EDUCATION IN THE NEW NORMAL

Education leadership response to COVID-19

April 2020
EDUCATION LEADERSHIP RESPONSE TO COVID-19: FROM REACTIVE TO STRUCTURED
THE PANDEMIC HAS RESULTED IN AN UNPRECEDEDENTED 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

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<td>Response coordination &amp; governance</td>
<td>Appropriate infrastructure and systems</td>
<td>Equitable access for disadvantaged students</td>
<td>Financial impact</td>
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<tr>
<td>188 Country-wide school closures</td>
<td>70% Countries with zero to limited distance learning capabilities</td>
<td>75 MN Children already affected by crises face impact of the COVID19</td>
<td>$3.3 TN Government spending and revenue measures(^1) as a response to COVID19</td>
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<tr>
<td>Academic continuity and quality</td>
<td>Teaching skills and support</td>
<td>Mental wellbeing</td>
<td>Investment and planning</td>
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<td>91% World’s student population affected</td>
<td>63 MN Educators impacted</td>
<td>28% Parents at home with children diagnosed with trauma-related mental health disorder</td>
<td>COVID is expected to have a lasting impact on investment policy making</td>
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1. Total government spending and revenue measures
As the crisis evolves, leaders should change the focus of their response to suit the public needs.

### Short term (4-12 weeks)
- Act in the public interest
  - Ensure protection and safety of students and employees
  - Mitigate disruption to learning
  - Communicate effectively
- Function as part of a broader system
  - Create effective pathways for coordination with new partners
  - Proactively ask for information you need & bring solutions

### Medium term (3-6 months)
- Ensure education continuity
  - Scale up deployed tools
  - Avoid exacerbating inequality
  - Evaluate and adjust
- Meet evolving challenges in real time
  - Innovate & pilot
  - Relax standards and guidance
  - Build new partnerships

### Long term (6 months – 2 years)
- Build resilience for “the new normal”
  - Develop contingency plans
  - Prepare for cyclical shutdowns
  - Redevelop standards & guidance
- Responsibly steward public resources
  - Strengthen effective partnerships
  - Solicit feedback & evaluate
  - Review and adjust budgets and plans

Sources: UNESCO - SDG4 Education; Center for Global Development; Harvard University Center for International Development Building State Capability (BSC) program; The Brookings Institution; Inter-agency Network for Education in Emergencies (INEE); Global Partnership for Education; Oliver Wyman analysis
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**WE HAVE DEVELOPED A COMPREHENSIVE FRAMEWORK TO ASSIST LEADERS TO MITIGATE AND EVEN HARNES THIS NEW REALITY**

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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
Education Leadership Core Initiatives in Response to COVID-19

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## CORE INITIATIVES DIMENSION: POLICY FOR RESILIENCE

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## Core Initiatives

### 1. Academic Continuity

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<tr>
<td><strong>Academic continuity</strong></td>
<td>Provide <strong>guidance</strong> for acceptable online learning and communication platforms and encourage trial and error</td>
<td>Create <strong>policies</strong> to support flexible learning pathways and timelines</td>
<td>Integrate online/distance learning in the education system</td>
</tr>
<tr>
<td>- Enact emergency measures in the public interest (e.g. school closures)</td>
<td>Temporarily <strong>relax</strong> targets and testing</td>
<td>Develop <strong>replacements</strong> for hands-on experiential learning (e.g. science experiments, music education, field trips)</td>
<td>Institute “early warning system” to gauge infection rates and trigger emergency measures</td>
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<tr>
<td>- While suppressing the second wave and taking long term measure to ensure resilience</td>
<td>Allow <strong>flexibility</strong> for curricular requirements that require hands-on or in-person learning</td>
<td>Develop <strong>scheduling</strong> to enable rotating cohorts of students in school and/or recurring school closures</td>
<td>Develop <strong>full-scale contingency planning</strong> for extensive social distancing and/or repeated school closures</td>
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<tr>
<td><strong>Imperatives for action</strong></td>
<td>Enable both <strong>synchronous</strong> and <strong>asynchronous</strong> learning/teaching modalities</td>
<td>Relax the requirement of <strong>practicum hours</strong> for current teacher candidates</td>
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<td>- Unprecedented systemic upheaval</td>
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<td>- Risks to students’ academic progress</td>
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<td>- Distance learning tools not tailored to different types of learners</td>
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<td>- Lack of availability of normal administrative and quality tools</td>
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<td>- Unclear &amp; evolving timelines with cyclical closings / staggered opening based on infection rates</td>
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### 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

