

Impact of COVID-19 on Education: Now and in the Future – A South Asian Perspective

Short Talks on Policy & Practice

DAY 1: Preparing for a Less Disrupted, Better Future for Education

WISE Disrupted, Education Reimagined Series

Salzburg Global Seminar

23 June 2020

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Asian Development Bank

#EducationReimagined



Holon IQ



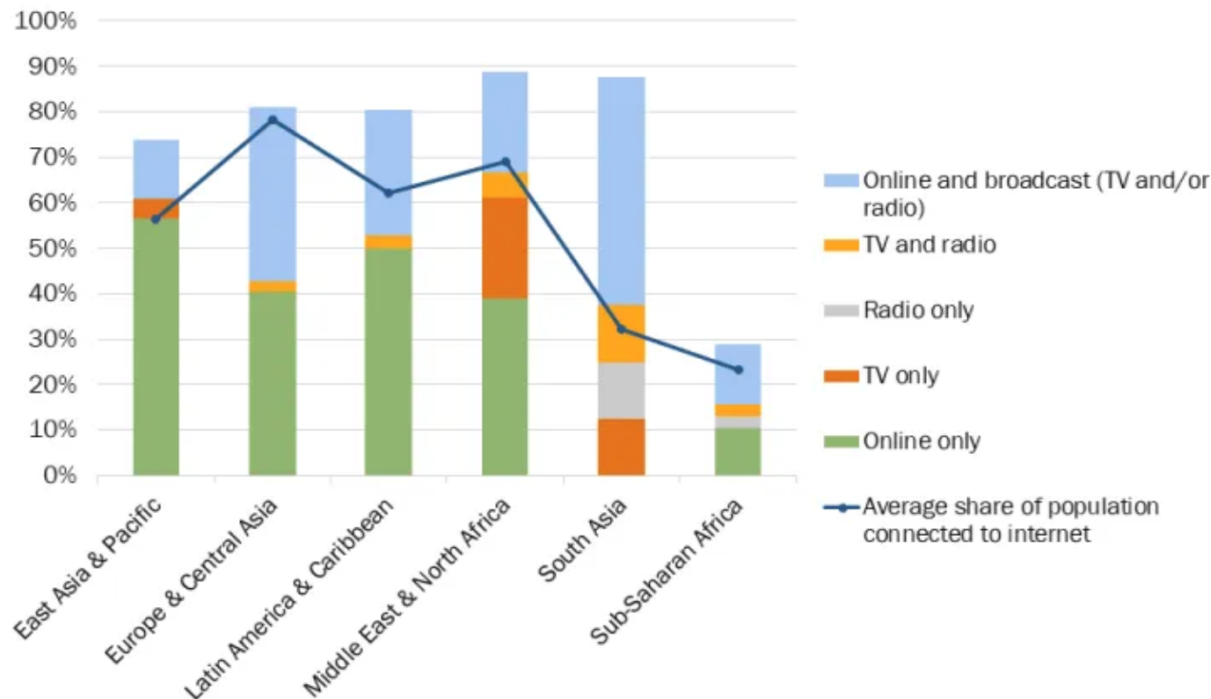
Outline

- **Education disrupted: COVID-19 and Remote Learning (Bangladesh, Bhutan, India and Nepal)**
- **Re-imagining education beyond COVID-19**

COVID-19 and Remote Learning

- Overview
- Bangladesh
- Bhutan
- India
- Nepal

School Closures and Different Modalities of Remote Learning



Source: School closures, government responses, and learning inequality around the world during COVID-19, Emiliana Vegas, April 2020, Brookings Inst

Modalities	Student Coverage estimate
TV broadcasting of pre-recorded lessons for pre-primary and primary students	50%
Telephonic follow-up	30%
Text messages	30%
Awareness campaign through local cable networks	10%
Print (supplementary readings)	10%
Radio (national, FM and community) broadcasting	Being explored; less than 10%
Online learning platform	Less than 10%
Mobile Apps (WhatsApp)	Less than 10%

Rapid response

- Four working groups established to develop remote learning content and roll-out lessons through four platforms: Electronic Media Platform, Mobile Platform, Radio Platform and Internet Platform.
- 'Shangshad Bangladesh Television'- from 29 March for secondary and from 7 April 2020 for primary. Every subject for 20 minutes from 2-4pm every day. For the secondary level, 10 classes per day for 20 minutes of each class. Classes started on technical and Madrasha education.

- In Bhutan, around 170,263 children from classes pre-primary to XII are not attending schools today due to COVID-19 pandemic.
- Internet connectivity in all districts. 85 % of the population have access to Internet and 95 percent of households have mobile coverage.

Rapid response

- An eLearning Programme launched bringing teachers to television studios to broadcast lessons.
- Online tools such as Google Classroom, e-textbooks, free access to electronic newspaper, and free e-books.
- Whatsapp used by teachers to convey assignment and subject questions to students.
- About 10% of students—no reliable access to online education or in remote communities.

