



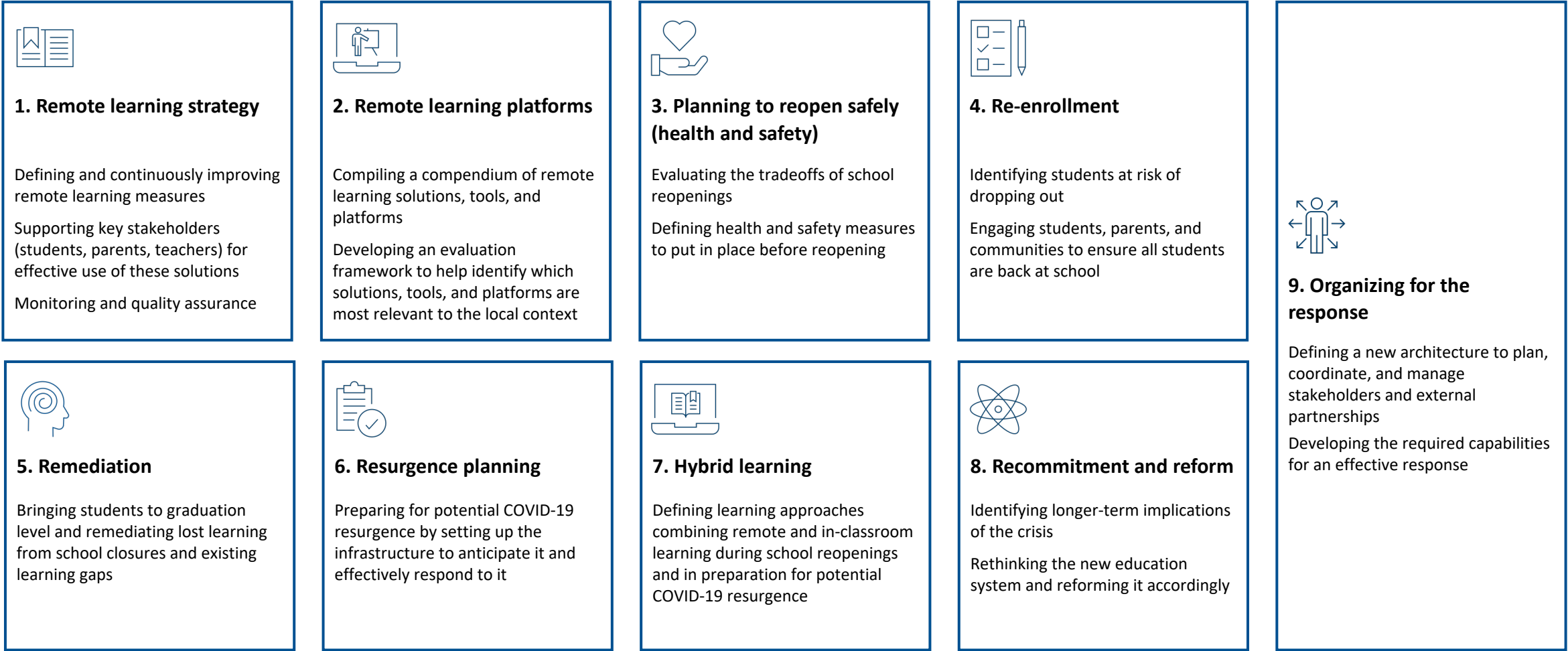
United Nations
Educational, Scientific and
Cultural Organization

COVID-19 response – re-enrollment


Identifying students at risk of dropout and encouraging a return to school, with a focus on girls

Version 1 as of June 2020

In the context of the Global Education Coalition, UNESCO, in collaboration with key partners, is developing pioneering action toolkits to guide the educational response



5 of these topics are the subject of a collaboration between UNESCO and McKinsey




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1. Remote learning strategy

Defining and continuously improving remote learning measures

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

Monitoring and quality assurance




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2. Remote learning platforms

Compiling a compendium of remote learning solutions, tools, and platforms

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




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3. Planning to reopen safely (health and safety)

Evaluating the tradeoffs of school reopenings

Defining health and safety measures to put in place before reopening




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4. Re-enrollment

Identifying students at risk of dropping out

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




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& Company

9. Organizing for the response

Defining a new architecture to plan, coordinate, and manage stakeholders and external partnerships


Developing the required capabilities for an effective response



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& Company

5. Remediation


Bringing students to graduation level and remediating lost learning from school closures and existing learning gaps



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& Company

6. Resurgence planning


Preparing for potential COVID-19 resurgence by setting up the infrastructure to anticipate it and effectively respond to it



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7. Hybrid learning

Defining learning approaches combining remote and in-classroom learning during school reopenings and in preparation for potential COVID-19 resurgence



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8. Recommitment and reform

Identifying longer-term implications of the crisis

Rethinking the new education system and reforming it accordingly

The goal of these chapters is to **support countries in their K–12 educational response to COVID-19** by providing practices and examples, concrete steps for intervention, and tactical action checklists

Each of these 5 chapters exposes the problem at hand and provides a response framework and a tactical checklist of actions

 1. Remote learning strategy Defining and continuously improving remote learning measures Supporting key stakeholders (students, parents, teachers) for effective use of these solutions Monitoring and quality assurance	 4. Re-enrollment Identifying students at risk of dropping out Engaging students, parents, and communities to ensure all students are back at school	 9. Organizing for the response Defining a new architecture to plan, coordinate, and manage stakeholders and external partnerships Developing the required capabilities for an effective response
 5. Remediation Bringing students to graduation level and remediating lost learning from school closures and existing learning gaps	 7. Hybrid learning Defining learning approaches combining remote and in-classroom learning during school reopenings and in preparation for potential COVID-19 resurgence	



