

# A proposed response to the recent waves of COVID-19 on Education in Asia

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# The scenario: COVID and Education in Asia since April 2021

- In April 2021 it seemed COVID was coming under control, a year had been compromised, but children would come back soon.
- Remediation programmes would help resolve a year of compromised learning.
- We could even build back better.
- But new waves and new variants swept through the region.
- Vaccination levels remain low, and compliance to protocols variable.
- Automatic promotion adopted in many countries.
- **Message:** Need to plan for continuous disruptions in the near future.

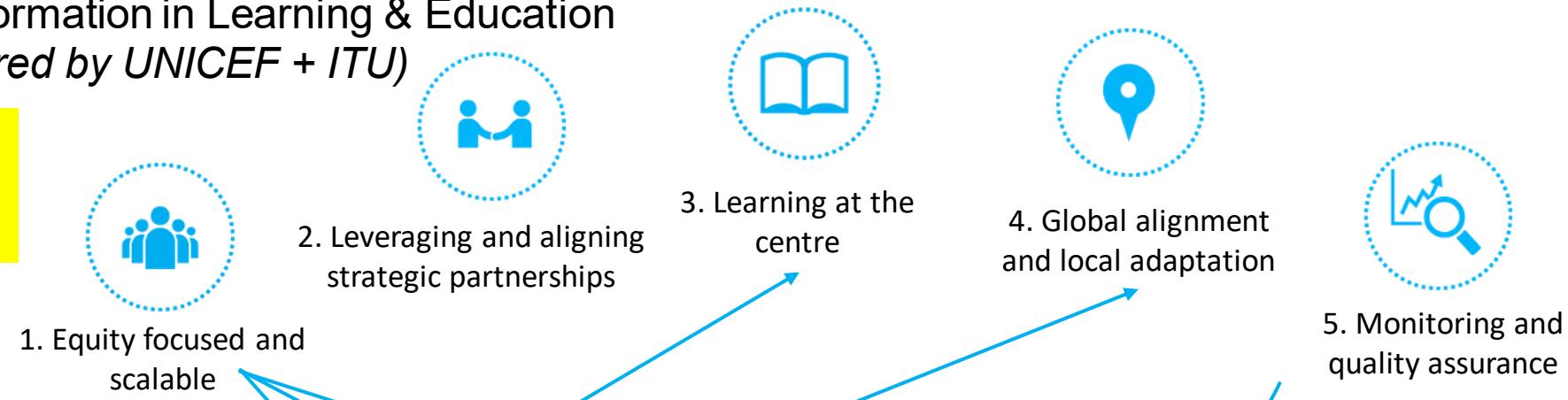
# Reimagining Education in Asia Pacific

Asia Pacific TWG on Digital Transformation in Learning & Education

(14 member organisations, co-chaired by UNICEF + ITU)

**School** readiness for digital learning  
**Teacher** connectivity, support, training  
**Household** connectivity, support

