

Regional Overview of Learning Recovery Initiatives in South Asia

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A young girl with dark hair, wearing a red dress and a patterned headscarf, is standing in front of a blue chalkboard. She is holding a piece of chalk and appears to be writing on the board. The chalkboard has some faint, illegible writing on it. The background is a solid blue color.

434M

learners in South Asia have
been impacted by school
closures due to COVID-19

5.9M Children are at risk of
not returning to school

Regional responses to COVID-19 & school closure



National response plans for education continuity /reopening of schools



1.9M children and caregivers were provided with **mental health and psychosocial support**



63.5M children in have been reached with **home-based learning**



Implementation of **remedial education**



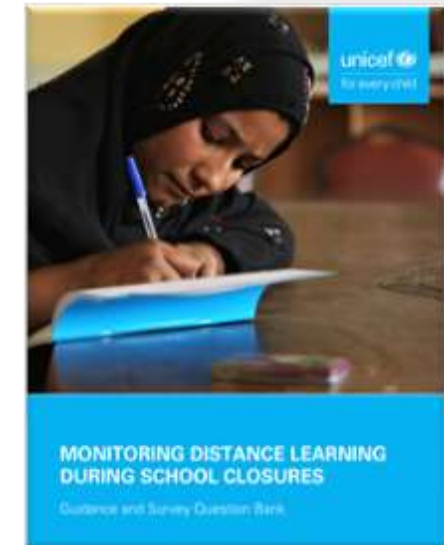
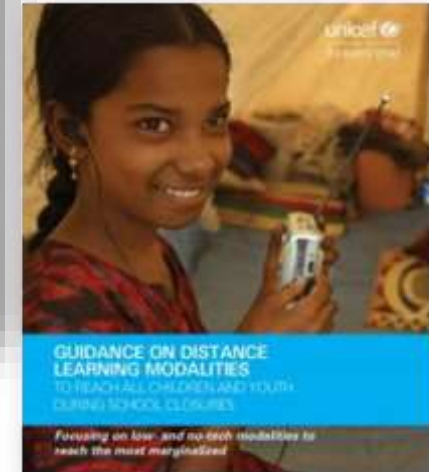
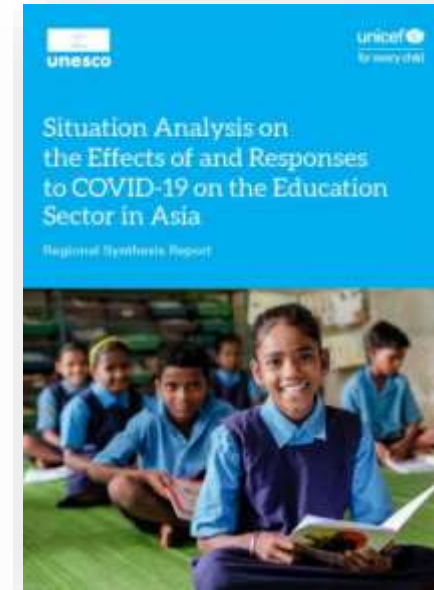
100% of countries monitored continuity of learning



100% of countries have developed guidelines and SOPs for **safe school reopening**

During school closure, countries engaged in **distance learning** on unprecedented scale; but challenges remain on **reach and quality**.

Urgent need to accelerate learning recovery



A photograph of four young girls in school uniforms (blue dresses over white shirts with ties) standing outdoors. They are all wearing face masks. The girl in the foreground is wearing a patterned mask and has her arms crossed. The other three girls are in the background, slightly out of focus, wearing solid-colored masks. A blue banner with white text is overlaid on the bottom left of the image.

