



**OIDEL**

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# LEARNT LESSONS DURING THE 1ST COVID-19 WAVE FOR THE REOPENING OF SCHOOLS

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GENEVA, SEPTEMBER 2020





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## **Acknowledgments**

To carry out this research OIDEL has benefited from the contribution of different collaborators. At first, we would like to thank especially Maria Teresa Gerns, Saida Sánchez and Natalia Suárez. Their contribution has been crucial for the realization of this report. In addition, I would like to thank also Noemí Goust, Eva Pérez, Giovanni Vicari and Camila Garcia for their contribution.

Ignasi Grau

General Director of OIDEL

## Introduction

In 2007, the Lebanese-American philosopher and statistician Nassim Taleb developed the phenomenon of 'black swan'. The 'black swan' consists in an extremely rare non-expected event that could cause catastrophic effects at different levels in an interconnected world. This phenomenon cannot be predicted, nor rationalized (TALEB, 2007). According to Nassim Taleb the coronavirus is not a black swan, nevertheless it has shown us that the world is more fragile and more connected than what we thought (AVISHAI, 2020).

Covid-19 has not spared any continent. This crisis has had an impact at different levels, financial markets, sanitary systems, work conditions, free movement, and of course the educational system. Over the years, we have designed public policies under the paradigm that the world we have in front of us was under human control. This crisis caused by a little molecule has shown us the fragility of the human being, even in the XXI century.

In the last years, the tendency in many political debates has been that only through the fight of opposites there could be progress.

Nevertheless, this crisis has shown us the importance of common and coordinated action to overcome the big challenges affecting all humankind. We have seen the importance of common action in the field of vaccines, as pointed by the World Health Organization, solidarity and common action have proven so far to be the best strategy to accelerate the development of solutions (WHO - World Health Organization, 2020). We are clearly far from a net end of this crisis and from establishing comprehensive conclusions. However, one lesson we have learnt so far is that a common and solidary approach is an effective strategy to battle big human challenges.

In the field of education, the consequences of coronavirus have been dramatic. The numbers speak for themselves: According to UNESCO 90% of children have been deprived of attending school (UNESCO, 2020). As recognized by the General Director of UNESCO at the beginning of this crisis no educational system was prepared for this kind of crisis (FRANCE 24, 2020). Improvisation and copying the initiatives from others have been main patterns so far. In addition, before the coronavirus crisis, there was a notorious educational gap related to income – the "Learning Poverty" of the World Bank was at 53% for children in low and middle-income countries (Saavedra, 2020). This already alarming situation could be severely affected by the coronavirus crisis, causing a damage that could last for years to come.

The coronavirus crisis has enabled us to observe more clearly the strengths and flaws of the system. As pointed previously by the OCDE, educational systems are complex and there is no one simple patterns to follow in order to build a perfect educational system (OCDE, 2017). This crisis has exposed all educational systems and it has shown us some of the important cornerstones of the systems: The importance of the state as a guarantor of the right to education, the relevance of the role of the parents, civil society and teachers and the relevance of the common good approach of the right to education. When we were about to forget the role of parents as key actors in the realization of the right to education, we have seen them emerged as an essential cornerstone of the learning process of confined children around the world.

During this crisis, we have seen a lot of improvisation, but there has been a forced step forward in regard to innovation. Online teaching and the use of many digital tools have

become a reality for many children. Technologies have played an important role for the continuation of education of children around the world. Nevertheless, as the Committee on Economic, Social and Cultural Rights and the Committee on the Rights of the Child pointed out, there is still a strong risk on deepening educational inequalities due to the unequal access to affordable internet services and equipment (Committee on Economic, Social and Cultural Rights, 2020);(Committee on the Rights of the Child, 2020). In a joint article of the General Director of UNESCO, Audrey Azoulay and the President of Ethiopia, Sahle-Work Zewde, they highlighted that only 57% of the worldwide population have internet access from home. In areas such as the Sub-Saharan Africa, this percentage can be as low as only 18% (AZOULAY & ZEWDE, 2020). Although technologies can be an important ally to overcome this crisis, the coronavirus requires complex strategies not limited to the provision of online material.

The aim of this research is to shed some light on how different countries have faced this educational crisis collecting good practices and strategies of the government and the civil society to face this situation. We hope that this research to be a useful tool for policymakers to design the reopening of the new academic course. To address this challenge, we cannot forget that education is a human right. This right is essential to develop the human personality's "sense of dignity" (Committee on Economic, Social and Cultural Rights, 1999), which should not be denied to any human being, nor in these times of crisis. With this perspective in mind we will develop this research.

### ***The common good approach of the right to education***

In 2015, UNESCO published a document called Rethinking education: towards a global common good? which vindicated this approach to face the XXI problems. The common good approach goes beyond the conception of public good in three ways:

Common good goes beyond the structural role of public good; as it reaffirms the collective dimensions of education as a shared social endeavor.

The common good can only be defined with regards to the diversity of concepts and conceptions of well-being and common life.

Common good emphasizes the participatory process. It is impossible to understand education as a common good if there is no inclusive process of public policies and implementation without accountability (UNESCO, 2015).

The tensions between a collectivist and individualist approach of the right to education have led us to forget the common approach perspective. In an increasing plural world, the common approach enables the consideration of the unity of humanity in its diversity, bearing in mind that all human beings share common values, but on the same footing may have other values in contradiction. Education as a common good means the existence of a common framework in which the different initiatives could flourish, with the conviction that this will benefit the whole population. An analogue perspective would be healthcare or food security. The whole community benefits from research in new forms to improve medicine or from innovations in food production. A common good approach requires a State as a guarantor to ensure the rights of the most vulnerable and to ensure a human rights network in which all these initiatives can flourish. The common good perspective does not perceive parents or civil society with suspicion but with trust.

The common good approach has been vindicated by many actors as the suitable approach to deal with this crisis, as the director of UNESCO has done on different occasions since February (AZOULAY & ZEWDE, 2020) (UNESCO, 2020). In the same line the Special Rapporteur on the Right to Education of the United Nations, Mme. Bolly Barry has emphasized the importance of the mutual trust between public institutions, schools, families and communities to overcome this crisis (par. 7, 17 and vi). In addition, the Special Rapporteur underlines that the educational crisis has been stronger in places where there was no mutual trust between citizens, public institutions and teachers (BARRY, 2020).

In 2016, Deloitte produced a document called *The future of the Workforce. Critical drivers and Challenges* on how to be prepared for a future world of interdependency, increasing use of technology and potential black swans. The report pointed that Government, business, and society need to work together to support a dynamic workforce that is able to constantly reskill and upskill. This means revisiting education, career models, and approaches to life-long learning and work, regardless of geography, and innovating public-private partnerships (DELOITTE, 2016) (OIDEI, 2020). In this period of crisis, the role of the government cannot just be of technology provider to ensure education. It is essential to work together with the different stakeholders to develop a holistic strategy to guarantee that all children can receive quality education.

In 2015, the United Nations launched the Sustainable Development Goals, whose Goal n°4 is *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*. In the current context, this goal maintains its validity. In the same year, UNESCO, launched the document Education 2030 with the directives and recommendations on how to implement this goal. It is important to recall what this consensual document has to tell us concerning the right to education, in order we can direct our actions against COVID in the field of education. The document Education 2030 recalls us that the role of the state cannot be of exclusive provider, but of guarantor. The document stresses a common good perspective when it underlines *“Education is a shared societal endeavor, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education”*. Families, parents, civil society, teachers are considered as pillars, essential for the realization of the right to education according to Education 2030. As we have mentioned, during the coronavirus crisis we have observed that these actors have been cornerstones of the realization of the right of education for millions of children. For instance, it is relevant to observe that in countries such as the US,, solid majorities of parents and teachers have felt prepared for school closures and online learning (EDCHOICE, 2020). Certainly, parents have done incredible sacrifices to ensure the education of their children. Teachers have been more innovative than ever. Finally, the support of civil society actors has been crucial to face the challenges of this crisis, even when this support was no easy task for many of them. The consideration of the different actors in the design and realization of the provision of the right to education is essential for Education 2030. In this regard, it seems that Education 2030 is still a valid document to overcome the current crisis.

The common good approach is not a facultative approach to overcome this crisis. This approach is crucial to leave no one behind and to involve all the actors. We are going to further develop the role of parents and the role of civil society schools. Nevertheless, we can advance that this research has bear in mind the importance of this common good approach to overcome this crisis.

### ***The important role of parents***

If we have learned anything from this crisis, it is the importance of the role of parents. The sacrifices and efforts of many parents around the world have been crucial for the realization of the right to education for millions of children. It is essential that public authorities consider them to come out of this crisis together. Supporting parents not only means targeted aid to families, but also listen and respect their choices. Parents have been the main educational accompaniment for millions of children during this time.

Parents are in the center of the realization of the right to education. The article 26.3 of the Universal Declaration of Human Rights states, “*Parents have a prior right to choose the kind of education that shall be given to their children.*” The Convention on the Rights of the Child consecrates an important role both as duty bearer and as right holder to ensure the full development of the child. Another interesting document that acknowledges the importance of family on the education of children was the World Declaration on Education (1990) for all when it stated that “*The main delivery system for the basic education of children outside the family is primary schooling*” (art. 5).

A common good approach also requires hearing the voice of non-state schools. Many of these schools are the result of community and families’ efforts and cannot be set aside. From our experience, we have not found any non-for-profit private school not willing to collaborate with the government during this crisis. A common good perspective requires listening to these schools, the parents who choose these institutions and its professionals to build the essential trust in a society required to overcome this crisis.

In previous years, the role of families in the right to education has been underestimated. For instance, the most recent Resolutions on the Right to Education of the Human Rights Council have not mentioned this institution. Moreover, the inclusion of references to families in educational documents is perceived with suspicion in certain forums. Still during this crisis, some voices have claimed that the best formula to deal with COVID was the re-centralization by the Government of educational services.

We have learned during this crisis that public authorities can be mistaken and that the collaborative and coordinated work is the best formula to overcome this crisis. We have wanted to observe how governments take into account the role of parents as main educators during this crisis.

### ***The important role of civil society schools***

From a common good perspective an institution that it is interested to assess during this pandemic is the civil society schools. There are multiple definitions of civil society given by UNESCO. In the educational field, UNESCO includes as civil society any non-profit non-governmental organization involved in education. In this group, we could include campaign networks, teachers’ associations, religious organizations, community associations, research networks, parents’ associations, professional associations, students’ associations or social movements (UNESCO, 2018). In this research, we have focused our interest in the role played by civil society schools, which we understand as the non-governmental non-profit schools. From a human right perspective, civil society schools play an important role in the

realization of the right to education. Article 13.4 of the International Covenant on Economic, Social and Cultural rights states that they have the liberty “*to establish and direct educational institutions*”. Moreover, enabling the existence of these schools and supporting their functioning is a good way of not just supporting parents, but supporting parent’s choices.

The UNESCO’s document claims that a common approach perspective calls the civil society and the public authorities to have shared responsibilities in the educational field (UNESCO, 2015). One of the main tasks for civil society consecrated in the document Education 2030 Framework for Action is to “*develop innovative and complementary approaches that help advance the right to education*” (UNESCO, 2015). Civil society has more flexibility and more capacity to adapt to change due to their bigger autonomy. In a recent interview Andreas Schleicher, Director for the Directorate of Education and Skills, gave some clues to deal with this crisis. One powerful insight of this interview was that this is not the moment to push for new ideas, but to detect the ones that are working and expand their implementation (SCHLEICHER 2020).

Bearing in mind the role that Education 2030 gave to civil society schools and the important role that they can play as guides for the states, we pay special attention to the initiatives of these schools during this crisis. These different initiatives can be interesting to implement by other civil society schools or governmental institutions.

### ***Methodology***

This research consists of two parts. The first part consists of a quantitative analysis of all the countries and the second part consists of the qualitative analysis of sixteen countries in which we have identified good practices developed by the government and by civil society schools.

The quantitative analysis has consisted in the information provided by the government on three indicators. We have based our research of these three indicators mainly on the information provided in the official website of the different governments. The entire data gathering was done from the 8th of June to the 31th of June 2020 and focuses on how educational systems face the COVID crisis during the first wave.

We have analyzed the indicators at the global level and at the regional level. The regional level division was based on the educational regions established by UNESCO: Africa, The Arab States, Asia & the Pacific, Latin America & the Caribbean, Europe & North America (UNESCO, 2020).

The three indicators we have assessed are:

#### **1. Materials to support schools:**

- a. Research materials to support schools on the website.
  - Research material free and online, available in governmental websites.

- Any guidelines, advice, free books or papers, online curricular material given by a government website.
- b. National educational programs broadcasted through radio or television
- Any educational program that the government aired through radio or television, as a way to continue education during school closure.

The main challenge during this crisis has been the provision of education due to the closure or limited access to educational facilities. Once we have observed that the main strategy to overcome this challenge has been online and broadcasted education, we wanted to observe which percentage of countries have provided tools to effectively continue the provision of education. This indicator is divided in two sub-indicators, online resources and broadcasted resources, as we have observed that these showed us different ways of solving the same problem. During the compilation of this data, we have observed other relevant information that we have developed in the conclusions and observations.

### 3. Parent's support material during the COVID-19 Crisis:

- a. Materials not targeted for parents, but useful for them to support teaching
- Any materials in a governmental website, not targeted exclusively to parents or caretakers, but whose design have borne in mind that could be used by them to support remote education during school closure.
- b. Targeted materials for parents

Specific content and/or messages addressed to parents or caretakers related to remote learning, childcare during lockdown, or guidelines.

Parents are playing an essential role in the realization of the right to education during this crisis. Nevertheless, parents are dealing with multiple difficulties of different nature such as their lack of time, lack of training, lack of resources... The support of families during this period is essential for the realization of the right to education of millions of children.

When assessing the availability of resources for parents during this crisis we have realized that sometimes there are not materials exclusively targeted exclusively for parents. This is because some countries are drafting materials that could be use indistinctly by any of the crucial actors of this crisis (parents, teachers, students, school principals...). These resources aim to support parents, but they are not exclusively targeting them. This is why we have designed two indicators to assess the parent's support during this crisis. In the first indicator, we have measured the extent to which governments provide materials conceived, inter alia, for parents, so they can support their children's learning process, conjointly with teachers and schools. In the second indicator, we have measured the existence of materials designed by the government exclusively to support parents as a fundamental actor in the exercise of the right to education of their children.

### 3. Closure and reopening of schools

For the reopening, we marked 'No Data' for states which have not yet publicly announced a reopening date. If data is available, the government either announced a foreseeable reopening date or announced the continuation of remote learning for the rest of the school year.

To complement the information of the previous two indicators it was interesting to bear in mind the closure and reopening of schools. At the moment we have done this research some countries still have not decided to reopen their schools, which caused a larger investment on the online and broadcast resources. Furthermore, some countries kept denying the COVID which has caused them not to close the schools, and neither developed an online learning strategy.

#### ***16 different countries, 16 different experiences***

The second part of this research consists in a qualitative assessment of sixteen countries. In this second part we have assessed how in sixteen different states with different cultural backgrounds and of different regions have faced this crisis. The countries that we have analyzed with bigger detail are: Argentina, Austria, Belgium, Canada (Alberta), Chile, Colombia, France, Germany, Guyana, Ireland, Italy, New Zealand, Singapore, Spain, Switzerland and the United Kingdom. The aim of these assessments is double. On one hand, we thought it could be useful for policymakers and educational leaders to know the experiences of other countries to face their internal situation. On the other hand, it can be helpful to complement the quantitative evaluation of the research.

In order to understand the different countries in a better context, we have elaborated a collection of their development data from the WORLD BANK. In specific: the population rate, the HDI Ranking, the Literacy Rate, the Enrollment Rate (Gross and Net), the Enrollment Rate in non-Governmental schools as percentage of total and the Public expenditure on education as percentage of GDP.

In this qualitative part we have assessed the good practices of the government and the good practices of civil society in these countries, especially bearing in mind the civil society schools. This qualitative section does not pretend to be exhaustive, but to recollect the information that can be relevant to have a better understanding on how to deal with this crisis. Following the common approach perspective, we consider that it would be relevant not only to observe the good initiatives of government institutions, but also of those run by civil society and the synergies between these two. We have drawn most of the information from the websites of the government and the websites of civil society schools. We have complemented the information of certain countries with other sources. Moreover, although the approach of this research aims to be constructive and positive for certain cases, we have had to explain some negative experiences in order to show the full of all the countries and to learn from the mistakes.

## Presentation of results

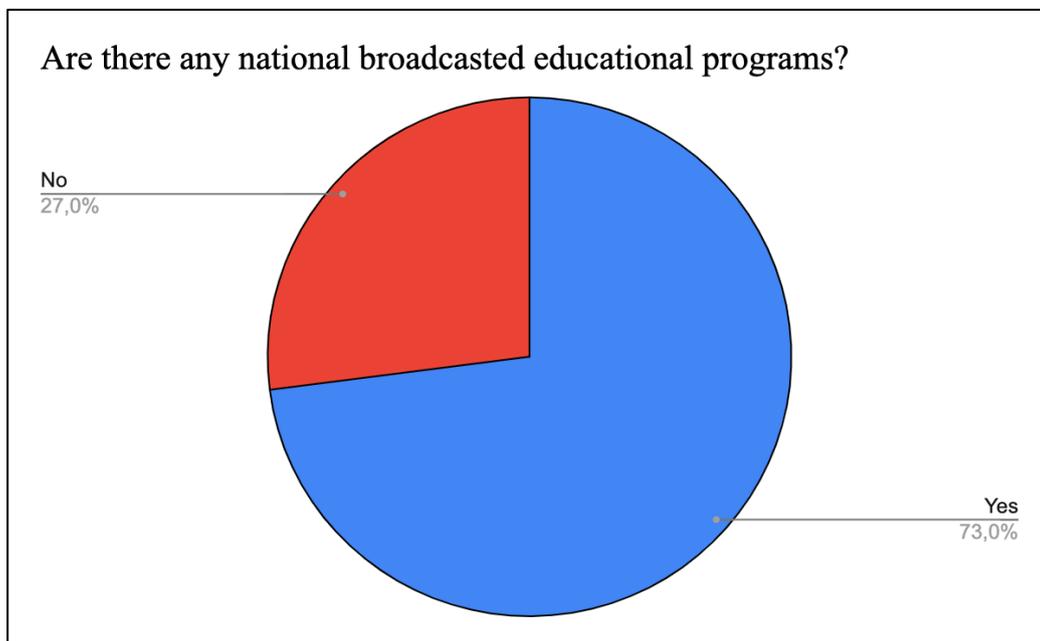
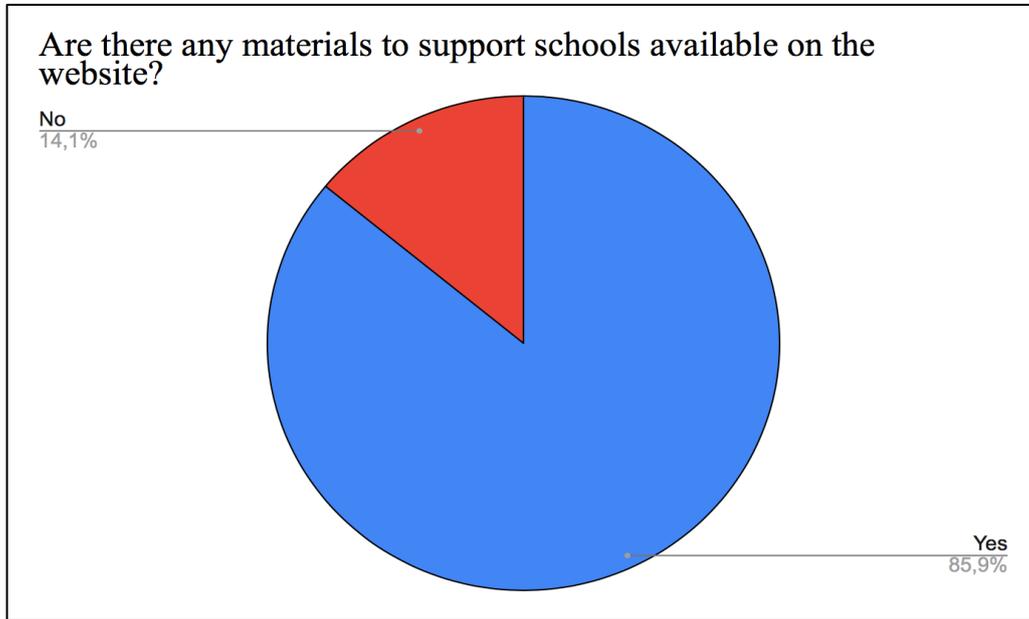
### Are there any materials on the website, or broadcasted national educational programs to support schools available?

