

EDUCATION IN THE NEW NORMAL

Education leadership response to COVID-19

April 2020

THE PANDEMIC HAS RESULTED IN AN UNPRECEDENTED CHANGE TO THE EDUCATION SYSTEM, RESULTING IN A NEW REALITY

Governments have enacted varied responses to Covid-19 across multiple dimensions



Policy Response

Ensuring a well coordinated response and enacting emergency measures, e.g. mass closures of academic institutions



Structural Response

Activating distance learning solutions and supporting infrastructure, e.g. delaying, cancelling exams, adapting promotions



Social Response

Delivering solutions to meet the needs of students, educators, parents, and education leaders, e.g. providing childcare support



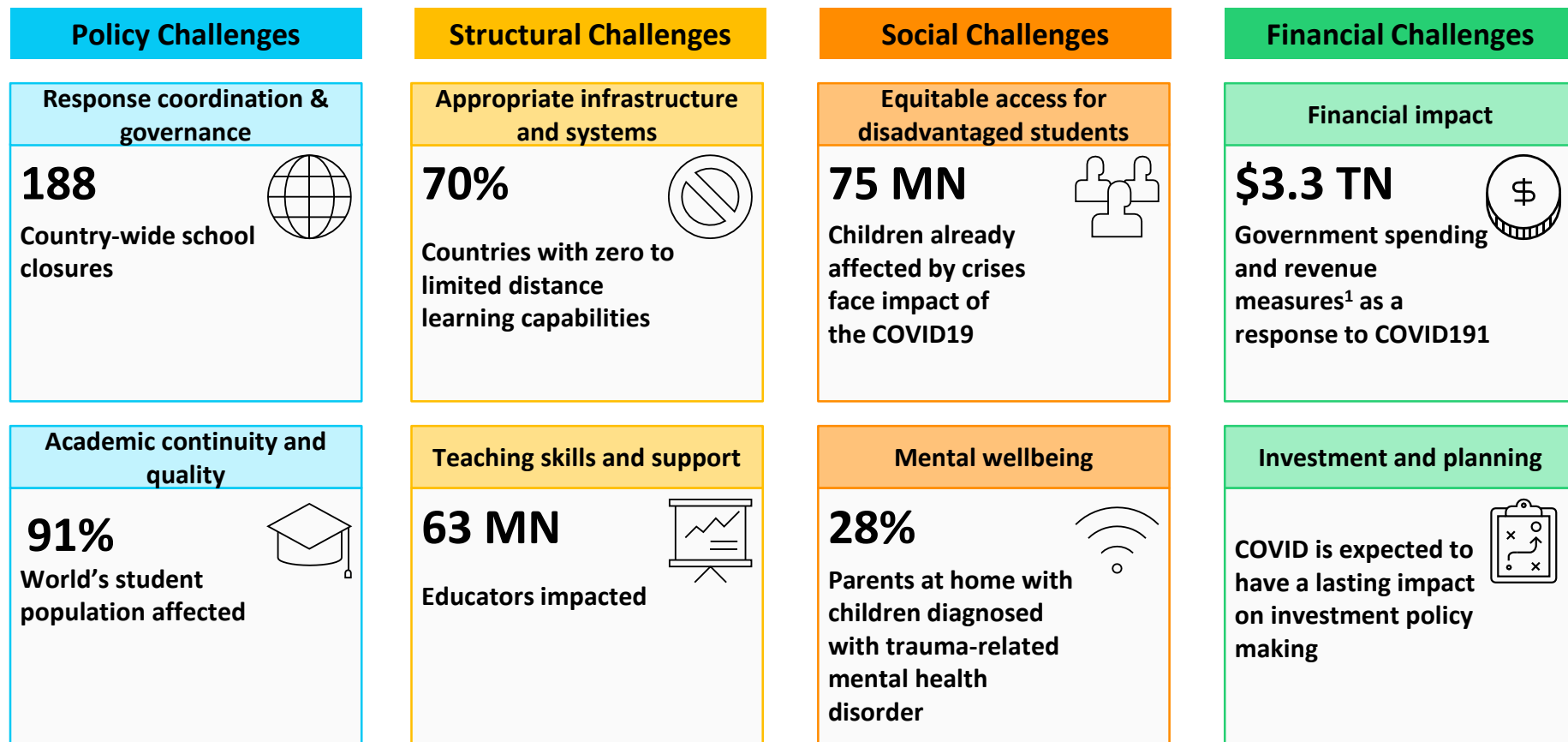
Financial Response

Ensuring availability and accessibility of distance learning solutions through investment and partnership

Governments are continually adapting their responses to address the rapidly evolving nature of the outbreak. International Organizations (IOs) are also mobilizing resources in support of these efforts

COVID-19 HAS CREATED CHALLENGES TO THE EDUCATION SYSTEM SPANNING FOUR DIMENSIONS: POLICY, STRUCTURAL, SOCIAL AND FINANCIAL

