

## The Covid-19 crisis and its impact on global education

In August 2020, ActionAid surveyed 130 teachers working in 82 schools in Bangladesh, Brazil, Cambodia, Ethiopia, Ghana, India, Kenya, Malawi, Mozambique, Nepal, Nigeria, Rwanda, Somaliland and Zimbabwe.

Teachers were asked questions so we can further understand the impact of Covid-19 on children's education globally. The questions had 6 categories: education provisions during school closures, the impact of school closures, the economic impact of the school closures, the impact on school funding, the return to school, and inclusive education.

### **Key findings included:**

- Three in five teachers surveyed say a higher drop-out rate for girls (59%) and poorer children (61%) will be a long-term impact of the pandemic.
- Nearly half are concerned about increases in early pregnancy (41%) and early marriage (45%) due to the Covid-19 crisis. Over a third (35%) are worried about rising hunger.
- Teachers say some of the biggest issues preventing girls from returning to school are parents unable to afford the cost (62%), unpaid care work (59%), child labour (53%) and early marriage (52%).
- Most schools (81%) made some provision for distance learning, but 76% of teachers said that less than half of their pupils were able to keep up with their lessons.

**Table 1: The impact of school closures**

“What do you think will be the long-term impacts of school closures due to the pandemic on children in your country?”

Countries	Total respondents	Total schools	Higher dropout rates for girls	Higher dropout rates for poorer children	Increase in food insecurity / hunger	Increase in early pregnancy	Increase in early marriage
Bangladesh	10	5	8	3	2	1	0
Brazil	5	2	0	4	2	0	0
Cambodia	16	8	13	13	7	0	0
Ethiopia	5	4	2	2	2	3	4
Ghana	10	5	5	5	0	8	6
India	20	20	5	17	9	0	3
Indonesia	1	1	1	1	0	0	1
Kenya	11	10	9	6	3	7	8
Malawi	13	8	9	10	3	9	10
Mozambique	9	3	5	3	0	7	6
Nepal	3	2	3	3	2	1	2
Nigeria	10	7	5	3	4	6	7
Rwanda	9	0	8	7	7	6	5
Senegal	2	2	2	2	0	2	2
Somaliland	2	2	1	0	2	0	1
Zimbabwe	4	3	1	1	2	3	3
Total	130	82	77	80	45	53	58
Net percentage	N/A	N/A	59.23076923	61.53846154	34.6153846	40.76923077	44.61538462

**Table 2: Returning to school**

“Are there any issues that might prevent children from returning to school once it re-opens?”

Issue	Total	As percentage of data set (130)
Parents unable to afford cost	81	62%
Supporting with domestic chores	77	59%
Supporting with income generation	66	51%
Not being able to catch up on missed learning	69	53%
Early marriage	67	52%
Early pregnancy	63	48%
Other	17	13%
Cheap employment	1	1%
Difficulty in ensuring protection of children	1	1%
Farming	2	2%
Parents afraid	1	1%
Migrant/migration	3	2%
No thirst to open school during pandemic	1	1%
No passion to open the school during pandemic for learning to the school in current management and school facilities	1	1%
Blank	0	0%

**Table 3: Education provision during school closures**

“Was any provision made for continuous/distance learning for pupils during school closure?”

Countries with schools where provisions were made for distance learning.																		
	Bangladesh	Brazil	Cambodia	Ethiopia	Ghana	India	Indonesia	Kenya	Malawi	Mozambique	Nepal	Nigeria	Rwanda	Senegal	Somaliland	Zimbabwe	Grand Total	%Age
No					8			3	3	1	1	4			1	4	25	19.2
Yes	10	5	16	5	2	20	1	8	10	8	2	6	9	2	1		105	80.8
Total	10	5	16	5	10	20	1	11	13	9	3	10	9	2	2	4	130	100

“If yes, please describe what type of provision was available”

Type of distance learning	Total teachers reported	Prevalence as percentage of reported 'yes' (103)	Prevalence as percentage of total dataset (130)
Radio	44	43%	34%
Television	40	39%	31%
Online learning	33	32%	25%
Printed materials	54	52%	42%
WhastApp/SMS	32	31%	25%
Books	1	1%	1%
Other (including delivering materials, small group sessions)	12	12%	9%

**Table 4: Education provision during school closures**

“To the best of your knowledge what proportion of pupils have been able to continue”

