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The Experience of Educators During the COVID-19 Pandemic: Surveys from During and After School Closures

The COVID-19 pandemic forced educators and students worldwide to rapidly shift to distance learning. As a result, governments, school systems, and educators worked to provide

continuity in learning and services accessed through schools—such as school feeding programs—while trying to reconcile persistent equity gaps in access to technology and material and social resources. To date, global educational research has largely focused on how existing disparities and the social and economic downturn resulting from COVID-19 have undermined children’s learning. Much less data exist on how teachers fared during distance learning and the return to in-person schooling.

This brief leverages an **ongoing longitudinal study on children, parents, and teachers** in the Greater Accra Region of Ghana. Researchers conducted two rounds of phone surveys with 514 primary-school teachers from public and private schools to measure the pandemic’s repercussions on both children’s education and teacher well-being. Data were collected during school closures (October 2020) and when schools reopened (mid-January 2021) after ten months of distance learning.

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