

# Appendix : Summary of findings in the Study Countries

	Bangladesh	Malaysia	Ethiopia	Kenya	Madagascar	Malawi	Nigeria	Zambia	
<b>a. Preliminary conditions of the pandemic</b>	As of the 25th of January 2021, Bangladesh ranked 3rd in South Asia, behind India and Pakistan, with a total of 531,799 confirmed cases and 8,023 total deaths.	Malaysian lifestyles have changed due to the spread of COVID-19. Confirmed cases: 3,483(Mar-2020), 63,76(Apr-2020) Total Deaths: 57(Mar-2020), 103(Apr-2020)	The first confirmed case of COVID-19 was reported in Ethiopia on the 13th of March 2020. After a year, on March 12th, 2021 there has been a total of 169,878 confirmed cases of COVID-19 with 2,456 deaths reported to WHO.	With the spread of COVID-19 especially in Africa where the supply of vaccine to the population is inadequate despite its availability, there is an emphasis on the strict adherence to the preventive measures proposed by the WHO to control the spread of the pandemic. Confirmed cases: 122(Mar-2020), 435(Apr-2020) Total Deaths: 1(Mar-2020), 22(Apr-2020)	Initial amount of confirmed cases was relatively small. However, the pandemic effected larger cities, such as Antananarivo and Toamasina, especially hard due to the fact that most of the population made their living from informal activities, lived in dense environments, and did not take infected people to hospitals due to traditional practices of being with family at the moment of death.	The first three cases were confirmed on the 2nd of April 2020 and as of the 20th of January 2021 about 14,851 cases of Covid-19 have been confirmed by the government.		Of all the 36 states in Nigeria, Lagos State has the highest number of lab-confirmed COVID-19 cases, attributable COVID-19 deaths and recoveries. Lagos State being the epic centre of the COVID-19 pandemic, was the first to declare a total lockdown, including before the Federal Government's declaration.	In Zambia, the first case was reported in mid-March 2020. Confirmed cases: 39(Mar-2020), 119(Apr-2020) Total Deaths: 1(Mar-2020), 3(Apr-2020)
<b>b. Responses of governments to the pandemic</b>	Bangladesh health officials directed people since the inception of covid-19 in the country to maintain social distance measures and later it was obliging to wear masks in all public places. The government closed all schools and other educational institutions from the 18th of March onwards. The government declared a national "lockdown" from the 23rd of March to the 30th of May.	The March school holidays in Malaysia were extended by three weeks. Starting in mid-March 2020, schools in Malaysia were ordered to close. Since then, lessons have been conducted online when the enforcement of the movement control order (MCO) was ordered to curb the spread of COVID-19. However, when the COVID-19 situation improved, most of the MCO measures were eased, including the reopening of schools in stages. Students and teachers will resume home-based learning during this time.	All school were shut down for an extended period (about 8 months). After the closures, class were reopened. Some public universities were used as facilities for quarantine.	To keep the learners engaged and mitigate the loss of essential learning, the government of Kenya through the Kenya Institute of Curriculum Development (KICD), put in place some measures to facilitate learning through different platforms, such as the Kenya Education Cloud, TV, radio, ed-tech apps, and mobile phones. As part of the governments efforts to cushion private schools against the effects of COVID-19, the Kenyan government, in September, pledged approximately 64 million U.S. dollars (7 billion Kenyan shillings) worth of concessional loans in support of private school resumption.	On March 21, the Malagasy government officially declared a state of health emergency and implemented complete lockdowns and school closures. In addition, the government conducted some activities to prevent the spread of infection. For instance, requiring travelers from outside the country in mandatory quarantines, establishing an institution that would centralize the funds and all action to fight the pandemic, etc. About 1 month later, the president announced the progressive relaxation of these lockdown measures.	Malawi closed all schools and educational institutions in an attempt to limit the spread of the pandemic. The schools were closed for a period of 5 months for final-year learners and 6 months for the rest from March to September 2020. After this closure, school reopened on 7 September 2020.		To prevent the spread of COVID-19, the Nigerian government has declared closure of schools across the country and a nationwide lockdown. The Federal Government of Nigeria launched an initiative called the Learn at Home Programme (LPHPiMoE, 2020). Lagos State partnered with private companies to equip and provide e-learning solutions and devices to schools at all levels as part of efforts to minimize and mitigate the impact of the COVID-19 pandemic school closure on student learning and the school calendar (This day, 2020).	As soon as the first case was recorded, schools were immediately ordered to close. However, just over five months after, the closure of the Government of the Republic of Zambia advised that all institutions of learning should be reopened school.
