



Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS  
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

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**Office of the Schools  
Division Superintendent**

**July 07, 2022**

DIVISION MEMORANDUM

No. **245**, s. 2022

**2022 ANNUAL PULSE SURVEY**

To: Chief, CID and OIC, SGOD  
Elementary and Secondary School Heads  
Teaching Personnel  
All Others Concerned

1. This Office disseminates Regional Memorandum No. 0575, s. 2022, dated July 05, 2022, inviting all School Principals and Assistant School Principals to this **"2022 ANNUAL PULSE SURVEY"**.
2. The Global School Leaders (GSL) and Ramon Aboitiz Foundation, Incorporated (RAFI) will conduct the 2022 Annual Pulse Survey.
3. The survey aims to focus on understanding school leaders' perspectives on two specific issues. These are (1) learning losses among students and (2) the mental health and well-being of their school community, especially in the post-pandemic context when the schools strive to become fully functional.
4. **All School Principals and Assistant School Principals from public and private schools** are directed to fill out the 2022 Annual Pulse Survey link **on or before July 20, 2022**.

**<https://zfrmz.in/ihFuarA46XsGN9Lo686C>**

5. Attached is the letter request from RAFI and the Annual Pulse Survey Report 2021.
6. Immediate dissemination of this Memorandum is desired.

**JOSEPH IRWIN A. LAGURA PhD**  
Schools Division Superintendent  
Office of the Schools Division Superintendent

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JIAL/CPC/SGOD/BCL/rdo

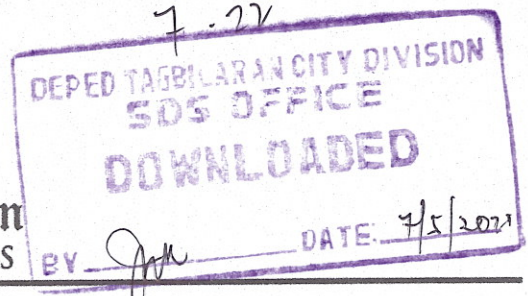


Address: Dampas District, Tagbilaran City, Bohol  
Telephone Nos.: (038)427-1702; (038)427-2506; (038)422-8177; (038)427-6718; (038)544-2147  
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Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS



Office of the Regional Director

REGIONAL MEMORANDUM  
No. 0575, s. 2022

JUL 05 2022

**2022 ANNUAL PULSE SURVEY**

To: Schools Division/City Superintendents  
Officers-in-Charge of Regular/Interim Divisions  
School Health and Nutrition Personnel  
All Others Concerned

1. The Global School Leaders (GSL) and Ramon Aboitiz Foundation, Incorporated (RAFI) in partnership with the Department of Education Regional Office 7 (DepEd RO7) will conduct the 2022 Annual Pulse Survey.

2. The survey aims to focus on understanding school leaders' perspectives on two specific issues. These are (1) learning losses among students and (2) the mental health and well-being of their school community, especially in the post-pandemic context when schools strive to become fully functional.

3. **All School Principals and Assistant School Principals from public and private schools** are directed to fill out the 2022 Annual Pulse Survey link **on or before July 20, 2022.**

<https://zfrmz.in/jhFuarA46XsGN9Lo686C>

4. Attached is the letter request from RAFI and the Annual Pulse Survey Report 2021.

5. Immediate dissemination and compliance of this Memorandum is desired.

**SALUSTIANO T. JIMENEZ JD, EdD, CESO V**  
Director IV  
Regional Director



28 June 2022

**Dr. Salustiano T. Jimenez**  
Regional Director  
DepEd Region VII  
Cebu City, Philippines

Dear **Dr. Jimenez**:

I hope that you are doing well. I am writing to express our gratitude for your support of the Global School Leaders (GSL) and Ramon Aboitiz Foundation, Incorporated (RAFI)'s COVID-19 survey for school leaders conducted in 2021 and to inform you about our planned survey for 2022.

Thanks to DepEd Region VII's support, we received over 8,000 responses from the Philippines in 2021. Overall, we received approximately 12,000 responses from 24 countries. The focus of this survey was to identify how schools adapted during the second year of the pandemic and the challenges faced by school leaders as the pandemic continued to disrupt schooling. The survey found that school leaders faced immense challenges, including loss of life in the school community, concerns about mental health, prolonged school closures, and its impact on student learning.


