COVID-19 response – re-enrollment

Identifying students at risk of drop-out and encouraging a return to school, with a focus on equity and, in particular, girls

Version 2 as of July 2020

In support of
COVID-19
Global Education Coalition
Launched by UNESCO

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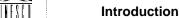
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01

Introduction

READ MORE →

→ Context, objectives, structure of this document

→ The focus of this chapter is on re-enrollment

→ How can this chapter be used?

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Context, objectives, structure of this document

Context

In the context of the **Global Education Coalition**, formed by UNESCO to support governments in their educational response to COVID-19, UNESCO has collaborated with partners to develop a **COVID-19 Response Toolkit in Education**.
This toolkit contains 9 chapters, 5 of which are being developed in collaboration with McKinsey & Company – see next page for additional detail

Objective

The goal of these chapters is to support countries in their K–12 educational response to COVID-19 by providing practices and examples, concrete steps for intervention, and tactical action checklists. This particular chapter focuses on the topic of re-enrollment

Structure

This chapter contains the following sections:

- **The problem – why it is important:** Defining the chapter's topic and providing context on the challenge at stake
- **The response – framework and practices:** Providing a framework of response including practices from other country responses in previous crises or during COVID-19
- **The checklist – summary of actions:** Synthesizing the framework into a series of tactical actions that a country can take to prepare and implement its response
- **Case studies – lessons learnt:** Providing case examples from other countries' response during COVID-19 or other crises, including context, approach, impact and key learnings

While treated as a standalone topic in this chapter, re-enrollment is intricately related to other parts of the response

- **1. Remote learning strategy and 2. Remote learning platforms: Remote learning can be used as a means** to keep students engaged during school closure and reduce the risk of drop-out
- **3. Planning to reopen safely (health and safety):** The timeline of re-enrollment can be fully integrated with the **ability of schools to reopen safely**
- **5. Remediation:** Helping student catch up can enable re-enrollment, in particular for students at risk of drop-out due to high learning loss
- **6. Resurgence planning:** When planning for resurgence, all topics need to be considered (including re-enrollment and how to bring students back)
- **8. Recommitment and reform:** Learnings from re-enrollment programs for COVID-19 can inform enrollment reforms and second-chance programs
- **9. Organizing for the response:** The organization of re-enrollment can take place along with other aspects of the response through a coordination response team

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The focus of this chapter is on re-enrollment

1

Remote learning strategy

Defining and continuously improving remote learning measures

Supporting key stakeholders (students, parents, teachers) for effective use of these solutions

Monitoring and quality assurance

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2

Remote learning platforms

Compendium of remote learning solutions, tools, and platforms

Developing an evaluation framework to help identify which solutions, tools, and platforms are most relevant to the local context

3

Health, safety and resurgence protocols

Evaluating the trade-offs to school reopening and reclosing

Defining health and safety measures to put in place before and after reopening

4

Re-enrollment

Identifying students at risk of dropout

Engaging students, parents and communities to ensure all students are back to school

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5

Remediation

Bringing students to learning competency level , and catching up lost learning deriving from school closures and pre-existing learning gaps

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6

Hybrid learning

Defining a learning approach combining remote and in classroom learning during school reopening and in preparation for potential resurgence

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7

Recommitment and reform

Identifying longer-term implications of the crisis

Rethinking the new education system and reforming accordingly

8

Organizing for the response

Defining a new architecture to plan, coordinate, and manage stakeholders and external partnerships
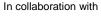
Developing the required capabilities for an effective response

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How can this chapter be used?

If you are a ...	You can use the chapter by ...
Policy maker or advisor	• Reading the problem statement to validate that the chapter is relevant to your context and to support a case for putting re-enrollment strategies in place in your country • Reviewing the framework of response to test which areas are currently covered in your response and where the gaps are • Jumping to the relevant sections to deep dive on the specific gaps that you identified • Testing your plan against the checklist to understand which actions can be taken to address the gaps and how to organize for re-enrollment
Teacher or school principal	• Reading the problem statement to validate that the chapter is relevant to your country context • Reviewing the framework of response from the perspective of the local level, focusing on strategies that can be implemented in your context and locally • Testing your local plan against the checklist or using it for inspiration to draft your own school or class checklist, keeping in mind the guidance issued by the higher administrative levels in your country/area • Checking additional resources in the appendix for more information
Other	• Reading the problem statement to get an overview of the topic and its importance • Reviewing the framework of response to inform yourself on the key steps that countries take for re-enrollment • Looking through relevant case studies to understand how countries tactically put in place re-enrollment programs

In a rush? Check out these selected pages for a quick look

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Executive summary (1/2)

This chapter addresses how education systems can make sure students come back to school: **re-enrolling students and working to prevent increased drop-out rates due to school closures caused by COVID-19.** It includes an overview of the re-enrollment challenge, with a focus on girls, caused by the increased economic pressure on families as well as other factors; an approach for systems to develop re-enrollment strategies; and a checklist of actions to take
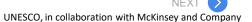
The problem

At their height, school closures due to the COVID-19 pandemic affected about 1.6 bn learners.[1] Due to economic pressure on families, lack of access to remote learning in many school systems (leading to disengagement), and health and safety concerns, there is a significant risk that the **crisis could undermine progress on increasing school participation**

- **First, the out-of-school population is set to increase based on evidence from previous crises and emerging data**
  - In comparable situations in the past, enrollment has been highly affected; **25% of students in Sierra Leone and 13% of students in Liberia did not return to school** after the Ebola outbreak.[2] **Girls' participation is even more at risk:** in Liberia, the number of girls out of school was 3 times higher compared with pre-Ebola numbers. In Guinea, girls were 25% less likely than boys to enrol in secondary school compared with pre-crisis levels, and in Sierra Leone's most affected communities, girls were 16% less likely to be in school after reopening.[3] In the wake of school closures following natural disasters, such as Hurricane Katrina (2005) and Maria (2017), **14-20% of students never returned to school**[4]
  - Emerging data and projections for the current crisis reveal the potential for a similar trend. According to preliminary estimates by UNESCO, **24 million children and youths from pre-primary to tertiary levels may be at risk of not returning**[5]
  - **In addition, 7 million unplanned pregnancies are forecast** by UNFPA, making it harder for girls to come back to school.[6] **For other vulnerable populations,** including students with low access to remote learning and students from low income families, **the risk of dropping out will increase**
  - In the US alone, the **drop-out rate is expected to rise by 2-9%,** causing an **impact of 11.2 billion dollars in loss of earning potential** across the K-12 cohort[7]
- **Second, delays in re-enrolling children are predicted,** as many parents across regions **feel uncomfortable letting their children go back** to school: as many as 88% of parents in France, 91% in Kuwait, and 88% in Colombia report feeling this way[8]

School systems **need to be ready to respond, to mitigate the risk that decades of efforts to expand access may be undone in a matter of months**

1. UNESCO
2. World Bank (2015), The Socio-Economic Impacts of Ebola in Liberia and Sierra Leone (http://documents.worldbank.org/curated/en/873321467999676330/pdf/97392-WP-P151624-Box391466B-PUBLIC-Socio-Economic-Impacts-of-Ebola-in-Sierra-Leone-June-2015-final.pdf; https://www.worldbank.org/content/dam/Worldbank/document/Poverty%20documents/Socio-Economic%20Impacts%20of%20Ebola%20in%20Liberia%2C%20April%2015%20(final).pdf)
3. Malala Fund, https://www.scribd.com/document/456242342/GirlsEducationandCOVID19-MalalaFund-04022020#download, p.4
4. https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
5. Preliminary estimates, UNESCO June 2020
6. Business insider & UNSDG (https://www.businessinsider.com/structural-inequality-gender-equality-coronavirus-pandemic-outbreak-contraceptives-pregnancy-fgm-2020-?r=US&IR=T;https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf)
7. https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
8. France; Colombia; Kuwait (UNESCO Regional Survey)

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Executive summary (2/2)

The response

To address this critical challenge, school systems can take four tactical and iterative steps: understand and envision, decide and design, enable and execute, and monitor and adjust

1   **Envision and understand**
Before planning any re-enrollment efforts, school systems can take the time to **define a vision of success** and **identify which students are at risk.** This vision should be measurable, time bound, and consider key trade-offs, e.g., should the re-enrollment strategy target students at risk of late re-enrollment (to minimize learning loss), or students at risk of permanent drop-out? After defining this, school systems can **identify which students are at risk of dropping out** due to COVID-19 and understand the factors leading to this risk (e.g., health and safety concerns, economic reasons, or disengagement)

2   **Decide and design**
There are 3 key levers for action: improving the **supply** of education (e.g., ensuring health and safety protocols make school an attractive proposition for parents), increasing the **demand** for education (e.g., awareness campaigns or increased financial support), and addressing **institutional factors** (e.g., community grants)**.** Each of these potential strategies can be **evaluated in terms of their feasibility and complexity to implement and their relevance** to the system's challenge, taking into account key aspects such as cost, infrastructure, curriculum, and human resources

