

**Table 1***A description of the included studies (n=52)*

Studies	Country	PHE	Study design (Data type)	Interventions	Equity dimensions	Domains/impact of education policies and practices
1. Al Salman et al, 2021	Jordan Upper-middle income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Place of residence Gender/sex Education	Educational outcomes
2. Andrew et al., 2020	UK High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	SES Personal characteristics (age)	Access to learning resources Educational outcomes
3. Asanov et al., 2021	Ecuador Upper-middle income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Race/ethnicity/culture/language Gender/sex SES Personal characteristics (age)	Access to learning resources Educational outcomes
4. & Fajri, 2021	Indonesia Lower-middle income	COVID-19	Mixed methods (survey & interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	SES	Access to learning resources Access to good learning conditions
5. Bansak & Starr, 2020	USA High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling; distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Education SES	Access to learning resources Access to good learning conditions Educational outcomes
6. Barnett et al., 2018	Sierra Leone Low income	Ebola	Mixed methods (survey & interview data)	<b>Type:</b> radio broadcast; call-in session; teacher training; parent engagement <b>Target population:</b> students or young people <b>School setting:</b> primary education	Gender	Emotion needs Educational outcomes
7. Béché, 2020	Cameroon Lower-middle income	COVID-19	Qualitative (document, interview data & observation)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Place of residence	Access to learning resources
8. Becker et al., 2020		COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> secondary education	SES Personal characteristics (special needs)	Access to learning resources Access to good learning conditions Access to extra services Educational outcomes
9. Belay, 2020	Ethiopia Low income	COVID-19	Qualitative (document)	<b>Type:</b> distance learning <b>Target population:</b> students or young people; teachers <b>School setting:</b> primary and secondary education	Place of residence SES	Access to learning resources

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10. Bonotto et al., 2020	Brazil Upper-middle income	COVID-19	Qualitative (online posts)	<b>Type:</b> online resources <b>Target population:</b> students or young people <b>School setting:</b> N/A	Personal characteristics (special needs)	Access to learning resources
11. Braunack-Mayer et al., 2013	Australia High income	H1N1	Qualitative (interview data)	<b>Type:</b> school community's response <b>Target population:</b> students or young people; parents; teachers; school leaders <b>School setting:</b> primary and secondary education	Race/ethnicity/culture/language	Education and school policies
12. Bubb & Jones, 2020	Norway High income	COVID-19	Mixed methods (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Personal characteristics (age)	Access to good learning conditions Educational outcomes Teaching outcomes
13. Cahapay, 2020	Philippines Lower-middle income	COVID-19	Qualitative (interview data)	<b>Type:</b> home learning/schooling <b>Target population:</b> parents <b>School setting:</b> N/A	Personal characteristics (special needs)	Access to good learning conditions Teaching outcomes
14. Canning & Robinson, 2021	UK High income	COVID-19	Qualitative (interview data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people; parents <b>School setting:</b> N/A	Personal characteristics (special needs)	Access to learning resources Access to good learning conditions Emotion needs Educational outcomes
15. Catalano et al., 2021	USA High income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Place of residence Race/ethnicity/culture/language SES Personal characteristics (special needs)	Educational outcomes Teaching outcomes
16. Corrêa et al., 2020	Brazil Upper-middle income	COVID-19	Quantitative (existing data)	<b>Type:</b> school feeding programme <b>Target population:</b> students or young people; parents <b>School setting:</b> primary and secondary education	SES	Extra services
17. Couper-Kenney & Riddell, 2021	UK (Scotland) High income	COVID-19	Qualitative (interview data)	<b>Type:</b> home learning/schooling; distance learning <b>Target population:</b> students or young people <b>School setting:</b> N/A	Personal characteristics (special needs and disabilities)	Access to learning resources Access to good learning conditions Emotion needs Educational outcomes
18. Dietrich et al., 2021	Germany High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> secondary education	SES	Educational outcomes

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19. Dike et al., 2021	Indonesia Lower-middle income	COVID-19	Qualitative (interview data & observation)	<b>Type:</b> distance learning; micro strategy management <b>Target population:</b> students or young people <b>School setting:</b> primary education	SES	Access to learning resources Educational outcomes
20. Dube, 2020	South Africa Upper-middle income	COVID-19	Qualitative (participatory action)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Place of residence	Access to learning resources Support for teachers and teaching staff
21. Gornik et al., 2020	Slovenia High income	COVID-19	Qualitative (interview data & observation)	<b>Type:</b> distance learning <b>Target population:</b> students or young people; teachers <b>School setting:</b> primary and secondary education	SES	Access to learning resources
22. Greenway & Eaton-Thomas, 2020	UK High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	SES Personal characteristics (special needs and disabilities)	Access to learning resources Access to good learning conditions Emotion needs Educational outcomes
23. Gross & Opalka, 2020	USA High income	COVID-19	Quantitative (existing data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> N/A	Place of residence SES	Teaching outcomes
24. Hash, 2021	USA High income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Personal characteristics (age) School characteristics	Access to learning resources Educational outcomes
25. Karasel Ayda et al., 2020	Cyprus High income	COVID-19	Qualitative (interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people; teachers <b>School setting:</b> primary education	Personal characteristics (special needs)	Access to learning resources Educational outcomes
26. Kim & Padilla, 2020	USA High income	COVID-19	Qualitative (survey & interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> N/A	Race/ethnicity/culture/language SES	Access to learning resources Access to good learning conditions Educational outcomes
27. Kingsbury, 2021	USA High income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Race/ethnicity/culture/language SES School characteristics	Teaching outcomes
28. Kirshner, 2020	Belize Lower-middle income	COVID-19	Qualitative (interview & focus group discussion data)	<b>Type:</b> distance learning; radio broadcast <b>Target population:</b> students or young people <b>School setting:</b> N/A	Place of residence SES	Access to learning resources Support for teachers and teaching staff
29. Korzycka et al., 2021	Poland High income	COVID-19	Mixed methods (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people	Place of residence Gender/sex SES	Access to learning resources Educational outcomes

