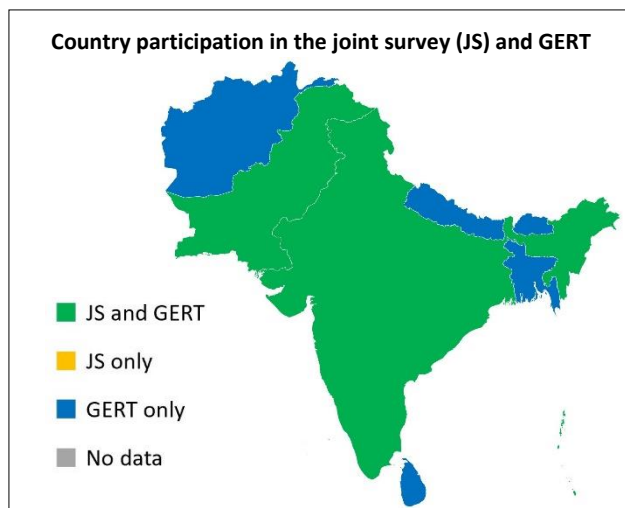


This brief presents regional findings from the Global Education Recovery Tracker ('GERT'), administered between May to July 2022. It examines how countries in the region have progressed in recovering and accelerating learning through the five key policy actions in the [RAPID framework](#). These findings are a follow-up to the 1st round of RAPID data collected in March 2022, available [here](#).

Caution is advised in generalizing the results, as only a limited number of countries in the region are covered by the survey responses. This brief is based on responses primarily from the GERT survey, as the sample size of the region (n=3) in the 4th round of the Survey on National Education Responses to COVID-19 School Closures ('joint survey') was too small for any meaningful analysis.

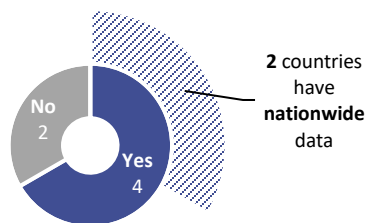


REACH every child and keep them in school.

Reaching every child is the common denominator of education recovery. Ensuring that children return to school is essential not only for education but also to address social challenges such as early marriage, child labour and mental health.

Is information available to policymakers on the number of children who have returned to school after schools have reopened?

(n=6 countries)



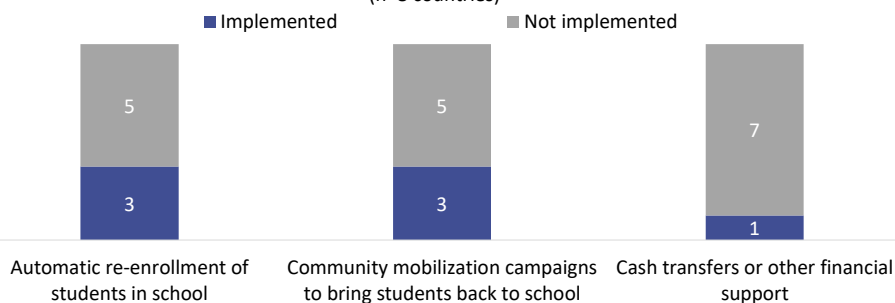
Source: GERT.

Of the 4 countries collecting information on the number of children who have returned to school, only 2 countries can disaggregate the data by location (urban vs. rural) and 3 countries by gender. GERT data show that 2 of 8 countries are using Education Management Information Systems (EMIS) data at school level to monitor student return.

The re-enrolment challenge will likely become apparent in the medium term, as students who fall behind eventually do leave school. Therefore, countries must undertake preventive and targeted efforts now to reach and keep all children in school.

What measures were taken to bring students back to school after COVID-19-related interruptions in schooling?