Building on last year's survey, the 2022 Annual Pulse Survey aims to focus on understanding school leaders' perspectives on two specific issues. These are (1) learning losses among students and (2) the mental health & well-being of their school community, especially in the post-pandemic context when schools strive to become fully functional. We aim to understand the extent of learning loss among students, strategies for remedial learning, the scale of mental health challenges, post-school reopening behavioral challenges, and support needed versus received from the survey.

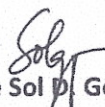
We sincerely hope that you will be able to extend support to the survey like last year and help us circulate it among school principals and asst. principals from public and private schools. We will also present the data from the survey to you, and we hope that these data will be helpful to you and your team to get a pulse of your schools.

Here is the 2022 Annual Pulse Survey link: <https://zfrmz.in/jhFuarA46XsGN9Lo686C> and this is active until July 20, 2022. We expect to publish the findings of the survey in September 2022.

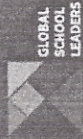
We will be sharing the online survey link and communication materials. Please do not hesitate to contact me if you have any questions or concerns. Thank you!

Regards,

  
**Azad Oomen**  
Co-Founder  
Global School Leaders

  
**Marie Sol D. Gonzalvo**  
Executive Director, Social Well-being Cluster  
Ramon Aboitiz Foundation, Inc

[here for the Survey in English](#) | Deadline: 8th July 2022

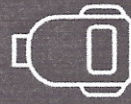


# Annual Pulse Survey (2022)

## A Global Survey of School Leaders

A survey to capture the concerns and challenges of school leaders in the post-pandemic context

### SURVEY FOCUS AREAS



Learning Loss



Mental Health and Wellbeing





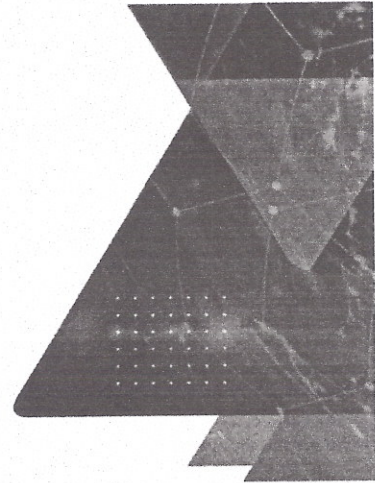
GLOBAL  
SCHOOL  
LEADERS

# Annual Pulse Survey Report **2021**



# Table of Contents

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1	Executive Summary
4	Full Report
14	Survey method, respondents, and analytical approach
15	Acknowledgments



# Executive Summary

In July 2021, Global School Leaders (GSL) completed its second Annual Pulse Survey. A total of 11,667 educators from 24 countries self-selected to participate in the survey. The survey aims to identify what educators find to be the most pressing issues and what support they need, particularly in light of the COVID-19 pandemic and its ongoing impact on education. This report focuses on the analysis of responses from 3,763 school leaders.

We analyzed the data by looking at differences between low/ low-middle/ upper-middle income countries<sup>1</sup>, public/ private schools, urban/ rural schools, and male/ female respondents. Although there are common findings, school leaders in different contexts have specific concerns that require more targeted support and policy responses.

## General Findings

School leaders face immense challenges, including loss of life in the school community, concerns about mental health, prolonged school closures, and its impact on students:

- One in every two school leaders reported loss of life due to COVID-19 in their school communities.
- 87 percent of school leaders worried about students' and teachers' health and safety.
- 84 percent of schools were fully or partially closed for students.
- 55 percent of school leaders worried about students being left behind in the curriculum.
- 42 percent of school leaders were not sure when schools would reopen.
- 39 percent school leaders worried about school closing again due to the pandemic.

Many in the global education community, including us, worried about the impact of the pandemic on student dropouts amongst girls. In contrast, only 3 percent of school leaders worried specifically about girls not returning to schools and they did not report higher dropout rates for girl students compared to boys.

## Specific Findings

School leaders in Lower Income Countries (LICs) reported much higher dropout rates, had more difficulties in reaching out to their students, and had financial challenges to continue operating compared to their peers in Middle Income Countries (MICs):

- Two of every three LICs school leaders reported student dropouts, more than doubled compared to MICs schools.
- More than 40 percent of LICs school leaders reported they could only reach less than half of their students, more than doubled compared to MICs schools.
- 39 percent of school leaders in LICs reported financial challenges, doubled compared to MICs schools.