Learning Recovery Initiatives in the South Asia region



India

Learning Recovery Initiatives in India: National Gov. Instruction

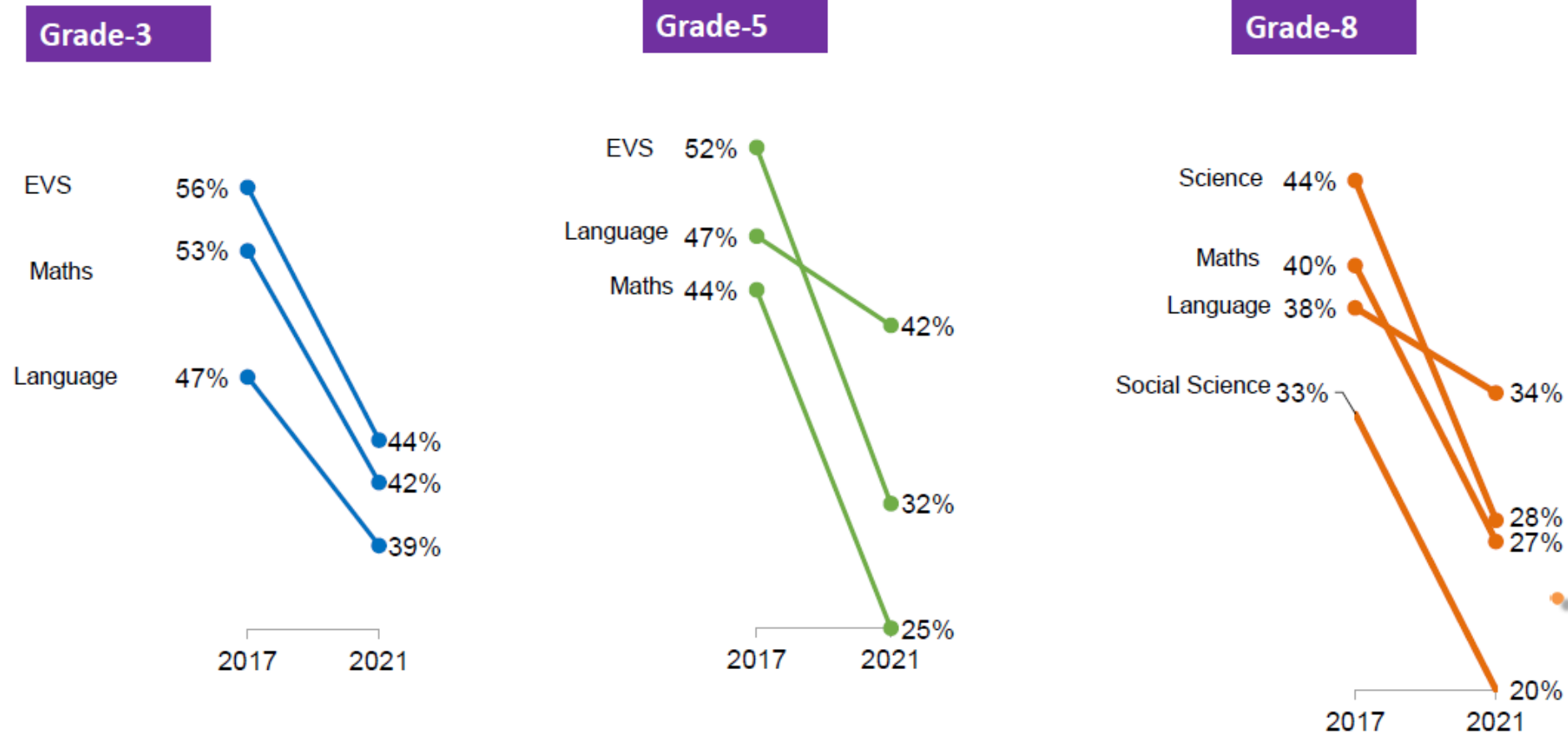
Develop Learning Recovery Strategy:

- Identify **OOSC** and help them back to learning journey
- 12 weeks bridge/school readiness programme (G 1-3)
- Focus on **literacy and numeracy skills**
- Large scale **remedial /learning enhancement programme**
- **100 days Reading Campaign**
- Update school calendar
- **Teaching resource package** and ICT supports
- **Learning Engagement Package** and allocate budget for learning recovery at least 8\$/students
- Conduct learning assessment to understand the current learning level of students