#### *General Assessment*

Two of the most common initiatives by governments to continue with education during school closures are through free materials on websites or to broadcast lessons by traditional media such as radio and television. These free online materials on websites include applications that schools can use for teaching, online platforms with materials for study and practice, online textbooks, guides on how to act during the pandemic for teachers, school workers, parents and students, psychological care and support material and telephone numbers for consultation. National radio and television broadcast have become a common measure for remote learning, particularly in areas where the majority of the population does not have access to the Internet.

#### *Global Analyses*

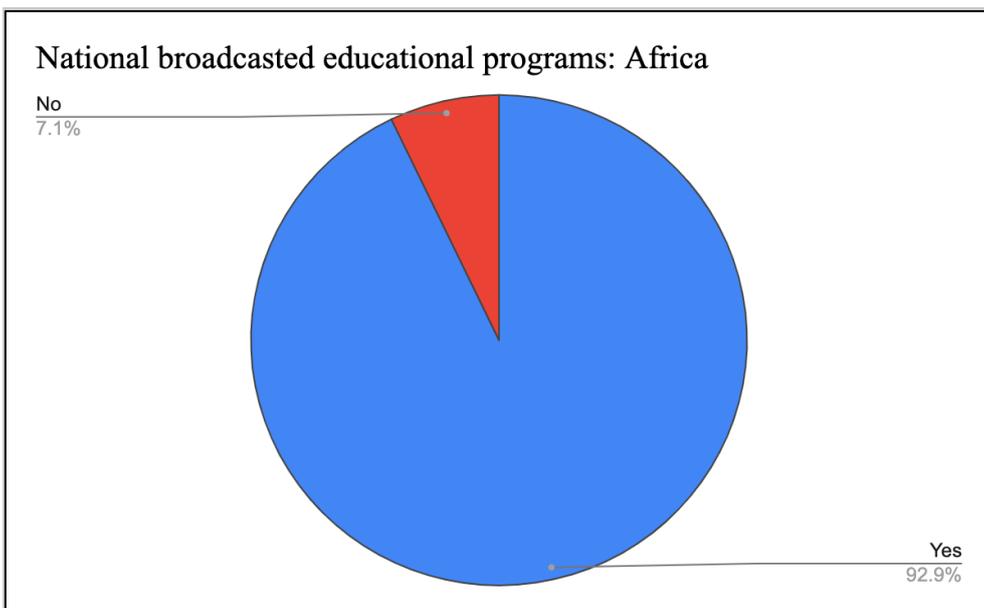
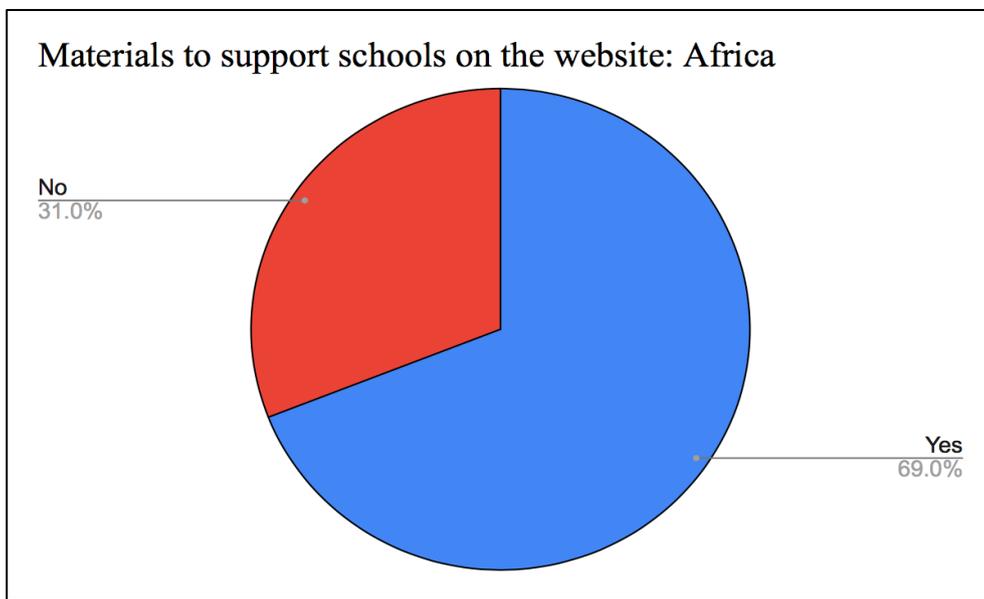
The two indicators shown here represent the percentage of countries that have materials that can be accessed from central government websites and the percentage that have broadcasted national radio or TV programs for education. 85.9% of countries worldwide have provided educational materials through their websites to support schools. A possible explanation for this may be that the vast majority have seen the right to education affected and such responses are needed. On the other hand, 73% of countries worldwide have national broadcasted programs to ensure educational continuity during the pandemic. This shows how the vast majority consider it a good way to reach a large number of students.



***Africa***

Africa is the region with the highest percentage of countries that have not offered online materials to support the learning process, only 69%. However, all of these countries that do not offer materials from their website do broadcast educational programs through national media.

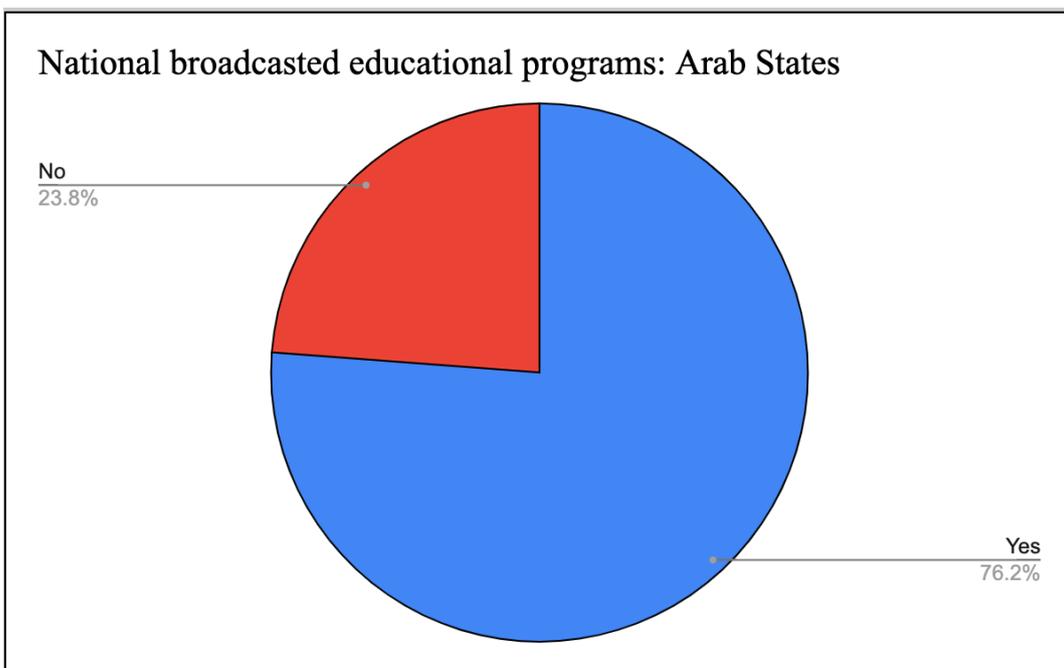
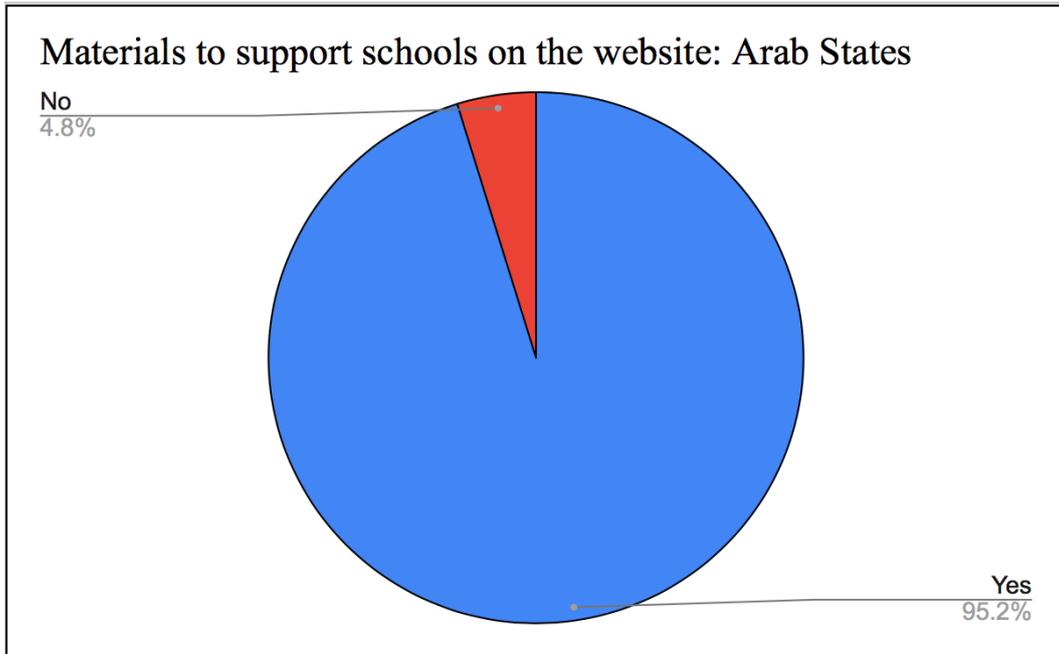
Regarding broadcasted programs, Africa is the region with the highest percentage of countries that have national broadcasted educational programs, with 92,9%. This could lead us to conclude that Africa could have lower internet access than other regions, which is why the countries focused more on broadcasting through radio and television. There are cases where other measures are used even though there is no material on the web, such as the government of Sierra Leone, which is providing pre-loaded devices to kids with special needs, girls and students in rural areas (Global Partnership for Education, 2020).



### ***Arab States***

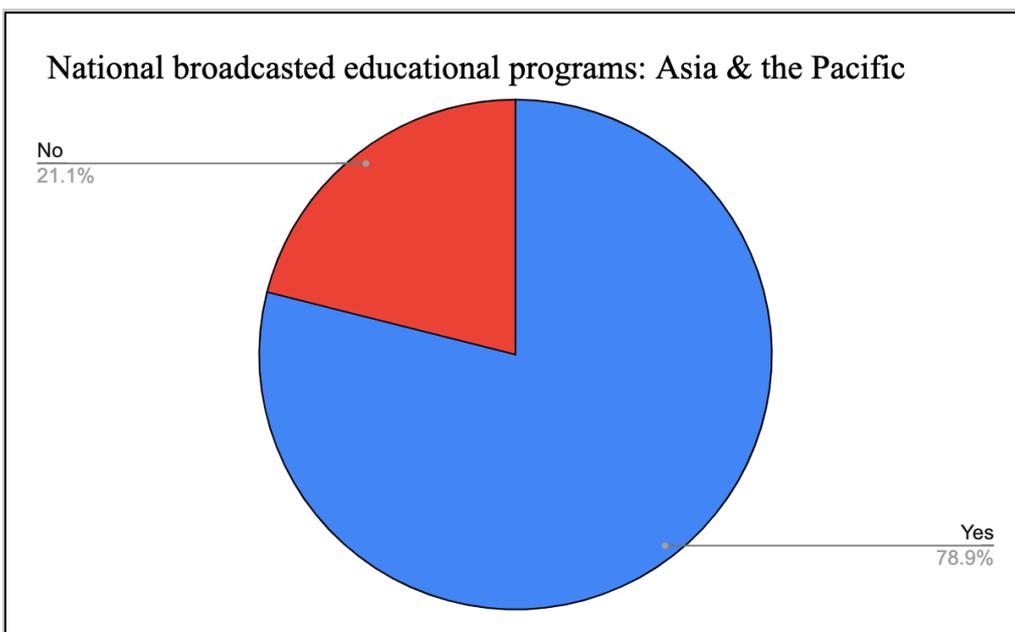
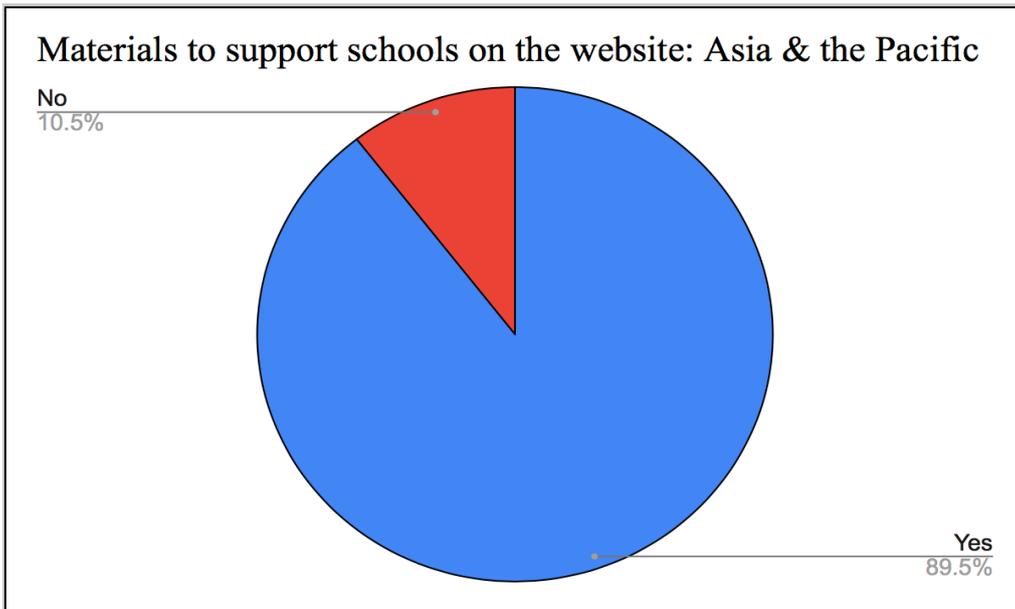
The Arab States have the highest percentage of countries offering materials on their website to support schools, 95.2%. Comoros is the only one not providing them.

This region, alongside Asia & the Pacific and Latin America & the Caribbean have practically the same data, approximately 70% of countries provide national broadcasted educational programs.



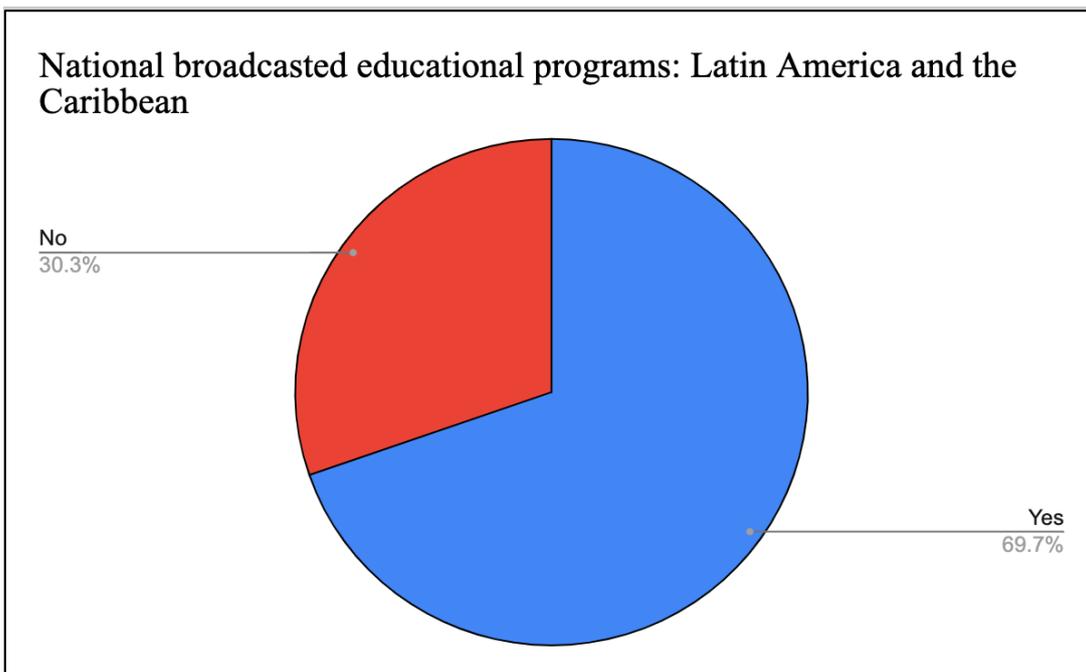
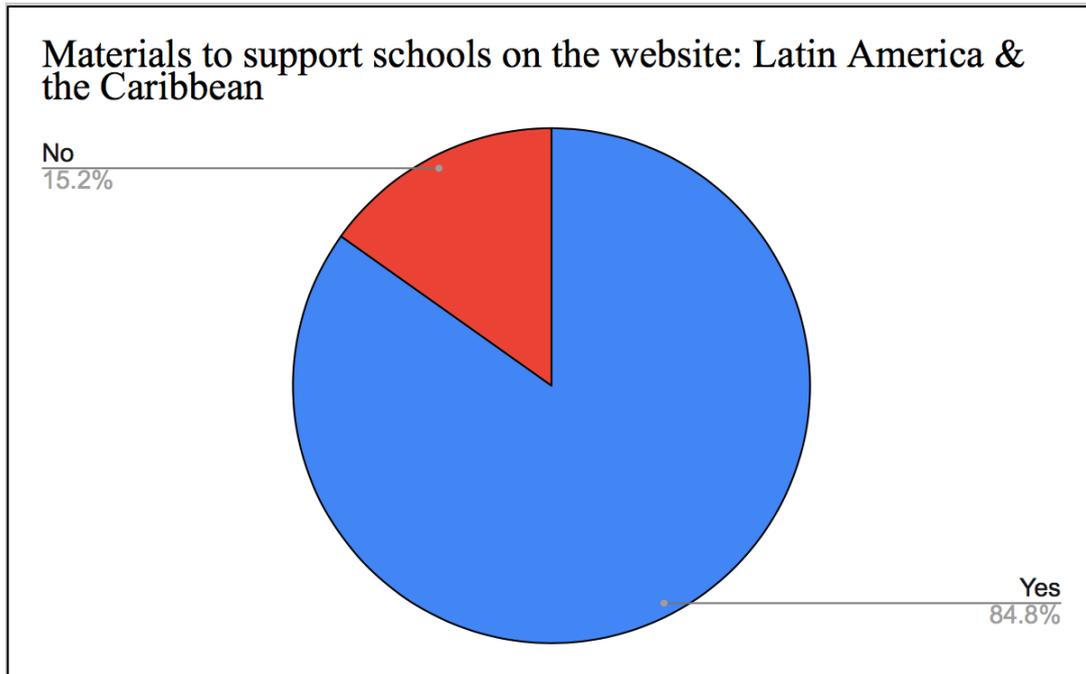
**Asia & The Pacific**

89.5% of countries in Asia and the Pacific provide materials on their website. The remaining 10,5% includes countries that have not taken the consequences of the pandemic seriously enough, such as Turkmenistan, whose government is denying the existence of COVID-19 cases inside the country (Reporters without Borders, 2020), or cases in which the civil society is being more active than the government, as in Nepal. The "Every Home a School Campaign" was organized by the Nepal Teachers' Association, not by the government (Education International, 2020).



