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Reopen, Recover and Resilience in Education: Guidelines for ASEAN Countries



Reopen, Recover and Resilience in Education:

Guidelines for ASEAN Countries

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

For inquiries, contact:

The ASEAN Secretariat
Community Relations Division (CRD)
70A Jalan Sisingamangaraja
Jakarta 12110, Indonesia

Phone: (62 21) 724-3372, 726-2991
Fax: (62 21) 739-8234, 724-3504
E-mail: public@asean.org

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FOREWORD



The global school closures in response to COVID-19 carry high social and economic costs for people across communities. In ASEAN, it resulted in an unprecedented and sudden disruption of education of around 152 million children and youths in 2020. This sudden disruption could lead to learning losses that will have long lasting economic impacts both on the students and on each country if not effectively remediated.

To this end, I would like to commend the swift actions, efforts and initiatives undertaken by the ASEAN Member States (AMS) in ensuring that learning continues. With unrelenting efforts from individuals, communities, governments, civil society organisations and private sectors, we have somehow managed to adapt. Sadly, the pandemic has also revealed weaknesses in education, including the inequalities and learning divide in which the most disadvantaged are being disproportionately affected.

We recognise that the benefits of keeping schools open far outweigh the cost of closing them. Aside from learning loss and reduced productivity, the immediate consequences of prolonged school closures such as mental distress, exposure to violence and abuse and missed school-based meals, will have detrimental effects on students' health and well-being. Evidence also suggests that the longer students stay out of school, the less likely they are to return.

In this context, the Ministry of Education Youth and Sports of Cambodia, the ASEAN Secretariat and UNICEF East Asia and the Pacific Regional Office (EAPRO), worked together and developed these Guidelines to help Ministries of Education of ASEAN Member States to reopen schools and keep them open for safe in-person education. The Guidelines have been adopted by the ASEAN Education Ministers Meeting in March 2022 and were based mainly from the ASEAN Policy Brief on Safe School Reopening, Learning Recovery and Continuity" which was developed in 2021.

The Guidelines could not be more timely and relevant as countries continue to grapple the successive waves of COVID-19 sweeping across the region, and given the likelihood of another pandemic in the future.

I hope that these Guidelines and recommendations herein will help the ASEAN Member States in strengthening the resilience of education system and in ensuring that inclusion and equity principles are always at the core of the national planning, policy making, advocacies and programming efforts.

A stylized, handwritten signature in black ink.

H.E. EKKAPHAB PHANTHAVONG

Deputy Secretary-General of ASEAN
for ASEAN Socio-Cultural Community (ASCC)



FOREWORD



With the Covid-19 pandemic moving into its third year, it is imperative that schools at all levels, reopen and remain open safely for in-person learning. In an effort to address the impact of Covid-19 on education systems in ASEAN member states, the regional guidelines on Reopen, Recover and Resilience in Education Systems were initiated by the Ministry of Education, Youth and Sports, Cambodia in collaboration with the ASEAN Secretariat and UNICEF EAPRO. The guidelines have been also reviewed by ASEAN Member States, experts with scientific background and relevant stakeholders. For that, I thank you for all support and good cooperation.

These guidelines are offered as support to ASEAN Member States for reopening schools and keeping them open for safe in-person education as an urgent priority to continue the learning process, recover learning loss and thus ensure children's and adolescents' right to an education. The guidelines also aim to help strengthen the resilience of education systems and cross-sectoral work. The guidelines were developed with three objectives: (i) present medium- to long-term strategies to cope with future shocks and disruptions by strengthening the resilience of the education systems in the ASEAN region; (ii) respond to the urgent needs of ASEAN Member States for immediate strategies for ensuring safe school reopening and operations, learning recovery and continuity, from pre-primary to secondary education; and (iii) propose performance indicators for monitoring and evaluating the progress of the strategies and their results.

Underlined by the principles of effectiveness, equity and inclusion, these guidelines set out the theory of change, series of evidence-based strategies to achieve the outputs and outcomes, self-assessment tool and key recommendations for national-level policy decisions within their educational contexts and resource constraints to achieve learning recovery and build resilience of education system.

We hope that these guidelines will be useful for Ministry of education senior officials, education staff and education leaders and relevant stakeholders to inform and prioritize their work strategically and scientifically to boost the learning and brings education system back on track with Sustainable Development Goal 4.

A handwritten signature in blue ink, consisting of stylized cursive letters, likely representing the name Hangchuon Naron.

H.E. Dr. Hangchuon Naron

Minister of Education, Youth and Sports
Cambodia

FOREWORD



Over the past two years, we have witnessed how COVID-19 disrupted education systems and deepened the learning crisis worldwide, exacerbating inequalities among children. Across ASEAN countries, between February 2020 and February 2022, at least 140 million children and adolescents saw their schools closed for an average of 60 weeks (30 weeks for full closure and 30 weeks for partial closure). Thirty-five million more have not had access to their schools for almost two full school years. Tremendous equity and learning losses are looming. Consequences will be catastrophic unless we act now.

UNICEF believes that schools should be the last institutions to close and the first to reopen, particularly for younger learners with focus on assessing their learning levels and teaching the fundamentals. Safely reopening schools may pose challenges, but the risks attached to keeping schools closed are far greater and detrimental to children's learning and overall well-being. The efforts made by the Ministries of Education of ASEAN member states to address the challenges of school closures and ensure learning continuity are commendable. The shared vision of ASEAN Ministers of Education and UNICEF will go a long way to recognize that equity, inclusion, and a rights-based approach are non-negotiable principles for every education system.

The Regional Guidelines, developed by the ASEAN Secretariat with the leadership of the Cambodian Ministry of Education, Youth and Sports, aim to further assist member states' governments in their endeavours to recover learning and build better education systems. The Guidelines inform national level policy decisions on safe school reopening, mitigating learning loss, and enhancing the resilience of education systems for future shocks and emergencies. The Guidelines also set out ambitious policy objectives for immediate action, as well as specific medium- to long-term reforms in the context of inevitable future disruptions.

Fulfilling every child's right to education, and building a strong ASEAN community for the future, call for a safe and effective pathway for all children to learn and progress beyond what was lost, while ensuring their psychosocial health and well-being. For this, UNICEF is committed to working with the ASEAN Secretariat towards dissemination of the Reopen, Recover and Resilience in Education: Guidelines for ASEAN Countries, and to work with each member state to operationalize these strategies and accelerate actions towards SDG4-Education.

DEBORA COMINI

Regional Director
UNICEF East Asia and Pacific



ACKNOWLEDGEMENT

The current Regional Guidelines were developed through a partnership between the ASEAN Secretariat and UNICEF East Asia and Pacific Regional Office (EAPRO) with the leadership of the Cambodian Ministry of Education, Youth and Sports (MOEYS).

Our appreciation goes to the ASEAN Member States for their responses to the survey that were useful in developing the Guidelines. We are also thankful to the affirmation of support of the 16th ASEAN Senior Officials Meeting on Education to the Policy Brief and the subsequent development of this detailed Regional Guidelines on safe school reopening, learning recovery and continuity which was adopted by the ASEAN Education Ministers Meeting in March 2022.

This Regional Guidelines have also benefitted from appraisal and feedback of group of external and internal peer reviewers and experts from different organizations such as UNESCO Asia-Pacific Regional Bureau for Education, UNESCO Institute for Statistics (UIS), World Bank, Asian Development Bank (ADB), World Health Organization (WHO), United Nations Population Fund (UNFPA), Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, Asia South Pacific Association for Basic and Adult Education (ASPBAE), Asia Pacific Regional Network for Early Childhood (ARNEC), Working Group on Disability Inclusive Education, and Education International (IE).

This Regional Guideline was coordinated by colleagues in Cambodian MoEYS, UNICEF EAPRO and ASEAN Secretariat (ASEC), under the guidance of Deputy Secretary-General Kung Phoak, with significant contributions from HE. Dr. Hang Chuon Naron, Minister of Education, Youth and Sports, Cambodia, HE. Dy Khamboly, Deputy General Director of the Directorate General for Policy, SOMED and SOCA Leader (MoEYS), Dr. Chan BO Koulika, Director of Policy Department (MoEYS), Rodora T. Babaran (ASEC), Francisco Benavides (UNICEF), Akihiro Fushimi (UNICEF), Juliana Suarez Cortes (UNICEF), Dominique Koepl (UNICEF), Teresita Felipe (UNICEF), Mungunkhishig Batbaatar (UNICEF), Roger Yap Chao Jr. (ASEC), Amalia Serrano (ASEC) and Shinta Permata Sari (ASEC).





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ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
EMIS	Education Management Information System
OSCA	Out-of-School Children and Adolescents
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization



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Executive summary

These guidelines are intended to help Member States of the Association of Southeast Asian Nations (ASEAN) to reopen schools and keep them open for safe in-person education. This is an urgent priority to maintain the learning process for children and adolescents, ensure their right to an education and recover learning losses. The guidelines also aim to strengthen the resilience of education systems and the cross-sectoral work that should bind them. The guidelines have three objectives: (i) offer medium- to long-term strategies to cope with future shocks and disruptions by strengthening the resilience of the education systems in ASEAN; (ii) respond to the urgent needs of ASEAN Member States for immediate strategies to ensure safe school reopening and operations, learning recovery and continuity from pre-primary to secondary education; and (iii) propose performance indicators to monitor and evaluate the progress of these strategies and their results.

The guidelines follow a theory of change that describes the route for moving from the current expression of the problem, whereby children and adolescents are not attending schools (including pre-primary) and do not have access to effective learning opportunities, to the desired impact – a better situation: *All children and adolescents in ASEAN return to school, recover their learning losses and continue with their learning path; thus, they develop the skills and knowledge to thrive in life and contribute to their community and national development.* The theory of change identifies critical strategies to advance outcomes and outputs and proposes activities and inputs. These are based on global and regional evidence to guide their effectiveness and equity. The guidelines also propose key performance indicators and rubrics for self-assessment to monitor and evaluate the implementation status and progress of the suggested strategies.

The following recommendations for education systems in ASEAN to achieve the desired impact are based on the theory of change.

Schools should open and remain open. Despite the COVID-19 pandemic, schools, including pre-primary services, should remain open, with adequate safety and surveillance measures in place – as long as the local context allows. Schools should be the last institutions to close and the first to reopen, particularly for younger learners. Continuity of education for children’s and adolescents’ overall well-being, health and safety should be at the forefront of all relevant considerations and decisions. The negative physical, mental and educational impacts of school closures on children and the economic impact on society more broadly are too large to justify closures except in the most severe pandemic situations. Therefore, the decision to close schools, including pre-primary services, for in-person learning to control the COVID-19 pandemic should be made only as a last resort.

Emphasize the equity principle and inclusion of the most vulnerable and marginalized populations in all strategies. All strategies need to prioritize the inclusion of vulnerable and marginalized children. Education systems must enact specific measures to guarantee that the most disadvantaged or excluded populations have access to education and can learn.

Prioritize pre-primary education and early learning with holistic support for young children. Governments need to prioritize pre-primary education across all strategies, given its crucial role in children’s development and school readiness. Early years students need to return to pre-primary education as a priority.

Make learning recovery an urgent priority strategy that needs to be developed as soon as possible and in person for all levels of education, including pre-primary. Education systems need to assess all students’ learning losses, including those for socioemotional development, at all levels of education, including pre-primary. Then, it is fundamental to develop a learning-recovery strategy for in-person classes. Effective programmes for catch-up and remediation with prioritized and rebalanced curricula need to be provided (including technology), with teachers trained and families and caregivers engaged in facilitating learning recovery.

Ensure the return to learning and well-being for all students, including out-of-school children and adolescents. Education systems need to ensure that all children and adolescents return to learning opportunities to fulfil their right to an education. Governments should develop drop-out prevention strategies, a back-to-school campaign and educational options for re-engaging young people who have dropped out. Education systems need to rapidly adapt and urgently strengthen alternative education to provide relevant and inclusive pathways according to students’ age and socioeconomic and academic needs.

It is also imperative to provide a comprehensive package of support through cross-sectoral work for the well-being of children, adolescents, families and education staff, focusing on the most vulnerable among them.

Build up the capacity in teaching at all levels of the education system, and protect the well-being of education personnel so they can respond to and bounce back from various emerging and often unexpected challenges. Education systems need to transform pedagogical practices at all levels with ongoing professional development, from ministry staff to teachers. Ongoing professional development must become a more integral part of the work in education, not only for teachers but for school heads, programme directors and supervisors as leaders of the education process. The well-being of teachers and other education personnel can be assessed by reviewing working conditions and policies related to their recruitment and placement.



Strengthen the education systems' resilience to cope with the current pandemic and future shocks and disruptions. Education systems need to ensure sound planning, funding, the efficient and equitable use of resources and disaggregated data. They need to have monitoring and evaluation systems in place to function smoothly. They also need to strengthen their human resources and coordination capacities at the national, subnational, local and school levels. At the same time, it is crucial to develop cross-sector collaboration and partnerships with various stakeholders (communities, groups of parents, youth, the private sector, non-government organizations and multilateral organizations) to boost efficiency and innovation. This way, the system can support all the necessary activities to fulfil the right to an education and learning for millions of children and adolescents in the region. A resilient and robust education system will be better prepared to cope with inevitable future shocks and disruptions.

Conduct effective advocacy at the highest political level. Advocacy by the education sector as well as joint advocacy with other ministries (such as health and social welfare) on immediate, medium- and long-term policy objectives and strategies should target state leaders to obtain the necessary political support to develop policies and legislation and the means for their implementation, such as finance and human resources.



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Introduction

Objectives and scope

The COVID-19 pandemic has imposed major challenges to education systems. With the pandemic moving into its third year, it is imperative that schools, including pre-primary schools, reopen and remain open safely for in-person learning. The increasing body of evidence emphasizes that the learning, skills attainment, well-being and prospects of children and adolescents not attending school physically, even in the best circumstances of remote learning, have been adversely impacted already.

These guidelines are offered as support to Member States in the Association of Southeast Asian Nations (ASEAN) for reopening schools and keeping them open for safe in-person education as an urgent priority to continue the learning process, recover learning loss and thus ensure children's and adolescents' right to an education. The guidelines also aim to help strengthen the resilience of education systems¹ and cross-sectoral work. They were developed with three objectives: (i) present medium- to long-term strategies to cope with future shocks and disruptions by strengthening the resilience of the education systems in the ASEAN region; (ii) respond to the urgent needs of ASEAN Member States for immediate strategies for ensuring safe school reopening and operations,

¹ Resilience is the education system's capacity to recover quickly from difficulties and get back on track to achieve the educational goals it has marked as attainable.



learning recovery and continuity,² from pre-primary to secondary education; and (iii) propose performance indicators for monitoring and evaluating the progress of the strategies and their results.

The strategies, outcomes and activities outlined in these guidelines are grounded on global and regional evidence³ presented in the **policy brief**⁴. The guidelines provide more detailed and hands-on direction for national-level policy decisions at the programme level, offering ministries of education strategies that should be accelerated as best as possible within resource constraints.

The strategies focus on pre-primary, primary and secondary education. These levels of education are prioritized from a children's rights perspective. To thrive in their futures, children and adolescents in ASEAN countries need to develop solid foundational knowledge and skills.

The principles that directed these guidelines encompass equity, inclusion, a rights-based approach and progressive universalism in learning. All children and adolescents have the right to learn in addition to the right to go to school. Whether they are at school, at home or a combination of the two, education systems must ensure this right. Accordingly, this document follows the principle of progressive universalism⁵ to guarantee that investments are made where they have greater return (in the early years) and for the most marginalized children. To ensure the complete well-being of children and adolescents, the guidelines also promote a multisector approach, including health; water, sanitation and hygiene (WASH); mental health; child protection; nutrition; and social protection.

This perspective aligns with the spirit of leaving no one behind within the Sustainable Development Goals, the ASEAN Community Vision 2025 and the ASEAN Work Plan on Education 2021–2025. The guidelines align with the ASEAN Comprehensive Recovery Framework (see Figure 1). They are intended to contribute to the reopening, recovery and long-term resilience of the education sector in each ASEAN Member State, supporting Strategy 2c of the framework: Promoting human capital development, including (i) promoting digital skills and literacy and twenty-first-century skills in basic education and (ii) reskilling and upskilling for employment, including digital skills.

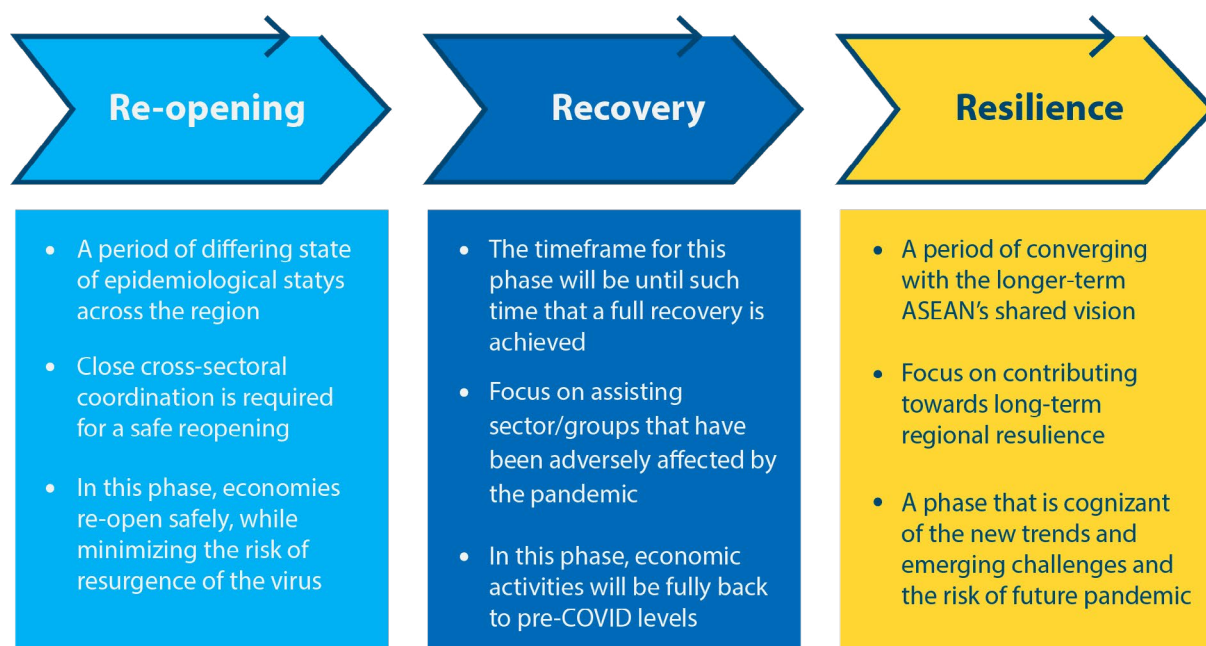
2 For definitions, please refer to Annex 1.

3 The guidelines highlight evidence from peer-reviewed journals with meta-analysis, randomized control trials and quasi-experimental studies. Attention was placed on the meta-analysis because it reduces possible bias and omissions in single studies.

4 UNICEF East Asia and Pacific Regional Office and the ASEAN Secretariat developed a policy brief to inform national-level policy decisions in the ASEAN Member States around safe school reopening and operations and learning recovery and continuity in the context of the COVID-19 pandemic as well as future emergencies or disruptions.

5 Allocating public funding first to the lower levels of education (pre-primary, primary and lower secondary) and, within these parameters, to those left behind (UNICEF, 2020a).

Figure 1: ASEAN Comprehensive Recovery Framework



Source: ASEAN Secretariat

How to use these guidelines

Ministry of education senior officials and technical staff can use these guidelines as a way to inform and prioritize their work strategically and to establish evidence-based activities that guide the effectiveness and equity in their programmes to boost learning. Education leaders can prioritize outcomes and outputs, while technical staff and School Administrators (including pre-primary) can focus on activities and their evidence-based effectiveness and equity inputs. It is crucial to ensure that the prioritized outputs are part of the education sector plan and current strategies and that they are included in the education sector budget. With their performance indicators and rubrics for self-assessment, these guidelines can be used to monitor and evaluate the outputs and activities.

Structure

The guidelines contain four sections. Section I provides a theory of change for safe school reopening and operations, learning recovery, continuity and for strengthening the resilience of education systems in ASEAN. Section II applies the theory of change to the proposed national-level strategies for strengthening education system resilience, safe school reopening and operations, learning recovery and return to learning (for out-of-school children and adolescents). Section III proposes performance indicators for monitoring and evaluating the strategies and rubrics for self-assessment. Thus, ASEAN governments can track the implementation progress of their strategies. And Section IV summarizes the recommendations and the way forward for ASEAN Member States

The guidelines encourage the use of existing and new resources and tools to guide activities. These are offered throughout the document and annexes.



