

Mission: Recovering Education in Humanitarian Settings

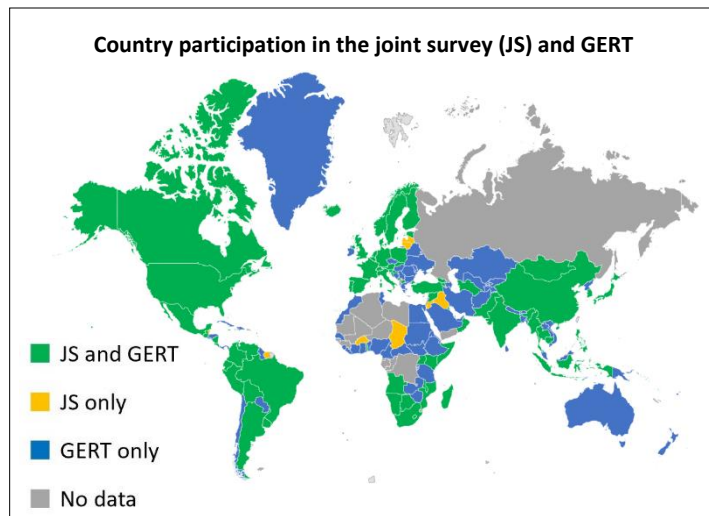
Results from the *Global Education Recovery Tracker*, tracking progress against the RAPID framework

March 2023

Towards the goal of COVID-19 recovery for crisis-affected children, UNICEF has been implementing the **Mission: Recovering Education in Humanitarian Settings** programme in 27 countries and across all seven regional offices, with support from the United States government. This programme emerged from [Mission: Recovering Education](#), globally launched in 2021 by UNICEF, UNESCO and the World Bank.

To examine how these programme countries have progressed in recovering and accelerating learning through the five key policy actions in the [RAPID framework](#), this brief presents findings from the 4th round of the Survey on National Education Responses to COVID-19 School Closures ('joint survey'), administered between April to July 2022, and the Global Education Recovery Tracker ('GERT'), administered between May to July 2022. These findings are a follow-up to the 1st round of RAPID data collected in March 2022, available [here](#).

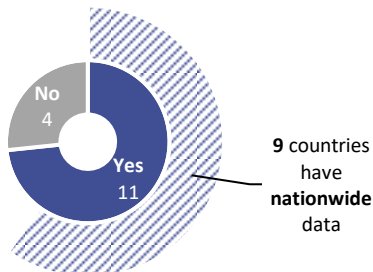
Caution is advised in generalizing the results, as only a limited number of the programme countries are covered by the survey responses.



REACH every child and keep them in school.

Reaching every child is the common denominator of education recovery. Ensuring that children return to school is essential not only for education but also to address social challenges such as early marriage, child labour and mental health.

Is information available to policymakers on the number of children who have returned to school after schools have reopened?
(n=15 countries)



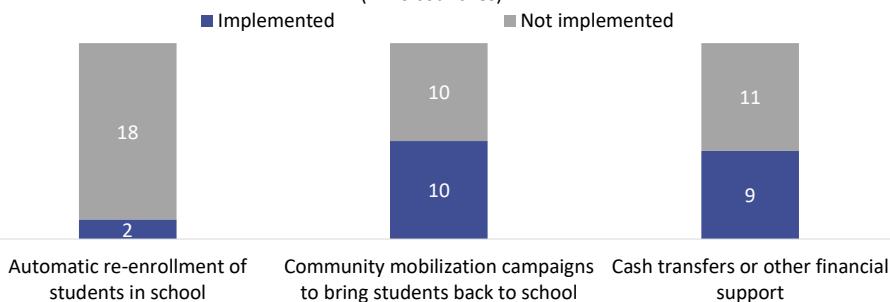
Source: GERT.

Of the 11 programme countries collecting information on the number of children who have returned to school, 7 countries can disaggregate the data by location (urban vs. rural) and 9 countries by gender. GERT data show that 5 of 20 countries are using Education Management Information Systems (EMIS) data at school level to monitor student return.

The re-enrolment challenge will likely become apparent in the medium term, as students who fall behind eventually do leave school. Therefore, countries must undertake preventive and targeted efforts now to reach and keep all children in school.

What measures were taken to bring students back to school after COVID-19-related interruptions in schooling?