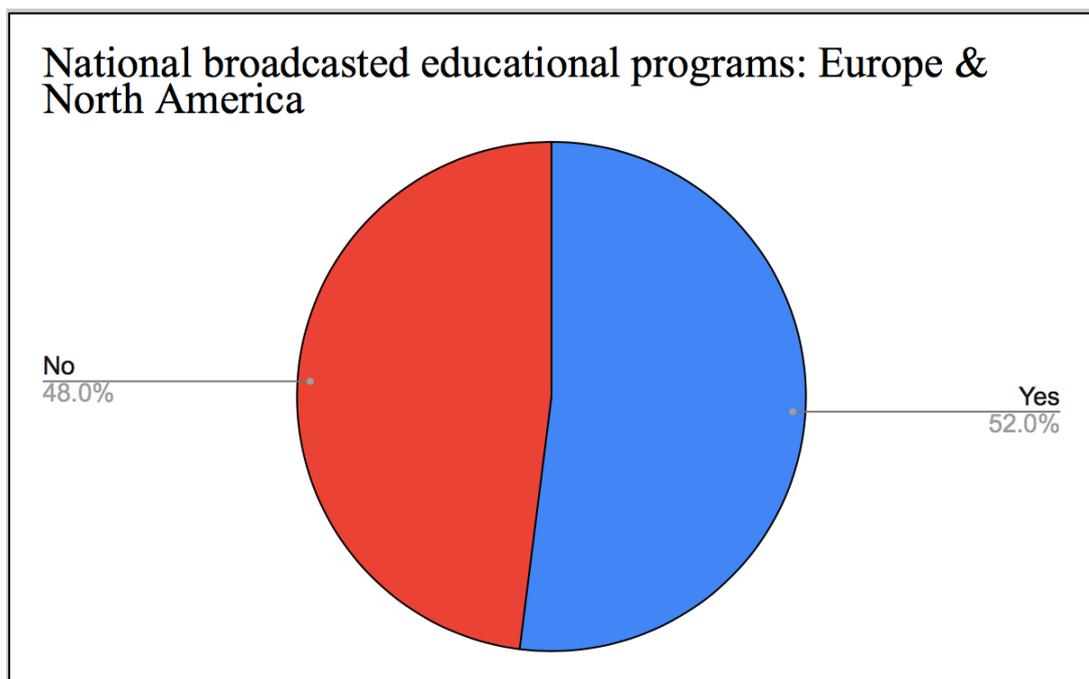
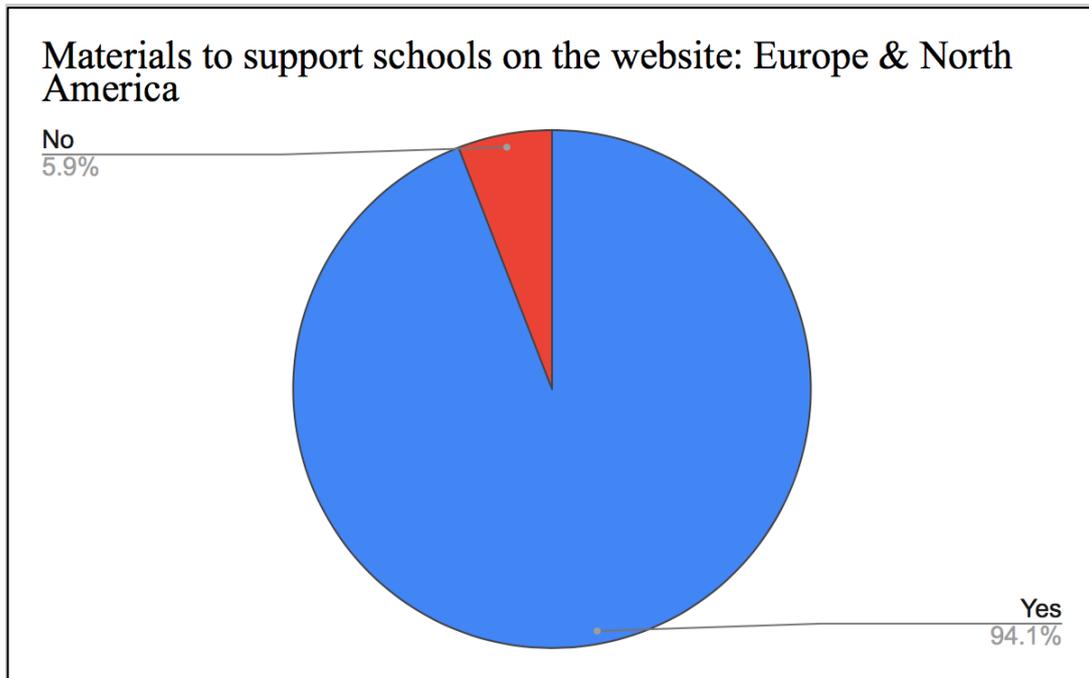
***Latin America & The Caribbean***

84.8% of countries in Latin America and the Caribbean offer materials on their website. Some of the remaining 15.2% have national broadcasted educational programs and others have taken different initiatives, such as Barbados, whose Ministry of Education has been working to supply tablets to students with the download of G-Suites app, Google application that offers several services, such as applications to continue classes remotely (Loop News, 2020)



***Europe & North America***

94.1% of countries in Europe and North America provide materials on their website to support schools, indicating that the vast majority of countries in this region have taken seriously the gravity of the situation and its impact on the right to education. There are few exceptions such as Belarus, where school closure was not imposed by the government and schools started closing voluntarily (Zenkovich, 2020)



## Parent's support material during the COVID-19 Crisis

### *General Assessment*

As we have seen before, parents have a great impact as key actors in the educational system, and with schools closed they should play a much more active role. There are two indicators we will take into account in this regard. The first one “Available materials that take into consideration parents” refer to the availability of educational material that bear in mind parents -among other actors- as key actors for the realization of the right to education. The second indicator “Targeted materials for parents”, refers to targeted materials or messages specially and specifically made for parents on the websites. Both indicators show the availability of resources aimed to support parents to get more involved in the process of teaching and learning and bear more of the shared responsibility for education between parents and teachers.

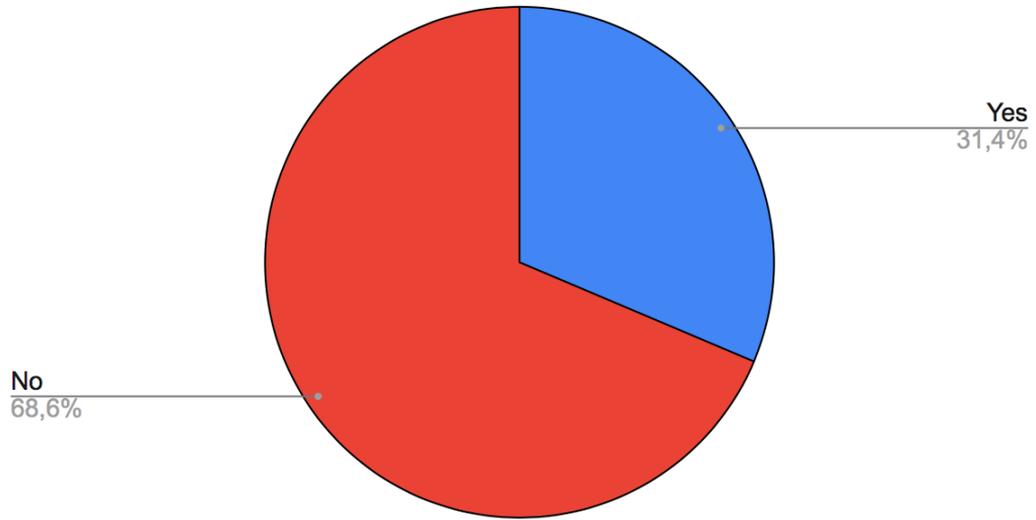
For materials that could be used by parents, the graphs show the percentage of countries that offer materials that parents can use to support their children's learning process.

For targeted materials, the charts show which countries offer specific materials for supporting parents as a fundamental actor in the exercise of the right to education of their children. In some cases, there is an exclusive section on the website for parents with recommendations and material.

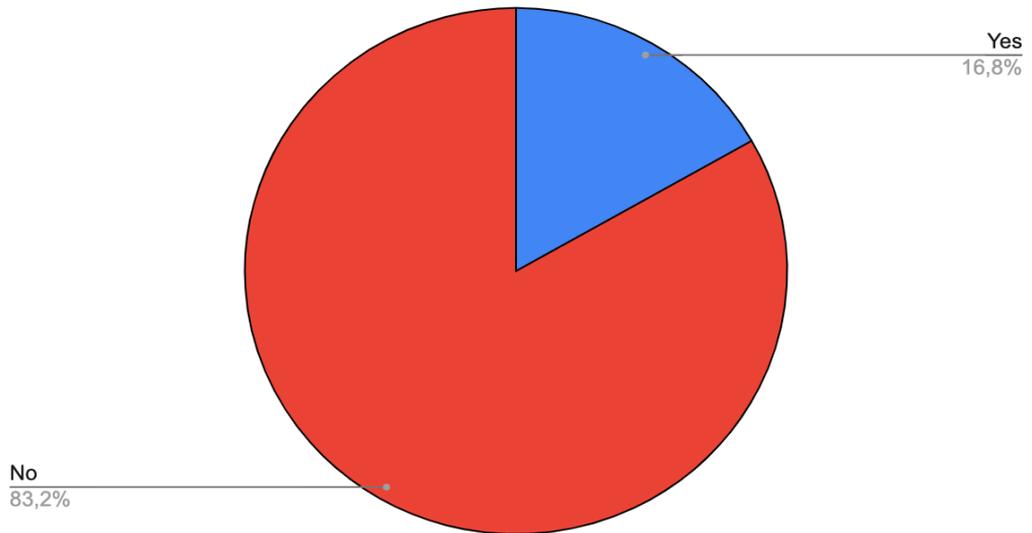
### *Global Analyses*

The graph shows how a large number of countries in the world have not given enough importance or even taken into account parents as important actors in this matter. 68.6% of countries do not offer materials for parents to support teaching on their websites. However, when it comes to targeted materials more than half of the countries have not provided targeted content for parents. Less than 20% of countries worldwide have targeted parents during this pandemic.

### Available online materials that take into consideration parents

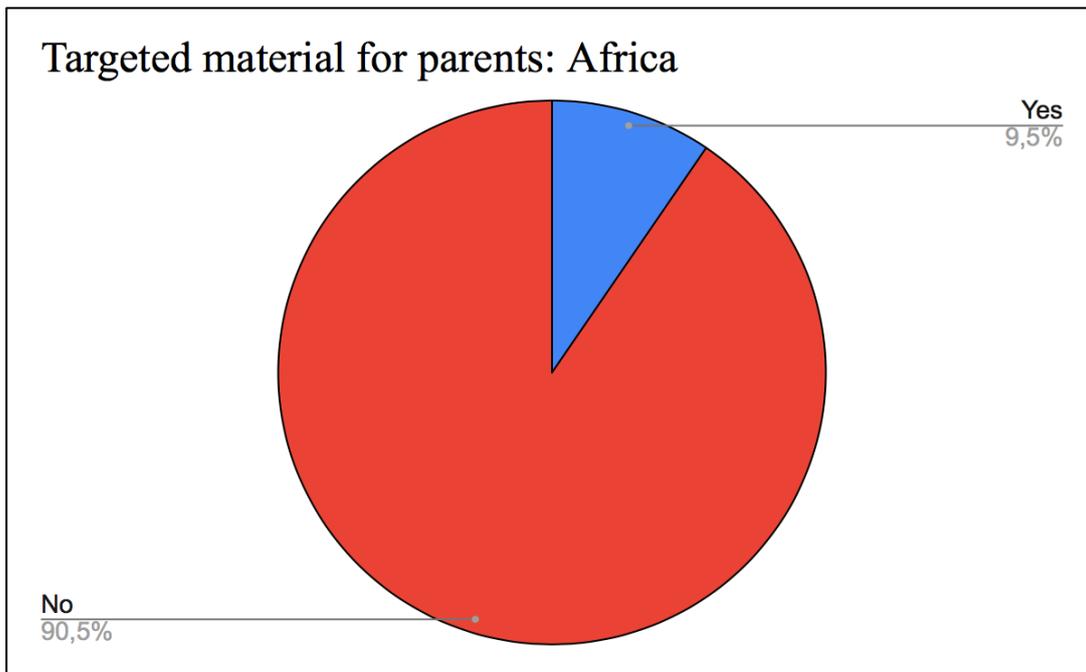
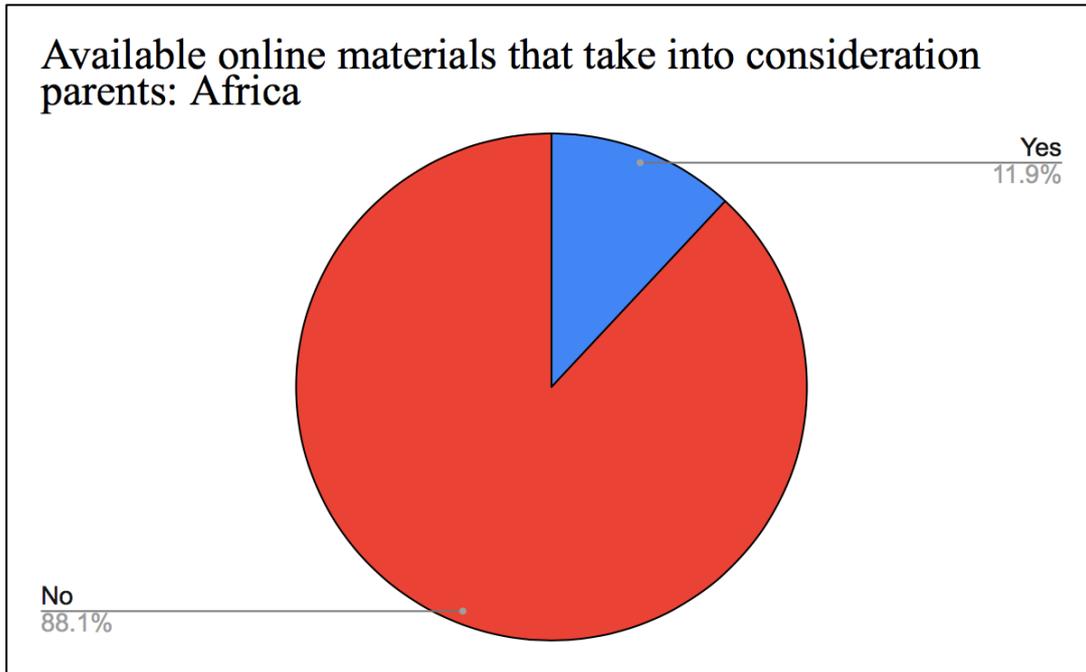


### Targeted material for parents



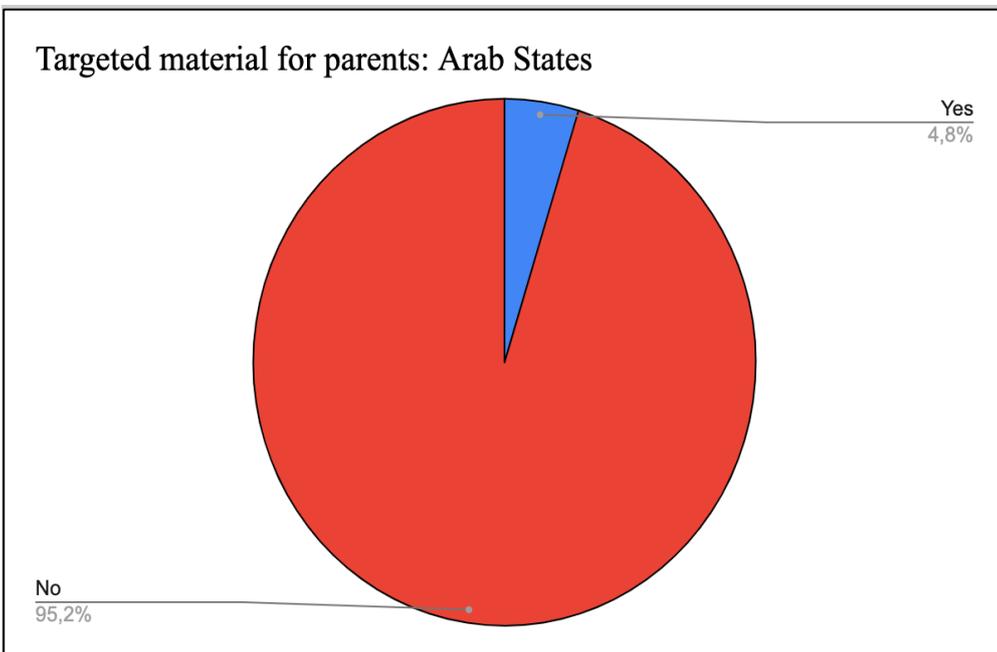
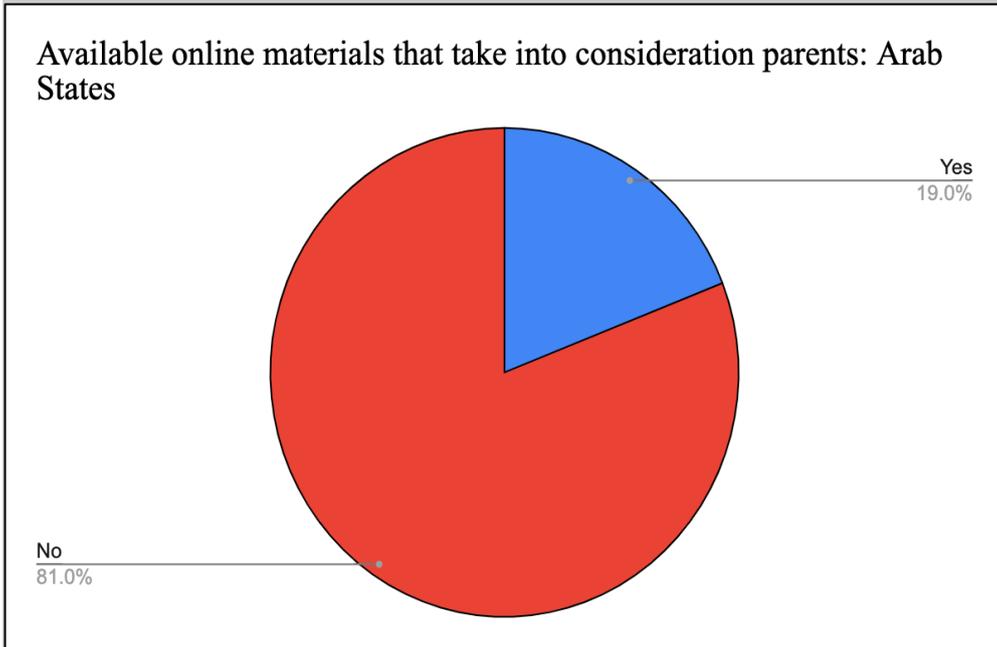
**Africa**

Only 11.9% of countries in Africa have provided materials for parents, Equatorial Guinea, Nigeria, Rwanda, South Africa and Zambia. Africa is a region where only a few countries have provided materials targeting parents. The countries who have provided these targeted resources are Seychelles, South Africa, Uganda and Zambia.



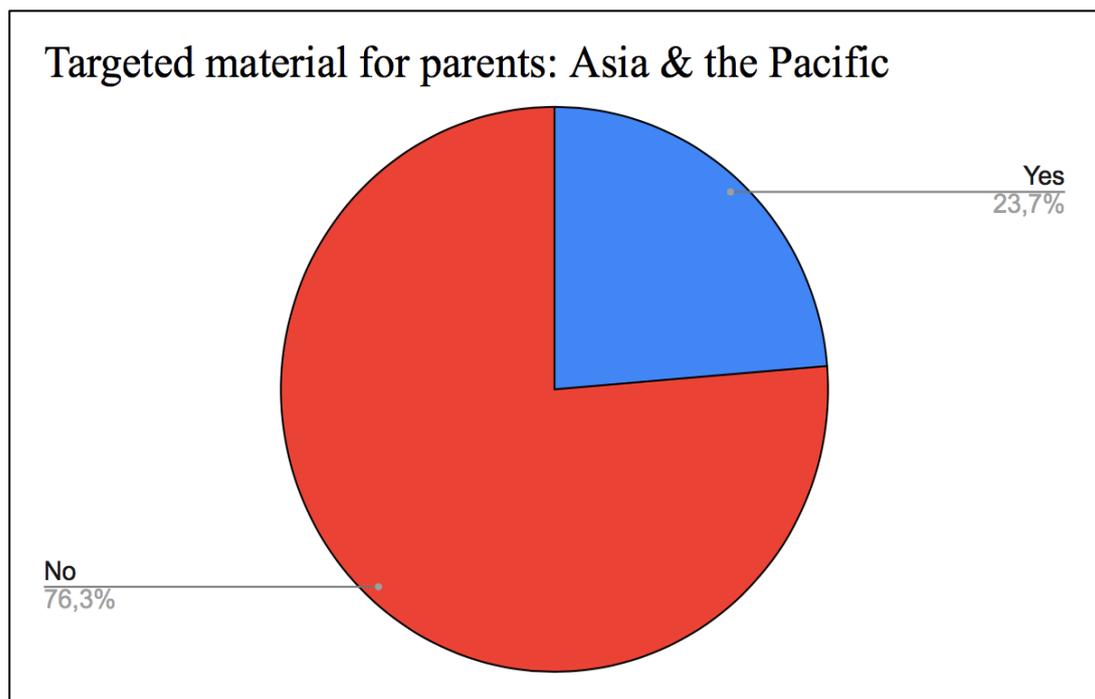
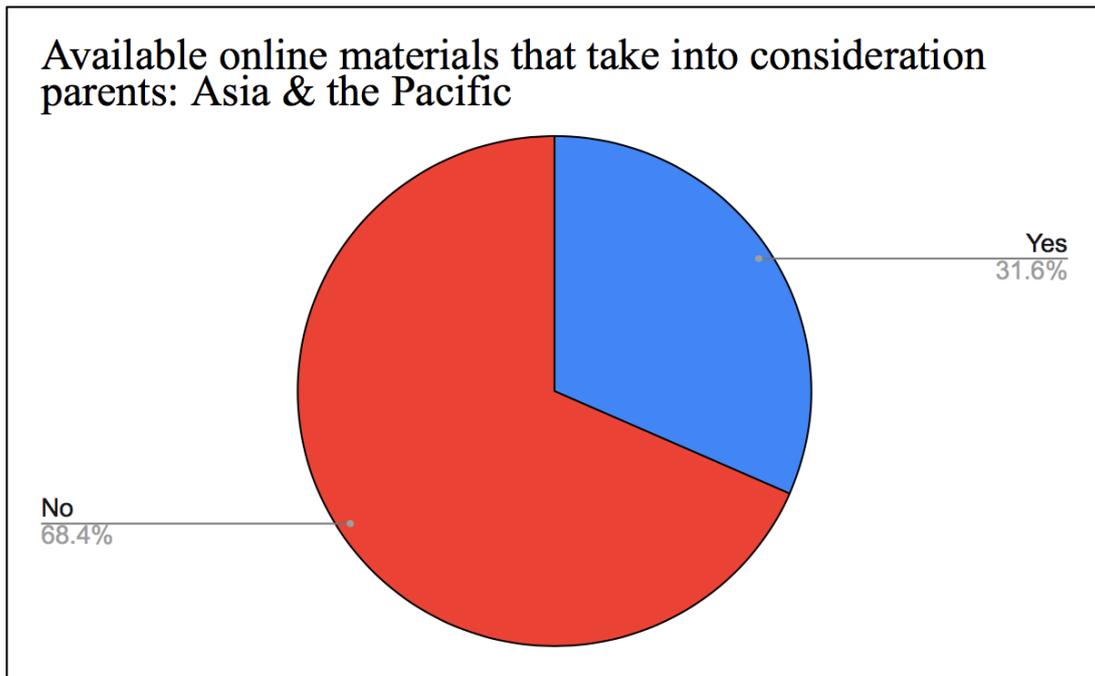
**Arab States**

19% of the Arab States have provided materials for parents, Egypt, Kuwait, Saudi Arabia and the United Arab Emirates. This is another region with a very low percentage of targeted materials for parents, with only Kuwait providing them.