I.

Theory of change for safe school reopening and operations, learning recovery, continuity and strengthening the resilience of education systems in ASEAN

The theory of change for safe school reopening and operations, learning recovery and continuity and strengthening the resilience of education systems in ASEAN (see Figure 2) describes the change route to move from the current expression of the problem, whereby children and adolescents are not attending school (including pre-primary) and do not have access to effective learning opportunities, to the desired impact: **All children and adolescents return to school, recover their learning losses and continue with their learning path; thus, they develop the skills and knowledge to thrive in life and contribute to their community and to national development.**

Figure 2: Theory of change

Impact	All children and adolescents in ASEAN Member States return to school, recover their learning losses and continue with their learning path; thus, they develop the skills and knowledge to thrive in life and contribute to their community and to national development.							
Outcomes	System level			Programme level				
	1. All children and adolescents are served by a resilient education system			2. All children and adolescents return to safe in-person learning in schools		3. All students recover their learning losses	4. All out-of-school children and adolescents return to learning with their well-being ensured	
Outputs	1.1 All ASEAN Member States have a long-term emergency preparedness plan	1.2 All ASEAN Member States have strengthened their capacities: data, human resources, coordination, innovation	1.3 All ASEAN Member States have ensured funding the and equitable and efficient use of resources	2.1 All ASEAN Member States have a strategic vision and plan to reopen	2.2 All schools operate safely	3.1 All schools' capacities are increased to recover learning losses	4.1 All ASEAN Member States prevent drop-outs and provide flexible or alternative pathways	4.2 Educational community well-being is supported through cross-sectoral work
	For each output, activities are organized as steps							
Inputs	Inputs are developed as evidence-based effectiveness and equity approaches							
Monitoring and evaluation								

Governments in the ASEAN Member States may need to consider at least four critical **outcomes** to reach the desired impact:

1. All children and adolescents are served by a resilient education system.
2. All children and adolescents return to safe in-person learning in schools, including pre-primary schools.
3. All students recover their learning losses.
4. All out-of-school children and adolescents return to learning with their well-being ensured.

Outcome 1 covers both immediate and medium- to long-term strategies to cope with future shocks but also responds rapidly to the COVID-19 challenges. Outcomes 2–4 are short-term immediate but with urgent strategies that ASEAN governments need to develop or adjust as soon as possible.

As well, governments should consider at least eight **outputs** to achieve the desired outcomes:

- 1.1 All education systems have a long-term emergency preparedness, risk-informed planning and response policy framework that is aligned with the education sector plan and any new challenges to learning recovery, continuity and strengthening of education system resilience.



- 1.2 All ASEAN Member States have strengthened their capacity in terms of data, human resources, coordination and innovation to identify, prioritize and serve all children and adolescents, particularly vulnerable populations.
- 1.3 All education systems have ensured funding and the equitable and efficient use of resources for effective learning, considering the varying capacities and resources of ASEAN Member States.
- 2.1 All education systems have a strategic vision to guide the reopening of schools.
- 2.2 All schools operate safely.
- 3.1 All schools have a learning recovery programme.
- 4.1 All education systems have a strategy to prevent students from dropping out that includes flexible or alternative pathways.
- 4.2 Educational community well-being is supported through cross-sectoral work.

The theory of change identifies **critical strategies** to advance outcomes and outputs and proposes **activities and inputs**. These are based on global and regional evidences to guide the effectiveness and equity of the outcomes. It is important to emphasize that activities must be contextualized and tailored to local contexts.

This theory of change assumes that some risks will be mitigated or will not affect the change process. It assumes a national commitment to equity, increased available resources, efficient public financial management and information systems, public-private partnerships, evidence-based approaches, efficient subnational governance, community ownership and children's and adolescents' participation in decisions related to school life and learning. It also assumes economic and political stability (see Figure 1).



II. National-level strategies for safe school reopening and operations, learning recovery, continuity and strengthening the resilience of education systems in ASEAN

This section provides recommendations for governments to achieve immediate education policy objectives during the ongoing COVID-19 pandemic and medium- to long-term strategies to reform education systems to withstand current and future shocks (see Figure 3). The section provides national-level strategies guided by the theory of change. It is divided into two subsections: The first involves strategies at the system level for strengthening the resilience of education systems (Outcome 1). The second subsection illustrates strategies at the programme level for safe school reopening and operations (Outcome 2), learning recovery (Outcome 3) and return to learning or continuity (Outcome 4).

The outcome strategies are divided into output strategies. For each output strategy, crucial activities and recommended effectiveness and equity approaches are presented, including gender-responsive and inclusion approaches. The available evidence is highlighted per outcome to guide activities, with specific evaluated programme examples from the region. Outcome 1. All children and adolescents are served by a resilient education system



Figure 3: Strategies within the theory of change

Outcomes	Outputs	Activities	
1. Resilient education system	1.1 Long-term emergency preparedness policy framework developed and implemented	1.1.1 Update the education sector analysis to include the reality and consequences of emergencies and new events	
		1.1.2 Adjust the education sector plan rapidly, and enhance the disaster risk reduction and management plan and the education in emergencies plan by integrating lessons from the COVID-19 experience	
	1.2 Strengthened system capacities: data, human resources, coordination and innovation	1.2.1 Ensure disaggregated individual student data is collected in the Education Management Information System with other student-level information	
		1.2.2 Enhance or ensure functional monitoring and evaluation systems to analyse and use information	
		1.2.3 Have a workforce strategy (plan, implementation, evaluation) on how to transform pedagogical practice	
		1.2.4 Review policies related to teacher recruitment, placement and well-being to boost efficiency	
		1.2.5. Address common agenda with other ministries and develop further policies to ensure that joint services are adequately provided, with designated resources and budgets	
		1.2.6 Develop partnerships with multilateral organizations, non-government organizations, the private sector, etc. to support actions, including investments in the digital learning ecosystem	
		1.2.7 Evaluate the effectiveness of various programmes, including in technology and investments in the digital learning ecosystem, through periodic evaluation and reform policies and programmes based on evidence	
	1.3 Ensured funding and the equitable and efficient use of resources	1.3.1 Estimate the costs for the adjusted sector plan or new realities of the emergency response plan	
		1.3.2 Identify available funds and other possible sources, reallocate resources with an equity focus and ensure efficiency	
	2. Safe in-person learning in schools including pre-primary	2.1 Strategic vision and plan to guide the education system to reopen	2.1.1. Assess resources and capacities at schools and the local and subnational levels through a risk assessment
			2.1.2 Decide where and when to open and close schools (including pre-primary)
2.1.3. Define responsibilities among decentralized decision-making levels (national, subnational, schools) within the education sector and accountabilities			
2.1.4 Define resource allocation for each part of the plan			
2.1.5 Ensure that all stakeholders participate in each instance of the planning process			
2.1.6. Develop a clear risk communications strategy that involves all education stakeholders, particularly teachers, to build a solid consensus			
2.1.7 Define criteria and indicators to monitor the plan for school reopening			
2.2 Safe operation of schools with health and other protocols		2.2.1 Prepare protocols (including resurgence protocols)	
		2.2.2 Inform and train teachers, school staff, parents and students on health and hygiene protocols	
		2.2.3 Monitor schools' adherence to the safety protocols and standards	
		2.2.4 Promote and participate in an inter-ministerial agenda for reopening with clear responsibilities, shared plans, resources and performance indicators	

Outcomes	Outputs	Activities
3. Recovered Learning losses	3.1 Schools capacitated to recover learning losses	3.1.1. Assess learning losses (including socioemotional learning)
		3.1.2 Plan and adapt when and how the learning losses will be recovered in person
		3.1.3. Use effective programmes to catch up or remediate and boost learning and well-being with prioritized curricula, including technology
		3.1.4. Train teachers in formative assessment and catch-up and remedial strategies, including for children's well-being
		3.1.5 Support families to boost learning, particularly for young children
4. OSCA returned to learning (continuity)	4.1 Drop-outs prevented and flexible or alternative pathways available	4.1.1. Enact drop-out prevention, active search for children who have dropped out and outreach strategies, using data in the Education Management Information System and other sources
		4.1.2 Re-engage children and adolescents in learning according to their needs
	4.2 Supported well-being through cross-sectoral work	4.2.1. Enhance cross-sectoral work to support the return to learning and learning continuity to ensure the educational community's well-being, emphasizing psychosocial support

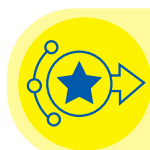
System-level strategies

OUTCOME 1

All children and adolescents are served by a resilient education system

This outcome refers to structural strategies that will help education systems achieve equitable learning recovery and return to school and fulfil other goals, such as being on track with the Sustainable Development Goals and preparing for future shocks. The following policy options and recommendations cover medium- to long-term strategic investment and encourage the development of relevant policies.

It is crucial that an education sector is ready to handle different crises to ensure its resilience. In this sense, it is imperative that governments focus on these system-level strategies. The strategies,



Output 1.1 Developed and implemented a long-term emergency preparedness, risk-informed planning and response policy framework and revise or adapt the education sector plan and relevant policies

Activities or steps – Output 1.1

► Activity 1.1.1

Update the education sector analysis to include the reality and consequences of emergencies and new events, such as climate change.

- Assess the readiness of the education system to respond: available resources and the capacity levels of schools (including pre-primary), teachers, other staff and partnerships. This does not need to take long; a rapid comprehensive assessment is practical.



► **Activity 1.1.2**

Adjust the education sector plan rapidly, and enhance the disaster risk reduction and management plan and the education in emergencies plan by integrating lessons from the COVID-19 experience. Recommended effectiveness and equity approaches – Output 1.1

✓ **Recommended effectiveness and equity approaches – Output 1.1**

Effectiveness

- Identify new needs among the educational community and the corresponding resources according to the changing conditions of the crisis and events. Follow the [methodological guidelines for education sector analysis](#).
- Align or integrate any major emergency event and its consequences with or into the overall sector plan. It is important to have policy priorities well defined. It should not be a long or heavy process nor lead to a new plan but the urgency to respond remains.
- Enhance the disaster risk reduction and management plan and the education in emergencies plan by integrating lessons from the COVID-19 experience.
- Have in place detailed preparedness plans, response operations, response teams, resource mobilization and emergency financing mechanisms for further emergencies. They must be based on data and different scenarios and risks (health-related, natural disasters exacerbated by climate change, biodiversity loss, conflicts and political unrest). Pursue education sector multiple-risk contingency plans in coordination with disaster management authorities, the ministry of finance and other ministries.
- Establish a coordination mechanism for all the plans, responses and resources need to have a coordination mechanism established at all levels (national, subnational, communities and schools, including pre-primary), within the education sector and with other sectors and partners.
- Use the document [Education in Emergencies Policy Monitoring Tool](#) as guidance to help build up the education system's resilience.
- Adjust the legal framework, if required, to ensure that appropriate legislation and policies are in place and can be effectively used.
- Identify policy priorities and critical strategies for the current COVID-19 situation using these guidelines and their outcomes and outputs.
- Refer to Output 4.3 for costing and financing.
- Define or adjust implementation arrangements and ensure the necessary capacities.
- Ensure that monitoring and evaluation mechanisms are in place and analyse whether the education sector plan is on track to achieve its targets (see Section III).
- Follow the [Guidelines for Education Sector Plan Preparation](#).

Equity

- Ensure that the sector and risk analyses cover all populations, especially the most vulnerable⁶ groups who are often underrepresented (such as children with disabilities and migrants).

⁶ For a definition of vulnerable populations or groups, refer to Annex 1.

- The plans for the return to school should have explicit measures for children with disabilities, girls and other vulnerable populations.
- Prioritize the response to the needs of the most vulnerable and affected populations.



Output 1.2 Developed and strengthened system capacities: data, human resources, coordination and innovation

Activities or steps – Output 1.2

Data: Ensure that disaggregated data are available, analysed and used to determine and prioritize vulnerable populations with effective monitoring, evaluation and learning systems.

▶ Activity 1.2.1

Ensure that disaggregated individual student data are collected in the Education Management Information System with other student information (age, sex, education level, grade, children with disabilities, ethnicity, rural or urban or intraurban spaces, wealth quintiles, among others). If the Education Management Information System does not gather this information, have a plan for enhancing the system to collect it, and guarantee that every school collects students' information in a disaggregated way.

▶ Activity 1.2.2

Enhance or ensure functional monitoring and evaluation systems to analyse and use information regularly.

Human resources: Build up the capacity in teaching at all levels of the education system, and ensure educators' well-being so they can respond to and bounce back from various emerging and often unexpected challenges.

▶ Activity 1.2.3

Have a workforce strategy (plan, implementation, evaluation) on how to transform pedagogical practices at all levels of the education system, with ongoing professional development, from ministry staff to teachers, school directors, supervisors and other personnel.

▶ Activity 1.2.4

Review policies related to teacher recruitment, placement, response services for gender-based violence and well-being to boost efficiency.

Coordination: Develop well-articulated cross-sector policies with a focus on the most marginalized children and adolescents, and strengthen partnerships with civil society, the private sector and others.

▶ Activity 1.2.5

Address common agendas with other ministries, and develop policies to ensure that joint services are adequately provided, with designated resources and budgets.



► **Activity 1.2.6**

Develop partnerships with multilateral organizations, non-government organizations, the private sector, communities, parents' associations, youth associations and organizations of people with disabilities to support the actions and guide the strategies, including investments in the digital learning ecosystem.

Innovation: Pilot innovative new ideas, with rigorous evaluation for large-scale reform in mind, generate evidence, and scale up effective policies and programmes to ensure learning for all children and adolescents.

► **Activity 1.2.6**

Evaluate the effectiveness of various programmes, including with technology, and investments in the digital learning ecosystem through periodic assessments, then reform policies and programmes based on the evidence



Recommended effectiveness and equity approaches – Output 1.2

Effectiveness

- Enhance the Education Management Information System (see Box 1. Education Management Information System good practices).
- Develop monitoring and evaluation systems to analyse information regularly.
- Ensure that data analysis is presented in a way that all decision-makers can easily understand and use (at national, subnational, school and classroom levels).
- Use data to guide what type of support is required (concerning subjects, grades and levels) and where (which schools or parts of the country).
- Monitor and evaluate the education sector plan and emergency (COVID-19) response plan.
- Make ongoing professional development a more integral part of the work in education for all staff members (see Box 2. How to support the education staff).
- Prioritize education staff well-being.
- Highlight in the cross-sector policies the important role of schools, including pre-primary settings, in identifying children, adolescents and families at risk or whose rights have been violated, and target policies to promote equality.
- Include a communications component in the cross-sectoral policies.
- Engage the private sector and the ICT sector to identify ways to strengthen learning for all children and adolescents, especially the most vulnerable, through technology and investments in the digital learning ecosystem: digital connectivity, access to teacher learning platforms, hardware, etc.
- Plan multisector and multiple-partner policy implementation to enhance the digital learning ecosystem, with clear timelines and details of needed resources. Define long-term financing schemes and necessary partnerships, for example, with technology and internet service providers.
- Partner with non-government organizations, multilateral organizations and others to support actions and guide strategies.
- Give partnerships with local businesses and employers can take on an essential role in offering internships or apprenticeships for older adolescents.

- Evaluate innovations and strategies developed during the pandemic to learn from them and to innovate through an evidence-based approach.
- Pilot new ideas or evidence-based approaches, including new technologies, with partners who can invest in the early stages of experimentation, and keep sustainability and scaling up in mind from the outset (Perlman-Robinson and Winthrop, 2018).

Equity

- Enable decision-makers to identify who needs the most support among teachers, other personnel and students by giving them disaggregated data. It is critical to ensure that data analysis includes attention to gender and disability.
- Allocate teachers equitably among schools to guarantee that the most vulnerable learners have teachers with more than adequate capacity (ITFTE, 2020).
- Focus resources and special programmes on the most marginalized populations.
- Close the digital divide for populations that are the most affected and structurally marginalized by poverty, gender, location, language, disability or migration status after assessing students' needs.⁷ This includes strategies to ensure school connectivity and the availability of devices, the development of appropriate online and offline learning solutions (to be used to support classroom learning when possible) with universal design for learning. Promoting digital skills and ensuring online safety must go hand in hand with the expansion of digital learning to ensure the safety of students. Also, ensure that girls have equitable access to technology, both at school and at home.



Output 1.3 Ensured funding and the equitable and efficient use of resources for effective learning

Activities or steps – Output 1.3

► Activity 1.3.1

Estimate the adjusted education sector plan costs or the new realities of the emergency response plan (COVID-19).

► Activity 1.3.2

Identify available funds and other possible sources, reallocate resources with an equity focus and ensure efficiency.



Recommended effectiveness and equity approaches – Output 1.3

Effectiveness

- Identify funding gaps (human and physical resource requirements, including technological tools), using target indicators: class size, pupil-and-educator ratios, textbooks-per-student ratios, computers, software, etc.).
- Use the existing COVID-19 costing and financing model developed jointly by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF and/or other effective costing and funding models.

⁷ Such as students' access to digital platforms, IT devices and an internet connection, disaggregated by sex, age and locality, emphasizing the most vulnerable populations. Characterize learners' access to and use of distance learning platforms.



- Advocate for more resources. The 2015 Incheon Declaration recommends that national governments allocate 4–6 per cent of their gross domestic product and/or at least 15–20 per cent of their total public expenditure to education, focusing on basic education.⁸
- Reallocate resources for pre-primary education. UNICEF recommends that countries devote at least 10 per cent of their total education budget to pre-primary education.⁹
- Redistribute education expenditure to fund learning-recovery programmes.
- Ensure funds for the timely response to emergencies.
- Ensure ongoing funding for the continuous professional development of teachers and other staff, both in formal and alternative education.
- Ensure efficiency on use of resources through:
 - targeting for example, the best teachers can be deployed to more demanding contexts, such as rural and poor-learning outcome areas, or prioritize capacity-building to contexts in which the competencies of education personnel are insufficient.
 - correcting fund utilization inefficiencies and developing a public expenditure review; use the [Education Public Expenditure Review Guidelines](#).
 - developing partnerships to pool resources and improve efficiency.
- Do not rely upon household contributions as a funding source for pre-primary, primary and secondary education.
- Consider suspending or temporarily revising performance-based elements in countries' per capita funding due to lack of achievement or compliance because of the pandemic (UNESCO et al., 2020).¹⁰

Equity

- Implement the principle of progressive universalism, whereby public spending targets the most vulnerable populations and early years of education, where social returns are the highest.
- Prioritize children and adolescents left furthest behind because of poverty, gender, disability, ethnicity, remoteness and social disadvantage within these parameters (UNICEF, 2020a).
- Reallocate public funding first to the lower levels of education (pre-primary, primary and lower secondary) progressively.
- Increase allocations to the higher levels, such as tertiary education, only when coverage comes close to being universal at the lower levels.
- Implement needs-based funding mechanisms, whereby resources are allocated first in high-need contexts; for instance, provide block grants to targeted schools (including pre-primary) in disadvantaged communities (UNICEF, 2017), those most affected by the crisis and for children with disabilities.
- Shift funding from teacher-based to student-based financing according to students' learning needs.
- Prioritize funding for continuous professional development of teachers and other staff in high-need contexts (when working with children with disabilities, in violent or impoverished environments, etc.).

⁸ See www.globalpartnership.org/sites/default/files/2019-02-gpe-domestic-policy-brief_web.pdf.

⁹ See www.unicef.org/media/57931/file/A-world-ready-to-learn-advocacy-brief-2019.pdf.

- Ensure the equitable allocation of technological and other resources for the most vulnerable populations to close the digital divide, including funding for appropriate assistive technologies for children with disabilities.
- Allocate a specific budget for facilitating the return to school for children with disabilities in mainstream and specialized settings; this may include a budget for school and community outreach, offsetting transport costs, for specialist pedagogical support and classroom support staff so that teachers remain available to support children in the classroom (UNICEF, 2020i).
- Ensure that technology is prioritized not only for formal education but also for alternative models, and support the ecosystems that must be in place for technology selection, procurement, implementation, management and maintenance.

What do we know according to the available evidence?

Outcome 1: All children and adolescent are served by a resilient education system

Boxes 1 and 2 feature examples of good practices to illustrate use of the Education Management Information System and support to education staff towards building resilience within the education system.