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<td>Organization &amp; governance</td>
<td>Establish central steering committee within Education Ministries to coordinate response</td>
<td>Introduce task-forces to focus on specific responses, e.g. education task-force, healthcare task-force, etc.</td>
<td>Introduce emergency committees and public sector governance &amp; coordinate mechanisms as part of revised senior leadership office structure and functions to ensure future crisis preparedness</td>
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<td></td>
<td>Identify key public sector officials outside of MoE to be involved in coordination; identify key experts and partners to have on call (education &amp; health professionals, parent/community leaders, private sector)</td>
<td>Identify key decisions and anticipated time frames, including check-ins to revisit early emergency measures and/or prepare for “2nd wave”</td>
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<td>Define communication channels, protocols and frequency; assign responsibilities</td>
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### 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

### 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

**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

**Examples**
- **UK**: 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.
- **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.

**Recommendation**
Policy transparency & stakeholder communication
- Create a communications strategy/plan to support execution of education response

**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)
## CORE INITIATIVES DIMENSION: STRUCTURAL & DELIVERY

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CORE INITIATIVES
4. INFRASTRUCTURE AVAILABILITY

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

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

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
## Core Initiatives

### 5. Teaching Standards and Skills

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<tr>
<td><strong>Teaching standards and skills</strong></td>
<td>Develop guidelines for practitioners on creating and managing online classrooms</td>
<td>Provide teachers in remote and low-income areas with technology, devices, &amp; free/boosted internet connection</td>
<td>Change teaching requirements to include online teaching skills as a prerequisite</td>
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<tr>
<td><strong>Imperatives for action</strong></td>
<td>Introduce online teacher training sessions</td>
<td>Partner with private training providers to standardize teacher digital training</td>
<td>Develop standards for online/distance teaching</td>
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<tr>
<td>• Teachers unfamiliar with new technology and tools</td>
<td>Provide teachers with quality digital education content</td>
<td>Require preferred platforms to create online user/teacher training modules</td>
<td>Conduct evaluations to gauge efficacy of online teaching, content development, and guided vs independent learning</td>
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<tr>
<td>• Curricular elements to be re-developed for online learning</td>
<td>Enable peer exchange across education professionals to share experience, resources, and feedback</td>
<td>Accredite and incorporate new training into ongoing professional development credits and requirements</td>
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<td>• Fundamental shifts in teacher-child interactions</td>
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<td>• Redesign of quality assurance and assessment methods</td>
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<td>• Affects teachers’ professional development</td>
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### Examples

- **Italy**: established a website dedicated to providing guidance to practitioners, students and families on educational response.
  - [Guidance](#)
- **South Korea**: created platform “School-On“ to provide guidance on creating and managing online classrooms.
  - [Platform](#)
- **KSA**: launched remote teaching award to promote excellence in remote teaching and quality online educational content.
  - [Award](#)
- **UK**: launched teacher webinars to support them in the adoption of distance learning method.
  - [Webinars](#)
- **France**: launched "Learning Nation“ to provide teachers, students & families with quality school-linked programs.
  - [Program](#)
### Core Initiatives

#### 6. Syllabus & Assessment Flexibility

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<td>Syllabus &amp; assessment flexibility</td>
<td>Prioritize essential learning objectives during distance learning &amp; update graduation requirements and calendar</td>
<td>Modify graduation &amp; tertiary admissions requirements</td>
<td>Integrate online examination in the education system (reduce reliance on face-to-face proctoring)</td>
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<td>Adjust/stagger school schedules to avoid crowding; adjust spring and summer holidays as contingency</td>
<td>Provide additional classes &amp; summer sessions to make-up for lost days of learning (“scale back, stretch out”)</td>
<td>Integrate remote assessment mechanisms into education system infrastructure and components</td>
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<td>Postpone, cancel, or allow online exams</td>
<td>Schedule children in cohorts and rotate in-school schedule</td>
<td>Introduce flexibility in curriculum requirements to support future distance learning cycles</td>
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<td>Develop student and teacher assessment tools suitable for remote learning</td>
<td>Stagger test dates by random selection to reduce crowding; schedule additional exam dates</td>
<td>Ensure earmarked places and remediation for disadvantaged students in future admissions processes</td>
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**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

**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.

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CORE INITIATIVES DIMENSION: SOCIAL

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- Equitable Access
- Extracurricular Social Support
- Family Support
### CORE INITIATIVES