Compared to school leaders in government schools, those in private schools reported similar challenges with those in LICs. Although our respondents in private schools are small compared to government schools, some of our findings are quite alarming, and merit additional study.

- 58 percent of private school leaders reported financial challenges, more than tripled those in public schools.
- 58 percent of private school leaders reported student dropouts, more than doubled those in public schools.
- 43 percent of private school leaders could only reach out to less than half of their students, almost double compared to public schools.

In contrast, school leaders in Upper Middle-Income Countries (UMICs) reported much more loss of lives and were more concerned with the school community's health, safety, and finances compared to LICs:

- More than two thirds of UMICs school leaders reported loss of lives, almost triple compared to those in LICs and Lower Middle-Income Countries (LMICs).
- 89 percent of school leaders in UMICs were concerned with the health and safety of their teachers and students, doubled compared to LICs schools.
- 60 percent of UMICs school leaders also worried over parents/ guardians who have lost income due to the pandemic, compared to 37 percent in LICs schools.

Access to technology influenced the different strategies teachers took to conduct learning during the pandemic:

- Three out of four school leaders in LICs and rural schools reported most of their students do not have access to technology.
- 83 percent of LICs schools and 49 percent of private schools had opened to students.
- Only 5 percent of schools in UMIC had opened to students.
- Schools in UMICs and urban areas could organize remote learnings, share materials online, and better collaborate with parents.

Female school leaders reported better ability to reach out to students and higher concerns for the members of the school community. But they also registered more stress than their male counterparts. Female school leaders reported more student intakes and less student dropouts in their schools; better ability to keep in touch with students and better access to technology for their students; and better collaboration with parents and more remote learning classes. Female respondents had higher concerns for the wellbeing of teachers, students, parents and guardians, and also their own health and wellbeing.

We note that these findings are not representative, and strongly encourage additional studies that better represent the differences across income countries, public/ private schools, urban/ rural schools, and male/ female respondents. Our full findings are presented in the second part of this report.

## Recommendations

As part of pandemic recovery, governments, donors, and organizations could provide the following support:

- School leaders need guidelines for teachers and parents to support students' mental health, in addition to addressing learning loss. As one school leader suggested:  
*"Mental health for the teachers, staff, parents and children is a priority. We have begun small group discussions whereby everybody shares their challenges. As they say, "a problem shared is halfway solved."*
- Schools in LICs need support to bring back students to schools and provide different strategies to address learning loss. One school leader pleaded:  
*"Please reopen the schools. Children are so worried about their studies. They don't have smart phones so physical classes are needed in rural areas with safe precautions."*
- Schools in UMICs and urban areas need access to counseling services, guidelines on group mental health activities, and ways to support students whose parents have lost income. A school leader provided a great example:  
*"We offer free physical, social and emotional well being counseling to teachers, parents, and students."*



# Full Report



# Survey Background and Respondents

In 2020, Global School Leaders (GSL) conducted a survey with 1833 school leaders from 12 countries to collect data on challenges and support they need due to the pandemic. We found that school leaders were facing a multitude of challenges due to the COVID-19 pandemic. The three most common concerns were student well-being, financial constraints, and online teaching. Given the usefulness of the survey in giving voice and providing support to school leaders, GSL decided to continue this as an annual pulse survey of school leaders.

A total of 11,667 educators from 24 countries completed the second GSL Pulse Survey in July 2021. The focus of this survey is on identifying how schools adapted during the second year of the pandemic, and challenges faced by school leaders as the pandemic continues to disrupt schooling. This report focuses on the analysis of responses from 3,763 school leaders.

We analyzed the data by looking at differences between low/ low-middle/ upper-middle-income countries<sup>2</sup>, public/ private schools, urban/ rural schools, and male/ female respondents. The majority of survey respondents are from Lower Middle-Income Countries (68%), public schools (86 percent), in rural areas (54 percent), and females (64 percent). Table 1 summarizes the percentage of respondents in each category. We present key findings from our analysis in the next sections. The survey methods, respondents and our analytical approach are presented at the end of this report.

