Challenges and responses to COVID
Country specific approaches in South Asia around distance learning and remediation

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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
Reach and Effectiveness of Distance Learning

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% learning effectively

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

<table>
<thead>
<tr>
<th>Immediate actions</th>
<th>Long term actions</th>
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<tbody>
<tr>
<td><strong>1</strong> Formative assessment</td>
<td><strong>5</strong> Give time to learners to revise, catch up and consolidate</td>
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<tr>
<td><strong>2</strong> Curriculum prioritisation</td>
<td><strong>4</strong> Adapt plans and expectations to learners' levels</td>
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<tr>
<td><strong>3</strong> Set goals for progression</td>
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<tr>
<td><strong>6</strong> Empower teachers to adapt their planning</td>
<td><strong>7</strong> Communicate learning goals and expectations to parents and learners</td>
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<tr>
<td><strong>8</strong> Develop blended learning solutions</td>
<td><strong>9</strong> Support school-based peer support groups for teachers</td>
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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.