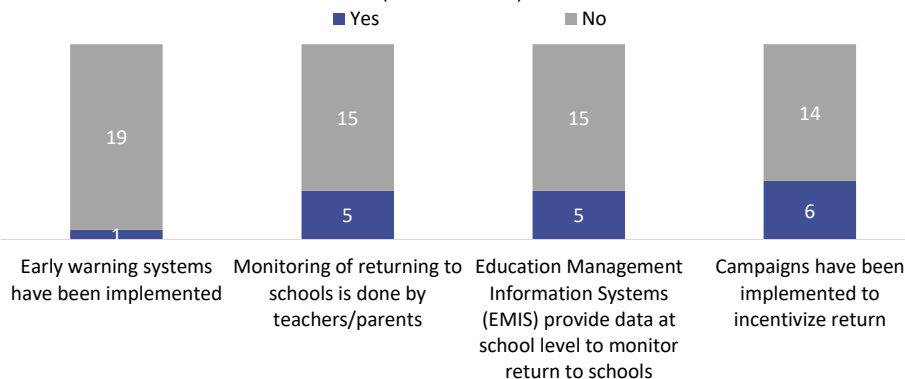
(n=20 countries)



Source: GERT.

Have any additional measures been taken to avoid students dropping out and/or incentivizing return to schools?

(n=20 countries)



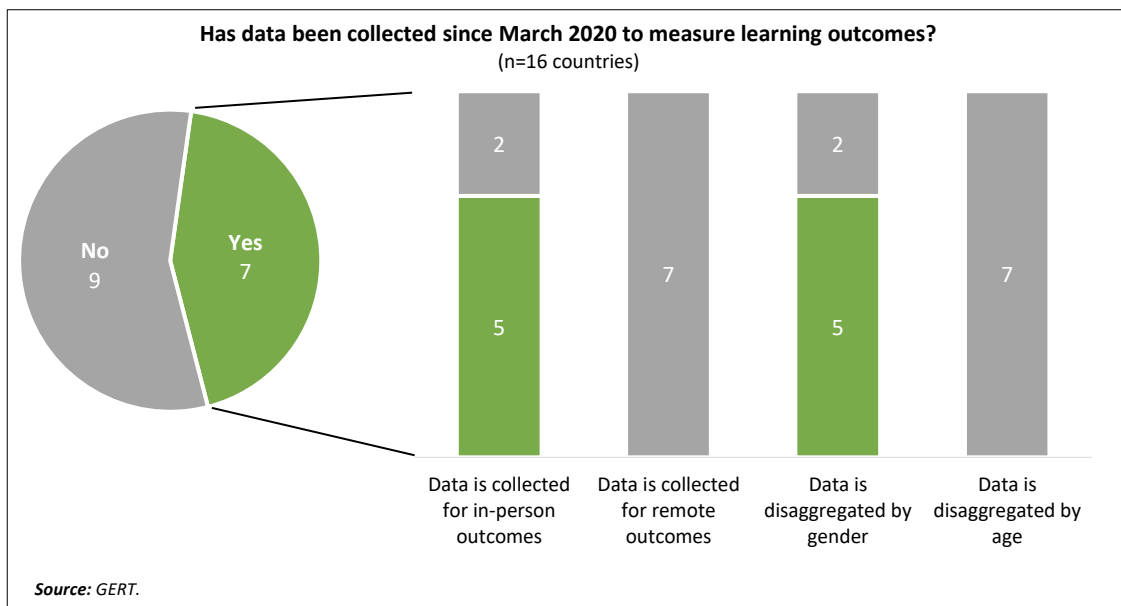
Source: GERT.

ASSESS learning levels regularly.

Understanding children’s current learning levels, through both classroom- and system-level assessments, allows teachers and policymakers to make informed decisions about instructional approaches and other policy decisions needed to promote learning recovery.

In the GERT, 7 of 16 programme countries with valid responses reported that data has been collected since March 2020 to measure learning outcomes. Of these countries, 5 countries can disaggregate the data by gender, but none can disaggregate the data by age.