National Achievement Survey

Comparison of % of proficient students in 2017 and 2021 by grades and subjects

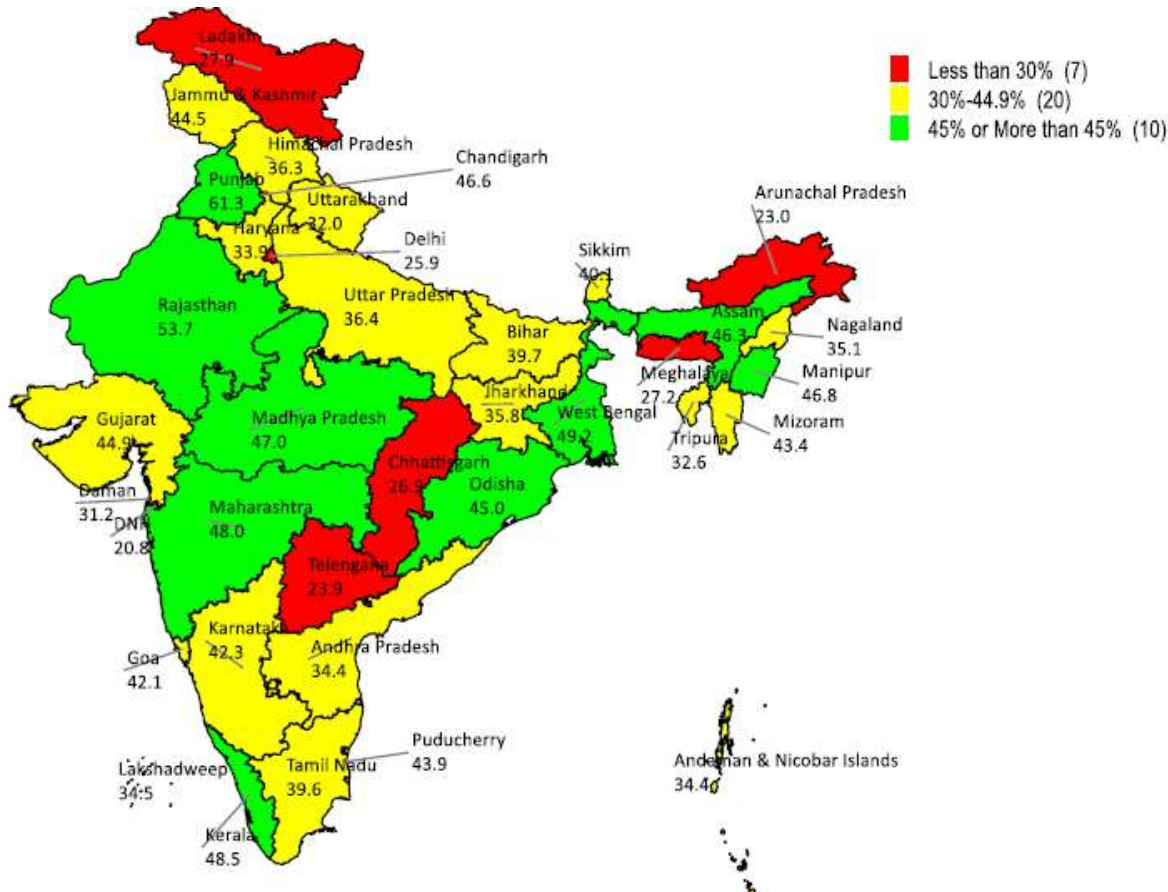


Impact of school closure due to COVID-19 pandemic is clearly visible

Percentage of proficient students declined across the subjects in grade-3,5 and 8

National Achievement Survey

% of proficient students by state/UTs (combined all subjects) – grade 3, 2021



More than 45% students are proficient in 10 state/UTs (Assam, Chandigarh, Kerala, Madhya Pradesh, Maharashtra, Manipur, Punjab, Odisha, Rajasthan, West Bengal) while less than 30% are proficient in 7 state/UTs (Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Ladakh, Meghalaya and Telangana)