Bhutan e-Learning

🏠 Home

🔥 Trending

📺 Subscriptions


📖 Library


🕒 History

🔍 Search

📺 📖 ⋮

SIGN IN





Sherig Bhutan

4.52K subscribers

SUBSCRIBE

HOME

VIDEOS


PLAYLISTS

CHANNELS

ABOUT

Created playlists

SORT BY

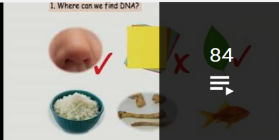


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Key Stage Five : Class XI - XII

Updated 2 days ago




84

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Key Stage Four : Class IX - X

Updated 2 days ago




30

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SIM Volume 3

Updated 5 days ago

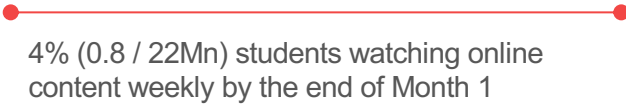
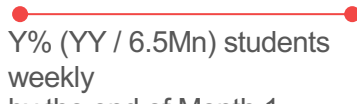


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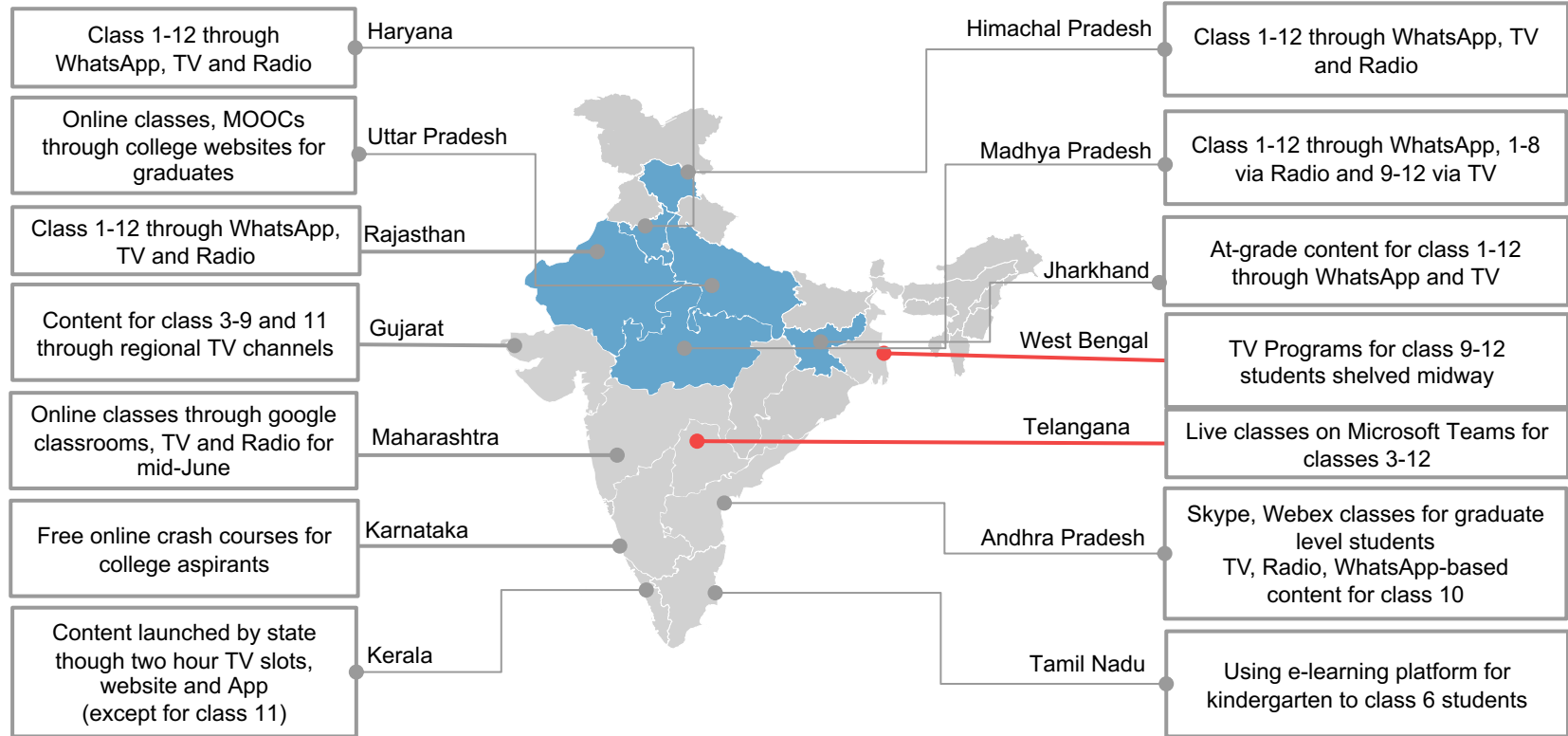
SIM Volume 2

Updated 5 days ago

		Madhya Pradesh	Rajasthan	Haryana	Himachal Pradesh
Smartphone penetration	30%	33%	40%	45%	53%
Number of Govt Teachers	100K	300K	400K	70K	50K
% Teachers connected on WhatsApp	75%	90%	90%	85%	80%
Students enrolled in Govt schools	4.6Mn	8Mn	9.5Mn	4Mn	2.5Mn
% of students connected on WhatsApp	13%	14%	14%	22%	22%
% of students viewing online content weekly	7%	4%	2%	XX%	YY%
Overall experience in state programs					