***Asia & The Pacific***

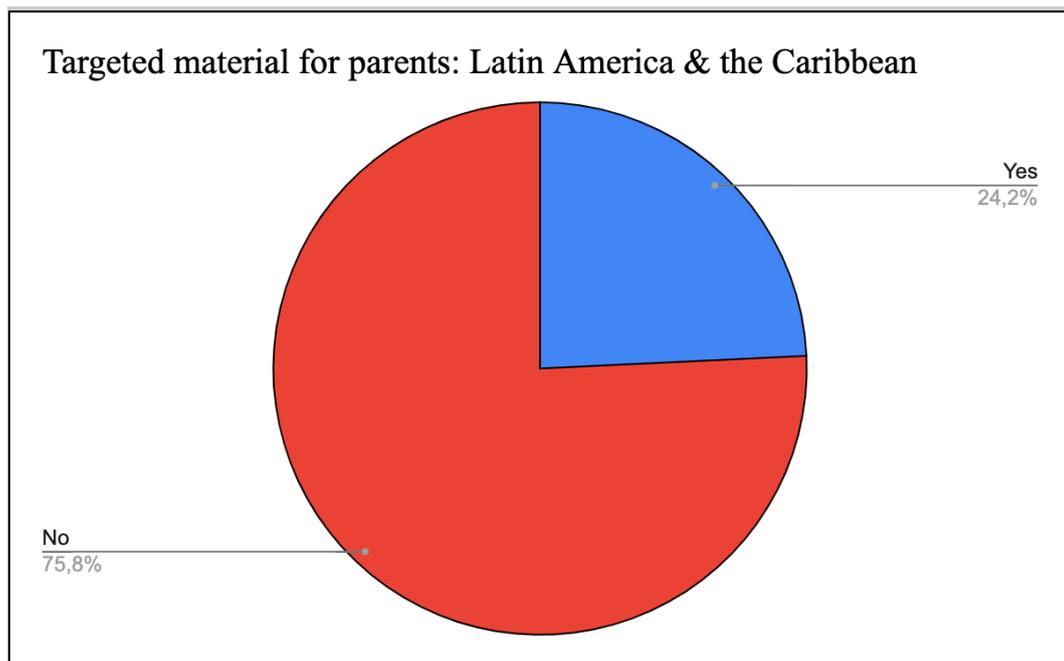
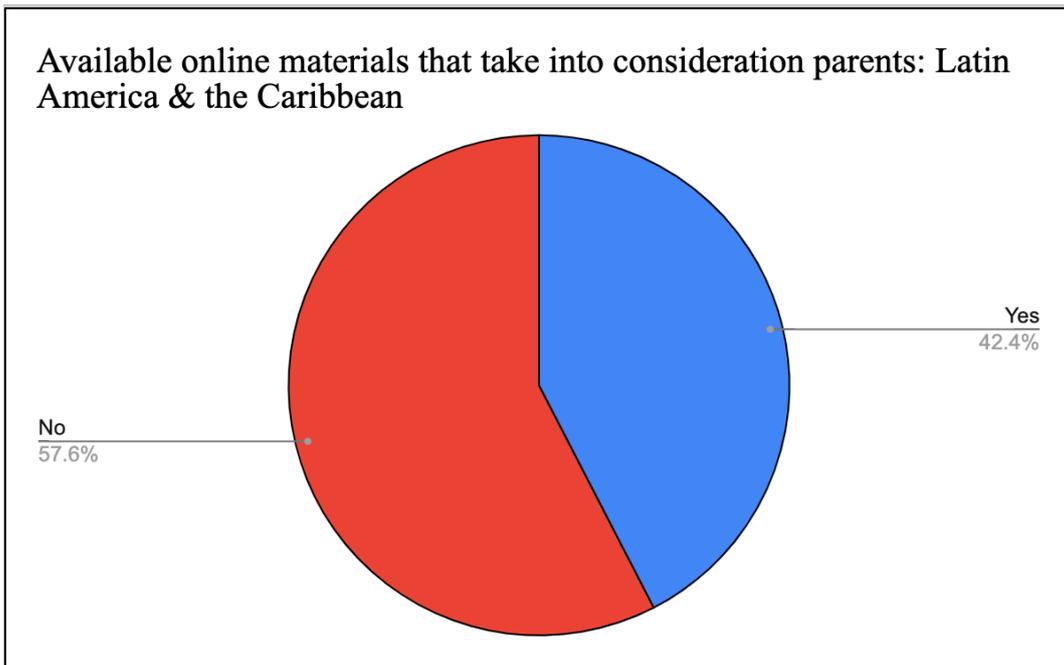
31.6% of countries in Asia & the Pacific have provided materials for parents to support teaching on the website. The Latin American & the Caribbean and the Asia & the Pacific regions have very similar percentages of countries with targeted material for parents. The Asia & the Pacific region has a 23.7% and Latin America and the Caribbean, 24.2%.



***Latin America & The Caribbean***

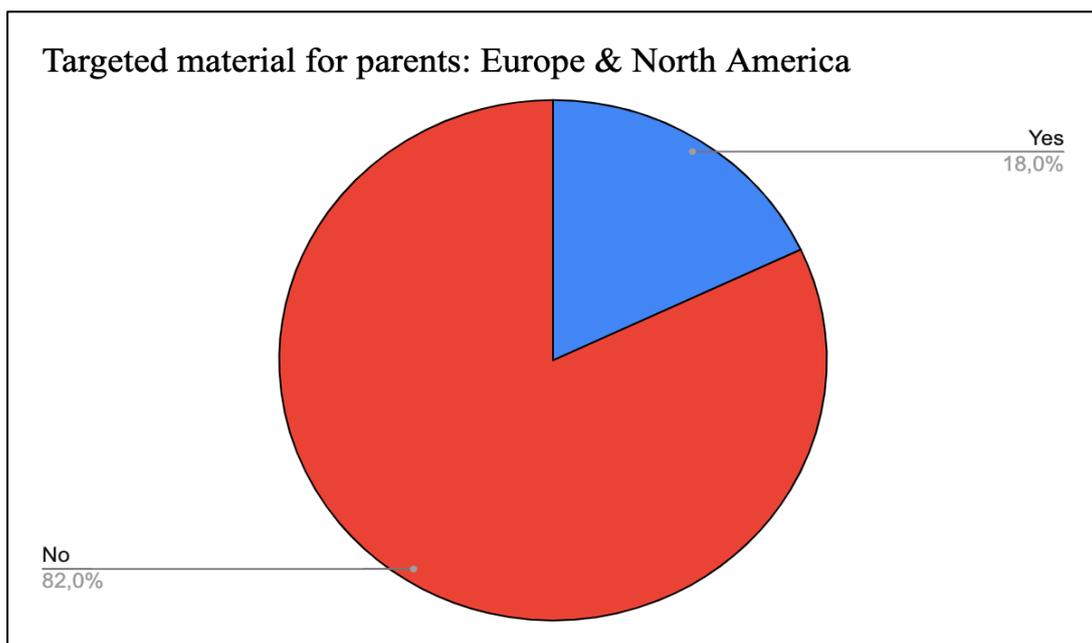
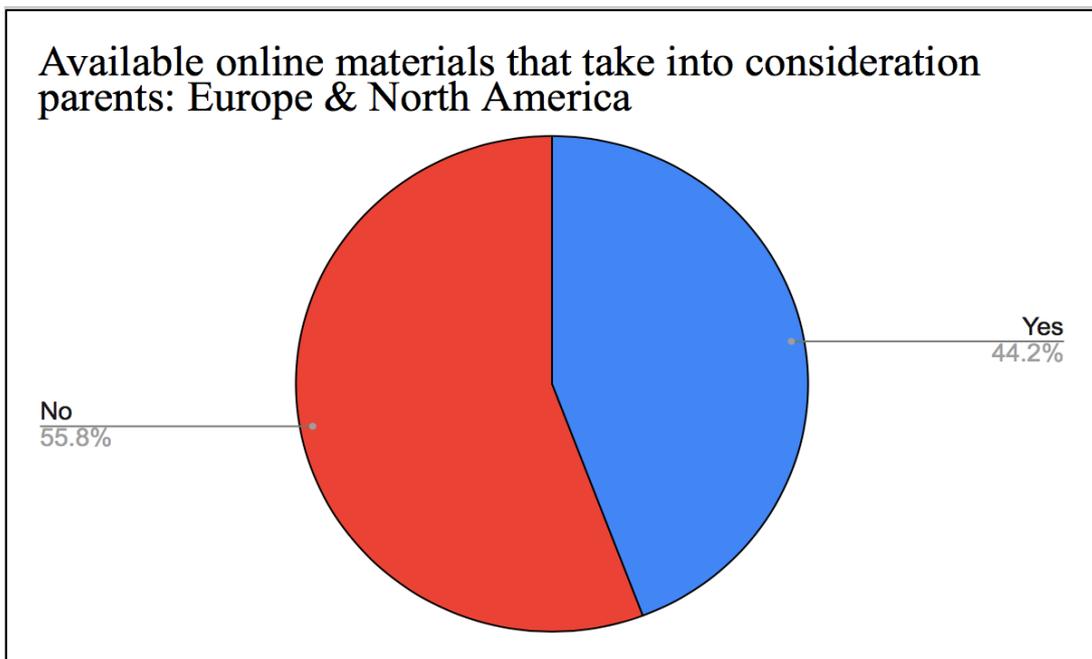
Approximately 40% of countries in Latin America & the Caribbean, and in Europe & North America have provided materials for parents, which is still a pretty low figure.

Of all regions, Latin America has the highest percentage of countries with targeted messages and content for parents. Following as the second region with the most resources targeting parents, we find Asia and the Pacific.



### ***Europe & North America***

In the European and North American region, almost half the countries include some type of material for parents to support teaching on the website. However, 82% of countries do not include targeted materials for parents, which shows how a larger percentage of countries in this region take into consideration the role of parents in education like the role of teachers and schools, but do not give them sufficient importance and support as key actors in the learning process and personal growth of children.



## School closure

### *General Assessment*

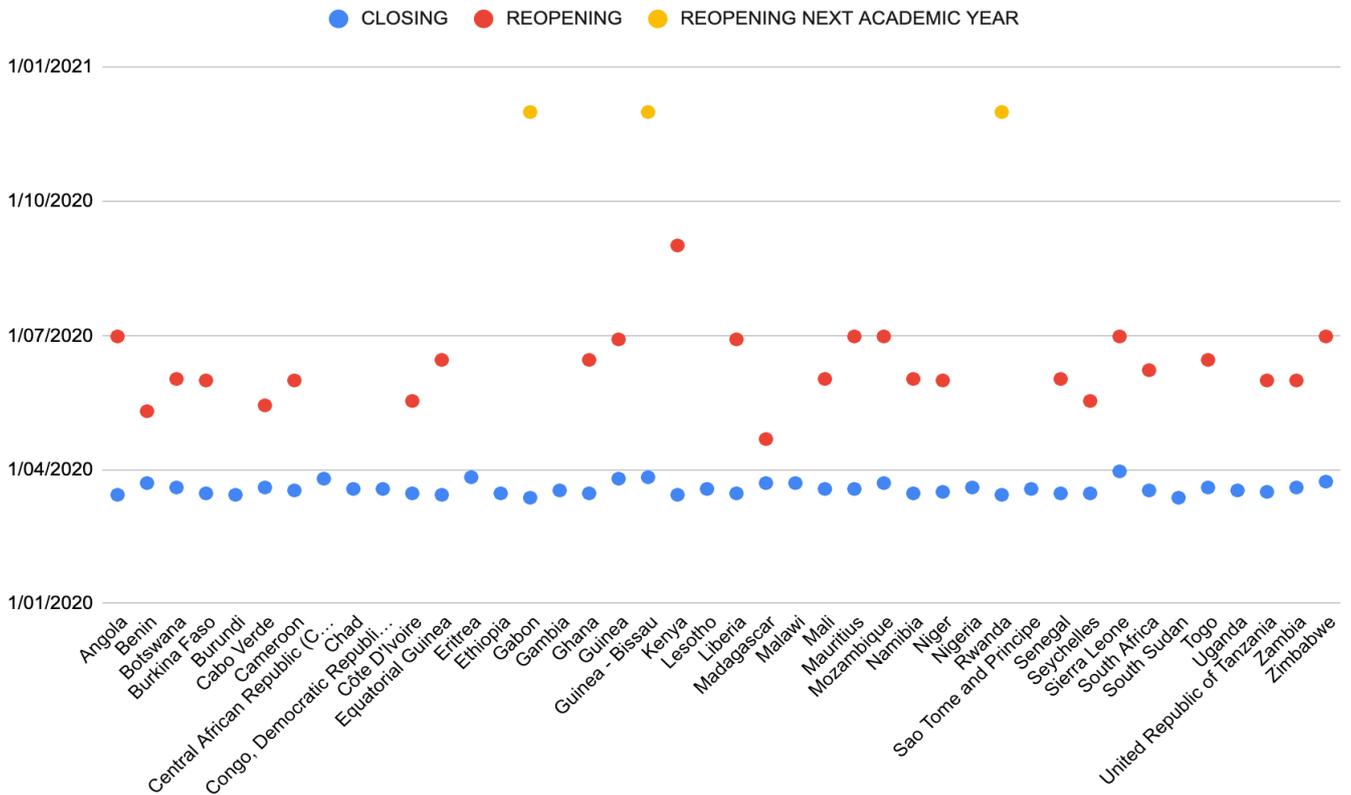
School closures around the world have impacted children by forcing them to stay at home. Despite the online support these closures could represent a threat to the continuation of education for millions of children, especially for certain vulnerable groups. The closures of the schools enable to have a better image of the impact of this crisis and the importance of the measures taken by governments and civil society to overcome this crisis. On the graphs we included three dates: the start of school closure (in blue), the end of school closure (red) and in yellow the schools that are to reopen next academic year. It is worth noting that data gathering was done from the 8th of June to the 30th of the same month, 2020 and that the situation may have changed after that.

The nature of the reopening varies from one country to another. For instance, certain states, like Bulgaria, reopened only for final examinations (Bulgarian National Radio, 2020). Others, as Belgium and Uruguay, reopened schools earlier even with in-class teaching cancelled to provide childcare while parents went to work, or for rural communities that had no access to the Internet. We indicate the first reopening date.

For certain families and communities school closure also puts in danger the child's nutrition, since for some groups the meals they receive at schools are the only proper meal they have for the day. Various countries have started redistributing these meals even with school closed and some others, such as Cameroon, remained providing meals at schools even when in-class teaching was cancelled (World Food Programme, 2020).

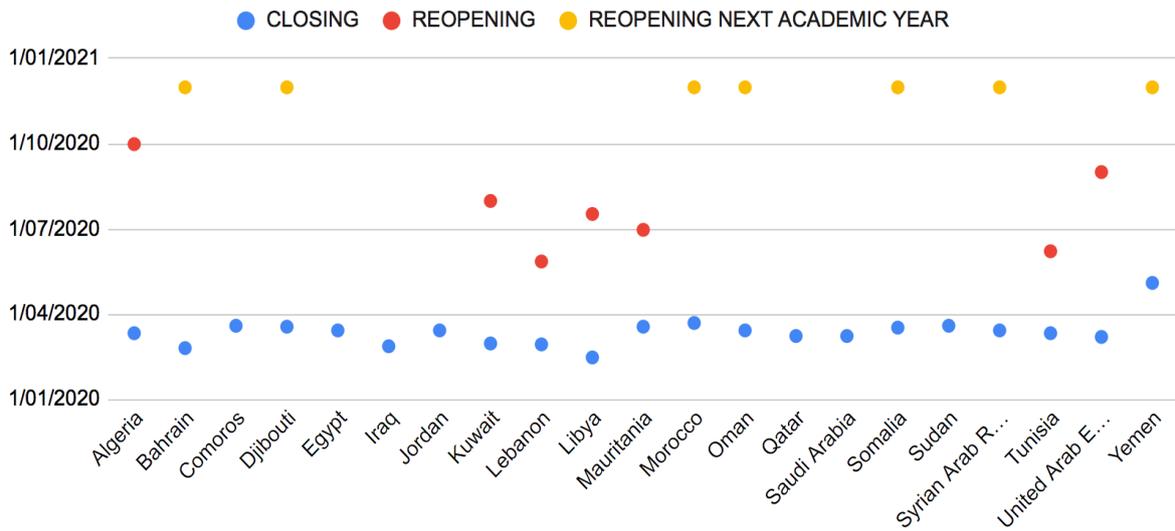
**Africa**

According to the graph, most countries in Africa are planning to reopen or have already done so, except for Gabon, Guinea-Bissau and Rwanda. School meals have continued despite school closure in certain countries, such as Cameroon.



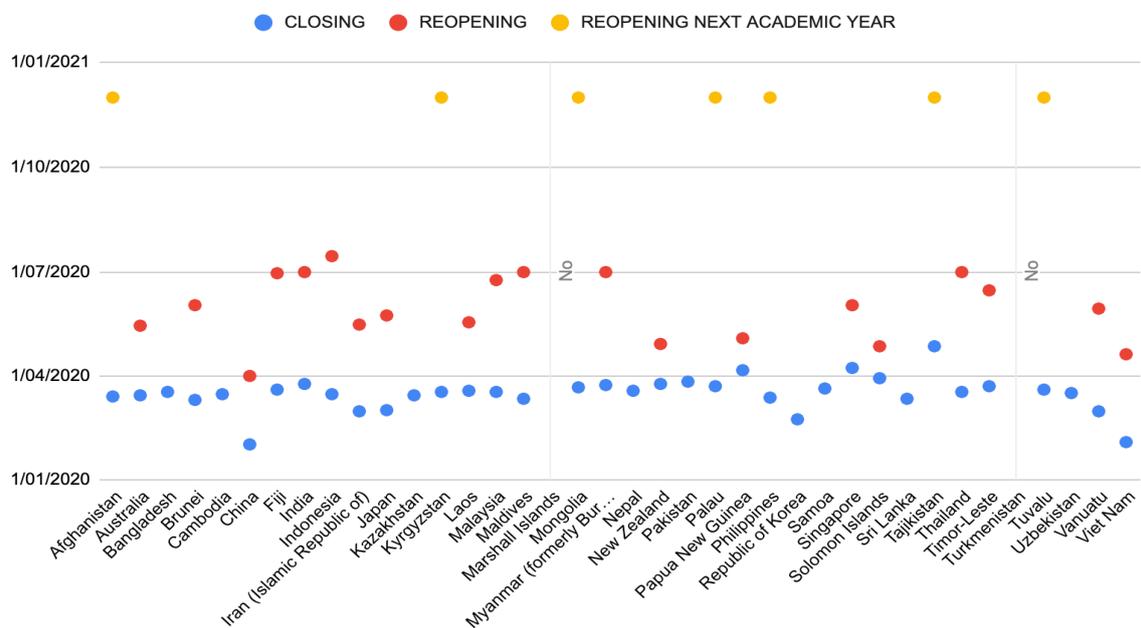
**Arab States**

Most Arab States closed around the same time, and only a few have announced a reopening date. Tunisia and Lebanon, for example, were two with the earliest reopening. Several others, such as Egypt, Iraq or Qatar have not announced any date for returning to in-class teaching. A few such as Morocco, Oman or Bahrain have decided to reopen next academic year.



