

TECHNICAL NOTE

MEASUREMENT FOR EDUCATION DURING THE COVID-19 PANDEMIC



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Introduction

The Technical Note on Measurement intends to supplement version one of *INEE's Technical Note on Education During COVID-19*, and specifically focuses on distance education programs in light of the pandemic. This targeted technical guidance has been drafted in response to monitoring, evaluation, and learning needs identified by INEE members as individuals and organizations continue their work to address the evolving learning and wellbeing needs of children, adolescents, youth, teachers, caregivers and other education personnel at this protracted stage of the response to the COVID-19 global public health crisis.

Process

As distance education becomes more prevalent across the globe, INEE is offering short, technical guidance on different facets of the COVID-19 response in order to improve EIE distance education programs and overall student outcomes. The development of the Technical Note on Measurement is in response to the results of a survey across INEE's 17,000+ members on INEE's overall COVID-19 response, in which the majority of respondents requested additional support on this topic in follow-up to the initial Technical Note on Education During COVID-19, and as a priority across several existing INEE network spaces, including the Standards and Practice Working Group's Monitoring and Evaluation Work Stream and the Data and Evidence Collaborative.

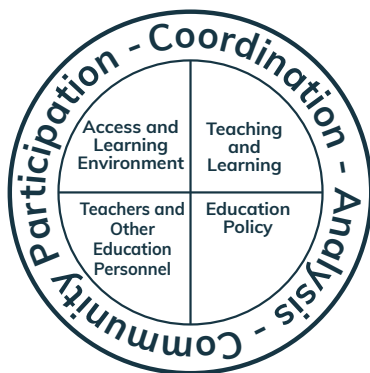
The content of this resource reflects inputs from a range of INEE members, and particularly from those that engaged in an August 2020 online workshop entitled "How do we monitor and evaluate distance learning programs during COVID-19?" The goal of the workshop was to allow the EIE community to come together around key technical questions and challenges faced in the COVID-19 response.¹

Framework

The *INEE Minimum Standards for Education: Preparedness, Response, and Recovery* consists of five domains: Foundational Standards, Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy.

This technical note speaks specifically to the Assessment, Response Strategies, Monitoring, and Evaluation Standards outlined in the Foundational Standards' Analysis Domain.

As the pandemic continues and situations evolve, this Technical Note on Measurement proposes an



Overview of the INEE Minimum Standards Domains

updated format of the five phases presented in the *INEE Technical Note on Education During the COVID-19 Pandemic*.

The phases are presented in a circular format so as to reflect an iterative process. An added sixth phase, “Refine, revise and update activity plan,” comes directly after the “Review progress and quality” phase. Both of these phases are the focus of this technical note, as they are driven by data collected through monitoring and evaluation practices.



Key Takeaways

- Take care of yourself, particularly in instances in which practitioners might be interacting directly with learners.²
- Prioritize safeguarding and ethical considerations in all programmatic and monitoring decisions.
- Prioritize heightened transparency around data collection and data literacy.
- Given existing inequalities in access to technology and other distance education modalities³, consider sampling bias when collecting and analyzing data.
- Prioritize understanding and addressing barriers to access for learners, as distance education programs have the potential to exacerbate existing inequalities.⁴
- Report unintended beneficiaries because distance education programs could be a solution to traditional access barriers.
- Be innovative and creative with program delivery and data collection.

Overarching Distance Education Measurement Considerations

Often, measurement outcomes not only determine the future of education programs, but also inform how a program is implemented and to what extent it may benefit its learners. This is why it is always important to consider how certain threats to data quality might affect a program and to mitigate these threats when possible. Threats to data quality are especially critical when monitoring distance education programs and overall student outcomes because typical data collection strategies are no longer possible given health and safety considerations. Within the context of the COVID-19 pandemic, for example, an assessor is limited to distanced assessment modalities which make it difficult to ensure the data being collected accurately reflects the learners' capabilities.

THREATS TO DATA QUALITY IN DISTANCE EDUCATION PROGRAMMING

Threats to Data Quality	Possible Implications
Inability to identify a representative sample due to limited access to phones or the internet	Findings cannot be generalized to different contexts since there will be a sampling bias.
Lack of trust and confidentiality between assessor and learner	Findings may be limited due to an inability to connect with the learner.
Potential for outside pressures	Findings could be skewed to represent family expectations rather than actual outcomes.
Inability to do in-person assessments	Findings might not accurately reflect the learner's progress on basic skills.
Inability to have control groups and to randomly assign learners to the control or treatment groups	No causal relationships between the learner's academic outcomes and the program can be inferred.
Delay of data collection until learners' progress can be assessed in person or in school	Findings could be skewed due to learning loss that might have occurred between the conclusion of the program and the reopening of schools or other confounding factors.

