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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

*Margarete Sachs-Israel, Chief, Section for Inclusive Quality
Education, UNESCO Bangkok*



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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 **EDUCATION** of more than **800 MILLION CHILDREN** in Asia has been **DISRUPTED** due to **SCHOOL CLOSURES** since the COVID-19 pandemic first made wide impact in Asia.

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In Asia-Pacific, an estimated **10.71 MILLION LEARNERS** are **AT RISK OF NOT RETURNING** to schools after reopening.

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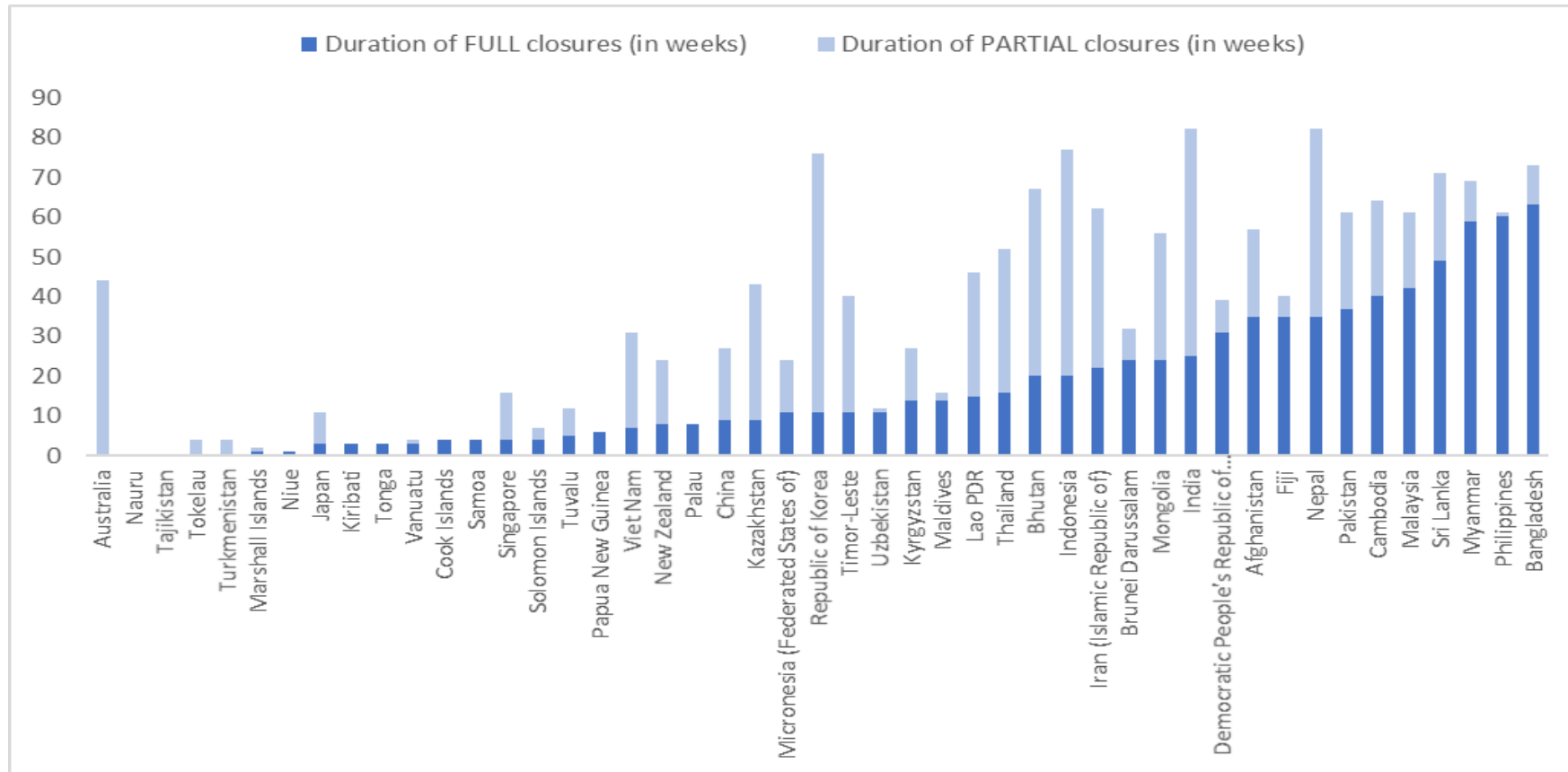
In South-East Asia, surveys with almost **7,000** young people found that **3 out of 4 FEMALE RESPONDENTS** reported **MENTAL HEALTH** issues such as stress and frustration caused by lockdowns.