**Table 1. Overview of GSL 2021 Survey Respondents**

Respondent Categories (in%)	Total (n=3763; 100% respondents)	LMICs (n=180; 4.8% total)	LMICs (n=2570; 68.3% total)	UMICs (n=1166; 31% total)
Public	86%	90%	96%	92%
Private	13%	8%	4%	7%
Other	1%	2%	0.2%	1%
Rural	54%	78%	67%	23%
Urban	37%	10%	26%	68%
Semi-urban	9%	11%	5%	8%
Male SLs	36%	76%	20%	75%
Female SLs	64%	24%	80%	25%

## Student dropouts: Lower-Income Countries and private schools report high dropouts

We do not find significant overall student dropouts (Table 2). While some 27 percent of school leaders reported student dropouts, 23 percent also registered an increase in student numbers. The survey also does not register higher dropouts among female students.

Alarminglly however, 69 percent of schools in Lower Income Countries (LICs) and 58 percent of private schools reported student dropouts. These rates are double the average dropout rates.

Interestingly, although 22 percent of public schools reported student dropouts, 24 percent of public schools also reported an increase in the number of students. We could not identify if some of these numbers were due to private school dropouts transferring to public schools or whether these are newly incoming cohorts of students.

Female school leaders reported less student dropouts (24 percent) compared to male school leaders (31 percent). They also reported an increase in the number of students in their school (25 percent) compared to male school leaders (19 percent).

**Table 2. Change in Number of Students**

Change in Number of Students (In percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Same for boys and girls both	40.3	16.7	37.5	47.9	43.4	21.3	38.0	38.0	38.8	41.0
Some drop-outs among boys and girls both	<b>26.8</b>	<b>68.9</b>	25.8	27.4	21.8	<b>58.2</b>	29.5	29.5	31.2	24.4
Some drop-outs among boys only	1.4	0.6	1.8	0.7	1.4	1.5	0.7	0.7	1.7	1.2
Some drop-outs among girls only	1.6	2.8	2.0	0.5	1.6	1.5	1.2	1.2	1.4	1.8
Some increase in number of girls only	1.7	0.0	2.4	0.2	0.2	0.4	1.1	1.1	0.5	2.4
Some increase in number of boys only	1.2	0.0	1.7	1.7	1.7	0.2	0.8	0.8	1.7	1.0
Some increase in number of boys and girls	<b>22.6</b>	8.3	24.4	18.6	24.2	11.9	24.0	24.0	18.6	24.7
I do not have this information	4.5	2.8	4.6	4.6	4.5	5.0	4.8	4.8	6.1	3.6

## Schools' outreach to students: Lower-Income Countries and private schools reported more difficulty in reaching their students

Three out of four school leaders globally could get in touch with more than half of their students in the past year (Table 3). In comparison, only 59 percent of school leaders in LICs could reach more than half of their students, a much lower rate compared to those in LMICs (71 percent) and in UMICs (84 percent).

Surprisingly, only 57 percent of school leaders in private schools reported they could reach more than half of their students. This rate is much lower compared to those in public schools (76 percent).

**Table 3. Schools self-reported ability to stay in touch with students in the last year**

Percentage of students in touch with last year (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
51-100%	<b>73.3</b>	<b>58.9</b>	71.1	83.6	76.1	<b>57.1</b>	77.8	71.6	69.2	75.6
0-50%	26.8	41.1	28.9	16.4	24.0	42.9	22.2	28.4	30.8	24.4

## Access to technology: Low Income, Lower-Middle Income Countries, and rural schools had little access to technology.

Students' access to technology for remote learning remains a major challenge. Sixty percent of school leaders reported that less than half of their students have access to technology (Table 4).

Not surprisingly, access to technology in LICs (22 percent) and LMICs (31 percent) are much lower compared to UMICs (63 percent). Private school students (46 percent) had slightly better access to technology compared to public school students (40 percent).

Urban schools (58 percent) also had much better access to technology compared to rural schools (26 percent).

**Table 4. Percentage of students with access to technology**

Percentage of students in touch with last year (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
51-100%	39.9	21.7	31.4	62.8	39.3	46.2	58.0	26.4	37.6	41.3
0-50%	<b>60.1</b>	<b>78.3</b>	68.6	37.2	60.7	53.8	42.0	<b>73.7</b>	62.4	58.7

## Initiatives taken by teachers varied depending on context and access to technology

School leaders reported teachers utilizing a variety of initiatives to conduct student learning (Table 5). The top three strategies are:

- 54 percent collaborated with parents by either sharing information or holding meetings with them.
- 48 percent shared learning materials through WhatsApp or other online platforms.
- 39.5 percent organized remote learning classes.