Box 1: Education Management Information System good practices

Education Management Information System good practices

- Disaggregated individual student data in the Education Management Information System need to form a register-based system that includes the most marginalized populations. The system should have data on learning outcomes, attendance, learning modalities, teachers' deployment and other relevant data, such as socioeconomic indicators (and, if possible, well-being indicators). It should cover formal education, alternative education and private provision as a whole system, tracking subnational entities and schools (UNICEF, 2020c).
- Countries wanting to pursue individual student tracking would benefit from a clear strategy and plan for implementation that considers capacity development needs at each level of government.
- All actors should be informed of the benefits of moving to individual student data (while considering privacy issues) (UNICEF, 2020c).
- The strategy should ensure that the Education Management Information System is developed to facilitate processes at the school level (UNICEF, 2020c).
- The system can be linked to a national citizen registry, and a unique identifier can be assigned to each student (UNICEF, 2020c). This facilitates links with other databases.
- It would be beneficial to link the Education Management Information System to other social databases (health, social welfare, etc.).
- Use other data (household survey findings from UNESCO, UNICEF, the Asian Development Bank, the World Bank, non-government organizations, etc.) when needed.
- Develop or enhance [early warning systems](#) that can predict changing drop-out rates.
- For more information, refer to the [Review of Education Management Information Systems, which tracks individual student data](#) in some countries in the region.



Box 2: How to support the education staff

How to support the education staff

- Offer training in student-centred pedagogies and active learning as well as information and communications technology skills, socioemotional skills and mentoring, with gender and equity emphasis.
- Reorient the role of the teachers towards being a ‘facilitator of learning’, reduce lecturing and increase group work and individualized learning.
- Train teachers in formative assessments that reward progress, highlight areas of improvement and motivate students to continue learning.
- Design professional development for teachers with teacher inputs and planning, including hands-on activities with colleagues and the sharing of practical professional knowledge. Observe teaching in other settings, and enable teachers to work with mentors or coaches (UNESCO et al., 2020; World Bank, 2018; Aron, 2003).
- Support teachers in the roll-out of online safety, digital citizenship and environmental education.
- Support teachers on how to support parents and other caregivers (men and women), especially of young children.
- Prepare teachers to respond to the needs for mental health and psychosocial support and protection services, for such issues as gender-based violence, domestic violence and child abuse, as well as for sexual and reproductive health services. Both pre-service and in-service teacher training must be adjusted.
- Make investments in research and collaboration among teachers, directors and pedagogical leaders, such as interdisciplinary team-teaching approaches. These have high returns, which can spread rapidly through education systems (Reimers and Schleicher, 2020).
- Provide regular support for teachers, working directly with teacher training institutes and national structures, such as universities, to provide certified professional development.
- Train pedagogical leaders in leadership skills and in helping teachers set expectations and goals based on student assessments; contribute to evaluating teaching approaches and guarantee supportive and organized environments (World Bank, 2018). Ways for governments to prepare and support school leaders are provided in [Preparing and Supporting School Leaders](#), published by the World Bank.
- Encourage the recruitment of new teachers and personnel from communities near to the school. They are less likely to be absent, and they are more likely to be engaged, committed and motivated (Chaudhury et al., 2006), and they can build on learners’ culture, language and experiences.
- The well-being of teachers and other education personnel can be assessed by reviewing working conditions. Schools can facilitate flexible working arrangements to reconcile work with family responsibilities, especially for women, and offer teachers mental health and psychosocial support, as well as health insurance, childcare services and links to gender-based violence response services.

- Deploy teaching staff based on minimum professional qualifications, assess teaching competencies and personal attributes, such as gender, age, culture and language (ITFTE, 2020).
- Develop career tracks in the workforce strategy with job descriptions for the various positions with qualification requirements (competencies).
- Provide targeted professional development for Ministry of Education's and subnational governments' staff to increase their responsiveness capacity.
- Create a Monitoring and Evaluation culture among Ministry of Education's and subnational governments' staff in which public policies and strategies are always monitored and evaluated in their effectiveness and equity.
- Define how professionals at the national, intermediate and local levels communicate on a regular basis. And if necessary, develop standard reporting connections between these levels.





Programme-level strategies

OUTCOME 2

All children and adolescents return to safe in-person learning in schools, including pre-primary schools



Output 2.1 Have a clear strategic vision and plan to guide the education system to reopen as soon as it is safe to do so (with priority given to younger children and the most marginalized children)

Activities or steps – Output 2.1

▶ Activity 2.1.1

Assess resources and capacities at the subnational and school levels for reopening, and develop a risk assessment.

▶ Activity 2.1.2

Decide where and when to open and close schools (including pre-primary), working closely with health authorities.

- Select the grades or cycles that return sooner to in-person learning and provide additional support.
- Define the learning modality for each grade or cycle (remote, blended, hybrid or in-person¹⁰), the progression into in-person learning and the modality for school closings.
- Define the adaptation of the learning environment (alternated school days or weeks, smaller in-person classes (class bubbles) or classes in shifts. Hire additional teachers to reduce class size or take activities outdoors or outside a classroom setting).

▶ Activity 2.1.3

Define responsibilities among decentralized decision-making levels (national, subnational, schools) within the education sector; balance school autonomy with capacity support for schools and accountabilities.

▶ Activity 2.1.4

Define resource allocation for each part of the education sector plan.

▶ Activity 2.1.5

Ensure that all stakeholders participate in the planning process.

▶ Activity 2.1.6

Develop a clear risk communications strategy that involves all education stakeholders, particularly teachers, to build a solid consensus.

▶ Activity 2.1.7

Define the criteria and indicators to monitor the plan for school reopening.

¹⁰ See Annex 1 for definitions.



Recommended effectiveness and equity approaches – Output 2.1

Effectiveness

- Implement preparatory checklists to assess the readiness of schools (including pre-primary) to open and operate safely, of teachers to teach and learners to learn. Conduct a psychosocial needs assessment.
- Initiate joint health and education responses that are data-driven regarding pandemic hardship or situation. If new SARS-CoV-2 variants appear, consult and follow the evidence provided by relevant health authorities.
- Apply a geographic-based planning approach: Consider different scenarios according to the local context.
- Take a cohort approach (keep students and teachers in small groups who do not mix, also referred to as a bubble, capsule, circle or safe squad), and limit the operation of cohort or class depending on the severity or number of cases that emerge rather than closing the entire school. If the cases are spread throughout different classrooms, assess the severity of the situation to determine whether to close specific sections or classes to limit the spread of the SARS-CoV-2 infection. Secondary infections in school settings are more likely to occur if the index case is a teacher rather than a student, other factors being equal. Shutting down educational facilities should only be considered when there are no other alternatives.
- Provide alternative measures for children with underlying medical conditions and other children whose parents or caregivers may not want to send them to school.
- The education system should provide learners and parents or caregivers with options: learning in-person at school, remote learning at home or via a hybrid approach, despite the challenges of limited resources, materials, equipment, capacities and workloads.
- Conduct consultations with the education community at the local level, and guide local (subnational) officials on cross-sector response planning. Integrate subnational governments and the participation of the local education community (teachers, administrative personnel, families, students and others), particularly children and adolescents, to inform the response plan and provide feedback properly.
- See Box 5. Risk communications strategy.
- Ensure flexibility in the use of school funds and additional support needed.
- Prepare or enhance resources and performance accountability, with the participation of the education community.
- Define criteria and indicators to monitor the plan for school reopening, and refer to Section III for monitoring and evaluation guidance.

Equity

- Prioritize early learning, given the importance of children's brain development at this young age for school readiness, completion and life outcomes (well-being and earnings).
- Use the principle of progressive universalism¹¹ to reopen: Prioritize early grades and continue according to the education ladder.

¹¹ Allocate public funding first to the lower levels of education (pre-primary, primary and lower secondary) and, within these parameters, to the children and adolescents left behind (UNICEF, 2020a).



- Prioritize vulnerable populations: Consider phased reopening of schools and opening sooner or closing later in areas or localities that serve vulnerable populations (children with disabilities, indigenous groups, rural students, low-income households, etc.).
- Provide more support for reopening to schools with less resource capacity, including at the pre-primary level, especially to more vulnerable schools in terms of learning poverty (usually where rural and marginalized populations live).
- Provide more resources to schools in vulnerable localities and for pre-primary education: Emphasize resources with a needs-based approach (described in Output 1.3)
- Refer to Reopening Childcare and Early Learning Services: Guidelines for East Asia and the Pacific region (UNICEF EAPRO, forthcoming) for detailed information on pre-primary education.



Output 2.2: Ensured the safe operation of schools for pre-primary to secondary education with health and other protocols

Activities or steps – Output 2.2

► Activity 2.2.1

Prepare protocols (including protocols for COVID-19 resurgence) regarding:

- COVID-19 vaccination, which is highly encouraged but should not be a requisite for opening schools, including pre-primary services;
- environmental and personal protective measures;
- referral system and collaboration with local health centres for COVID-19 testing and treatment;
- WASH measures.

Refer to the guidelines of the World Health Organization¹² and for the ASEAN Health Protocol for Pandemic Preventive Measures in Public Places, which is one of the key elements towards safe re-opening of ASEAN while enabling effective and efficient coordination of risk mitigation among the Member States. It provides guidance on measures that applies to all community settings: 1. Screening of individuals to prevent community exposures to active COVID-19 cases. 2. Providing vaccination roll-out 3. Proper ventilation. 4. Enhanced cleaning and disinfection at the community setting. 5. Physical distancing measures such as limiting the capacity of mass gatherings. 6. Promoting personal preventive measure

► Activity 2.2.2

Inform and train teachers, other school staff, parents, caregivers and students on health and hygiene protocols.

► Activity 2.2.3

Monitor schools' adherence to the safety protocols and standards through analysis of the gaps in and needs for school safety.

¹² See the [Considerations for School-related Public Health Measures in the Context of COVID-19](#) and the [Checklist to Support Schools Re-opening and Preparation for COVID-19 Resurgences or Similar Public Health Crises](#).

► Activity 2.2.4

Promote and participate in an interministerial agenda for reopening, with clear responsibilities, shared plans, resources and performance indicators.



Recommended effectiveness and equity approaches – Output 2.2

Effectiveness

- Prioritize COVID-19 vaccination for teachers and school staff (including pre-primary services). Vaccination for teachers, school staff and learners should not be compulsory, but should be highly recommended.
- Prioritize parents or caregivers of high-risk children (with comorbidities) also for vaccination.
- Do not make school attendance of children dependent on their COVID-19 vaccination status.
- Guide schools (including pre-primary) regarding protocols for physical distancing on school premises (regulate the number and flow of children attending classrooms), indoor ventilation and mask wearing (see Box 3 Protection measures).
- Guide schools (including pre-primary) to develop protocols and referral processes (see Box 4 Protocols and referral processes).
- Guide schools (including pre-primary) regarding WASH protocols and improvements (see Box 3. Protection measures).
- Guide education authorities (local level) to assess WASH facilities, premises and school financial needs for equipment and cleaning practices and supplies.
- Guide, train and assess the knowledge and practices of the health and hygiene protocols, including physical distancing norms, ventilation, mandatory mask-wearing, handwashing or use of hand sanitizer.
- Provide clear information to students, parents, caregivers, teachers and other school staff to empower them to implement the protocols while fulfilling their core roles (WHO, 2021). It is also crucial to have feedback mechanisms established with parents, students, teachers and other staff.
- Monitor regularly the compliance with the school protocols adopted to limit the spread of SARS-CoV-2.
- Develop or enhance an assessment that defines the thresholds for adherence to each school's protocols. Use that assessment to identify needs. Include quick remedial actions for schools in the protocols (including for pre-primary services) that are unable to satisfy the necessary threshold.
- Enhance efforts to achieve interagency agendas for reopening and the safe operation of schools through clear shared plans, resources and performance indicators with authorities from other sectors, including health, child protection and social protection, as well as subnational sectors and communities. Continuity of education for children for their overall well-being, health and safety should be at the forefront of all relevant considerations and decisions.
- Deploy special considerations for pre-primary settings; refer to the [Global Guidance on Reopening Early Childhood Education Settings](#) and other resources listed in Annex 2.



Equity

- Prioritize WASH adaptation and funding areas with the greatest infrastructure deficit, which primarily will be rural and marginal areas in cities (UNICEF, 2021c).
- Provide protective materials (masks, hand sanitizer) for the most vulnerable populations.
- Do not deny children or adolescents access to education due to their mask-wearing or lack of it (because they have no resources to buy them or because they are unavailable) (WHO, 2021).
- Make information available and accessible for all, incorporating child-friendly language, minority languages and braille (UNESCO et al., 2020).
- Ensure age-related measures; for instance, the pre-primary staff in close contact with young children should protect themselves by taking additional precautions¹³ (CDC, 2021).
- Provide resources, and support implementation where protocols have not been met.
- Provide more support for pre-primary services and schools that serve vulnerable populations.
- Undertake the required work to ensure that all learning spaces applying distancing rules and that WASH facilities in schools remain accessible for children with disabilities (UNICEF, 2020i).

¹³ In terms of handwashing, children's body fluids, children's clothes, handling infant bottles, etc.

What do we know according to the available evidence?

Outcome 2:

All children and adolescents return to safe in-person learning in schools

Boxes 3, 4 and 5 feature examples of good practices to illustrate how safe in-person learning can be implemented in consideration of environmental and personal protection measures, WASH in school practices, protocols and referral system when a student shows COVID-19 infection symptoms and effective risk communication strategies.

Box 3: Protection measures

Environmental and personal protective measures

- Because carbon dioxide is co-exhaled with aerosols containing SARS-CoV-2 (Jimenez and Peng, 2021), schools (including pre-primary) need to improve indoor ventilation, move classes outdoors, open windows or isolate class groups from one another. Recent research shows that low-cost sensors can be used to detect indoor carbon dioxide and verify good ventilation.
- Schools, including pre-primary, must avoid crowding in classrooms, during breaks and in transportation to and from the school premises (WHO, 2020b). The physical space should be reorganized, with entry and exit points clarified. Mark the direction of walking and provide other design clues ('nudging') to facilitate the appropriate use of space.
- Ensure crowd control during school or day-care drop-off and pick-up periods. Consider restrictions for parents and other caregivers entering school campus and premises.
- Limit the mixing of classes and age groups for school and after-school activities.
- Adjust administrative policies in terms of attendance and entry rules; 'cohorting' (keeping students and teachers in small groups that do not mix, also referred to as a bubble, capsule, circle or safe squad); staggering the start of school, breaks, bathroom use, meal times and end of the school day; and alternating physical presence (alternate days or alternate shifts).
- Consider physical distancing: maintain a distance of at least 1 metre for both students (all age groups) and staff, where feasible (should be weighed against the social, emotional, developmental and mental health gains from interactions between children).
- Regarding masks, interim guidance from the WHO (2020c) states that children up to age 5 years should not wear masks. A risk-based approach should be taken for children aged 6–11 years, considering community transmission levels, children's capacity to comply with the appropriate use of masks, availability of proper adult supervision and the ability to maintain physical distancing and ventilation. Adolescents aged 12 or older should follow the same principles as for adults in any indoor space where people are together for long periods and should also follow national mask guidelines. Teachers and staff may be required to wear masks when they cannot guarantee at least a 1-metre distance from others or there is widespread transmission of COVID-19 in the geographical area.
- Maintain a clean environment, with frequent cleaning of surfaces and shared objects.
- Increase the frequency of cleaning in the canteen, gym and sports facilities and changing rooms.

- Consider increasing the number of teachers or having recourse to use volunteer support, if possible, to allow for fewer students per classroom (if space is available).
- Special considerations are required for immunocompromised children or paediatric patients with cystic fibrosis or certain other diseases (cancer) and for children of any age with disabilities or other specific health conditions that might interfere with mask-wearing. Also, account for the needs of staff and teachers, including those with disabilities or medical comorbidities, that place them at higher risk of severe disease if infected with SARS-CoV-2.



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WASH measures

- The ASEAN Human Rights Declaration of 2012 explicitly guaranteed “the right to safe drinking water and sanitation”; thus for the education sector the following measures should be taken:
- Schools (including pre-primary) should improve their infrastructure and associated maintenance and hygienic practices. Ensure that handwashing facilities have running water and sufficient supply of soap, sufficient and adequate toilet accommodation and fresh air ventilation (WHO, 2021). When these conditions are not in place, hand sanitizer should be available. It is recommended to use the WHO guidance on handwashing.
- Schools (including pre-primary) should establish a system for waste management that also covers the disposal of used masks to reduce the risk of contamination from masks left in classrooms and playgrounds.
- WASH measures should include menstrual health and hygiene, sanitary supplies, clean and private changing areas and suitable disposal facilities.
- Ensure that WASH facilities, including new facilities constructed to prevent the transmission of SARS-CoV-2, are accessible for children with disabilities (UNICEF, 2020i).



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Box 4: Protocols and referral processes

Protocols and referral processes

- Individuals should report to the relevant authorities any signs and symptoms compatible with SARS-CoV-2, in accordance with local protocols for management of the pandemic. A policy of staying at home if unwell for students, teachers and school staff with symptoms must be enforced, and school sick leave policies should be revised accordingly. Individuals should follow the rules of self-isolation and quarantine as decided by national or local health authorities (WHO, 2021).
- With health centres, plan and organize referral processes for children or staff with symptoms that allow for timely testing, and ensure the isolation of individuals who are either ill or are suspected of COVID-19 infection. Conduct contact tracing. And consider quarantine measures that do not separate mother and child as much as possible (ECDC, 2021).
- Organize with health centres, the investigations in school settings to enable continuity of learning.





Box 5. Risk communications strategy

Risk communications strategy

- Start by assessing the beliefs and fears around COVID-19 among parents (mothers and fathers), other caregivers, students, teachers and other staff. The assessment findings can identify the needs of parents and other caregivers regarding the pandemic to inform appropriate messaging.
- The communication style should be concise, positive, open, friendly, culturally relevant, rights-based and flexible in responding to the characteristics of the context. Incorporate design clues (‘nudging’) to facilitate the appropriate use of space or handwashing facilities.
- Messaging must be consistent and timely and come from authorities or other credible sources to avoid misinformation.
- Communications must be in languages that each diverse stakeholder can understand, including sign language and other accessible formats.
- Use a variety of channels to reach all stakeholders.
- The communications strategy should inform and engage families to understand the protection measures and commit to embracing them, including providing ongoing support to children.
- The communications strategy can strengthen the role of students in sharing health messages.
- Do not restrict the messaging or dialogue to health and hygiene-related areas, but also address psychosocial issues.
- Create feedback mechanisms to help continually listen to the needs and concerns of children and parents, such as mobile phone surveys and suggestion boxes.
- Include a monitoring mechanism to assess the effectiveness of the communications strategy.
- Refer to [Communicating with Stakeholders](#) for guidance by the World Bank Group.
- For communication materials, refer to the UNICEF East Asia and Pacific Regional Office’s [Message package on COVID-19 and reopening of schools](#).

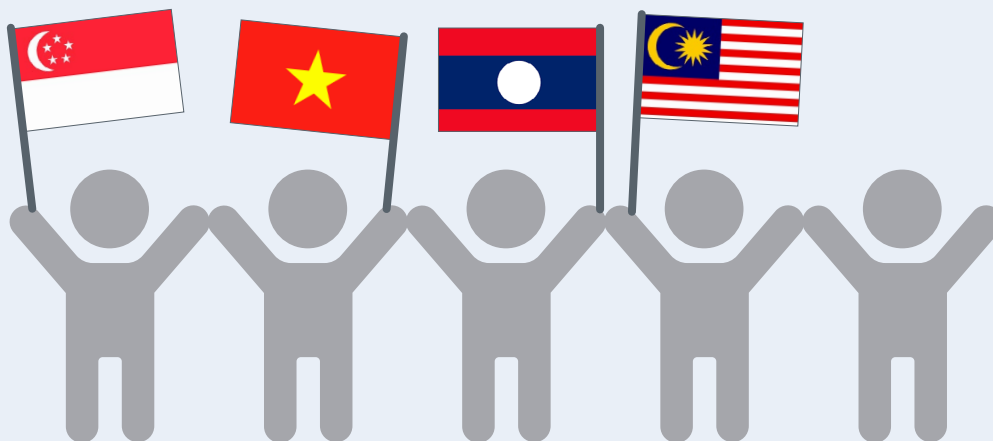
Examples from the region – Reopening

Singapore's broad approach has been to keep schools and education institutions open safely as far as possible, and to put in place alternative arrangements to keep learning going. After a month-long full home-based learning from Apr to May 2020, the Ministry of Education adopted a phased resumption of face-to-face lessons to ensure physical schooling resumed in a safe manner. (UNESCO, 2021a).