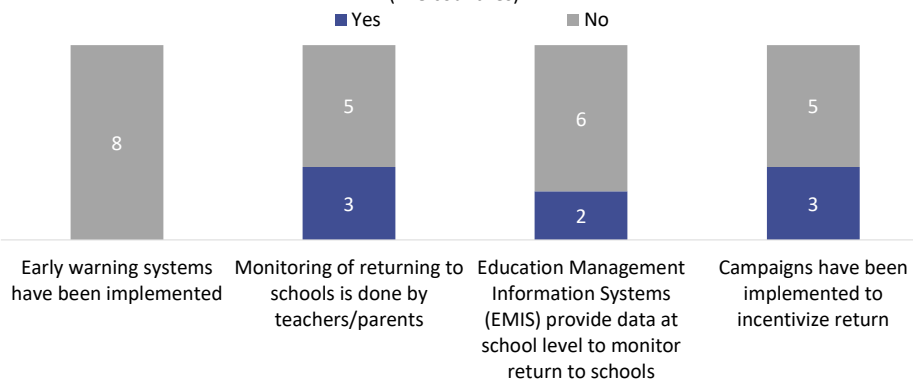
(n=8 countries)



Source: GERT.

Have any additional measures been taken to avoid students dropping out and/or incentivizing return to schools?

(n=8 countries)



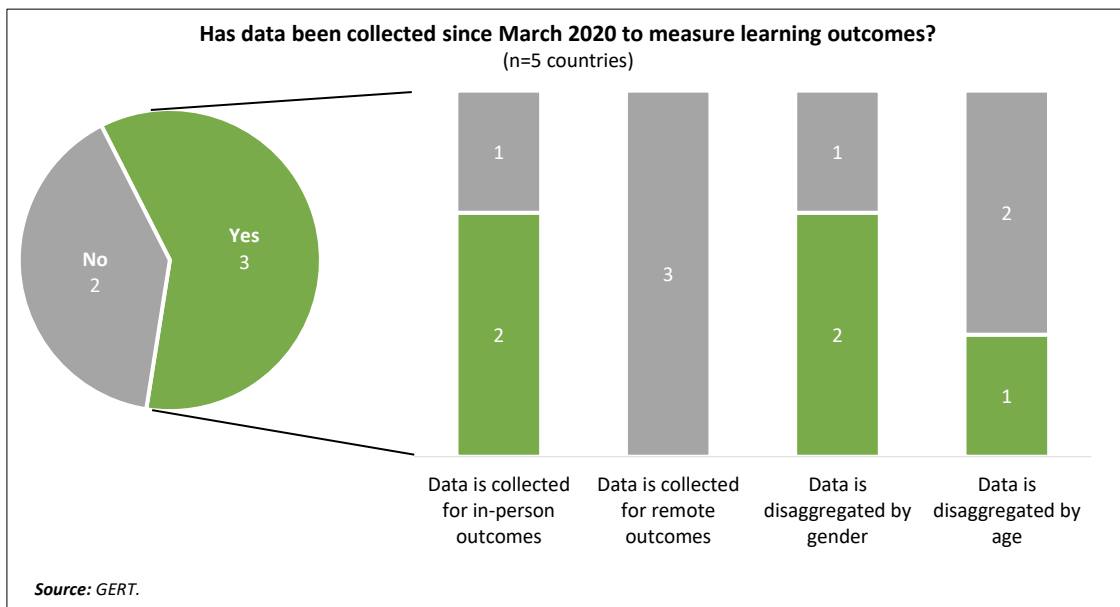
Source: GERT.

ASSESS learning levels regularly.

Understanding children’s current learning levels, through both classroom- and system-level assessments, allows teachers and policymakers to make informed decisions about instructional approaches and other policy decisions needed to promote learning recovery.