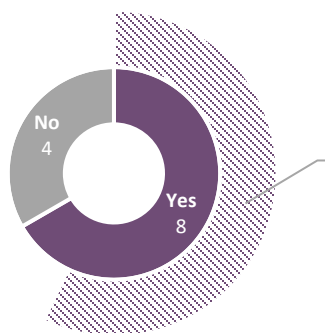
Furthermore, in the GERT, only 3 of 20 programme countries reported a systematic plan to measure learning at a national scale when children go back to school.



PRIORITIZE teaching the fundamentals.

COVID-related education disruptions have pushed students behind their grade-appropriate learning levels. To effectively recover learning, countries will need to adjust the curriculum across and within subjects, as well as adjust teaching plans to prioritize foundational skills.

In the school year 2021/2022 (or 2022), did your country implement adjustments to the curriculum in any subject or grade at the national level for primary to upper secondary levels?
(n=12 countries)



6 countries made curricular adjustments based on the results of student assessments undertaken in the context of school reopening

While only 6 of 10 programme countries reported implementing curricular adjustments at the pre-primary level in the school year 2021/2022, 8 of 12 countries reported implementing the same at the primary to upper secondary levels.

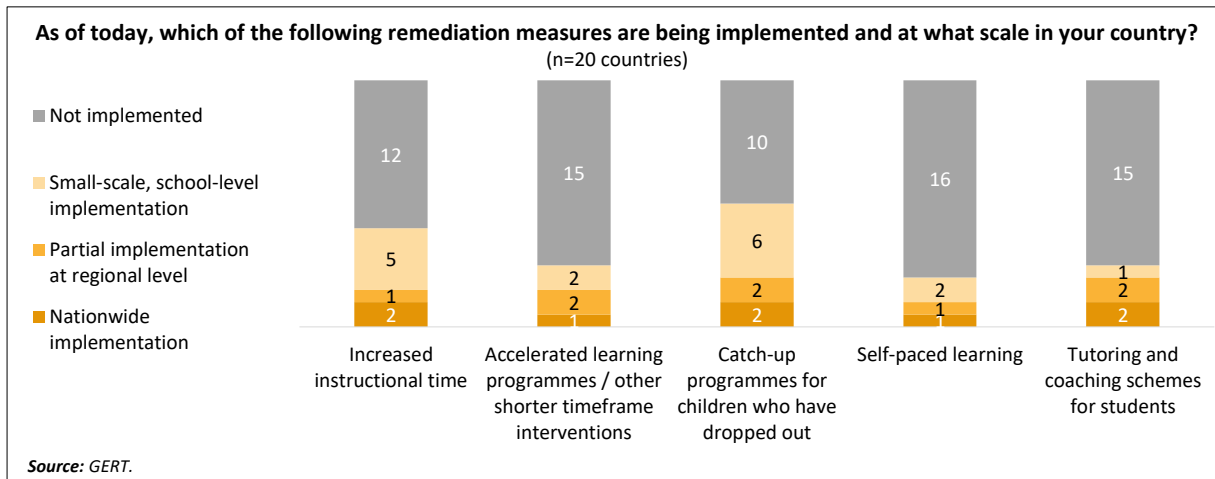
Among the 8 programme countries implementing curricular adjustments at the primary to upper secondary levels, 6 countries made such adjustments based on the results of student assessments.