In **Viet Nam**, local municipal authorities decided how long local schools should be closed based on the situation in their area while following directives from the Ministry of Education. Provincial authorities were given the mandate to plan their responses at the village or community level. The same decentralized approach was taken in the **Lao People's Democratic Republic**. In **Malaysia**, decisions around school reopening are now centralized under the Ministry of Education, with advice from the National Security Council and the Ministry of Health and continuous stakeholder consultations. The Council and the Ministry of Education have consulted with state and district education offices, public-private associations, non-government organizations, parents, students, private service providers and politicians. Their decisions have been translated into guidelines with the approval of the National Security Council and the Ministry of Health (UNESCO, 2021a).

Examples of coordination among governments

An example of coordination among ministries is found in some member countries of the Organisation for Economic Co-operation and Development. They established a crisis management group, task force or steering committee to work on response strategies, provide strategic advice and contribute to a communications strategy (OECD, 2020). **Singapore** introduced a whole-of-government approach to tackle the various challenges posed by the pandemic, led by a ministerial task force at the Ministry of Health and Ministry of National Development (UNESCO, 2021a). Another strategy some countries applied for coordination was to create systematic partnerships among different entities/ministries with a shared understanding of and strategies around risk reduction and management with well-designed frameworks for emergency preparedness, planning and response (UNESCO, 2020b).





OUTCOME 3

All students recover their learning losses



Output 3.1 Recovered learning losses while also promoting socioemotional development

Activities or steps – Output 3.1

▶ Activity 3.1.1

Assess students' learning loss on core foundational and socioemotional skills, prioritizing a formative assessment at the classroom level.

▶ Activity 3.1.2

Plan and adapt when and how the learning losses will be recovered in person, in consultation with stakeholders in the education community. Learning recovery is a continuous and ongoing process. Remediation needs to be available every time a learning disruption occurs due to school closure or other situation.

- Continued support to remote learning is required when schools close (as a last resort).

▶ Activity 3.1.3

Implement effective programmes to catch up or remediate and to boost learning and well-being, including through the use of technology.

- Each learning-recovery programme needs to prioritize or rebalance the curriculum, focusing on core foundational and socioemotional learning. For well-being sensitivity, refer to Activity 4.2.1.
- Use technology to support instruction instead of replacing it and in ways that evidence supports it.

▶ Activity 3.1.4

Train teachers in effective formative assessment and catch-up and remedial strategies, and provide appropriate learning materials.

▶ Activity 3.1.5

Support families and other caregivers (women and men) to boost learning, particularly for young children.



Recommended effectiveness and equity approaches – Output 3.1

Effectiveness

- Assess and offer programmes based on core language, mathematics and socioemotional skills.
- Prioritize skills according to learning assessment results.
- Ensure the development of socioemotional skills.

- Prioritize a formative assessment at the classroom level, especially for pre-primary levels¹⁴ to assess school readiness; refer to Annex 4 for more information on assessments.
- Ensure a rebalanced curriculum that has the flexibility to accommodate different age levels of learning and unique local conditions.
- Provide clear guidance on how to teach the curricula. In low-capacity areas, offer scripted lessons.
- Offer effective programmes that are responsive to age, context and teachers' capacities (see the evidence on Outcome 3 in the next section).
- Offer effective hands-on teacher training, especially on formative assessments (see Box 6)
- Explore the use of teacher assistants who are from the nearby community, such as peer facilitators and volunteer tutors, to facilitate small group learning sessions.
- Assess the well-being of students; refer to Activity 4.2.1.
- Offer effective strategies to engage families and caregivers (women and men) in learning (see Box 7).
- Use technology that is based on evidence. It is not enough to provide internet access, IT devices or even educational technology programmes – technology must change the instructional core and complement instruction rather than replace it (see Box 8).
- Partner with multilateral and non-government organizations to boost learning with innovations, including investments in the digital learning ecosystem.

Equity

- Focus efforts on schools (or localities) and grades where the learning losses are greater, particularly for vulnerable populations.
- Focus efforts on early grades (pre-primary) and literacy and numeracy (in early primary grades) on the basis that the early years of life form a foundation for cognitive and socioemotional development.
- Focus on schools (including pre-primary) in vulnerable contexts.
- Prioritize marginalized learners and gender groups who may not have participated in remote learning.
- Provide individualized learning support for children with disabilities. Ensure that curricula and assessment changes include disability considerations.
- Ensure that learning materials are available in local languages and accessible formats.

¹⁴ These should be conducted only by teachers who have been previously trained. The Asia-Pacific Regional Network for Early Childhood and UNICEF are working together on a formative assessment package to address the learning loss of pre-school children.



What do we know according to the available evidence?

Outcome 3: All students recover their learning losses

Learning-recovery programmes

This section introduces different types of learning-recovery programmes to guide Activity 3.1.3 on implementing effective programmes to catch up or remediate learning.

A regional review of literature from East Asia and the Pacific on strategies for tackling the learning crisis emphasizes that the surest strategy for improving foundational literacy and numeracy skills is a structured learning intervention that explicitly targets the skills needing improvement (UNICEF, 2021d). Evidence supports designing targeted learning programmes for specific groups of low performers and/or disadvantaged children, increasing investments in early learning programmes and school readiness catch-up programmes in the first three years of primary education and promoting universal design for learning interventions for boosting learning among children with disabilities. It is necessary to strengthen formative assessments at the classroom level with teacher training, dialogue and consensus to define remedial actions (UNICEF, 2021d).

Learning recovery programmes for pre-primary education

These guidelines emphasize the urgent need for education systems to prioritize pre-primary education when schools open and to keep this level open as a high priority. The consequences are enormous for younger children who miss out on pre-primary learning and developmental opportunities: The total skill level over their lifetime is reduced because skills beget skills (OECD, 2015). Thus, the youngest children will learn less each year after returning to school due to the interruption and late enrolment (Andrabi et al., 2020). Evidence from East Asian and Pacific countries shows positive, long-lasting effects for children who participate in quality early childhood development programmes; they are better prepared for school, stay in school longer and perform better academically (UNICEF, 2021d).

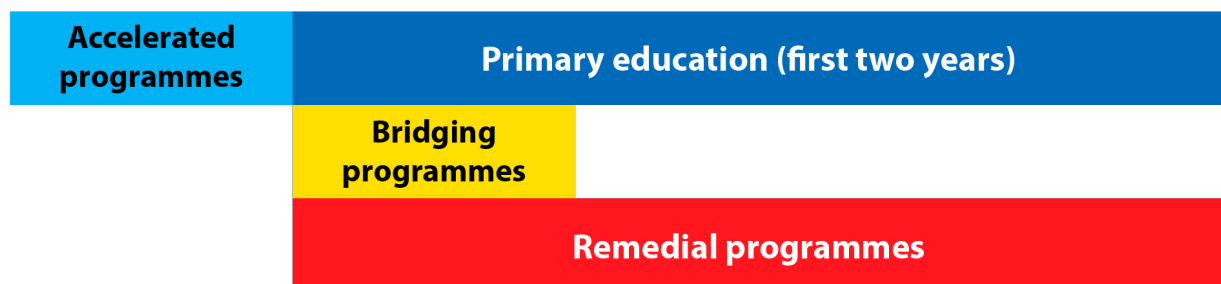
Learning-recovery programmes at a young age are crucial. Evidence shows that even short and low-cost programmes significantly impact child development and school readiness. (Nugroho et al., 2021). These programmes can be designed rapidly and delivered over weeks, especially for vulnerable children and those with the greatest losses in learning (including socioemotional development). It is cost-effective to recover learning losses before they are deepened by other deficits (Nugroho et al., 2021).

These programmes include (see Figure 4):

- accelerated programmes: usually run in the holiday period before primary school;
- bridging programmes: often run at the start of primary school;
- remedial programmes: usually run in the first two years of primary school.

The curricula and duration of the recovery programmes depend on their objectives. They need to emphasize socioemotional learning. In accelerated pre-primary programmes, the curriculum is usually a condensed version of the pre-primary curriculum. It integrates primary first grade content for bridging programmes to support the transition between pre-primary and primary. When the programme is a remedial one, it usually targets core skills intending to support children who do not yet possess these while engaging with other curricular materials. It is key to balance between reviewing missed content and learning new grade-level skills.

Figure 4. Learning-recovery programmes for pre-primary education



Source: Nugroho et al., 2021.

Factors for programme effectiveness for pre-primary services

- A focus on core foundational skills with prioritized or condensed curricula.
- A particular focus on socioemotional skills for early years that integrate playful learning and mindfulness activities (through songs, art, puppetry, toys and storytelling) and establishing a predictable routine.
- Well-structured lessons (in low-capacity environments and when used by para-teachers, it should be scripted lessons with pre-set activities minute by minute).
- Pre-primary and primary teachers receive additional training or locally recruited educators or facilitators without previous teaching experience who meet minimum qualifications receive training.
- Training durations that vary and are generally shorter when they involve qualified teachers, mainly on the curriculum and the scripted lessons.
- Ongoing supervision and support or coaching for educators.
- Financial compensation for educators in line with local regulations.
- Small-group learning to create spaces with sufficient teachers who offer safe, playful and engaging activities (more teachers may be needed).
- Parent-to-parent sessions to influence caregivers' awareness and attitude towards the importance of learning and responsive parenting practices at home.
- Support programme sustainability (food, a place, accountability) for families and communities.
- Strengthened parents' and other caregivers' capacities (men and women), given that the home learning environment is one of the most significant contributors to improving child well-being and early learning outcomes.
- Existing partnerships with community and private sector organizations leveraged to introduce or expand programmes to new areas or schools.
- Supervision and monitoring by school leaders (school-based programmes) or by community committees (community-based programmes).

Source: Nugroho et al., 2021; UNICEF, 2021d.



Refer to the UNICEF document [Not Too Late to Act on Early Learning](#) for global evidence on effective evaluated programmes and their characteristics.

Pre-primary learning recovery examples from the region



Evidence from **Cambodia** illustrates a programme to compensate for the lack of pre-schooling, which is thought to cause high grade repetition rates in the early years of primary school. The Government piloted a school-readiness programme in the first two months of Grade 1. The programme developed special curricular documentation, trained primary school teachers for 14 days, had regular monitoring mechanisms to support teachers, upgraded the classrooms physically and provided student assessments. Children who participated in this programme performed significantly better than children who did not receive the intervention in school readiness skills (basic language and numeracy skills, time and space, hygiene and working in groups). The learning gains were maintained one year after the programme (UNICEF 2021d; Nonoyama-Tarumi and Bredenberg, 2009).

In rural **Indonesia**, the Early Childhood Education and Development Project provided selected communities (3,000 villages in 50 districts) with a community facilitator to raise awareness on the importance of children's development. The communities received block grants to establish playgroups – group programmes typically intended for children aged 3–6. The project included 200 hours of training for individuals from the community designated as educators. The programme led to improvements in physical health and well-being as well as language and cognitive development. The impact on child outcomes was more considerable for children from more disadvantaged backgrounds (Brinkman et al., 2017).

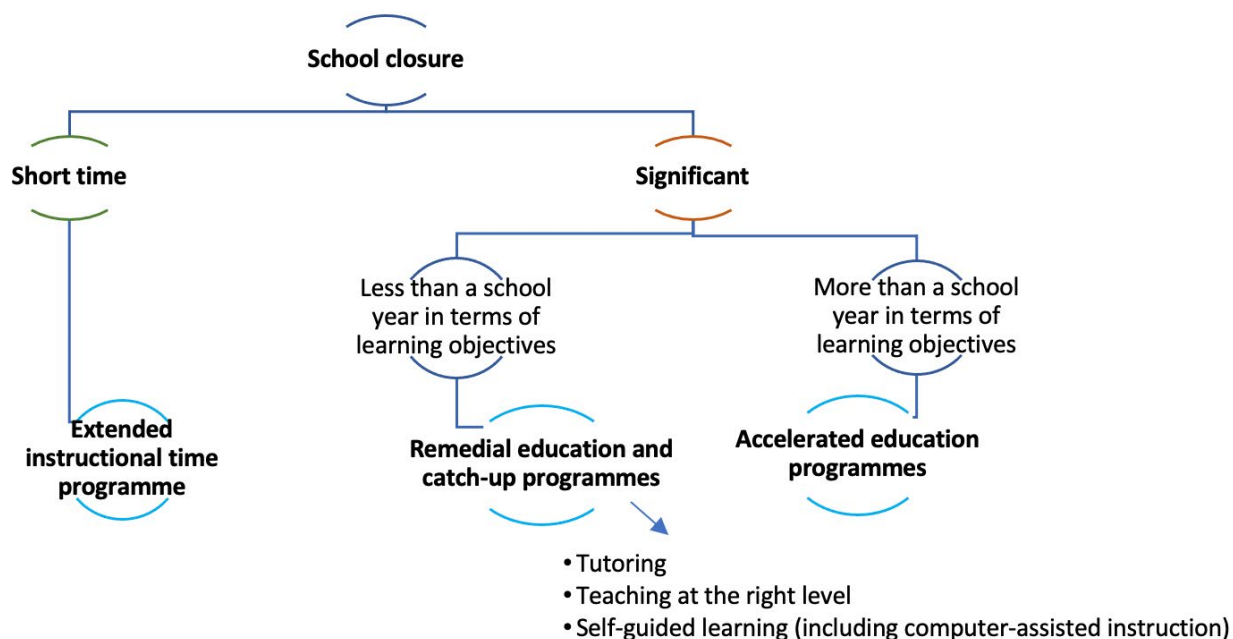
Learning-recovery programmes for primary and secondary education

Learning recovery is a continuous and ongoing process. Every time there is a learning disruption, remediation needs to be available. Governments can have a combination of programmes depending on their needs. Various programmes can help recover learning losses for primary and secondary education. Practical guidance can be found in [COVID-19: Pathways for the return to learning](#).

If students have missed a short time of in-person schooling, a programme of extended instructional time could be a solution. A remedial or catch-up programme can be provided during a school closure¹⁵ (not in-person learning) that is significant but less than a school year in terms of learning objectives. If the closure is more than a school year in terms of learning, the adequate programme solution could be accelerated education. The following section and Figure 5 illustrate these possibilities and their effectiveness factors. For working definitions of these programmes, refer to Annex 1.

¹⁵ School closure refers to when there is **no in-person learning** physically at the school premises.

Figure 5. Learning-recovery programmes for primary and secondary education



Sources: AEWG, 2020a and 2020b; World Bank, 2021a.

Extended instructional time

The programme should increase the instructional time to recover any small gap in learning. The purpose is to continue the learning process after school, on weekends or in summer school. This means adjusting the academic calendar to modify the time frames. The time could be decided according to step 1 of this strategy.

Remedial education: remedial and catch-up programmes

Remedial programmes are referred to in this document as activities designed to support students with learning difficulties to catch up with a lag in a given subject and/or to enhance their socioemotional skills and thus to help them succeed in the formal system. These programmes emphasize core foundational learning skills and focus on the mastery of those skills (Schwartz, 2012). Catch-up programmes (for the purpose of this document) are usually designed to provide short-term support for children and adolescents whose learning gap is moderate or who were out of school for a short time. The goal is to continue with formal education. These programmes provide students with the opportunity to learn content they missed because of a learning disruption and support their re-entry into the formal system (INEE, 2021). In the context of the COVID-19 pandemic and for these guidelines, catch-up programmes are categorized under remedial education or activities.

Education systems have a variety of remedial activities from which they can choose according to their capacities and resources. The options include tutoring programmes, teaching-at-the-right-level programmes and self-guided learning, as the following describes.

- o **Tutoring programmes** Tutoring is defined for the purpose of this document as any activity offering guidance, counselling or supervision to learners by a competent professional. The tutor supports the learner throughout the learning process (at school, in training centres). Tutoring can cover academic subjects to improve educational achievement and personal development or socioemotional skills to encourage learners to make wise choices (IBE, 2021). Usually, tutoring can be a separated classroom, but during COVID-19 times, an entire classroom could participate. It is important to consider that



the smaller the group the more costly it is in financial and human resources. However, smaller groups yield greater benefits.

- o **Teaching-at-the-right-level programmes** this document, teaching-at-the-right-level programmes include activities in which children are grouped by their level of proficiency, not by their age or grade (age-grade system) (World Bank, 2021a). This involves creating separate classrooms for a short period (one hour per day, for instance, or according to needs). Students would continue in regular schooling while participating in these programmes (Schwartz, 2012). It is crucial that this type of programme is short-term and does not promote tracking¹⁶ in the standard classroom and schools. They should have an integrated learning environment. Between-class grouping or tracking does not benefit students at either the high or low ends of achievement (Steenbergen et al., 2016).
- o **Self-guided learning (including computer-assisted instruction) programmes** Self-guided learning is defined as activities that are designed for students to work with limited teacher input and guidance. They can be paper-based programmes or, where adequate technology is available, computer-assisted self-learning programmes. Computer-assisted instruction can illustrate a concept through interactive animation, sound and demonstration, followed by opportunities for students to complete tasks and solve problems at their own pace with immediate feedback (Schwartz, 2012).

Accelerated education programmes

Accelerated education programmes (for this document) provide essential knowledge and skills from primary and secondary curricula over a specific but limited time. They offer the same learning content as the formal curriculum but at a faster pace (INEE, 2021). They are usually used for overaged children and adolescents who typically have more than a school year gap in terms of learning (AEWG, 2020a; Schwartz, 2012).

This type of education is generally for alternative or non-formal systems.¹⁷ However, if a relevant number of students in formal education have a learning loss of more than a school year in terms of learning, this type of programme could be mainstreamed in formal education. This does not mean transferring students from formal school to alternative or non-formal education – unless they already have dropped out and cannot attend formal education for other reasons (work or other responsibilities).

¹⁶ Defined as ability grouping between classrooms.

¹⁷ See the definitions in Annex 1.

Factors for programme effectiveness - Primary and secondary education

General

- A focus on core foundational skills.
- Emphasis on socioemotional learning.
- Tailored instruction, building on students' previous skills.
- Educators trained in the specific pedagogy (including digital capacities) and materials, with support from peer teachers and learning communities. There is an on-site coordinator to support educators.
- Materials designed explicitly for the type of programme.
- Students remain with the same educator throughout the programme.

Extended instruction time

- Well-structured lessons (use scripted lessons in low-capacity environments).
- Small group instruction (preferable, when possible).
- Same formal education teachers or new hired teachers.

Tutoring

- Reading tutoring for primary students in early-grades and math tutoring for later grades are more effective.
- Small group instruction (when possible).
- High-dosage tutoring (four times per week, or equivalent to 50 hours or more of a 36-week period).
- Tutors are teachers, paraprofessionals or university students (majoring in education) rather than non-professionals or parents. For the lower grades, motivated upper-secondary students could be an option. Preferably, tutors should be from the community where their assigned school is located
- Children are taken out of their usual classroom.
- Support to reintegrate tutored students back into their usual classroom.
- On average, a three-month tutoring programme, which can help restore the loss of up to five months of regular schooling.