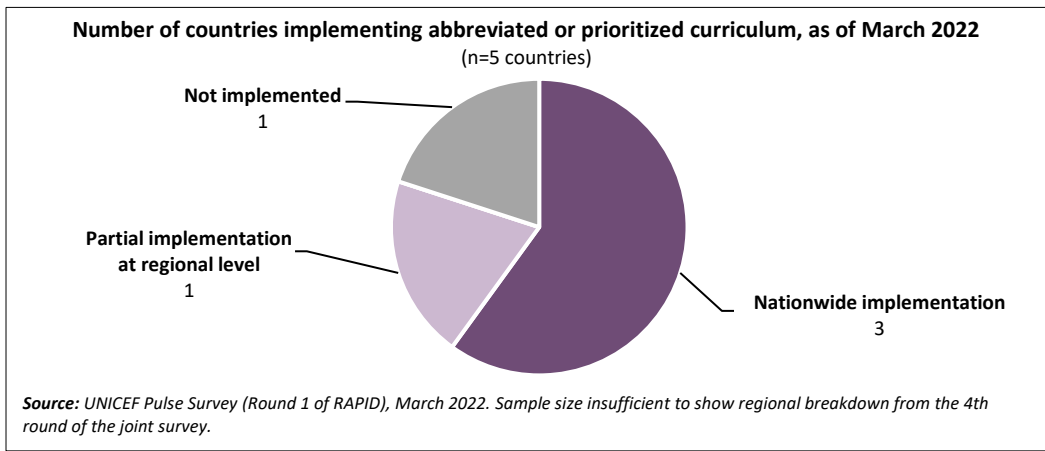
In the GERT, 3 of 5 countries with valid responses reported that data has been collected since March 2020 to measure learning outcomes. Of these countries, 2 countries can disaggregate the data by gender and 1 country by age.

Furthermore, in the GERT, none of the 8 countries with valid responses reported a systematic plan to measure learning at a national scale when children go back to school.



PRIORITIZE teaching the fundamentals.

COVID-related education disruptions have pushed students behind their grade-appropriate learning levels. To effectively recover learning, countries will need to adjust the curriculum across and within subjects, as well as adjust teaching plans to prioritize foundational skills.