#### 7. EQUITABLE ACCESS

**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

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

**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

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<tr>
<td>Equitable access</td>
<td>Provide low-income families &amp; vulnerable students with technology (e.g. computers, free/low-cost internet)</td>
<td>Partner with private internet providers to make internet free and available for low-income families</td>
<td>Develop specialist tools and systems to support online/distance learning for the disadvantaged &amp; vulnerable</td>
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<td>Conduct rapid assessment of special needs students and create task force to highlight gaps and coordinate support</td>
<td>Align with authorities to allow students to use libraries under strict social distancing rules</td>
<td>Track performance metrics including drop out rates of vulnerable and disadvantaged students</td>
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<td>Hire additional specialists to provide 1-to-1 support for students in need of extra support</td>
<td>Increase teacher-student ratio, virtual home (1-to-1) check ins</td>
<td>Plan for additional resources to provide select remedial support to enable students to stay with pre-crisis cohort</td>
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<td>Consider low-tech approach in contexts where digital solutions and less accessible (e.g. radio, TV)</td>
<td>Work closely with teachers, staff and community to ensure inclusive methods of distance learning and call for continued investments in girls’ learning</td>
<td>Create “lost year” task force to study, plan and develop strategy</td>
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**CORE INITIATIVES**

### 8. EXTRACURRICULAR SOCIAL SUPPORT

#### 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

- **United Kingdom**: A centrally-funded national voucher scheme supports schools in providing eligible pupils not attending school with food
- **United States**: USDA has initiated a PPP in rural areas to deliver food packages that include food that children can prepare independently
- **China**: The $660k CDC Student Meals Scheme provides eligible students with e-vouchers to order hot meals via the GrabFood app
- **New Zealand**: New Zealand government announced several apps that including supporting the emotional wellbeing of 13 to 24-year-olds
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.

**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

**Examples**

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

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

**Recommendation**
- 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)

**Short term (4-12 weeks)**

**Medium term (3-6 months)**

**Long term (6 mo. – 2 years)**

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

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## Core Initiatives Dimension: Financial

<table>
<thead>
<tr>
<th>Policy for resilience</th>
<th>Structural &amp; delivery</th>
<th>Social</th>
<th>Financial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Continuity</td>
<td>Infrastructure</td>
<td>Equitable Access</td>
<td></td>
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<tr>
<td></td>
<td>Availability</td>
<td></td>
<td>Financial support</td>
</tr>
<tr>
<td>Organization and Governance</td>
<td>Teaching Standards and Skills</td>
<td>Extracurricular Social Support</td>
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</tr>
<tr>
<td>Policy Transparency &amp; Communication</td>
<td>Syllabus &amp; Assessment Flexibility</td>
<td>Family Support</td>
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<td>Budgeting &amp; Planning</td>
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<td></td>
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<td></td>
<td>Investment &amp; Innovation</td>
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</tbody>
</table>
CORE INITIATIVES
10. FINANCIAL SUPPORT

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

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

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
## Core Initiatives

### 11. Budgeting & Planning

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

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Short term (4-12 weeks)</th>
<th>Medium term (3-6 months)</th>
<th>Long term (6 mo. – 2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imperatives for action</strong></td>
<td>Secure licenses and support for distance learning platforms, training, and curriculum adjustments</td>
<td>Establish crisis support mechanisms with other authorities to support education continuity</td>
<td>Estimate costs to account for uneven student progression upon return</td>
</tr>
<tr>
<td>• Unforeseen and critical need to secure licenses and scale up online technology, training, and monitoring systems</td>
<td>Conduct school deep-cleaning and sanitizing; retrofit nurses offices and school entrances</td>
<td>Reallocate specialists and support staff to support online learning and development to avoid furloughs/layoffs</td>
<td>Plan for revised school schedules (e.g. summer school, longer terms)</td>
</tr>
<tr>
<td>• Deep cleaning and other physical measures necessary for reopening</td>
<td>Identify all additional costs and categories (e.g. one time, recurring; cost drivers)</td>
<td>Establish budget task force to revise 2020-2021 budget under different scenarios (ongoing lockdown; cyclical lockdown; staggered opening)</td>
<td>Integrate lessons learnt into budget planning exercise to ensure efficiency and preparedness</td>
</tr>
<tr>
<td>• Testing and evaluations to be restructured</td>
<td></td>
<td></td>
<td>Revise hiring/contracting plans to include public health advisors, distance learning experts, and evaluators</td>
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<tr>
<td>• Significant revisions to staffing plan</td>
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</tbody>
</table>