Teaching at the right level

- Close tracking of children's progress.
- Targeted active exercises and learning materials.
- Provided in three phases of remedial: catch-up, new content and formative assessment.
- Educators are teachers, paraprofessionals or trained volunteers.
- Children are taken out of their usual classroom.
- Tailored instruction

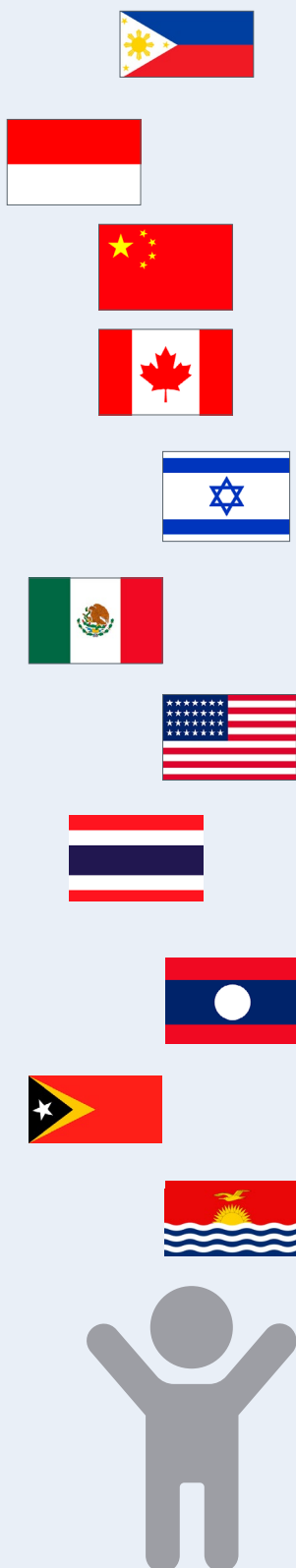
Self-guided learning (including computer-assisted instruction) programmes

- Limited for younger students (actually not recommended).
- Targeted packages that have a formative assessment as students advance.
- Students can learn new concepts in small steps through easily understandable hints and examples.
- The work gradually increases in difficulty, adjusting to the level based on each student's progress.
- The software is interactive and can assess a learner's needs and offer questions or problems to enhance the skills it previously identified as weak.
- Gamification of lessons is highly useful for keeping learners motivated.
- Upskilling teachers and administrators in digital learning and pedagogies.
- Training for teachers and administrators on the specific software the programme is using.
- Heterogeneous classrooms.
- Learning that is accessible for children with disabilities.

For accelerated programmes, see Box 11.



Primary and secondary learning-recovery programme examples from the region



In **the Philippines**, a short 31-day reading programme, Sa Aklat Sisikat, for fourth graders introduced age-appropriate reading materials and teacher training on the use of these materials. Children participating in the programme had read more books in school and had increased reading skills than control students within the first month. There is also evidence that the programme encouraged children to read more books on their own at home (UNICEF, 2021d; Abeberese et al., 2011).

In **Indonesia**, the Rural and Remote Education Initiative for Papuan Provinces targeted improvement in reading outcomes for primary children in the two provinces with the lowest literacy rates and human development indices. The programme provided a package of interventions to underperforming schools. It included teacher training, awareness-raising with the community and parents, new learning materials and a structured pedagogy for learning to read. The overall results showed that students' reading ability in the programme schools increased significantly, compared with students in control schools (UNICEF, 2021d).

Evidence from ASEAN member countries is limited. But evidence from **China** and other regions shows that **computer-assisted remedial learning programmes** effectively improve mathematics and language skills (UNICEF, 2021d; Mo et al., 2013; Carrillo et al., 2011).

Tutoring, in general, has shown consistent and substantial positive impacts on learning outcomes. Some evaluated examples come from **Canada, Israel, Mexico** and the **United States** (respectively: Oreopoulos, Brown and Lavecchia, 2017; Lavy and Schlosser, 2005; Gutierrez and Rodrigo, 2014; Cook et al., 2014, Heller et al., 2016 and Nickow, Oreopulos and Quan, 2020).

As a promising strategy, **Thailand** has been working on 'education recovery' to better understand, assess and address learning loss, focusing on the role of teachers and the educational needs of disadvantaged children in the most pandemic-affected provinces. This is a partnership with the Equitable Education Fund, UNICEF Thailand and the Ministry of Education.

Another promising strategy in **Timor-Leste, Lao PDR** and **Kiribati** covers the **Learning Passport**, whereby technology supports students.

Teacher training

Box 6: What has been effective in teachers' support and training for learning recovery?

- Hands-on training may include assessment-based instruction, formative assessment, a better understanding of why some students face difficulties, how to identify and support students not learning, subject knowledge, student-centred pedagogy, teaching at the right level, behaviour and classroom management, alternative learning styles, inclusive approaches, communication with families, gender-sensitivity and protection practices and digital skills.
- Developed or enhanced special training in psychosocial support.
- Ongoing support from coaches or supervisors who provide constructive feedback.
- Support for school directors and leaders.
- Pre-primary teachers have their own training programmes that provide them with pedagogical support, guidance on child cognitive stimulation, positive parent-child interactions and socioemotional development.
- A network of educators created within a programme for peer support and to share practical professional knowledge. Teachers are encouraged to observe teaching in other settings.
- Teachers are connected with teacher training institutes, universities and national structures for regular and structured support.
- Mental health and psychosocial support are ensured for teachers and other staff (see Output 4.2).
- Additional and specific training and support are provided to teachers and aides who teach and support children with disabilities.

Source: World Bank, 2021a; Farrell, Manion and Rincon-Gallardo, 2017; INEE, 2017; Schwartz, 2012; Quinn and Poirier, 2006; Aron, 2003.

Parents' and caregivers' engagement

Box 7: What do we know regarding effective strategies for parents' and other caregivers' engagement?

- Techniques to promote a more effective environment for home-learning are necessary. This means clear guidelines, detailed learning resources, coaching and regular communication. Strategies could include showing parents or caregivers videotapes of other caregivers and students modelling different remedial learning activities or detailed remedial worksheets to work on at home.
- Parent-to-parent sessions should be established with both mothers and fathers or other caregivers to influence their awareness of the importance of supporting learning at home.
- It is important to support parents or other caregivers, especially those with younger children, on how to monitor and report development and learning progress or delays as the basis for home-based activities or interventions.
- Helplines for families and other caregivers are important, as is communication through text messages, calls and other means, such as LINE, WhatsApp and social media platforms, to share learning resources with links to parent and caregiver groups.
- All materials and communications must be available in local languages and accessible formats.
- Communication with families must be two-way: consulting with parents and caregivers as needed and sending effective learning practices to develop at home with their children.
- Policies should be family-friendly to enable both parents, when possible, to take care of their children, including strategies to strengthen the co-responsibility of fathers.

Source: UNICEF et al., 2020; EEF, 2018.



How can technology help to recover learning?

Box 8. When has technology been effective?

- When it complemented students' work rather than replaced instruction.
- When it helped to augment lessons from teachers (scaled-up quality instruction), provided details or reinforcement through videos and supported playful learning experiences.
- When it facilitated differentiated instruction through computer-adaptive learning¹⁸ or live one-on-one tutoring.
- When it expanded opportunities for individualized student practice, which is key in heterogeneous classrooms regarding learning levels (the COVID-19 pandemic reflects this characteristic, with children at home having learned at different levels).
- When it increased student engagement, for example, through videos and games.
- When it was used with early learners (technology should be integrated into the learning programme and used in rotation with but not as a replacement for other learning tools, such as art materials, writing materials, play materials and books; other media such as radio and TV provide good experiences to complement learning).
- When it promoted digital literacy for girls and boys (refer to the Asian Development Bank's COVID-19 and Education Guidance Notes, which includes EdTech).
- When it ensured online safety for digital learning platforms and equipped students with digital literacy and online safety skills.
- When teachers and administrators were trained in using the platform or software to guide students and respond to questions.
- When it brought education to students with disabilities who otherwise could not attend typical classrooms.
- When it helped knowledge and information reach remote or otherwise difficult-to-reach students who did not have other access to classrooms and education materials, such as the Learning Passport of UNICEF and Microsoft.
- When it was available for all students, thus closing the digital divide. This included strategies to ensure school connectivity and the availability of devices and to develop appropriate online and offline learning solutions (to support classroom learning when possible), with universal design for learning to include children with disabilities.

Source: Office of Educational Technology, 2021; Azevedo et al., 2020; Vegas and Winthrop, 2020; Vegas, Zerbino and Ziegler, 2019; Ganimian and Murnane, 2014; Mo et al., 2013; Carrillo et al., 2011; Campuzano et al. 2009; Kremer and Holla, 2009; Angrist and Lavy 2002.

18 For instance, the software can assess learners' needs and accordingly offer questions to enhance learning (animated reviews and remedial questions).



OUTCOME 4

All out-of-school children and adolescents return to learning with their well-being ensured



Output 4.1 Prevented drop-outs and provided flexible or alternative pathways for children and adolescents who may not return to formal education or who were out of school prior to the pandemic

Activities or steps – Output 4.1

▶ Activity 4.1.1

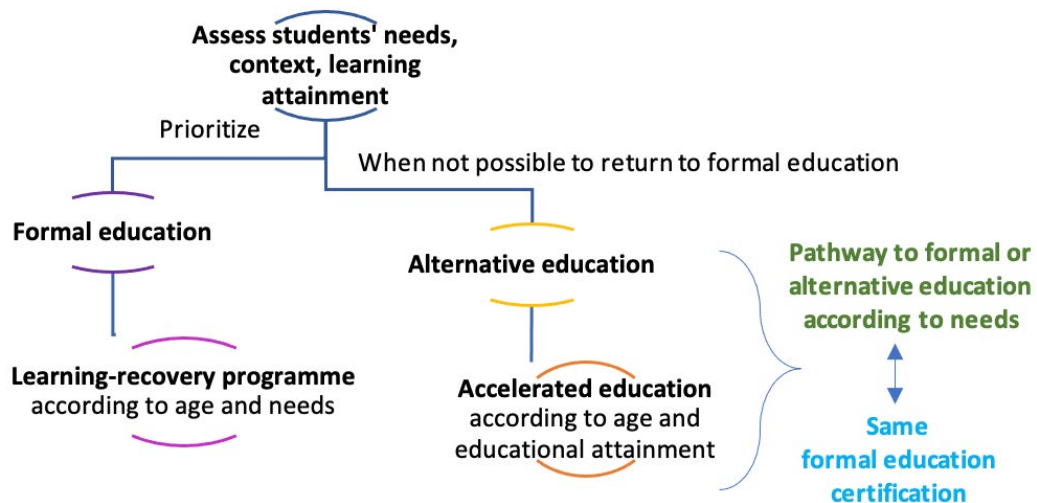
Enact drop-out prevention and active search and outreach strategies using data in the Education Management Information System and other sources.

- Identify students at risk of dropping out of school and work to prevent them from dropping out.
- Identify out-of-school children and adolescents.
- Actively search for out-of-school children and adolescents and develop or enhance outreach strategies based on evidence, emphasizing the most vulnerable populations.

▶ Activity 4.1.2

Re-engage out-of-school children and adolescents in learning according to their needs (see Figure 6 and the suggestion for the re-engagement process).

Figure 6. Re-engagement process



- Assess students' needs regarding context, socioeconomic situation and protection issues (child labour, child marriage).
- Prioritize returning to formal school, when possible, with relevant learning-recovery programmes covered in Output 3.
- For students who definitely cannot return to formal school, provide alternative education and pathways to meet their different needs.



Recommended effectiveness and equity approaches – Output 4.1

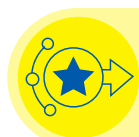
Effectiveness

- Ensure a functional Education Management Information System with disaggregated individualized data (see Output 1.2).
- Gather individualized information (including pre-primary schools) if the Education Management Information System does not provide it. Provide clear guidance and simple formats to track attendance and course grades, with disaggregated information by sex, age, educational status and grade level.
- Have in place an [early warning system for students at risk of dropping out](#) that can predict drop-outs based on indicators of individual student engagement in school and learning, such as attendance and course grades (Adelman et al., 2017). Include other variables indicating vulnerability (such as socioeconomic status, location and disability status) (UNICEF, 2020).
- Analyse student-level information to identify children at risk of dropping out or who have already dropped out of school (they did not return to school upon its reopening or were out-of-school before the pandemic). If the Education Management Information System does not provide this analysis, offer simple formats for schools (including for pre-primary) to analyse student data (a simple worksheet).
- Identify out-of-school children and adolescents in collaboration with social welfare and child protection agencies, local actors, communities, etc.
- Ensure that schools (including pre-primary) develop strategies to address students' drop-out risks, such as further support through cross-sectoral work to ensure attendance and well-being (see Output 4.2) and learning support (see Output 3.1 on learning-recovery programmes).
- Launch a back-to-school campaign to help children and adolescents return to school safely, focusing on the identified at-risk and out-of-school children and adolescents.
- Review and change policies and regulations that inadvertently or deliberately exclude children and adolescents from school (such as policies and practices that exclude pregnant adolescents or adolescent mothers and policies that exclude migrant children or requirements for students to have protective equipment because vulnerable families may not be able to afford it).
- Provide flexibility in setting back-to-school and enrolment dates. Accept enrolment after the opening (and the starting of the school year). Make the enrolment forms available digitally and physically in places near schools. Do not restrict enrolment due to the lack of documentation.
- Roll out a media campaign if useful (UNESCO, 2021a).
- Offer effective programmes of alternative education (see Box 11).
- Develop a policy of recognition, accreditation, micro-accreditation and validation of prior learning that includes both formal and alternative education to accept learning wherever it has occurred.



Equity

- Focus on younger children who may have missed early learning or enrolled in school late.
- Focus on children and adolescents who have not attended school regularly and whose grades are below average to prevent them from dropping out. Also focus on older adolescents who may need to work or have other responsibilities, such as those taking care of family members.
- Ensure that traditionally excluded populations return to education, such as pregnant adolescents, married girls, adolescent mothers, girls who may have shouldered the burden of domestic chores, children with disabilities, ethnic minorities, children without access to the internet, migrants or undocumented children.
- Emphasize efforts in the transition between education cycles and the home-to-school transition for pre-primary school children. Support families with home-based learning.
- Ensure that children with disabilities may belong to high-risk health groups and may not return immediately to school on a full-time basis are still supported via flexible distance or part-time learning and that a return-to-school process is planned with their family and teaching staff (UNICEF, 2020i).
- Ensure that outreach activities (such as the back-to-school campaign) target high-needs groups differentiated by gender, socioeconomic and cultural background factors. Conduct specific outreach and follow up with families of children with disabilities. Consider offering community-based information sessions.



Output 4.2 Provided a comprehensive package of support through cross-sectoral work for the well-being of children, adolescents, families and education staff, focusing on the most vulnerable among them

Activities or steps – Output 4.2

▶ Activity 4.2.1

Enhance cross-sectoral work to support the return to learning and learning continuity to ensure the educational community's well-being.

- Emphasize psychosocial support and violence-free, protective school environments.



Recommended effectiveness and equity approaches – Output 4.2

Effectiveness

- Develop or enhance school guidance to improve the identification, assessment and referral process for educational community support, including pre-primary services.
- Ensure that schools (including pre-primary) have identification, assessment and referral processes to help support students and families who are at risk of dropping-out access a range of services: financial support (see Box 12 on cash transfers); nutrition support; transport, age-specific psychosocial support and mental health services; protection services, including in response to school-related violence and gender-based violence; health services, including sexual and reproductive health; and other services. Referral services are also needed for orphaned and separated children.
- Ensure that schools (including pre-primary) have a child protection policy and procedures in place. Frameworks for these policies and procedures should be provided by the Ministry of Education to ensure minimum standards for protection. All teachers and school staff should be trained on the policy and how to manage disclosures and identify protection issues, and schools should have child protection focal points to handle protection concerns.

- Ensure that schools (including pre-primary) work with local authorities and subnational governments to identify and enable learner access to available services.
- Encourage local partnerships for the delivery of services.
- Address common agendas with other ministries, and develop policies to ensure that joint services are adequately provided, with designated resources and budgets.
- Plan an information campaign to enable students, families and school personnel to become aware of available support services.
- Support schools (including pre-primary) to implement a zero-tolerance policy and approach for all types of violence, including sexual violence, harassment and peer-to-peer bullying and violence, to adopt a positive discipline approach and equip teachers with classroom management skills that promote this approach.
- Refer to Annex 3 for detailed resources on child protection.
- Ensure that psychosocial support is widely available (see Box 13), as it is a priority for ASEAN: please refer to the Statement on Cooperation on Mental Health amongst Adolescents and Young Children
- Ensure that teachers are able to screen children for acute malnutrition, neglect and family violence. If any indication of such, refer children and families to existing services, including food assistance, especially for younger children.

Equity

- Focus resources on vulnerable children and their families.
- Emphasize efforts in schools that serve vulnerable environments.
- Implement targeted interventions for children and families at risk.
- Develop special programmes in schools (including pre-primary) that serve vulnerable populations.
- Provide nutrition services at schools (including pre-primary) for marginalized populations (see Box 14).
- Ensure that specific strategies are developed to encourage girls to return to school and reach out to families, addressing different barriers (son preference, domestic work and caregiving, lack of access to sexual and reproductive services, financial and physical insecurity, child marriage, etc.).
- Ensure that referral systems, including protection services, are inclusive of children with disabilities.
- Strengthen cooperation with social protection systems to advocate for and address barriers that limit the participation of children with disabilities in school, including, for example, educational subsidies, social and rehabilitative services, assistive technology and home-based support (UNICEF, 2020i).
- Ensure that specialized transport services are available for children with disabilities and that they are affordable, including through transport and/or social protection policy provisions (UNICEF, 2020i).
- Build or strengthen partnerships with disability support services, including special education institutes, which can help with the transition back to school and provide the additional assistance that children may need to get back into the routine of school (UNICEF, 2020i).

What do we know according to the available evidence?

Outcome 4: Return to learning and well-being

Box 9 features examples of good practices to illustrate the effective use of information and outreach strategies.

Box 9: Information and outreach strategies: What has been effective?

- Information on available programmes of alternative education is widely available.
- Information regarding social protection systems to support re-engagement and financial resources to access further education is clear and easily accessible.
- Information is provided in a prominent place in communities (community centres, main square, parks and market) and online.
- Someone, usually a teacher, with a meaningful relationship with out-of-school children reaches out to them and their parents or other caregivers in a way that makes them feel connected and cared for rather than judged. These individuals provide solutions for children to return to education.
- Peer relationships within the learning communities: older students (usually from universities or upper-secondary school) get to know out-of-school children and adolescents and form relationships that help them re-enter the education system and remain engaged.
- ‘Taster’ courses (short-term courses) allow disengaged learners to trial a programme.

Source: World Bank, 2021a; Farrell, Manion and Rincon-Gallardo, 2017; INEE, 2017; Schwartz, 2012; Quinn and Poirier, 2006; Aron, 2003.

Outreach example from the region

In the Philippines, the Zamboanga del Norte Youth Development Alliance is working with a promising strategy: It seeks to establish an integrated and systematic tracking and referral mechanism for out-of-school youth and adolescents to connect them to education, employment or civic engagement opportunities. The alliance brings together community groups and organizations, including relevant offices of the local government unit, government agencies, youth groups and civil society organizations, to respond to adolescents' and youths' needs and concerns in the Province of Zamboanga del Norte.

Source: UNICEF Philippines CO, Ateneo de Zamboanga University-SUGPAT.



Alternative education provision and programmes for out-of-school children and adolescents

Education systems need to rapidly adapt and urgently strengthen alternative education pathways to fulfil the right of millions of children and adolescents to an education and the development of core foundational, socioemotional and job-specific skills. Education systems must provide relevant and inclusive alternative pathways according to students' socioeconomic and academic needs and ages, and interventions must prioritize marginalized populations.

In these guidelines, **alternative education**¹⁹ refers to flexible programmes offered to ensure the right to education for all out-of-school children and adolescents. It is a subsystem that is understood as a complement to formal education. This education includes adaptable programmes in terms of schedule, location, enrolment process, delivery platform (remote, semi-remote, online, blended and independent learning) to meet the needs of out-of-school children and adolescents with a demand-driven approach. It mostly covers non-formal programmes. In some countries, the provision is within the same school, while in others it is an alternative educational setting, such as a community centre. For this document, alternative education covers different types of programmes: accelerated education, catch-up programmes, bridge programmes, remedial programmes and other flexible modalities (for definitions, see Annex 1).

Box 10: How to improve alternative education provision that ensures an adequate offer for all levels of education and ages with equivalent certifications and multiple pathways

- Map the provision of alternative education (such as accelerated learning programmes) and identify gaps. Countries need to have suitable programmes for all ages, populations and levels of education.
- Ensure that the provision of alternative education covers all levels of education, including pre-primary education for children who have missed preschool. Children with late enrolment to primary education should be offered one of the learning-recovery programmes mentioned in Figure 5. Also, provide alternative secondary education pathways with certification.
- Establish or update the official policy for a recognition, validation and accreditation mechanism with equivalency standards, including micro-accreditation.
- Ensure that programmes are responsive and differentiated by age group. It is essential to define the target age group for the programme accurately. Materials, pedagogies and assessments should be age-appropriate to ensure that all children and adolescents have a high-quality provision according to their learning needs.
- Ensure that the programmes have and lead to examinations and certifications equivalent to those in formal school, ensuring that students can continue the learning pathway, with access to both formal or alternative education.
- Provide flexibility throughout the education system, recognizing that educational pathways are not always continuous and that children and adolescents need to be able to enter and re-enter different alternative programmes or formal school at any time.
- Avoid short-term actions, such as one-off campaigns, to provide alternative education or boot camps

Source: UNICEF, forthcoming; UNESCO et al., 2020.