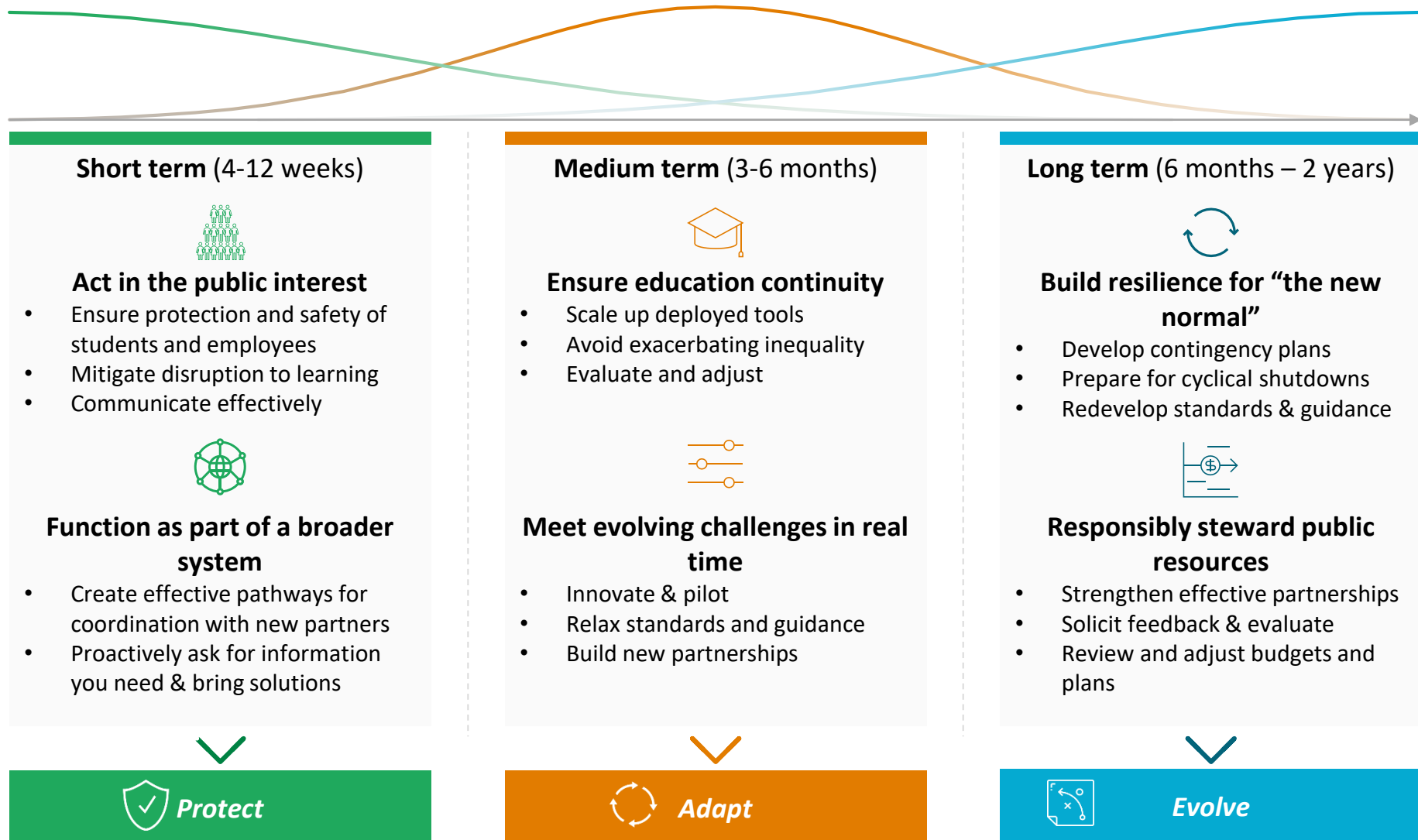
Governments face a number of significant challenges



Source: UNESCO Covid-19 Global Education Coalition, World Economic Forum, UNCTAD, IMF, Education Cannot Wait










1. Total government spending and revenue measures

AS THE CRISIS EVOLVES, LEADERS SHOULD CHANGE THE FOCUS OF THEIR RESPONSE TO SUIT THE PUBLIC NEEDS



WE HAVE DEVELOPED A COMPREHENSIVE FRAMEWORK TO ASSIST LEADERS TO MITIGATE AND EVEN HARNESS THIS NEW REALITY

Education leadership detailed response framework

Policy for resilience	Structural & delivery	Social	Financial
 Academic Continuity	 Infrastructure Availability	 Equitable Access	 Financial support
 Organization and Governance	 Teaching Standards and Skills	 Extracurricular Social Support	 Budgeting & Planning
 Policy Transparency & Stakeholder Communication	 Syllabus & Assessment Flexibility	 Family Support	 Investment & Innovation

Core initiatives under the response framework dimensions are detailed in Chapter 2