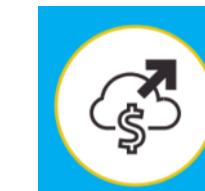
## Strategy



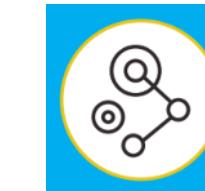
## Implementation



World Class digital learning solutions



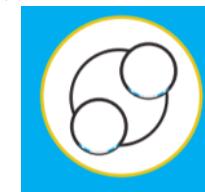
Affordable content and data



Connectivity



Devices



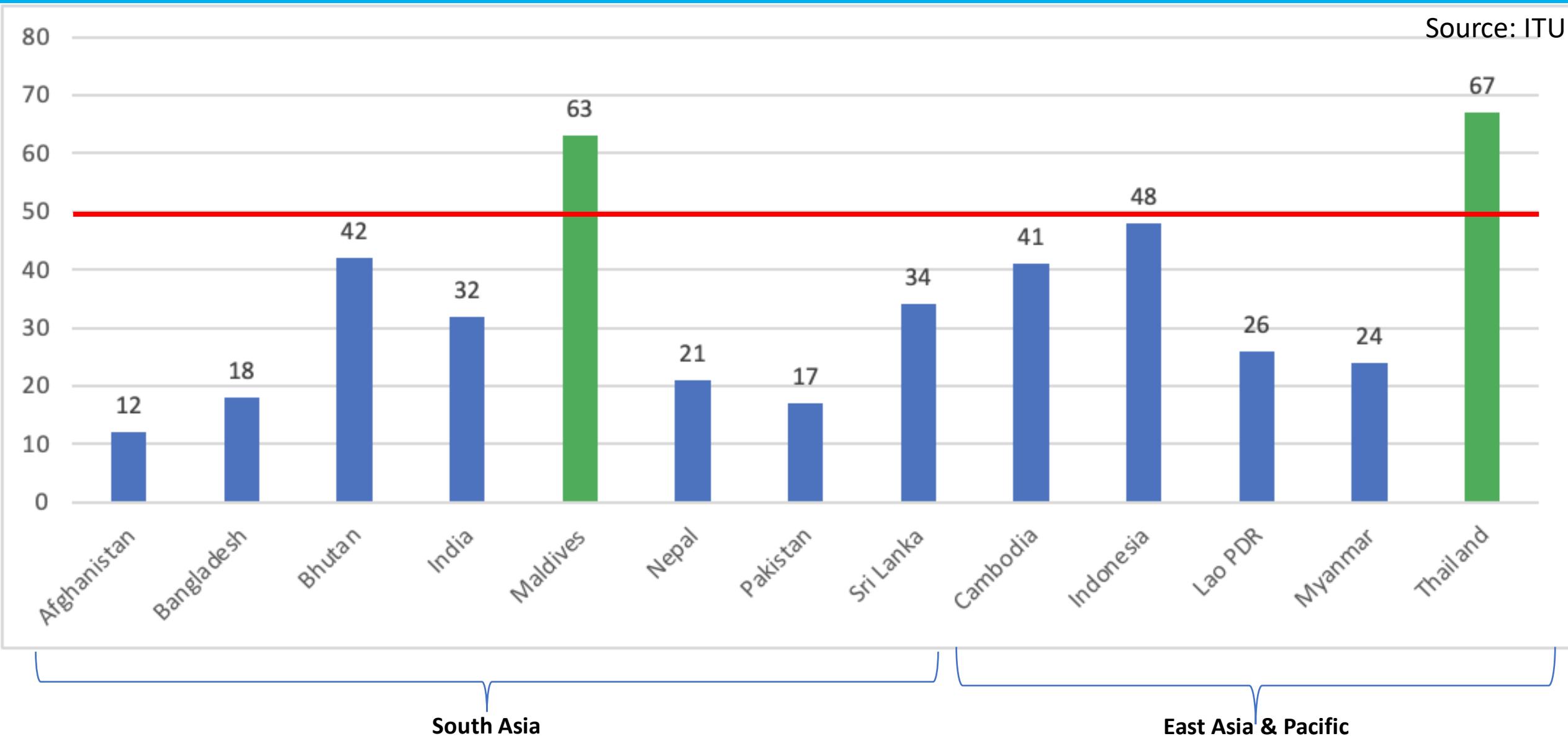
Young people's engagement

## Giga:

A global initiative to connect every school to the internet and every young person to information, opportunity and choice.