3   **Enable and execute**
After defining the strategy for re-enrollment, school systems need to **prepare for execution.** By **understanding the requirements for each type of strategy,** systems can effectively identify the gaps in resources that need to be bridged (e.g., teacher capacity, financial resources, targeted curriculum materials)

4   **Monitor and adjust**
The re-enrollment plan needs to be constantly **monitored and evaluated.** School systems can **monitor both the impact and process of the re-enrollment plan** through specific metrics and KPIs, in particular, ensuring that we understand how many children are returning to school and where the remaining challenges lie. In turn, these data and insights emerging from monitoring the progress of the plan need to inform **adjustments to the strategy**

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02

READ
MORE
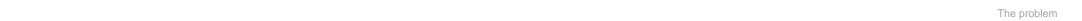
The problem
Why it is important

→ Definition of re-enrollment

→ Learnings from other crises show that the risk of drop-out is significant, particularly for vulnerable groups

→ A similar impact on enrollment is expected due to COVID-19, particularly affecting vulnerable populations

→ In addition to drop-out, there is a significant risk that children may be temporarily kept out of school due to concerns from parents

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Definition of re-enrollment

Ongoing effort to bring students back to schooling (whether remote or in person), addressing **the risk of permanent or intermittent drop-out, as well as a temporary reluctance to returning to school**

Learnings from other crises show that the risk of drop-out is significant, particularly for vulnerable groups

Drop-out rates often increase after health crises – the example of Ebola and Hurricane Katrina

25% of the students in Liberia did not go back to school after reopening[1]

13% in Sierra Leone did not go back to school after reopening,[1] including **>8,000**[2] orphans

14-20% of students never returned to school in the wake of school closures following natural disasters, such as Hurricane Katrina (2005) and Maria (2017)[4]

Vulnerable populations are even more at risk – Focus on girls during Ebola

The number of girls who were out of school in Liberia was **three times higher** compared to pre-Ebola numbers[3]

Girls were **25%** less likely than boys to enroll in secondary school compared with pre-crisis levels in Guinea[3]

Girls were **16%** less likely to be in school after reopening in Sierra Leone's most affected communities[3]

1. World Bank (2015), The Socio-Economic Impacts of Ebola in Liberia and Sierra Leone (http://documents.worldbank.org/curated/en/873321467999676330/pdf/97392-WP-P151624-Box391466B-PUBLIC-Socio-Economic-Impacts-of-Ebola-in-Sierra-Leone-June-2015-final.pdf; https://www.worldbank.org/content/dam/Worldbank/document/Poverty%20documents/Socio-Economic%20Impacts%20of%20Ebola%20in%20Liberia%2C%20April%2015%20(final).pdf)
2. Hallgarten, J. (2020) Evidence on efforts to mitigate the negative educational impact of past disease outbreaks K4D Helpdesk Report 793. Reading, UK: Education Development Trust
3. Malala Fund, https://www.scribd.com/document/456242342/GirlsEducationandCOVID19-MalalaFund-04022020#download, p.4
4. https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime

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A similar impact on enrollment is expected due to COVID-19, particularly affecting vulnerable populations

Potential impact of COVID-19 on students, especially girls

According to preliminary estimates by UNESCO, **24 million children and youths[1]** from pre-primary to tertiary levels may be at risk of not returning. This number is purely based on the economic shocks due to COVID-19, and the situation may be even more dire if the impact of school closures, increased child labor and early pregnancies is considered

7 million unplanned pregnancies are forecast by UNFPA, making it harder for girls to come back to school[2]

In the US alone, the drop-out rate is expected to rise by **2-9%**, causing an **impact of 11.2 billion dollars in loss of earning potential** across the K-12 cohort[5]

Potential impact of COVID-19 on students from low-income families or students without access to remote learning

Risk of dropping out is increased[3] for students with low access to remote learning in many countries

Higher drop-out rates are predicted for students from low-income families[4]

1 Preliminary estimates, UNESCO June 2020 (https://unesdoc.unesco.org/ark:/48223/pf0000373992)
2 Business insider & UNSDG (https://www.businessinsider.com/structural-inequality-gender-equality-coronavirus-pandemic-outbreak-contraceptives-pregnancy-fgm-2020-?r=US&IR=T;https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf)
3 https://www.cedefop.europa.eu/en/news-and-press/news/coronavirus-distance-learning-increases-dropout-risk-vulnerable-learners
4 https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
5 https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
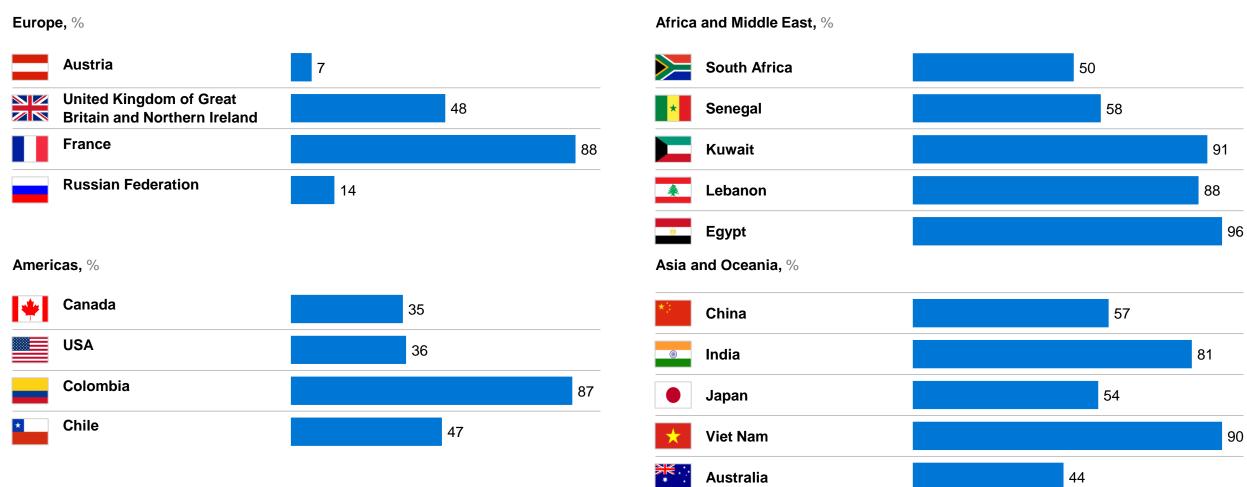
In addition to drop-out risk, many parents report they are uncomfortable with sending children back to school

Percentage of parents uncomfortable sending their children back to school

Europe, %

Country	%
Austria	7
United Kingdom of Great Britain and Northern Ireland	48
France	88
Russian Federation	14

Americas, %

Country	%
Canada	35
USA	36
Colombia	87
Chile	47

Africa and Middle East, %

Country	%
South Africa	50
Senegal	58
Kuwait	91
Lebanon	88
Egypt	96

Asia and Oceania, %

Country	%
China	57
India	81
Japan	54
Viet Nam	90
Australia	44

Source: UNESCO regional survey, Press search (see appendix for detailed sources)

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03

READ MORE →

The response

Framework and practices

→ Re-enrollment requires a 3-step approach supported by continuous monitoring and adjustment

→ Understand and Envision

→ Decide and Design

→ Enable and Execute

→ Monitor and Adjust

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Re-enrollment requires a three-step approach supported by continuous monitoring and adjustment

01 Understand and Envision: define a vision and identify students at risk of dropping out

› **1A** **Define a vision of success for re-enrollment** (quantitative and qualitative)

› **1B** **Identify which students are at risk of dropping out and why**

02 Decide and Design: choose re-enrollment interventions, taking into account complexity, relevance and equity

› **2A** Consider **supply strategies**

› **2B** Consider **demand strategies**

› **2C** Consider **institutional strategies**

› **2D** Evaluate strategies based on **complexity and relevance**

03 Enable and Execute: prepare for re-enrollment interventions

› **3A** Understand the budget, social, **human resource, and infrastructure requirements** for operationalization

04 Monitor and Adjust: track progress through continuous assessment and adjust the plan

› **4A** Monitor progress both **for impact and process** with specific metrics and KPIs

› **4B** **Adjust the programme based on the metrics monitored**

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The response

Re-enrollment requires a three-step approach supported by continuous monitoring and adjustment

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The response

1A Setting your vision can be essential to guide the re-enrollment effort

Agree on a guiding vision, building on the on-the-ground reality and taking into account trade-offs

"Coming into the crisis, my country had 95% enrollment overall and 75% enrollment for girls. Our goal is not to lose a single child post crisis"

Deep dive follows

Align around a definition of success

"Success would mean having the same enrollment rate in September 2020 as we did in September 2019"

Make your vision time bound

"At the start of the new school year, in September, we hope to have reached our goal"

The vision can be set by the body in charge of governance and decision-making for the response
See "Chapter 9: Organizing for the response" for additional detail

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The response

1A **When setting a vision for re-enrollment, leaders can consider balancing different trade-offs**

Prevention — Prioritizing the prevention of drop-outs

Limited scope to COVID-19 — Limiting the scope of the re-enrollment strategy to mitigate immediate disruptions of COVID-19

Targeted — Targeting specific student segments that are most at risk of drop-out or late re-enrollment