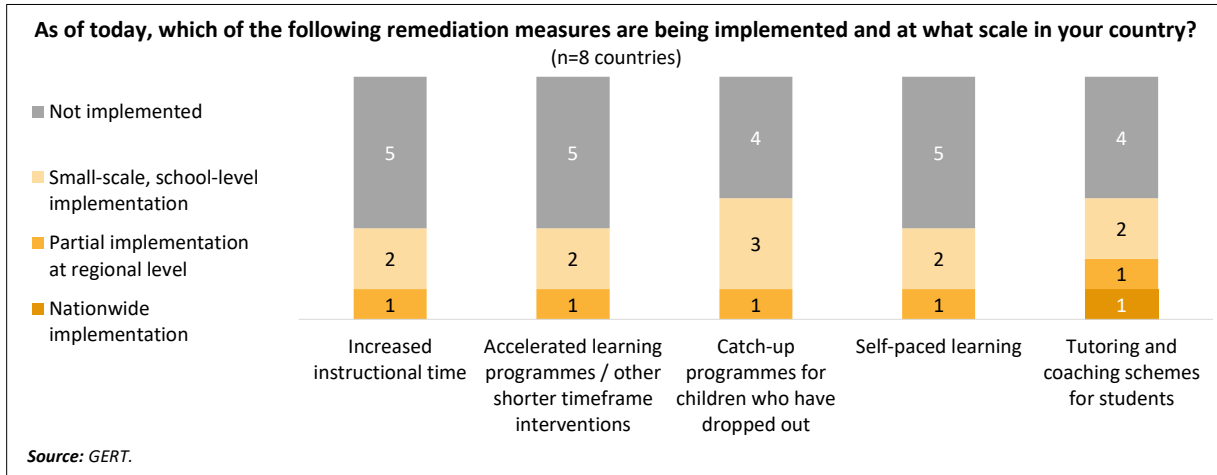


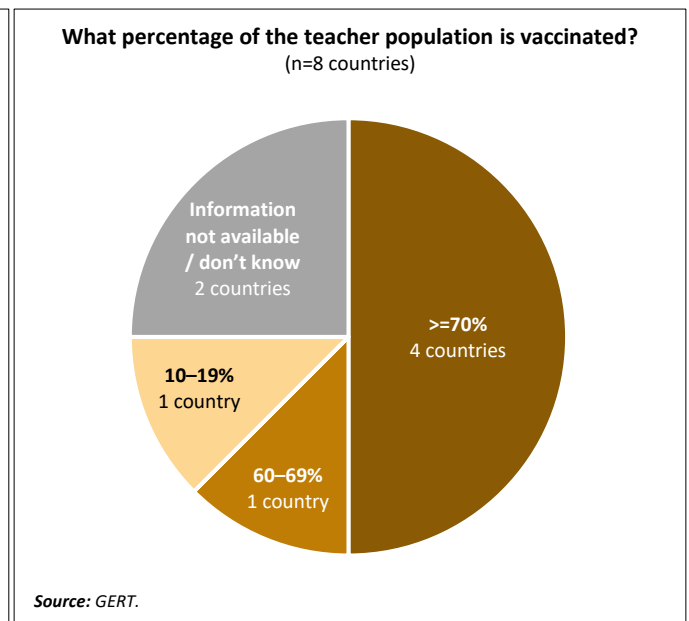
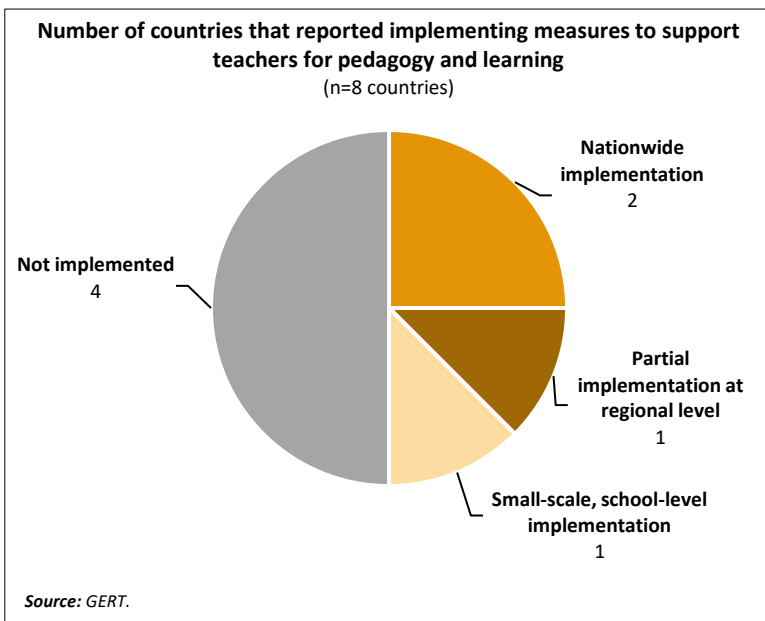
In March 2022, the first round of data on the RAPID was collected through UNICEF’s Pulse Survey. Results from this survey found that only 3 of 5 countries abbreviated or prioritized the curriculum at a national level, while 1 country reported that this policy measure was not being implemented.

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

To recover from learning losses, school systems must implement measures that increase the amount of learning within classrooms through more effective teaching practices and learner-focused recovery strategies, as well as ensure that adequate support is provided to teachers.

A variety of measures were implemented to increase the efficiency of instruction. In the GERT, none of the 8 countries with valid responses reported implementing nationwide measures to increase instructional time.

