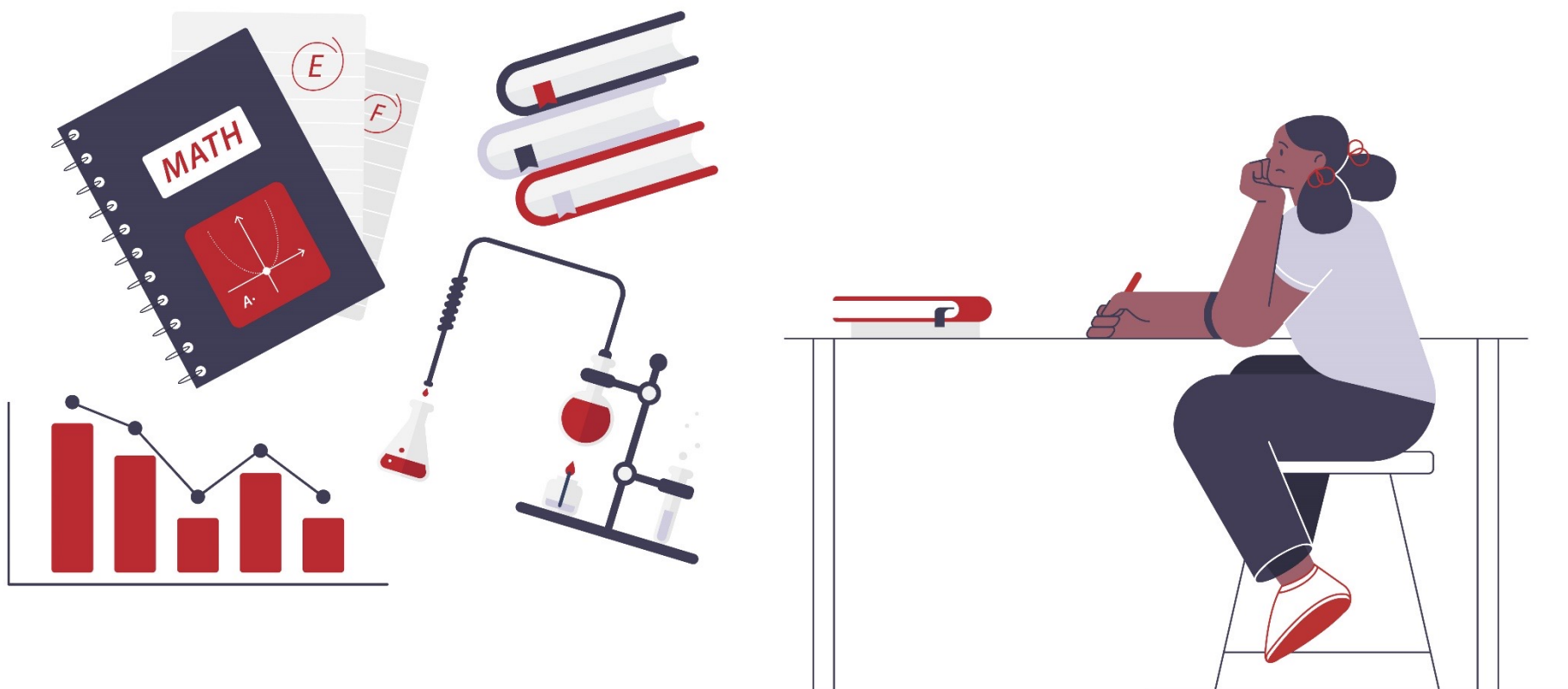
INSIGHT Nº2

*Between one quarter and one half of students reported that they had **no one at all available** to help them with their schoolwork at least sometimes*



INSIGHT №3

*Principals, teachers, and students reported **decreases in students' academic outcomes** during the COVID-19 pandemic. This applied especially to the most disadvantaged and vulnerable students.*



INSIGHT Nº4

Well-being is an important priority for the future

In most countries...