Permanent drop-outs — Prioritize initiatives that would bring students back to school or reduce tendency to drop out permanently

Redress — Focusing on students who have already dropped out

Expanded scope to future — Designing a strategy for long-term use to build re-enrollment capacities to expand in the future

Universal — Generalizing re-enrollment initiatives to the entire student population to ensure engagement across student segments

Late re-enrollment — Focusing on reducing risk of student re-enrolling late to school

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The response

1B The re-enrollment strategy can address three COVID-19-induced factors that put children at more risk of dropping out or decrease the likelihood of school leavers to come back

Educational and socioemotional disengagement

Risk of disengagement will increase if students are already in low enrollment areas, if they fall behind due to lack of connectivity, or if they miss the socioemotional support provided by schooling for lengthy periods of time

- Students who have dropped out or reduced engagement with their schools/teachers during remote learning
- Students demotivated due to falling behind their curriculum over the remote learning period
- Students who are socioemotionally affected by school closures and disengage
- Students who live in marginal enrollment areas and were already suffering from lack of learning
- Past cases highlight an elevated risk of girls who become pregnant, enter early or forced marriage (e.g., to support household through 'bride price' in certain countries), are assigned to domestic responsibilities or experience sexual abuse[1]

Increased economic pressure

COVID-19's impact on livelihoods may increase the risk that students and their families have to refocus on more immediate priorities (e.g., housing/food)

- Students who may need to go to workforce after the lockdown, in particular due to worsening of economic conditions
- Students from low-income families that cannot afford school fees and other direct and indirect costs associated with schooling (including school supplies)

Health issues and safety concerns

Risk of temporary reluctance to re-enroll will increase and could lead to drop-out if the health (physical and mental) of students and their families is impacted by COVID-19 or if there are concerns that safety protocols are not followed at school

- Students whose parents are unwilling to allow them back due to inadequacy of health and safety measures at schools or increased transmission risk
- Students who are traumatized by the virus outbreak experience and unwilling to go to school
- Students who turn into caregivers and cannot give up their responsibilities, especially girls
- Students from populations or communities that may be stigmatized as carrying or transmitting the virus and excluded from school by re-enrollment procedures or discriminated against by their peers

Profiles of students at risk of not returning

Early Warning Systems offer a structured process to identify, track and support students who are at risk of dropping out. When already in place, these systems can be adapted to include COVID-19 induced factors and allow systems to act early

1. UNICEF: https://www.unicef.org/stories/second-chance-schooling-pregnant-teenagers-sierra-leone#:~:text=During%20the%20Ebola%20outbreak%2C%20more,may%20not%20return%20to%20school.

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The response

Re-enrollment requires a 3-step approach supported by continuous monitoring and adjustment

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The response

2 There are three key levers to address to prevent drop-outs and encourage re-enrollment – supply, demand, and institutional factors

2A

Supply

Improving the supply of education for those currently out of school, whether through traditional channels or by providing alternatives

Examples

- Offer of a virtual option for enrollment
- Additional flexibility on enrollment deadlines
- Availability of remedial programmes and flexible policies

2B

Demand

Increasing the demand for education by providing financial incentives or reducing the cost for parents, through nonfinancial benefits or by providing information to encourage parents to enroll their children

Examples

- Scholarships/student aid (reduced school fees)
- Free school meals/equipment
- Awareness campaigns

2C

Institutional factors

Improving how the 'market' of supply and demand operates, including a greater role for parents and communities in their local schools

Examples

- Adopt re-entry policies
- Peer-to-peer network (buddy system) to keep students engaged

A **combination of these levers**, rather than any single one, is likely to be used in the re-enrollment plan

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The response

2A **To re-enrol students, countries can improve school offers**

Improving the supply of education, whether through traditional channels or by providing alternatives

Strategy	Potential measures		Example interventions
Flexible learning and enrollment	• Offer additional flexibility on enrollment deadlines; provide clear remote enrollment guidance and support; offer online enrollment • Provide a remote learning option for the duration of COVID-19, including provision of devices and access to internet – *See remote learning chapter for more information* • Offer remote pre-enrollment learning options for incoming students (and personalized support) • Offer remedial programmes for those who require extra support • Offer girls (including pregnant girls) special education options	🇺🇸	Virginia schools are providing 'end-of-year' packets that will encourage review as well as a 'jump start' optional programme that will welcome students, give them a glimpse of 2020-21 routines and expectations, and give teachers a sense of each student's needs after COVID-19 impact
		🇸🇱	In Sierra Leone, after an Ebola outbreak, a new initiative offered classes and resources to pregnant teenage girls, who were otherwise prohibited from attending school
		🇵🇪	The Peruvian Ministry of education reduced the deficit of secondary schools in rural parts from 515 in 2002 to 69 in 2015. This improvement of infrastructure contributed to an increase in secondary school enrollment from 70.6 to 82.9% in 10 years
Improvement of facilities and teaching	• Provide additional learning space for physical distancing • Build more schools in marginalized areas • Build gender-friendly facilities (e.g., latrines) • Provide transport to students with disabilities, or mobility impairments, or who live far from school whilst respecting health measures • Improve teaching methods, including with a focus on socio-emotional well-being[1]	🇮🇹	Italy launched project Outdoor Education in the Ivrea 'comune', reopening schools after COVID-19 outbreaks by using many outdoor spaces (including parks, playgrounds, museum gardens) with teachers focusing on socio-emotional well-being as well as academic needs
		🇨🇩	After the Ebola outbreak in the Democratic Republic of the Congo in 2018, UNICEF trained 7,200 teachers on measures of prevention against Ebola and dispatched handwashing points, soaps, and thermometers to affected schools; schools also received information on methods of transmission/prevention
Health and safety measures	• Develop health and safety protocols (e.g., wearing masks, reducing class sizes) • Provide health products (e.g., masks) and sanitation measures • Provide COVID-19 health training to all teachers and other teaching staff and working staff to address health and safety concerns • Incorporate lifestyle and well-being in schooling for girls • Offer psychosocial support to students (e.g., counseling) • Provide options for students who test positive to COVID-19 to continue remote learning	🇹🇿	In the United Republic of Tanzania, the organization CAMFED incorporated life skills and well-being into the curriculum delivered to girls via radio or to small groups. The goal would be to continue the programme when schools reopen to encourage continued education
		🇩🇰	Denmark put in place health measures for schools to reopen after COVID-19, including wash stations, extra sinks, automatic taps, reallocated toilets, more cleaners. Families received comprehensive health guidelines and over 90% of primary school students returned (after week 3 of reopening)

1 See UNESCO and Teacher Task Force's Supporting teachers in back-to-school efforts – A toolkit for school leaders

Sources: Virginia, USA; Sierra Leone; Peru; Italy, DRC; United Republic of Tanzania, Denmark

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The response

2B To re-enroll students, countries can increase the demand for education

Increasing the demand for education by providing financial incentives or reducing the cost for parents, through nonfinancial benefits or by providing information to encourage parents to enroll their children

Strategy	Potential measures		Example interventions
Raising awareness	• Brochures on learning and precautions being taken schools to ensure students are not at risk • Introductory webinars for parents and virtual tours for students • Strong national level messaging • Community outreach through emails, texts, and phone calls to ensure parents understand the enrollment/re-enrollment process and dates • Targeted messaging for vulnerable groups, especially girls (e.g., to destigmatize pregnancy), encourage re-enrollment		Sierra Leone drove re-enrollment rate to 95% after an Ebola outbreak by creating mass awareness campaigns (e.g., with jingles) and back-to-school committees with parents as well as providing financial incentives by waiving school fees and providing funding for books In Switzerland, the canton of Geneva published full guidelines on safe school return
Economic support	**Financial support** • (Conditional) cash transfers and stipends for families/students in need, especially girls • Private school vouchers/subsidies **Food or commodity support** • Free school meals/equipment (e.g., books, uniforms)		Colombia reduced school fees for low-income families, which increased enrollment of primary school children in the poorest and next-to-poorest households by 3 to 6% The UK introduced the Education Maintenance Allowance (EMA) in 1998, providing adolescents from low-income families with an allowance of 30£/week (depending on income) to support enrollment In Delhi, India, the government started providing a combination of iron supplement and deworming drugs to preschool students. As a result, absenteeism dropped by 20%. For every USD100 spent, student participation increased by 2.7 years
School-initiated academic and socio-emotional engagement	• Regular 1:1 check-ins from teachers with students and parents (regarding both academic and socio-emotional needs) • Visit with student families (if needed and respecting health requirements) • Additional engagement by schools with at-risk students (in coordination with parents)		During the 2015 floods in Costa Rica, the minister of education asked school directors of more than 400 schools to check in with families to make sure they "don't lose one boy or girl in the classroom" To assist students psychologically during COVID-19, Tunisia set up a toll-free number nationally France compiled all major psychological resources in each regional academic district in a single website for COVID-19 assistance

Sources: Sierra Leone; Switzerland, Colombia, UK; India; Costa Rica; Tunisia; France

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The response

2C **To re-enrol students, countries can address institutional factors**

Improving how the "market" of supply and demand operates, including a greater role for parents and communities in their local schools