Composition of each chapter

The problem – why it is important

Defining the chapter’s topic and providing context on the challenge at stake


The response – framework and practices

Providing a framework of response including practices from other country responses in previous crises or during COVID-19

The checklist – summary of actions

Synthesizing the framework into a series of tactical actions that a country can take to prepare and implement its response

In this chapter, we focus on re-enrollment




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



4. Re-enrollment

Identifying students at risk of dropout

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

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

Glossary of terms

Re-enrollment: ongoing effort to bring students back to school, addressing both the risk of permanent dropout as well as temporary reluctance to returning to school

Dropout risk: risk that students leave school before finishing the course of instruction

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

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

The problem – why it is important

The response – framework and practices

The checklist – summary of actions

Appendix

Definition of **re-enrollment**

Ongoing effort to bring students back to school, addressing both the risk of permanent dropout as well as temporary reluctance to returning to school

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

Dropout rates have been seen to increase after health crises – the example of Ebola

25% of the students in Liberia did not go back to school after reopening¹

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

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

The number of girls who were out of school in Liberia was **3 times higher** compared to pre-Ebola numbers³

Girls were **25%** less likely than boys to enroll in secondary school compared with pre-crisis levels in Guinea³

Girls were **16%** less likely to be in school after reopening in Sierra Leone's most affected communities³

¹ World Bank (2015), The Socio-Economic Impacts of Ebola in Liberia and Sierra Leone (<http://documents.worldbank.org/curated/en/873321467999676330/pdf/97392-WP-P151624-Box391466B-PUBLIC-Socio-Economic-Impacts-of-Ebola-in-Sierra-Leone-June-2015-final.pdf>; [https://www.worldbank.org/content/dam/Worldbank/document/Poverty%20documents/Socio-Economic%20Impacts%20of%20Ebola%20in%20Liberia%2C%20April%2015%20\(final\).pdf](https://www.worldbank.org/content/dam/Worldbank/document/Poverty%20documents/Socio-Economic%20Impacts%20of%20Ebola%20in%20Liberia%2C%20April%2015%20(final).pdf))

² Hallgarten, J. (2020) Evidence on efforts to mitigate the negative educational impact of past disease outbreaks K4D Helpdesk Report 793. Reading, UK: Education Development Trust

³ Malala Fund, <https://www.scribd.com/document/456242342/GirlsEducationandCOVID19-MalalaFund-04022020#download>, p.4

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

Potential impact of COVID-19 on girls

3.5 million girls in secondary education and **2.8 million girls** in tertiary education are at risk of not returning to their educational institutions in 2020¹

7 million unplanned pregnancies are expected by UNFPA, making it harder for girls to come back to school²

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

Risk of dropping out is increased³ for students with low access to remote learning in many countries

Higher dropout rates are predicted for students from low income families⁴

1 Preliminary estimates, UNESCO June 2020

2 Business insider & UNSDG (<https://www.businessinsider.com/structural-inequality-gender-equality-coronavirus-pandemic-outbreak-contraceptives-pregnancy-fgm-2020-?r=US&IR=T>; https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf)

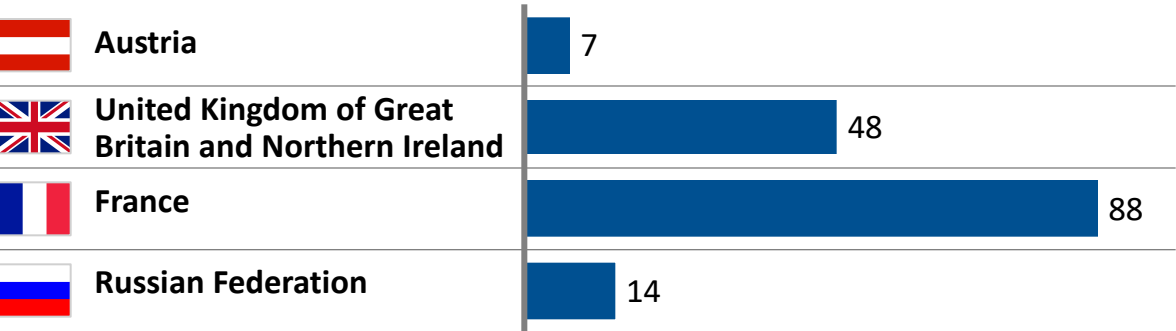
3 <https://www.cedefop.europa.eu/en/news-and-press/news/coronavirus-distance-learning-increases-dropout-risk-vulnerable-learners>

4 <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

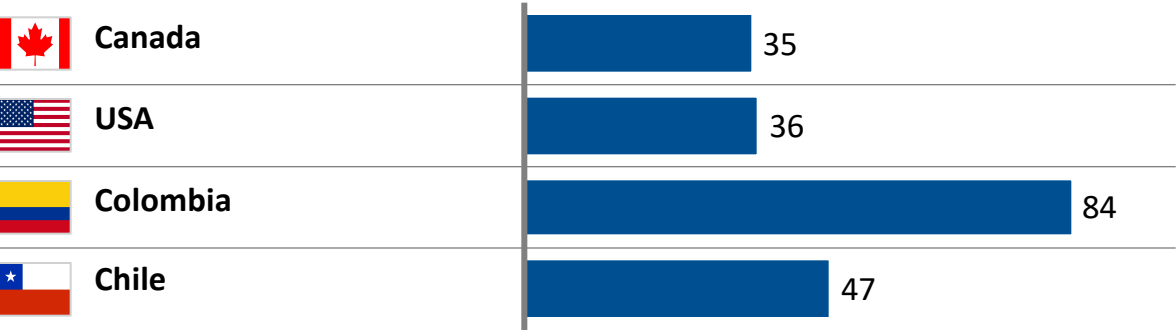
In addition to dropout, there is a significant risk that children may be temporarily kept out of school due to concerns from parents