While all of these threats to data quality cannot be addressed within the context of the COVID-19 pandemic, practitioners can address these issues by reporting all findings and study limitations (e.g. inability to collect data in person, individually from the learner) in a transparent and coherent manner.⁵ By prioritizing heightened transparency around data collection and data literacy, practitioners will be able to honestly report program findings and will be well-informed when making future programmatic decisions.

The primary principle of “do no harm” continues to be important within the context of distance education programs, so it is important that practitioners consider the ethical considerations involved with remote assessments.

ETHICAL CONSIDERATIONS

Assessors must inform participants of the following:

- The purpose of collecting the data;
- The right not to participate in the data collection process, or to withdraw at any time without negative effects
- The right to confidentiality and anonymity.⁶

Assessment and evaluation should be developed and implemented according to a code of ethics, meaning they should be:

- Fair
- Reliable
- Conducted in a way that does not increase fear or cause distress.⁷

Learners should not be harassed in return for special treatment within the program.⁸

Monitoring procedures, including spot-checking by supervisors and community members, should be established to ensure that all ethical considerations are met.⁹

These ethical considerations hold practitioners accountable to the primary principle of “do no harm” and encourage the prioritization of safeguarding considerations.¹⁰ Additional ethical considerations might apply within the context of distance education programming depending on data collection strategies, such as concerns about protecting data collected through distanced modalities or ensuring confidentiality.¹¹ It is also important to consider instances in which it might be unethical to assess the learners directly so as not to increase fear or cause distress.¹²

Formative Learning and Evaluation

In order to ensure that distance education programs are fulfilling the needs of the learners, it is imperative that practitioners conduct regular formative learning and evaluation assessments and use the findings to adjust or adapt programs accordingly.

FORMATIVE LEARNING AND EVALUATION: POTENTIAL AIMS

To understand whether and how implementers, caregivers and beneficiaries are interacting with distance learning interventions and what barriers may exist.

To gather and respond to direct feedback from beneficiaries.

To identify and resolve programmatic issues as they arise.

To regularly discuss issues, challenges, and successes and make plans for improvement with implementers, caregivers and program staff.

Practitioners can incorporate routine activities within program implementation in order to prioritize formative learning and evaluation and ensure it is an iterative process.

ACTIVITIES FOR PROGRAM IMPROVEMENT

Community feedback mechanisms gathering and responding to direct feedback from beneficiaries.

Develop and use dashboards (and other types of data visualizations) for use by program staff in order to identify and resolve issues as they arise.

'Pause-and-reflect' meetings with implementers, caregivers and program staff to discuss issues, challenges, and successes and make plans for improvement.

Creative data collection strategies that can be used within the context of distance education are required to complete these activities. Employing creative and innovative strategies effectively might involve strategy-specific training to ensure consistent professionalism and reliability among data collectors.

STRATEGIES FOR COLLECTING FORMATIVE LEARNING AND EVALUATION DATA DURING THE COVID-19 PANDEMIC

Conduct virtual focus group discussions and interviews with key stakeholders using video conferencing software.

Use Google forms or other survey softwares to conduct surveys of key stakeholders.

When considering radio and TV programming, access listener or viewer analytics.

Conduct interviews either via the phone, short message service (SMS), or other messaging services.

Conduct socially distanced interviews or observations to collect data directly, ensuring that everyone is wearing personal protective equipment (PPE).

Ask caregivers or other family members to record the learner engaging with the education materials and to share the video with program implementers.

Investing in and planning formative learning and evaluation procedures will facilitate the "Refine, revise and update activity plan" phase of the COVID-19 pandemic response, ushering program teams into another iteration of the process.