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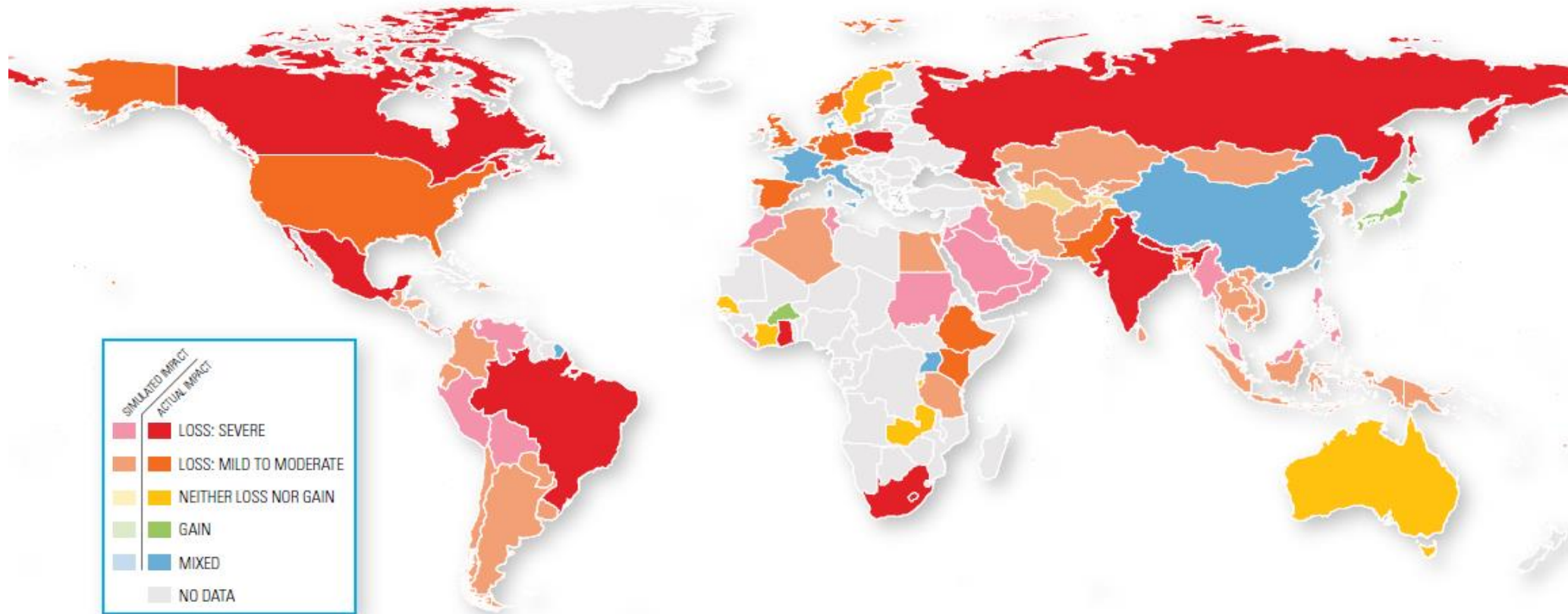
The length of school closures vary a lot between countries

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



source: UNESCO Global Monitoring Map of School Closures. Access: <https://en.unesco.org/covid19/educationresponse>

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



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



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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

R **REACH**
every child and keep them in school.

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 at-risk students

A **ASSESS**
learning levels regularly.

Assess learning losses at national/ sub-national level

Provide teachers with tools for classroom level measurement

P **PRIORITIZE**
teaching the fundamentals.

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

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

Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; self-guided learning

Support teachers continuously: build practical pedagogical and digital skills

Expand instructional time

Enhance learning with technology

D **DEVELOP**
psychosocial health and wellbeing.

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

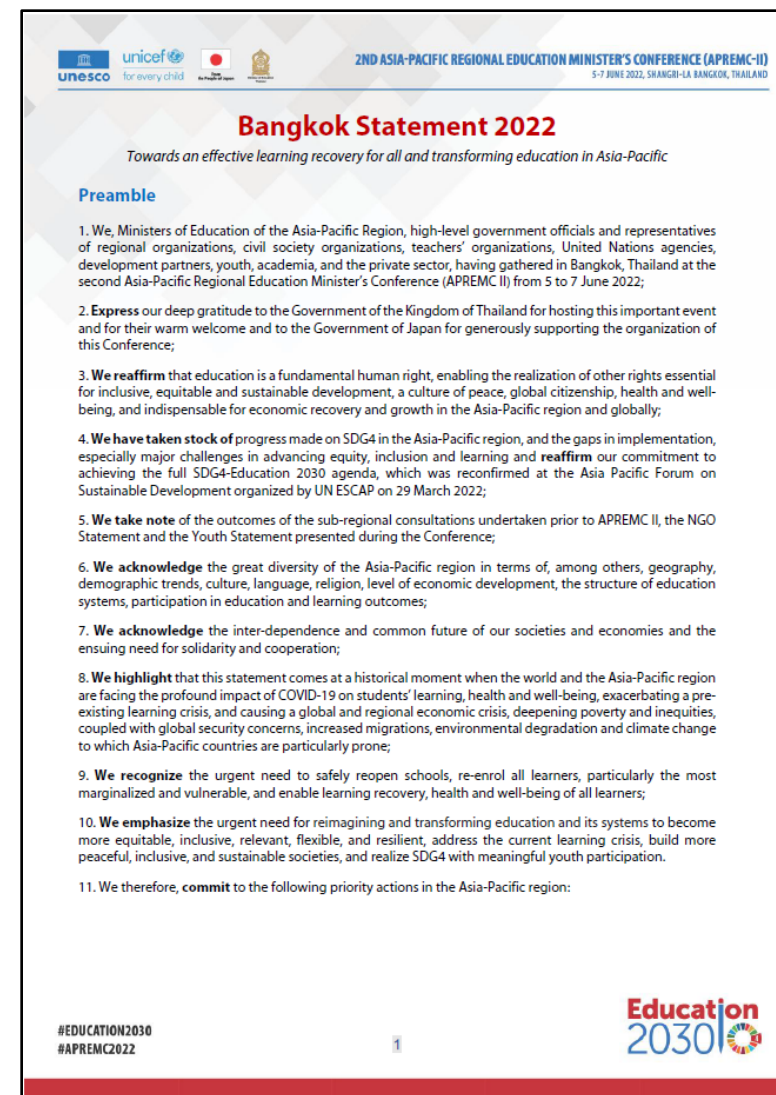
Support teacher wellbeing and resilience

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>



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.

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

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 => addressing 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



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Thank you!

Education



Natural Sciences



Social and Human Sciences



Culture



Communication and Information



Together for Peace



UNESCO Asia and Pacific Regional Bureau for Education

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