A HOLISTIC AND PROACTIVE APPROACH IS RECOMMENDED TO ENSURE IMMEDIATE CRISIS REMEDIATION AS WELL AS A SMOOTH TRANSITION TO THE “NEW NORMAL”

1

Understand the new reality



- Conduct **stock take** against the detailed response framework to understand **scope** and **scale of impact** on education system
- Mitigate immediate impact of crisis from a **policy, structural, social** and **financial** perspective
- Define education system **new reality** and determine gap to reach future target state

2

Build capabilities



- Invest in building **human capital** capabilities and ensure uniform **teaching standards and skills** for **digital education delivery**
- Ensure **availability of infrastructure** and technology for distance learning and develop a **full suite** of online learning platforms

3

Reinvent your model



- Activate **network of experts, innovators** and **companies** to support model re-design
- Engage with **parents, teachers & students** to design new normal
- Focus on **equitable access** to education for the vulnerable and disadvantaged













2

EDUCATION LEADERSHIP CORE INITIATIVES IN RESPONSE TO COVID-19

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11AM		skype		skype			
12AM	Test		Test			Zink	



CORE INITIATIVES DIMENSION: POLICY FOR RESILIENCE

Policy for resilience	Structural & delivery	Social	Financial
 <p>Academic Continuity</p>	 <p>Infrastructure Availability</p>	 <p>Equitable Access</p>	 <p>Financial support</p>
 <p>Organization and Governance</p>	 <p>Teaching Standards and Skills</p>	 <p>Extracurricular Social Support</p>	 <p>Budgeting & Planning</p>
 <p>Policy Transparency & Stakeholder Communication</p>	 <p>Syllabus & Assessment Flexibility</p>	 <p>Family Support</p>	 <p>Investment & Innovation</p>

CORE INITIATIVES

1. ACADEMIC CONTINUITY



Policy dimension

Recommendation

Academic continuity

- Enact emergency measures in the public interest (e.g. school closures) while suppressing the second wave and taking long term measure to ensure resilience

Imperatives for action

- *Unprecedented systemic upheaval*
- *Risks to students' academic progress*
- *Distance learning tools not tailored to different types of learners*
- *Lack of availability of normal administrative and quality tools*
- *Unclear & evolving timelines with cyclical closings / staggered opening based on infection rates*

Short term (4-12 weeks)

Provide **guidance** for acceptable online learning and communication platforms and encourage trial and error

Temporarily **relax** targets and testing

Allow **flexibility** for curricular requirements that require hands-on or in-person learning

Enable both **synchronous** and **asynchronous** learning/teaching modalities

Medium term (3-6 months)

Create **policies** to support flexible learning pathways and timelines

Develop **replacements** for hands-on experiential learning (e.g. science experiments, music education, field trips)

Develop **scheduling** to enable rotating cohorts of students in school and/or recurring school closures

Relax the requirement of **practicum hours** for current teacher candidates

Long term (6 mo. – 2 years)

Integrate online/distance learning in the education system

Institute “**early warning system**” to gauge infection rates and trigger emergency measures

Develop **full-scale contingency planning** for extensive social distancing and/or repeated school closures

Examples



Countries such as Italy, France UAE and KSA, **mandated national school closures** at the primary, secondary and tertiary levels



In Canada, USA, Russia and Australia **school closure decisions vary across states and territories**, as authority is decentralized



China imposed **strict measures when reopening schools**: masks, temperature checks, class ventilation, staggered dismissals, disinfection, class redistribution, etc.



Primary schools in Denmark **reopened under strict rules**: desks 2 m apart, 10 students per class, limited number of playmates, handwashing every 2 hours, sharing lunch not allowed, etc.

CORE INITIATIVES

2. ORGANIZATION & GOVERNANCE



Policy dimension

Recommendation

Organization & governance

- Establish a central steering committee that coordinates education and public health and safety responses

Imperatives for action

- *No dedicated emergency response and coordination team linked to top officials within Education*
- *No existing mechanisms for coordination across education, public health, finance and others*
- *Need for rapid information-sharing, decision-making, and policy coordination*

Short term (4-12 weeks)

Establish **central steering committee** within Education Ministries to coordinate response

Identify **key public sector officials** outside of MoE to be involved in coordination; identify **key experts** and partners to have on call (education & health professionals, parent/community leaders, private sector)

Define **communication channels**, protocols and frequency; assign responsibilities

Medium term (3-6 months)

Introduce **task-forces** to focus on specific responses, e.g. education task-force, healthcare task-force, etc.

