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# ASIA-PACIFIC Response to COVID-19 and Education Data Issues and Challenges

UIS Asia Regional Meeting of Educational Statisticians

15 May 2020

UNESCO Bangkok



# COVID-19 Situation and Coverage in the AP Region

## Highlights

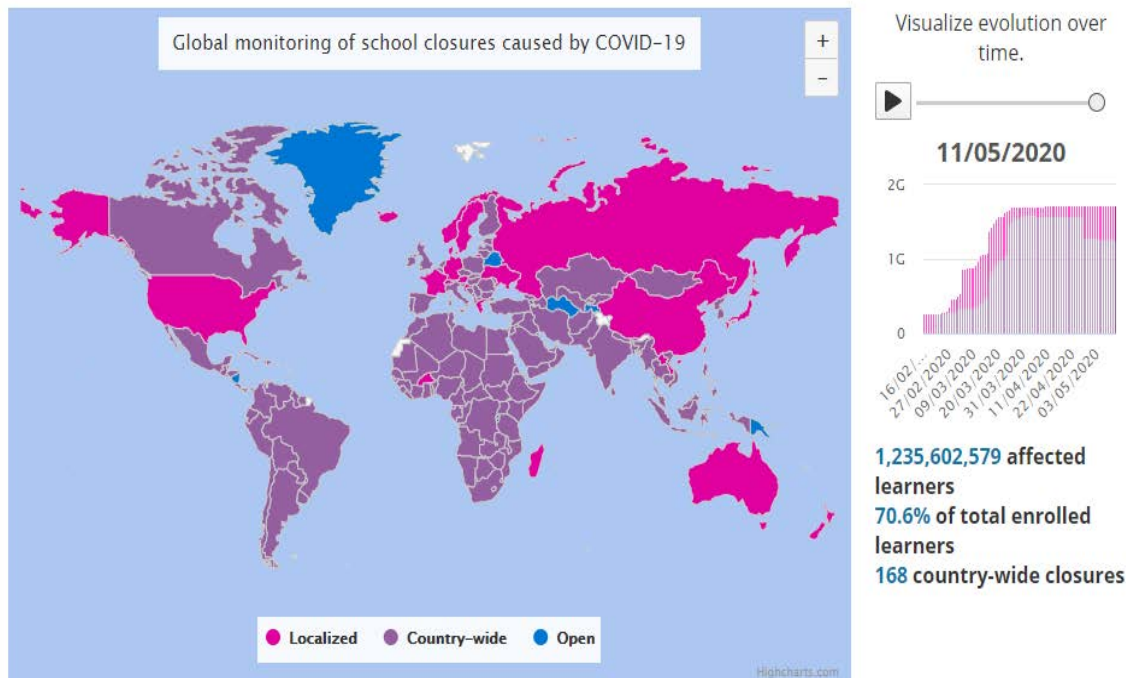
- China, Iran, India, Pakistan, Malaysia, Philippines and Indonesia have the most cases, with the highest number of deaths in Iran, China, Indonesia, Philippines and India.
- Bangladesh and Myanmar remain vulnerable due to fragile health systems and refugee and displaced populations, including Cox's Bazar with overcrowded conditions.
- Pacific island countries are at risk due to weak health systems, natural disasters and geographic isolation.
- Afghanistan, Pakistan, Iran and Nepal face risk given weak health systems, limited testing capacity, cross-border movements and refugee and displaced populations.
- India, Indonesia, Malaysia and the Philippines have rapidly rising cases with health systems at risk of collapsing without sufficient support.
- Most countries in the region are taking measures to prepare and respond to COVID-19, and urgent actions are required to contain outbreaks and support health systems and communities to mitigate the impacts.

<https://www.unfpa.org/resources/covid-19-situation-report-no-1-unfpa-asia-and-pacific>

# LEARNERS and TEACHERS AFFECTED BY SCHOOL CLOSURE GLOBALLY

## COVID-19 Impact on Education

as of 11 May 2020



- **1.24** billion affected learners
- **70.6%** of total enrolled
- **168** country-wide closures

Source: <https://en.unesco.org/covid19/educationresponse>

- **63** million affected primary and secondary teachers in **165 countries**

Source: <https://en.unesco.org/news/teacher-task-force-calls-support-63-million-teachers-touched-covid-19-crisis>

# COVID-19 and impact on (EDUCATION) data production

## Census and HH surveys

- Delays, postponement of the survey processes- data collection, processing and dissemination etc.
- Countries affected: Mongolia, Philippines, Singapore, Malaysia Indonesia, Kazhkhstan, Marshall Islands
- Response: Rescheduling, online and telephone mode

<https://unstats.un.org/unsd/demographic-social/census/COVID-19/>

## Examination and Assessment

- Cancellation: Indonesia and Japan
- Postponement/rescheduling: Bangladesh, China, Fiji, India, Indonesia, Iran, Malaysia, Mongolia, Nepal, Pakistan ( Khyber Pakhtunkhura), Palau, Philippines, Republic of Korea, Samoa, Singapore, Sri Lanka, Thailand, Tonga, Uzbekistan, Viet Nam
- Organizing online: Cambodia, Myanmar, Pakistan( Khyber Pakhtunkhura)

