

2022 UNESCO-KEDI Asia-Pacific Regional Policy Seminar : Learning Recovery: Saving a Generation of Learners



Overview of learning recovery post COVID-19: Regional and international roadmaps for learning recovery

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What is the regional education context post COVID-19?



School closures in Asia-Pacific have profoundly disrupted learning and education



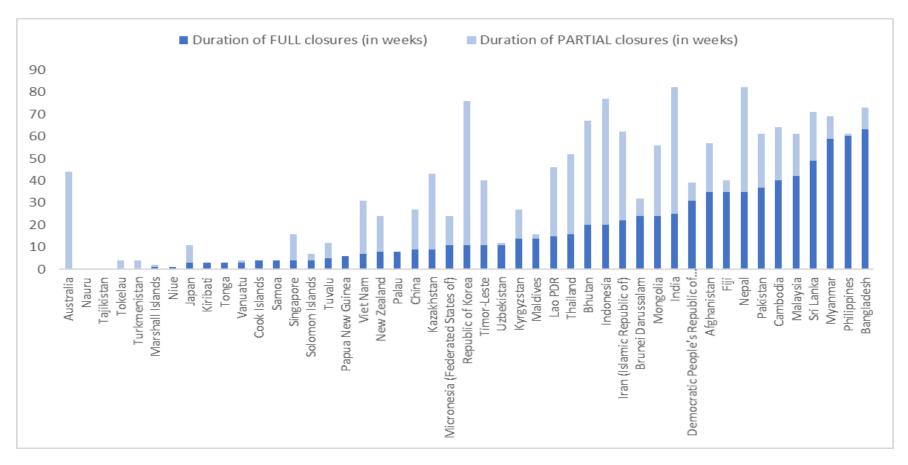






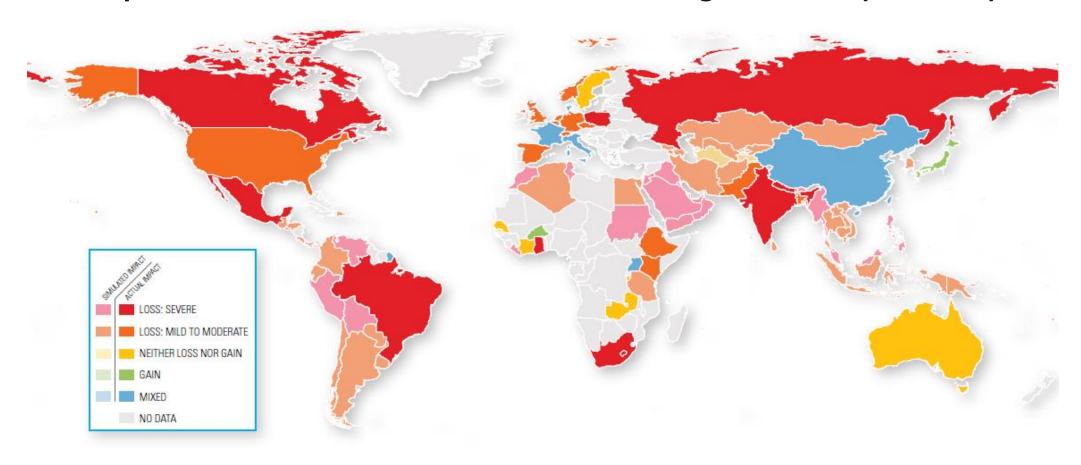
The length of school closures vary a lot between countries

Duration of full and partial school closures in the weeks between March 2020 and October 2021



Learning losses in most of Asia-Pacific vary from moderate to severe

Impact of COVID-19 school closures on learning outcomes (Feb 2022)



Source: UNICEF, UNESCO and World Bank (2022), Where are we on education recovery



Regional and national commitments to ensure an effective learning recovery

The 2nd Asia-Pacific Regional Education Ministers' Conference & the Bangkok Statement 2022

The UNICEF-UNESCO-World Bank R.A.P.I.D Framework guidelines



The RAPID (Reach, Assess, Prioritize, Increase, Develop) Learning Recovery Framework

REACHevery child
and keep
them in school.

ASSESS learning levels regularly. PRIORITIZE
teaching the
fundamentals.

INCREASE
the efficiency
of instruction,
including through
catch-up learning.

DEVELOPpsychosocial
health and
wellbeing.

Reopen schools safely and keep them open

Promote returning to the classroom through back-to-school campaigns

Provide cash transfers to poor families

Use early warning systems to identify atrisk students Assess learning losses at national/ sub-national level

Provide teachers with tools for classroom level measurement

Adjust curriculum across and within subjects

Prioritize numeracy, literacy, socioemotional skills

Focus instruction on closing the gaps between desired and actual student learning in specific subjects Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; selfguided learning

Support teachers continuously: build practical pedagogical and digital skills

Expand instructional

Enhance learning with technology

Build teachers' capacity to support their students' wellbeing and identify students in need of specialized services

Support teacher wellbeing and resilience

Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities

Bangkok Statement 2022

Bangkok Statement 2022: Towards an effective learning recovery for all and transforming education in Asia-Pacific

- Statement adopted on 7 June 2022 at the Second Asia-Pacific Regional Education Ministers' Conference (APREMC-II)
- Commitment from Member States and other key education stakeholders to take immediate action to:
 - ensure a safe return to school and effective recovery of learning loss
 - transform education and its systems to be more relevant, inclusive and resilient
- Statement identifies policy options for each of the two priority areas of action.
- Statement available at https://bit.ly/39xY4wp



Bangkok Statement 2022

Towards an effective learning recovery for all and transforming education in Asia-Pacific