*Asia & The Pacific*

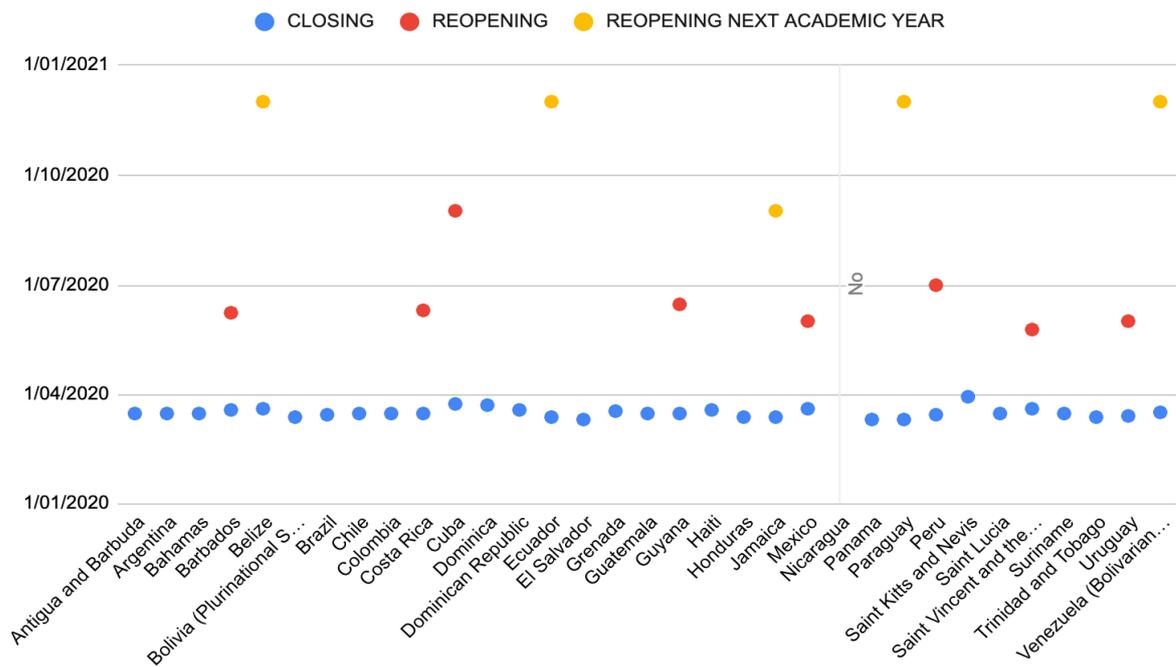
In the Asia and the Pacific region, several countries have also decided on a reopening date.



As it is shown, China is the first country to close their schools in February and reopened two months later. On the other hand, some countries such as Marshall Islands or Turkmenistan decided not to close their schools. The Turkmenistan case could be explained by the denial by the government of the existence of COVID-19 cases inside the country (Reporters without Borders, 2020). On the other hand, the Marshall Islands have not closed because of the low threat of coronavirus in the area, which by the time of the research, had no official cases reported (World Bank, 2020).

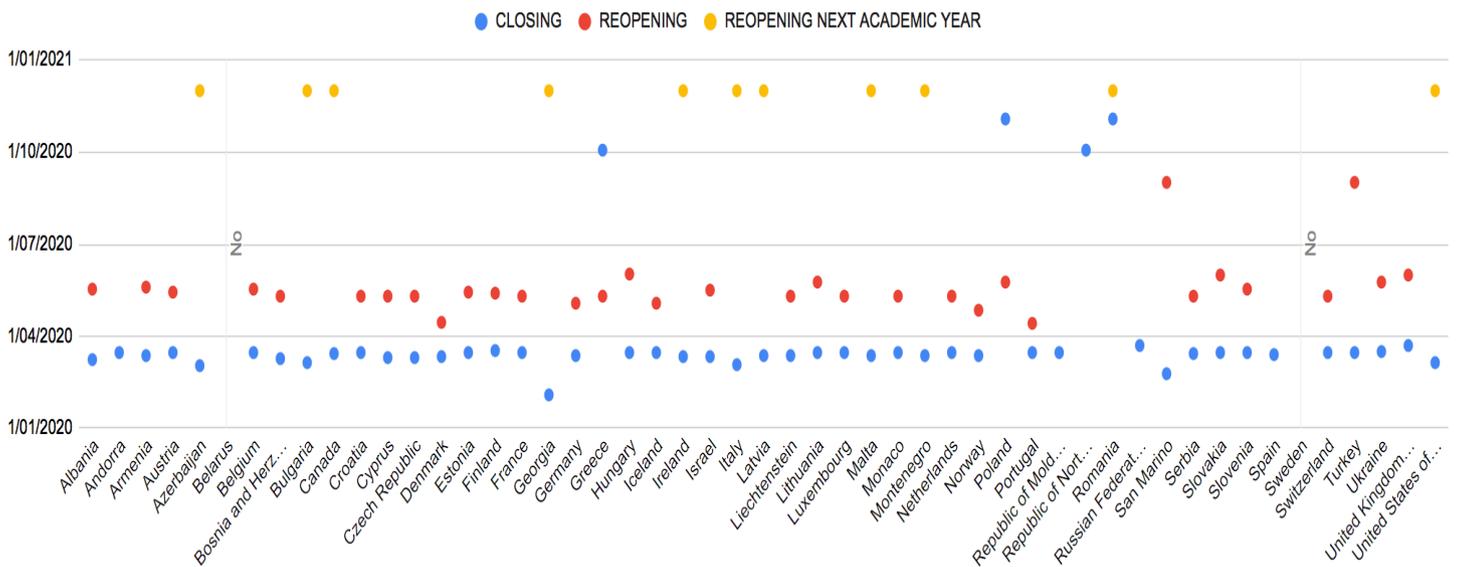
**Latin America & The Caribbean**

Latin America and the Caribbean is one of the regions with the least amount of countries that have announced if they will reopen this school year or the next. We also have the Nicaragua case, where the government decided against closing altogether. Even the Nicaraguan Center for Human Rights condemned the passivity of the Nicaraguan government and the lack of obedience to the measures recommended by the WHO, leading private schools and citizens to take action independently (La Vanguardia, 2020).



**Europe & North America**

In Europe several countries decided to reopen next academic year, however some expect to do it in June. The case of Belarus and Sweden are noticeable because they did not close schools during the pandemic. Belarus' President, Alexander Lukashenko, has denied the existence of COVID-19, which could explain why he has refused to implement a nationwide policy of school closures. Sweden, however, closed only high schools and universities. Sweden's Public Health Agency claimed that closing schools does not help to mitigate cases of COVID-19, and that it has a negative impact on society (Baker, 2020).



## Good Practices

### Argentina

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education)	Public expenditure on education (primary to tertiary) as percentage of GDP
Argentina	44.938.71 (2019)	47	99 (2018)	99 (2017)	110 (2017)	27 (2017)	5.5 (WB, 2017)

The education system in Argentina is ruled especially by the provincial governments, which have the obligation to ensure primary and secondary education (CHAVEZ, H., AGRELO, R. & CANDAL, C. S., 2012). The Constitution of Argentina guarantees the right of parents to choose either a public or private school. Therefore, the public schools are free of charge and the private ones receive subsidies to ensure that the school choice is not limited by the income of the family. In actuality, 25 percent of the national child population attend private schools.

#### **Government**

The government of Argentina has made great efforts that all children, teachers and parents could have access to the educational aids provided. The Ministry of Education has provided on one side digital supports such as a digital library with more than hundred classical books and novels available for all students and teachers in the country. (ARGENTINA GOBIERNO, 2020) In addition, it has presented a Portal Web (educ.ar), that offers online tools to improve the learning in school and the relationship between students and teachers. It also has given access to formative videos and a free telephone service to orientate the students (ARGENTINA GOBIERNO, 2020).

On the other side, the government has guaranteed help for families who do not have access to the internet and has delivered several TV and Radio programs of different subjects and for different age levels. In addition, free and printable paper resources are offered organized by levels and age, which articulate different learning topics (MINISTERIO DE EDUCACIÓN, 2020).

### ***Civil society schools' good practices***

The Ministry of Education of Argentina has elaborated a report of recommendations for the private educational systems to better approach/ deal this crisis (ARGENTINA GOBIERNO, 2020). In addition, the coordinator of associations for the private education in Argentina, called COORDIEP, has encouraged all private schools to share their experiences and good practices during COVID (COORDIEP, 2020).

#### 1. Catholic schools

The Catholic schools have elaborated a list of different initiatives. For example, the school Las Cumbres, has maintained the daily contact with the students through their portal web, posting news and interesting letters on their blog and following the students through Instagram. In addition it has created a online space on their website for prayer in community and has started doing the admissions for next year students online (LAS CUMBRES, 2020).

Due to the many crimes that happen online and due to the amount of time children have been confronted to the internet, the school Benito Nazar has provided a guideline for parents on how to use social networks and how to protect their children from harmful websites. (BENITONAZAR, 2020)

#### 2. Jewish schools

For many Jewish schools, the school is more than just a place to receive training, but a social, mental and spiritual upbringing. Therefore, besides the online academic training, several Jewish schools have maintained a strong connection with the students through creative online initiatives. This is the case of the Jewish school Arlene Fern, where the students have received not only the formal education but they have participated in virtual celebrations, personalized virtual meetings and extracurricular activities. The teachers of this school have created the initiative "RecreacIOM" to motivate the children to share dances, sports and music among themselves and with the teachers (ARLENE FERN, 2020).

## Austria

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Austria	8.877.07 (2019)			89 (2017)	103 (2017)	6 (2017)	4.6 (OECD, 2015)

### ***Government***

The implementation of the legislation on education is a divided responsibility between the federal government and the provinces (EURYDICE, s.f.).

The government of Austria has elaborated in its website detailed information how to avoid COVID and the different ways to support educational systems. For example, it explains in a long Q&A list the three phases of the reintroduction of face-to-face classes. In addition, the website provides a general plan of social distancing and hygiene measures, which the local schools has introduced in their own websites. (BUNDESMINISTERIUM BILDUNG, 2020)

The government provided a wide scope of online materials, learning platforms, videos and different distance learning service portals for teachers, parents, and children. Some of the provided platforms have had a massive positive and efficient effect, a good example is the platform Moodle which has been used by 62.700 students and teachers a day. (BILDUNGS BUNDESMINISTERIUM, s.d.) The teachers have had the possibility to maintain the connection with their students through webinars, eLectures and communication portals, such as “School fox” and “Edu. Flow”. (BILDUNGS BUNDESMINISTERIUM, 2020) Also, they were able to use exercise material and learning by the platform “Eduthek” (WORLD BANK, 2020).

Among these online platforms the government has elaborated a MS/ACH Agreement (Microsoft Austria College and High School Agreement) with Microsoft and Google, that has given access to free online platforms to teachers and children of public schools included into this agreement. However, schools that are not included into the agreement are able to receive a license for the access of the Microsoft materials. (BILDUNGS MINISTERIUM, 2020)

Additionally, the City of Vienna has started an initiative called “Support 2.0” where children between 10 and 14 years had the possibility to learn online the subjects German, English and Mathematics. (WORLD BANK, s.d.)

The Ministry of education has started an initiative of a nationwide network of school psychologists and social adviser for children and teachers giving them the possibility to connect with specialised psychologists via chat or phone in 25 different languages (SCHULPSYCHOLOGIE, 2020).

Education Group GmbH has been an important aid of the educational system in Austria , which have delivered financial support to students of North Austria to enable them the access to specific technological devices that were necessary for the efficient development of the online classes (EDUCATION GROUP, 2020).

In addition, the government has a coaching contact to offer help tutoring young people through telephone, web and email. (JUGENDCOACHING, 2020)

### ***Civil society schools' good practices***

#### 1. Catholic schools

The Catholic schools of Austria have been supporting their teachers and students in several ways. On one side, the schools have provided online tools to ensure the education process and on the other side they have looked after the well being of the children, giving them psychological support and activities to keep them busy (KATHOLISCHE SCHULE, 2020).

In order to realise the right to education to all students, the “Wolf garten's” school delivered a free Microsoft Office Packet to all the students. In addition, for those cases in which a family does not have access to a laptop or any technological device to follow the online classes, this school has given the opportunity to lend school tablets to the children during the home-schooling period (WOLFGARTEN SCHULE, s.d.).

During this crisis, the children needed especial motivation, because they were not able to have social contact with their classmates. To have a better organized day the school have planned activities to bring them in contact with their school routine such as creative tasks of design, painting, music and sports. For example, the Big Band of the school “Michaelbeuern” continued to perform concerts on distance (MICHAELBEUERN SCHULE, 2020), or the schools “Kreuzschwester” organised a photography challenge among their students (KREUZSCHWESTERN, 2020). In addition, several schools started an online initiative on the *Day of Movement* encouraging their students to post a video of their sportif activities on the school website (YOUTUBE, 2020).

#### 2. Protestant schools

Some protestant schools, such as the Protestant Montessori school “Kompass” has given access to a wide scope of online material, such as books, digital questionnaires, platforms and YouTube channels for students and teachers (meinbezirk.at , 2020). Home-schooling was therefore facilitated in an important way, especially for teachers who are not used to work with technological devices and online platforms, such as Moodle and WebUntis (EVANGELISCHES REALGYMNASIUM, 2020). Also, the music classes of the Evangelical “Bach Music school” continued with online classes and gave the students a balanced and organised weekly schedule (BACH MUSIKSCHULE, s.d.).

## Belgium – Wallonie

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Belgium	11.484.06 (2019)			99 (2017)	104 (2017)	54 (2017)	5.4 (OECD, 2015)

### ***Government***

In Belgium, the central government has a very small role in education. The competences concerning education are regulated and funded by the different communities (Flemish, French and German); each community has its own educational system. In this chapter, we are going to focus on the French community. In Belgium the schools have been closed from the 16 of march to the 18 of May and the evaluation of the students was calculated on an average of the results before the closing.

The Department of Education has elaborated a complete section in their website with many useful information concerning COVID-19 and education. The website includes information about software material (e-class), which aims to help teachers to prepare educational material through videos, pedagogical material and guides. This material is accessible from computers, tablets and even cell phones (FÉDÉRATION WALLONIE-BRUXELLES, 2020).

One interesting initiative of the department is that all the posted information is accompanied by the law, a circular or administrative document that supports the measures. This initiative contributes to a legal clarity for all stakeholders.

The Department of Education has created a section in their website with different pedagogical tools in order to ensure effective distance learning and children's well-being.

It also prepared materials to help teachers to keep track of their students. The aim of these tools is to help teachers to reinforce, consolidate and access the learning of the different students. The government also provided material that is culturally adapted to the different children of Belgium and activities to deepen on these topics. In addition, this includes information on how to use these platforms (MA CLASSE, 2020). Moreover, the government has exposed different guidelines to help parents to be in touch with the teachers.

For those children who do not have access to computers, the Department has settled special TV programs to ensure education for all children under 12 years. (FÉDÉRATION WALLONIE-BRUXELLES, 2020)

### ***Good practices from civil society schools***

#### 1. Catholic schools

Most Catholic Schools have contacted the students and families during lockdown. However, the possibility for parents of choosing a Catholic School for their children has been limited in Belgium because the COVID crisis has impacted on the financial resources of the catholic schools.

The General secretariat for Catholic Education has recommended to parents and students of the Catholic schools to follow the instructions of the government and only reopen the schools for concrete days. On their website they provided several free online books, news and expositions (SEGEC, 2020).

Among the different schools, the school “École Sainte Marie et Saint Joseph Liège” has provided special help for families who have no access to online materials delivering the school materials to their respective domiciliation simply by contacting to the school (ECOLE SAINTEMARIE, s.d.).

The school “Communauté scolaire Sainte-Marie Namur” (ECOLE SAINTE-MARIE, s.d.) and other non-confessional schools such as the school ”école Wal-active” have maintained and strengthened the contact with children and families using social networks such as Instagram and Facebook (ECOLE WAL-ACTIVE, s.d.).

#### 2. Protestant schools

Protestant schools in Belgium guaranteed a connection and entertainment of the children through their web sites. Such as the school Les Perles, which offers in its website activities, online lectures and a weekly journal. The schools also have made sure that all children have access to an electronic device and have sent several computers to families in need (ECOLE LES PERLES, 2020).

## Canada – Province Alberta

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Canadá	37.589.26 (2019)			100 (2016)	101 (2017)	6 (2017)	4.4 (OECD, 2015)

### ***Government***

Canada has a decentralized education system, therefore the Government has no significant power over education (Johns Hopkins, 2019). That means that in the 13 jurisdictions of the state - 10 provinces and 3 territories- each has its own Ministry for Education, that is responsible for the organization and elaboration of the education system with different legislation, policies and programs (CMEC, 2020). In the following analysis we will focus on one example that is the Province of Alberta.

### ***Online resources***

In Alberta, the government has presented several web sites dedicated to students, teachers and parents with online tools to alleviate COVID-19. For instance, the “[Alberta-Engaging all learners](#)” is a platform where the government has put together a collection of learning supports, including videos, documents and online books. The content was delivered according to the age. The children were divided into groups of kindergarten to grade 3, grades 4 to 6, grades 7 to 9, grades 10 to 12. Each group is provided with educational materials suitable for their development (ALBERTA STUDENT LEARNING, 2020).

Different schools of the state of Alberta has given access to websites that assist parents in better educating and supporting their children during COVID. For example, the school “New Brunswick” has [helped](#) families providing them a collection of online resources targeting primary and secondary school students and their families during isolation. Another good example is the “[Open School British Columbia](#)” which has elaborated a website dedicated to parents and caregivers to assist them with home-schooling during school closures, providing resources, advices and ideas for learning activities. Finally, the school “Alberta\_My Child’s Learning” has provided access to a website that provides parents with information specific to each grade level (UNESCO , s.d.).

Several websites provide information and tools in two languages, for example the “[LearnAlberta.ca](#)”, with more than 4,000 digital resources in English and French aligned with Alberta’s K-12 curriculum.

And also at national level the government of the region of Nova Scotia has provided several platforms, such as the “Curriculum Nova Scotia”, an official platform containing resources aligned with the curriculum in English and in French for K-12, organized by level and subject area.

### ***Civil society schools’ good practices***

In the province of Alberta the religious schools, such as catholics and protestants are especially protected in contrast to the other states in Canada. The Ministry of Education in Alberta stresses the importance of choice for the parents: “it is a key strength of Alberta’s education system” (Johns Hopkins, 2019)

#### 1. Catholic schools

There is a long list of Catholic schools (UNESCO, 2020) that provide several supports for students to assist remote learning during this crisis. In this regard, “[Calgary Catholic Schools District](#)”, which is a group of a large number of Catholic schools, gives access to several supports for students, including religious education (CALGARY CATHOLIC SCHOOL, 2020). In addition, the “[Red Deer Catholic Regional Schools](#)” gave specific information about supporting student learning.

The Catholic schools in Alberta have paid special attention to the parents during this crisis.

As an example, the “Edmonton Catholic Schools” not only have provided information for students to assist remote learning, but also tools and online resources for parents. In addition, the “[Calgary Girls School Society](#)” listed on their portal web a guide of responsibilities for students and methods for parents to organize home-schooling. There have been also schools that have prepared online materials for parents explaining how to access and use of online learning tools for parents, such as the Greater St. Albert Catholic School. Also, the “Lakeland Catholic School Division” has provided additionally resources to help parents structure their children’s learning. (ALBERTA STUDENT LEARNING, s.d.)