Percentage of parents uncomfortable sending their children back to school

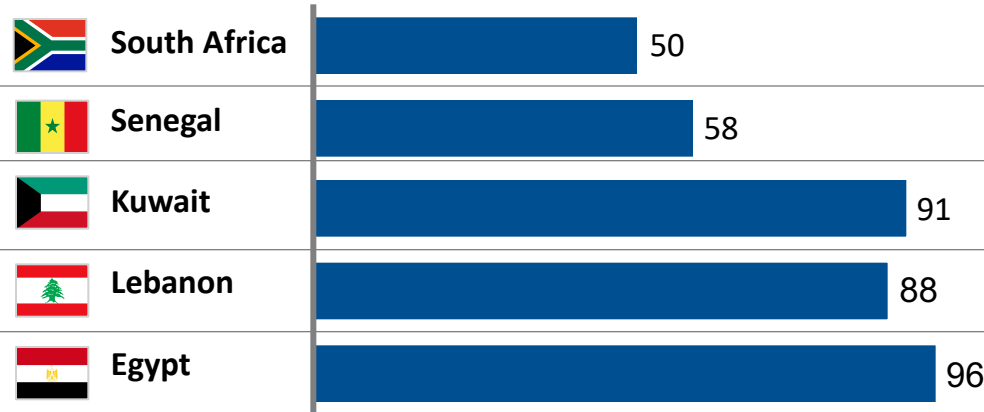
Europe, %



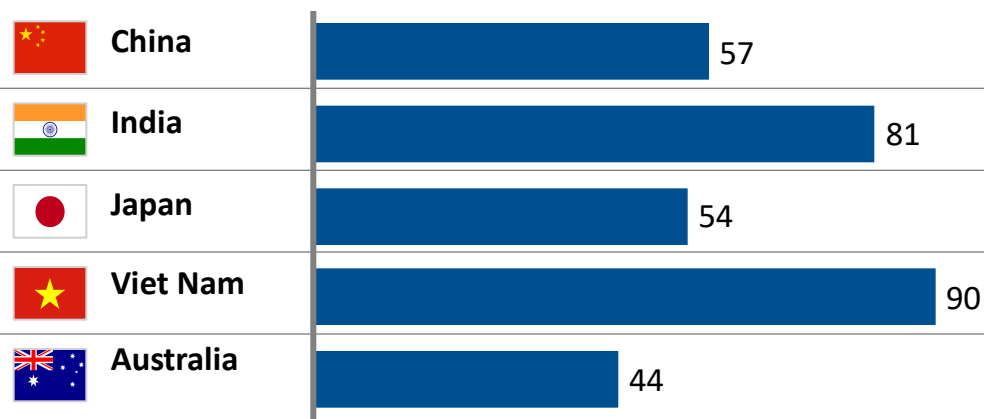
Americas, %



Africa and Middle East, %



Asia and Oceania, %



The problem – why it is important

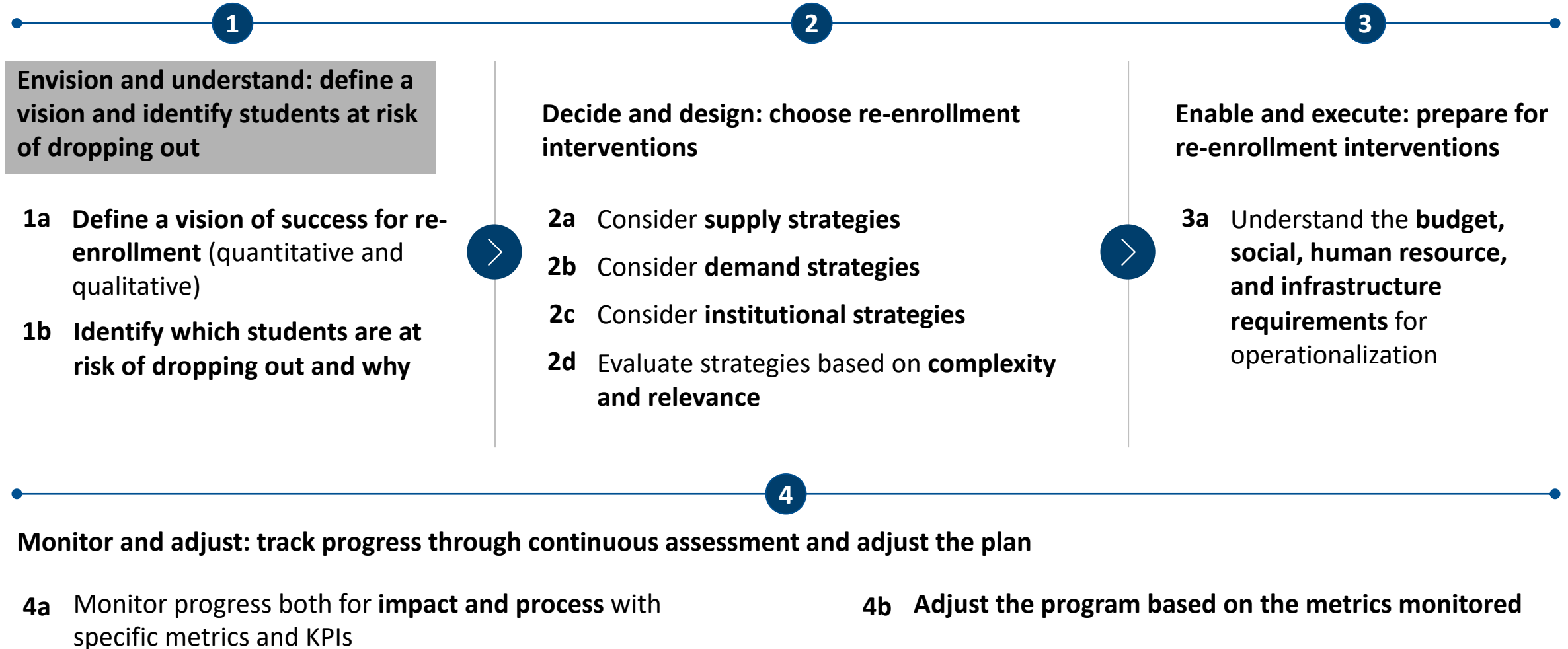
The response – framework and practices

The checklist – summary of actions

Appendix

To address these needs, re-enrollment requires a 3-step approach supported by continuous monitoring and adjustment