National Average : 41.6 %

Highest : 61.3 % Punjab

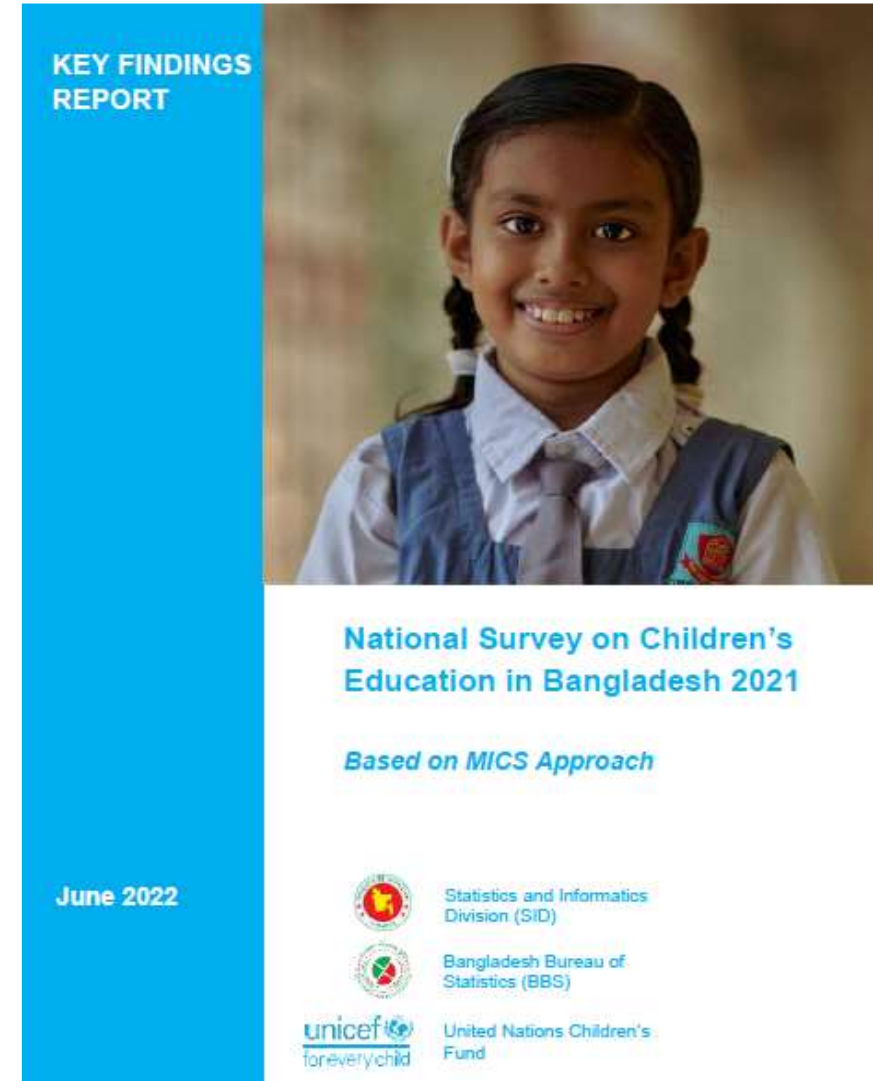
Lowest: 20.8 % Dadra & Nagar Haveli



Bangladesh

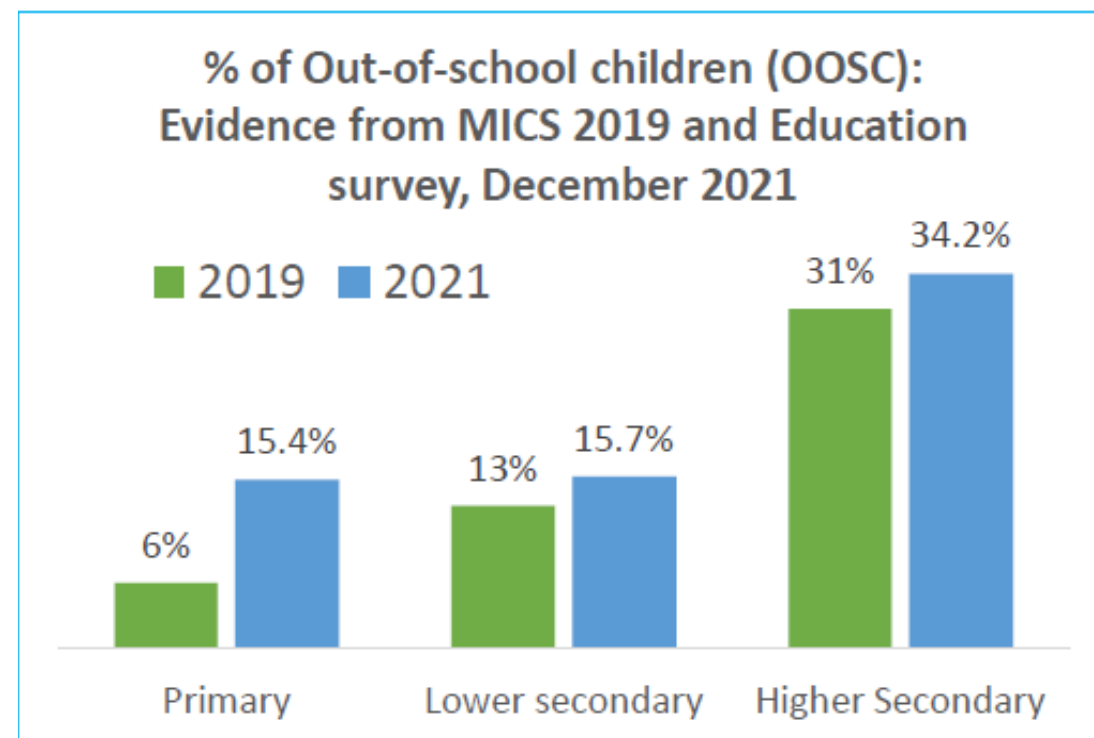
Learning Recovery Initiatives in Bangladesh: Education Data

- UNICEF supported the government to implement **National Survey on Children's Education in Bangladesh 2021**
 - Using MICS approach
 - Aiming to capture the extent of the impact of the prolonged school closure on the drop-out and learning
 - Sample size: 9,000 households



Learning Recovery Initiatives in Bangladesh: Education Data

- **OOSC** at primary-level increased from **6.4%** in **2019** to **15.4%** in **2021**
- **Net Attendance Ratio** at primary-level declined from **85.9%** in **2019** to **80.5%** in **2021**
- The parents mentioned the main reasons of non-enrollment: **prolonged closure of school** (43.6%), **decreased family income** (23.6%), and the **unwillingness of children** (22.8%)