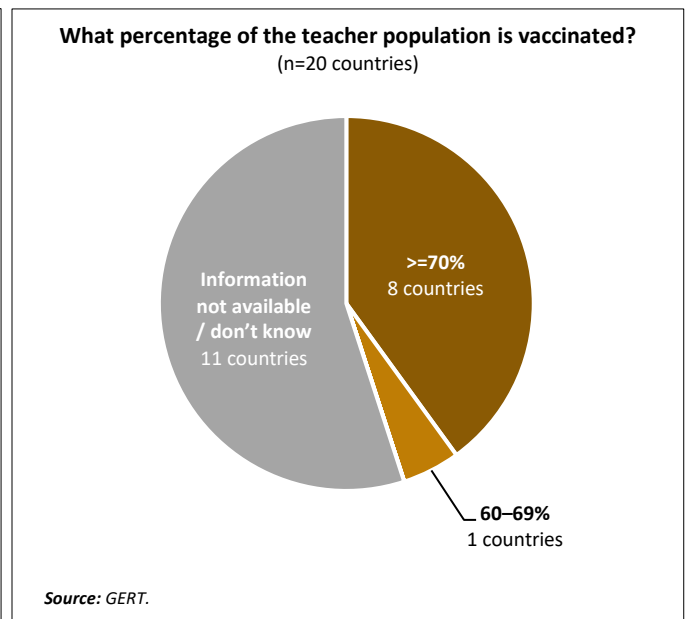
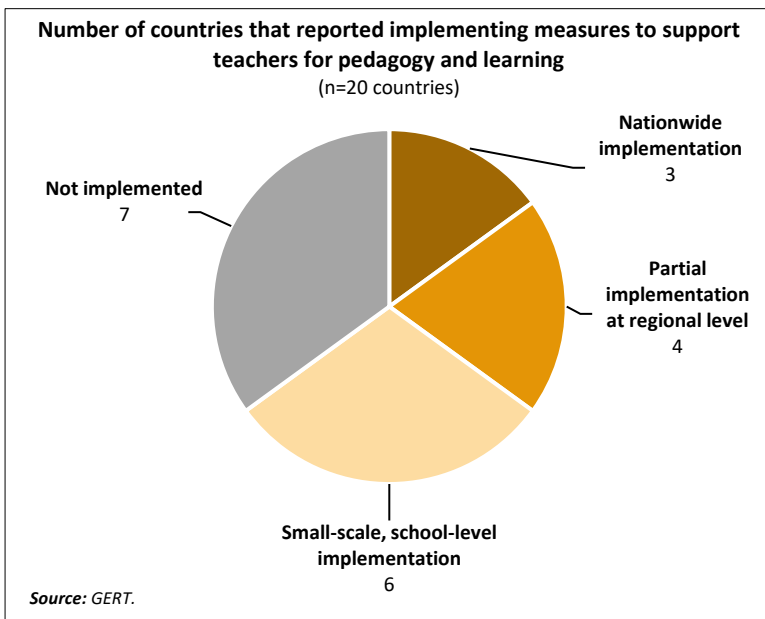
Source: 4th round of joint survey.

INCREASE the efficiency of instruction, including through catch-up learning.

To recover from learning losses, school systems must implement measures that increase the amount of learning within classrooms through more effective teaching practices and learner-focused recovery strategies, as well as ensure that adequate support is provided to teachers.

A variety of measures were implemented to increase the efficiency of instruction. In the GERT, only 2 of 20 programme countries with valid responses reported implementing nationwide measures to increase instructional time.

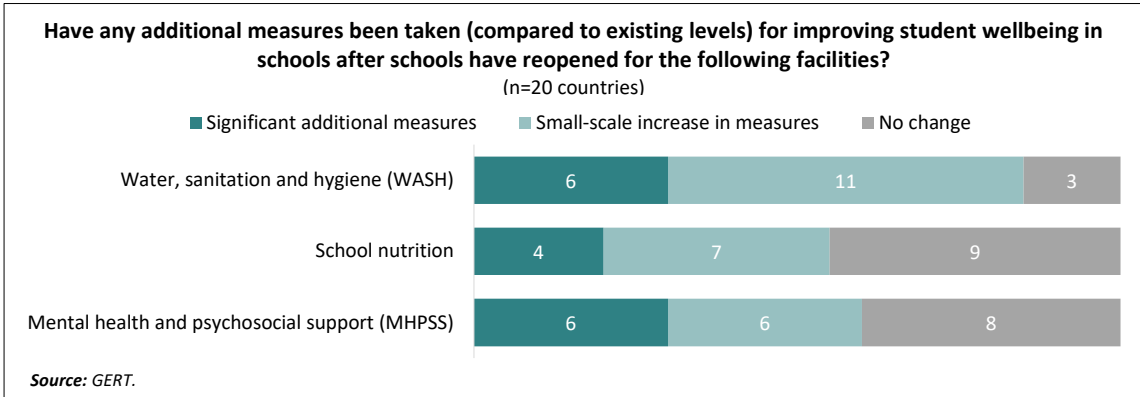




To increase the efficiency of instruction, it is critical that adequate support be provided to teachers. In the GERT, 3 of 20 programme countries reported implementing nationwide measures to support teachers for pedagogy and learning, while 7 countries reported that such measures were not being implemented. Additionally, in the GERT, 9 of 20 countries reported that more than 50 per cent of their teacher population is vaccinated, which will help manage teacher health and stress.