PRELIMINARY

Strategy	Potential measures	Example interventions
Community incentives and action	**Incentives** • Let communities manage grants towards re-enrollment and reward system **Action** • Engage community leaders, including religious leaders (e.g., in how to re-enroll students or who might be at risk). This can also help to identify students who are at risk of drop-out • Set up community volunteer groups to help establish community-based social uplift • Set up peer-to-peer network (buddy system) to keep students engaged	In Punjab, Pakistan, rewards were given to communities based on average gain in 5th grade assessment and gains in primary enrollment. enrollment improved by 4.6% in three years (2010-2013) In Indonesia in 2014, communities managed grants to community schools through joint project and management meetings. These interventions improved language scores by 0.17-0.23 SD (standard deviation) Davis Joint Unified School District in California offers online re-enrollment resources for parents, including an FAQ section in both English and Spanish Australia created a partnership between 12 Aboriginal and Torres Strait Islander women and 8 non-Indigenous members to discuss women's health (including menstrual health), and to respond to its negative impact on school attendance for indigenous girls
Policy making	• Strengthen laws requiring enrollment • Strengthen bans on child labor • Issue additional policies on child enrollment • Strengthen policies towards vulnerable groups, especially girls (e.g., against the discrimination of pregnant girls in school) • Improve data systems to monitor the enrollment in a timely manner	In Guinea, after Ebola, a post-crisis decree from the minister of education allowed children to start school at the age 6 rather than 7 Zambia adopted a reentry policy for girls in 2007, publishing a booklet addressing "What happens if a school girl falls pregnant" and actions that schools can take

Source: Pakistan; Indonesia; California, USA; Australia; Guinea; Zambia

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The response

The strategy chosen to increase the demand for education could depend on the segment of students to be reached

Segment type	Segment target	Risk	Stakeholders to involve	What parents would need to believe to send children back post pandemic
Age	**Early school students (up to kindergarten or 1st grade)**	Children never entering the school system and getting left behind, delayed entry leading to insufficient readiness for learning	• Parents • School social worker • Other caregivers • School health staff	• Health protocols will support student safety (the school has implemented health and safety measures and has a recognized protocol in place) • Virtual learning options will be available • Students can socialize with their peers at school • Parents will be likely able to return to work • enrollment is flexible and can adapt to family needs
	Primary and early secondary school students	Children falling behind or disengaging and dropping out	• Parents and students • School social worker • School health staff	• Students learn better when they are at school than when they study from home • Health protocols will support student safety (the school has implemented health and safety measures and has a recognized protocol in place) • Parents will likely be able to return to work
	Secondary school students	Secondary school students dropping out and entering the labor market	• Parents and students • School social worker • School health staff	• Education can help build a more stable livelihood • Coming back to school will allow students to socialize and build a strong support network
Gender	**Girls**	Girls becoming caregivers, becoming pregnant, marrying early or forcefully, experiencing sexual abuse	• Parents and families • Communities • Girls • School social worker • School health staff	• Educating girls facilitates poverty reduction in the long term • Health protocols and infrastructure will support girls safety(e.g., gender segregated latrines, female teachers, measures against School Related Gender Based Violence)

Key takeaways
- Countries could **pick initiatives to improve the demand for education** based on which **segment of the population** they need to target
- **Tailoring the initiative to its target audience** will ensure that the strategy used is relevant and applicable in practice

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The response

2D Countries can decide which combination of strategies suits them best based on an evaluation of complexity

Low complexity - - - → High complexity

Complexity based on implications

Levers	Strategies	Cost[1]	Tech/logistical complexity[2]	Social/political complexity[3]	Factors addressed
I. Supply	Flexible learning and enrollment	Medium if remote capabilities already exist, curriculum advisors needed	High if need to set up new system and adapt enrollment	Mild given remote activity only between school system and other actors	• Health issues and safety concerns • Educational and socio-emotional disengagement
	Improvement of facilities/teaching	Significant investment for training/facilities	Need to organize procurement for new facilities	Mild but new training may disrupt teaching habits	
	Health and safety measures	Some investment in masks, gels, specialists to draft health protocols	Need to organize new protocol and set up new measures	Some impact on teachers and disruption to children's behavior	
II. Demand	Awareness	Some cost for development of materials and delivery of awareness campaign	Low complexity given ability to adapt to existing capacities	Mild but need to ensure involvement of key stakeholders to avoid backlash	• Health issues and safety concerns • Educational and socio-emotional disengagement • Increased economic pressure
	Economic support	High cost to provide cash transfers/free schooling	High due to financial tracking needed	Social disruption between families receiving and not receiving support	
	School-initiated academic and socio-emotional engagement	Low impact but additional hours needed from teachers or administrators	Some need to organize calls/visits to student at risk	Mild	
III. Institutional factors	Community incentives and action	Cost depends on specific strategy (e.g., high if community grants)	Outreach to communities may require some organization	High given need to determine which stakeholder have most influence	• Increased economic pressure • Educational and socio-emotional disengagement
	Policy making	Some investment required to make new policies (e.g., paralegals)	Need to mobilize law makers	New policies might cause disruption	

Key takeaways
- Countries can pick a combination of strategies that **take into consideration the complexity of implementation across dimensions of cost, tech/logistics, and social impact** ...
- ... target the **relevant factors contributing to the risk of students dropping out**
- In addition, the concerns and questions from teachers and the increase in their workload, families, and labor unions **could be taken into account by policy-makers**

1. Estimated budget implications of strategies
2. Implications related to logistics, IT infrastructure, tech skills, hardware/software   3 Implications on social and political disruption (e.g., teacher discontent, student comfort, family organization, general well being, need to engage political stakeholders)

HOW CAN THIS CHAPTER BE USED?

Re-enrollment requires a three-step approach supported by continuous monitoring and adjustment

01 **Understand and Envision:** define a vision and identify students at risk of dropping out

1A **Define a vision of success for re-enrollment** (quantitative and qualitative)

1B **Identify which students are at risk of dropping out and why**

02 **Decide and Design:** choose re-enrollment interventions, taking into account complexity, relevance and equity

2A Consider **supply strategies**

2B Consider **demand strategies**

2C Consider **institutional strategies**

2D Evaluate strategies based on **complexity and relevance**

03 **Enable and Execute:** prepare for re-enrollment interventions

3A Understand the **budget, social, human resource, and infrastructure requirements** for operationalization

04 **Monitor and Adjust:** track progress through continuous assessment and adjust the plan

4A Monitor progress both for **impact and process** with specific metrics and KPIs

4B **Adjust the programme based on the metrics monitored**

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The response

3A Based on the strategy for re-enrollment chosen, countries can determine what they need and which capabilities they are missing

Resources needed for implementation

Levers	Strategies	Budget	Social reach	Human resources[1]	Supporting materials/infrastructure
I. Supply	**Flexible learning and enrollment**	Budget for curriculum advisors or additional time for admins/teachers to draft pre-learning and organize flexible enrollment, online platform if needed	Contact with parents and students (e.g., e-mail/phone/address) to communicate flexible options and pre-learning curriculums	Curriculum advisors, admins/teachers, tutors	Online platform for pre-learning or e-mail, website for school, paper guidance
	Improvement of facilities/teaching	Budget for investment in new training for teachers and new facilities	Contact with construction companies/architects, for training contact with coaches or specialists	Coaches or moderators for training, procurement officer (for contracting), architects, builders (or partnership with firm)	Paper or materials for training (e.g., website, posters), construction site
	Health and safety measures	Investment in advisors for health protocol and in commodities (masks, gels)	Ability to reach families and students (e.g., through e-mail) to ensure communication of safety measure (to reassure them)	Health advisors	Health commodities (e.g., masks, gels), paper posters in school
II. Demand	**Awareness**	Budget for development, production, and delivery of the materials for the awareness campaign	Contact with TV/radio/advertising and communication companies for development and delivery, ties with community centers, youth centers, religious organizations	Marketing and design staff (or through partnership), moderators for awareness seminars, social media specialists	Posters, radio ads, TV ads, billboards, projectors for presentations, social media accounts
	Economic support	Budget for cash transfers and subsidization of meals/materials	Contact with utility company or financial services company to deliver support	Committee to manage transfers, oversight, tracking	Online wire transfer platform/bank or secure physical delivery system (e.g., through post)
	School-initiated academic and socio-emotional engagement	Budget for additional time teachers/admins spend on outreach or additional staff	Contact with people who have addresses and phone numbers of students at risk, contact with key influencers of these students (e.g., youth organizations)	Teachers and admins/educators to call/visit students	Phones, connectivity networks, online calling services, transport for teachers
III. Institutional factors	**Community incentives**	Budget for community grants or planning	Close contact with community leaders in different sector (including religious organization, youth centers)	Administrators to reach out, management committee for grant oversight, staff to design and develop materials	Ability to meet (e.g., online system, social distance friendly space), phone lines for peer-to-peer advice
	Policy making	N/A	Connection to authorities at all levels, judiciary branch and its members	Paralegals, members of the judiciary	Mechanism to draft legal decrees, materials to communicate new policies

Key considerations
- **Each strategy of re-enrollment will require different resources** to be implemented: budget, social reach, human resources, and infrastructure
- Countries can **adapt the strategy to their needs**, **expanding their current capacity** or **using innovation and collaboration** to bridge the gap
- Building capabilities for COVID-19 for re-enrollment could be the **opportunity to digitalize the curriculum**

1 See UNESCO and Teacher Task Force's Supporting teachers in back-to-school efforts – A toolkit for school leaders

💡 HOW CAN THIS CHAPTER BE USED?