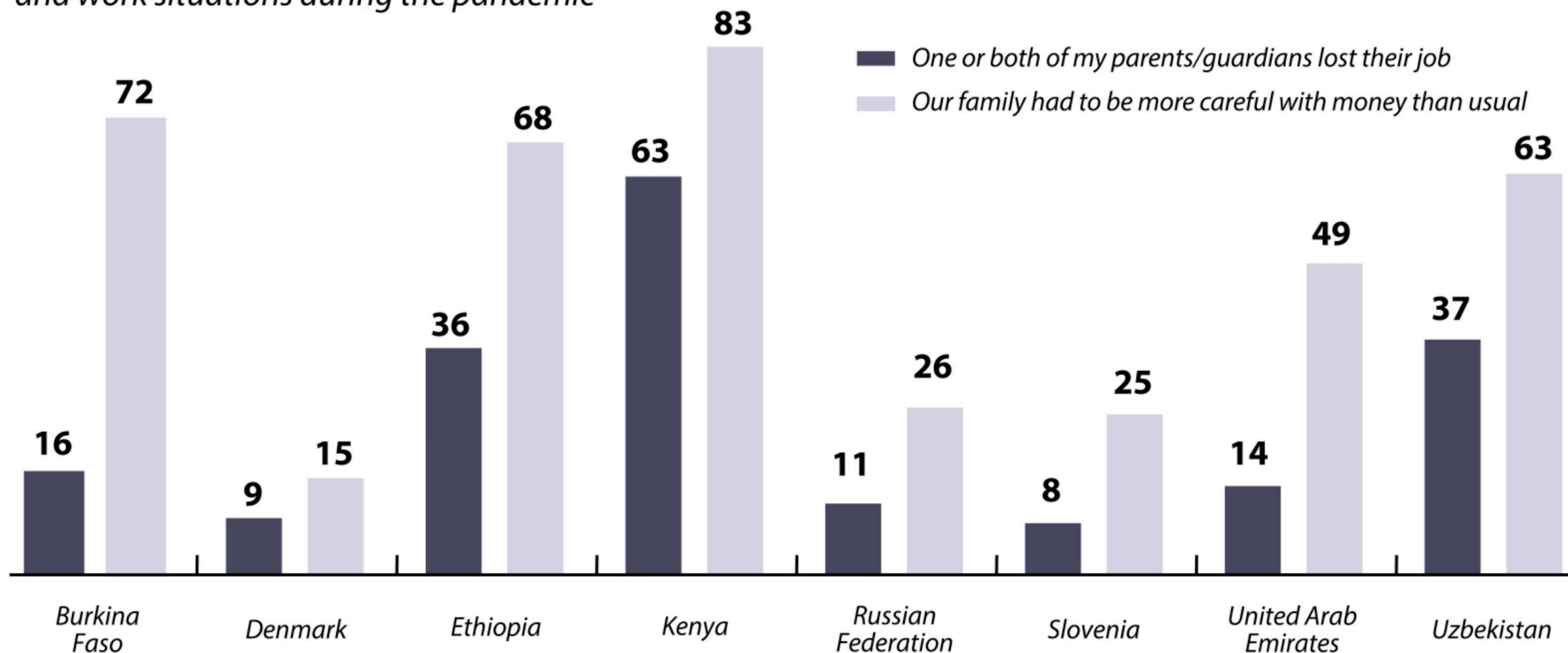
**50%
or more
schools**

*increased priorities
regarding students'
and teachers' well-being
during school closures*



INSIGHT Nº5 - Percentage of students agreeing with the following statements:

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

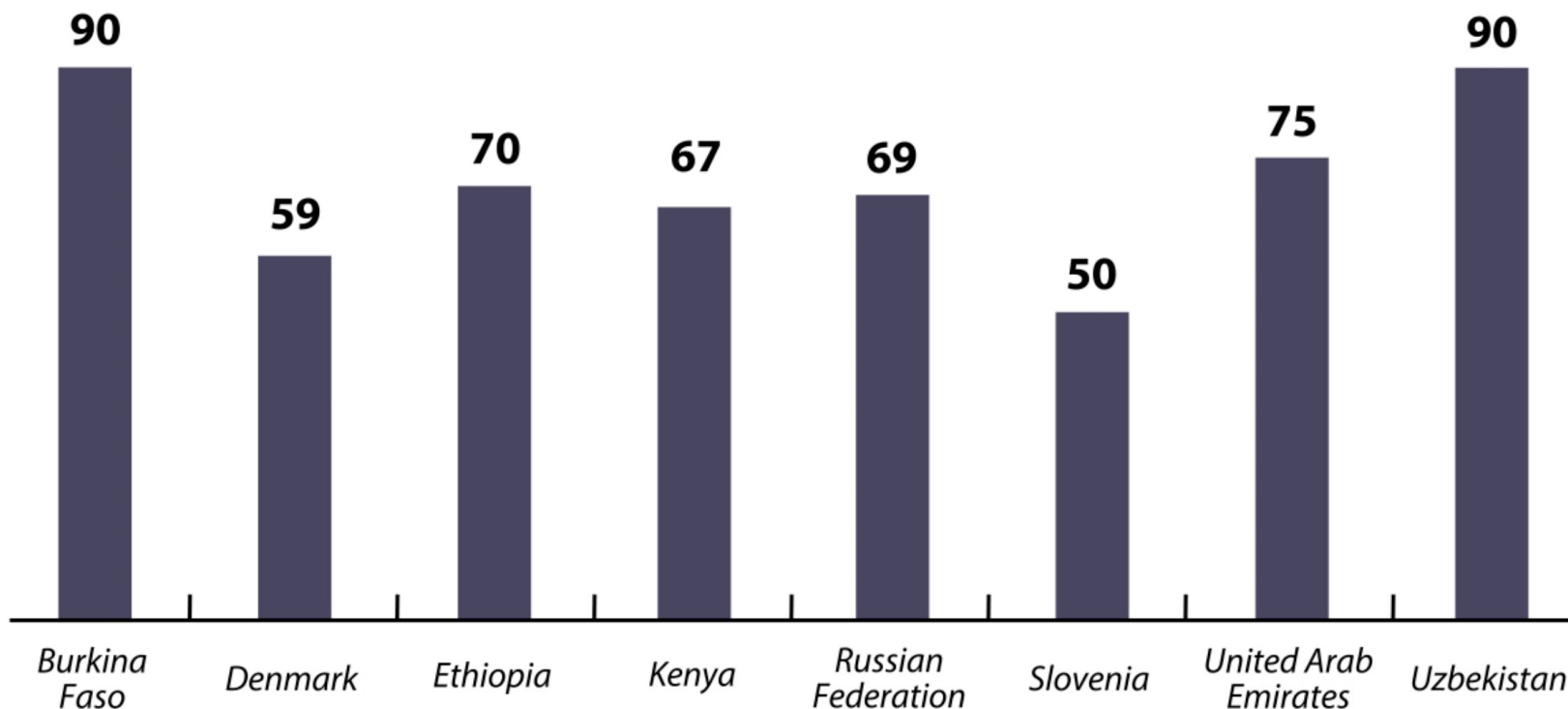


Note: Data may not be representative of target population in the case of Burkina Faso, Denmark, Ethiopia, Kenya

INSIGHT Nº6 - Percentage of students agreeing with the following statement:

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

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



Note: Data may not be representative of target population in the case of Burkina Faso, Denmark, Ethiopia, Kenya