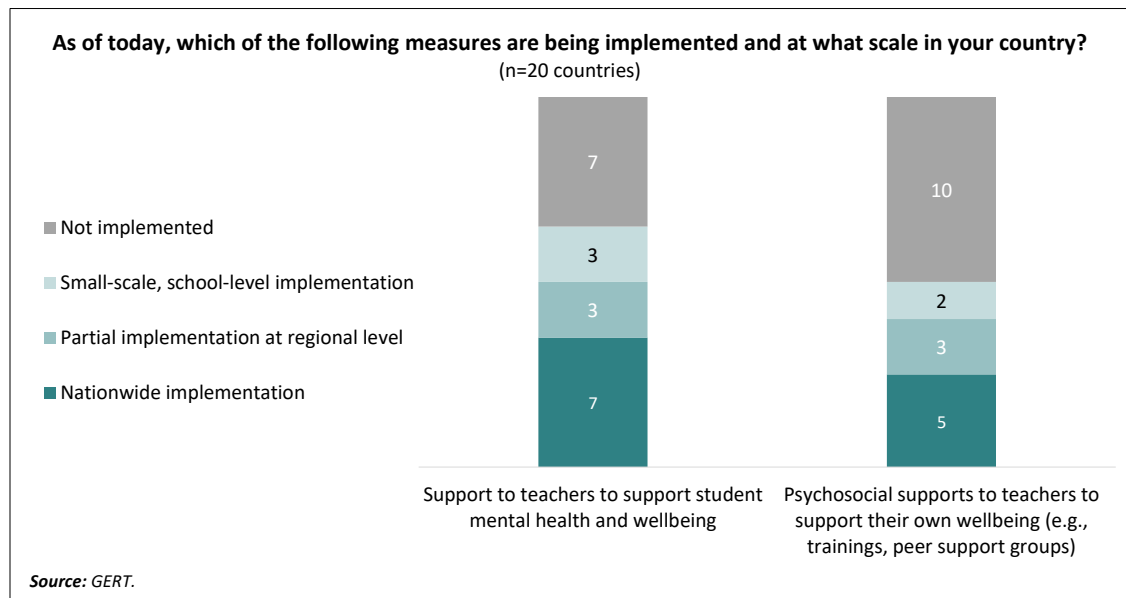
DEVELOP psychosocial health and wellbeing.

The impact of COVID-related school closures reaches far beyond lost learning, affecting children’s mental health and psychosocial wellbeing, physical health and nutrition. To support whole-child development, countries must ensure children have access to essential services in school.





Among 20 programme countries in the GERT, 6 countries reported taking significant additional measures for water, sanitation and hygiene (WASH) facilities, 4 countries reported the same for school nutrition services, and 6 countries for mental health and psychosocial support (MHPSS) services.

In the GERT, 7 of 20 programme countries reported implementing nationwide measures to support teachers in addressing student mental health and wellbeing, while 5 of 20 programme countries reported implementing nationwide measures to provide psychosocial support to address teacher wellbeing.



Implementing the RAPID Framework: UNICEF examples from programme countries and regions

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- UNICEF Bangladesh is organizing tools and development workshops to identify at-risk children in communities from 121 local government areas.
 - UNICEF Central African Republic has found community dialogues with 11,872 parents and community members of 15 schools successful in raising awareness of the importance of education and engaging the community in supporting the schools with education recovery.
 - UNICEF Iraq trained [400 social mobilizers](#) to conduct the 2022 annual back-to-learning campaign in six governates and the Kurdistan Region of Iraq. The campaign is targeting 20,000 children (8,400 girls), including 4,000 refugees and 8,000 internally displaced children, who have dropped out of school or not yet returned to school due to the COVID-19 pandemic. By the end of 2022, 44,373 children were identified (of which 45 per cent are girls), 10,123 returned to formal education, and 3,179 enrolled in non-formal education.
 - UNICEF Philippines developed and provided [learn-at-home kits](#) to parents, [supporting 34,000 children](#), including children with disabilities, with early learning at home during the two-and-a-half-year COVID-19 school closures.
 - UNICEF [Rwanda](#) supported the involvement of voluntary Community Education Workers to motivate parents to enroll 12,189 pre-primary children (6,230 girls) and 13,703 upper primary children (8,976 girls) in the summer remedial programme and guided them in supporting their children's learning at home.
 - UNICEF Tanzania held back-to-school activities in October, focusing on 23,088 out-of-school Congolese and [Burundi refugee children](#) (12,448 girls) impacted by COVID-19 school closures. They also supported updating school attendance reports and tracking school dropouts.
 - UNICEF Trinidad and Tobago is supporting 237 migrant students, mostly from Venezuela, who were unable to secure a place at local schools upon school re-opening after COVID-19 closures, with cash transfers for data packages, transportation and other education needs to enable them to access the US-accredited [online education platform Dawere](#).