Measuring Access and Reach

Within the context of monitoring and evaluating distance education programs, there are different types of access or reach indicators, all of which can help to better understand the program's penetration. For example, when considering a radio distance education program, it is important to consider both who has access to a radio to listen to the program (access or reach) as well as who actively listens and engages with the program (usage). It may not be enough to measure how many children have the ability to retrieve the paper materials or watch the lesson on TV, as it may be important at some stage to know the degree to which each learner engages with the material. Similarly, if the program is implemented through educational SMS or WhatsApp messages, it might be necessary to know the number of learners who receive the educational messages as well as the number of learners who engage with the messages. In any effort to measure access, practitioners must define the learner experience within the context of the program before beginning data collection. Essentially, tracking the reach and usage of a program means practitioners must translate the concept of attendance in traditional schooling to attendance within the realm of distance education.

The INEE Minimum Standards¹³ recommend using an initial education assessment to identify potential barriers to access a program prior to implementation. The INEE Technical Note¹⁴ reminds practitioners that access to technology will likely be a barrier for certain learners more than others. Analyzing access barriers to distance learning through a gender and social inclusion lens is as critical as barrier analysis to face-to-face learning opportunities. The initial education assessment is meant to lay the groundwork for the development and implementation of a distance education program. In contexts in which reach data are difficult to collect, the INEE Minimum Standards suggest that practitioners identify alternative strategies for collecting this information.

STRATEGIES FOR COLLECTING ACCESS AND REACH DATA DURING THE COVID-19 PANDEMIC

Strategy	Potential Context for Strategy Use
Socially distanced household surveys, while using PPE	When there is limited phone or internet access
SMS- or phone-based surveys (Phone surveys might be most appropriate in contexts where there is limited access to internet and devices or might be a low literacy rate among caregivers)	Where there is limited access to internet/ devices or low literacy rates
Secondary data collected from other sectors or pre-crisis databases	When new data collection is not feasible or to triangulate new primary data sources
Retrospective face-to-face data collection once learners are back in school	When learners are back in school, when it is important to get data directly from students, or to include data from learners who might have been missed in online or phone-based surveys

Once the program is in the implementation phase, it is important that practitioners continue to monitor learners' access, as it can change over the course of program implementation. In order to ensure that all aspects of access are being considered, practitioners must analyze the different key aspects of access and lay out specific plans for how to monitor each aspect.

KEY ASPECTS OF ACCESS TO CONSIDER FOR DISTANCE EDUCATION PROGRAMMING

Domain	Examples of How and What to Monitor
Equity of Access	Disaggregate data by gender, age, disability, socio-economic status, location, language, and other vulnerability factors as much as possible.
Barriers to Access	Track intermittent electricity or poor network connectivity and interrupted or limited access to a device in an effort to understand why access may be limited. Consider a learner who has to use a family member's mobile device to speak with their teacher or a learner who does not always have access to their household radio because another family member is using it. Use in-depth interviews or other qualitative methods to understand how and why access is constrained.
Coverage versus Usage	Monitor the difference between the number of children who received educational materials and the number of learners who actually used the materials (i.e. completed the worksheets or engaged with the exercises). Practitioners will likely depend on self-reported data to measure this difference as it is difficult to measure for radio, TV, and phone programming.
Unintended Beneficiaries	Track and report instances in which learners who had previously been out of school are able to access school or learning content again thereby recognizing that, in some cases, distance education provision is a solution to traditional access barriers. It would be meaningful for program and donor purposes to monitor the spillover effects that prove to benefit shadow audiences such as caregivers, siblings, and others.

A case study outlining how People in Need Nepal captured the learning experiences of the marginalized girls in Nepal during the COVID-19 pandemic. The team was able to shift their in-person program model to a distance education model through rigorous pilot assessments, while also establishing data collection strategies to track the learners' progress and experience throughout the program. This case study offers examples of how reach and usage were assessed in the early stages of program adaptation and how the shift to a distance education modality benefitted unintended beneficiaries.



आरम्भ
LEAVE NO GIRL BEHIND



Girls'
Education
Challenge



The “Aarambha” project is working with married out-of-school adolescent girls from the Rautahat and Bara districts of Nepal, offering literacy, numeracy and life skills courses. Aarambha means “start” or “beginning” in Nepali. The project is supported by UK Aid through the Girl Education Challenge (GEC) and is being delivered over five years by People in Need (PIN) Nepal, in conjunction with local partners.