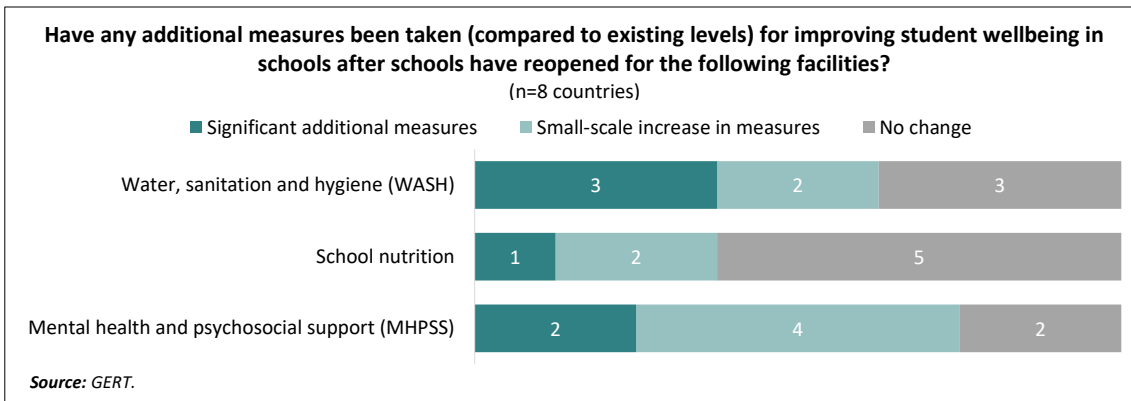




To increase the efficiency of instruction, it is critical that adequate support be provided to teachers. In the GERT, 2 of 8 countries reported implementing nationwide measures to support teachers for pedagogy and learning, while 4 countries reported that such measures were not being implemented. Additionally, in the GERT, 5 of 8 countries reported that more than 50 per cent of their teacher population is vaccinated, which will help manage teacher health and stress.

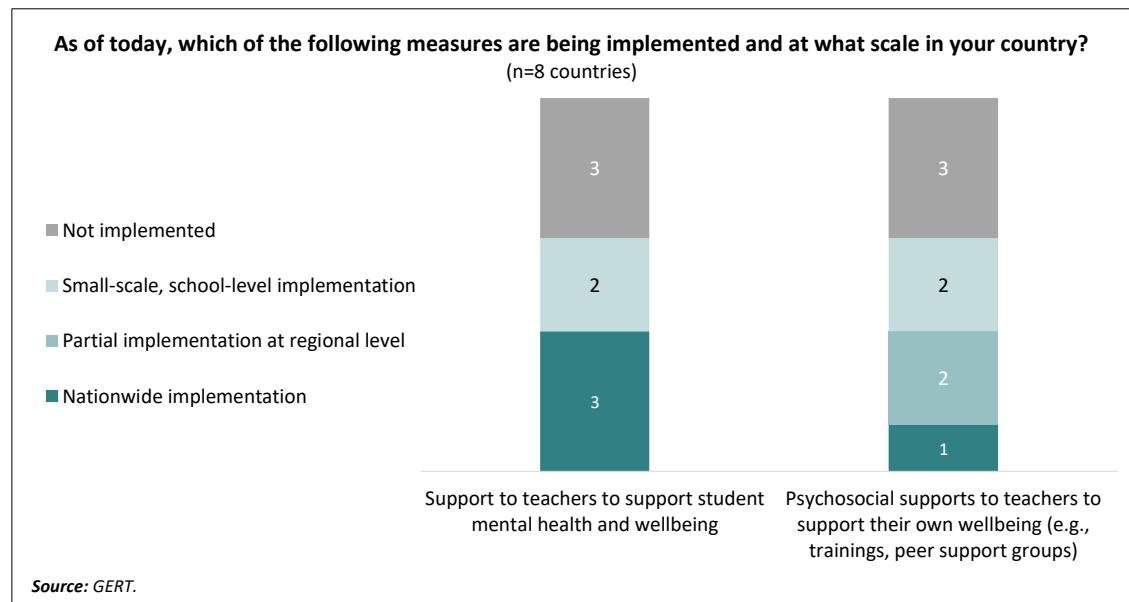
DEVELOP psychosocial health and wellbeing.

The impact of COVID-related school closures reaches far beyond lost learning, affecting children’s mental health and psychosocial wellbeing, physical health and nutrition. To support whole-child development, countries must ensure children have access to essential services in school.



Among 8 respondent countries in the GERT, 3 countries reported taking significant additional measures for water, sanitation and hygiene (WASH) facilities, 1 country reported the same for school nutrition services, and 2 countries for mental health and psychosocial support (MHPSS) services.