■ Deep-dive follows



1a: Countries should set the vision of the plan as the ‘North Star’ essential to guiding the re-enrollment effort

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

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

Deep-dive follows

Align on a clear definition of success

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

Make your vision time bound









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

The vision should be set by the body in charge of governance and decision-making for the response – see *Chapter 9 (Organizing for the response)* for additional detail

1a: When setting a vision for re-enrollment, leaders should consider different trade-offs



Deciding between...

Prioritizing the prevention of dropouts	 Prevention	↔	Redress 	Focusing on students who have already dropped out
Limiting the scope of the re-enrollment strategy to mitigate immediate disruptions of COVID-19	 Limited scope to COVID-19	↔	Expanded scope to future 	Designing a strategy for long-term use to build re-enrollment capacities to expand in the future
Targeting specific student segments that are most at risk of dropout or late re-enrollment	 Targeted	↔	Universal 	Generalizing re-enrollment initiatives to the entire student population to ensure engagement across student segments
Prioritize initiatives that would bring students back to school or reduce tendency to drop out permanently	 Permanent dropouts	↔	Late re-enrollment 	Focusing on reducing risk of student re-enrolling late to school

1b: The re-enrollment strategy should address 3 COVID-19-induced factors that will put children at risk of dropping out



Disengagement

Risk of disengagement will increase if students are already in low enrollment areas or if they fall behind due to lack of connectivity

- Students who have dropped out or reduced engagement with their schools/teachers during remote learning
- Students demotivated due to falling behind their curriculum over the remote learning period
- Students who live in marginal enrollment areas and were already suffering from lack of learning
- Girls who become pregnant, enter marriage (e.g., to support household through ‘bride price’ or are assigned to domestic responsibilities)



Increased economic pressure

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

- Students who may need to go to workforce after the lockdown, in particular due to worsening of economic conditions
- Students from low-income families that cannot afford school fees



Health issues and safety concerns

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

Students whose parents are unwilling to allow them back due to inadequacy of health and safety measures at schools or increased transmission risk

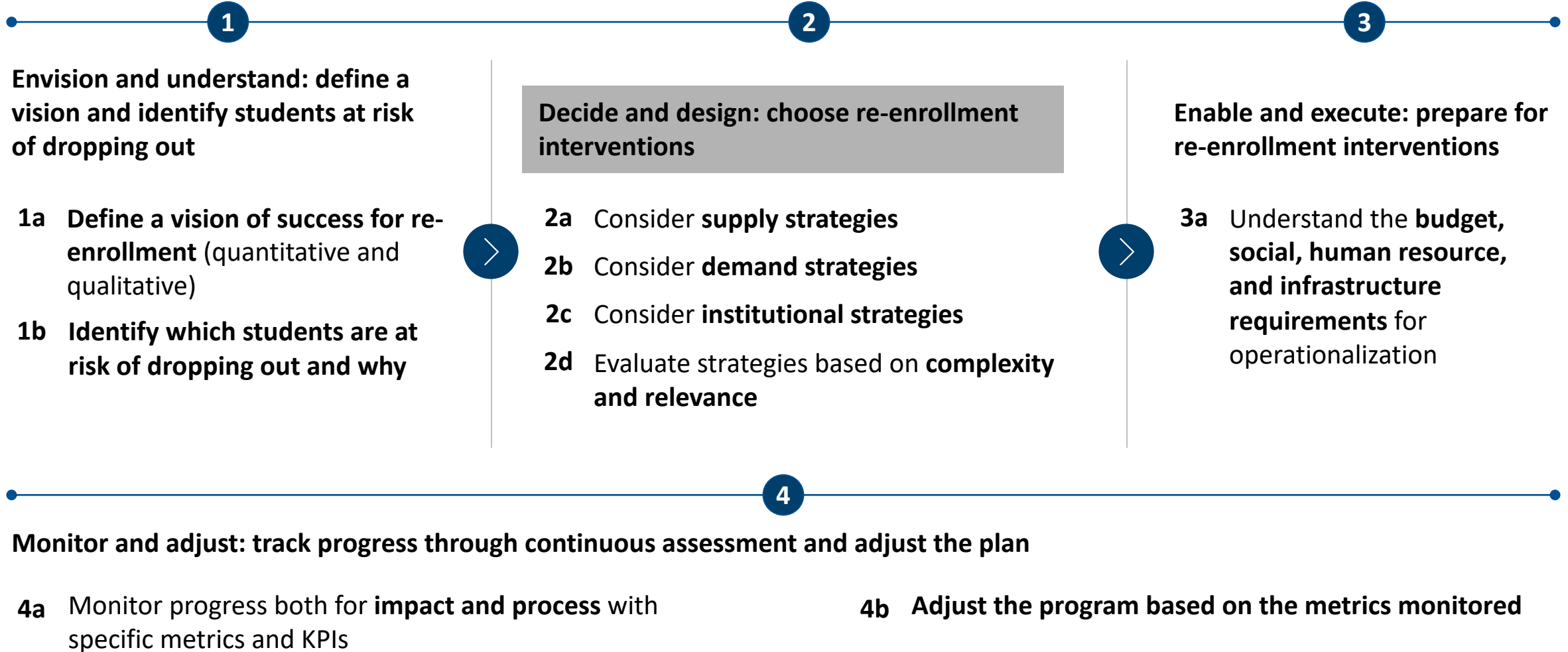
Students who are traumatized by the virus outbreak experience and unwilling to go to school