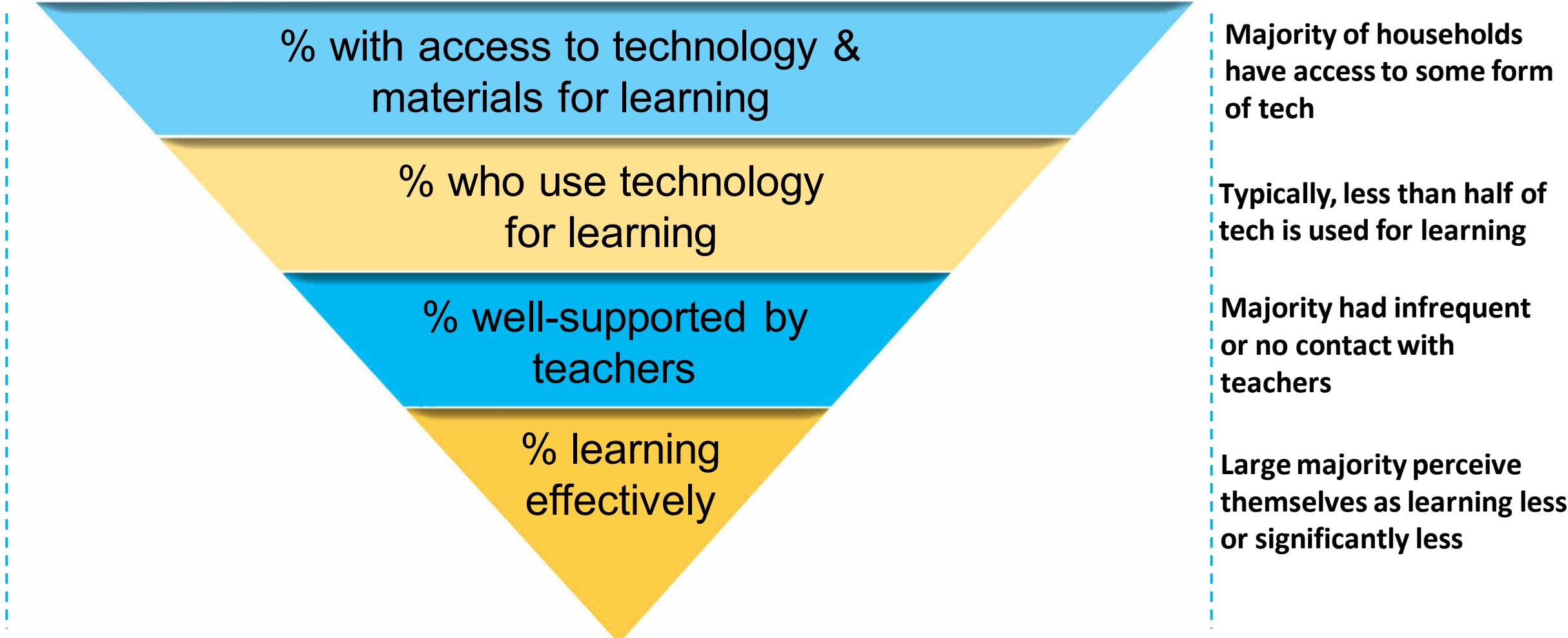


# Bridging the digital gap: Internet Access Rates in Asia Pacific



# Reach and Effectiveness of Distance Learning

← Potential to reach children & youth with effective learning opportunities →



# Reach and Effectiveness of Distance Learning

← Potential to reach children & youth with effective learning opportunities →

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- The diagram consists of four nested, downward-pointing triangles. The top triangle is light blue and contains the text "% with access to technology & materials for learning". The second triangle is yellow and contains "% who use technology for learning". The third triangle is light blue and contains "% well-supported by teachers". The bottom triangle is yellow and contains "% learning effectively". A horizontal line with a break separates the top two triangles from the bottom two. To the right of the funnel, there is a vertical dashed blue line.
- % with access to technology & materials for learning
  - % who use technology for learning
  - % well-supported by teachers
  - % learning effectively

## Potential household reach

(approx. order of reach\*)

1. Print (100%)
2. Mobile including feature phone (>90% even in rural areas)
3. TV (>60% most countries)
4. Smartphone\* (approx. 50% in India)
5. Radio\*\*
6. PCs, laptops, tablets

\*data n/a for most countries

\*\*varies greatly by country

# Essential Learning Package (ELP)

**Focus on realistic near-term learning outcomes that can bridge to a full recovery in the longer term:**

- 1. Tailor measures which reach all children and youth asap so we can remediate learning loss.**
- 2. Minimum standards** to ensure learning recovery based on what can feasibly be delivered in the short term.
- 3. Modalities and tools should be integrated and ‘packaged’**, while ensuring teachers and other key actors are capacitated to ensure that learning is delivered at the right level.

# Ensuring Continuity of Learning During School Closures

## TRAINING PACKAGE

Teachers/Parents/  
Learners  
ICT Skills  
Online safety

Teachers  
Teaching with low &  
high tech  
MHPSS  
Assessment  
Teaching at the right level

Communications

## LEARNING PACKAGE

Self-learning + Teacher guided

Learning Kits,  
Reading/Textbooks

Calls, SMS

Broadcast  
Programmes

Messaging Apps &  
Digital Platforms

Feedback loop: Assign -> Submit  
-> Correct -> Reflect

Free phone  
credit

Free access  
to online  
educational  
resources

Adapted  
Curriculum

## MONITORING

Monitor  
(schools, teachers, students)  
and adjust

EMIS & SMIS  
(Education & School  
Management Info System)

# Planning for disruption

A safe return to school and re-imagine education are critical, but we must also plan for future disruptions by:

1. Remediating learning loss, especially for most excluded.
2. Providing what can be accessed by disadvantaged.
3. Training and motivating teachers and others.
4. Engaging parents, volunteers, CSOs and private sector.
5. Prioritising flexible responses NOW



A close-up photograph of a young African boy with short dark hair, smiling warmly at the camera. He is wearing a white collared shirt under a light blue vest. His hands are near his collar, adjusting it. In the background, there are other children, one in a yellow shirt, though they are slightly out of focus.

Thank you.