#### 2. Jewish Schools

Among the Jewish schools, the “Calgary Jewish Academy” has elaborated monthly newsletters, where they have provided several guidelines and practical advices for concrete situations such as controlling the use of the screen, managing anxiety of the children, resolving conflicts at home by the use of strategic statements, supporting children in the transition time back to school and other advices for the parents to better confront the lockdown. In addition, the school listed several phone contacts for psychological support for children and parents (CALGARY JEWISH ACADEMY, 2020).

Other schools, such as the “Menorah Academy” delivered virtual classrooms on their website and prepared a guideline for parents to use the online tools (MENORAH ACADEMY, 2020).

### 3. Muslim School

The “Edmonton Islamic Academy” have elaborated on their web site a specific part for the COVID situation providing special funds for families in need (Edmonton Islamic Academy, s.f.).

## Chile

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education)	Public expenditure on education (primary to tertiary) as percentage of GDP
Chile	18.952.04 (2019)	44	96 (2017)	95 (2017)	101 (2017)	63 (2017)	3.8 (OECD, 2016)

### ***Government***

On one side, the government of Chile has supported children and teachers with online tools such as “Aprendo en línea”, an online platform providing pedagogical resources for students from the 1st grade of primary education to 4th year of secondary school. In addition, the free software “Aprendiendo a leer con Bartolo” supports reading and writing from home, focused on elementary students.

In addition, the government has promoted an initiative called “Conectividad para la Educación 2030”, which will connect 10,000 schools in the country to high-speed internet, with this measure it is intended to benefit more than 3,200,000 students in the country that suffer from the lack of connectivity.

On the other side the government has made available a television channel “Aprendo TV”, which is an educational measure for elementary students that they can use from home without the need to use computers. It has covered the subjects of language, mathematics, history, and science (MINISTERIO DE EDUCACION, 2020).

### ***Civil society schools’ good practices***

#### 1. Catholic Schools

Several Catholic Schools have created well-elaborated websites during the crisis in order to provide an effective and proper online support. For instance, the Dominican Academia de Humanidades has in its website detailed information about documents, academic formation, own space for intercommunication of the parents and a prayer chain online (COLEGIO ACADEMIA DE HUMANIDADES, 2020).

Some schools have put special attention to the well-being of the students.

In this regard, the “Colegio Parroquial San Miguel“ has elaborated a platform called “TEAMS”, which guaranteed the children’s social wellbeing with online activities and challenges that were planned for all the family. The school also has given access to a digital tool “PADLET” that provides the children with music, art and sports (COLEGIO SAN MIGUEL, s.d.). Another important help is the psychological support of the school to give orientation to parents and students of all ages (COLEGIO SAN MIGUEL, s.d.).

The school “Santa Elena” has also provided several activities for all the family including learning material but also dance challenges, games, online meetings, recommendations of movies and books and initiatives such as the environmental day and prayer communities online to keep the children busy. (COLEGIO SANTA ELENA, s.d.).

## Colombia

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education)	Public expenditure on education (primary to tertiary) as percentage of GDP
Colombia	50.339.44 (2019)		95 (2018)	98 (2018)	115 (2018)	20 (2018)	3.9 (OECD, 2015)

### ***Government***

The government has elaborated several actions to provide online materials and to support the teachers and students online. For instance, the Ministry of Education has created an online platform to support teachers, families and students in the process of e-learning in the current context of the Covid-19 pandemic (MINISTERIO DE EDUCACION, s.d.).

An interesting collaboration is the “Plan Padrino”, which is an alliance between the government and some higher education institutions in which a group of universities have provided support to other institutions to share their knowledge in online education.

Finally, in collaboration with the RTVC-Public Media system the Ministry of Education have guaranteed with the production “Profe en casa” access to learning material for children without electronic resources. This broadcast has been streaming from Monday to Friday at 10:00 a.m. The government has also created a partnership to broadcast educational content for children and youth throughout the country, with the initiative called “3,2,1 EDU”. In addition,

### ***Civil society schools’ good practices***

#### 1. Jewish schools

This Jewish school Theodoro has created a new section on its web portal called "School at home" where it explains its Distance Learning protocol:

1. Teaching by ICT (Information and Communication Technology - Google Classroom platform).
2. Allocation of activities and resources with time limits defined by each teacher.
3. Student commitment and routines.
4. Fundamental support from parents.

They also have shared information about the roles and commitments that each one must acquire, the golden rules for home study to be productive, the study methodology that children must follow and flexible schedules. In addition, on their portal web parents and children can contact psychologists and technicians to help with any questions or problems (COLEGIO THEODORO, s.d.).

## 2. Catholic schools

Colombian Catholic schools have created a powerpoint on how to provide pedagogical support for students taking classes online.

The schools have included in their websites the tools the national government has made available. The Catholic schools have tools for online study such as “Khan Academy” and platforms that promote culture and entertainment (CONACED, s.d.).

## 3. Fontán schools

The Fontan Schools have innovated the tools that the students need in order to be able to develop an individualized learning process. These schools have an unorthodox teaching method that focuses on the individual and the student’s autonomy so as to perfect the cognitive and mental processes of each kid.

The school has kept their methods even during the coronavirus crisis, developing the intellectual, personal and social competences of the students within the individualized learning process during the lockdown (JULIO FONTAN , 2020).

## France

<	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
France	67.059.89 (2019)			99 (2017)	103 (2017)	15 (2017)	4.5 (OECD, 2015)

### ***Government***

In France the education system is regulated by the central State government. That means that the curricula, the content, the admission of teachers etc. is controlled by the State (EURYDICE, s.f.). Therefore, during COVID the Ministry of Education has provided several aids to ensure the realization of the right to education.

The web of the Ministry of Education is quite complete and there is information targeting all the different stakeholders on the field of education. On this regard we can refer to a big Q&A with concrete information on practical help, material, access to classes and other relevant staff targeting the needs of school principals, parents and teachers (GOVERNMENT EDUCATION, s.d.).

The Government through the Centre National de l'Enseignement à Distance (CNED) has provided online materials open to everybody to follow online courses for the different levels (élèves primaires, collégiens, lycéens) (CNED, 2020). Students of state-funded non-governmental schools can access this platform, and the non-state-funded non-governmental schools can ask for access to these materials for their students. The evaluation, homework and corrections still depend on the schools.

One of the main measures adopted is the platform “ma classe à la maison” (my class at home), that has been elaborated by the National Center for Distance Education (CNED), that provide trainings, online activities, digital books, course sequences, exercises etc (EURYDICE, s.d.).

The Ministry of education has developed in collaboration with the French television a program called “Maison Lumni” where they have streamed classes and courses with an organized schedule in days and hours adapted for students of the different levels. In order to make these classes as available as possible for everybody these lessons are available in the television, radio, internet and podcasts. This materials have been easily distributed for free (FRANCE TV, 2020).

At the institutional level, the Minister of Education Blanquer has appeared regularly in short videos with precise information with the situation, with new updates. One of the strengths of these messages is that they have provided legal clarity in a rapidly changing environment in the educational community. This has not been the case in other countries.

## *Civil society schools' good practices*

### 1. Catholic Schools

There are multiple initiatives organized by Catholic schools in France. In the website of the General Secretariat of all Catholic Schools in France there is a compilation of good practices, from which two are interesting to highlight:

There is a section called “continuité pédagogique” in which there are articles and materials on how to address the different challenges caused by this crisis such as evaluation, teaching methods, how to teach working together on this scenario or how to accompany a student in the distance. These materials are open to everybody (SECRETARIAT GÉNÉRAL DE L'ENSEIGNEMENT CATHOLIQUE, 2020). The SGEC has also supported partner countries, such as Lebanon, publishing the experiences of the Catholic Schools there and recollecting funds to help them (SECRETARIAT GÉNÉRAL DE L'ENSEIGNEMENT CATHOLIQUE, s.f.).

Another good initiative is called “Carnet de bonnes pratiques”. This is an invitation to the different stakeholders of Catholic Education to share their different good practices in order to serve as a model for the whole community. The aim of this initiative is to recollect the good practices of all the different actors in order to be better prepared for the next educational crisis. This is an initiative conducted by the “Laboratoire Nationale des Initiatives de l'Enseignement Catholique”. The content of what has been written so far is published in the website (LABORATOIRE INITIATIVE, 2020).

At the local level there are also some good practices. In the website of Catholic schools in Paris in order to support parents there is a space with information concerning programs of help for families in need. Also this web site has a section with the conditions to reimburse of the services that have not been delivered such as complementary activities or lunch service. In addition, in the same website there is a space with practical advices for parents on how to deal with different difficulties caused by the COVID-19 such as supporting the learning process of children of different ages or strategies to ensure their well-being (ENSEIGNEMENT CATHOLIQUE DE PARIS, 2020). Finally, there is a telephone line available during the day for any support parents and children might need.

### 2. Muslim Schools

Additionally, there are also good initiatives in Muslim schools in France. For instance, in the “Collège Ibn Khaldoun” a state-funded non-governmental school in Marseille has launched a school project to put in contact the different families in order they can support those in need and also to launch campaign for helping developing countries to buy clinical material to deal with this crisis (IBN KHALDOUN, 2020).

### 3. Waldorf-Steiner Schools

According to a communicate of the Waldorf-Schools in France, the Federation of Waldorf Schools is working hand in hand with the government and other school networks sharing pedagogical methods, teaching material and data in order to benefit all the educational community of their methods and to ensure good education for all for free. The mutualization of good practices is one of the pillars of the Waldorf-Steiner schools to help France educational system to overcome this crisis (WALDORF STEINER, 2020).



## Germany

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Germany	83.132.80 (2019)			90 (2017)	104 (2017)	5 (2017)	3.6 (OECD, 2015)

### **Government**

As Germany is a federal state, the education systems and measures vary from region to region. All the different Bundesländer have established online websites in order to maintain the educational tools for students accessible. The Bundesland Nordrhein Westfalen[1] [NSD2] for example provided a free learning platform for public and private schools called “LOGINEO NRW “and elaborated several tutorials and webinars for the introduction of these platforms for the teachers (MINISTRY OF SCHOOL AND EDUCATION, 2020) .

The German Ministry of Education is aware of the importance of the digital Equipment of the schools and has therefore implemented a *Digital agreement*, which consists of a promotion of 500 million euros for schools to be used for electronic devices for the teachers and children. The federal funds of this agreement have to be distributed among the sixteen federal states of Germany, which immediately deliver the received amount to the local schools, completing the quota of the Digital agreement by 10 percent. The local schools individually decide about the distribution criteria and the number of tools needed (FEDERAL MINISTRY OF EDUCATION AND RESEARCH, 2020). The provided devices consist of hardware and software devices, training tools and software equipment (FEDERAL MINISTRY OF EDUCATION AND RESEARCH, 2020).

For university students that have been beneficiaries of BAföG support (a German legally payment support for students) are still able to receive the amount for this year, even though they do not meet the criteria any more (FEDERAL MINISTRY OF EDUCATION AND RESEARCH, 2020). This payment was extended to medicine students which were helping in the health system or social welfare during the pandemic period.

### **Civil society schools’ good practices**

#### 1. Catholic schools

The different Catholic schools in Germany have collaborated and followed the Ministry advices and instructions. There are several examples of schools that have provided online tools and psychological support to the teachers and the students. For example in the Bundesland Rheinland Pfalz the Martinus school has uploaded in their website a handbook

(*Handreichung*) for a better support and motivation to the parents that have to take care of the children and at the same time work from home (MARTINUSSCHULE OBERSTADT MAINZ, 2020). They also provided their help by a school psychologist for parents and children, which is available through a phone number

## 2. Protestant schools

The protestant schools have been expanding the information and criteria implemented on state level by the government. As an example, the Evangelic school foundation EBKO implemented and encouraged the necessary custody of children of parents which cannot take care of their children because of the necessity of their work. In addition, this school has supported the students with a Google Suite website for Education and an online platform for the children to share music, books and impressions. Not only provides this school online support for the children, but also give access to parents to anti-stress- and formation-seminars during this period (EVANGELISCHE SCHULSTIFTUNG, 2020) .

The Freie Evangelische Schule has guaranteed for every student an access to an Office 365 account, which gave each student the possibility to continue with the online classes. On their website they uploaded several tutorial videos for a better understanding and use of the Office account (FREIE EVANGELISCHE SCHULE, 2020).

## 3. Waldorf

The Waldorf schools have been very active during these months providing detailed support and good explained online tools in their online portals for students, teachers and parents during the COVID. Among the help that they provided were necessary custody of children, a list of well-prepared online material for teachers and children (WALDORF SCHOOLS, 2020), a Waldorf-idea-pool with different types of videos and entertainment for children (WALDORF-IDEEN POOL, 2020), and support for self-employers (VERDI , 2020). The instructions of the government were all clearly detailed in their websites, such as the splitting of classes, the social distancing measures and the reintroduction of the children to school.

## Guyana

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Guyana	782.766 (2019)	123 (2018)	85.64 (2014)	93.09 (2012)	98 (2012)	7 (2012)	5.9 (WB, 2018)

### ***Government***

Guyana's education system faces some challenges such as, quality and equity of education services, teaching quality or accessing reliable information. However, it has made significant progress these last years by improving the physical facilities and the access to interactive technology and increasing the number of trained teachers (Global Partnership for Education, 2020)

In response to the COVID-19 pandemic, the Ministry of Education has taken effective measures to protect the learning process of students. On the Ministry's website there is a guide for parents and teachers and different sections with specific resources for: Teachers, providing them access to materials from all levels of education, tips for teaching, a teacher's blog and a forum for teachers to connect. For Students, giving them access to use textbooks and resources from all educational levels to study and a quiz platform to practice. They also have access to National Grade Six practice test papers. For parents, to materials from all levels of education to support teaching, parenting tips, tips to help children to learn and an opportunity for parents to connect (Ministry of Education, Guyana, 2020).

Moreover, the Ministry of Education recommends other educational websites and provides academic learning through social media platforms and traditional ones, such as television and radio programs. Workbooks have been provided for communities and students in rural areas with difficulties to access e-learning resources, taking also into account special needs learners (UNICEF, 2020).

The Guyana Budget and Policy Institute has collaborated with a team of students and teachers from Harvard University to carry out an Emergency Project Response, creating, publishing and distributing high-quality educational materials. With the help of local printing companies, government officials, school principals, teachers and parents they reach students and even those who live in rural and poor communities (Guyana Budget & Policy Institute, 2020).

### ***Civil society schools' good practices***

MAE's schools: Private school founded in 1992 and owned by Mayfield Rodrigues. Its motto is 'For Excellence We Aspire, For Excellence We Strive'. They are aware of the difficulties

families are going through, so they have decided to extend a 20% discount on fees. They also use online platforms to give classes and provide educational packages with classwork and homework (MAE'S Schools, 2020).

The “New Guyana School”: Private school founded in 1994 and defined by the values of integrity and excellence. They are quite advanced in distance education methods and take into account the difficult adaptation of children and parents to the new situation, so they offer guidance to help reduce anxiety about children’s learning, create a routine, and improve communication. They also offer electronic platforms to follow the classes and guidelines to use them (The New Guyana School, 2020).

## Ireland

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Ireland	4.941.44 (2019)			100 (2017)	101 (2017)	1 (2017)	3.1 (OECD, 2015)

### ***Government***

The Ministry of Education of Ireland has a vast website with many resources to address the educational challenges caused by COVID. Among the good initiatives we can highlight that there is a section explaining how students of last year are going to be evaluated under this circumstance in order to access higher education. A complete document called “A Guide to Calculate Grades for Leaving Certificate Students 2020” is a good example of that (DEPARTMENT OF EDUCATION AND SKILLS, 2020).

In addition, access to content has been developed to support schools and teachers engaged in distance learning in order to provide continuity to students. Among these platforms, we can highlight:

The website “Distance Learning Resources” has developed by the Professional Development Service for Teachers (PDST). This website aims to support teachers for distance teaching. This website includes content, exercises, methodologies and ways to assess the level of learning. This website includes material that considers the child in a comprehensive way, considering not only literacy and mathematics but also health and well-being. This website assists teachers and schools on how to use technology (PDST, 2020).

The second interesting platform is Scoilnet. Scoilnet is the Department of Education and Skills' official online portal for Irish education and contains over 20,000 resources mapped to the Irish curriculum. All students and teachers, from any school, can access World Book Online, an online encyclopedia through Scoilnet. Teachers can create a free Scoilnet account and upload their resources to share with other teachers and students throughout the country. In addition, teachers during the crisis have access to the Irish Newspaper Archive (via a Scoilnet Account sign in). Scoilnet also has programs to support special help for learners without access to technology (SCOILNET, 2020).

The Ministry has suggested other sources like the ones provided by private companies such as Microsoft or Google, and also have launch a broadcasting education series through RTE for children to support learners without technology.

### ***Civil society schools' good practices***

#### 1. Catholic Schools

Most of schools in Ireland are Catholic Schools, in these schools some interesting initiatives have been

Many Schools are doing an important job collaborating and disseminating the different information of the government. One interesting initiative that we have observed in different Catholic Schools is the different initiatives launched to motivate children to do physical exercise during the shutdown. Some schools such as the Marian College are launching fitness challenges to motivate their students (MARIAN COLLEGE, 2020). Others are sharing YouTube routines to do daily exercise such as the Temple College (TEMPLEOGUE COLLEGE, 2020).

Another good practice we have observed is that many schools are using the Platforms prepared by some of the private companies such as the Google Classrooms to ensure learning and teaching.

#### 2. Church of Ireland

The second big network of non-state Schools in Ireland is the Church of Ireland Schools. We also can observe that these schools are offering an attitude of collaboration towards the information and recommendations of the government. On this regard they have shared and disseminated the latest Government news concerning COVID.

In addition, we have observed in many of the websites of these schools the availability of all teachers through email and the availability of the schools to help on any concerns of queries regarding the online classrooms. Saint Brigid School in Stillorgan is a good example of that (ST BRIGID STILLORGAN, 2020).

## Italy

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Italy	60.297.40 (2019)		99 (2018)	97 (2017)	102 (2017)	6 (2017)	3.3 (OECD, 2015)

In Italy, the educational system is divided into the public education (90% of students), non-governmental school funded by the state (*scuola paritaria*), (8% of students) and private schools (approximately 2%). The presence of the *scuola paritaria* and private schools gives the possibility for parents to choose schools with different cultural orientations. They play an important role as they guarantee a valid alternative to exercise the freedom of educational choice.

### ***Government***

The COVID emergency has forced the Italian government to become the first country in Europe to manage the lockdown also at school level, with the difficulty represented by the lack of previous models and examples.

All types of schools have dealt this emergency through platforms that allowed contact between teachers, pupils and families. The MIUR (Ministry of Education, University and Research) has shared through their website different platforms to guarantee the realization of the right to education online (Ministero dell'Istruzione, dell'Università e della Ricerca, 2020) (Ministero dell'Istruzione, dell'Università e della Ricerca, 2020). In addition, they have also prepared a short guide to regulate and guide the behavior of teachers and pupils in the use of use these new tools (Ministero dell'Istruzione et Autorità garante per l'infanzia e l'adolescenza, 2020). The two main problems encountered were due to the lack of internet connection to the network and equipment by certain families, or lack of equipment. Families facing these problems were usually among the less wealthy. Furthermore, not all professors were trained to use these new tools, not being able to perform a quality teaching. This situation has brought some experts in the sector, such as the psychiatrist prof. Tonino Cantelmi, to question the use of technologies and distance learning (Marcolivo, 2020).

The most popular platform used by Italian teachers have been Google classrooms for Education, Teams and Weschool platforms. Moreover, to contact with the students Italian teachers also have used different tools available free (Skype, WhatsApp, Zoom...) to them with the aim of supporting and reaching their pupils.

An important experience has concerned psychological support programs to support parents. In this regard, some schools have developed psychological programs to help parents in the

educational process of their children during the Coronavirus period. These programs have enabled parents to have the chance to make an appointment with a consultant that after listening to the problems offers some small tips to help the family (Sernagiotto, 2020).

Foreign governmental institutions such as The British Council has supported some schools for free supporting the learning process of English as a foreign language for adults and for children (British Council, 2020).

### ***Civil society schools' good practices***

The scuole paritarie felt more ready dealing with IT resources and managing distance learning in terms of quality and effectiveness partly due to their bigger flexibility.

Some Institutes, such as the Cefa Schools in Rome, have set up a real Bon Ton of online teaching (SCUOLA CEFA, 2020).

Nevertheless, the schools that have been most affected by the COVID-19 emergency were “paritarie” schools for two reasons:

- 1) the parents, which have had financial problems, have decided to stop paying the monthly fee;
- 2) other parents, that no longer receive the didactic service in person, felt authorized to no longer pay the fees (CEEC Comité Européen pour l'Enseignement Catholique, 2020).