Identify key decisions and anticipated time frames, including check-ins to revisit early emergency measures and/or prepare for “**2nd wave**”

Long term (6 mo. – 2 years)

Introduce **emergency committees** and public sector governance & coordinate mechanisms as part of revised senior leadership office structure and functions to ensure **future crisis preparedness**

Examples



Arkansas created the Arkansas Economic Recovery Task Force with 3 committees, one of which is dedicated to **agriculture, grocery and education**



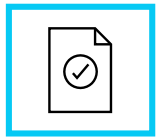
Kentucky established an **Education Continuation Task Force** to work on issues that arise during this unprecedented time in education and strive to meet the educational needs of students and teachers



Bahrain has set up a dedicated **National Taskforce** to tackle the spread of the virus, coordinating response with various stakeholders including education leaders

CORE INITIATIVES

3. POLICY TRANSPARENCY & STAKEHOLDER COMMUNICATION



Policy dimension

Recommendation

Policy transparency & stakeholder communication

- Create a communications strategy/plan to support execution of education response

Imperatives for action

- *Inadequate communication channels in place to effectively engage all stakeholders*
- *Lack of crisis communication capabilities linked to senior leadership at Ministries of Education*

Short term (4-12 weeks)

Define **communication channels and mechanisms** for different stakeholder groups: officials, employees, students/families

Set **clear guidelines** for engagement with stakeholder groups with clear guidelines: purpose (information vs action), format, frequency, channels

Establish '**communications tree**' to disseminate information & collect feedback at national, local, and institution/school levels

Medium term (3-6 months)

Refine **communication mechanisms**, e.g. partnering with private sector to develop information app

Build **communications capabilities** within leadership staff – shift from reactive to proactive approach

Long term (6 mo. – 2 years)

Develop **robust emergency and non-emergency communication plans**, guidelines, systems, and capabilities with appropriate authorities and responsibilities (fully pro-active)

Examples















UK has launched a **COVID-19 national communication campaign** to ensure timely, factual and consistent information is provided to encourage the public, and the health and aged care sectors, to adopt behaviours that will prevent and mitigate the impacts of COVID-19



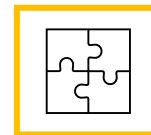
In China, careful planning and clear communication lessened the impact of COVID-19. China **established centralized reporting and communication channels** to keep citizens informed – e.g. in Hangzhou, the major news outlet provides daily updates on cases, clinical treatment outcomes, and guidelines and procedures to follow

CORE INITIATIVES DIMENSION: STRUCTURAL & DELIVERY

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CORE INITIATIVES

4. INFRASTRUCTURE AVAILABILITY



Structural dimension

Recommendation

Infrastructure availability

- Build/ensure necessary infrastructure to mobilize distance learning solutions

Imperatives for action

- *Inadequate systems in place deliver distance education effectively and quickly*
- *Preponderance of technical expertise in private rather than public sector*
- *Significant variability in access for disadvantaged/ vulnerable students*

Short term (4-12 weeks)

Launch **national education portals** for centralized learning resources

Trial a variety of **delivery systems/platforms** without long-term commitment

Implement **monitoring & evaluation mechanisms** to gauge user feedback and learning efficacy

Engage **platform providers** as partners

Broadcast lessons and classes on national television and radio

Medium term (3-6 months)

Partner with experts and private enterprises to develop a full suite of online learning, testing, and broadcasting platforms – multiple platforms may be needed to cover specialist functions; focus on interoperability and simplicity

Coordinate with **other authorities and private internet providers** to fill gaps and reduce costs of internet access

Long term (6 mo. – 2 years)

Release **technical guidelines** for online platforms – including safety and privacy controls

Develop “**preferred provider**” list and streamlined licensing to enable scale up and scale down

Redefine **education system infrastructure and components** to leverage online learning

Examples



In Italy, China, Germany and KSA, the government launched **dedicated education portals**



In USA and Japan, schools have **independently** introduced online learning programs



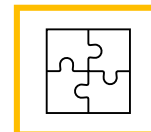
France, Oman, Qatar, Dominican Republic and Colombia are **providing education material on TV & radio**, reaching children without internet or devices



In South Korea, provision of free data services for education websites is done in **partnership with the private sector**

CORE INITIATIVES

5. TEACHING STANDARDS AND SKILLS



Structural dimension

Recommendation

Teaching standards and skills

- Provide teachers with skills and competencies needed for distance teaching

Imperatives for action

- *Teachers unfamiliar with new technology and tools*
- *Curricular elements to be re-developed for online learning*
- *Fundamental shifts in teacher-child interactions*
- *Redesign of quality assurance and assessment methods*
- *Affects teachers' professional development*

Short term (4-12 weeks)

Develop **guidelines** for practitioners on creating and managing online classrooms

Introduce online teacher **training sessions**

Provide teachers with quality **digital education content**

Enable **peer exchange** across education professionals to share experience, resources, and feedback

Medium term (3-6 months)

Provide teachers in **remote and low-income areas** with technology, devices, & free/boosted internet connection

Partner with **private training providers** to standardize teacher digital training

Require **preferred platforms** to create online user/teacher training modules

Accredit and incorporate new training into ongoing professional development credits and requirements

Long term (6 mo. – 2 years)

Change **teaching requirements** to include online teaching skills as a pre-requisite

Develop **standards** for online/distance teaching

Conduct **evaluations** to gauge efficacy of online teaching, content development, and guided vs independent learning