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- UNICEF Angola is using a specially designed assessment tool to identify children's foundational learning levels in Portuguese and mathematics to screen children who will join recovery learning classes. A total of 1,279 children in Grades 2, 4 and 6 in 17 primary schools from 7 municipalities have been screened to date. Analysis of the results will take place in 2023.
 - UNICEF Bolivia developed diagnosis instruments for schools to self-apply and use to track learning progress. It has begun implementation in 70 schools. To date, 20,017 students (9,912 girls) benefited from enhanced pedagogical practices and materials for 936 teachers.
 - UNICEF East Asia and Pacific Regional Office (EAPRO) is conducting a comprehensive regional assessment on early learning and development to identify the gaps and barriers to accessing early learning in post-COVID recovery, as well as revising the early learning and developmental recovery guidelines.
 - UNICEF Europe and Central Asia Regional Office (ECARO) developed a regional guidance on education for Ukrainian children in refugee situations to support country programmes in the development and implementation of interventions for accelerating education and continuous learning through multiple learning pathways, with an emphasis on assessment of learning levels and catch-up learning.
 - UNICEF Libya is working with the Ministry of Education to conduct a national assessment, with a sample of 64 schools including national and community migrant schools, on the effectiveness of the abridged curriculum prepared during the school re-opening after COVID-19 closures.
 - UNICEF Regional Office for South Asia (ROSA) is conducting an assessment of out-of-school children, as well as documenting best practices for girls and gender focus.


Implementing the RAPID Framework: UNICEF examples from programme countries and regions

- UNICEF Congo, with the Ministry of Education, is training teachers on child-centered approaches in French and mathematics in Cuvette and Plateaux, which have higher dropout rates. Training teachers to effectively teach the fundamentals is critical to recovery of foundational learning losses and improving learning outcomes.
- UNICEF [Dominican Republic](#) supported the Ministry of Education in the public [launch of the national policy](#) in November 2022 to improve learning in the first three grades of primary school, with the Building the Foundations for Learning ('CON BASE') Programme. The objective of the programme is to ensure that students at the end of the third grade of primary school build a strong foundation of communicative and mathematical problem-solving skills. A total of 446,934 students will benefit from this programme.
- UNICEF Myanmar is providing a community-based early learning programme for 9,482 children (4,758 girls) aged 3–5 in 203 centers in six states, focused on language development and readiness. Additionally, 238 teachers are being trained to deliver quality early childhood development programmes.
- UNICEF ROSA is supporting foundational literacy and numeracy (FLN) by advocating for an increase in financing for learning. ROSA's advocacy work informed the [2022 commitments endorsed by all Ministers of the Asia Pacific region](#) at the Asia Pacific Regional Education Ministers Meeting (APREMM) held in Bangkok from 5–7 June 2022. Activities included the convening of meetings and sub-regional consultation and the commissioning of research to identify evidence which informed a policy brief for Ministers debated during a Ministerial Roundtable and ultimately feeding into final commitments for Ministers to endorse.
- UNICEF Sudan is supporting [e-learning](#) centers which provide a [two-year](#) programme for [out-of-school children](#) in remote communities to learn foundational reading, writing and numeracy skills.
- UNICEF Uganda is supporting the implementation of the Ministry of Education's [abridged curriculum](#) through the training of master trainers and 3,182 primary and secondary teachers. Trained teachers are now teaching 580,937 learners (281,814 girls) to recover from learning loss and develop foundational skills and relevant competencies, to be followed by school-level mentoring and coaching by center coordinating tutors.
- UNICEF Ukraine has provided 556 laptops to teachers to support their students with remote learning while all schools remain closed. Equipping teachers with teaching and learning materials, including hardware, supports their effectiveness in teaching the fundamentals and education recovery.



