

**Webinar**

# Emerging Stronger after COVID-19:

**Science, Technology, and  
Innovation for Sustainable  
Development**

Panelist

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**Programmes and Operations Coordinator, Asia South Pacific  
Association for Basic and Adult Education (ASPBAE)**



Panelist

**K.M. Enamul Hoque**

**Deputy Director, Campaign for Popular Education (CAMPE)**





Asia South Pacific Association  
for Basic and Adult Education  
Learning Beyond Boundaries



# E-learning, distance education and youth education advocacy during lockdown

**Cecilia Soriano**

Asia South Pacific Association for Basic and Adult Education  
(ASPBAE)

**K.M. Enamul Hoque**

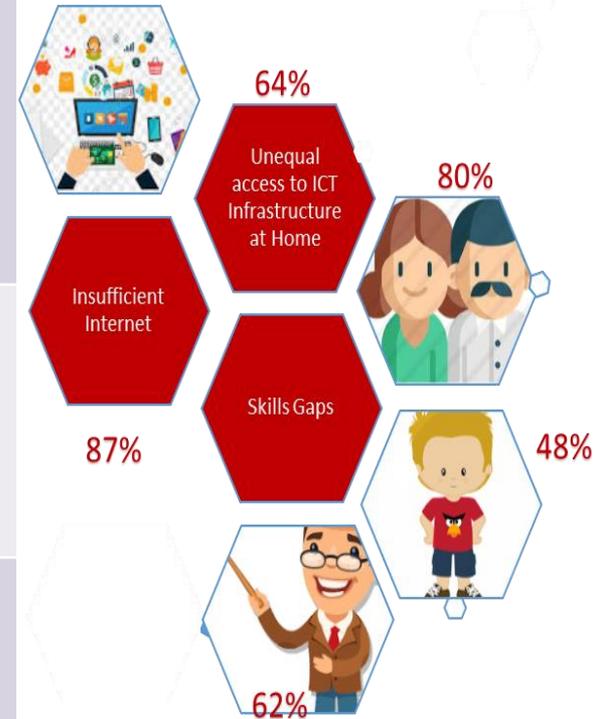
Deputy Director

Campaign for Popular Education – Bangladesh (CAMPE)

# UNESCO Survey: Challenges in ensuring learning

Issues	Challenges
<b>Access</b>	<ul style="list-style-type: none"> <li>• Textbooks, reading materials at home</li> <li>• Basic equipment for distance learning (TV, radios)</li> <li>• ICT tools and platforms for online learning</li> <li>• Open educational resources (online)</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>• Urban and rural remote areas</li> <li>• Gender (women &amp; girls)</li> <li>• Learners with disabilities</li> <li>• Migrants/refugees</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>• Programme and material contents</li> <li>• Teachers capacity and skills to deliver teaching remotely</li> <li>• Monitoring learning progress and assessment</li> </ul>

Regardless of their income level, all countries face the same challenges....



From UNESCO online survey on national education responses (March-April 2020)