Examples



Italy established a website dedicated to providing **guidance to practitioners**, students and families on educational response



South Korea created platform "School-On" to provide guidance on **creating and managing online classrooms**



KSA launched **remote teaching award** to promote excellence in remote teaching and quality online educational content



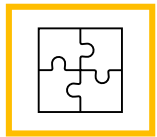
UK launched **teacher webinars** to support them in the adoption of distance learning method



France launched "Learning Nation" to provide teachers, students & families with **quality school-linked programs**

CORE INITIATIVES

6. SYLLABUS & ASSESSMENT FLEXIBILITY



Structural dimension

Recommendation

Syllabus & assessment flexibility

- Adjust syllabus to prioritize learning goals during distance learning, modify calendar and promotion requirements, provide remote assessment tools

Imperatives for action

- Time constraint to complete syllabus
- Lack of adequate tools to remotely assess remote learning efficiency and make promotion/graduation decisions
- Teacher assessment required to evaluate efficiency of online teaching
- Delaying promotions would affect school capacity planning in fall 2020 and college and university admissions

Short term (4-12 weeks)

Prioritize **essential learning objectives** during distance learning & update **graduation requirements** and **calendar**

Adjust/stagger **school schedules** to avoid crowding; adjust **spring and summer holidays** as contingency

Postpone, cancel, or allow online exams

Develop **student and teacher assessment tools** suitable for remote learning

Medium term (3-6 months)

Modify **graduation & tertiary admissions** requirements

Provide **additional classes & summer sessions** to make-up for lost days of learning (“scale back, stretch out”)

Schedule children in **cohorts** and **rotate in-school schedule**

Stagger test dates by random selection to reduce crowding; schedule **additional exam dates**

Partner with private assessment providers to standardize digital assessment tools (e.g. identity verification)

Long term (6 mo. – 2 years)

Integrate **online examination** in the education system (reduce reliance on face-to-face proctoring)

Integrate **remote assessment mechanisms into education system infrastructure and components**

Introduce **flexibility in curriculum** requirements to support future distance learning cycles

Ensure **earmarked places** and remediation for disadvantaged students in future admissions processes

Examples



In Australia, **most schools are allowed to make changes to their syllabus**, e.g., modify school-leaving qualifications, etc.



In South Korea, the **school calendar is being adjusted** to accommodate lost days of learning















In Bulgaria, the government is **updating legislation concerning grading and assessment** in order to take into account the distance learning context



In the UK, 6th year med. school students have **taken their exams online**

CORE INITIATIVES DIMENSION: SOCIAL

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CORE INITIATIVES

7. EQUITABLE ACCESS



Social dimension

Recommendation

Equitable access

- Ensure equitable access to content, particularly for vulnerable and disadvantaged groups, to avoid “the lost year”

Imperatives for action

- *Connectivity barrier to education*
- *Students unfamiliar with new technology and tools*
- *Risk of digital divide widening; disadvantaged and vulnerable students particularly at risk*
- *Poorly performing students risk falling further behind*
- *Adolescent girls disproportionately affected further entrenching gender gaps in education*

Short term (4-12 weeks)

Provide low-income families & vulnerable students with **technology** (e.g. computers, free/low-cost internet)

Conduct rapid assessment of **special needs students** and create task force to highlight gaps and coordinate support

Hire additional specialists to provide **1-to-1 support** for students in need of extra support

Consider **low-tech approach** in contexts where digital solutions and less accessible (e.g. radio, TV)

Medium term (3-6 months)

Partner with **private internet providers** to make internet free and available for low-income families

Align with authorities to allow students to **use libraries** under strict social distancing rules

Increase teacher-student ratio, virtual home (1-to-1) **check ins**

Work closely with teachers, staff and community to ensure **inclusive methods** of distance learning and call for continued **investments in girls’ learning**

Launch **specialist platforms & delivery mechanisms** to support special needs students education continuation

Long term (6 mo. – 2 years)

Develop **specialist tools** and systems to support online/ distance learning for the disadvantaged & vulnerable

Track **performance metrics** including drop out rates of vulnerable and disadvantaged students

Plan for **additional resources** to provide select remedial support to enable students to stay with pre-crisis cohort

Create “**lost year**” task force to study, plan and develop strategy

Examples



In France and South Korea families in need were provided with **devices and WIFI**



Bahrain committed to ensure remote learning for **special needs students** (WhatsApp & ClassDojo)



Qatar and Dubai launched platforms to support distance learning access for **students with disabilities**



UNESCO announced **teacher task force** to support teachers who work in remote areas or with low-income or minority communities

CORE INITIATIVES

8. EXTRACURRICULAR SOCIAL SUPPORT



Social dimension

Recommendation

Extracurricular social support

- Continue to provide social welfare benefits normally delivered through school (meals, counselling, special needs support)

Imperatives for action

- Low-income students are dependent on social welfare (e.g. meals)*

Short term (4-12 weeks)