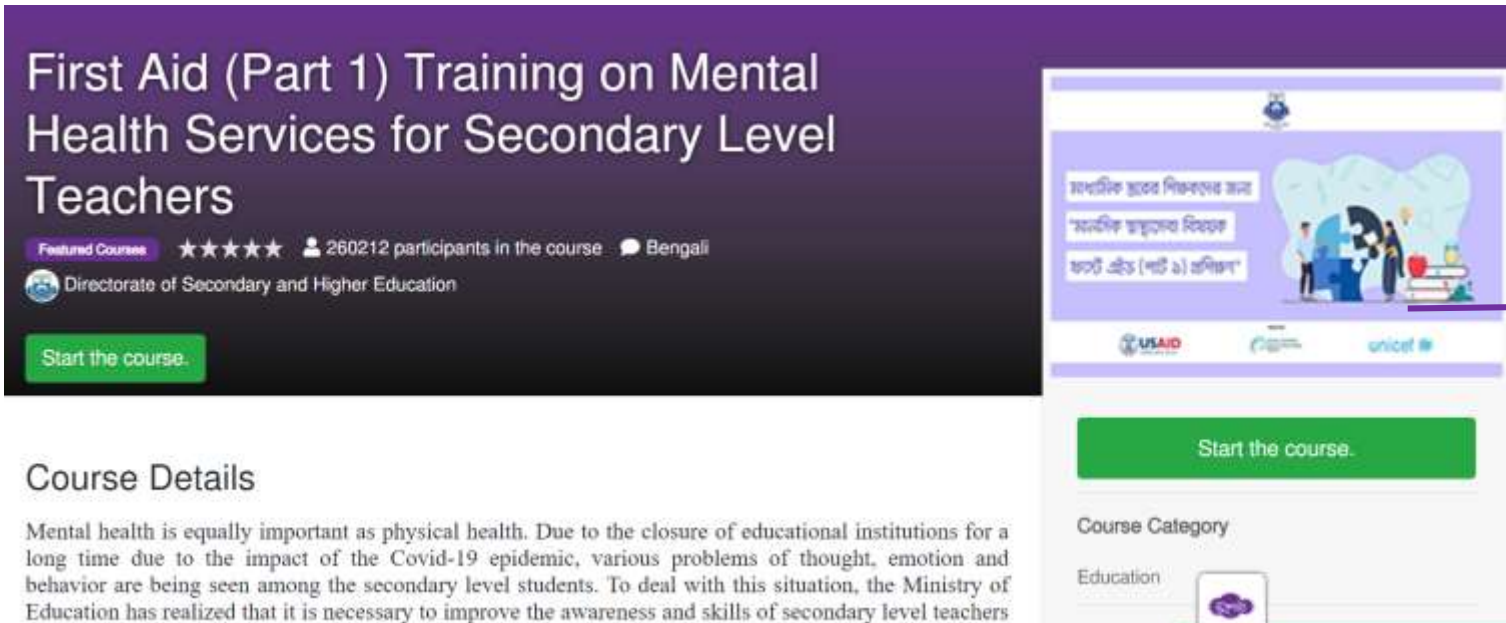
Learning Recovery Initiatives in Bangladesh: Catch-Up

- UNICEF supported the government of Bangladesh to deliver learning recovery supports through **catch-up intervention**:
 - Focus: **foundational skills**
 - Location: schools, community centers and temporally learning centers
 - Target: **200,000 primary education students** who are irregular or at risk of dropout from the most disadvantaged locations and groups
 - Duration: 6-12months
 - **Periodic assessment** of students' learning levels using formative and summative assessments
 - Using the existing **Ability-based Accelerated Learning (ABAL) Approach**



Learning Recovery Initiatives in Bangladesh: MHPSS

- UNICEF supported **online teacher training on psychosocial support** using the government Teacher's Portal
- Within 1 month, **250,000 teachers** completed this online course
- UNICEF and the government are planning 5 days face-to-face training for 6,000 teachers and implementation of psychosocial support activities in secondary schools



First Aid (Part 1) Training on Mental Health Services for Secondary Level Teachers

Featured Courses ★★★★★ 260212 participants in the course Bengali

Directorate of Secondary and Higher Education

[Start the course.](#)

Course Details

Mental health is equally important as physical health. Due to the closure of educational institutions for a long time due to the impact of the Covid-19 epidemic, various problems of thought, emotion and behavior are being seen among the secondary level students. To deal with this situation, the Ministry of Education has realized that it is necessary to improve the awareness and skills of secondary level teachers

The online course (4-5h self-paced learning) covers:

- *Understanding of Mental Health issues, especially in COVID-19 pandemic*
- *How to provide basic MHPSS support to students, including preventive measures*
- *Referral pathways*
- *MHPSS for teachers*



Nepal

Learning Recovery Initiatives in Nepal

- **Recovery and Accelerated Learning Plan (ReAL Plan) 2022-2025:**
 - Comprehensive assessment on student learning
 - Invest in numeracy and foundational learning, structural pedagogy, reform education systems and plan
 - 8 weeks intensive intervention focusing basic competencies for early grades
 - 2-3 years of long-term learning recovery plan for grade 3-8
- Teachers training to assess learning loss in the classroom and implement classroom-based recovery activities

Learning Recovery Initiatives in Nepal: Tole Shikshya

- Started as a **Community Learning programme** during school closure. Integrated to school and continued after school reopening
- Focusing on **literacy and numeracy**
- Teachers received training and a tablet with learning resources including Gov approved Apps, songs, videos etc
- **Active-learning methodology** using learning materials and toys that children can enjoy. Encouraged children's motivation to attend the lessons and learn
- Indirect benefit: provided safe and inclusive place for children. Children with disabilities could join the learning activities.