Teachers in UMICs relied more on technology-based strategies to conduct learning. Two of every three teachers in UMICs shared learning materials through online mediums and organized remote learning. In contrast, less than one in every three schools in LMICs did so. Schools in LICs reported much fewer teachers using a variety of initiatives to reach out to their students.

Teachers in urban schools also utilized more technology-based initiatives. In contrast to urban schools, teachers in rural schools collaborated more with parents, contacted students over the phone, and met students in small groups.

Interestingly, only 35 percent of teachers in private schools collaborated with parents compared to 57 percent in public schools.

Female school leaders reported more collaboration with parents (59 percent) compared to their male counterparts (45 percent). They also organized more remote learning classes (43 percent) compared to their male school leaders (33 percent).

**Table 5. Initiatives taken by teachers to conduct learning.**

Initiatives by Teachers (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Collaborating with parents (providing them information/holding meetings with them)	53.8	29.4	55.1	52.9	56.8	35.4	52.0	57.2	44.8	58.8
Sharing learning material through whatsapp/other online mediums	47.7	30.6	35.7	76.9	46.7	54.2	66.5	33.4	46.8	48.2
Organizing remote learning classes	39.5	13.9	26.8	71.4	40.8	31.0	55.3	29.8	32.7	43.3
Contacting them over phone	37.0	22.8	46.1	19.9	38.0	31.4	31.3	40.8	34.8	38.2
Meeting students in small groups	26.5	20.0	30.3	18.9	25.9	31.6	19.7	32.2	30.4	24.4
All of the above	23.7	11.1	22.3	29.3	24.0	22.2	29.8	18.8	22.1	24.7
Other	0.0	8.3	0.5	2.0	1.0	0.4	1.4	0.4	0.3	1.2

## Status of school opening: Only a small percentage of schools have reopened, with high level of uncertainty

Overall, 42 percent of school leaders reported not knowing when schools will reopen (Table 6) while 16 percent of schools have reopened. On the bright side, 83 percent of schools in LICs and 49 percent of private schools have reopened.

**Table 6. Status of school opening**

Status of School Opening (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Not clear when it will open	<b>41.8</b>	9.4	46.6	34.9	44.2	26.4	39.7	43.5	39.8	43.0
Partially open (limited students allowed)	22.2	7.2	20.3	26.8	22.7	19.0	25.0	21.5	20.0	23.4
About to open in next couple of months	19.9	0.6	14.6	32.9	22.1	5.7	23.2	18.2	18.0	21.0
Has reopened for all students	<b>16.1</b>	<b>82.8</b>	18.5	5.3	11.0	<b>49.0</b>	12.1	16.8	22.2	12.6

## School leaders' concerns: Student wellbeing and learning loss.

School leaders in different contexts unanimously have similar major concerns. Eighty percent worry the most about students' and teachers' health and safety, followed by 55 percent about students being left behind in curriculum, and 39 percent about schools closing again due to the pandemic (Table 7). When the survey asks for more specific concerns, 62 percent of school leaders reconfirm their concerns about students being out of school for many months (Table 8).

**Table 7. Areas of major concerns**

Major concerns (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Students' and teachers' health and safety	80.3	42.8	77.3	<b>88.9</b>	<b>83.3</b>	61.1	84.9	79.2	73.8	83.9
Students left behind in curriculum	55.0	31.1	54.1	57.9	55.5	51.5	53.2	56.6	54.2	55.6
Schools closing again due to pandemic	38.9	31.1	34.4	49.7	39.2	37.7	44.2	35.4	36.4	40.5
My own health and safety	36.6	9.4	34.6	42.1	39.2	20.7	39.8	36.3	33.8	38.2
Financial challenges	31.5	<b>38.9</b>	34.7	23.4	27.6	<b>56.7</b>	30.0	31.5	32.1	31.3
Students not returning	19.6	24.4	14.9	29.1	19.5	20.5	24.9	15.9	17.5	20.8
Girl students not returning	<b>3.0</b>	4.4	2.8	2.7	2.8	4.0	3.6	2.6	3.3	2.7

School leaders in private schools (57 percent) and LICs (39 percent) had more concern about financial challenges compared to those in other contexts (Table 7). School leaders in UMICs (70 percent) reported much higher concern over parents/guardians who had lost income due to the pandemic compared to those in LICs (37 percent) and LMICs (59 percent) (Table 8). Those in urban schools (63 percent) also reported higher concern on this issue compared to those in rural schools (46 percent).