Preamble

- 1. We, Ministers of Education of the Asia-Pacific Region, high-level government officials and representatives of regional organizations, civil society organizations, teachers' organizations, United Nations agencies, development partners, youth, academia, and the private sector, having gathered in Bangkok, Thailand at the second Asia-Pacific Regional Education Minister's Conference (APREMC II) from 5 to 7 June 2022;
- 2. Express our deep gratitude to the Government of the Kingdom of Thailand for hosting this important event and for their warm welcome and to the Government of Japan for generously supporting the organization of this Conference:
- 3. We reaffirm that education is a fundamental human right, enabling the realization of other rights essential for inclusive, equitable and sustainable development, a culture of peace, global citizenship, health and wellbeing, and indispensable for economic recovery and growth in the Asia-Pacific region and globally;
- 4. We have taken stock of progress made on SDG4 in the Asia-Pacific region, and the gaps in implementation, especially major challenges in advancing equity, inclusion and learning and reaffirm our commitment to achieving the full SDG4-Education 2030 agenda, which was reconfirmed at the Asia Pacific Forum on Sustainable Development organized by UN ESCAP on 29 March 2022:
- 5. We take note of the outcomes of the sub-regional consultations undertaken prior to APREMC II, the NGO Statement and the Youth Statement presented during the Conference;
- 6. We acknowledge the great diversity of the Asia-Pacific region in terms of, among others, geography, demographic trends, culture, language, religion, level of economic development, the structure of education systems, participation in education and learning outcomes:
- We acknowledge the inter-dependence and common future of our societies and economies and the
 ensuing need for solidarity and cooperation;
- 8. We highlight that this statement comes at a historical moment when the world and the Asia-Pacific region are facing the profound impact of COVID-19 on students' learning, health and well-being, exacerbating a pre-existing learning crisis, and causing a global and regional economic crisis, deepening poverty and inequities, coupled with global security concerns, increased migrations, environmental degradation and climate change to which Asia-Pacific countries are particularly orone.
- We recognize the urgent need to safely reopen schools, re-enrol all learners, particularly the most marginalized and vulnerable, and enable learning recovery, health and well-being of all learners:
- 10. We emphasize the urgent need for reimagining and transforming education and its systems to become more equitable, inclusive, relevant, flexible, and resilient, address the current learning crisis, build more peaceful, inclusive, and sustainable societies, and realize SDG4 with meaningful youth participation.
- 11. We therefore, commit to the following priority actions in the Asia-Pacific region:

#EDUCATION2030 #APREMC2022







Agreed policy options from the Bangkok Statement 2022 for the learning recovery

1. Safe return to school and creating enabling learning environments for all learners

- Reopening schools, care centers, community learning centers, post-secondary and higher education institutions, and keeping them open, with adequate public health and social safety measures and trained school personnel to implement them;
- Establishing an enabling learning environment by putting in place WASH facilities in schools as well as establishing comprehensive, integrated social protection, school health and nutrition programmes and the provision of psycho-social support and increasing internet connectivity, access to affordable devices and technology;
- Implementing return-to-learning campaigns, and setting up targeted measures to overcome barriers for those learners at risk of not returning including incentives, monitoring re-enrolment, and establishing early warning systems and appropriate response mechanisms;
- Establishing or strengthening equitable flexible learning pathways and alternative learning programmes, including non-formal education to reach children and youth who have dropped out of school or who were never enrolled in education;
- In cases where schools are still closed due to COVID-19 or other emergency situations, we commit to ensuring continuity of learning through equitable quality alternative education and distance learning and supporting parents and communities so that all students are effectively learning at home.



Agreed policy options from the Bangkok statement for the learning recovery

2- Learning recovery strategies

- Undertaking assessment of individual students' learning levels to identify both cognitive and socio-emotional learning gaps, and put in place adequate differentiated instruction and remedial programmes and involving parents and community members in the process;
- Adapting the curriculum to prioritize foundational and core competencies at each level, extending instructional time to catch up or adapt the school calendar as needed;
- Preparing and supporting teachers and non-formal educators to carry out learning recovery strategies as well as provide them with professional capacity development in IT-supported teaching and blended learning as well as with accessible digital technology and content and ensure their well-being;
- **Providing blended teaching and learning for all learners**, and strengthening preparedness and resilience within schools and other learning institutions for future emergencies and outbreaks;

Transforming Education Summit (TES): National commitments in Asia-Pacific

Examples of commitment statements on learning recovery

Safe school re-opening and well-being	Re-engaging learners	Learning recovery strategies	ICT and blended learning
Cambodia: Recognize the need for safe school re-opening to ensure retention and transition of all learners Lao PDR: Keep all education institutions open and support public health and social measures and support mental and psychosocial support for learners and teachers	Thailand: ensuring that all learners return to school with a focus on out of school children and those at risk of not returning.	Timor-Leste: Prioritize foundational literacy and numeracy skills Vietnam: Identifying knowledge gaps especially among the most vulnerable groups	Bangladesh: Enhancing the ICT facilities and connectivity access for disadvantaged groups of students Thailand: Strengthen blended learning to ensure continuity of learning for all learners
Sri Lanka: Ensuring the physical and mental well-being of students and education staff			

Conclusion and Key Messages

- Urgency to act fast
- Importance to support schools, teachers and learners with practical/ easy tools, targeted guidelines and training
- Put equity and inclusion at the heart of the learning recovery
- Keeping in mind the broader issue of the learning crisis => adressing the structural and systemic challenges facing teacher training and professionalization
- => UNESCO stands ready to support countries in Asia-Pacific to design and set-up effective learning recovery strategies



Thank you!



UNESCO Asia and Pacific Regional Bureau for Education

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