<b>c. Education policy changes under the pandemic at national and/or regional levels</b>	The government published the Gazette of Intermediate and Secondary Education (Amendment) Act, 2021, which states if it is not possible to hold and conduct examinations at the end of the intermediate and secondary stage due to the pandemic, the government may issue instruction for assessment and the granting of certificates without holding and conducting examination or holding and conducting examination with a short syllabus for the students.	The Malaysian Ministry of Education has introduced a digital learning platform called DELiMA. In addition, the Malaysian Ministry of Education provided a digital transformation programme before COVID-19 was declared a pandemic in the context of policy-making related to digital learning. This means that Malaysia is already on the right track for digital transformation, but the COVID-19 pandemic has accelerated the process. A policy called the "Malaysian Education Blueprint" has also been developed. Based on the holding and conducting examination with a short syllabus for the students.	MoSHE and universities have been taking action to support learners continuing their education remotely. Having reopened classes, they have also encouraged instructors to prepare online content and deliver blended lessons by reducing conventional face-to-face instruction. In addition, MoSHE organised online forums about how to utilise e-learning and made teaching materials for e-learning. Moreover, Ethiopia government encouraged teaching method by radio.	The Ministry of Education developed guidelines for another complementary model of learning: the Community-Based Learning Programme which was not necessarily syllabus-focused but one that was intended to enhance students' life skills during the COVID-19 pandemic period, following the disruption of the academic calendar, the MoE, in consultation with other stakeholders, reviewed and released a new academic calendar for basic education institutions that will cover to the end of 2022.	With the relaxation of the lockdown, the president announced that reopening of school for "examination classes" only, in order to prevent a possible loss of the 2019-2020 academic year. The government provided human resources, materials and infrastructure to these classes. Some measures that had been discussed before the spread of the infection were postponed. In addition, the government established three-fold approach: (1) Ensuring the continuity of learning; (2) Preparing for the reopening of schools; (3) Strengthening the education system's capacity to respond to crises.	The government established a policy responses and measures to promote the safety of learners and educators, while continuing quality education (decongesting classes, etc.) in the midst of pandemic. Also, the Ministry of Education developed some guidelines. The guidelines focused on training, quality instruction, social distancing, sanitation, etc. The guidelines also encouraged remedial education.		The Federal Government of Nigeria, through the Ministry of Education, has declared the closure of all educational institutions in the country (Nibeem, 2020), such that primary and secondary school students in private and public schools would abruptly end the second semester of the 2020 academic calendar. The Federal Ministry of Education (FMOE) developed the Nigerian Education Sector COVID-19 Response Strategy and launched an initiative called LHP to provide easy access to distance and online learning (FMOE, 2020).	To mitigate the challenges that children were likely to face during the closure, the government developed a two-phase plan. The first phase focused on how learning could continue while schools remain closed. The second phase was concerned with how schools across the country could be turned into safe environments in which learning could continue once the schools were reopened. In addition, "COVID-19 Guidelines for School" was also developed for the reopening of schools.