Increase funding to **School food programs**

Launch **student meals vouchers** scheme for eligible students

Provide **online counselling** to students

Launch application/platform aimed at supporting the **mental wellbeing** of students

Medium term (3-6 months)

Partner with private companies to **deliver food** to students in need

Partner with mental health professional to develop platform aimed at **supporting students wellbeing**

Increase **counsellor/student ratio** and virtual home (1-to-1) check ins

Long term (6 mo. – 2 years)

Reassess the **social welfare system** in light of learnings from COVID19

Examples



A centrally-funded **national voucher scheme** supports schools in providing eligible pupils not attending school with food



USDA has initiated a PPP in rural areas to **deliver food packages** that include food that children can prepare independently



The \$660k **CDC Student Meals Scheme** provides eligible students with e-vouchers to order hot meals via the GrabFood app



New Zealand government announced several apps that including supporting the **emotional wellbeing** of 13 to 24-year-olds

CORE INITIATIVES

9. FAMILY SUPPORT



Social dimension

Recommendation

Family support

- Offer pedagogical, psychological and/or social support to parents

Imperatives for action

- *Lack of parents pedagogical skills impacts students learning outcomes and progress*
- *Parents facing higher levels of stress and anxiety*
- *Lack of modules to take advantage of home-based learning opportunities*

Short term (4-12 weeks)

Establish **direct com. channel** with parents (e.g. hotline) to support online learning

Offer **counselling** to parents in need

Publish **guidelines** to support parents in home schooling

Provide **parental training/coaching** modules

Expand **social support** to include families (e.g. meals, counselling, check-ins)

Medium term (3-6 months)

Increase **counsellor/parent** virtual home (1-to-1) check ins to parents in need

Partner with private companies to provide pedagogical support to parents

Develop **home-based modules** as alternative to school-based modules delivered in a home setting; leverage home schooling approaches

Long term (6 mo. – 2 years)

Leverage learnings from parents' experience in re-defining the education system components and infrastructure

Integrate **home schooling modules** in curriculum and revise performance/ attainment/ curriculum standards to accommodate alternative home-based learning approaches

Examples



The Ontario government has provided a **one-time payment to parents** to fund their purchase/use of digital pedagogical tools



Qatar has provided a **technical support hotline for parents** to implement online learning















Japan is providing **childcare support for working parents** during school closures and subsidies to companies who provide paid leaves



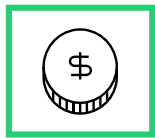
In Germany, **parents who lose income due to COVID-19 can get easier access to child benefits**

CORE INITIATIVES DIMENSION: FINANCIAL

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CORE INITIATIVES

10. FINANCIAL SUPPORT



Financial dimension

Recommendation

Financial support

- Provide financial support to students, parents, teachers, employees and schools in need

Imperatives for action

- *Financial impact on low-income families and students due to crisis*
- *Employees – teachers, specialists, administration and support staff may need emergency assistance*
- *Contractors and suppliers will face loss of income and may need financial support*

Short term (4-12 weeks)

Coordinate with authorities to provide **financial support** to families and students in need (food, child care, technology)

Provide financial support to teachers living in **remote and low-income areas**

Provide financial support to **support staff and hourly workers** who may not be earning an income during school closures

Medium term (3-6 months)

Establish **crisis support mechanisms** with other authorities to support low-income students to stay in learning

Authorize extra school expenditures related to covid-19 (e.g. school deep-cleaning, retrofitting classrooms, etc)

Avail **non-education social support mechanism for teachers and employees** in need of support

Long term (6 mo. – 2 years)

Establish **emergency fund** for schools, employees, and suppliers that can be drawn on in future cyclical events

Examples



USA distributed \$6BN to colleges and universities to provide direct emergency cash to impacted college students



Italy announced **€85 million package to support distance learning**. In addition, €600 vouchers for childcare during schools closure



Bahrain's schools agreed to a **reduction of school fees by 5-10%**



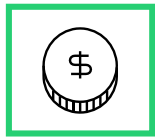
Japan is providing **childcare support for working parents** during school closures and subsidies to companies who provide paid leaves



Kuwait is ensuring **full payment of public teachers' salaries**

CORE INITIATIVES

11. BUDGETING & PLANNING



Financial dimension

Recommendation

Budgeting & Planning

- Enable efficient budgetary planning to address the crisis and incorporate new cost drivers in the plan for the future

Imperatives for action

- *Unforeseen and critical need to secure licenses and scale up online technology, training, and monitoring systems*
- *Deep cleaning and other physical measures necessary for reopening*
- *Testing and evaluations to be restructured*
- *Significant revisions to staffing plan*

Short term (4-12 weeks)

Secure **licenses and support** for distance learning platforms, training, and curriculum adjustments

Conduct school **deep-cleaning and sanitizing**; retrofit nurses offices and school entrances

Identify **all additional costs and categories** (e.g. one time, recurring; cost drivers)