In both cases, the “paritarie” schools suffered the consequences of this crisis. Hundreds of schools risk reopening next September, putting in risk not only the freedom of parents to choose the education they want for their children but also hundreds of teacher's jobs. In this situation, there has been a tremendous political debate on the possibility to include the scuole paritarie in the social economical packages of the government (Monia Alfieri, 2020).

#### 1. Catholic schools

Many of this part scuole paritarie are catholic schools. Catholic schools in Italy has focused on the use of new tools that enable the long distance learning. In addition, trainings have been organized to teach and support teachers in the use of these new crucial tools and how to reach handicapped children in these particular conditions. Catholic schools have made an effort to strengthen the contact with the families during this crisis. The Italian Church has spent much energy supporting their schools, as they were aware of the important role they were playing during this crisis (Comité Européen pour l'Enseignement Catholique (CEEC), 2020).

## New Zealand

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education)	Public expenditure on education (primary to tertiary) as percentage of GDP
New Zealand	4.917.00 (2019)			99 (2017)	100 (2017)	2 (2017)	4.7 (OECD, 2015)

### ***Government***

New Zealand government implemented a Four Stage Alert System on March 21 to tackle the coronavirus crisis. In the first stage, Alert 4, a lockdown was introduced and school and universities were closed. When Alert 3 started on April 27, childcare centers and certain schools were allowed to open with limited capacity. The following Alert came into place mid-May, and the final one, Alert 1, on June 8. Now schools are fully open, but maintaining the health and safety standards (NEW ZEALAND GOVERNMENT, 2020).

Daily updates have been provided on a COVID-specific website called Unite for the Recovery, explaining each Alert and specifying which one was being implemented at the moment. It also included information on services and support against domestic and/or sexual violence, as well as information for parents, students and teachers, and the Maori community.

The government also has implemented an App, called “COVID Tracer” which allowed their citizens to trace the places they had been visiting recently by scanning official QR Codes. This way, identifying possible new cases of infection have become easier (NEW ZEALAND MINISTRY OF HEALTH, 2020).

Both the Ministry of Health and the Ministry of Maori Development have given special importance to the Maori population, since the measures to contain the virus would mostly impact this community (COVID-19 PUBLIC HEALTH RESPONSE STRATEGY TEAM , 2020). For this reason, the Ministry of Maori Development has provided information and services to help the Maori community during this crisis (TE PUNI KŌKIRI, 2020), while the Unite for the Recovery also has a section focused on these families.

Related to education, the Ministry of Education has worked on ClassroomNZ2020, a new digital platform for online learning that will be used by students until 2021 (INDEPENDENT SCHOOLS OF NEW ZEALAND, 2020). The ministry was aware that not all learners have proper internet access at home, so it has launched an educational TV program, it has provided Internet services and computers to students without them, and has sent printed materials to Maori communities (NEW ZEALAND MINISTRY OF EDUCATION, 2020) .

The Ministry also has provided parents and carers with relevant information dividing the guidelines and advice in four categories: early learning, primary school, secondary school and further education (NEW ZEALAND MINISTRY OF EDUCATION, 2020). The Ministry also has made available the Talanoa Ako app for parents with useful information on different topics regarding education in 10 Pacific languages and English (NEW ZEALAND MINISTRY OF EDUCATION, 2020).

### ***Civil society schools' good practices***

#### 1. Anglican Church response

The Anglican Church has organized live streams on Youtube or Facebook, or Zoom of mass. Their schools also have provided various resources and craft activities for children, and delivery services for people under isolation (ANGLICAN DIOCESE OF CHRISTCHURCH IN NEW ZEALAND, 2020). The Anglican Schools in New Zealand have also included COVID-19 resources and guidance for students, resources to explain the crisis to kids, and useful phone numbers (ANGLICAN SCHOOLS OF AOTEAROA NEW ZEALAND, 2020)

#### 2. Steiner Education New Zealand

On its website they have provided different educational resources and links for Waldorf schools and teachers (STEINER EDUCATION, 2020).

#### 3. Catholic Education Office

The Catholic Education Office has several examples of different activities during Lockdown done by students in various Catholic Schools (NZ CATHOLIC EDUCATION OFFICE, 2020).

## Singapore

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Singapore	5.703.57 (2019)		97 (2018)	100 (2017)	101 (2017)	4 (2017)	2.9 (WB, 2013)

### *Government*

The Ministry of Education of Singapore has established on their website a wide range of Q&A report for Following the COVID situation for schools, explaining the precautionary measures, the quarantine facilities, the return to school and the possibilities to access to school materials. Among the last ones, they offer a wide guidance for parents to use and to be able to help their children better with the challenges of online learning (MINISTRY OF EDUCATION SINGAPORE, 2020). Additionally, the Ministry provided an online learning portal with material for students and teachers (MINISTRY OF EDUCATION SINGAPORE, 2020).

Singapore is one of the few countries closed their schools at the 20 of march (OECD, 2020).

In addition, the website of the Ministry has given access to a Parent Kit, which offers a wide guideline of online tools sharing key concepts of how to develop home-schooling and how to show the children to use online materials. It also provides tips on how to support children and parents in the daily challenges (MINISTRY OF EDUCATION SINGAPORE, 2020).

For the period of holidays, the website also provides self-resources for parents, that have the purpose of motivating the children and encouraging them with different online activities. Among them there are also well-being guides, that give the parents social and emotional support.

### *Civil society schools' good practices*

#### 1. Catholic Schools

The few Catholic Schools in Singapore have used a lot their web sites to support children, teachers and parents. For example, the "Hai Sing Catholic School" has established a home-based-learning-program with easy access for the students to receive school materials and get a deeper knowledge about the school principals online. For the parents there has been elaborated a Mobile App (Parent Gateway) to have better contact with the school.

The Roman Catholic Archdiocese of Singapore has elaborated in support with the schools a wide list of health measures and online material for children in Catholic Schools (ROMAN CATHOLIC ARCHDIOCESE OF SINGAPORE, 2020).

## Spain

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Spain	47.076.78 (2019)		98 (2018)	97 (2017)	103 (2017)	31 (2017)	3.5 (OECD, 2015)

### ***Government***

Spain has been one of the European countries worst hit by the coronavirus. The Ministry of Education has launched a website to facilitate home-education from home during the schools shut down. This website contained different free online resources (materials, training courses, platforms, tools, etc.) targeting teachers, families and students (Ministerio de Educación y Formación Profesional, 2020). For example, one of the source we can find is the website “Aprendo en casa” which facilitates access to different resources to continue educational activities (Ministerio de Educación y Formación Profesional, 2020).

Additionally, the government has launched a five hour daily special TV educational program called “Educlan“, in collaboration with Radio Television Española (RTVE), for students from 6 to 16 years. This initiative aims to facilitate learning during the suspension of classes, especially for students from disadvantaged families that do not have access to computers. This website has been possible thanks to the collaboration of many companies such as publishing companies (RTVE, 2020).

Moreover, the Instituto Nacional de Tecnologías Educativas y de Formación de Profesorado (INTEF) which is the organ of the Ministry of Education responsible for the introduction of ICTs in primary education has launched a website to support teachers. In this website there have been online material in which engage professionals on education can share their knowledge and ask question to the INTEF Online Training team (INTEF, 2020).

One of the big challenges for many families is the access to a quality connection. In order to overcome this barrier in the field of education the main telecommunication companies, in collaboration with the government, have provided a distribution of 20,000 high-capacity data lines (40 Gb per month) to facilitate collaboration between teachers and students. In addition, some NGOs in connection with the government have provided free SIM cards with mobile data and grants (XATAKAMOVIL, 2020).

One situation that has tensed the educational panorama has been the inclusion of the escuelas concertadas in the Social Pacts for the reconstruction. Escuelas concertadas are non-governmental non-profit schools funded by the government, 25% of the schools in Spain are escuelas concertadas. The possibility of not including these institutions on the Social

Pacts are tending a lot the educational community in which some of these schools might have to shut down or to reduce teacher's wages.

### *Civil society schools' good practices*

#### 1. Catholic Schools

The Catholic schools have published a report on the situation, challenges and strategies of 338 schools during this crisis. In this report, we can observe that these Catholic schools have provided online material through their web site "Maestros desde Casa". In addition, they have distributed training material for teachers and parents to support their children during the lockdown. This material consists of free webinars, coaching podcasts, legal advice, virtual meetings and another broadcast material.

Moreover, to support those students that have not had access to technological resources, Catholic schools have loaned computers and electronic devices. These institutions have worked closely with the different NGOs and social services of the different regions to support disadvantaged students, especially migrants and those belonging to ethnic minorities. The communication with these families has been a priority during this crisis.

Finally, for those students with special need, Catholic schools have worked on building a strong connection between them, their parents and the children through online sessions, telephone calls and a designated person, who has been in constant contact. For students with linguistic problems there were organized video calls with speech therapists (Escuelas Católicas, 2020).

One of the good practices of Catholic Schools in Spain is that despite the different initiatives that each particular school might have had it has been easy to find their different initiatives through their central website. Moreover, through this website it was also easy for the different stakeholders to know about other social initiatives of both the government and the Catholic Church (Escuelas Católicas, 2020)

The Group Institució familiar d'educació has focused on accompany the student during the lock down with personalized strategies. Among the initiatives taken, we can highlight the replication of school schedules through online courses and video-conferences. In addition, the personal tutors of each student have called each weak parents and students to know about the emotional situation, the need of solidarity activities, family relations, and adaptation to long-distance learning. Finally, schools have borrowed school computers to those families who needed one (INSTITUCIÓ, 2020).

#### 2. Jewish schools

We can find good initiatives also in Jewish Schools. The Centro Ibn Gabirol - Colegio Estrella Toledano has decided since the first alert of the coronavirus to draw up a regular plan to teach online. To do this, they have equipped themselves with a comfortable and easy-to-use remote system such as Google's "G-Suite". They have also started with certain pilot classes and trained teachers to increase their skills to teach online. They have gone stage by stage, checking and acquiring all the necessary tools so that the classes were as fruitful and productive as possible. Technical and pedagogical support has also been provided to students

and teachers as well as the creation of Private YouTube channels, recording of classes and online evaluations, among other measures (ESCUELA GABIROL TOLEDANO, 2020).

### 3. Montessori schools

Montessori Schools have provided different materials to support their students in line with their methodology. One interesting initiative is the list of videos and materials produced in collaboration with the international trainer of Montessori Guides Silvia Dubovoy. Through her youtube videos she has helped helps families to continue applying the Montessori methodology at home and answering questions to concrete problems during this crisis. One of the challenges of Montessori schooling during the shutdown was the continuation of their methods. These videos have considered these problems (Asociación Montessori Española, 2020).

## Switzerland

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education))	Public expenditure on education (primary to tertiary) as percentage of GDP
Switzerland	8.574.83 (2019)			100 (2017)	105 (2017)	5 (2017)	4.5 (OECD, 2015)

### *Government*

Switzerland has a federal government and a decentralized educational system. That means that the 26 different states (called Cantons) are mainly responsible for the administration and funding of the educational system. The majority of children attend public schools (95%) in their local municipalities.

Related to Coronavirus, the Switzerland Confederation through the “Secretariat d’Etat à la Formation, à la Recherche et à l’Innovation” (SEFRI, 2020), in its website has prepared a section about education. The website enables different stakeholders to quickly understand the most significant measures adopted and indicates the respective links of each Canton or entity involved to go into details. Likewise, on behalf of SEFRI and CDIP, the agency educa.ch has created the “portail eduport», which contains information on distance learning technologies, good practices and FAQs.

The different Cantons explain in their respective websites many details concerning the education challenges caused by COVID. For example, in Geneva or Vaud they have a section explaining how the students have to be evaluated in order to access higher education level or the different measures adopted concerning the gradual resumption of school (i.e. return to class will be on a part-time basis. Half a class group attends in the morning, the other half in the afternoon) (HES-SO GENÈVE, 2020)

Each Canton have implemented online platforms to ensure distance learning and teaching. Some schools at the Canton of Geneva use Eduge.ch (Google Apps), a platform, called G Suite for Education, offered by Google and adapted by the school-media service (SEM).

The “Pädagogische Hochschule Schwyz”, for example, has made a platform (learning despite corona) in which experts have posted advice on topics such as how to structure schoolwork during distance learning or ideas for projects (Pädagogische Hochschule Schwyz, 2020). Demand has been high from teachers, parents and pupils. (250,000 accesses in 14 days).

Rahel Tschopp, head of media education and computer science centre at the Zurich University of Teacher Education, has set up a website offering advice for teachers on lessons and managing home working (PÄDAGOGISCHE HOCHSCHULE ZÜRICH, 2020). It has 15 people manning the phones.

In the Canton of Vaud, the teachers could find support thanks to a telephone assistance made available by the Haute École Pédagogique du Canton de Vaud (HEP, 2020). The helpline will remain in place until the end of the school year.

Additionally, in some High Schools like Zurich University, UNIGE (Université de Genève) (UNIVERSITÉ DE GENÈVE, 2020) or HSE-SO (La Haute Ecole Spécialisée de Suisse occidentale), the students can request an emergency financial aid.

### ***Civil society schools' good practices***

#### **1. Catholic schools**

A survey of the European Committee for Catholic Education shows us that private schools have had a greater efficiency and responsiveness than public schools. There has been a more constant contact with the parents from the schools. Most of non-state governmental schools, are being especially cooperative following government instructions and disseminating this information with the school community (INSTITUT CATHOLIQUE SALESIENNE, 2020).

Many schools are using the Platforms prepared by private companies such as the Google Classrooms or Microsoft Teams to ensure learning and teaching.

In order to reduce the overexposure of children to the screens during the online school the schools have taken different measures. For instance, the Collège Saint-Louis (COLLÈGE ST-LOUIS, 2020) has scheduled the online classes only in the mornings. Others like Florimont Institut (Geneve) (INSTITUT FLORIMONT, 2020) or Champittet (Vaud), to avoid too much screen, have provided that subjects like mathematics, French or foreign languages are given by videoconference, while others are done by individual work that the teacher then corrects ". Online classes were therefore reduced to a limit of time and it was also controlled that the students had more material in papers.

In addition to the academic lessons, some schools continue to care of the social and emotional well-being of their learners. For example, The Institute International de Lancy (IIL) in Geneva (INSTITUT INTERNATIONAL LANCY, 2020) with a liberal and cosmopolitan outlook and embedded in catholic origins, has a good pedagogical team, that maintains constant contact with the students. Likewise, on their website many schools inform that the teachers are available for remote student consultation outside lesson times, as required.

#### **2. Private schools**

One can observe similar good practices that the catholic schools exposed above concerning the distance learning and teaching. However, it is worth highlighting the following:

Switzerland has a large number of boarding schools with an international dimension, which also involves particular challenges for distance education. For example the Aiglon College (AIGLON, 2020) in Chesières, has students from all over the world, which makes it difficult

to have live lessons. On their website, they have therefore elaborated a full guide (AIGLON, 2020) for parents and students to follow the school routine.

## United Kingdom

	Population, total	HDI Ranking	Literacy Rate (adult total, above 15 years)	Enrollment Rate, Neto (Primary)	Enrollment Rate, Gross (Primary)	Enrolment Rate in Non-governmental schools (NGS as percentage of total (primary education)	Public expenditure on education (primary to tertiary) as percentage of GDP
United Kingdom	6.834.40 (2019)			100 (2017)	101 (2017)	24 (2017)	4.2 (OECD, 2015)

### ***Government***

The Department of Education of the Government of the United Kingdom has prepared in its website a section concerning Education and Childcare during COVID. The website enables the different stakeholders to understand quickly the most significant measures and it is not difficult to go into details on the different measures.

In order to ensure education for all, the Government has given access to a list of resources available for free to all the students to follow their lessons. Among them, we can highlight two initiatives: One of these initiatives is the OAK National Academy. It offers open access resources for parents and students and it enables teachers around the UK to use this material to support their lectures. More than 80 state schoolteachers and organizations have built this across the

The other good initiative is the program BBC teach that has offered many educational contents online (BBC, 2020) and on TV programs through BBC4 in order children could follow with certain organization an educational program (BBC4, 2020).

The list of resources offered by the government has been open to new initiatives of civil society and private companies, and supervised by the members of the Ministry before disseminating such information (GOV.UK, 2020).

One of the strengths of the strategy of the Government of the United Kingdom has been that it has considered all the kinds of schools together and it has count on the collaboration of not only state schools, but of independent schools, academies etc. On this sense, the Government of the United Kingdom has ensured the practical payments to non-state schools to ensure that these institutions can run without extra pressure during this crisis.

In addition, the Government of the United Kingdom has developed a program to support vulnerable children and young people during the crisis. This program counts also on the collaboration of all the schools with independence of their constitution. This program has included free meals for eligible students and guidance for parents on supporting children and young people's mental health and wellbeing.

Due to the important amount of boarding schools the United Kingdom also has developed strategies to ensure the security and sanitation of these institutions and the well-being of the students that haven't been able to go back home in this particular circumstance (GOV.UK, 2020).

### *Civil society schools' good practices*

#### 1. Catholic Schools

Among the Catholic schools each one has responded to this crisis in a different way. As most of non-state governmental schools, they have been especially cooperative following government instructions and disseminating this information with the school community. This is the case of Maria Fidelis RC Convent School, which has made through their website an effort to disseminate all the information of the Government (MARIA FIDELIS , 2020). Moreover, these schools have sent a weekly letter by the director to share the main updates of the school to the parents.

Other Catholic schools such as La Sainte Union in London have developed guidelines to support parents and children on different challenges they can have during this crisis. These complete guidelines are on different topics such as how to download material, how to do the follow up, how to be evaluated, how to work in teams, parental tips on how to support their children. The school has organized trainings to follow-up cases of anxiety and to psychologically support families. Finally, we can highlight the special support that this school has provided to families whose parents are in critical situations such as doctors or nurses (LA SAINTE UNION, 2020).

#### 2. Church of England

The Church of England schools have developed also interesting initiatives to confront this crisis. Most of these schools have made efforts to continue providing home education, with all their means. There are two initiatives that can be useful to learn for other schools. The Saint Mary's Church of England Primary School in Moston have had a telephone to offer help by a School Family worker for the families in need. Among the offered help there has been food, medicines, company, fuel bills and online help (ST.MARY SCHOOL, 2020). Another good initiative is the home school learning packages that have been given to the students the last day before the shut down by the St. Wilfrids School in Manchester to ensure that children were ready for home education (ST WILFRID, 2020).

#### 3. Avanti schools

Avanti schools, which are Hindu schools, have elaborated a section in their website dedicated to COVID. Among the good practices, one can highlight the close collaboration with the government and the dissemination of information. A good practice also is that the schools have established common guidelines shared with all the different schools on how to create a positive home learning environment (AVANTI SCHOOLS, 2020).

#### 4. Waldorf Steiner

One of the problems with the online learning has been that the internet is not a neutral space and that there are some important hazards for vulnerable children. The Waldorf Steiner schools have shared with the parents a list of websites to prepare parents on Digital Awareness and E-Safety to prevent their children from potential hazards (STEINER ACADEMY, 2020).

## Observations summary and conclusions

### *Provision and access to educational resources*

During the pandemic, the use of remote learning education was widely spread throughout the different states. Most have included some type of materials to help schools, with either guides of closure and reopening, eBooks, papers, or platforms.

However, a great number of states have also turned to radio and TV channels to broadcast national education programs for students who lack quality Internet connection or an electronic device they could use for schoolwork. The region with the highest percentage of countries that have national broadcasted educational programs has been Africa. This can be related to the fact that Africa is the region with the lowest percentage of Internet access and usage (ITU, 2019). With such limited access to the Internet, online resources are not very useful, while through traditional media governments can reach more students and ensure their educational continuity. In addition, in Asia and the Pacific, there has also been a high percentage of countries with national radio or TV educational programs, and online resources. Even Latin America and the Caribbean have relied a lot on TV and radio programs, since rural communities do not have quality Internet access, however radio and cable TV are more widespread. For example, in certain areas such as Latin America and the Caribbean, Eastern Europe, Central Asia and the Middle East, TV broadcasts can reach up to 80% of the population attending school (UNICEF, 2020).

Although not included as an indicator, paper-based resources have been also widely distributed by states, especially through rural communities. For instance, in the regions of Latin America and the Caribbean, the states have distributed paper-based resources and some, such as Argentina have also distributed Internet devices to vulnerable students (Argentina.gob.ar, 2020).