Re-enrollment requires a three-step approach supported by continuous monitoring and adjustment

01 **Understand and Envision:** define a vision and identify students at risk of dropping out

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> **2A** Consider **supply strategies**

> **2B** Consider **demand strategies**

> **2C** Consider **institutional strategies**

> **2D** Evaluate strategies based on **complexity and relevance**

03 **Enable and Execute:** prepare for re-enrollment interventions

> **3A** Understand the **budget, social, human resource, and infrastructure requirements** for operationalization

04 **Monitor and Adjust:** track progress through continuous assessment and adjust the plan

> **4A** Monitor progress both for **impact and process** with specific metrics and KPIs

> **4B** **Adjust the programme based on the metrics monitored**

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The response

4A Countries can set up a strong monitoring system to evaluate the process and the effectiveness of the plan through four dimensions

Set up a **strong monitoring system** that can track four key dimensions
– *See Chapter 9 Organizing for the response for additional detail*

	Track enrollment	⊕ Track academic and socio-emotional engagement	⊕ Track retention	⊕ Track performance
What to evaluate?	**Student attendance and enrollment at school post re-opening**	**Student socio-emotional and academic engagement and participation**	**Student attendance and enrollment at school after breaks**	**Student performance**
Who to consult?	National data platforms, administrators, schools	Teachers, school administrators	National data platforms, administrators	Teachers, testing data, administrators
How to evaluate it?	Surveys on enrollment (including phone surveys) Discussions/interviews with administrators on general absenteeism	Attendance and absenteeism data (with focus on vulnerable groups) Discussions/ interviews with teachers on participation /socio-emotional needs Homework completion	Surveys on enrollment (including phone surveys) Discussions/interviews with administrators on general absenteeism	Standardized and centralized formative and summative exams Samples of key documents and students' work Classroom assessment, teacher evaluation
How often?	After schools reopen	Regularly (every 2-3 months if possible)	At the beginning of every term or after break/crisis (e.g., 6-12 months)	Regularly (every 2-5 weeks, if possible)

Key takeaways

Setting up a strong monitoring system is the basis for tracking and evaluating re-enrollment. This system can also be used to identify students "at risk" of dropping out to preempt their needs (e.g., Data Scientists For Good in the US)

Tracking enrollment alone will not allow countries to understand whether students are truly engaged and remain in the school system, and would ignore the socio-emotional aspect of re-enrollment

Monitoring all four aspects of enrollment, engagement, retention, and performance will give a more complete view of progress

HOW CAN THIS CHAPTER BE USED?

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The response

4B **Adjust the programme depending on the outcome of the monitoring**

	Adjust the target	Adjust the strategy
Potential situations	New groups are dropping out or not enrolled, not engaged, are not retained, or have low performance Old groups are no longer at risk	Some students have been successfully re-enrolled, engaged, retained, and performant but not in others New events have created additional factors that put new populations at risk of low enrollment, low retention, engagement, or performance
What can be adjusted	Different segments of students can be targeted (e.g., groups depending on age, gender, geography)	Different levers can be implemented (e.g., improving supply, demand, or addressing institutional factors)
How it can be adjusted	Segments of students who are fully enrolled and at little risk of dropping out after the programme can be monitored but no longer a primary target New segments of students who are at risk can be included in the re-enrollment plan	Strategies can be tailored to groups depending on effectiveness (e.g., ineffective strategies can be revised) New strategies can be considered for novel factors of drop-out risk

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04

READ
MORE →

The checklist

Summary of actions

→ Based on the framework, countries can tactically implement organization through three action checklists

    → Envision and understand

    → Decide and design

    → Enable and execute

    → Monitor and adjust

CLICK EACH TOPIC TO VIEW CONTENT

MAIN MENU

Based on the framework, countries can tactically implement re-enrollment through 4 action checklists

01

Envision and understand

GO TO CHECKLIST →

02

Design and decide

GO TO CHECKLIST →

03

Enable and execute

GO TO CHECKLIST →

04

Monitor and adjust

GO TO CHECKLIST →

1 Set a vision and identify students at risks of dropping out through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
1A Define a vision of success for re-enrollment			
☐ Convene all stakeholders relevant for re-enrollment (leaders for finance, education, comms, etc.)			
☐ Set a clear vision and time-bound goal for re-enrollment, agree on priorities whilst considering key tradeoffs (e.g., prevention vs. redress, targeted re-enrollment vs. general program)			
1B Identify which students are at risk of dropping out and why			
☐ List new factors due to COVID-19 that could affect or have affected drop-out rates (e.g., economic pressure)			
☐ Classify which segments of students are affected by these factors, taking into account both age and group (e.g., girls)			
☐ Discuss which metrics and data points could help quantify the number of students at risk and their concentration (e.g., only in specific areas without remote learning access)			
☐ Collect relevant data, if available, from easily accessible sources (e.g., World Bank phone surveys) or proxies			
☐ Map scale of need per risk group identified (e.g., number of girls at risk in a certain region)			
☐ Align on priority groups and segments of students at risk to target			

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The checklist > Design and decide

2 Develop a re-enrollment strategy through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
2ABC Align on re-enrollment strategies			
☐ Classify types of levers that are available and appropriate to use for the specific needs identified (e.g., improving health and sanitation in schools)			
☐ Map out which specific strategies within these levers would suit re-enrollment needs (e.g., facilitate 1 on 1 between teachers and students, publish health protocols), and target relevant segments			
2D 2d. Evaluate strategies based on complexity and relevance			
☐ Assess public opinion to understand feasible options and the feeling of teachers, parents, unions on re-enrollment			
☐ Evaluate the feasibility of different strategies and choose which combination is best suited both to current capabilities and to the needs of the country's population			
☐ Choose strategies and design sequencing of implementation from current date, including strategies, channels, and levers			

3 Prepare for re-enrollment interventions and execute through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
3A **Understand the budget, social, human resources, and infrastructure requirements for operationalization**			
☐ Determine financial, human, infrastructure and other resources needed for implementation depending on the strategies chosen in your country			
☐ If a gap between existing resources and resources needed exists, plan to expand current capacities or leverage innovation and collaboration to bridge the gap			
☐ Align on strategy for communication for the specific interventions (including radio, TV) and ensure that the channels needed to activate or build capacities are available			
☐ Develop full re-enrollment plan materials (including communication materials)			
☐ Capacity building: depending on the strategy chosen, recruit staff (health advisors, communications specialists), launch infrastructure contracting (e.g., sanitation facilities), start policy making process, prepare awareness campaign and other capacities needed			
☐ Implementation: depending on the strategy chosen, build infrastructure projects, launch awareness campaign, issue policies regarding enrollment etc.			

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The checklist > Monitor and adjust

4 Monitor and adjust through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
4A **Monitor progress both for impact and process with specific metrics and KPIs**			
☐ Choose which dimensions should be monitored (and by whom). Both the process (e.g., quality, budget spent, number of people reached) and the impact of the programme should be evaluated			
☐ Monitor impact by tracking enrollment, engagement, retention, and performance			
☐ Align on which metrics will be tracked for these dimensions (e.g., percentage of students enrolled), how they will be tracked (e.g., through surveys), and how often (e.g., 2-3 months)			
☐ Agree on responsible parties and timeline for the collection of each metric			
4B **Adjust the programme based on the metrics monitored**			
☐ Regularly compile data and share findings with the central team, if applicable			
☐ Adjust process as necessary including communication strategy and materials			
☐ Compile learnings into a lesson-learned compendium			

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05

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Case studies

Lessons learned

→ Countries have implemented re-enrollment practices during COVID-19 and other crises
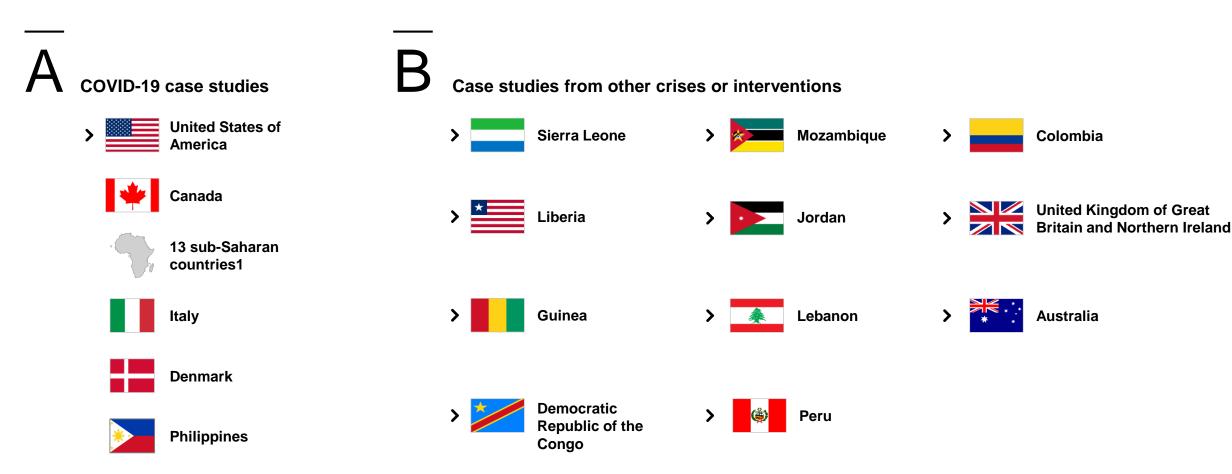
    → COVID-19 case studies