Medium term (3-6 months)

Establish **crisis support mechanisms** with other authorities to support education continuity

Reallocate **specialists and support staff** to support online learning and development to avoid furloughs/layoffs

Establish **budget task force** to revise 2020-2021 budget under different scenarios (ongoing lockdown; cyclical lockdown; staggered opening)

Long term (6 mo. – 2 years)

Estimate costs to account for **uneven student progression upon return**

Plan for **revised school schedules** (e.g. summer school, longer terms)

Integrate lessons learnt into budget planning exercise to **ensure efficiency** and preparedness

Revise hiring/ **contracting plans** to include public health advisors, distance learning experts, and evaluators

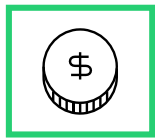
Examples



USA allows schools to **repurpose K-12 education funds** for technology infrastructure and teacher training on distance learning,

CORE INITIATIVES

12. INVESTMENT & INNOVATION



Financial dimension

Recommendation

Investment & innovation

- Enable innovative initiatives and smart investment to ensure future crisis preparedness

Imperatives for action

- *Sunk costs of initial outlays due to school closures/online learning transition*
- *Soaring costs to revise curriculum and standards*
- *Unknown long-term outlook*
- *Lack of expertise within public education systems/ministries*

Short term (4-12 weeks)

Enable providers to use data and results in exchange for lower fees; establish **co-creation** and two-way feedback mechanisms

Green-light pilots and trials of new technology, curricula, and teacher training

Fast-track identification of needed resources (esp. technology and curriculum design)

Medium term (3-6 months)

Coordinate with financial authorities to create **temporary procurement mechanisms** for fast-track and innovative projects

Create a **task force** with outside financial and innovation experts to create a pipeline of **value-add projects**

Establish **open innovation platform** to solicit ideas from teachers/ administrators, students, parents and the private sector

Long term (6 mo. – 2 years)

Develop **strategy for innovation and investment** to meet needs of “new future” and build long-term resilience

Develop **guidelines** for public-private partnerships

Study education system **preparedness**, needs, and responses during and post-COVID period

Collaborate across national and international systems to share results and experiences

Examples











UNESCO launched a **Global Covid-19 Education Coalition** in partnership with multilateral organizations (e.g. ILO, UNHCR, UNICEF), private sector partners (e.g. Microsoft, Google, Facebook) and NGOs (e.g. Dubai Cares, Khan Academy). The coalition aims to:

- Help countries mobilize resources and implement innovative and appropriate solutions to provide education remotely
- Seek equitable solutions and universal access
- Ensure coordinated responses and avoid overlapping efforts
- Facilitate the return of students to school when they reopen to avoid an upsurge in dropout rates