The girls come from one of the most disadvantaged ethnic communities of Nepal, and are marginalized in number of ways (33% Muslims, 19% Dalit). More than 50% of the girls have never been to school and the rest have dropped out at either primary or secondary school. All of these girls are married or are promised to be married. Furthermore, 2.5% of girls were identified to have some forms of functional limitations.¹⁵

In light of the COVID-19 pandemic, the Nepal Government declared a nationwide lockdown on March 24, 2020 and the program activities were suspended. To avoid disruption to learning and to continue to support the girls the project piloted and then scaled up an alternative approach to education, prioritizing distance teaching and learning (DTL) through the use of mobile technology. Mobile phone-based DTL was the most feasible low-tech solution as internet penetration in the community was low or non-existent. The initial rigorous pilot assessment was key to adapting the technical guidance, revising sessions into micro-session plans and updating monitoring evaluation and learning (MEAL) tools/templates, which analyzed the weekly quantitative data on teaching and learning but also explored the opinions and experiences of facilitators, girls and their families through qualitative interviews.

In the ongoing DTL program, girls are taught three sessions per week by the facilitators. On average, the call duration for a girl is 30 minutes per week. The facilitators assess the learning after the completion of each lesson. The basis for such assessment is girls' attainment across assignments, their level of engagement during the sessions and facilitators' feedback. The facilitators also include the comparative learning and engagements of each girl during “normal” in-person classes and the phone calls.

A joint team of MEAL and Safeguarding team oversees the process by using a joint Quality Standards Checklist, in close coordination with the program team, to ensure that basic quality standards and safety measures mandated by the DTL Guidelines and GEC's Keeping in Contact with the Girls and Safeguarding Guidance are being met. In addition to the learning data, the team also collects qualitative data from the girls, facilitators and families to continuously capture their experiences and opinions during remote monitoring. Such mechanism has helped the project identify girls' specific learning needs/support (e.g. revision sessions) and potential barriers. For instance, the girls who were not attending the classes due to baby-sitting responsibilities are now actively participating in the mobile based learning. All data is disaggregated to assess the differential learning experiences of girls and provide tailored support where possible. Findings from remote monitoring are shared and discussed during weekly meetings with partners via online platforms. Urgent issues (such as those concerning safeguarding/protection) are raised immediately to the designated person(s) for required support and referral.

Measuring Learning Outcomes

It is important to remember that we cannot assume a child is learning simply because they have access to a program or resource. As the INEE Minimum Standards assert, “Access to education is only meaningful if the education programmes offer quality teaching and learning.” The INEE Minimum Standards require that education programs measure what learners have gained from the programming in the form of knowledge, attitudes, and skills. It is through these assessments that practitioners can ensure learners are progressing towards the established program objectives such as certain learning outcomes. For this reason, it is imperative that practitioners are finding ways to measure academic learning outcomes from distance education programs.

STRATEGIES FOR MEASURING ACADEMIC LEARNING OUTCOMES DURING THE COVID-19 PANDEMIC

Conduct learning assessments, such as ASER, in smaller, socially distanced groups while wearing PPE.

Shift to a more qualitative approach (e.g., phone calls) in which program facilitators and teachers determine learners’ academic outcomes based on the learner’s ability to communicate or express what they have been learning.

Collect hard copies or ask learners to send pictures of their worksheets to teachers via SMS or WhatsApp.

Gather data through user analytics stored in education applications or programs that are being used to implement the program.

After the conclusion of radio or TV programming, use SMS surveys to ask learners details on what was in the program and what they plan to do with what they learned.

In the case study below, Young Love, an organization based in Botswana, demonstrates how their team was able to conduct a Randomized Control Trial during the COVID-19 pandemic. The goals of the RCT were to measure student learning remotely and to identify the best approach to distance education.



Connecting youth with proven life-saving information

Over the past several years, Young 1ove Organization has heavily invested in developing a capacity to run rapid and rigorous randomized assessments in 4-6 week periods. Young-1ove has produced some of the first experimental evidence on minimizing the fallout of the pandemic on learning in partnership with J-PAL as well as Oxford and Columbia University: [Stemming Learning Loss During the Pandemic: A Rapid Randomized Trial of a Low-Tech Intervention in Botswana](#). In a crisis environment with significant uncertainty, Young 1ove found that generating real-time evidence to direct effort and limited budgets is essential.

In particular, Young 1ove tested two “low-tech” responses: SMS messages and phone calls to provide instructional support in basic mathematics. This low-tech response via mobile phone was designed to be simple, scalable and reach the most disadvantaged. While 15 to 60 percent of households in low- and middle-income countries have internet access, 70 to 90 percent of households own at least one mobile phone.¹⁵ Text messages provide a ‘problem of the week’ and recommended activity. Phone calls are 10 minutes in length and provide direct instruction of learning activities by teachers weekly. Activities are targeted and tailored to the parent and child’s learning level.