In the GERT, 3 of 8 countries reported implementing nationwide measures to support teachers in addressing student mental health and wellbeing, while 1 of 8 countries reported implementing nationwide measures to provide psychosocial support to address teacher wellbeing.



Implementing the RAPID Framework: UNICEF examples in South Asia

R REACH every child and keep them in school.

- UNICEF Bangladesh is organizing tools and development workshops to identify at-risk children in communities from 121 local government areas.
- UNICEF [Nepal](#) supported a dedicated analysis on disability-inclusive education to inform the School Education Sector Plan (2022–2030), which includes targets on scaling up inclusive education schools and turning existing resource classes into inclusive education resource hubs for schools within the respective local governments. It also scales up an inclusive Education Management Information sub-System at the local level to consolidate data on children with disabilities to be able to offer educational services that respond to their specific needs.
- UNICEF [Sri Lanka](#) worked with the Ministries of Education and Health to roll out the national back-to-school communication campaign, 'COVID-19: New Lessons for the New Term'. Communications materials were in local languages and included video clips and audio spots broadcast on national TV and radio, posters for all 10,000 schools island-wide to reach all learners, signboards for 410 schools, and child-friendly comic books for all 9,161 primary schools. It is estimated that the campaign reached all of Sri Lanka's 4.7 million school-going children.

A ASSESS learning levels regularly.

- In [Sri Lanka](#), when schools reopened in August 2020, the provincial government rolled out the [Learning Recovery Programme](#). To assess students' learning levels, a task-based, diagnostic learning achievement test was the first step. Test results informed curriculum adaptation and a blended approach of classroom-based, teacher-led as well as home-based, parent-led remedial activities. Both of these packages integrated [formative assessment](#), a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

P PRIORITIZE teaching the fundamentals.

- UNICEF [India](#) supported various initiatives to strengthen children's foundational learning during the COVID-19-related closure of *Anganwadi* (early childhood development) centers. As of July 2021, UNICEF-supported home-based learning activities engaged over 7 million families and reached more than 10 million children (48 per cent girls). Volunteer-led community-based in-person classes reached 160,000 primary aged children, and SMS messages with simple activities reached 56,000 primary-aged children (49 per cent girls) in the Assam tea gardens.

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

- UNICEF [Bangladesh](#) supported the development of 2,683 television lessons, 1,056 radio lessons and 1,558 digital lessons, as well as the development of printed materials distributed to 150,933 children from marginalized groups in 842 schools.
- UNICEF ROSA is developing practical tools which country offices can use and share with Ministries of Education to support learning recovery, including a budget tool on various intervention options.
- UNICEF ROSA provided technical support to the Sri Lanka country office on learning recovery programmes. A field visit to the most marginalized communities in tea plantation areas was conducted. The ROSA focal point shared key guidance and regional success cases of the learning recovery programme with national and provincial education stakeholders during the COVID-19 Learning Loss Symposium.

D DEVELOP psychosocial health and well being.

- UNICEF Bangladesh provided child masks to 4,721 learning centers supporting 141,640 children (50 per cent girls).
- UNICEF ROSA and UNICEF East Asia and Pacific Regional Office (EAPRO) supported the devising of '[Reopen, Recover and Resilience in Education: Guidelines for ASEAN Countries](#)', to support ASEAN countries to reopen and stay open safely and provide education for the estimated 35 million children who had no access to schools for almost two years.
- To prepare for school reopening, UNICEF [Sri Lanka](#) collaborated with the Ministry of Education and the Children's Secretariat to develop and distribute Infection, Prevention and Control Guidelines to all 19,000 preschools and more than 10,000 schools, benefitting more than 4.7 million children. The collaboration also covered the procurement of handwashing stations and supplies, including soaps, disinfectants and hand sanitizers for 2,375 schools and 4,446 preschools, with a special focus on high-risk areas. UNICEF supported the government and civil society organizations on the provision of MHPSS, both virtually (1,929 via helpline) and in-person, reaching over 3,517 children and 2,299 parents and primary caregivers across the country.