

# Challenges and responses to COVID

Country specific approaches in South Asia around distance learning and remediation

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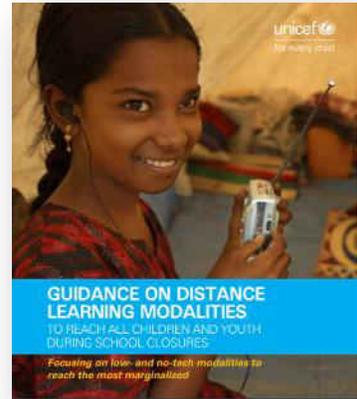
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# Ensuring Continuity of Learning During School Closures

1. Use a combination of learning modalities
2. Establish a **one-stop portal** with key resources and guidance
3. Encourage **school leaders** to take an active role
4. Ensure teachers' continued engagement with their students
5. Engage **parents and caregivers**
6. Build the **capacity of teachers, parents/caregivers and children**
7. Develop and implement strategies to **reach the most vulnerable children** in times of school closures
8. Explore ways to provide **free Internet access** to education resources
9. **Monitor reach and effectiveness** of distance learning modalities and learning progress
10. Continue distance learning modalities when schools reopen



# Reach and Effectiveness of Distance Learning

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

% with access to technology & materials for learning

% who use technology for learning

% well-supported by teachers

% learning effectively

## Why if access, not using?

- Lack of awareness
- Lack of guidance (e.g. from teachers)

Especially for TV:

- Language
- Quality
- Curriculum coverage
- Time of day

Smartphone

- No access (esp girls, younger children)
- Content not adapted for device

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## Teacher bottlenecks

- Cost (phone credit, Internet)
- Awareness (options, student devices)
- Teaching challenge
- Lack of guidance
- Lack of training
- Lack of device
- Other responsibilities
- Lack of monitoring (school, government)

# Example of positive responses

## Reach and coverage

**Nepal:** Seven categories of response for learners.

**India:** **Assam** distributed worksheets with mid-day meals; **Kerala** focused on textbook distribution and WhatsApp groups

**Pakistan:** **Punjab** analyzed penetration of different technologies and used the information to inform their response.

## Addressing marginalisation and inequalities

**Nepal:** In remote areas, teachers visited students' homes or organized small groups to meet face to face outside school.

**Afghanistan:** CBE implementing partners worked together with the Ministry of Education and teacher trainers to prepare child-friendly, self-study materials in Dari and Pashtu.

**Bangladesh:** partnerships with NGOs at local level to find ways to reach into communities.

## Low levels of learning

**Bhutan:** prioritised curriculum during school closures and adapted curriculum on reopening.

**Sri Lanka:** **UVA Province** MoE with support from UNICEF, conducted diagnostic tests with students in grades 1 to 4, based on the findings the curriculum was reorganised to prioritise competencies to help children catch up.

**Maldives:** catalytic effect of accelerating teachers' and school managers' uptake of digital opportunities for teaching and learning.

# Roadmap for learning recovery

## Immediate actions

1

Formative assessment

2

Curriculum prioritisation

3

Set goals for progression

## Long term actions

5

Give time to learners to revise, catch up and consolidate

4

Adapt plans and expectations to learners' levels

6

Empower teachers to adapt their planning

7

Communicate learning goals and expectations to parents and learners

8

Develop blended learning solutions

9

Support school-based peer support groups for teachers

## 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.