The team’s Measurement and Evaluation goal was to run a Randomized Controlled Trial (RCT) to: **(1) measure student learning remotely** and **(2) identify** which ‘low-tech’ option offered the best approach to remote learning at marginal cost. 4,550 participating households were randomly assigned into the trial. The midline assessment involved a four-week evaluation.

Young 1ove’s survey consists of 11 questions related to engagement in educational activities, parental perceptions of their child’s learning, and student learning outcomes. While the survey was conducted with the parent, student learning outcomes were collected by directly assessing the child or children over the phone. The assessment was adapted from the [ASER](#) test, which has been adapted for use in over 14 different countries. The ASER test consists of multiple numeracy items including 2-digit addition (Level 1), subtraction (Level 2), multiplication (Level 3) and division problems (Level 4). A level of 0 on the test is referred to as “beginner” level and indicates the student cannot successfully do any operations which we also refer to as “innumeracy.”

Overall, the team found that the use of SMS messages and phone calls are effective at improving learning outcomes. Overall, 29% of students are at the Beginner Level in the Control group, which is de facto innumeracy since they cannot do any numerical operations, which is reduced by over half (52%) in the Phone & SMS delivery to 14 percent and by over a third to 19 percent (34%) in the SMS-only delivery arm. Additionally, the assessments showed that, on average, treatment households were 11-17% more likely to be consistently engaged in activities involving learning and that an overwhelming 99% of participants would like to continue receiving the digital services after regular schooling resumes.

Measuring Social and Emotional Wellbeing

The [INEE Guidance Note on Psychosocial Support](#) outlines how humanitarian crises profoundly impact children and youth, placing them at greater risk of suffering from feelings of despair and hopelessness. Many learners in EiE contexts have been experiencing disruptions to their learning and daily lives even before the COVID-19 pandemic began. With the added disruptions of the pandemic, many learners are now prohibited from attending school and socializing with their peers in addition to the disruptions they were already experiencing. Furthermore, many learners' families are being negatively affected by the health and economic implications of the pandemic. For these reasons and more, it is important that practitioners are able to monitor learners' wellbeing and provide support in the form of referrals or resources when necessary. Potential indicators of a learner's wellbeing that practitioners should aim to assess can be found in the table below.

INDICATORS OF A LEARNER'S WELLBEING		
Learner's Wellbeing Skills	Learner's State of Wellbeing	Environmental Factors that Affect Wellbeing
Conflict resolution	Resilience	Risks children are facing
Health-promoting behaviors	Perceptions of school reopening	Parental Involvement
Prosocial communication	Perceptions of safety	Family Support
Coping mechanisms	Self-confidence and Self-efficacy	Community support
Life Skills	Attention/Focus	
Identifying emotions	Stress levels	

Even prior to the COVID-19 pandemic, there have always been diverse approaches to measuring wellbeing. Some assessments use Likert scales, while others use performance based measures. While many researchers have found good reliability and validity of tools (e.g. ISELA from Save the Children), psychometric qualities of performance measures vary. In regard to data collection methods, the strategies mentioned in earlier sections of this technical note can be used to administer the assessments suggested in the table below.

ONLINE RESOURCES FOR WELLBEING ASSESSMENTS

[Harvard EASEL Lab](#)

Provides information and tools that summarize and connect the major SEL frameworks and skills in the field to support transparency and informed decision-making.

[CASEL Assessment Guide](#)

Provides resources for practitioners to select and use measures of student SEL, including guidance on how to select an assessment and use student SEL data, real-world accounts of how practitioners are using SEL assessments, and more.

[RAND Education Assessment Finder](#)

Provides information about assessments of K-12 students' interpersonal, intrapersonal, and higher-order cognitive competencies.

[INEE MENA Measurement Library](#)

A collection of measurement tools to assess children's learning and holistic development and service provider quality in crisis contexts.

COVID-19 SPECIFIC WELLBEING ASSESSMENTS

[SEL Distance Learning Teacher Self-Assessment](#)

A self-assessment for teachers to assess their strengths and areas to develop.

[Addressing the SEL Needs of Students During & After Covid-19](#)

A blog post that offers practical SEL strategies for leaders and teachers during and after COVID-19.