**Examples**

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

#### 12. INVESTMENT & INNOVATION

<table>
<thead>
<tr>
<th>Recommendation</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Investment &amp; innovation</strong></td>
<td>Enable providers to use data and results in exchange for lower fees; establish co-creation and two-way feedback mechanisms</td>
<td>Coordinate with financial authorities to create temporary procurement mechanisms for fast-track and innovative projects</td>
<td>Develop strategy for innovation and investment to meet needs of “new future” and build long-term resilience</td>
</tr>
<tr>
<td></td>
<td><strong>Imperatives for action</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Sunk costs of initial outlays due to school closures/online learning transition</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Soaring costs to revise curriculum and standards</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Unknown long-term outlook</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Lack of expertise within public education systems/ministries</td>
<td></td>
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</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>UNESCO</strong></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Policy Challenges</th>
<th>Structural Challenges</th>
<th>Social Challenges</th>
<th>Financial Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response coordination, communication and governance</td>
<td>Appropriate infrastructure and systems</td>
<td>Equitable access for vulnerable and disadvantaged students</td>
<td>Financial impact</td>
</tr>
<tr>
<td>1.57 BN Learners out of school</td>
<td>33% Countries with little to no access to the internet</td>
<td>75 MM Children already affected by crises face impact of the COVID19</td>
<td>$3.3 TN Gov. spending and revenue measures as a response to COVID19^1</td>
</tr>
</tbody>
</table>

- 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

- Lack of adequate enabling technology/learning platforms and internet access
- Lack of infrastructure and protocols for sanitization, testing, & separation for school opening
- 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.)

- Increased unplanned expenditures for training, licenses
- Financial support for support staff and employees unable to work remotely
- Substitution and new hiring for affected staff

<table>
<thead>
<tr>
<th>Academic continuity and quality</th>
<th>Teaching skills and support</th>
<th>Mental wellbeing</th>
<th>Investment and planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% Student population affected by school closures</td>
<td>63 MM Educators impacted by school closures</td>
<td>28% Parents quarantined with children diagnosed with trauma-related mental health disorder</td>
<td>COVID is expected to have a lasting impact on investment policy making</td>
</tr>
</tbody>
</table>

- Disruption of learning and loss of educational progress
- Disruption of academic testing, affecting research & admissions
- Redefinition of learning approaches and quality assurance
- Need to rapidly upskill teachers and provide resources
- Lack of technical support resources (provider contracts, training)
- 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
- Rapid but smart investment decisions for technology, private-public-partnerships, & innovation to meet immediate need
- Potential redefinition of education system in “the new normal”


1. Total government spending and revenue measures

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

Education leadership detailed response framework

<table>
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<tr>
<th>Policy recommendations</th>
<th>Structural recommendations</th>
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<th>Financial recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic continuity</td>
<td>4 Infrastructure availability</td>
<td>7 Equitable access</td>
<td>10 Financial support</td>
</tr>
<tr>
<td>Enact emergency measures in the public interest (e.g. school closures) while suppressing the second wave and taking long term measure to ensure resilience</td>
<td>Build/ensure necessary infrastructure to mobilize distance learning solutions</td>
<td>Ensure equitable access to content, particularly for vulnerable and disadvantaged groups, to avoid “the lost year”</td>
<td>Provide financial support to students, teachers and parents in need</td>
</tr>
<tr>
<td>2 Organization &amp; governance</td>
<td>5 Teaching standards and skills</td>
<td>8 Extracurricular support</td>
<td>11 Budgeting &amp; planning</td>
</tr>
<tr>
<td>Establish a central steering committee that coordinates education and public health and safety responses</td>
<td>Provide teachers with skills and competencies needed for distance teaching</td>
<td>Continue to provide extracurricular support to students (e.g. meals, mental health)</td>
<td>Enable efficient budgetary planning to address the crisis and plan for the future</td>
</tr>
<tr>
<td>3 Policy transparency &amp; stakeholder communications</td>
<td>6 Syllabus &amp; assessment flexibility</td>
<td>9 Family support</td>
<td>12 Investment &amp; innovation</td>
</tr>
<tr>
<td>Create a communications strategy/plan to support execution of education response</td>
<td>Adjust syllabus to prioritize learning goals during distance learning, modify calendar and promotion mechanism, provide remote assessment tools</td>
<td>Offer pedagogical, psychological and/or social support to parents</td>
<td>Enable innovative initiatives and smart investment to ensure future crisis preparedness</td>
</tr>
</tbody>
</table>
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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