Students who turn into caregivers and cannot give up their responsibilities, especially girls

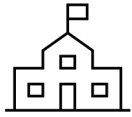
Profiles of students at risk of not returning

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

■ Deep-dive follows



2: There are 3 key levers to address to prevent dropouts and encourage re-enrollment – supply, demand, and institutional factors



2a Supply

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

Examples

- Health protocols and sanitation
- Additional flexibility on enrollment deadlines
- Availability of remedial programs and flexible promotion policies



2b Demand

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

Examples

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



2c Institutional factors

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

Examples

- Strengthen enforcement of laws requiring enrollment
- Peer-to-peer network (buddy system) to keep students engaged







Note

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

2a: To re-enroll students, countries can improve school offers

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








Strategy	Potential measures	Example interventions
Remote learning	<ul style="list-style-type: none"> Offer additional flexibility on enrollment deadlines; provide clear remote enrollment guidance and support Offer remote pre-enrollment learning options for incoming students (and personalized support) Offer remedial programs for those who require extra support Offer girls (including pregnant girls) special education options 	<div>  <p>County schools in Virginia are providing 'end-of-year' packets that will encourage review as well as a 'jump start' optional program that will welcome students, give them a glimpse of 2020-21 routines and expectations, and give teachers a sense of each student's needs</p> </div> <div>  <p>In Sierra Leone, a new initiative offered classes and resources to pregnant teenage girls, who were otherwise prohibited from attending school</p> </div>
Improvement of facilities	<ul style="list-style-type: none"> Provide additional learning space for physical distancing Build more schools in marginalized areas Build gender-friendly facilities (e.g., latrines) Provide transport Improve teaching methods 	<div>  <p>The Peruvian Ministry of education reduced the deficit of secondary schools in rural parts from 515 in 2002 to 69 in 2015. This improvement of infrastructure contributed to an increase in secondary school enrollment from 70.6% to 82.9% in 10 years</p> </div>
Health and safety measures	<ul style="list-style-type: none"> Develop health and safety protocols (e.g., wearing masks, reducing class sizes) Provide health products (e.g., masks) and sanitation measures Provide COVID-19 health trainings to all teachers and other teaching staff and working staff to address health and safety concerns Incorporate lifestyle and well-being in schooling for girls Offer psychosocial support to students (e.g., counseling) 	<div>  <p>The Indian government constructed unisex and sex-specific latrines in primary and secondary schools. Enrollment increased by 12% for grades 1-5 and 8% for grades 6-8</p> </div> <div>  <p>After the Ebola outbreak in the Democratic Republic of the Congo in 2018, UNICEF trained 7,200 teachers in measures of prevention against Ebola and dispatched handwashing points, soaps, and thermometers to affected schools; schools also received information on methods of transmission/prevention</p> </div> <div>  <p>In the United Republic of Tanzania, the organization CAMFED incorporated life skills and well-being into the curriculum delivered to girls via radio or to small groups. The goal would be to continue the program when schools reopen to encourage continued education.</p> </div>

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



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

Strategy	Potential measures	Example interventions
Raising awareness	<ul style="list-style-type: none">• Brochures on learning and precautions being taken schools to ensure students are not at risk• Introductory webinars for parents and virtual tours for students• Strong national level messaging• Community outreach through e-mails, text, phone calls to ensure parents understand the enrollment/re-enrollment process and dates• Targeted messaging for vulnerable groups, especially girls (e.g., to destigmatize pregnancy), encourage re-enrollment	<div> Sierra Leone drove re-enrollment rate to 95% after Ebola, by creating mass awareness campaigns (e.g., with jingles) and back-to-school committees with parents as well as providing financial incentives by waiving off school fees and providing funding for books</div> <div> During COVID-19, Uganda spread awareness about the importance of girls’ return to school through loudspeaker announcements</div>
Economic support	<div>Financial support<ul style="list-style-type: none">• (Conditional) cash transfers and stipends for families/students in need, especially girls• Private school vouchers/subsidies</div> <div>Food or commodity support<ul style="list-style-type: none">• Free school meals/equipment (e.g., books, uniforms)</div>	<div> Colombia reduced school fees for low-income families which increased enrollment of primary school children in the poorest and next-to-poorest households by 3% to 6%</div> <div> In Delhi, India, the government started providing a combination of iron supplement and deworming drugs to preschool students. As a result, absenteeism dropped by 20%. For every \$100 spent, student participation increased by 2.7 years</div>
School-initiated engagement	<ul style="list-style-type: none">• Regular 1:1 check-ins from teachers with students and parents• Visit with student families (if needed and possible)• Additional engagement by schools with at-risk students (in coordination with parents)	<div> During the 2015 floods in Costa Rica, the minister of education asked school directors of more than 400 schools to check in with families to make sure they “don’t lose one boy or girl in the classroom”</div>

The strategy chosen to increase the demand for education will have to depend on the segment of students that need to be reached