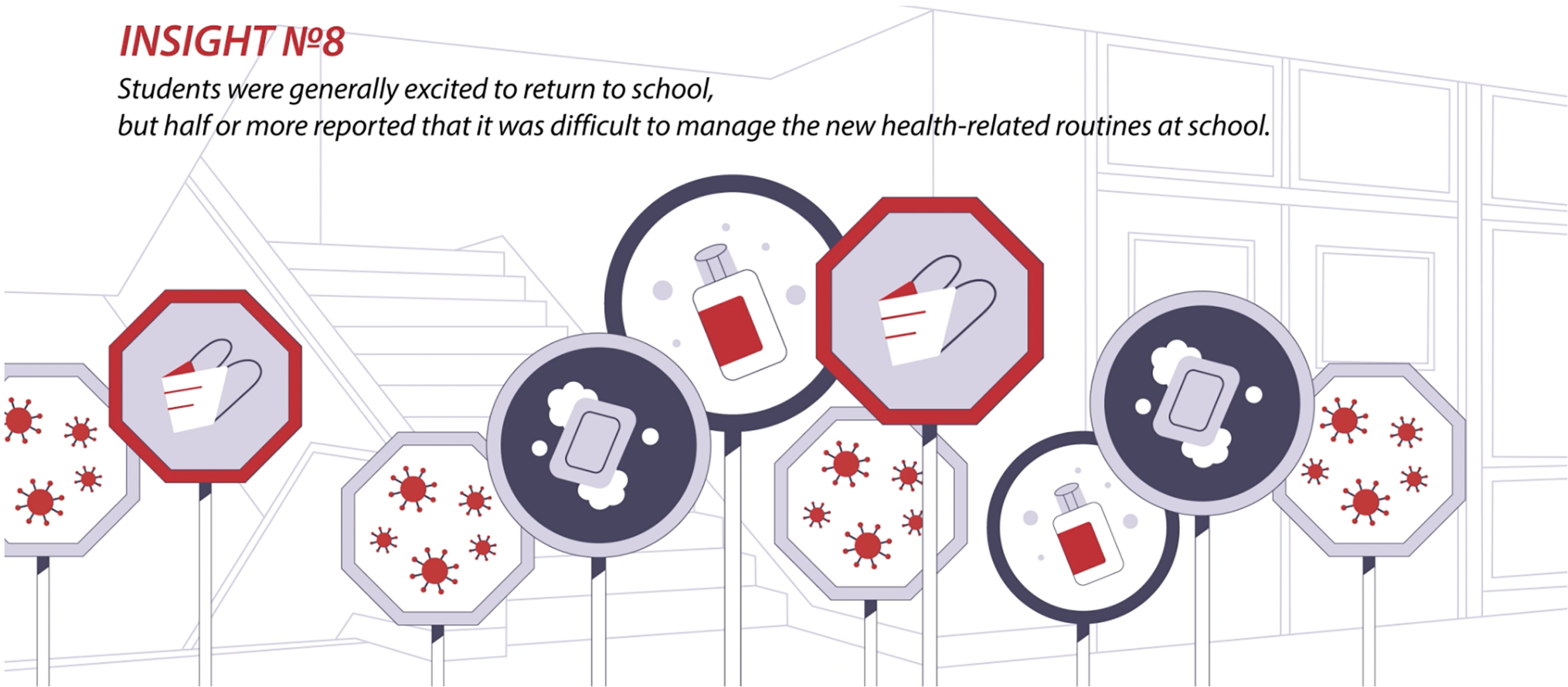
INSIGHT N°7

*Many teachers across countries reported they had **concerns about catching COVID-19 at work** but agreed that they were satisfied with infection control protocols implemented in classrooms and **the available support from school leadership and their colleagues outside of school***



INSIGHT №8

*Students were generally excited to return to school,
but half or more reported that it was difficult to manage the new health-related routines at school.*



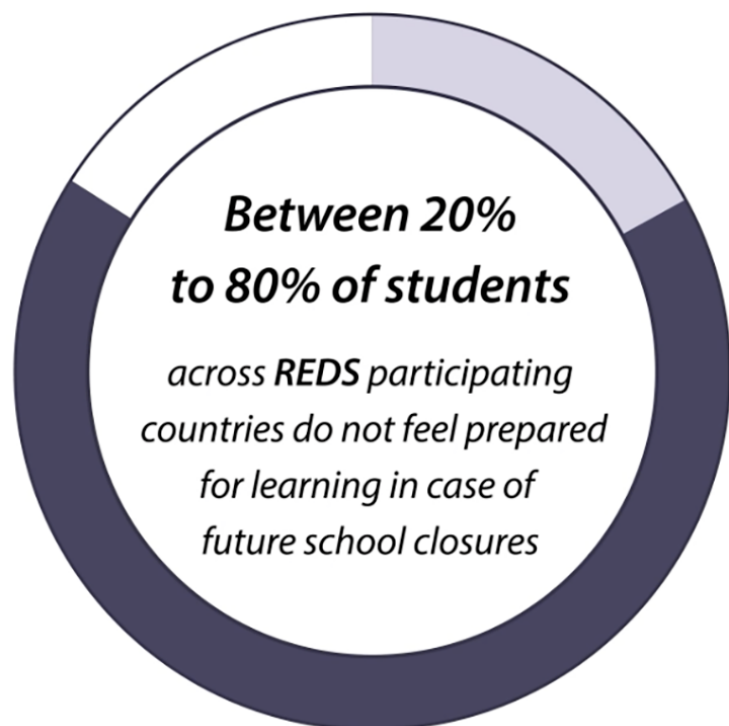
INSIGHT Nº9 - Innovative Solutions Will Persist in the Future

*Nearly all teachers across participating education systems believe that **information and communication technology will be important** for their work at schools in the future.*



INSIGHT Nº10

Students' views on learning from home in the future vary greatly across countries



INSIGHT №11

About half or more schools



do not feel well prepared or not prepared at all in six out of the eleven participating countries



THANK YOU

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