Source: Preliminary overview prepared by Boston Consulting Group (BCG), June 2020

India: Rapid Response



Source: Preliminary overview prepared by Boston Consulting Group (BCG), June 2020

Access data for students:

Level	Affected population	Children with internet access	Children with access to media	Children with no access to media	Children most vulnerable/ at risk
Total	8,126,046	601,098	4,005,677	2,357,959	995,090
Percentage		7.4%	49%	29%	12%

Rapid response

- Online portal has been developed and deployed (<http://learning.cehrd.edu.np>).
- Workbook prepared for lower grades. Being prepared for higher grades
- Textbooks for new academic year (beginning of April) distributed to most schools
- Detailed guidelines for distance learning for students based on their access to internet, computer, TV and radio.
- The broadcasting through national television and community channels from 15 June 2020.
- Subsidized data packages provided for mobile connection, but not sufficient.
- Local government and Schools asked to collect student data on access to the above media
- Schools are not willing to hold small classes

Re-Imagining Education Beyond COVID-19

Why Re-imagine Education?

Technology, Millennials and Future Economies



Geometric progression
Disruptive technology



Open
learning styles

**EDUCATION
FACES
REALITIES OF:**

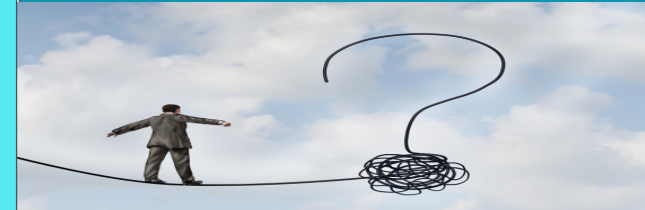
**SLOW PACE OF
CHANGE**

**TRADITIONAL
STYLES**

**LACK OF
SYSTEMS CAPACITY**



Complex skills
Fast obsolete



Uncertain future
Unknown job markets

Framework for Addressing COVID-19

RESPONSE

Step 1

Ensure learning continuity with multiple modalities

Provide protection to students, teachers

REBUILD

Step 2

Re-open with safety precautions

Prevent drop-outs; support transitions

Making up for lost time; remediation

RESET

Step 3

Formalize a new normal

Outline key directions for reset

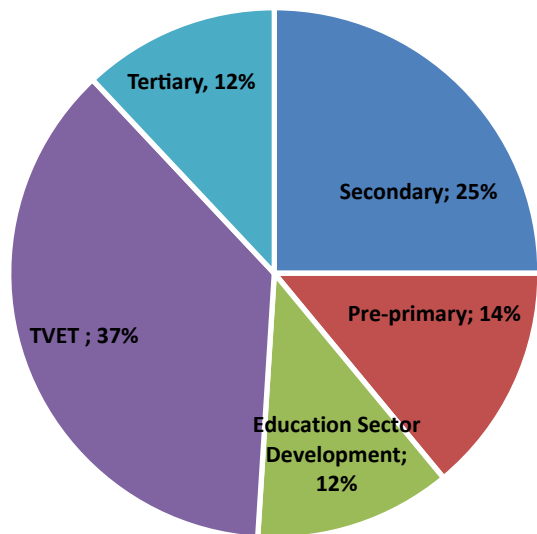
Future proof by increasing resilience

Embrace EdTech for learning

ADB's Education Portfolio

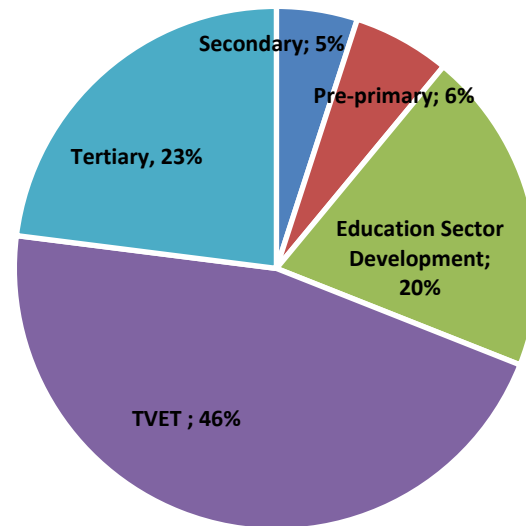
Education Sector Lending by Subsector

61 Projects, \$5.5 billion
as of 3 June 2020



Education Pipeline

49 Projects, \$5.8 billion
As of April 2020



Education Sector
Development

Pre-primary &
Primary Education

Secondary
Education

TVET

Tertiary
Education

ADB's Education Portfolio: Enabling COVID-19 Response

- Support to critical learning continuity of vulnerable students
- Redress disruptions in skills development, loss of jobs and labor market recovery
- Reallocate uncommitted funds for COVID-19 critical needs of governments
- Re-assess projects for re-design or change in scope to incorporate response to COVID-19
- New projects for approval to be fully responsive to post COVID-19 needs and beyond

THANK YOU!