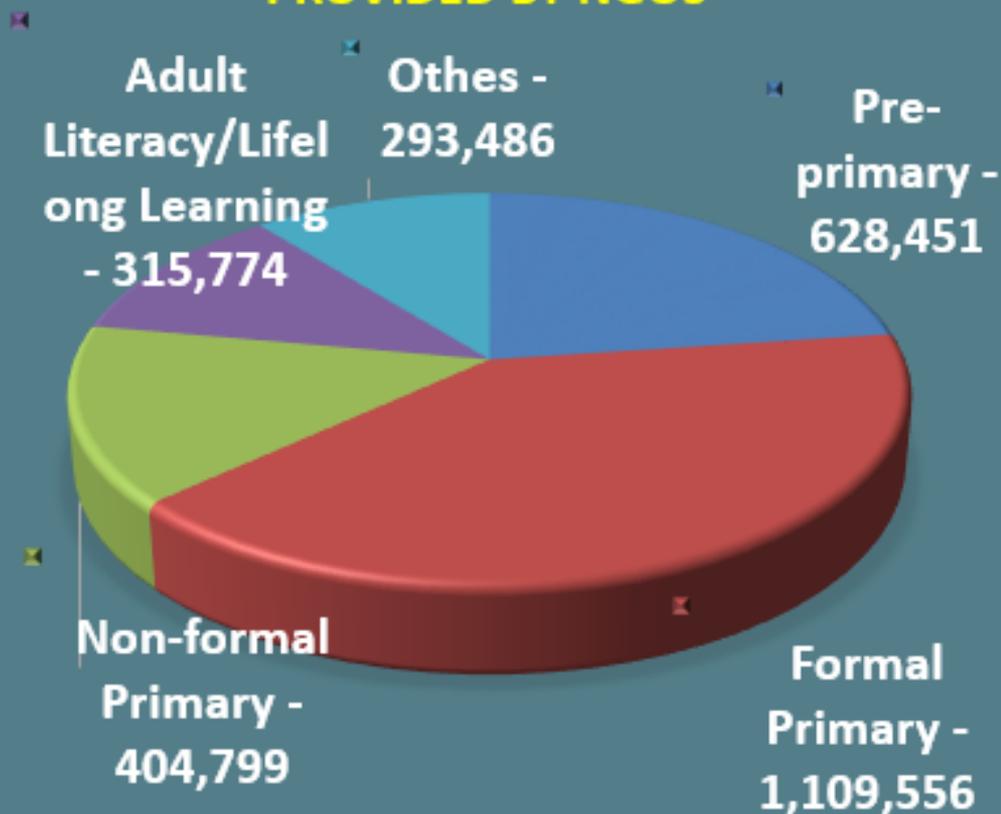


# Experience of Bangladesh

- **40 Million learners affected**
  - School Closure - 18 March 2020 - Trauma & learning loss
  - Progress over last two decade have been slow down
  - Limited access to technology for the most marginalised
- **Government announces stimulus packages**
  - Formal economy – relatively well structured
  - Informal economy – Access to most marginalized is challenging
- **Education in emergency response- limited interventions**
  - In adequate intervention for dealing with trauma and stress
  - Limited intervention to compensate learning loss