**Table 8. Areas of specific concerns**

Specific concerns right now (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Teachers' and staffs' health and wellbeing	70.8	33.9	66.3	<b>83.0</b>	<b>74.0</b>	50.6	<b>78.8</b>	67.1	59.8	77.0
Students' health and wellbeing	66.4	31.7	61.3	<b>80.9</b>	<b>70.1</b>	43.3	<b>74.0</b>	62.7	57.0	71.6
I am worried about the children being out of school for many months	62.4	36.1	58.8	70.5	64.5	49.2	63.9	62.0	58.3	64.8
Students' parents/ guardians have lost jobs/ income due to the pandemic	52.8	37.2	49.3	<b>60.3</b>	53.9	46.4	<b>63.2</b>	46.0	45.6	56.9
My own health and wellbeing	42.3	13.3	39.3	50.1	44.7	27.0	47.3	40.9	36.1	45.8
Conducting online teaching and learning	39.0	35.6	33.1	54.3	39.6	34.1	49.9	31.3	39.0	39.0
I am worried about school not reopening soon	27.8	20.0	29.8	23.7	27.8	28.2	22.9	31.2	33.8	24.5
I am not sure if most of the students will come back to school	27.5	30.6	27.6	26.4	28.6	20.7	27.3	28.8	25.9	28.4
I have financial challenges and I might find it difficult to run the school	22.9	<b>38.9</b>	23.5	17.8	17.4	<b>58.0</b>	19.5	23.3	30.0	18.7
Students have family members/ relatives/ teachers/staffs who passed away from covid-19	20.6	8.9	12.1	41.3	21.4	15.9	33.2	12.1	18.0	22.0
There is a lot of information and I am not sure what information to trust	15.3	8.9	15.5	14.3	15.5	13.8	13.8	16.9	15.5	15.1
I am not sure how to communicate with the students/parents	8.9	12.2	9.1	8.4	9.3	6.1	7.7	10.3	11.0	7.7
Other	0.8	0.6	0.6	1.0	0.7	1.1	1.1	0.6	0.8	0.8

In this particular topic, the difference in responses between female and male school leaders show up more starkly compared to other topics (Table 8). Female respondents registered higher concerns for teachers' and staffs' health and wellbeing (77 percent), students' health and wellbeing (72 percent), children being out of schools for many months (65 percent), and parents and guardians who have lost income (57 percent), compared to male school leaders (60 percent, 57 percent, 58 percent, and 46 percent respectively). Female school leaders also had higher concern over their own health and wellbeing (46 percent) compared to males (36 percent).

Male school leaders, on the other hand, worried more about school not reopening soon soon. (34 percent) and financial challenges and its repercussions to school reopening (30 percent) compared to their female counterparts (24.5 percent and 19 percent respectively).

## COVID-19 incidence and mental health: Overall high, especially in Upper-Middle Income Countries and urban schools

87 percent of school leaders were very concerned about the mental health of their students. Only those in LICs reported slightly less (68 percent) compared to other contexts (Table 9).

**Table 9. Concern about students' mental health**

Concern about Mental Health of Students (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Very Concerned	86.9	68.3	87.6	84.5	86.8	87.5	87.7	86.4	83.0	89.1
Neutral	12.0	26.1	11.4	14.1	12.0	12.6	11.4	12.3	15.4	10.1
Not Concerned	1.1	5.	1.0	1.	1.3	0.0	0.9	1.3	1.7	0.9

One in every two school leaders reported COVID-19-related loss in their school communities. While the passing away of immediate school members was 12 percent in total, loss was overwhelmingly experienced by school communities in UMICs (85 percent) and in urban areas (74 percent) (Table 10). School leaders provided more traditional mental health support by visiting or contacting or taking turns to check on the grieving school community members (Table 11).

**Table 10. COVID-19-related incidence at school**

COVID-19-related Incidence at School (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Family member(s) of student(s) passed away	40.5	25.0	26.6	73.1	40.4	40.6	62.7	24.4	35.1	43.5
Family member(s) of teacher(s) / staff(s) passed away	34.9	11.7	21.4	66.8	36.1	25.9	56.6	19.9	28.4	38.6
Student(s) and/or teacher(s) and/or staff(s) passed away	12.3	16.1	10.0	18.3	12.9	7.7	17.8	8.2	12.7	12.1
None of the above	48.4	59.4	63.0	14.9	48.2	50.2	25.6	65.0	53.9	45.3