In general, in Europe and North America states have relied on online education and therefore have the least radio and TV national educational programs. 86% of families in the European Union have access to broadband internet (Eurostat, 2019). However not all families have access to quality internet, especially in rural communities. This has put vulnerable groups at risk of not receiving the same quality of education as others during the pandemic. Some states, such as Denmark, heavily relied on online education and the Internet. Prior to the crisis, 98% of students in Denmark had access to a computer they could use for school, which is higher than the average of OECD countries (OECD, 2020).

In countries such as Germany, the governments have been searching ways to provide children with technology and internet connectivity to ensure the online learning. Germany has elaborated a Digital Agreement, which ensures financial support and distribution of electronic devices for students. Other countries focused on lowering the fees for Internet connection and to guarantee access to the Internet to more families.

According to certain sources, in Spain, the closure of schools has meant a significant delay in the learning process of many children due to the lack of access to the Internet or electronic devices. (EL PAÍS, 2020).

### ***Role of the parents***

During the pandemic, it was made clear which fundamental role the parents have in the education of their children. They have had to take the role of the teachers and of learning coaches. The recognition of the roles of parents have been highlighted for many international institutions and politicians. Indeed, many schools and governments have focused on providing support material to help parents in the realization of the right of education for their children.

Latin America and the Caribbean are the region with the highest percentage of targeted materials for parents and caretakers, which may indicate that the governments see parents' and caretakers' support for education as an important factor, especially in remote learning.

After them, Asia and the Pacific has been the second region with the highest percentage of targeted materials for parents, even if it does not get to represent a majority. In addition, the majority of countries in Europe and North America have prepared some materials for supporting parents. We can affirm that during this crisis there has been a rising awareness of the importance of supporting parents.

In the compilation of good practices, we have observed how civil society schools have made big efforts to deepen the relation with families during this crisis to support the learning process of the children. For example, in Canada, the St. Albert Catholic School explained in its website the access and use of online learning tools for the parents and provided a guideline for parents to organize home-schooling.

Nevertheless, not all the states have been aware of the importance of supporting parents during this crisis, for example the Arab States have a low percentage of materials targeted for parents; however, they have a high percentage of online learning resources. This shows that the governments have prepared content for students but not always have taken into account the importance of the role of parents and caretakers to support distance learning.

One conclusion that we can draw from our research is that, although the efforts of certain countries, there is still a lot of room to improve the support to parents. Probably parents have been more heard than before, and probably they also have been better recognized than before. Nevertheless, there is still an important percent of countries that have not transformed these words in concrete actions.

### ***Social factor of schools***

Although this report was not assessing the social factor of this crisis, we have observed certain patterns that are worth sharing here for a better comprehension of this phenomenon. This crisis is having a big impact among the most vulnerable. On this regard, one of the major issues regarding school closure are the risk of increasing primary school dropout rate (CEDEFOP, 2020), especially in countries where the rate is already high. In addition, girls are most likely to be affected by this situation, since the situation may increase the gender gap in education, as well as bring a higher risk of forced marriage and/or early pregnancy (UNESCO, 2020).

We have observed that for vulnerable children the schools are something more than just a provider of knowledge. For instance, for children facing domestic violence, schools may be a place of safety and support for them (WHO, 2020). In addition, concerning malnourishment, for many children the meals provided in the school represent their only warm meal of the day (The Conversation, 2020). Aware of this issue, several states such as Cameroon (World Food Programme, 2020) and the United Kingdom (Gov. UK, 2020) have continued distributing these meals to vulnerable communities.

Another important factor during this crisis have been the psychological effects caused by the confinement, or the lack of routine. Many schools have been aware of the fact that the children need psychological support, especially during this time and have therefore provided several telephone numbers to be able to have direct contact with specialized psychologists. When assessing good practices during the pandemic, we have observed that concerning the well-being of the students civil society schools have been at least as sensitive as state schools. Some schools even have considered providing for parents and helped them through anxiety cases (La Sainte Union, 2020).

One important element of the school as an institution is that for many children is their main field of socialization. For many children that have been isolated, the pandemic meant a break down with the human surroundings that the schools provided them. We have observed that civil society schools have been also aware of this reality and they have used social networks to overcome the lockdown effects. These schools have responded through activities in social networks to keep the children busy and connected to their classmates.

The COVID-19 pandemic has shown that education is essential for the realization not only of the right to education but for the full development of the child in different levels. The Special Rapporteur on the Right to Education, in her report on COVID-19 and education, has highlighted the importance of the interconnection of the rights of the children: a breach in the right of education will have an impact on other human rights and could affect their future opportunities, as well as the other way around. Moreover, she stressed that online resources and classes should be exceptional measures that should not replace face-to-face classes. That is why according to her, special attention should be given to measures to reopen schools safely and as soon as possible (Barry, 2020).

Bearing in mind the importance of the reopening of schools it might be relevant to observe briefly the report “The Return”. This report, elaborated by The Chiefs for Change Organization and the Johns Hopkins University Institute for Education Policy shows recommendations and measures to address the reopening of schools in the U.S. These recommendations can be of great help to other countries. According to this report the reopening of the schools should focus on two main pillars: first, physical school environments should follow public health guidelines and the reopening plan should include testing and contact-tracing capabilities and changes regarding physical spaces, transportation plans and calendar schedules. Second, the plan must transmit confidence and there must be communication between all stakeholders so that families, students and educators feel ready for face-to-face classes. They also recommend that schools incorporate online practices so that stakeholders like families get used to distance learning models and improve their skills of responsibility, self-regulation and ownership of their learning (Chiefs for Change and Johns Hopkins Institute, 2020).

### ***Cultural factor of schools***

This pandemic also has had impact in the cultural dimension of the right to education. As stated by the Committee on Economic, Social and Cultural Rights “*The right of everyone to take part in cultural life is also intrinsically linked to the right to education (arts. 13 and 14), through which individuals and communities pass on their values, religion, customs, language and other cultural references, and which helps to foster an atmosphere of mutual understanding and respect for cultural values*” (CESCR, 2009)”.

Especially considering that autochthonous communities in various occasions tend to be the most vulnerable to the lockdowns imposed during the pandemic, these are also the ones who need targeted materials and measures to help them. For example, New Zealand has information in both English and the Maori. Also, the Ministry of Maori Development has COVID-19 related content specially addressed to Maori communities (Gov. New Zealand, 2020).

Other good practices were done by Costa Rica and Russia. Costa Rica devised the Technical Guidelines for the Prevention of COVID-19 in Indigenous Territories and the Action Plan for Addressing COVID-19 in Indigenous Territories. This guide takes into consideration indigenous communities’ knowledge and approach to health and medicine to make culture-specific strategies against COVID-19 for these communities. On the other hand, the Russian Federation has increased the medical services accessible to indigenous nomadic groups during the pandemic (OHCHR, 2020).

Concerning the cultural approach, faith-based schools should also be taken into account by governments. Many of these schools have focused on building the community and to support parents at a pastoral level. For instance, as we have observed previously, the Jewish schools in Argentina maintained a strong connection with the students and the parents through the social media, providing them support and cultural and religious activities. Also, many Catholic schools worldwide have been a great support for parents and children in social, academic and financial help.

### ***Lack of funding and structural problems***

This pandemic is accompanied by an economic crisis, which is provoking an impact on the educational systems. While doing this research we have observed that the civil society schools are among the most affected by this economical side of the crisis. This is especially problematic for those civil society schools which depend on school tuition. The fact that these schools have not been able to provide their regular services and that families are economically struggling is affecting the feasibility of these schools. Moreover, many of these civil society schools have not been included in the different state economic recovery budgets which might force them to not reopen by next year. The closure of these schools will lead to the disappearance of jobs and the loss of capacity of parents of choosing the school for their children. Critical examples of that have been Albania and Italy civil society schools (European Committee for Catholic Education, 2020). In addition, as we have seen in the cases, such as in Spain there has been a huge debate on the possibility of civil society schools (escuelas concertadas) to benefit from the economic recovery budgets. Because of that, at the European level, 40 civil society organizations have presented a Joint Manifesto “Europe

must not forget independent education and educational pluralism”<sup>1</sup> to explain the dramatic situation of educational pluralism vis-à-vis the COVID-19 crisis and to urge for some action.

Nevertheless, there have been good practices in this regard. The government of the United Kingdom has ensured the payments of non-governmental schools, guaranteeing the possibility of their reopening in September 2020 and enabling these schools to focus on the real challenges of this crisis.

The Chiefs for Change Organization and Johns Hopkins Institute report also has taken into account the great economic investment involved in the necessary changes to reopen the schools (food service, transportation, custodial services, staffing). Therefore, it has pointed out that at the US national level, federal stimulus should play a key role in the implementation of the reopening plans (Chiefs for Change and Johns Hopkins Institute, 2020).

### ***Attention to special needs***

Regarding students with disabilities, some states have implemented special guidelines or drafted specific content. We can highlight the following interesting initiatives: In South Africa, the government has distributed content in braille. In Canada the government has implemented a COVID-19 Disability Advisory Group to guide public authorities on disability-related issues. In the United Kingdom, the government has established systems to guide parents on how to face competing responsibilities at home and how to support the educational process of children with disabilities. Finally, in Mozambique sign language has been included in TV broadcasted classes (OHCHR, 2020).

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<sup>1</sup> <https://www.oidel.org/manifiesto/>

# Graphics

## Africa

AFRICA	Are there any materials to support schools available in the website?	Are there any national broadcasted educational programs?	Are there any materials to support parents to support teaching in the website?	Is there a list of targeted support material for parents?	Closure of schools?
Angola	No	Yes	No	No	Yes
Benin	Yes	Yes	No	No	Yes
Botswana	No	Yes	No	No	Yes
Burkina Faso	Yes	Yes	No	No	Yes
Burundi	No	No	No	No	Only French and Belgian schools.
Cabo Verde	Yes	Yes	No	No	Yes
Cameroon	No	Yes	No	No	Yes
Central African Republic (CAR)	No	Yes	No	No	Yes
Chad	Yes	No	No	No	Yes
Congo, Democratic Republic of the	Yes	Yes	No	No	Yes
Côte D'Ivoire	Yes	Yes	No	No	Yes
Equatorial Guinea	Yes	Yes	Yes	No	Yes
Eritrea	No	Yes	No	No	Yes
Ethiopia	Yes	Yes	No	No	Yes
Gabon	Yes	Yes	No	No	Yes
Gambia	No	Yes	No	No	Yes
Ghana	Yes	Yes	No	No	Yes
Guinea	Yes	Yes	No	No	Yes
Guinea - Bissau	No	Yes	No	No	Yes
Kenya	Yes	Yes	No	No	Yes
Lesotho	No	Yes	No	No	Yes
Liberia	Yes	Yes	No	No	Yes
Madagascar	No	Yes	No	No	Yes
Malawi	Yes	Yes	No	No	Yes
Mali	Yes	Yes	No	No	Yes
Mauritius	No	Yes	No	No	Yes
Mozambique	Yes	Yes	No	No	Yes
Namibia	Yes	Yes	No	No	Yes
Niger	Yes	Yes	No	No	Yes
Nigeria	Yes	Yes	Yes	No	Yes
Rwanda	Yes	Yes	Yes	No	Yes
Sao Tome and Principe	Yes	Yes	No	No	Yes

COVID19- Impact on education.

Senegal	Yes	Yes	No	No	Yes
Seychelles	Yes	Yes	No	Yes	Yes
Sierra Leone	No	Yes	No	No	Yes
South Africa	Yes	Yes	Yes	Yes	
South Sudan	No	Yes	No	No	Yes
Togo	Yes	No	No	No	Yes
Uganda	Yes	Yes	No	Yes	Yes
United Republic of Tanzania	Yes	Yes	No	No	Yes
Zambia	Yes	Yes	Yes	Yes	Yes
Zimbabwe	Yes	Yes	No	No	Yes

## Arab States

ARAB STATES	Are there any materials to support schools available in the website?	Are there any national broadcasted educational programs?	Are there any materials to support parents to support teaching in the website?	Is there a list of targeted support material for parents?	Closure of schools?
Algeria	Yes	Yes	No	No	Yes
Bahrain	Yes	Yes	No	No	Yes
Comoros	No	No	No	No	Yes
Egypt	Yes	No	Yes	No	Yes
Djibouti	Yes	Yes	No	No	Yes
Iraq	Yes	Yes	No	No	Yes
Jordan	Yes	Yes	No	No	Yes
Kuwait	Yes	No	Yes	Yes	Yes
Lebanon	Yes	Yes	No	No	Yes
Libya	Yes	Yes	No	No	Yes
Mauritania	No	Yes	No	No	Yes
Morocco	Yes	Yes	No	No	Yes
Oman	Yes	Yes	No	No	Yes
Qatar	Yes	No	No	No	Yes
Saudi Arabia	Yes	Yes	Yes	No	Yes
Somalia	Yes	Yes	No	No	Yes
Sudan	Yes	Yes	No	No	Yes
Syrian Arab Republic	Yes	Yes	No	No	Yes
Tunisia	Yes	Yes	No	No	Yes
United Arab Emirates (UAE)	Yes	No	Yes	No	Yes
Yemen	Yes	Yes	No	No	Yes

## Asia and The Pacific

ASIA AND THE PACIFIC	Are there any materials to support schools available in the website?	Are there any national broadcasted educational programs?	Are there any materials to support parents to support teaching in the website?	Is there a list of targeted support material for parents?	Closure of schools?
Afghanistan	Yes	Yes	No	No	Yes
Australia	Yes	No	Yes	Yes	Yes
Bangladesh	Yes	Yes	Yes	Yes	Yes
Brunei	Yes	Yes	Yes	Yes	Yes
Cambodia	Yes	Yes	Yes	No	Yes
China	Yes	Yes	No	No	Yes
Fiji	Yes	Yes	Yes	Yes	Yes
India	Yes	Yes	Yes	Yes	Yes
Indonesia	Yes	Yes	No	No	No
Iran (Islamic Republic of)	Yes	Yes	No	No	Yes
Japan	Yes	No	No	No	Yes
Kazakhstan	Yes	Yes	Yes	No	Yes
Kiribati	Yes	Yes	No	No	
Kyrgyzstan	Yes	Yes	No	No	Yes
Laos	Yes	Yes	No	No	Yes
Malaysia	Yes	Yes	No	No	Yes
Maldives	Yes	Yes	No	No	Yes
Marshall Islands	No	No	No	No	No
Mongolia	Yes	Yes	No	No	Yes
Myanmar (formerly Burma)	Yes	Yes	No	No	Yes
Nepal	No	Yes	No	No	Yes
New Zealand	Yes	Yes	Yes	Yes	Yes
Pakistan	No	Yes	No	No	Yes
Palau	Yes	No	No	No	Yes
Papua New Guinea	Yes	Yes	No	No	Yes
Philippines	Yes	No	No	No	Yes
Republic of Korea	Yes	No	No	No	Yes
Samoa	Yes	Yes	Yes	Yes	Yes
Singapore	Yes	No	No	Yes	Yes
Solomon Islands	Yes	Yes	Yes	No	Yes
Sri Lanka	Yes	Yes	No	No	Yes
Tajikistan	Yes	Yes	No	No	Yes
Thailand	Yes	Yes	No	No	Yes
Timor-Leste	Yes	Yes	No	No	Yes
Turkmenistan	No	No	No	No	No

Tuvalu					Yes
Uzbekistan	Yes	Yes	Yes	No	Yes
Vanuatu	Yes	Yes	Yes	Yes	Yes
Viet Nam	Yes	Yes	No	No	Yes

## Europe and North America

EUROPE AND NORTH AMERICA	Are there any materials to support schools available in the website?	Are there any national broadcasted educational programs?	Are there any materials to support parents to support teaching in the website?	Is there a list of targeted support material for parents?	Closure of schools?
Albania	Yes	Yes	No	No	Yes
Andorra	Yes	No	Yes	Yes	Yes
Armenia	Yes	Yes	No	No	Yes
Austria	Yes	Yes	Yes	No	Yes
Azerbaijan	Yes	Yes	No	No	Yes
Belarus	No	X	No	No	No
Belgium	Yes	No	Yes	Yes	Yes
Bosnia and Herzegovina	No	Yes	No	No	Yes
Bulgaria	Yes	Yes	No	No	Yes
Canada	Yes	only in Québec	Yes	Yes	Yes
Croatia	Yes	Yes	No	No	Yes
Cyprus	Yes	No	No	No	Yes
Czech Republic	Yes	Yes	No	No	Yes
Denmark	Yes	No	No	No	Yes
Estonia	Yes	No	No	No	Yes
Finland	Yes	Yes	No	No	Yes
France	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	No	No	Yes
Germany	Yes	No	Yes	No	Yes
Greece	Yes	Yes	No	No	Yes
Hungary	Yes	Yes	No	No	Yes
Iceland	Yes	No	Yes	No	No
Ireland	Yes	Yes	Yes	Yes	Yes
Israel	Yes	Yes	Yes	No	Yes
Italy	Yes	No	Yes		Yes
Latvia	Yes	Yes	Yes	Yes	Yes
Liechtenstein	Yes	No	No	No	Yes
Lithuania	Yes	No	Yes	No	Yes
Luxembourg	Yes	No	No	No	Yes
Malta	Yes	No	No	No	Yes
Monaco	Yes	No	Yes	No	Yes
Montenegro	Yes	Yes	No	No	Yes
Netherlands	Yes	No	Yes	No	Yes
Norway	Yes	No	No	No	Yes
Poland	Yes	No	Yes	No	Yes
Portugal	Yes	Yes	No	No	Yes
Republic of Moldova	No	Yes	Yes	No	Yes

<b>Republic of North Macedonia</b>	Yes	Yes	Yes	No	Yes
<b>Romania</b>	Yes	Yes	No	No	Yes
<b>Russian Federation</b>	Yes	No	No	No	Yes
<b>San Marino</b>	Yes	No	No	No	Yes
<b>Serbia</b>	Yes	Yes	Yes	No	Yes
<b>Slovakia</b>	Yes	No	Yes	Yes	Yes
<b>Slovenia</b>	Yes	No	No	No	Yes
<b>Spain</b>	Yes	Yes	No	No	Yes
<b>Sweden</b>	Yes	No	Yes	No	No
<b>Switzerland</b>	Yes	No	No	No	Yes
<b>Turkey</b>	Yes	Yes	Yes	No	Yes
<b>Ukraine</b>	Yes	Yes	No	No	Yes
<b>United Kingdom of Great Britain and Northern Ireland</b>	Yes	No	Yes	Yes	Yes
<b>United States of America</b>	Yes	Yes	Yes	Yes	Yes

## Latin America and The Caribbean

LATIN AMERICA AND THE CARIBBEAN	Are there any materials to support schools available in the website?	Are there any national broadcasted educational programs?	Are there any materials to support parents to support teaching in the website?	Is there a list of targeted support material for parents?	Closure of schools?
Antigua and Barbuda	No	No	No	Yes	Yes
Argentina	Yes	Yes	No	No	Yes
Bahamas	Yes	Yes	Yes	Yes	Yes
Barbados	No	No	No	No	Yes
Belize	Yes	Yes	No	No	Yes
Bolivia (Plurinational State of)	Yes	No	No	No	Yes
Brazil	Yes	Yes	Yes	No	Yes
Chile	Yes	Yes	Yes	Yes	Yes
Colombia	Yes	Yes	Yes	Yes	Yes
Costa Rica	Yes	Yes	Yes	No	Yes
Cuba	Yes	Yes	No	No	Yes
Dominica	Yes	No	Yes	No	Yes
Dominican Republic	Yes	Yes	No	No	Yes
Ecuador	Yes	Yes	No	No	Yes
El Salvador	Yes	Yes	Yes	No	Yes
Grenada	Yes	No	No	No	Yes
Guatemala	Yes	No	Yes	No	Yes
Guyana	Yes	Yes	Yes	Yes	Yes
Haiti	Yes	Yes	No	No	Yes
Honduras	Yes	Yes	Yes	No	Yes
Jamaica	No	Yes	No	No	Yes
Mexico	Yes	Yes	Yes	Yes	No
Nicaragua	No	No	No	No	Yes
Panama	Yes	Yes	Yes	No	Yes
Paraguay	Yes	Yes	Yes	Yes	Yes
Peru	Yes	Yes	No	No	Yes
Saint Kitts and Nevis	Yes	No	Yes	Yes	Yes
Saint Lucia	Yes	Yes	No	No	Yes
Saint Vincent and the Grenadines	Yes	Yes	No	No	Yes
Suriname	No	Yes	No	No	Yes
Trinidad and Tobago	Yes	No	No	No	Yes
Uruguay	Yes	No	No	No	Yes

Venezuela (Bolivarian Republic of)	Yes	Yes	No	No	
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