    → Case studies from other crises or interventions

CLICK EACH TOPIC TO VIEW CONTENT

MAIN MENU ⌂

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Countries have implemented re-enrollment practices during COVID-19 and other crises

AS OF JULY 2020

A COVID-19 case studies

> 🇺🇸 United States of America

> 🇨🇦 Canada

13 sub-Saharan countries1

> 🇮🇹 Italy

> 🇩🇰 Denmark

> 🇵🇭 Philippines

B Case studies from other crises or interventions

> 🇸🇱 Sierra Leone

> 🇱🇷 Liberia

> 🇬🇳 Guinea

> Democratic Republic of the Congo

> Mozambique

> 🇯🇴 Jordan

> 🇱🇧 Lebanon

> 🇵🇪 Peru

> Colombia

> United Kingdom of Great Britain and Northern Ireland

> 🇦🇺 Australia

1 Chad, Republic of Congo, Democratic Republic of the Congo, Gabon, Kenya, Madagascar, Malawi, Niger, Nigeria, Rwanda, United Republic of Tanzania, Uganda, Zambia

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Case studies

A **COVID-19 Re-enrollment Plans – Case studies from around the world**

AS OF JULY 2020

| County schools in Virginia, USA | B.C., Canada | 13 SSA countries |

Key components of re-enrollment program

County schools in Virginia, USA

- Certain county schools in Virginia are **offering online pre-learning to encourage students to come back**
- They are providing "end-of-year" packets that will encourage review as well as a "jump start" **optional programme that will welcome students**, give them a glimpse of 2020-21 routines and expectations, and give **teachers a sense of each student's needs**

B.C., Canada

- Education Minister Rob Fleming held **multiple virtual town-hall meetings to answer questions** and reassure parents that the government's school reopening plan is safe
- In addition, the government **widely published its school reopening guidelines**

13 SSA countries

- In 13 sub-Saharan African countries, UNICEF announced a new **partnership with Airtel Africa aimed at providing cash assistance** for their families via mobile cash transfers to encourage re-enrollment and online learning
- Under this partnership, UNICEF and Airtel Africa will **use mobile technology to transfer cash** and benefit an estimated 133 million school age children

"While we cannot tell you today what the [model] will look like for school year [2020-21], we are already sure of fundamental components that will be at the forefront of our CCPS recovery learning plan"

– Director of the Virginia School Board

"With more students set to return to schools on June 1, I'll be **holding a virtual town hall** [...] to answer questions from families"

– BC Minister of Education

"Some effective ways to cushion families from the effects of this crisis is [through] **direct cash transfer programmes to reduce physical presence requirements** for cash in hand exchanges"

- Airtel Africa Chief Executive Officer

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Case studies

A **Other countries have put in place initiatives to increase enrollment during COVID-19** AS OF JULY 2020

☐ Deep dive next

Country		Example
Italy	🇮🇹	To allow more students to come back to in-person learning, Italy launched project Outdoor Education in the Ivrea "comune," reopening schools by using many outdoor spaces (including parks, playgrounds, museum gardens) with teachers focusing on socio-emotional well-being as well as academic needs
Denmark	🇩🇰	To support the health and safety of students, Denmark put in place health measures for schools to reopen after COVID-19, including wash stations, extra sinks, automatic taps, reallocated toilets, and more cleaners. Families received comprehensive health guidelines and over 90% of primary school students returned (after week 3 of reopening)
The Philippines	🇵🇭	The Philippines put in place a re-enrollment strategy focused on flexibility and lowering barriers to enrollment. Notably, they made an enrollment form available digitally and physically in kiosks near schools ad Barangay halls DEEP DIVE NEXT ›

Source: The Local, "Can outdoor teaching enable Italy to safely reopen schools?" June 23, 2020; The Local, "How Denmark got its children back to school so soon after lockdown," May 2020; Expert Interview

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Case studies

A In the Philippines, over 27 million learners were affected by COVID-19, with enrollment set to drop by 20% from the previous year

AS OF JULY 2020

COVID-19 school closures affected over 27 million learners

- On January 30, the 1st COVID-19 case was reported in the Philippines
- Following a rise in cases, the government **formed an interagency task force** to formulate guidelines on specific conditions and declared community quarantine in the 2nd week of March
- Over **27 mn learners were affected by school closures1**

The government responded by establishing distance learning until a vaccine is developed

- Although originally planning on a hybrid learning solution for the fall, the government changed course and announced that **no face-to-face learning would take place until a vaccine is developed**

enrollment is already highly affected and expected to be 20% lower for K-12 from last year

- Due to these factors, among others, enrollment rates are **predicted to drop by 20% from last year**
- As of July 10, enrollment for senior high school reached 65%,2 72% for junior high school, 72% for elementary, and 63% for kindergarten. It is expected to continue to increase until July 15
- For public schools, senior high school reached 99%, junior high school 82%, elementary 78%, and 70% for kindergarten. Private school enrollment has reached only 22%

1. This figure excludes alternative learning systems
2. This figure includes public schools only

Source: Expert interview; The Guardian

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Case studies

A In response, the Philippines set a clear vision to exceed 80% of last year's enrollment, understood the risk factors needed to be tackled, and opted for a strategy of flexibility

AS OF JULY 2020

Understand and envision

- The government faced an urgency to act given that no in person enrollment would be possible for the fall and sought to understand what could be causing a drop in enrollment

- First, the **imposition of mandatory remote learning across schools** affected enrollment patterns in several ways:
  - The **common enrollment channels became obsolete** as enrollment could not be done in person, making it more difficult for parents, particularly those with no access to internet
  - In addition, as schools transitioned to mandatory remote learning, the country saw **a shift of students (over 200,000) from the private sector to the public sector,** largely driven by skepticism and the unwillingness of families to pay the higher tuition fees of private schools for remote learning

- Second, **lower grades were more affected than higher grades.** 2 factors contributed to this trend:
  - When parents are employed, they do not necessarily have the time to support children in remote learning
  - In addition, high unemployment caused by COVID-19 has impacted the ability of households to prioritize the remote learning of small children (including purchasing means of learning, e.g., internet connection)
  - Many children will not be permanent leavers but have their enrollment delayed: many parents will decide whether they will enroll children in the first week of August

- Before setting their strategy, the **government formulated a clear vision:** to get closer or even **surpass 80% of last year's enrollment rate by July 15.** This would constitute a 20 point increase from the enrollment turnout as of July 1

Decide and design

- Opting for a **strategy of flexibility and removing the barriers that reduced enrollment,** the government put in place the following:
  - **Flexible enrollment dates:** given that many parents might make the decisions to enroll students based on changing circumstances, the government is **accepting enrollments after the opening of the school year** provided the learner will be able to meet the 80% of the prescribed number of days for each school year and the quarterly requirements to pass the grade level
  - **New flexible enrollment forms:**
    - The government set up a **digital enrollment forms as** of June 1 available on the government website.
    - In addition, this form was made available in a **physical form** at kiosks next to schools and Barangay Hall[1] for people without internet connection
    - These **enrollment forms were used as a survey for families** to fill in, which allowed the government to collect data on students, including, how many adults are available to assist in remote learning at home, how the students usually went to school, which learning modalities the students would prefer (e.g., remote, modular, printed, educational TV, radio, etc.)
  - **Extension of deadlines for documentation:** the government extended the deadlines for submission of required enrollment documents like birth certificates (required for new entrants like kindergarten students and transferees) from August to December 2020, given the difficulty of procuring these from relevant administrative units during COVID-19[2]

Deep dive follows

1. Smallest political unit in the country headed by a Barangay Captain
2. Please see DepEd order No. 8, s. 2020

Source: Expert interview; Rappler.com; PNA.gov.ph

CONTINUE READING ›

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Case studies

A **To achieve this flexible strategy, the Philippines relied on a nationwide media campaign and local approach, monitored by a national learner information system**

AS OF JULY 2020

Enable and execute

To ensure that the population was aware of the importance of re-enrollment and the existence of these new flexible enrollment procedures, the government used:

- **Media campaigns:** the government rolled out a full media campaign, including through Facebook, Twitter, local TV, and radio to announce and explain the new enrollment procedures and communicate the level of enrollment to the country
- **Local approach:** the government asked local teachers to track the enrollment of each student
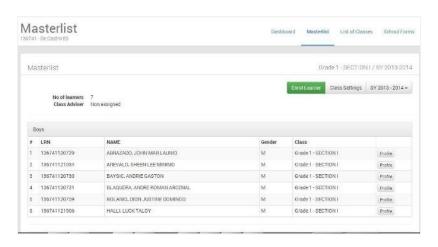
Monitor and adjust

- The Philippines continuously **monitored the enrollment level across the country through the learner information system,** which consolidated all the data from the enrollment forms submitted
- In addition to enrollment, the Philippines is setting up **capabilities to monitor the implementation of distance learning modalities.** While the policies are currently in development, the government is working on amending multiple aspects of engagement tracking, including attendance, grading system, absenteeism

CONTINUE READING ›

Source: Expert interview; DepEd Twitter account; DepEd Facebook account; Learner Information System

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Case studies

A Deep dive – the physical form system, supervised by local actors, enabled areas without internet to be tracked
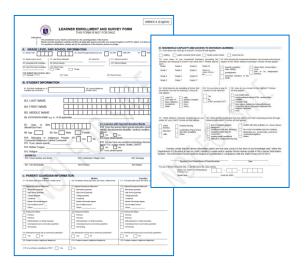
AS OF JULY 2020

Physical enrollment forms in school and Barangay Halls kiosks supervised by community teachers and Barangay Officials …

- While the government provided access to online enrollment forms,[1] many areas could not access it given connectivity issues
- To bridge this gap, the Department of Education **made physical copies of the forms available in kiosks** in front of each school and Barangay Halls that families could pick up and fill in manually
- The **enrollment of each child was monitored at the school level by previous class advisors,** who knew the students, including their name, birth date, email address, contact number, address
- These advisers helped to **"trace" the students for enrollment** through a variety of ways: Facebook group chat, WhatsApp groups, SMS, phone calls, and other messaging platforms
- Once the enrollment form was submitted back to the kiosk, the **advisor was responsible for transferring the information from the physical form into the digital platform** to ensure each form was taken into account

… allowed close tracking of enrollment in areas without internet connection

- This **allowed areas without internet connection to have access to enrollment forms**
- By having members of the community involved in ensuring that the process ran smoothly, **enrollment was more closely monitored**

The enrollment form can be found here

CONTINUE READING ❯

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Case studies

A Lessons learned – the case of the Philippines' enrollment initiative demonstrates five key lessons

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Remove barriers

By removing the main barriers to enrollment (lack of access to internet, strict administrative deadlines), the Philippines **allowed families more room to make decisions as the situation evolved**

Learn as you go

Although the Philippines had assessed the factors behind the potential drop in enrollment, the government **used the new enrollment form to ask survey questions to families**, thereby **continuing to learn through the rollout of the initiative**

Combine local and national

The Philippines executed their strategy by **combining national level messaging** (awareness campaigns) **with a local level execution** (class advisors checking on the students), which ensured consistency and smooth implementation

Monitor closely

Through its Learner Information System which had been previously set up, the Philippines could **closely and continuously monitor enrollment from the ground up in real time**

Set up for the long run

A majority of teachers in the Philippines indicated in a survey that they had not attended formal training in distance learning. **Imbedding remote learning training within the pre-service curriculum particularly in teacher education institutions would allow better resilience** to these crises in the future

CONTINUE TO SIERRA LEONE ›

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Case studies

B Sierra Leone drove re-enrollment rate to 95% after Ebola, through mass awareness campaigns and financial incentives

Context

The Ebola crisis hit Sierra Leone in 2014 leading to ~4,000 deaths

The education sector was also severely impacted with school closed for ~9 months

Description and impact

Sierra Leone was able to ensure 95% re-enrollment after the schools started again through:

- Ensuring that health and safety essentials were present in schools (e.g. wash facilities, soaps, sanitizers etc.)
- Providing trainings to teachers to ensure mental wellbeing of their students and how to deal with trauma
- Creating mass awareness campaigns through leveraging jingles, back-to-school committees with parents
- Providing financial incentives by waiving off school fees and providing money for books

Key learnings

Essential to ensure health and safety protocols for parents to feel safe to send children back

Important to train teachers to provide mental well-being support to students in difficult times

Mass awareness campaigns over media and through community engagement are key

Providing financial incentives to the worst hit families can be effective

Continue school feeding programme for government schools

Source: GlobalPartnership.org, Kuriansky, J. (2016). The Psychological Aspects of a Deadly Epidemic., Expert Interview

SCO   n with McKinsey and Company

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Case studies

B   Liberia's enrollment rate increased by ~6% after Ebola, through international funding and ensuring health and safety

Context

The Ebola crisis hit Liberia in 2014 leading to over ~4,400 deaths

The education sector was also severely impacted with school closed for ~6-8 months

Description and impact

Liberia's enrollment[1] increased by ~6% four years after the Ebola crisis through:

- Allowing schools to reopen only if the mandatory sanitary equipment is available
- Funding from international donor organization (e.g., $4.2 million from the World Bank)
- Limiting the number of student per classroom to respect a sanitary distance
- Providing training to teachers on ensuring mental health of students

Key learnings

Important to form partnerships and gather support from donors and international organizations to drive re-enrollment

Essential to ensure health and safety protocols for parents to feel safe to send children back

Important to train teachers to provide mental well-being support to students in difficult times

1. Primary school enrollment

Source: World Bank, BBC, ILO.org, NBCnews, Expert Interview

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Case studies

B Guinea's enrollment rate only dropped by ~1% after Ebola, through international funding and ensuring health and safety

Context

The Ebola crisis hit Guinea in 2014 leading to over ~2,500 deaths

The education sector was also severely impacted with school closed for ~6-8 months

Description and impact

Guinea's enrollment[1] only dropped by 1% after the Ebola crisis through:

- Funding from international donor organization (e.g. $4.7Mn from international donors)
- Partnering with the WHO to put measures in place to make it possible for schools to safely reopen
- Introducing health precautions, including hand-washing and temperature checks in schools
- Training teachers on Ebola, its symptoms and the signs to look for, as well as what to do if someone is suspected of having Ebola at school

Key learnings

Essential to ensure health and safety protocols for parents to feel safe to send children back

Important to train teachers to provide support to students

Important to form partnerships and gather support from donors and international organizations to drive re-enrollment

1. Primary school enrollment

Source: WHO, BBC, Scientific American, Expert Interview

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Case studies

B The Democratic Republic of the Congo was able to successfully bring the majority of students back to school after Ebola, through ensuring health and safety

Context

The Ebola crisis hit the Democratic Republic of the Congo in 2018 leading to over ~2,200 deaths

The education sector was also severely impacted with school closed for ~6-8 months

Description and impact

The Democratic Republic of the Congo was successfully able to bring the majority of students back to school through:

- Initiating information campaigns for school principals and teachers to manage students going through difficult circumstances
- Ensuring teachers share with students the importance of hygiene and washing hands
- Installing hand-washing facilities in around 430 schools
- Setting-up specific treatment centers to minimize the psychological impact of the pandemic on the students

Key learnings

Essential to build sufficient capacity (e.g., hand-washing facilities) for schools to uphold health practices

Important to raise awareness bottom-up directly with teachers and students

Addressing the psychological impact as well as the physical impact is key

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Case studies

B Mozambique is slowly bringing students back after cyclone Idai, through international funding and ensuring safety

Context

Cyclone Idai hit Mozambique in 2019, leading to damages over $773 million

As a result of the cyclone, education came to a halt for ~305,000 students, with 3,400 classrooms damaged

Description and impact

Mozambique is slowly able to bring students back to school (as infrastructure is getting rebuilt) through:

• Funding from international donor organization (e.g., $7.8 million from Education Cannot Wait)

• Re-building of schools, teachers' houses etc. that were damaged

• Provisioning furniture required for schools

• Increasing teachers' capacity to manage any future disasters through formal training sessions, distribution of preparedness kits and practice drills and scenario planning

Key learnings

Important to form partnerships and gather support from donors and international organizations to drive re-enrollment

Essential to renovate damaged schools / build new school with the required infrastructure to ensure sufficient supply for students

Important to train teachers to manage such disasters in the future effectively

Source: WorldVision.org, UNICEF, Education Cannot Wait, Relief Web, Theirworld.org, Expert Interview

with McKinsey and Company

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Case studies

B Having almost achieved universal access to primary education, Jordan is now focusing on inclusiveness and education quality

Context

Jordan has almost achieved its target of universal access to primary education with 97% of children in school

However, children with disabilities or from poor socioeconomic background and refugee children have not benefitted equally from this development

Quality of education requires greater focus and investment as 70% of students in Grades 2 and 3 are reading without comprehension and
students consistently perform poorly in international standardized tests

Description and impact

UNICEF is the co-lead of the country's working group on education with following impact

- 1,500+ teachers trained to deliver inclusive education services in public schools

- Two model inclusive schools opened

- 4,000 children with disabilities have been supported to enroll in public schools and receive assistance to attend regular classes and reach their potential over the last five