APPENDIX

COVID-19 HAS CREATED NUMEROUS, SIGNIFICANT CHALLENGES TO THE EDUCATION SYSTEM

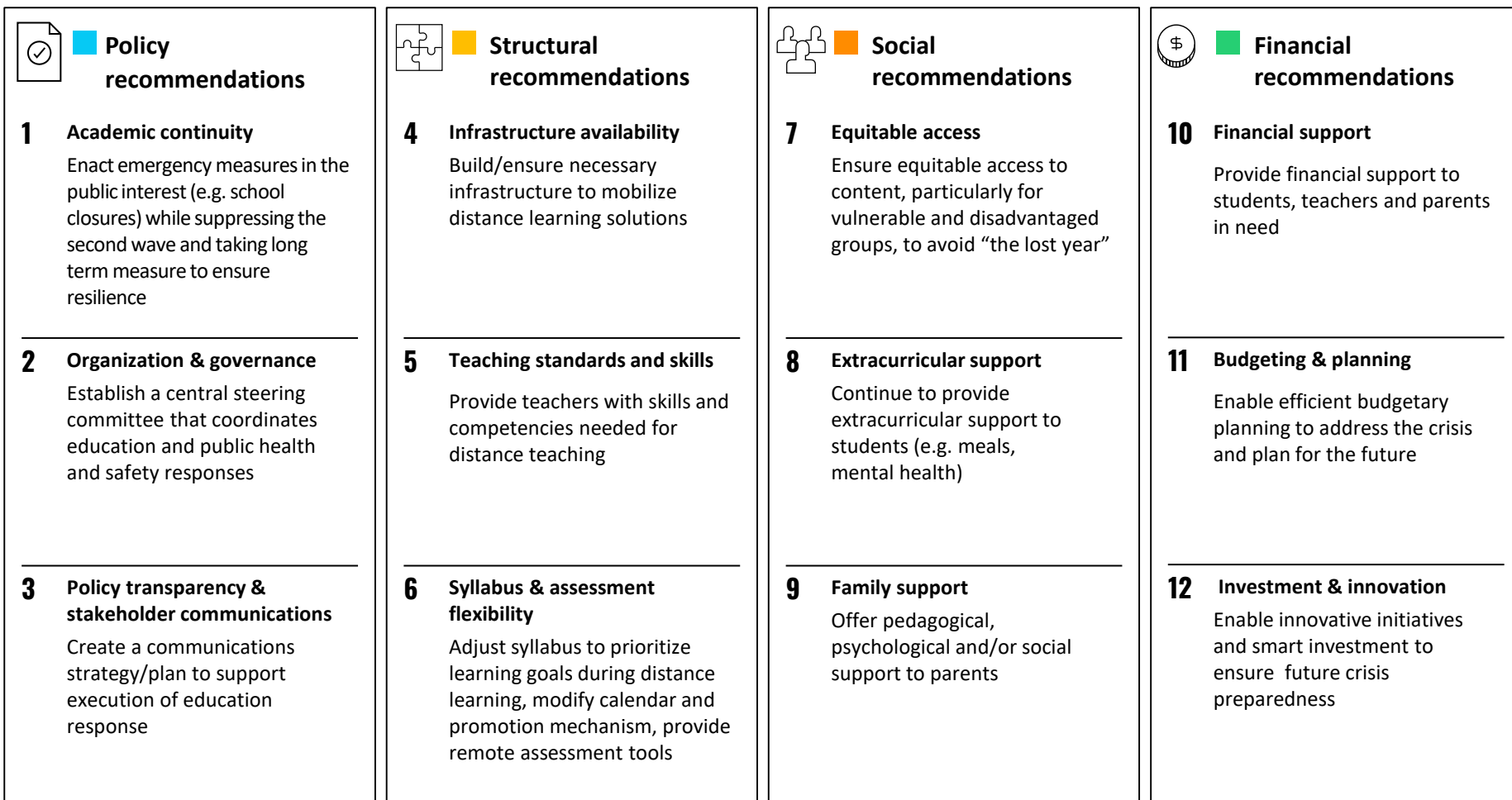
Policy Challenges	Structural Challenges	Social Challenges	Financial Challenges
<p>Response coordination, communication and governance</p> <p> 1.57 BN Learners out of school</p>	<p>Appropriate infrastructure and systems</p> <p> 33% Countries with little to no access to the internet</p>	<p>Equitable access for vulnerable and disadvantaged students</p> <p> 75 MM Children already affected by crises face impact of the COVID19</p>	<p>Financial impact</p> <p> \$3.3 TN Gov. spending and revenue measures as a response to COVID19¹</p>
<ul style="list-style-type: none"> Effectively communicate with wide variety of stakeholders – e.g. staff, parents, students Build governance structures to coordinate with stakeholders and partners – e.g. health experts, local authorities 	<ul style="list-style-type: none"> Lack of adequate enabling technology/learning platforms and internet access Lack of infrastructure and protocols for sanitization, testing, & separation for school opening 	<ul style="list-style-type: none"> Unequal access to devices and internet risks exacerbating unequal learning outcomes Lack of replacement for key services provided through schools (meals, specialist learning support, counseling, etc.) 	<ul style="list-style-type: none"> Increased unplanned expenditures for training, licenses Financial support for support staff and employees unable to work remotely Substitution and new hiring for affected staff
<p>Academic continuity and quality</p> <p> 91% Student population affected by school closures</p>	<p>Teaching skills and support</p> <p> 63 MM Educators impacted by school closures</p>	<p>Mental wellbeing</p> <p> 28% Parents quarantined with children diagnosed with trauma-related mental health disorder</p>	<p>Investment and planning</p> <p> COVID is expected to have a lasting impact on investment policy making</p>
<ul style="list-style-type: none"> Disruption of learning and loss of educational progress Disruption of academic testing, affecting research & admissions Redefinition of learning approaches and quality assurance 	<ul style="list-style-type: none"> Need to rapidly upskill teachers and provide resources Lack of technical support resources (provider contracts, training) 	<ul style="list-style-type: none"> Increase in anxiety, stress and other mental health problems of students, parents, teachers and non-teaching staff as they cope with disruption and adapt to new interaction models 	<ul style="list-style-type: none"> Rapid but smart investment decisions for technology, private-public-partnerships, & innovation to meet immediate need Potential redefinition of education system in “the new normal”

Source: UNESCO Covid-19 Global Education Coalition, World Economic Forum, UNCTAD, IMF, Education Cannot Wait

1. Total government spending and revenue measures

EDUCATION LEADERSHIP MUST IMPLEMENT A HOLISTIC STRATEGY TO MITIGATE IMPACT AND ADAPT TO NEW REALITY

Education leadership detailed response framework



READ OUR LATEST INSIGHTS ABOUT COVID-19 AND ITS GLOBAL IMPACT ONLINE

Oliver Wyman and our parent company Marsh & McLennan (MMC) have been monitoring the latest events and are putting forth our perspectives to support you clients and the industries you serve around the world. The Coronavirus Hub will be updated daily as the situation evolves.



[Visit our dedicated COVID-19 website](#)



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