Segment type	Segment target	Risk	Enabler to involve	Messages to deliver
Age	Early school students (up to K)	Children never entering the school system and getting left behind, delayed entry leading to insufficient readiness for learning	<ul style="list-style-type: none"> Parents School social worker Other caregivers 	<ul style="list-style-type: none"> It is safe to enroll children in school (the school has implemented health and safety measures and has a recognized protocol in place) Students can socialize with their peers at school Parents will be likely able to return to work Enrollment is flexible and can adapt to family needs
	Primary and early secondary school students	Children falling behind or disengaging and dropping out	<ul style="list-style-type: none"> Parents and students 	<ul style="list-style-type: none"> Students learn better when they are at school than when they study from home It is safe to bring students back (the school has implemented health and safety measures and has a recognized protocol in place) Parents will likely be able to return to work
	Secondary school students	Secondary school students dropping out and entering the labor market	<ul style="list-style-type: none"> Parents and students 	<ul style="list-style-type: none"> Education can help build a more stable livelihood Coming back to school will allow students to socialize and build a strong support network
Gender	Girls	Girls becoming caregivers, becoming pregnant, or marrying early	<ul style="list-style-type: none"> Parents and families Communities Girls 	<ul style="list-style-type: none"> Educating girls facilitates poverty reduction in the long term It is safe to bring girls back to school






Key takeaways

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

2c: To re-enroll students, countries can address institutional factors

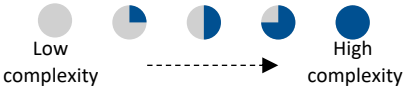





























Improving how the ‘market’ of supply and demand operates, including a greater role for parents and communities in their local schools

Strategy	Potential measures	Example interventions
Community incentives and action	Incentives <ul style="list-style-type: none">Let communities manage grants towards re-enrollment and reward system	 In Punjab, Pakistan, rewards were given to communities based on average gain in 5 th grade assessment and gains in primary enrollment. Enrollment improved by 4.6%
	Action <ul style="list-style-type: none">Engage community leaders including religious leaders (e.g., in how to re-enroll students or who might be at risk)Set up community volunteer groups to help establish community-based social upliftSet up peer-to-peer network (buddy system) to keep students engaged	 Davis Joint Unified School District (CA) offers online re-enrollment resources for parents, including an FAQ section in both English and Spanish
Policy making	<ul style="list-style-type: none">Strengthen laws requiring enrollmentStrengthen bans on child laborIssue additional policies on child enrollmentStrengthen policies towards vulnerable groups, especially girls (e.g., against the discrimination of pregnant girls in school)Improve data systems to monitor the enrolment in a timely manner	 In Indonesia, communities managed grants to community-schools through joint project and management meetings. These interventions improved language scores by 0.17-0.23 SD (Standard Deviation)
		 In Guinea, after Ebola, a post-crisis decree from the minister of education allowed children to start school at the age 6 rather than 7
		 Zambia adopted a reentry policy for girls in 2007, publishing a booklet addressing “What happens if a school girl falls pregnant” and actions that schools can take

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

Complexity based on implications



Levers	Strategies	Cost ¹	Tech/logistical complexity ²	Social/political complexity ³	Factors addressed
I. Supply 	Remote learning	 Medium if remote capabilities already exist, curriculum advisors needed	 High if need to set up new system and adapt enrollment	 Mild given remote activity only between school system and other actors	<ul style="list-style-type: none"> Health issues and safety concerns Disengagement
	Improvement of facilities/teaching	 Significant investment for training/facilities	 Need to organize procurement for new facilities	 Mild but new training may disrupt teaching habits	
	Health and safety measures	 Some investment in masks, gels, specialists to draft health protocols	 Need to organize new protocol and set up new measures	 Some impact on teachers and disruption to children's behavior	
II. Demand 	Awareness	 Some cost for development of materials and delivery of awareness campaign	 Low complexity given ability to adapt to existing capacities	 Mild but need to ensure involvement of key stakeholders to avoid backlash	<ul style="list-style-type: none"> Health issues and safety concerns Disengagement Increased economic pressure
	Economic support	 High cost to provide cash transfers/free schooling	 High due to financial tracking needed	 Social disruption between families receiving and not receiving support	
	School-initiated engagement	 Low impact but additional hours needed from teachers or administrators	 Some need to organize calls/visits to student at risk	 Mild	
III. Institutional factors 	Community incentives and action	 Cost depends on specific strategy (e.g., high if community grants)	 Outreach to communities may require some organization	 High given need to determine which stakeholder have most influence	<ul style="list-style-type: none"> Increased economic pressure Disengagement
	Policy making	 Some investment required to make new policies (e.g., paralegals)	 Need to mobilize law makers	 New policies might cause disruption	

Key takeaways

- Countries should pick a combination of strategies that **take into consideration the complexity of implementation across dimensions of cost, tech/logistics, and social impact ...**
- ... target the **relevant factors contributing to the risk of students dropping out**
- In addition, the **public opinion** of teachers, families, and labor unions **should be taken into account by policy makers**

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

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

■ Deep-dive follows

1

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

- 1a Define a vision of success for re-enrollment** (quantitative and qualitative)
- 1b Identify which students are at risk of dropping out and why**



2

Decide and design: choose re-enrollment interventions

- 2a Consider supply strategies**
- 2b Consider demand strategies**
- 2c Consider institutional strategies**
- 2d Evaluate strategies based on complexity and relevance**



3

Enable and execute: prepare for re-enrollment interventions




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

4

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

- 4a Monitor progress both for impact and process with specific metrics and KPIs**
- 4b Adjust the program based on the metrics monitored**