19 Based on definitions in the International Standard Classification of Education, UNESCO-UIS, learningportal.iiep.unesco.org/en/glossary/alternative-education and UNICEF Guidance of the Global Programme for Secondary Education.



Box 11. Effective alternative education programmes for out-of-school children and adolescents

- Admissions policies are flexible, whereby all children and adolescents can re-engage at any time of the year, especially for girls who are married, are mothers or are pregnant and children with disabilities.
- Schedules are flexible and agreed upon with students, families, caregivers, teachers and staff.
- Hybrid learning options are available, where possible, depending on the age and education level.
- Core foundational, socioemotional and digital skills are targeted.
- Socioemotional or transferable skills are developed, which is crucial to engage students and contribute to interpersonal relationships.
- A competency-based modular curriculum is flexible, accessible and adaptable and serves as a reference for local and individual curricula.
- Student-centred pedagogies and practical experiences, such as project-based learning, achieve relevant and contextualized learning.
- Positive, participatory formative assessments allow students and families to track their progress and encourages them to continue learning.
- The educator is a teacher, paraprofessional or trained volunteer.
- Educators are from the nearby community or geographic area, which favours their commitment and motivation.
- Educators, supervisors and managers are trained in practical sessions in the classroom (including digital capacities), with support from peer tutors or coaches and the support of learning communities (networks).
- Mentorships are developed to help students feel welcomed and cared for.
- Personal growth, goal development and career counselling are available; they are crucial for improving out-of-school children's and adolescents' growth mindset and increasing motivation to continue their learning process.
- A cross-sector and community approach meets the needs of children and adolescents to overcome barriers to educational re-engagement. A programme cannot provide all the necessary support.
- Financial support is available to students (scholarships, conditional cash transfers, stipends, transport, child care centres, etc.).
- Psychosocial support, sexual and reproductive health and other services are available for students who may need it.
- A community approach is followed, including community and children's and adolescents' participation in the programme design, implementation, evaluation and accountability.

Source: UNICEF, forthcoming.

Alternative programme examples from the region

Evidence from alternative programmes from the region is limited. In **Indonesia**, the evaluated Open Junior and Senior Secondary Schools programme targeted disadvantaged adolescents who were unable to attend a conventional secondary school for geographic or socioeconomic reasons. It included psychological counselling and life skills training. The programme achieved a national exit exam pass rate of 92 per cent, with no significant difference in the academic performance between programme participants and students who attended conventional schools (di Gropello, 2006).

The BRAC organization implemented the evaluated Non-Formal Primary Education schools programme **Afghanistan, Bangladesh, Pakistan, the Philippines** and **South Sudan**. The Bangladeshi version of the programme was evaluated for its impact. The programme provided adolescents aged 11–16 years who had dropped out or never enrolled in primary school with an opportunity to learn. It condensed the general primary school curriculum, allowing students, upon completion, to take national secondary school exams and transition into secondary school. Among the results, the programme’s drop-out rate was below 5 per cent, and its pass rate routinely surpassed government school rates in Bangladesh (Ranjan Nath, 2006; Ahmed et al., 1993).

In **Myanmar**, the Non-Formal Primary Education²⁰ accelerated two-year course (not evaluated) offers a second chance at education for children aged 10–14 years who either have dropped out of school or had ever enrolled. It emphasizes life skills and encourages children to be active community members. In the **Philippines**, the Alternative Learning System²¹ government programme (also not evaluated) responds to the needs of young people who are unable to continue in formal education with alternative, flexible learning pathways. The programme typically combines self-paced study with in-person instruction from teachers in community learning centres.

This programme is studying the feasibility of **micro-certification**, exploring alternative forms of assessment and micro-credentialing life skills competencies and employability skills. Micro-certificates provide learners with capabilities that employers and educators recognize and accept.

For children with disabilities, enhancements in the learning environment can positively affect participation and learning outcomes. The **Lao People’s Democratic Republic’s** Inclusive Education Project (1993–2009) showed greater enrolment rates and progress in learning outcomes (mainly because of increased participation) for children with disabilities in partner schools (UNICEF, 2021d).

20 See www.unicef.org/myanmar/stories/towards-brighter-future-securing-access-quality-education-all-children-rakhine.

21 See https://aa9276f9-f487-45a2-a3e7-8f4a61a0745d.usrfiles.com/ugd/aa9276_715b9fc68f39416199df37d4d6a9fe77.pdf.



Cross-sector support

Box 12: Cash Transfers

The evidence widely supports the positive effect of cash transfers on school attendance, drop-out prevention and completion. Cash transfers, however, do not appear to lead to any improvement in learning outcomes (Snilstveit et al., 2015).

After onset of the COVID-19 pandemic, governments in ASEAN established or scaled-up cash transfers to respond to the socioeconomic impacts of the containment responses. For example, the Government in **Malaysia** provided temporary cash transfers to households in the middle 40 per cent income group. And **Thailand** provided a top-up grant during the first extended school closure to maintain continuity of school lunches for disadvantaged students. In the 2021 school year, the Thai Government provided cash transfers to extremely poor children through the [Equitable Education Fund](#). The Government also created an online and text messaging registration system that allows affected informal sector workers to apply for benefits (ASEAN, 2020).

Cash transfer programme examples from the region

In **Cambodia**, the CESSP Scholarship Programme targeted students in the last year of primary school. To get them to continue with education, they were offered a scholarship for the seventh, eighth and ninth grades. The amount of the cash transfer depended on the drop-out risk score of each child. Two thirds of the scholarships were given to girls. The programme had a large, positive effect on all participants' school enrolment and attendance, especially girls. The impact appears to have been greatest among girls with the lowest socioeconomic status at baseline. The programme also was evaluated on its medium-term effects. It had a substantial impact on school attainment, and children remained in school two years after they stopped being eligible for scholarships and had attained more grades of completed schooling. Nevertheless, the programme did not have significant effects on test scores, employment, earnings or the probability of getting married or having a child in adolescence (Snilstveit et al., 2015; Filmer and Shady, 2014 and 2006).

In **Indonesia**, scholarships were given to primary and secondary public and private school students. The scholarships were monthly transfers; the amount varied according to income and enrolment levels, and students had complete discretion on using the funds. The programme also included budgetary support for schools. The programme increased enrolment, especially for primary school aged children from poor rural households (Snilstveit et al., 2015; Sparrow, 2007).

In the **Philippines**, conditional cash transfers were provided to poor households with children aged 6-14 every two months. The amount depended on number of children, school enrolment and regular attendance of children. Households received a lump sum per month. The programme had significant effects in increasing enrolment. (Snilstveit et al., 2015; Chaudhury and Okamura, 2012).

Box 13: Delivering psychosocial support

- It can be available in several activities such as back-to-school campaigns, learning recovery programmes, ongoing school programmes and other strategies for children and their families.
- Schools, including pre-primary, need to identify children struggling to cope with fears and anxieties and provide mental health and psychosocial support and referrals to specialized services.
- Education systems need to appoint school counsellors and provide student and staff counselling services, prioritizing schools in vulnerable environments (including pre-primary)
- Teacher training is key. They can provide psychological first aid, psychosocial support and refer students to adequate services as needed. Teachers should run activities that promote the well-being of students and foster open dialogue on mental health, especially in the first few weeks after schools reopen, to support students during the transition period. In particular, pre-primary teachers should enhance their capacity to provide effective emotional regulation of younger students.
- Teachers are equipped to raise students' awareness of violence and abuse, including online abuse, and create a safe environment for children to share their concerns.
- Schools, including pre-primary, offer targeted mental health and well-being programmes related to COVID-19 transmission, social isolation and heightened risks of violence and abuse during the prolonged school closure.
- Schools, including pre-primary, develop, implement and promote a policy of zero-tolerance for violence and abuse, including sexual violence and harassment and peer-to-peer bullying and violence, with a whole-school approach to tackling violence. See [School-Based Violence Prevention: a practical handbook](#).
- Schools, including pre-primary, have a child protection policy and procedure in place, providing minimum protection standards and referral processes.
- Schools address the negative social norms that perpetuate violence and equip students with the knowledge and skills, and foster behaviours and resilience to protect them from violence, including online. Children and adolescents are informed about the steps they can take to mitigate the risk of abuse and how to report and seek help if they are experiencing or have witnessed abuse.
- Teachers and other staff are supported and access mental health and psychosocial services to promote their own mental well-being.
- Refer to the recently published [Global Standards for Health Promoting Schools and their implementation guidance](#)
- See also [COVID-19: Integration of Child Protection in Return to School Package](#).
- For more information, please refer to Annex 3.

Box 14: Nutrition Support

The ASEAN Guidance for a School Nutrition Package sets out the minimum standards to protect and promote children's nutrition in school.

The guidance covers five areas:

1. **Nutritious Foods and Diets.**

Providing snacks and meals in school has been found to increase school enrolment and attendance and leads to better learning outcomes

2. **Supplementation and Deworming.**

Delivery of supplements, in particular iron-folate supplements and deworming pills, has a positive impact on attention and concentration in school and the growth of school children.

3. **Healthy Food Environments.**

Restrictions on the marketing of unhealthy foods and beverages in and around school, access to safe drinking water, and hygiene facilities are all essential for the maintenance of good health and can shape children's food purchasing behaviours and consumption.

4. **Nutrition Literacy.**

Food and nutrition literacy interventions have a demonstrated positive impact on school children's healthy food and nutritional knowledge.

5. **Physical Activity.**

There is a substantial body of evidence to show that physical activity during the school day has a positive relationship to academic performance and improved attention.

Source: Kristjansson et al., 2007; Murphy, et al. 1998; Low at al., 2013; Velazquez at al., 2017





III.

Monitoring and evaluation for safe school reopening and operations, learning recovery, continuity and strengthening the resilience of education systems in ASEAN

This section offers a proposal on monitoring and evaluating the implementation status and progress of the strategies suggested in Section II for ASEAN Member States. It also presents indicators and rubrics for self-assessment.

Monitoring is defined as the systematic process in which ministries of education collect, analyse and use information, particularly to create indicators to track programmes' progress towards reaching their aims and guiding public policy decisions. Evaluation is the logical process of assessing to what extent a programme or policy has or has not accomplished its objectives, examining the theory of change (inputs, activities, outputs, outcomes and impacts), contextual factors and causality (UNICEF, 2017a). A sound monitoring and evaluation process helps public policy decision-makers to adjust while implementing programmes to make them more adaptable to changes in the environment. This has been a challenge that the COVID-19 pandemic has frequently posed to education officials.



Figure 7: Strategies of the theory of change

Outcomes	1. Strengthened education systems' resilience	2. Safe in-person learning in schools including pre-primary	3. Learning loss recovered	4. OSCA returned to learning
Outputs	1.1 Developed and implemented a long-term emergency preparedness	2.1 Strategic vision and plan to reopen	3.1 Recovered learning losses	4.1 Prevented drop-outs and provided flexible or alternative pathways
	1.2 Strengthened system capacities: data, human resources, coordination, innovation	2.2 Safe operation of schools		4.2 Supported well-being through cross-sectoral work
Activities				

The indicators proposed in these guidelines are defined according to the theory of change. They were developed for the presented strategies for the outcomes, outputs and activities.

It is important to emphasize that the monitoring and evaluation processes included in these guidelines are not intended for comparing or ranking countries. Rather, they are tools to support countries in monitoring their progress towards safe school reopening and operations, learning recovery, continuity and strengthening the resilience of their education system.

The suggested indicators are presented in a general format. Still, **ministries of education should have for all the indicators a disaggregation along different dimensions**, such as age, education level, grade, sex, children with disabilities, ethnicity, rural or urban or intraurban spaces and wealth quintiles as well as geographic location (UNICEF, 2017a).

The indicators are aligned with Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The indicators follow the SMART framework (Save the Children, 2009) where they are:

- **Specific:** In operational terms, they narrow and focus on the 'who', 'what', 'how' and 'where' of the intervention.
- **Measurable:** They can be counted, observed, analysed and tested.
- **Attainable:** They are achievable. The target attached to the indicator should be possible.
- **Relevant:** They are a valid and meaningful measure of the result or outcome.
- **Time-bound:** They are attached to a time frame. The indicator should state 'when' it will be measured.

For this exercise, the 'where' in the indicators is defined as each ASEAN Member State, and the 'when', if not specified, is as soon as possible.

These guidelines also propose rubrics for self-assessment that governments can use to review the implementation progress. The rubrics follow the suggested performance indicators and offer an assessment at three levels: outcome, output and activity levels. The self-assessment is suggested to be performed continuously as the ministry of education advances with its prioritized strategies. It can be done, for instance, annually for output indicators (baseline: 2021, actual: years 2, 3, etc.). For outcome indicators, the assessment could be done quinquennially for Outcome 1 (baseline: 2021, actual: years 5, 10, etc.) and annually for Outcomes 2, 3 and 4 (baseline: 2021, actual: years 2, 3, etc.).

Figure 8. Outcomes' and outputs' performance indicators

Outcomes	Indicators	Outputs	Indicators		
1. Resilient education system	Change in the percentage of the education sector budget dedicated to: <ul style="list-style-type: none"> • pre-primary education • vulnerable populations 	1.1 Developed and implemented a long-term emergency preparedness plan	Education ministry has a revised and costed long-term emergency preparedness, risk-informed plan and response policy framework, according to lessons learned from the COVID-19 experience		
			1.2 Strengthened system capacities: data, human resources, coordination, and innovation	Education ministry has an Education Management Information System with individualized disaggregated data at the student level (including age, grade, sex, ethnicity, rural or urban or intraurban spaces and wealth quintiles, children with disabilities, among others)	
				Percentage of teachers and staff who are being trained on transforming pedagogical practices and improve their well-being	
				Education ministry has a cross-sector plan and strategy developed, including partnerships (could be part of the education sector plan)	
		1.3 Ensured funding and the equitable and efficient use of resources	Number of programmes that have been evaluated for their impact		
			Education sector budget as a percentage of total public spending and as a percentage of gross domestic product		
			Percentage of the education sector budget dedicated to learning assessments, teacher training and alternative programmes (measured before and after the pandemic)		
		2. Safe in-person learning in schools including pre-primary	Percentage of enrolled children and adolescents who return to school once the school reopens	2.1 Strategic vision and plan to guide the education system to reopen	Education ministry has (or adjusted) a comprehensive plan to guide the education system to reopen
					Education ministry is implementing the comprehensive plan using a monitoring and evaluation mechanism
				2.2 Safe operation of schools with health and other protocols	Percentage of vaccinated teachers (COVID-19)
Percentage of schools (including pre-primary) that have fully implemented COVID-19-related protocols that include environmental and personal protective measures and WASH measures					
Percentage of schools (including pre-primary) with a referral system in place with local health centres for COVID-19 testing and treatment					



Outcomes	Indicators	Outputs	Indicators
3. Recovered learning losses	Percentage of children and adolescents assessed after participating in a learning-recovery programme who meet relevant minimum learning standards in mathematics, language and socioemotional competencies (global citizenship and sustainability)	3.1 Schools capacitated for learning recovery programs	Percentage of schools (including pre-primary) that have implemented an individualized learning assessment in mathematics, language and socioemotional competencies to identify learning losses during school closures
			Percentage of schools (including pre-primary) with remedial or learning recovery programmes.
			Percentage of students who participated in remedial or learning recovery programmes.
			Percentage of students assessed in mathematics, language and socioemotional competencies
			Percentage of students assessed who are below the minimum learning standards in mathematics, language and socioemotional competencies (need a learning-recovery programme)
			Proportion of targeted teachers trained in learning-recovering programmes in each school (national average)
4. OSCA returned to learning with their well-being ensured (continuity)	Change in the out-of-school rate for pre-primary, primary, lower-secondary and upper-secondary education	4.1 Prevented drop-outs and provided flexible or alternative pathways	Percentage of schools (including pre-primary) with a re-engagement programme, including a back-to-school campaign
			Number of out-of-school children and adolescents identified by the re-engagement programme and back-to-school campaign
			Percentage of children and adolescents re-engaged in a learning programme (formal or alternative education) of those identified in the back-to-school campaign
			Education ministry has a recognition, validation and accreditation mechanism (policy) with equivalency standards, certifications and pathways for alternative and formal education
		4.2 Supported learners' well-being through cross-sectoral work	Percentage of schools (including pre-primary) with referral processes in place for financial support, nutrition support, age-specific psychosocial support, protection services and health services
			Percentage of schools (including pre-primary) with a child protection policy and procedures in place
			Percentage of targeted children (and their families) referred to support services of those identified who need them

Note: All indicators should have disaggregation along dimensions, such as age, sex, education level, grade, children with disabilities, ethnicity, rural or urban or intra-urban spaces and wealth quintiles.

For activities' performance indicators, see Annex 5. See Annex 6 for the rubrics for self-assessment.



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IV.

Recommendations and way forward

These guidelines provide crucial recommended strategies through a theory of change to guide governments in returning all children and adolescents to school, recover their learning losses and continue with their learning path. Thus, all children and adolescents develop the skills and knowledge to thrive in life and contribute to their community and national development.

This section covers recommendations across all levels that emphasize strategic messages and actions that need to be developed by public education decision-makers.

✓ Recommendations for the education system

✓ Schools should open and remain open.

As the COVID-19 pandemic continues, schools, including pre-primary, need to remain open with adequate safety and surveillance measures in place, as long as the local context allows. Schools should be the last institutions to close and the first to reopen, particularly for younger learners. Continuity of education for children's and adolescents' overall well-being, health and safety should be at the forefront of all relevant considerations and decisions. The negative physical, mental and educational impacts of school closures on children and the economic impact on society more broadly are too large to justify closures except in the most severe pandemic situation. Therefore, the decision to close schools (including pre-primary) for in-person learning to control the COVID-19 pandemic should be made only as a last resort.



✓ **Emphasize the equity principle and inclusion of the most vulnerable and marginalized populations in all strategies.**

All strategies need to prioritize the inclusion of vulnerable and marginalized children. The education system must enact specific measures to guarantee that the most disadvantaged or excluded populations have access to education and can learn. Before the pandemic, children and adolescents from vulnerable or disadvantaged populations were typically excluded from educational opportunities. The exclusion they experienced became even more disproportionate after onset of the pandemic. These populations include the most impoverished students in rural and remote areas without an internet connection, younger children, particularly girls (pregnant, married, etc.), children of migrant and refugee families, children on the move, children with disabilities and ethnic minorities.

✓ **Prioritize pre-primary education and early learning with holistic support for young children.**

Governments need to prioritize pre-primary education across all strategies, given its crucial role in children's development and school readiness. Students in the early years need to return to pre-primary education as a priority. The fragility of the pre-primary subsector increased due to the pandemic, and it is imperative to rebuild this subsector in the medium to long term. This guidance includes pre-primary considerations, but it is important to reinforce that because of the specific needs of younger children, additional actions may be needed when safely reopening early learning programmes.

✓ **Learning recovery is an imperative strategy that needs to be developed as soon as possible and in person for all levels of education, including pre-primary.**

The education system needs to assess all students' learning losses, including those on socioemotional development at all levels of education, including pre-primary. Then, it is fundamental to develop a recovery strategy for in-person learning. Effective programmes for catch-up and remediation with prioritized or rebalanced curricula need to be provided, with teachers trained and families and caregivers engaged in facilitating learning recovery. Before the COVID-19 pandemic, ASEAN Member States were facing a learning crisis, with most students performing below the proficiency level. Now, a deepened learning catastrophe will cause significant long-term learning and income losses unless governments enact dedicated remediation measures.

✓ **Ensure the return to learning and well-being for all students, including out-of-school children and adolescents.**

The education system needs to ensure that all children and adolescents return to learning opportunities to fulfil their right to an education. They should develop drop-out prevention strategies, a back-to-school campaign and re-engagement educational options. The education system needs to develop specific strategies to attract students who cannot return to formal school due to the diverse consequences of the COVID-19 pandemic. It must rapidly adapt and urgently strengthen alternative education to provide relevant and inclusive pathways according to students' age and socioeconomic and academic needs.

Prolonged school closures compromise children's and adolescents' right to an education. Drop-outs are expected to increase significantly – countries need to act urgently.

It is also imperative to provide a comprehensive package of support through cross-sectoral work for the **well-being of children, adolescents, families and education staff**, focusing on the most vulnerable populations. The learning recovery will be undermined where students continue to face violence and mental health issues, which impacts school attendance and educational attainment. Consequently, schools, including pre-primary services, must promote protective, violence-free environments and mental well-being for students.