[Rapid Assessment on Impact of COVID-19](#)

A phone-based rapid assessment on impact of COVID-19 on children in Karnali province and province II of Nepal conducted by Save the Children and local partners.

When administering wellbeing assessments, practitioners often ask questions specifically about a learner's mental health, negative experiences, or stress levels. This risks retraumatizing the learner or worsening their experience or situation. It is important that practitioners have established protocols for referring learners to mental health supports or resources to mitigate these risks.

INDICATORS OF A LEARNER'S WELLBEING

Assessors might not be able to use visual cues to gauge how the learner is feeling, so assessors must be trained to be sensitive to the learner's emotional state and respond accordingly.

Learners might experience response fatigue which could translate into emotional distress or feelings of being uncomfortable, so assessors must be willing to stop assessing the learners or adjust assessment questions so as to prioritize the learners' emotional wellbeing.

It is difficult to ensure confidentiality when remotely assessing a learner, as other family members might be listening to the conversation, so there should be procedures in place to maximize the learner's privacy (e.g. explaining to caregivers prior to the assessment that, ideally, learners are given a private area to speak on the phone or requesting that the phone is not on speaker phone mode).

There might be a language barrier given the possibility of complex questions being asked, particularly if they are being asked over the phone, so there should be translation support readily available.

Conclusion

The EiE community is committed to ensuring the transformative effects of quality education for each and every learner, no matter their context. It is only through diligent and transparent monitoring and evaluation endeavors that practitioners can ensure they are responding effectively to crises, thereby fulfilling the community's commitment to support each learner's education journey. Long before the COVID-19 pandemic, EiE practitioners have overcome these measurement challenges in various other crisis contexts, culminating in learning that spans decades. This technical note, which is a product of direct input from a number of INEE members, is a testament to the EiE community's expertise. The hope is that this technical note offers all practitioners, EiE and the like, actionable and practical suggestions to support distance education programming throughout the COVID-19 pandemic and beyond.

Feedback

Do you have case studies or related experiences that speak to this technical note and to measurement during the COVID-19 pandemic? INEE would love to hear from you! Please share feedback or resources with INEE by emailing covid-19@inee.org.

Endnotes

1. During the virtual workshop session, participants were asked to consider four main topics: Formative Learning and Evaluation, Access and Reach, Learning Outcomes, and Wellbeing Outcomes.
2. It is by no means necessary that assessors put their own well-being at risk to perform in-person assessments. If a practitioner does not feel comfortable collecting data in person and feels as though they are putting themselves or others at risk, they should be allowed to opt out of data collection without consequence. The primary principle of “do no harm” applies both to those being assessed and the assessors, particularly within the context of the COVID-19 pandemic.
3. See UNICEF’s [Promising practices for equitable remote learning Emerging lessons from COVID-19 education responses in 127 countries](#).
4. See [INEE’s Technical Note on Education During the COVID-19 Pandemic](#), Analyze the Context, p. 10.
5. As is recommended by the [INEE Minimum Standards in Analysis Standard 1: Assessment, Guidance Note #4](#), all data analyses should clearly state the indicators, data sources, methods of collection, data collectors, and the data analysis procedures.
6. See [INEE Minimum Standards, Analysis Standard #1: Assessment, Guidance Note #2](#), p. 36.
- 7-9. [Teaching and Learning Standard 4: Assessment of Learning Outcomes, Guidance Note #3](#), p. 90.
10. See examples of safeguarding considerations for distance education programming in GEC’s [COVID-19 Communication and Safeguarding Guidance](#).
11. For example, when assessments are being administered over the phone and assessors do not have control over who can hear the learner’s responses it is not possible to ensure confidentiality.
12. For example, perhaps it would be more appropriate to interview someone else in the learner’s life, such as the learner’s caregiver or a teacher who has been regularly interacting with the learner throughout the pandemic, rather than interviewing the learner. This would help address any potential response fatigue as well as offer a method of data triangulation.
13. See [INEE Minimum Standards, Analysis Standard 1: Assessment, Key Action #2](#), p. 35.
14. See [INEE’s Technical Note on Education During the COVID-19 Pandemic](#), Analyze the Context, p. 10.
15. [Washington Group - Child Functioning questionnaire](#) was used to identify the functional limitation during pre-baseline of Cohort 1 girls in March/April 2019.



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