- 12,000 vulnerable young people aged 12 and older, who have never been to school or who have missed more than 3 years, have accessed the UNICEF-supported Drop Out program

- Almost 5,000 children aged 9-12 years who have never been to school or missed more than three years of school have taken part in the UNICEF-supported Catch Up programme and over 1,700 have successfully integrated back into the formal education system

Key learnings

While access to primary education is a key objective for most countries, education quality is also essential

The children that are excluded from access are often those with disabilities socioeconomic disadvantages

Source: UNICEF (https://www.unicef.org/jordan/education)

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Case studies

B Lebanon has achieved strongly increased refugee enrollment into formal education through its RACE II program

Context

The civil war in neighboring Syria led to a continuous influx of refugee children into Lebanon from 2011 onwards

Today, more than one million Syrian refugees live inside Lebanon's borders, of which almost 63% are of school-age

Description and impact

To increase access to education for refugees, the Jordanian government and UNICEF partnered to develop the Reaching All Children with Education strategy (RACE II)

Among other things, the partnership has resulted in:

- A strong increase in refugee enrollment into formal public education (in 2017/18, >200k refugee children were enrolled in public schools)

- Rehabilitation of 200 public school buildings in line with national standards

- Completion of accredited age-appropriate non-formal learning by tens of thousands of children to potentially bridge them back into the formal education system

Key learnings

Combination of improved access to and quality of education as key unlock for impact

Informal education can serve as a bridge to bring children back into the formal system

Source: UNICEF (https://www.unicef.org/lebanon/education)

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Case studies

B **Other countries have put in place initiatives to increase enrollment in previous crises or interventions**

PRELIMINARY

Peru

The Peruvian Ministry of education reduced the deficit of secondary schools in rural parts from 515 in 2002 to 69 in 2015. This improvement of infrastructure contributed to an increase in secondary school enrollment from 70.6% to 82.9% in 10 years

Colombia

Colombia reduced school fees for low-income families, which increased enrollment of primary school children in the poorest and next-to-poorest households by 3 to 6%

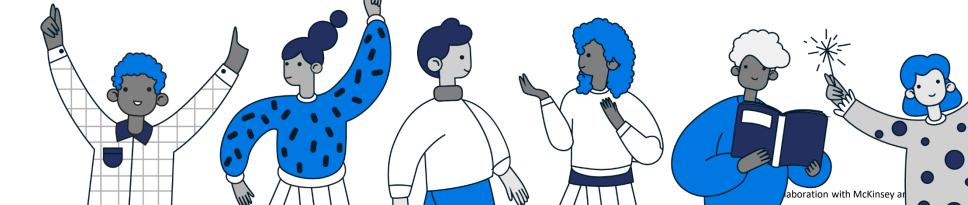**United Kingdom of Great Britain and Northern Ireland**

The UK introduced the Education Maintenance Allowance (EMA) in 1998, providing adolescents from low-income families with an allowance of 30£/week (depending on income) to support enrollment

Victoria, Australia

Victoria, Australia put in place an Education Maintenance Allowance, similar to the UK's, providing between $150 to $300 to low income families

Source: Oxford Business Group, "Peru: Major reforms and investments will help overhaul system;" nber.org, https://www.nber.org/papers/w20284.pdf (Page-10); Indirect.co.uk, "Education Maintenance Allowance explained," 2020; abc.net.au, "Education Maintenance Allowance: Concerns over end to assistance for disadvantaged students in Victoria," 2014.

...laboration with McKinsey an...

06

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MORE

Appendix

→ Re-enrollment additional external resources

→ In addition to drop-out, there is a significant risk that children may be temporarily kept out of school due to concerns from parents - SOURCES

→ Glossary of terms

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MAIN MENU

Re-enrollment additional external resources

Resource type ❯ Article or Report ❯ Guide or Toolkit

Title	Description	Country	Date	Source and link
❯ **The Socio-Economic Impacts of Ebola in Liberia**	The report begins with an update of the epidemiological situation in Liberia and associated response efforts at the time of the 5th round of data collection (March 12-18, 2015). This is followed by updates on the employment, prices, food security, coping strategies, health, and education indicators surveyed.	Liberia	15/04/2020	[World Bank Phone Survey](#)
❯ **Girls' Education and COVID-19**	This paper uses insights from previous health and financial shocks to understand how the current global pandemic could affect girls' education outcomes for years to come. It details how governments and international institutions can mitigate the immediate and longer-term effects of the pandemic on the most marginalized girls. The paper considers the 2014-15 Ebola epidemic and the 2008 global financial crisis, which both have some parallels to the impact of COVID-19.	Global	02/04/2020	[Malala Fund](#)
❯ **Evidence on efforts to mitigate the negative educational impact of past disease outbreaks**	This rapid review focuses on efforts to mitigate the educational impact of previous disease outbreaks, concentrating on school-age learners. It aims to inform the education sector's responses to the COVID-19 crisis, although there are important differences between previous disease outbreaks and the COVID-19 situation	Global	31/03/2020	[UK Department for International Development](#)
❯ **Safe Back to School: A practitioner's guide**	The guide builds on the UN Framework for Reopening Schools, and provides concrete actions that can be taken to operationalize these global policy recommendations.	Global	14/05/2020	[Save The Children](#)

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In addition to drop-out, there is a significant risk that children may be temporarily kept out of school due to parental concerns - SOURCES

🇦🇹	Austria	**7%**	of parents do not want to send their children back to school (https://www.vienna.at/umfrage-zeigt-sieben-prozent-der-eltern-wollen-kinder-nicht-in-die-schule-schicken/6618323)
🇬🇧	United Kingdom of Great Britain and Northern Ireland	**48%**	express unease about sending their children back to school (https://www.ipsos.com/ipsos-mori/en-uk/majority-britons-uncomfortable-sport-music-bars-coronavirus)
🇫🇷	France	**88%**	of parents said they "preferred to wait and observe the evolution of the public health situation" (https://qz.com/1854613/parents-weigh-the-risk-of-sending-children-back-to-school/)
🇷🇺	Russian Federation	**86%**	of Russian citizens who have school-age children in their families favor a return to the usual format of schooling after the completion of the self-isolation period (https://www.interfax.ru/russia/707622)
🇨🇦	Canada	**22%**	of parents are unlikely to send their kids back to school if opened again and 13% of parents are certain not to send their kids back to school if opened again (https://abacusdata.ca/parents-re-open-back-to-school/)
🇺🇸	USA	**36%**	are not likely at all to send children back to school (https://www.ipsos.com/en-us/news-polls/abc-news-coronavirus-poll)
🇨🇴	Colombia	**87%**	of parents are not comfortable putting their kids back to school (https://larazon.co/opinion/protocolo-para-regreso-a-clases-presenciales/)
🇨🇱	Chile	**32%**	of parents consider that the current school year should be concluded (https://www.cadem.cl/encuestas/plaza-publica-no-329-11-de-mayo/)
🇿🇦	South Africa		The majority of parents are likely to keep their children under their care and not allow them to return to school (https://www.news24.com/citypress/News/sending-kids-back-to-school-is-like-sending-them-there-to-die-20200504)

🇸🇳	Senegal	**58%**	of people believe classes should start when COVID-19 has disappeared http://apanews.net/fr/news/senegal-des-zones-dombre-avant-la-reprise-des-cours
🇰🇼	Kuwait	**90.75%**	of participant in UNESCO's regional survey in Kuwait (281 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
🇱🇧	Lebanon	**88.30%**	of participant in UNESCO's regional survey in Lebanon (171 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
🇪🇬	Egypt	**95.47%**	of participant in UNESCO's regional survey in Egypt (287 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
🇨🇳	China	**43.2%**	of parents support that schools should remain closed until they are certain there is no health risk (http://www.hnxw.cc/wap/30285-1.html)
🇮🇳	India	**81%**	support schools remaining closed through April and May due to the coronavirus (COVID-19) outbreak across India (https://www.statista.com/statistics/1106364/india-impact-of-novel-coronavirus-outbreak-on-schools-remaining-closed/)
🇯🇵	Japan	**54%**	of respondents said that they would agree to starting the academic year in September (instead of April) (https://yomidr.yomiuri.co.jp/article/20200510-OYTEW511412/)
🇻🇳	Viet Nam	**89.7%**	disagree that children should be sent back to school during COVID-19 (https://nld.com.vn/giao-duc-khoa-hoc/khao-sat-y-kien-co-nen-cho-hoc-sinh-di-hoc-trong-dich-covid-19-897-phu-huynh-khong-muon-mao-hiem-de-con-den-truong-20200214094451773.htm)
🇦🇺	Australia	**15%**	were "anxious or nervous" and 39 per cent had mixed feelings about sending children back to school (https://thenewdaily.com.au/news/national/2020/05/11/parents-school-open-coronavirus/)

Glossary of terms

01

Drop-out risk

Risk that students leave school before finishing the course of instruction or do not return to school once they re-open following prolonged closures

02

Disengagement

Situation where a student feels excluded, stops participating in school activities and disenrolls or has poor school attendance

03

Remote learning

Situation where the learner and the instructor or the source of information, are separated physically and hence cannot meet in a traditional classroom setting