✓ **Build up capacities in teaching at all levels of the education system and ensure education personnel's well-being so they can respond to and bounce back from various emerging and often unexpected challenges.**

Education systems need to transform pedagogical practices at all levels with ongoing professional development, from ministry staff to teachers. Ongoing professional development must become a much more integral part of the work in education not only for teachers but for school heads, programme directors and supervisors as leaders of the education process. The well-being of teachers and other education personnel can be assessed by reviewing working conditions and policies related to teacher recruitment and placement. Educators throughout the COVID-19 pandemic have made enormous efforts in terms of increased workload and new roles for which they were not prepared to continue learning – often with inadequate conditions and support. Before the pandemic, education systems already had broad gaps in pedagogical capacities, professional development and support for teachers and other staff (in both pedagogical practices and well-being).

✓ **Strengthen education system resilience to cope with future shocks and disruptions.**

Education systems need to ensure sound planning, adequate funding, the efficient and equitable use of resources and disaggregated data. Policies as well as monitoring and evaluation systems must be in place for each system to function. They also need to strengthen their human resources and coordination capacities at the national, subnational, local and school levels. And at the same time, it is crucial to develop cross-sector collaboration and partnerships with various stakeholders (communities, groups of parents and young people, the private sector, non-government organizations and multilateral organizations) to boost efficiency and innovation. This way, the system can support all the necessary activities to fulfil the right to education and learning of millions of children and adolescents across the ASEAN region. A resilient and robust education system helps countries cope with inevitable future shocks and disruptions.

✓ **Conduct effective advocacy at the highest political level.**

Advocacy by the education sector as well as joint advocacy with ministries (such as health and social welfare) on immediate, medium- and long-term policy objectives and strategies should target state leaders to obtain the necessary political support to develop policies and legislation and the means for their implementation, such as finance and human resources.



WAY FORWARD

It is proposed that ASEAN Member States use these guidelines to prioritize educational strategies that incorporate the suggested outcomes and outputs to ensure all children's and adolescents' right to an education.

Moreover, the monitoring and evaluation mechanism suggested can serve as a reporting mechanism for further discussion on the implementation progress of these guidelines and as a base upon which countries can work together and provide regional and cross-country support.

ASEAN governments should progress on collaborative work to develop the strategies, regional policy frameworks and intergovernmental collaboration platforms conduct joint research, to share effective practices and to engage in dialogue with possible partners. They should develop multiparty partnerships with the private sector, donors and international organizations to enhance strategies and support innovation.



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Annexes

Annex 1. Working definitions

The following definitions regarding education levels, skills and education modalities may not exactly match the terms used in all countries, but they are based on growing international consensus.

Education System's Resilience is the system's capacity to recover quickly from difficulties and get back on track to achieve the educational goals it has marked as attainable.

School refers to all formal and non-formal learning spaces for all ages, including but not limited to, primary and secondary schools, temporary learning spaces, pre-primary or early childhood education settings, youth centres and development centres, child-friendly spaces and other facilities where learning activities occur.

Pre-primary or **early childhood education settings** include preschools, kindergartens and other early childhood development centres that are designed to include educational content for children aged between 3 years and the start of primary education, often around age 6.

Safe school reopening and operations refers to schools working again and the resuming of safe operations for face-to-face learning after being closed for some time.

School closure means there is no in-person learning physically at a school's premises.

Safe operations consist of adherence to health and other protocols described in these guidelines.

Learning recovery covers the steps that education systems should advance to recuperate learning loss that has occurred due to extended and repeated school closures and combined with remote learning.

Return to learning or **learning continuity** covers actions to ensure all children and adolescents attend a learning option.

In-person learning²², or **face-to face learning**, is any form of instructional interaction that occurs in the same physical space and in real time between teachers and students.

Remote or distance learning²³ refers to education modalities in which the students and the teacher are separated in time and space. The teaching is done with a variety of 'mediating processes' used to transmit content, to provide tuition and to conduct assessment or measure outcomes. It includes online education, as well as modes of education using printed material delivered by post and/or other tools for bridging the distance (radio, TV, telephone, videos, etc.).

Hybrid learning²⁴ can be defined as a learning approach that combines both remote learning and in-person learning to improve students' experience and ensure learning continuity.

22 See <https://www.edglossary.org/in-person-learning/>.

23 See <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=153>.

24 UNESCO and McKinsey & Company, 2020.



Blended learning²⁵ refers to structured opportunities to learn that use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group or social learning). More commonly, blended learning refers to a combination of face-to-face teaching and technologies.

Vulnerable population, groups and children refers to populations who are most at risk of not participating in or are excluded from education due to socioeconomic, cultural, political, environmental and other context barriers. Typically, they encompass pregnant adolescents, married girls, girls who may have shouldered the burden of domestic chores, children and adolescents with disabilities, ethnic minorities, migrants or undocumented children, children living in the streets, children in child labour situations, among other disadvantaged groups.

Whole-school community refers to children, caregivers, teachers, school management, community leaders and committees and government agencies.

Right to education²⁶ refers to everyone having the right to an education. Education is to be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It must promote understanding, tolerance and friendship among all nations, racial or religious groups, and it should further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education for their children.

Alternative education²⁷ refers to flexible programmes offered to ensure the right to education for all out-of-school children and adolescents. It is a subsystem that is understood as a complement to formal education. This education includes programmes that are adaptable in terms of schedule, location, enrolment process and delivery platform (remote, semi-remote, online, independent learning) to meet the needs of out-of-school children and adolescents with a demand-driven approach. It mostly covers non-formal programmes. In some countries, the provision is within the same school, while in others, they are in alternative educational settings, such as community centres.

Accelerated education²⁸ comprises programmes that aim to provide essential knowledge and skills from primary and secondary curricula over an accelerated period for overaged children and adolescents who have been out of school for a long time, usually more than a school year. These programmes should lead to the same certification as in formal education.

Catch-up programmes²⁹ are designed to provide short-term support for children and adolescents who were out of the school for a short time or their learning gap is not extensive. The goal is to re-engage them in formal education as soon as possible. These programmes typically do not provide certification.

25 See www.ibe.unesco.org/en/glossary-curriculum-terminology/b/blended-learning.

26 The Universal Declaration of Human Rights, Article 26, <<https://www.un.org/es/universal-declaration-human-rights/>>.

27 Based on definitions in the International Standard Classification of Education and UNESCO-UIS, <<https://learningportal.iiep.unesco.org/en/glossary/alternative-education>>, and UNICEF Guidance of the Global Programme for Secondary Education.

28 INEE, 2021.

29 *ibid.*

Bridging programmes³⁰ are usually short-term courses on language or preparation to re-enrol children and adolescents into an educational system of a new context or country.

Remedial education³¹ covers activities designed to commonly support students with learning difficulties to catch up with a lag in a given subject and/or to enhance socioemotional skills and thus to succeed in the regular formal system. Some are after-school programmes and are used to prevent drop-outs.

Other flexible modalities include programmes that adapt curricula (primary or secondary education) to flexible time frames and use pedagogies and materials that required a reduced number of teachers. In Latin America, this type of programme is typically offered in rural areas due to the lack of formal provision and transportation services. These programmes tend to substitute formal education. However, this classification is not exhaustive to cover the wide range of programmes that may exist in countries. Definitions in each country may also vary.

Educational pathways³² are the routes each person takes to consolidate, strengthen or transform their learning and development throughout their life. Thus, the pathways include learning in different environments and the experiences that enable it. They respond to the particular interests of each person and are affected by the social and economic conditions that define the course of life. The pathways are not necessarily linear and cover both formal and non-formal paths.

Alternative learning pathways³³ are the different directions that represent nonlinear approaches through the education system. They are defined as the multiple ways a student can enter, leave, re-engage and transit through the education system (formal and non-formal). These are, therefore, alternatives available to children and adolescents.

Formal education³⁴ is institutionalized, intentional and planned through public organizations and recognized private bodies and – in its totality – constitutes the formal education system of a country. Formal education programmes are thus recognized by the relevant national education authorities or equivalent authorities, such as any institution in cooperation with the national or subnational education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.

Non-formal education³⁵ is education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure. It may be short in duration and/or low intensity. And it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or subnational education authorities. Or it may not provide any qualifications. Nevertheless, formal, recognized qualifications may be obtained through exclusive participation in specific non-formal education programmes. This often occurs when the non-formal programme completes the competencies obtained in another context.

30 *ibid.*

31 *ibid.*

32 See UNICEF, <<https://www.unicef.org/colombia/trayectorias-educativas>>.

33 See DAFT, 2018, Education Pathways, <<https://dfat.gov.au/aid/topics/investment-priorities/education-health/education/Documents/foundation-education-pathways.pdf>>.

34 International Standard Classification of Education (ISCED)-UNESCO-UIS

35 *ibid.*



Skills refer to the ability to apply knowledge, use know-how to complete tasks and solve problems and carry out tasks.³⁶ The terms ‘knowledge’ and ‘information’³⁷ are used interchangeably in many contexts; however, for these guidelines, the working definitions are:

Knowledge refers to a state or condition of understanding that permits factual information to be related to other information and knowledge, synthesized into broader concepts and usefully applied.

Foundational skills³⁸ consist of literacy (read, write, communicate-speak and listen), numeracy (use, interpret and communicate mathematical information) and digital literacy (use information and communication technologies to find, evaluate, create and communicate information). These are skills that everyone needs regardless of their employment status or aspirations. They are essential for engaging in further learning, formal employment and with civil society. There is robust evidence that skills in literacy and numeracy almost double the probability of obtaining a decent job. Digital literacy includes the ability to use technologies to navigate digital spaces safely and productively.

Socioemotional or transferable skills,³⁹ such as communication, creativity, problem-solving and teamwork, are the capabilities that everyone needs to function effectively in the home, school, the wider family and the community. Raising levels of transferable skills, such as resilience, self-management and empathy, can have a particularly strong effect on improving health-related outcomes, subjective well-being, reducing anti-social behaviours and helping to foster foundational skills. This includes human rights and gender equality.

Job-specific skills (also known as technical and vocational)⁴⁰ are associated with one or more occupations. Some have narrow application in a single economic sector, such as bricklaying in the construction industry; and others are more mobile across sectors, such as accounting. The broader the application of a skill set, the more flexible and responsive the holder of these skills can be in a changing labour market.

36 European Commission, 2015.

37 UNICEF, 2003.

38 UNICEF Global Framework on Skills, ISCED.

39 *ibid.*

40 *ibid.*

Annex 2. Resources on school reopening and health and WASH protocols

Resources on reopening schools

- [Checklist to Support Schools Reopening and Preparation for COVID-19 Resurgences or Similar Public Health Crises](#) – World Health Organization
- [Framework for Reopening Schools 2020](#) – United Nations Educational, Scientific and Cultural Organization, United Nations Children’s Fund, World Bank, World Food Programme and United Nations High Commissioner for Refugees
- [Guidance Note COVID-19 and Education](#) – Asian Development Bank
- [Planning for School Reopening and Recovery After COVID-19](#) – Centre for Global Development
- [Plan School Reopening](#) – United Nations Educational, Scientific and Cultural Organization’s International Institute for Educational Planning
- [Is It Safe to Reopen Schools?](#) – World Bank Group
- [Weighing Up the Risks: School closure and reopening under Covid-19: When, why and what impacts?](#) – Inter-agency Network for Education in Emergencies
- [Safe Back to School Practitioners Guide](#) – Global Education Cluster and CPoAR
- [Supporting Teachers in Back-to-School Efforts: A toolkit for school leaders](#) – International Task Force on Teachers for Education 2030, United Nations Educational, Scientific and Cultural Organization and International Labour Organization

Resources for pre-primary education

- [Safe Back to School: A practitioner’s guide](#), Technical Annex 7 – United Nations Children’s Fund
- [Global Guidance on Reopening Early Childhood Education Settings](#) – United Nations Children’s Fund
- [Guidelines for Reopening of Comprehensive Early Childhood Care and Education Services in Times of COVID-19](#) – United Nations Children’s Fund
- [ECCD COVID-19 Strategy and Continuity of Learning Framework](#) – Save the children

Resources on health and WASH COVID-19 prevention measures

See the World Health Organization directory of documents on school reopening:

www.who.int/teams/maternal-newborn-child-adolescent-health-and-ageing/covid-19/mca-and-covid-19-educational-institutions



World Health Organization guidance

- [Q&A on Adolescents and Youth and COVID-19](#)
- [Considerations for School-related Public Health Measures in the Context of COVID-19](#)
- [Considerations for Implementing and Adjusting Public Health and Social Measures in the Context of COVID-19](#)
- [Q&A: Schools and COVID-19. Based on guidance: Considerations for school-related public health measures in the context of COVID-19](#)
- [Community-based Health Care, Including Outreach and Campaigns, in the Context of the COVID-19 Pandemic](#)
- [Maintaining Essential Health Services: Operational guidance for the COVID-19 context](#)
- [COVID-19 Parenting Tips](#)
- [Checklist to Support Schools Reopening and Preparation for COVID-19 Resurgences or Similar Public Health Crises](#)
- [WHO SAGE Values Framework for the Allocation and Prioritization of COVID-19 Vaccination](#)
- [WHO SAGE Roadmap for Prioritizing Uses of COVID 19 Vaccines in the Context of Limited Supply](#)

Protocols

[Schools and Other Educational Institutions Transmission Investigation Protocol for Coronavirus Disease 2019](#)

The ASEAN Health Protocol for Pandemic Preventive Measures in Public Places (forthcoming)

Masks

[Q&A Coronavirus Disease \(COVID-19\): Children and masks](#)

[Advice on the Use of Masks for Children in the Community in the Context of COVID-19](#). Annex to the Advice on the Use of Masks in the Context of COVID-19, 21 August 2020

Advocacy statements

UNICEF statement on how “reopening schools cannot wait for all teachers and students to be vaccinated”, at www.unicef.org/press-releases/statement-reopening-schools-cannot-wait

Other resources

- [Considerations for School-Related Public Health Measure in the Context of COVID-19](#) – World Health Organization
- [Mask Use in the Context of COVID-19](#) – World Health Organization
- [Considerations for Implementing and Adjusting Public Health and Social Measures in the Context of COVID-19](#) – World Health Organization
- [Maternal, Newborn, Child Adolescent Health and Aging and COVID-19: Educational institutions](#) –World Health Organization
- [Schools and Child Care Programs](#) – Centers for Disease Control and Prevention (USA)
- [Minimizing Disease Transmission in Schools](#) – World Bank Group
- [COVID-19 and the Need for Mental Health Action, Policy brief](#) – United Nations



Annex 3. Resources on child protection, mental well-being and schools

- [School-Based Violence Prevention – A practical handbook](#) – World Health Organization 2019
- UNICEF package to support integration of child protection in return to school in East Asia and the Pacific:
 - [COVID-19: Integration of Child Protection in Return to School: Advocacy Brief](#)
 - [Tips for Teachers and School Management](#)
 - Messages for Children and Adolescents Returning to School
 - [Template for Child Protection Referral Pathway between Schools and Child Protection Authorities and Other Services](#)
- [Ending Violence in Schools: An investment case](#) – World Bank
- [INSPIRE Handbook: Action for implementing the seven strategies for ending violence against children](#) (Strategy 7 – Education and Life Skills) – World Health Organization

Annex 4. Resources on assessments and leaning

- [Tools to Assess Social and Emotional Learning in Schools](#) - Edutopia
- [Formative Assessment: Guidance for early childhood policymakers](#) - US Centre on Enhancing Early Learning Outcomes
- [Assessment for Learning Formative Assessment](#) - Organisation for Economic Co-operation and Development
- [Learning Assessment and High-Stakes Exams](#) - World Bank Group
- [The Classroom Assessment Scoring System as a Measure of Effective Teaching to Address the Learning Crisis](#) - Asian Development Bank
- [The Role of Formative Assessment in Pre-K Through Second Grade Classrooms](#) - Amplify
- [7 Smart, Fast Ways to Do Formative Assessment](#) - Edutopia
- [The Science of Learning: A summary of evidence about how children learn](#) - Better Purpose
- [Adjusting the Academic Calendar](#) - World Bank Group
- [Adapting the Curriculum](#) - World Bank Group



Annex 5. Performance indicators for activities

Outputs	Activities	Indicators
<p>1.1</p> <p>Long-term emergency preparedness policy framework developed and implemented</p>	<p>1.1.1 Update the education sector analysis to include the reality and consequences of emergencies and new events</p>	<p>Education ministry has assessed schools and staff capacities and updated the education sector analysis</p>
	<p>1.1.2 Adjust the education sector plan rapidly, and enhance the disaster risk reduction and management plan and the education in emergencies plan by integrating lessons from the COVID-19 experience</p>	<p>Education ministry has an updated emergency preparedness response framework, including the lessons learned from the COVID-19 experience</p> <ul style="list-style-type: none"> • emergency risk assessments conducted and emergency resources identified and mapped • emergency preparedness measures, including emergency response plans, are developed, implemented and tested
<p>1.2</p> <p>Strengthened system capacities: data, human resources, coordination and innovation</p>	<p>1.2.1 Ensure that disaggregated individual student data are collected in the Education Management Information System with other student-level information</p>	<p>Education ministry has an ongoing strategy to develop or enhance the Education Management Information System with disaggregated data</p>
	<p>1.2.2 Enhance or ensure functional monitoring and evaluation systems to analyse and use information</p>	<p>Education ministry has a monitoring and evaluation system that provides information analyses for each decision-making level (national, subnational, school, classroom), in a clear and useful way</p>
	<p>1.2.3 Have a workforce strategy (plan, implementation, evaluation) on how to transform pedagogical practices</p>	<p>In-service trainings are available on learning-recovery practices, student-centred pedagogies and teaching at the right level</p> <p>Percentage of teachers and staff trained in those practices</p>
	<p>1.2.4 Review policies related to teacher recruitment, placement and well-being to boost efficiency</p>	<p>Education ministry has an ongoing strategy to increase teachers' well-being</p>
	<p>1.2.5 Address common agendas with other ministries, and develop further policies to ensure that joint services are adequately provided, with designated resources and budgets</p>	<p>A functional mechanism is in place for the coordination and integration of relevant sectors, with available budgets</p>
	<p>1.2.6 Develop partnerships with multilateral organizations, non-government organizations and the private sector to support actions</p>	<p>Number of partnerships developed</p>
	<p>1.2.7 Evaluate the effectiveness of various programmes through periodic evaluation, and reform policies and programmes based on that evidence and data</p>	<p>Number of programme-impact evaluations developed</p>

Outputs	Activities	Indicators
<p>1.3</p> <p>Ensured funding and the equitable and efficient use of resources</p>	1.3.1 Estimate the costs for the adjusted sector plan or new realities of the emergency response plan	Education ministry has estimated the costs for the response plan (COVID-19) of the emergency
	1.3.2 Identify available funds and other possible sources, reallocate resources with an equity focus and ensure efficiency	<p>Education ministry has reallocated resources to fund the response plan (COVID-19), with an equity and efficiency perspective</p> <p>A financing mechanism is available for the timely response to emergencies</p> <p>Education ministry pursues a public expenditure review</p> <p>Resources for vulnerable populations as a percentage of total spending</p>
<p>2.1</p> <p>Strategic vision and plan developed to guide the education system to reopen</p>	2.1.1 Assess resources and capacities at the school, local and subnational levels	<p>Percentage of schools that the education ministry or subnational government has assessed for capacities, with a simple assessment format</p> <p>Education ministry has developed an assessment of well-being needs and a plan for cross-sectoral work</p>
	2.1.2 Decide where and when to open and close schools (including pre-primary)	<p>Education ministry has produced guidelines for the education system in conjunction with health authorities</p> <ul style="list-style-type: none"> • Education ministry has prioritized reopening pre-primary education
	2.1.3 Define responsibilities among decentralized decision-making levels (national, subnational, schools) within the education sector	The guidelines include responsibilities among decentralized decision-making levels
	2.1.4 Define resource allocation for each part of the plan	Education ministry has a plan with a budget and prioritization of vulnerable populations
	2.1.5 Ensure that all stakeholders participate in each instance of the planning process	Education ministry has implemented a consultation process that includes all stakeholders
	2.1.6 Develop a clear risk communications strategy that involves all education stakeholders, particularly teachers, to build a solid consensus	Education ministry has a communications strategy that involves all education stakeholders
	2.1.7 Define criteria and indicators to monitor the plan for school reopening	Education ministry has a monitoring and evaluation mechanism for the plan (see Output 12)