Count of 1.6 How many pupils have continued learning?	Column Labels											
Row Labels	10 -20%	20 -30%	30-40%	40-50%	50 -60%	60-70%	70-80%	80-90%	90-100%	Less than 10%	Grand Total:	
Bangladesh	0	6	0	1	2	0	0	0	0	0	0	9
Brazil	0	0	1	0	2	0	0	2	0	0	0	5
Cambodia	0	0	1	2	7	2	3	0	1	0	0	16
Ethiopia	2	0	0	1	0	0	0	0	0	2	0	5
Ghana	2	0	2	1	0	0	0	0	1	4	0	10
India	1	7	3	5	0	1	0	3	0	0	0	20
Indonesia	0	0	1	0	0	0	0	0	0	0	0	1
Kenya	3	1	1	0	0	0	0	0	0	4	0	9
Malawi	2	0	0	1	1	0	0	0	0	9	0	13
Mozambique	1	1	1	3	2	0	0	0	0	0	0	8
Nepal	1	2	0	0	0	0	0	0	0	0	0	3
Nigeria	2	3	1	0	1	0	0	0	0	0	0	7
Rwanda	5	1	1	1	0	0	0	0	0	1	0	9
Senegal	0	0	0	0	0	0	0	0	0	2	0	2
Somaliland	0	1	0	0	0	0	0	0	0	1	0	2
Zimbabwe	0	0	0	0	0	0	0	0	0	0	0	0
(blank)	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total:</b>	<b>19</b>	<b>22</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>23</b>	<b>119</b>	
<b>% Total:</b>	<b>15.96639</b>	<b>18.48739</b>	<b>10.08403</b>	<b>12.60504</b>	<b>12.60504</b>	<b>2.521008</b>	<b>2.521008</b>	<b>4.201681</b>	<b>1.680672</b>	<b>19.32773</b>		
<b>% of teachers who said less than half of students could continue learning</b>												<b>76.47058824</b>

**Table 5: Education provision during school closures**

“Which groups of children found it especially difficult to continue learning during school closure?”

Category	From teachers who reported 'yes' to provision of data learning (103)	Total
Girls	22	21%
Children poorer families	81	79%
Children with disabilities	33	32%
Orphans	20	19%

Other findings

**Table 6: Economic impact of school closures**

“To your knowledge, have families in this community been affected by hunger as a result of lock-down during the pandemic?”

These results saw teachers answers with: Yes = 62% and No = 19%

Number of cases were families been affected by hunger				
Country	Yes	No	Don't know	Grand Total
Bangladesh	6	4	0	10
Brazil	0	1	4	5
Cambodia	10	2	4	16
Ethiopia	2	3	0	5
Ghana	3	4	3	10
India	16	1	3	20
Indonesia	1	0	0	1
Kenya	9	1	1	11
Malawi	3	8	2	13
Mozambique	6	0	3	9
Nepal	1	1	1	3
Nigeria	9	0	1	10
Rwanda	8	0	1	9
Senegal	2	0	0	2
Somaliland	1	0	1	2
Zimbabwe	4	0	0	4
<b>Grand Total</b>	<b>81</b>	<b>25</b>	<b>24</b>	<b>130</b>
<b>%Age</b>	<b>62.3</b>	<b>19.2</b>	<b>18.5</b>	<b>100</b>

**Table 7: Economic impact of school closures**

**“Does your school normally provide free meals for children?”**

These results saw teachers answers with: Yes = 49.2% and No = 50%

Number of schools that provide free meals.				
Country	Yes	No	Don't know	Grand Total
Bangladesh	0	10	0	10
Brazil	4	0	1	5
Cambodia	2	12	0	14
Ethiopia	2	3	0	5
Ghana	0	10	0	10
India	20	0	0	20
Indonesia	0	1	0	1
Kenya	4	7	0	11
Malawi	3	10	0	13
Mozambique	7	2	0	9
Nepal	2	1	0	3
Nigeria	5	5	0	10
Rwanda	8	1	0	9
Senegal	2	0	0	2
Somaliland	0	2	0	2
Zimbabwe	4	0	0	4
<b>Grand Total</b>	<b>63</b>	<b>64</b>	<b>1</b>	<b>128</b>
<b>%Age</b>	<b>49.2</b>	<b>50.0</b>	<b>0.8</b>	<b>100.0</b>

**Table 8: Economic impact of school closures**

**“Has your school continued to provide free meals to children during school closures?”**

The results saw the teachers answer: **Yes = 12.4% and No = 82.3%**

It can be noted that only India and Brazil could continue with meals during the lockdown meaning this had a huge and instant impact to so many school children.

Number of schools that continued providing meals.				
Country	Yes	No	Don't know	Grand Total
Bangladesh	0	8	2	10
Brazil	3	1	1	5
Cambodia	0	12	1	13
Ethiopia	1	0	0	1
Ghana	0	10	0	10
India	10	9	0	19
Indonesia	0	1	0	1
Kenya	0	11	0	11
Malawi	0	7	0	7
Mozambique	0	8	0	8
Nepal	0	3	0	3
Nigeria	0	8	0	8
Rwanda	0	7	2	9
Senegal	0	2	0	2
Somaliland	0	2	0	2
Zimbabwe	0	4	0	4
<b>Grand Total</b>	<b>14</b>	<b>93</b>	<b>6</b>	<b>113</b>
<b>%Age</b>	<b>12.4</b>	<b>82.3</b>	<b>5.3</b>	<b>100</b>

Note: The full anonymised data set is available upon request