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fundamentals.

- UNICEF Chad is supporting the production of 12 audio and video teacher training modules, and a virtual classroom for training teachers. To date, two in-service paper-based and audio and video teacher training modules on evaluation and remediation techniques as well as on distance education have been devised. Thirty trainers were trained in evaluation and remediation techniques in August 2022 and, in turn, trained 300 teachers.
- UNICEF EAPRO is supporting the development of digital learning platforms to support the recovery of learning for children affected by COVID-19. In particular, the Learning Passport is being deployed in [Timor-Leste](#) (School Goes Home); [Laos](#) ([Learning Passport](#); [Wisdom Warehouse](#)); [Kiribati](#) (Learning Passport); Myanmar (Open Learning); and the Philippines (offline). Currently, over 140,000 users are enrolled on the platforms, with some 45,000 course completions to date and with users now accessing over 700 courses and 14,000 lessons.
- UNICEF Haiti is supporting 469 out-of-school adolescents (271 girls) with non-formal education activities, enabling them to catch up with basic education skills, particularly in French, mathematics, life skills and vocational training.
- UNICEF [Mozambique](#) is supporting an accelerated learning programme, reaching 42,030 children (23,000 girls) in 30 schools, as well as 2,747 out-of-school children (1,274 girls). About a third of the children enrolled in the programme improved their literacy skills and about half improved their basic numeracy skills.
- UNICEF Somalia is supporting a Teaching at the Right Level (TARL) FLN programme, targeting 10,100 children (4,800 girls), as well as the review of the Alternative Basic Education and Primary Education curricula (Grades 1–3) to inform the design of the TARL pedagogic package and material in two districts.
- UNICEF South Sudan supported the Ministry of General Education and Instruction with the national distance radio-based Education on Air II program, reaching 493,594 primary school students (252,302 girls), with a focus on foundational learning to mitigate learning loss.
- UNICEF Yemen supported catch-up for 6,128 internally displaced children through a 3-month, [non-formal catch-up education programme](#). A total of 5,848 children passed and have now successfully transitioned to the next grade of formal schools, while the 280 children who did not pass have rejoined the formal school at the grade they were in before dropping out. UNICEF Yemen is also supporting an accelerated learning programme for an additional 2,300 children over nine months, which started in December 2022 in the Marib governorate.



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Implementing the RAPID Framework: UNICEF examples from programme countries and regions

- UNICEF is active in supporting safe schools, especially supporting countries to implement the Comprehensive Safe School Framework (CSSF) 2022–2030, with the [global launch of the CSSF](#) on 12 September 2022. On 22 September 2022, UNICEF EAPRO, with the Asia Pacific Coalition for School Safety partners, launched the CSSF at the Asia Pacific Ministers Meeting for Disaster Risk Reduction calling for governments to sign up for the CSSF.
- UNICEF, as an active member of the [Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector \(GADRRRES\)](#), is involved in advocating for and supporting schools with disaster risk reduction, response and resilience plans and strategies. UNICEF Latin America and Caribbean Regional Office (LACRO) supports the region's inputs to [GADRRRES quarterly newsletters](#).
- UNICEF Cameroon is ensuring that 20,000 children are attending schools with a teacher trained in psychosocial support. Six thousand children are receiving mental health and psychosocial support, and 2,000 children have been supported with comprehensive case management and referral services.
- UNICEF Kenya installed 210 handwashing facilities for 74 schools, benefitting 23,719 learners (12,186 girls), and is also engaged in high-level advocacy on school feeding and the provision of water to improve retention in schools.
- UNICEF Madagascar is training 400 teachers in cyclone-affected regions on mental health and psychosocial care and pedagogy, with a focus on supporting children returning to school after COVID-19 closures.
- UNICEF Middle East and North Africa Regional Office's (MENARO) MHPSS taskforce is preparing a guide for teachers entitled 'Well-being and Protection in Classrooms – A Resource for Teachers' to support with MHPSS, which is part of the expansion of MENARO's Return to School Teacher Preparedness Training Package.
- UNICEF Venezuela is providing psychosocial support for 2,427 out-of-school children (851 girls) to support [children's preparation for reintegration into formal schools](#). This includes children's participation in socio-recreational games and activities to stimulate integration, coordination of actions, and teamwork.



DEVELOP
psychosocial
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well being.