Outputs	Activities	Indicators
<p style="text-align: center;">2.2</p> <p>Safe operation of schools with health and other protocols developed and implemented</p>	<p>2.2.1 Prepare protocols (including resurgence protocols)</p>	<p>Percentage of vaccinated teachers and staff, including other care providers in school</p> <p>Percentage of schools that have implemented COVID-19 related protocols</p> <p>Percentage of schools with a referral system in place with local health centres for COVID-19 testing and treatment</p> <p>Percentage of schools that have active protocols for:</p> <ul style="list-style-type: none"> • mask wearing • social distancing • indoor ventilation • handwashing <p>Percentage of schools with their WASH facilities assessed and improved</p>
	<p>2.2.2 Inform and train teachers, school staff, parents and students on health and hygiene protocols</p>	<p>Proportion of staff, parents and students trained in the health and hygiene protocols in each school (national average for each stakeholder)</p>
	<p>2.2.3 Monitor schools' adherence to the safe protocols and standards: country's analysis on gaps and needs</p>	<p>Percentage of schools assessed by education ministry or subnational authorities regarding the adherence to protocols that pass the standards</p>
	<p>2.2.4 Promote and participate in an inter ministerial agenda for reopening with clear responsibilities, shared plans, resources and performance indicators</p>	<p>Education ministry has an inter ministerial agenda for reopening with clear responsibilities, shared plans, resources and performance indicators</p>

Outputs	Activities	Indicators
<p style="text-align: center;">3.1</p> <p style="text-align: center;">Recovered learning losses</p>	3.1.1 Assess learning losses (including socioemotional learning) and well-being	Percentage of schools that have implemented a learning assessment in mathematics, language and socioemotional competencies to identify learning losses during school closures
	3.1.2 Plan and adapt when and how the learning losses will be recovered in person	Education ministry has a guideline for subnational governments and schools on when to recover learning losses, giving them certain autonomy to decide with their educational community
	3.1.3 Use effective programmes to catch up or remediate learning with prioritized curricula	Percentage of schools that have implemented learning-recovery programmes (tutoring, teaching at the right level, etc.)
	3.1.4 Train teachers in effective assessment and catch-up and remedial strategies, including child well-being	Proportion of teachers trained in learning recovery strategies (remedial) in each school (national average)
	3.1.5 Support families to boost learning, particularly for young children	Percentage of schools with clear strategies in place to communicate with families and provide them detailed learning resources
<p style="text-align: center;">4.1</p> <p style="text-align: center;">Prevented drop-outs and provided flexible or alternative pathways</p>	4.1.1 Enact drop-out prevention and active search and outreach strategies using data in the Education Management Information System	<p>Education ministry has launched a back-to-school campaign</p> <p>Education ministry has modified policies and regulations that exclude children from school</p> <p>Education ministry has a strategy with protection systems to identify and re-engage out-of-school children and adolescents</p> <p>Education ministry has an early warning system to detect drop-out risks</p> <p>Percentage of schools with a drop-out prevention programme, including a back-to-school campaign</p>
	4.1.2 Re-engage children and adolescents in learning according to their needs	<p>Education ministry has mapped and revised alternative education provision, ensuring adequate provision for all levels of education</p> <p>Education ministry has a recognition, validation and accreditation mechanism (policy) with equivalency standards, certifications, micro-certifications and pathways</p> <p>Education ministry has developed a strategy to evaluate the effectiveness of current alternative education programmes and improve them accordingly</p>



Outputs	Activities	Indicators
<p style="text-align: center;">4.2</p> <p style="text-align: center;">Supported learners' well-being through cross-sectoral work</p>	<p>4.2.1 Enhance cross-sectoral work to support the return to learning and learning continuity, with emphasis on psychosocial support</p>	<p>Education ministry has guidelines for schools and subnational governments on how to develop and implement the referral processes and a communications strategy</p> <p>Percentage of schools with referral processes in place for financial support, nutrition support, age-specific psychosocial support, protection services and health services</p> <p>Proportion of teachers trained in psychosocial support in each school (national average)</p> <p>Proportion of counsellors per school (national average)</p> <p>Proportion of counsellors per school in vulnerable environments</p> <p>Percentage of schools with a child protection policy and procedures in place</p>

Annex 6. Self-assessment rubrics

The rubrics are designed to be simple but useful for ASEAN Member States to assess their progress with the strategies suggested in these guidelines. Each indicator has a score from 1 to 5, with 5 the better score.⁴¹ Thus, the higher the score the better the situation a country is in for each stage of the theory of change. If data are not available to measure the indicator, the score is zero.

Assessment at the outcome level

Outcomes	Indicators	Score					Self-assessment
		1	2	3	4	5	
1. Resilient education system	Change in the percentage of the education sector budget dedicated to pre-primary education (measured before and after the pandemic and quarterly)	De-creased		Stable		In-creased	
	Change in the percentage of the education sector budget dedicated to vulnerable populations (measured before and after the pandemic and quarterly)	De-creased		Stable		In-creased	
2. Safe in person learning in schools including pre-primary	Percentage of enrolled children and adolescents who returned to school once the school system reopened (measured every time there is a disruption and quarterly)	0-25%	26 - 50%	51 - 80%	81 - 97%	98 - 100%	
3. Recovered learning losses	Percentage of children and adolescents assessed after participating in a learning- recovery programme who meet relevant minimum learning standards in mathematics, language and socioemotional competencies (global citizenship and sustainability)	0-20%	21 - 40%	41 - 70%	71 - 90%	91 - 100%	
4. OSCA returned to learning (continuity)	Change in the out-of-school rate for pre-primary (out-of-school children one year younger than official primary school entry age) ⁴² (measured before and after reopening, after providing strategies to re-engage children and adolescents, and quarterly)	In-creased		Stable		De-creased	
	Change in the out-of-school rate for primary, lower secondary, upper secondary education ⁴³ (measured before and after reopening, after providing strategies to re-engage children and adolescents and quarterly)	In-creased		Stable		De-creased	
Average assessment at the outcome level (add up each value and divide it by 6)							

41 It is recommended to round to the nearest integer number.

42 UIS data for South-East Asia was 12.66 per cent in 2019 (accessed 18 November 2021).

43 UIS data for South-East Asia is 11.66 per cent, 2020 (accessed 18 November 2021).



Assessment at the output level

Outcomes	Indicators	Score					Self-assessment
		1	2	3	4	5	
<p>1.1</p> <p>Long-term emergency preparedness policy framework developed and implemented</p>	<p>Education ministry has an updated emergency preparedness response framework, including the lessons learned from the COVID-19 experience:</p> <ul style="list-style-type: none"> • emergency risk assessments conducted and emergency resources identified and mapped • emergency preparedness measures, including emergency response plans, are developed, implemented and tested 	The framework is in developing stage					The plan is ready and tested, with resources identified and assessment conducted
<p>1.2</p> <p>Strengthened system capacities: data, human resources, coordination and innovation</p>	<p>Education ministry has an Education Management Information System (EMIS) with individualized disaggregated data at the student level (including age, grade, sex, ethnicity, rural, urban or inraurban spaces, wealth quintiles, children with disabilities, among others)</p>	EMIS does not cover disaggregated data and education ministry is not implementing a plan		EMIS does not cover disaggregated data and education ministry is implementing a plan			EMIS covers disaggregated data
	<p>Percentage of teachers and staff who are being trained on transforming pedagogical practices and improve their well-being</p>	0-20%	21-40%	41-70%	71-90%	91-100%	
	<p>Education ministry has a cross-sector plan and strategy developed, including partnerships (could be part of the education sector plan)</p>	Education ministry does not have the strategy					Education ministry has the strategy
	<p>Percentage of targeted programmes that have been evaluated in their impact (annually)</p>	0		50%		100%	



Outcomes	Indicators	Score					Self-assessment
		1	2	3	4	5	
1.3 Ensured funding and the equitable and efficient use of resources	Education sector budget as a percentage of total public spending and as a percentage of gross domestic product	Less than 7%	7-9%	10-12%	12-14%	15-20%	
	Percentage of the education sector budget dedicated to: <ul style="list-style-type: none"> • learning assessments • teacher training alternative programmes (measured before and after the pandemic)	Decreased		Stable		Increased	
	Education ministry adjusts the budget according to the public expenditure review results	No public expenditure review in the past four years		Public expenditure review is ongoing (not finished)		Public expenditure review was developed within the past four years	
2.1 Strategic vision and plan developed to guide the education system to reopen	Education ministry has (or adjusted) a comprehensive plan and has the resources	The plan is not ready	The plan is in its development stage	The plan is in place but incomplete, with no resources	The plan is in place but incomplete, with some resources	The plan is in place and complete, with resources available	
	Education ministry is implementing the comprehensive plan using a monitoring and evaluation mechanism	Monitoring and evaluation are not ready		Monitoring and evaluation are ready but have not started to monitor activities		Monitoring and evaluation are ready and monitoring activities	



Outcomes	Indicators	Score					Self-assessment
		1	2	3	4	5	
2.2 Safe operation of schools with health and other protocols	Percentage of vaccinated teachers (COVID-19)	0-25%	26-50%	51-75%	76-90%	91-100%	
	Percentage of schools that have implemented COVID-19-related protocols that include environmental and personal protective measures and WASH measures	0-25%	26-50%	51-75%	76-97%	98-100%	
	Percentage of schools with a referral system in place with local health centres for COVID-19 testing and treatment	0-20%	21-40%	41-60%	61-80%	81-100%	
3.1 Recovered learning losses	Percentage of schools that have implemented an individualized learning assessment in mathematics, language and socioemotional competencies to identify learning losses due to school closures	0-25%	26-50%	51-75%	76-95%	96-100%	
	Percentage of students assessed in mathematics, language and socioemotional competencies	0-25%	26-50%	51-75%	76-96%	97-100%	
	Percentage of students assessed who are below the minimum learning standards in mathematics, language and socioemotional competencies (need a learning-recovery programme)	75% or more are below the minimum learning standards	75-50%	49-25%	24-15%	14-0%	
	Proportion of teachers trained in learning-recovery programmes in each school (national average)	0-2 teachers trained out of 10	3-4	5-6	6-7	8-10	



Outcomes	Indicators	Score					Self-assessment
		1	2	3	4	5	
4.1 Prevented drop-outs and provided flexible or alternative pathways	Percentage of schools with a re-engagement programme, including back-to-school campaign	0-25%	26-50%	51-75%	76-96%	97-100%	
	Number of out-of-school children and adolescents identified by the re-engagement programme and back-to-school campaign	Do not have the data				Have the data	
	Percentage of children and adolescents re-engaged in a learning programme (formal or alternative education) of those identified in the back-to-school campaign	0-20%	21-40%	41-60%	61-80%	81-100%	
	Education ministry has a recognition, validation and accreditation mechanism (policy) with equivalency standards, certifications and pathways for alternative and formal education	No mechanism		An incomplete mechanism or working on it (some certifications for some levels, some equivalency standards)		A complete mechanism at the policy level, with micro-certifications	
4.2 Supported learners' well-being through cross-sectoral work	Percentage of schools with referral processes in place for financial support, nutrition support, age-specific psychosocial support, protection services and health services	0-20%	21-40%	41-60%	61-90%	91-100%	
	Percentage of children (and their families) referred to support services of the ones identified who need them	0-20%	21-40%	41-60%	61-90%	91-100%	
	Percentage of children (and their families) who accessed programmes to reduce the negative impact of school closure (psychosocial, gender-based violence, etc.)	0-20%	21-40%	41-60%	61-90%	91-100%	
Average assessment at the output level (add up each indicator value and divide it by 22)							



Assessment at the output level

Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
1.1.1 Update the education sector analysis to include the reality and consequences of emergencies and new events	Education ministry has assessed schools and staff capacities and updated the education sector analysis Percentage of schools assessed	0-20%	21-40%	41-60%	61-80%	81-100%	
1.1.2 Adjust the education sector plan rapidly, and enhance the disaster risk reduction and management plan and the education in emergencies plan by integrating lessons from the COVID-19 experience	Education ministry has an updated emergency preparedness response framework, including the lessons learned from the COVID-19 experience: <ul style="list-style-type: none"> emergency risk assessments conducted and emergency resources identified and mapped emergency preparedness measures, including emergency response plans are developed, implemented and tested 	The framework is in developing stage				The plan is ready and tested, with resources identified and assessment conducted	
1.2.1 Ensure that disaggregated individual student data are collected in the Education Management Information System with other student-level information	Education ministry has an ongoing strategy to develop or enhance the Education Management Information System with disaggregated data	No		Developing		Yes	
1.2.2 Enhance or ensure functional monitoring and evaluation systems to analyse and use information	Education ministry has a monitoring and evaluation system that provides information analyses for each decision-making level (national, subnational, school and classroom), in a clear and useful way	No				Yes	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
1.2.3 Have a workforce strategy (plan, implementation, evaluation) on how to transform pedagogical practices	In-service trainings are available for learning-recovery practices, student-centred pedagogies and teaching at the right level. <ul style="list-style-type: none"> Percentage of teachers and staff trained in those practices 	0-20%	21-40%	41-70%	71-90%	91-100%	
1.2.4 Review policies related to teacher recruitment, placement and well-being to boost efficiency	Education ministry has an ongoing strategy to increase teachers' well-being	No				Yes	
1.2.5 Address common agendas with other ministries, and develop policies to ensure that joint services are adequately provided, with designated resources and budgets	A functional mechanism is in place for the coordination and integration of relevant sectors, with available budgets	No				Yes	
1.2.6 Develop partnerships with multilateral organizations, non-government organizations and the private sector to support actions	Number of partnerships developed	1	2	3	4	5 or more	
1.2.7 Evaluate the effectiveness of various programmes through periodic evaluation, and reform policies and programmes based on that evidence and data	Number of programme impact evaluations developed	0		1		2 or more	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
1.3.1 Estimate the costs for the adjusted sector plan or new realities of the emergency response plan	Education ministry has estimated the costs for the response plan (COVID-19) of the emergency	No				Yes	
1.3.2 Identify available funds and other possible sources, reallocate resources with an equity focus and ensure efficiency	Education ministry has reallocated resources to fund the response plan (COVID-19), with an equity and efficiency perspective	No				Yes	
	A financing mechanism is available for the timely	No				Yes	
	Education ministry pursues a public expenditure review	No public expenditure review in the past 4 years		Public expenditure review is ongoing (not finished)		Public expenditure review was developed within the past 4 years	
	Resources for vulnerable populations as a percentage of the total spending	Decreased		Stable		Increased	
2.1.1 Assess resources and capacities at the school, local and subnational levels	Percentage of schools that the education ministry or subnational government has assessed for capacities, using a simple assessment format	0-25%	26-50%	51-75%	76-96%	97-100%	
	Education ministry has developed an assessment of well-being needs and a plan for cross-sectoral work	No				Yes	
2.1.2 Decide where and when to reopen and close schools (including pre-primary)	Education ministry has produced a guideline for the education system in conjunction with health authorities	No				Yes	
	Education ministry has prioritized reopening pre-primary education	No				Yes	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
2.1.3 Define responsibilities among decentralized decision-making levels (national, subnational, school) within the education sector	The guidelines include responsibilities among decentralized decision-making levels	No				Yes	
2.1.4 Define resource allocation for each part of the plan for reopening	Education ministry has a plan with budget and prioritization of vulnerable populations	No or does not prioritize vulnerable populations		In progress or adjusting, including vulnerable populations		Yes, it prioritizes vulnerable populations	
2.1.5 Ensure that all stakeholders participate in each instance of the planning process	Education ministry has implemented a consultation process, including all stakeholders	No		In progress		Yes	
2.1.6 Develop a clear risk communications strategy that involves all education stakeholders, particularly teachers, to build a solid consensus	Education ministry has a communications strategy that involves all education stakeholders	No		In progress		Yes	
2.1.7 Define criteria and indicators to monitor the plan for school reopening	Education ministry has a monitoring and evaluation mechanism for the plan	No				Yes	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
2.2.1 Prepare protocols (including resurgence protocols)	Percentage of vaccinated teachers	0-25%	26-50%	51-75%	76-97%	91-100%	
	Percentage of schools that have implemented COVID-19-related protocols	0-25%	26-50%	51-75%	76-97%	91-100%	
	Percentage of schools that have active protocols for: <ul style="list-style-type: none"> • mask wearing • social distancing • indoor ventilation • handwashing 	0-25%	26-50%	51-75%	76-97%	98-100%	
	Percentage of schools with their WASH facilities assessed and improved	0-20%	21-40%	41-60%	61-80%	81-100%	
2.2.2 Inform and train teachers, school staff, parents and students on health and hygiene protocols	Proportion of staff, parents and students trained in the health and hygiene protocols in each school (national average for each stakeholder)	0-25%	26-50%	51-75%	76-97%	98-100%	
2.2.3 Monitor schools' adherence to safe protocols and standards: country's analysis on gaps and needs	Percentage of schools assessed by education ministry or subnational authorities regarding the adherence to protocols that pass the standards	0-25%	26-50%	51-75%	76-97%	98-100%	
2.2.4 Promote and participate in an inter ministerial agenda for reopening, with clear responsibilities, shared plans, resources and performance indicators	Education ministry has an inter ministerial agenda for reopening with clear responsibilities, shared plans, resources and performance indicators	No				Yes	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
3.1.1 Assess learning losses (including socioemotional learning) and well-being	Percentage of schools that have implemented a learning assessment in mathematics, language and socioemotional competencies to identify learning losses during school closures	0-25%	26-50%	51-75%	76-97%	98-100%	
3.1.2 Plan and adapt when and how the learning losses will be recovered in person	Education ministry has guidelines for subnational governments and schools on when to recover learning losses, giving them certain autonomy to decide with their educational community	No				Yes	
3.1.3 Use effective programmes to catch up or remediate learning with prioritized curricula	Percentage of schools that have implemented learning-recovery programmes (tutoring, teaching at the right level, etc.)	0-25%	26-50%	51-75%	76-97%	98-100%	
3.1.4 Train teachers in effective assessment and catch-up and remedial strategies, including child well-being	Proportion of teachers trained in learning-recovery strategies (remedial) in each school (national average)	0-20%	21-40%	41-60%	61-80%	81-100%	
3.1.5 Support families to boost learning, particularly for young children	Percentage of schools with clear strategies in place to communicate with families and provide them detailed learning resources	0-20%	21-40%	41-60%	61-80%	81-100%	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
4.1.1 Enact drop-out prevention and active search and outreach strategies using data in the Education Management Information System	Education ministry has launched a back-to-school campaign	No				Yes	
	Education ministry has modified the policies and regulations that exclude children from school	No				Yes	
	Education ministry has a strategy with protection systems to identify and re-engage out-of-school children	No				Yes	
	Education ministry has an early warning system to detect drop-out risks	No		In progress to build the system		Yes	
	Percentage of schools with a drop-out prevention programme, including a back-to-school campaign	0-25%	26-50%	51-75%	76-97%	98-100%	
4.1.2 Re-engage children and adolescents in learning according to their needs	Education ministry has mapped and revised alternative education provision, ensuring adequate provision for all levels of education	No				Yes	
	Education ministry has a recognition, validation and accreditation mechanism (policy) with equivalency standards, certifications, micro-certifications and pathways	No		Some standards or certifications but not for all levels		Yes, with micro-certifications	
	Education ministry has developed a strategy to evaluate the effectiveness of current alternative education programmes and improve them accordingly	No				Yes	



Activities	Indicators	Score					Self-assessment
		1	2	3	4	5	
4.2 Enhance cross-sectoral work to support the return to learning and learning continuity, with emphasis on psychosocial support	Education ministry has guidelines for schools and subnational governments on how to develop and implement the referral processes and a communications strategy	No				Yes	
	Percentage of schools with referral processes in place for financial support, nutrition support, age-specific psychosocial support, protection services and health services	0-25%	26-50%	51-75%	76-97%	98-100%	
	Proportion of teachers trained in psychosocial support in each school (national average)	0-20%	21-40%	41-60%	61-80%	81-100%	
	Proportion of counsellors per school (national average)	0		1-2		More than 2	
	Proportion of counsellors per school in vulnerable environments						
	Percentage of schools with a child protection policy and procedure in place	0-25%	26-50%	51-75%	76-97%	98-100%	
	Education ministry has guidelines for schools and subnational governments on how to develop and implement the referral processes and a communications strategy	No				Yes	



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