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

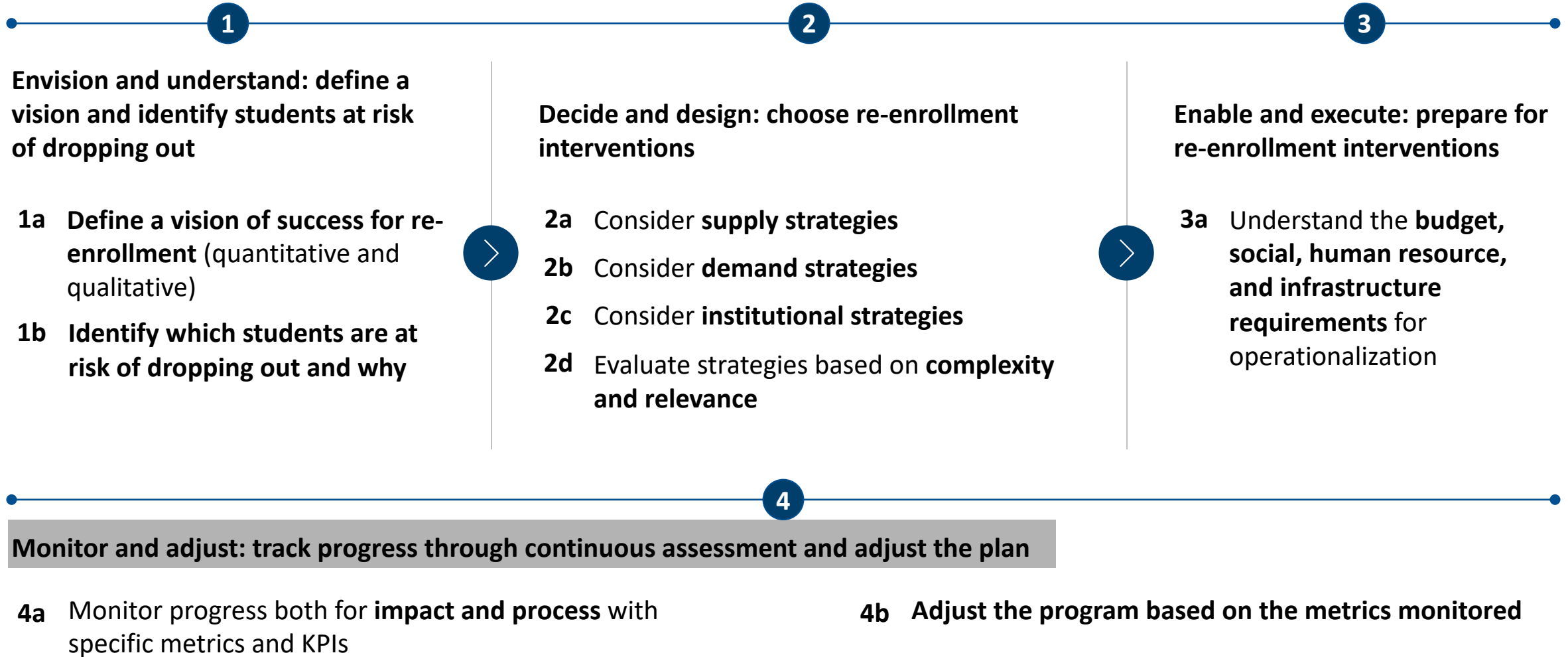
		Resources needed for implementation			
Levers	Strategies	Budget	Social reach	Human resources	Supporting materials/infrastructure
I. Supply 	Remote learning	Budget for curriculum advisors or additional time for admins/teachers to draft pre-learning and organize flexible enrollment, online platform if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

Key considerations

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

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

■ Deep-dive follows



4a: Countries can monitor the process and the effectiveness of the plan through 4 dimensions

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

Key takeaways

Tracking enrollment alone will not allow countries to understand whether students are truly engaged and remain in the school system

Monitoring all 4 aspects of enrollment, engagement, retention, and performance will give a more complete view of progress

4b: Adjust the program depending on the outcome of evaluation

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

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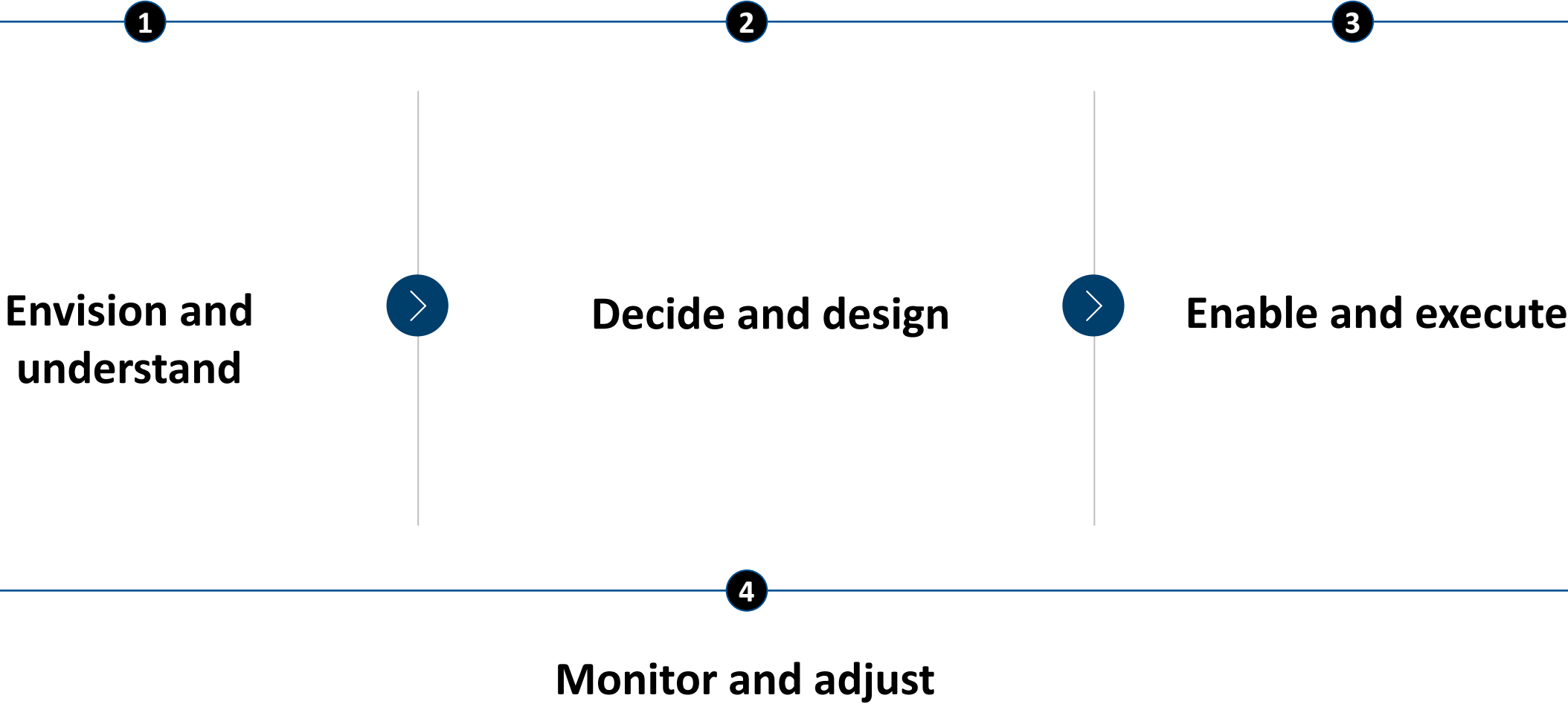
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Appendix

