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

**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.

**Assess**
- Assess learning levels regularly.
- Assess learning losses at national/sub-national level.
- Provide teachers with tools for classroom level measurement.

**Prioritize**
- 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.

**Increase**
- 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.

**Develop**
- 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.

**UNESCO**
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.

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

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

UNESCO Asia and Pacific Regional Bureau for Education
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