  - Yet to reach the most marginalized at a desired level
  - Preparation for back to school programme
  - Conducted a response Survey on 115 NGOs and 11 Teachers Associations

## Rapid Response survey in April-May 2020 shows

### MAJOR EDUCATION SERVICES PROVIDED BY NGOS



### Education in Emergency Response by NGOs

- Telephonic follow-up with students and parents – 55.65%
- Campaign through local cable network 32.17%
- Provided supplementary reading materials 13.91%
- Other – 10.43%

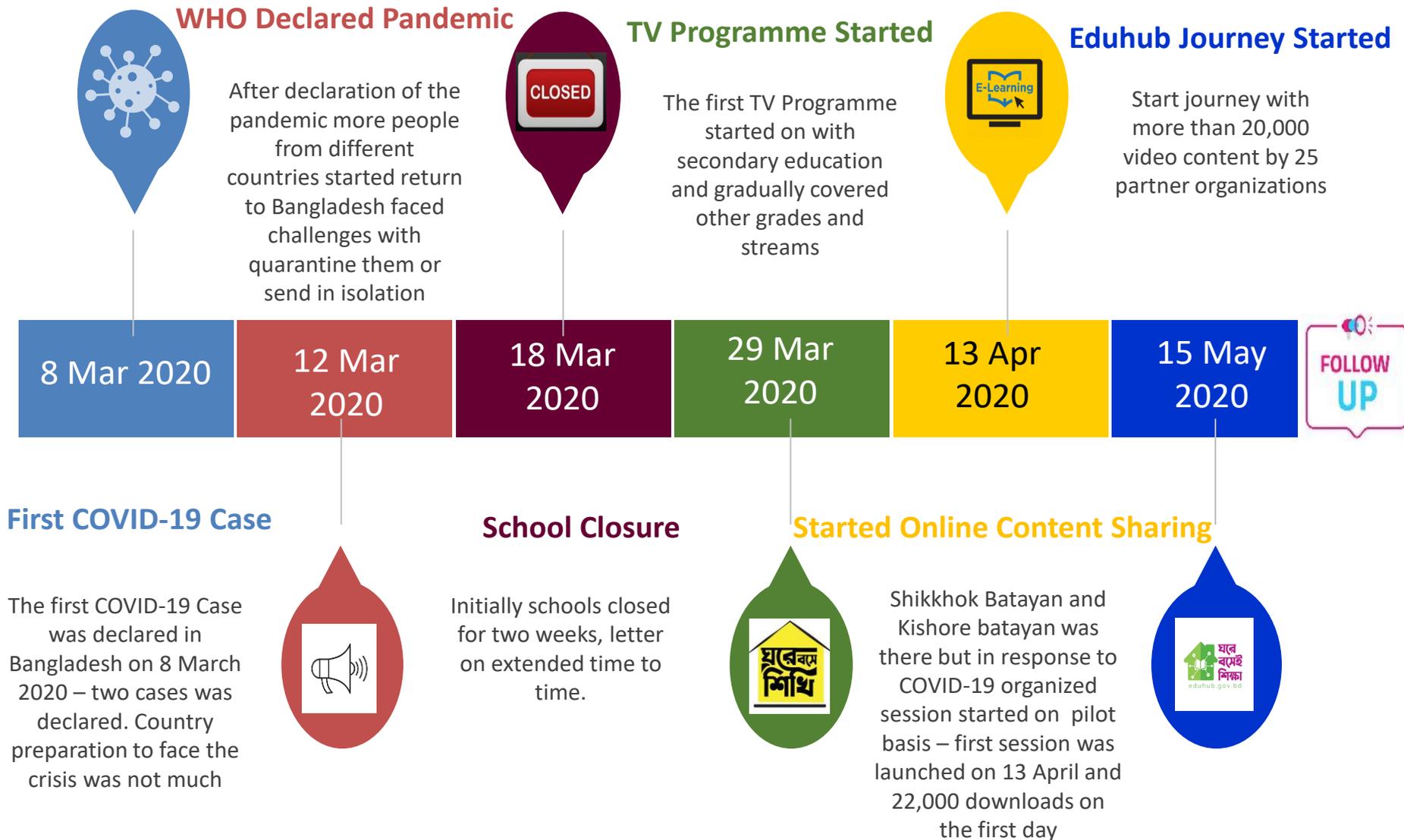
- 2.76 Million learners affected
- Girls and women 53.92%
- 51,681 Education institution/centre