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

Deep-dives follow

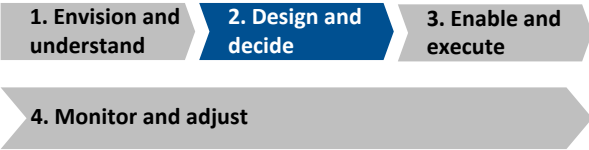



1: Set a vision and identify students at risks of dropping out through the following actions

To be populated by the entity concerned

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

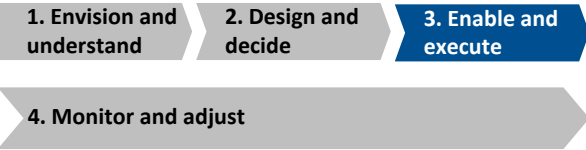
2: Develop a re-enrollment strategy through the following actions



 To be populated by the entity concerned

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

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



 To be populated by the entity concerned

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

4: Monitor and adjust through the following actions

4. Monitor and adjust

To be populated by the entity concerned

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

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

	Austria	7% of parents do not want to send their children back to school (https://www.vienna.at/umfrage-zeigt-sieben-prozent-der-eltern-wollen-kinder-nicht-in-die-schule-schicken/6618323)
	United Kingdom of Great Britain and Northern Ireland	48% express unease about sending their children back to school (https://www.ipsos.com/ipsos-mori/en-uk/majority-britons-uncomfortable-sport-music-bars-coronavirus)
	France	88% of parents said they “preferred to wait and observe the evolution of the public health situation” (https://qz.com/1854613/parents-weigh-the-risk-of-sending-children-back-to-school/)
	Russian Federation	86% of Russian citizens who have school-age children in their families favor a return to the usual format of schooling after the completion of the self-isolation period (https://www.interfax.ru/russia/707622)
	Canada	22% of parents are unlikely to send their kids back to school if opened again and 13% of parents are certain not to send their kids back to school if opened again (https://abacusdata.ca/parents-re-open-back-to-school/)
	USA	36% are not likely at all to send children back to school (https://www.ipsos.com/en-us/news-polls/abc-news-coronavirus-poll)
	Colombia	16% of parents are comfortable of putting their kids back to school (https://larazon.co/opinion/protocolo-para-regreso-a-clases-presenciales/)
	Chile	32% of parents consider that the current school year should be concluded (https://www.cadem.cl/encuestas/plaza-publica-no-329-11-de-mayo/)
	South Africa	The majority of parents are likely to keep their children under their care and not allow them to return to school (https://city.press.news24.com/News/sending-kids-back-to-school-is-like-sending-them-there-to-die-20200504)
	Senegal	58% of people believe classes should start when COVID-19 has disappeared (http://apanews.net/fr/news/senegal-des-zones-dombre-avant-la-reprise-des-cours)
	Kuwait	90.75% of participant in UNESCO’s regional survey in Kuwait (281 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
	Lebanon	88.30% of participant in UNESCO’s regional survey in Lebanon (171 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
	Egypt	95.47% of participant in UNESCO’s regional survey in Egypt (287 answers) feel either worried, moderately worried or extremely worried about the impact of COVID-19 when children return to school
	China	43.2% of parents support that schools should remain closed until they are certain there is no health risk (http://www.hnxw.cc/wap/30285-1.html)
	India	81% support schools remaining closed through April and May due to the coronavirus (COVID-19) outbreak across India (https://www.statista.com/statistics/1106364/india-impact-of-novel-coronavirus-outbreak-on-schools-remaining-closed/)
	Japan	54% of respondents said that they would agree to starting the academic year in September (instead of April) (https://yomidr.yomiuri.co.jp/article/20200510-OYTEW511412/)
	Viet Nam	89.7% disagree that children should be sent back to school during COVID-19 (https://nld.com.vn/giao-duc-khoa-hoc/khao-sat-y-kien-co-nen-cho-hoc-sinh-di-hoc-trong-dich-covid-19-897-phu-huynh-khong-muon-mao-hiem-de-con-den-truong-20200214094451773.htm)
	Australia	15 per cent were “anxious or nervous” and 39 per cent had mixed feelings about sending children back to school (https://thenewdaily.com.au/news/national/2020/05/11/parents-school-open-coronavirus/)