**Table 11. Response to COVID-19-related incidence**

Response to COVID-19-related Incidence (in percentage)	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Not applicable	49.3	56.7	60.2	24.8	49.2	51.3	31.8	61.8	54.5	46.5
Visit or made contact the grieving student/ teacher/staffs	32.2	<b>31.7</b>	26.2	42.6	31.9	<b>33.3</b>	40.6	26.3	29.5	33.7
Take turns with teachers to continue checking on the grieving student/ teacher/staffs	17.0	12.8	14.8	23.3	17.0	16.3	22.1	13.4	15.5	17.7
Hold a memorial service with students in class/ school	6.1	6.7	2.8	13.3	6.4	4.6	9.5	4.0	6.4	6.0
I am overwhelmed and do not know what to do	3.5	3.9	1.8	7.1	3.5	3.8	4.8	2.5	4.2	3.2
Other	4.9	0.56	3.4	9.5	5.2	2.3	8.7	2.	3.4	5.6

A total of 71 percent school leaders need guidelines for teachers on how to support students' mental health, 66.5 percent requesting the same for parents, and 50 percent for conducting group mental health activities. 55 percent indicated the need to access counseling services, along with 40 percent for simple mental health assessment tools. School leaders in different contexts, in general, follow this pattern, except for those in LICs who highlighted the need for access to counseling services the most, at 67 percent, compared to other resources.

**Table 12. Resources needed to address mental health**

Resources Needed to Address Mental Health Concern	Total (n=3763)	LICs (n=180)	LMICs (n=2570)	UMICs (n=1166)	Public (n=3,245)	Private (n=478)	Urban (n=1,408)	Rural (n=2034)	Male (n=1337)	Female (n=2414)
Guidelines/ information for teachers on supporting students' mental health	70.7	51.1	67.5	79.1	72.4	59.4	73.4	69.2	66.6	73.0
Guidelines/ information for parents on supporting children's mental health	66.5	40.0	64.7	73.5	68.5	54.4	69.1	66.0	59.9	70.1
Access to counselling services	55.2	66.7	47.6	70.0	56.0	49.8	65.6	47.9	53.6	56.0
Guidelines/ information on group mental health activities	50.0	36.7	43.4	66.4	51.7	40.2	57.5	45.4	46.2	52.0
Simple mental health assessment tool	39.8	31.1	38.6	44.3	41.7	27.8	43.2	38.3	36.6	41.5
Other	1.4	2.2	1.0	2.1	1.36	1.1	2.3	0.7	1.5	1.3

# Survey method, respondents, and analytical approach

The 2021 GSL Annual Pulse Survey was conducted in collaboration with our partners and other education organizations in 24 Low and Middle-Income Countries (LMICs) between June 28 and July 21, 2021. GSL designed the survey and requested feedback from our partners in five countries: Brazil, India, Indonesia, Malaysia, and Kenya. The final survey consisted of 23 questions presented in the Google Form platform, available in five languages: English, Spanish, Portuguese, Bahasa Indonesia, and Malay. GSL conducted a wide outreach to education organizations to circulate the survey among their network of school leaders using different social media and mass communication mediums. Participation in the survey was completely voluntary and no personal identification data were collected from the respondents.

A total of 11,667 educators responded from 24 LMICs, of which 32 percent (n=3,763) were school leaders that included principals/ directors, vice-principals/ deputy directors, pedagogical coordinators, and school proprietors. More than 90 percent of the school leaders were from eight countries: Philippines, Brazil, India, Indonesia, Colombia, Malaysia, Rwanda, and Kenya. The rest of the respondents were teachers (n=7,749), of which 95 percent were from the Philippines.

The focus of this global report is on responses by school leaders. This survey aims to understand concerns and challenges faced by school leaders in LMICs. In addition, school leader respondents are better distributed among a larger number of countries. We include teachers' responses as a comparison group to school leaders' responses in a few of the country-level analyses where we have a balanced number of responses in the two groups.

We conducted a descriptive analysis of the survey data, looking at differences across school contexts and respondents. We found significant differences across country income-level groups, school types, geographic location, and gender of the respondents. However, we did not find pronounced differences across age groups of school leaders and did not include this in our report.

The respondents self-selected to participate in this survey, and as such, the survey findings are not representative. We strongly recommend other organizations conduct more representative surveys to confirm some of these initial findings. Finally, we did not include a question to identify the schooling level (primary or secondary), which is an area for future improvement.

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