Key takeaways for building more resilient education systems

- Assessment (system / classroom-level)
- Capacity building of teachers
- Child-centered approach
- OOSC: mitigating the drop out
- Increase education budget: Equitable and focused budget allocation
- Focus on FLN/Early grade

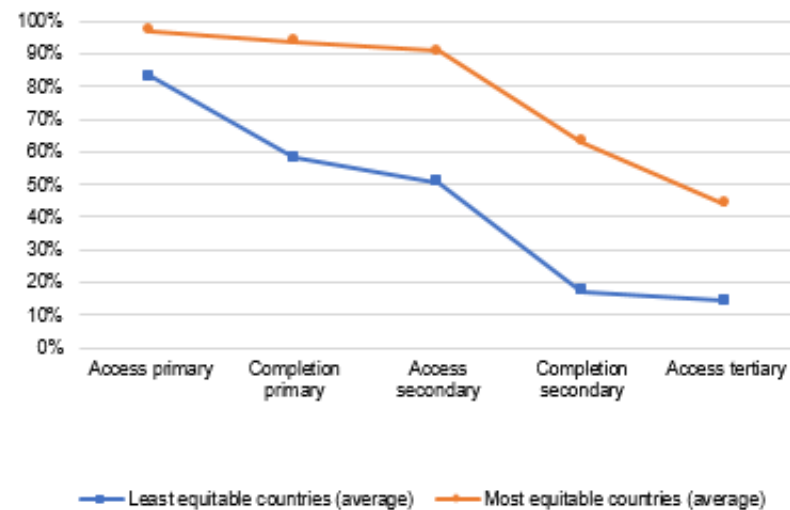


Regressiveness of public spending is the combined results of i) a lower proportion of individuals completing primary and further studies and ii) of a higher proportion of public spending allocated to the highest levels

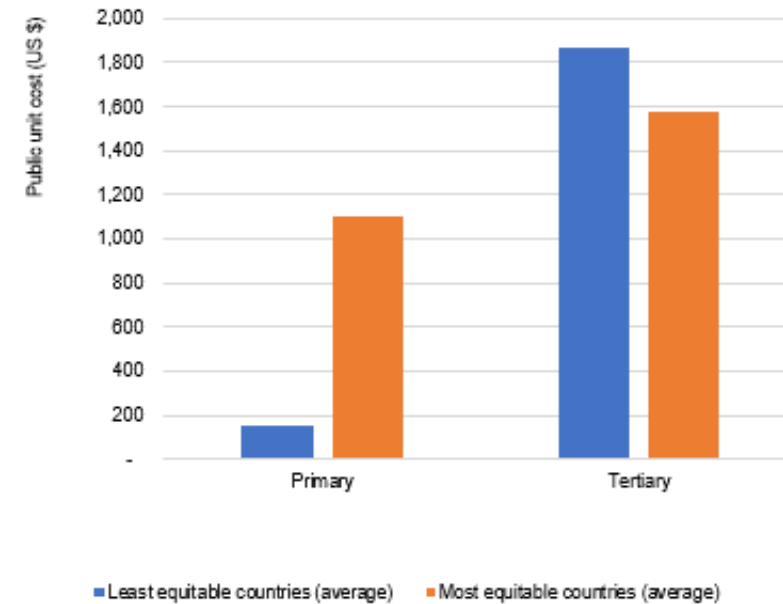
Most equitable countries have a higher share of children completing primary education and pursuing further studies

And spend - comparatively to the least equitable countries- more per student at primary level and less per student at tertiary level

Share of children having access and who complete education, and equity



Public spending (unit cost) and equity



Thank you

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