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				<b>School setting:</b> secondary education	Personal characteristics (age)	
30. Li et al, 2020	USA High income	COVID-19	Qualitative review (document)	<b>Type:</b> education policy <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Race/ethnicity/culture/language Gender/sex SES Personal characteristics (age)	Education and school policies
31. Ma et al., 2021	China Upper-middle income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	Place of residence Education SES Personal characteristics (age) School characteristics	Educational outcomes
32. Mælan et al., 2021	Norway High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling; distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Personal characteristics (levels of achievement)	Emotion needs Educational outcomes
33. Mailizar et al., 2020	Indonesia Lower-middle income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Education SES	Support for teachers and teaching staff Teaching outcomes
34. Majoko & Dudu, 2020	Zimbabwe Lower-middle income	COVID-19	Qualitative (interview data, document & observation)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> N/A	Personal characteristics (special needs)	Access to learning resources Access to good learning conditions
35. McLoughlin et al., 2020	USA High income	COVID-19	Mixed methods (document)	<b>Type:</b> school meals <b>Target population:</b> students or young people <b>School setting:</b> primary and secondary education	SES	Access to extra services
36. Ng et al., 2021	Europe High income	COVID-19	Quantitative (survey data)	<b>Type:</b> school community's response <b>Target population:</b> teachers <b>School setting:</b> N/A	Personal characteristics (special needs)	Teaching outcomes
37. Nusser, 2021	Germany High income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Personal characteristics (special needs)	Access to good learning conditions Educational outcomes
38. Pajarianto et al., 2020	Indonesia Lower-middle income	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Religion	Emotion needs
39. Parnham et al., 2020	UK High income	COVID-19	Quantitative (survey data)	<b>Type:</b> food voucher <b>Target population:</b> students or young people	Place of residence SES	Access to extra services

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				<b>School setting:</b> primary and secondary education	Personal characteristics (age)	
40. Peterson et al., 2020	USA High income	COVID-19	Qualitative (document)	<b>Type:</b> distance learning; school meals <b>Target population:</b> school leaders <b>School setting:</b> primary and secondary education	SES Personal characteristics (special needs)	Access to extra service
41. Popyk, 2021	Poland High income	COVID-19	Qualitative (interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary education	Personal characteristics (migrants)	Access to good learning conditions Emotion needs Educational outcomes
42. Pozas et al., 2021	Germany High income Mexico Upper-middle income	COVID-19	Qualitative (interview data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> primary education	SES Personal characteristics (special needs)	Teaching outcomes
43. Reimer et al., 2021	Denmark High income	COVID-19	Quantitative (administrative & new digital data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Gender/sex SES	Educational outcomes
44. Sánchez-Cruz et al., 2021	Mexico Upper-middle income	COVID-19	Qualitative review (document)	<b>Type:</b> home learning/schooling; radio broadcasts <b>Target population:</b> school leaders <b>School setting:</b> N/A	Place of residence Race/ethnicity/culture/language	Access to learning resources
45. Scully, Lehane & Scully, 2020	Ireland High income	COVID-19	Quantitative (survey data)	<b>Type:</b> distance learning <b>Target population:</b> school leaders <b>School setting:</b> secondary education	School characteristics	Teaching outcomes
46. Svalina & Ivic, 2020	Croatia High income	COVID-19	Qualitative (interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> secondary education	Personal characteristics (disability)	Teaching outcomes
47. Tabatadze & Chachkhiani, 2021	Georgia Upper-middle income	COVID-19	Qualitative (document)	<b>Type:</b> distance learning; online resources; TV programme <b>Target population:</b> students or young people; parents; teachers; school leaders <b>School setting:</b> primary and secondary education	Race/ethnicity/culture/language SES	Access to learning resources Access to good learning conditions Support for teachers and teaching staff Education and school policies Educational outcomes Teaching outcomes
48. Thorell et al., 2021	UK; Germany; Italy; Sweden; Spain;	COVID-19	Quantitative (survey data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people	Personal characteristics (special needs; age)	Emotion needs

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	Belgium; Netherlands High income			<b>School setting:</b> primary and secondary education		
49. Toquero, 2020	Philippines Lower-middle income	COVID-19	Qualitative (document & interview data)	<b>Type:</b> education policy <b>Target population:</b> students or young people <b>School setting:</b> N/A	Personal characteristics (disabilities)	Access to learning resources
50. Wang, 2020	China Upper-middle income	COVID-19	Qualitative (interview data)	<b>Type:</b> home learning/schooling <b>Target population:</b> students or young people <b>School setting:</b> primary education	Place of residence Gender/sex SES	Access to learning resources Access to good learning conditions Emotion needs Educational outcomes
51. Wang et al., 2021	China Upper-middle income	COVID-19	Qualitative (interview data)	<b>Type:</b> distance learning <b>Target population:</b> students or young people <b>School setting:</b> primary education	Occupation	Teaching outcomes
52. Zadok-Gurman et al., 2021	Israel High income	COVID-19	Mixed methods (controlled trial data)	<b>Type:</b> Inquiry-Based Stress Reduction Intervention <b>Target population:</b> students or young people <b>School setting:</b> N/A	Gender/sex Personal characteristics (age)	Support for teachers and teaching staff