UNESCO ( 2020). COVID-19- A glance of national coping strategies on highstakes examinations and assessments

## Administrative

- Due to the school closure, problem in timely reporting- Timor Leste
- Delays in processing and reporting – Lao PDR

# Effect on Education Indicators production and SDG4 Monitoring

- **Effect on Household based education data and indicators**
  - Completion Rate
  - Equity measurement
  - Literacy Rate/Education Attainment data
- **Delay in reporting and population-based indicators**
- **Disruption in the process of Education Management Information System**
- **Unavailability or delays in learning outcome data**

# Regional Responses to COVID-9 ( Summary)

Pillars	Major initiatives/actions	No of countries
<b>Pillar 1</b> <b>Lead the global dialogue and education coalition on COVID 19</b> <b>(focus on continued learning)</b>	<ul style="list-style-type: none"> <li>• Digitize contents for online courses</li> <li>• Technologies for effective delivery of remote T-L</li> <li>• Enable distance education solutions</li> <li>• Exchange knowledge and innovative practice</li> <li>• Wider consultations to identify the solution to realize “no one left behind” and “build back better”</li> </ul>	17
<b>Pillar 2</b> <b>Provide customized support and expertise in response to countries’ needs and requests</b>	Support/working with Ministry on : <ul style="list-style-type: none"> <li>• Strengthen EIE plans and strategies/development of education contingency plans</li> <li>• Frameworks and Guidelines for implementation of EIE/curriculum</li> <li>• Developing programmes e.g. TVET for vulnerable groups</li> <li>• School reopening guidance and communication</li> <li>• Online course designing and IEC materials</li> </ul>	19
<b>Pillar 3</b> <b>Generate knowledge and mobilize collective intelligence</b>	<b>Surveys, Impact assessment,</b> Guidelines for parents, children and community to cope with pandemic <ul style="list-style-type: none"> <li>• 3, sub-regional situation analyses on education impact in Asia ( UNESCO BKK/UNICEF)</li> <li>• 1 Pacific Socio economic assessment</li> <li>• Rapid national assessment</li> <li>• Nepal, Viet Nam, Mongolia, China, Bangladesh, Myanmar, Kazakhstan, Kyrgyzstan, Thailand</li> </ul>	10



# Rapid Situation Analysis on The Effects of and Responses to COVID-19 in Education Sector

## Main Objectives:

- Assess and estimate the various **impacts of the COVID-19 epidemic on the education** sector and stakeholders (children, adolescents, teachers, parents, education officials etc.) in **Asia (East, Southeast and South Asia sub-regions)**; and
- Examine **implications on progress towards achieving SDG4-Education 2030**, while also identifying examples of promising responses to which can be shared and enhance other countries' approaches.

## Key Partners and Timeline

- UNESCO and UNICEF
- By Sept- October 2020

# Rapid Situation Analysis on the Effects of and Responses to COVID-19 in Education Sector

## Key Questions:

- Question 1: How and to what extent does the pandemic affect **access to and participation in education**?
- Question 2: How and to what extent does the pandemic affect the **continuity of learning and progression of education opportunity** of the students? To what extent is normal education hindered and what measures/steps can be taken in order to compensate for the missed learning time.
- Question 3: How are **countries in the region responding to the effects** of the pandemic?
- Question 4: Among the measures taken so far in education, which ones are **efficient and effective** and which are not?



# Rapid Situation Analysis on the Effects of and Responses to COVID-19 in Education Sector

## Key Questions:

- Question 5: **What monitoring solutions** exist and have been tested **to estimate the total number of children reached through various learning modalities**: TV, radio, phones, eLearning platforms, printed materials?
- Question 6: What are **the financial requirements for the education sector to be brought back to “normal”** (the point where they were before school closure) or even “opening back better schools”? What progress towards SDG4 targets has been lost, and what would be an estimate of the total cost of reaching SDG4 targets by 2030 from our new 2020 baseline?
- Question 7: What other **cross-sectoral interventions** in areas like social protection, health, nutrition, WASH and child protection are necessary to support education solutions for the most vulnerable?
- Question 8: **How can schools be supported to develop a blended learning model** with a mix of classroom-based learning and self or guided learning at home, given that we need to anticipate the possibility of multiple closures/re-openings in the future?

# Future (EDUCATION) data needs

Looking at the evolving policies and strategies, countries need to develop strategies to collect additional data and statistics for planning and monitoring of education sector:

- Data on household having computers, radio, mobile phones etc..
- Data on household internet facilities
- Data on students who can access to various learning modalities (Online, distance, etc..)
- Data on teachers with the skill and competency to offer different learning modalities and ICT
- Data on psycho-social support (both teachers and learners)
- Data on more comprehensive WASH indicators

# Challenges and Opportunities

## Challenges

- Make all data available on time
- Prioritizing data to inform contingency planning
- Shifting to alternative/pragmatic solutions
- **Policy makers do not make data as priority**

## Opportunities

- Raising data awareness
- Developing/strengthening integrated/inter-connected data system ( Health, Education, Labor etc.)



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