<b>d. School reforms during the pandemic</b>	a2) (Access to Information) has been broadcasting a total of 640 courses for secondary level students on TV and upload on social media. Directorate of Secondary and Higher Education (DSHE) introduced a 30-day syllabus for all secondary classes. After that, 18 assignments over a period of six weeks were collected. The decision to move forward with the automation promotion of students of the four main national board exams, was confirmed. The Ministry of Education has decided to enroll new students in government secondary schools by lottery instead of admission tests.	In order to improve the digital gap due to regional and economic conditions, measures such as the development of ICT infrastructure in rural areas and the provision of smartphones to low-income students were implemented. In addition, the introduction of digital learning platforms has made it necessary for parents to be more involved in their children's education. In addition, schools can now select and customize various learning applications and learning technologies for their classes.	The role of the instructor also changed as classes were now taught in a fully online or blended format. Also, self-paced and class-paced learning have been introduced. AAU which is the pioneer higher education institute in Ethiopia did some activities by introducing e-learning system. For example, AAU financed the digital curriculum and materials and launched an e-learning platform.	The envisaged continuation of learning was pursued through alternative learning pathways such as online classes, radio lessons and educational television channels.	The deepened gap between school classes is one of the effects of the COVID-19 pandemic. So, to resolve some problems about learning, three solutions have been proposed by government: (1) Radio programs for all levels; (2) Handing out self-learning booklets (3) Using digital tools and the internet. In addition, cleaning and disinfection campaigns were conducted in public and private schools since their reopening.	There was need to decongest the classes to ensure social distancing. Also, remote learning was conducted through radio and television program—primary school learners, online internet materials—secondary school). In addition, to facilitate the implementation of remedial education, all teachers were trained and reintoried in remedial education strategies before school reopening. In terms of preventing infection, some necessities like buckets of water were given by government and masks wearing was encouraged.		School activities shifted from face-to-face to online, and this policy response was driven by the need to ensure the safety of educational environment, especially students and their parents, as much as possible during this public health emergency. Many private schools were able to respond quickly to the emergency by training teachers and developing e-learning systems to manage the learning activities of students during the closure, and classes were usually conducted using Zoom, YouTube, and Google Classrooms.	In this survey, the respondents indicated that the measures taken in elementary schools, as stipulated by the Ministry of Education, Culture, Sports, Science and Technology, are being followed. Examples of countermeasures include wearing masks and maintaining a physical distance. A key piece of information reported by interviewees: was the involvement of the community in mitigating the spread of the COVID-19 pandemic in schools. Parental involvement was particularly emphasized, with parents being asked to support their children's learning and donate hygiene products.
<b>e. Effects, if any</b>	Long-term closure due to the COVID-19 pandemic has negatively affected the overall learning capacity of students. The different effects of the COVID-19 outbreak can be discussed not only in terms of students losing their motivation for learning, their various psychosocial issues, digital orientation, increasing rate of early marriage and drop-out of female students, but also in terms of the adverse situations faced by teachers losing jobs, reducing salaries, increasing workloads for online classes, as the majority do not know how to use virtual platforms for conducting teaching-learning and lacking smartphones or laptops and uninterrupted internet services.	It can be said that the COVID-19 pandemic has accelerated the digitization of the Malaysian education system. However, with the digitalization of education came an emphasis on parents' involvement in their children's education, which in the practice created problems such as school closures that disadvantaged children with uneducated parents.	Despite various efforts, we were not able to successfully establish online learning. In some cases, face-to-face classes were actually being held. The reasons for this were the lack of digital pedagogy skills of most instructors and the lack of access to electronic devices by students. More girls, women and children living with disabilities who made attempts to go about their normal online	The Community-based Learning Programme faced resistance by some education stakeholders, especially teachers who, through their union, doubted the practicability of the programme describing it as a "rushed knee-jerk initiative imposed on them". The shift to virtual learning and homeschooling elicited sharp reactions from different stakeholders in education. The closures and the subsequent migration to remote instruction exposed the glaring inequalities in learning across the socio-demographic spectrum in Kenya, further exacerbating inequities in access to and provision of quality of education. More girls, women and children living with disabilities who made attempts to go about their normal online	Despite the nationwide decisions to close schools, school closures were not, regardless of how many major, were conducted, they were not conducted successfully due to the dependence on external funding and the lack of skills and knowledge of teachers and students.	Some measure-like guideline were implemented, however, many problems arose in the field. For example, some school couldn't implement the decongesting of classes because of the lack of teachers. These problems probably arose because Malawi had many problems in education even before the COVID-19 expansion. However, the fact that various policy changes have been made due to spread of COVID-19 has been viewed positively, as it has the potential to improve the quality of education in the long run.		The nationwide school closure affected over 40 million learners, of which more than 91% were primary and secondary school learners (UNESCO, 2020). However, distance education comes with its own challenges, such as the lack of uninterrupted power, high-speed internet, and access to appropriate distance learning tools and equipment. Issues also include the lack of social contact between teachers and students, the digital divide between low- and high-income groups, and technical problems in using learning devices. An additional factor that may increase the inequality in learning outcomes during a pandemic is teacher preparedness for learning technology.	According to the information obtained from this survey, the school's response to the COVID-19 pandemic has largely achieved its objectives. However, the implementation of acceleration along with the revision of the school calendar also came with psychosocial pressures on both teachers and students, as well as concerns by some parents about their children's safety at school. Another problem has been the increase in dropout rates due to pregnancy and marriage among female students. Furthermore, as the pandemic continues to grow, there is a need for continued financial support from the government and the promotion of radio and television educational programs for students.