# Anticipated Challenges on School Reopening



- Economic hardship manifested by
  - Absenteeism and irregular attendance
  - Malnutrition, child labor, and household works;
  - Dropouts, child marriage and early pregnancy;
- Limited accessibility to digital and alternative platforms
- Lack of supportive learning place at home- slums
- Inadequate access to SRHR support;
- Risk of being increased gender-based violence;

# COVID-19 Response: E-learning in Bangladesh



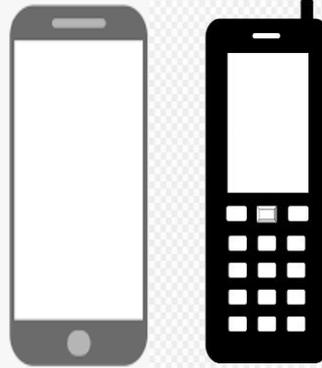
# Key Solutions



Pre-Primary to grade 10  
Sangsad Television  
20 minutes class each  
Short Home Task



Pre-Primary to grade 10  
Community Radio  
Adopted from the TV  
Classes and new class



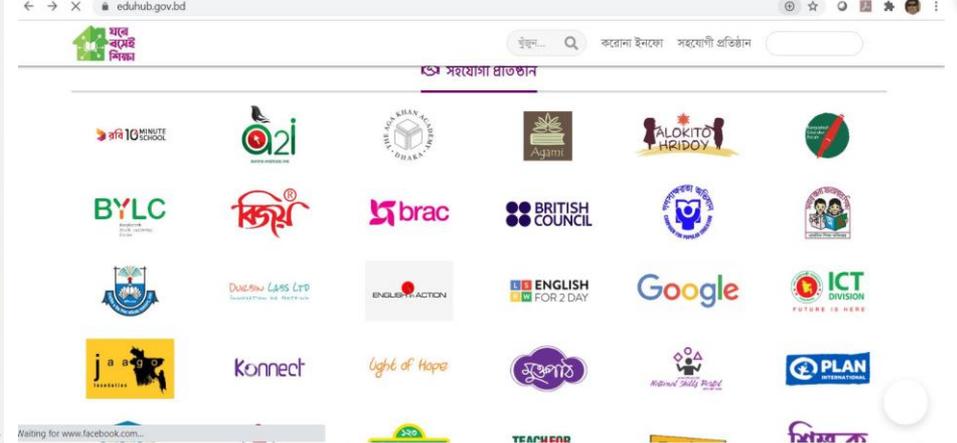
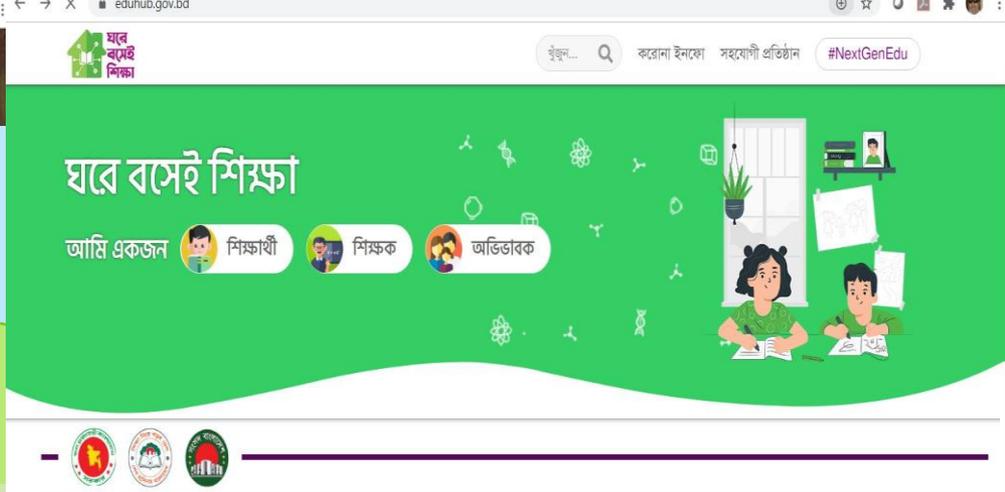
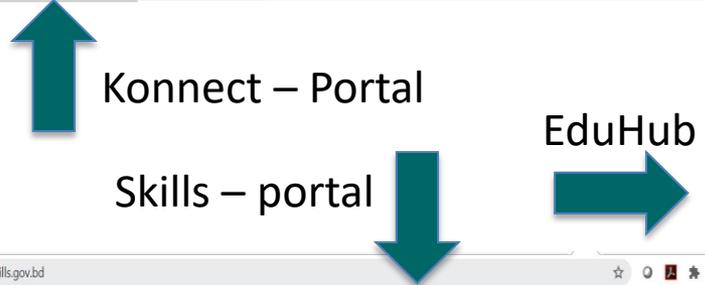
Monitoring and commun. on-going  
SMART Phone can use the internet  
based contents  
Content for feature phone under  
process



Pre-Primary to grade 10  
Back-up of all class telecasted by  
Sangsad Television  
+  
More than 20,000 contents by 25  
providers  
Provided for free of charge  
Many of them are interactive  
Some of them are blended courses  
Grade 11-12 online live class for  
Polytechnic and Skills Dev  
Programme

All contents are available at  
<http://konnnect.edu.bd/>  
<https://www.eduhub.gov.bd/>  
<http://skills.gov.bd/>

**National Stat on Accesses to:** TV - 56% , Radio - 0.6%, Computer - 5.6%,  
Internet -37.6% , Mobile Phone - 95%, but parents work outside



# Technology Solutions

## For the Rohingya Camps



### RADIO PROGRAMMING

Programs for caregivers, learners, and teachers (phase 1)



### LEARNING MANAGEMENT SYSTEMS (LMS)

E-courses available on LMS for training (phase 1&2) and digital teacher guides (phase 2)



### INTERACTIVE VOICE RESPONSE

Audio communication over the phone for supporting caregivers and teachers.



### SHORT MESSAGE SERVICE (SMS) TECHNOLOGY

Communication and e-mentoring.



### EDUCATIONAL GAMES

Development of literacy and numeracy skills.



### WHATSAPP OR MESSAGING PLATFORM

Communication and e-mentoring for teachers.

Piloted EdTech



Source: Education Cluster, Cox's Bazar

System Strengthening

Revisit Curriculum and Assessment to track individual learning

Opportunity for growth through ICT

Capacity Building of teachers and administrators

Reduce dependency of commercial coaching and private tuition

## Recommendations

Education Recovery Plan

Follow School Reopening Guideline

Continue Complementary Activities After the Pandemic

Integration of ICT & Promote Blended Learning

Strengthening Institutional Partnership and Collaboration

Learning through research and innovations as well as from neighbors

Protect education gain and allocate minimum 15% of national budget for Education- supported by better targeted resource allocation and utilisation



Asia South Pacific Association  
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1. Abhivyakti  
India

2. CAMPE-  
Bangladesh

3. CED- Sri  
Lanka

4. KOBLE -  
Vanuatu

5. CSEP- Timor  
Leste

6. NEW-  
Indonesia

7. NCE-  
Nepal

8. E-Net Philippines

9. AFE- Mongolia



## ASPBAE's Youth- led Action Research on (9 countries)

**THE IMPACT OF THE COVID  
PANDEMIC ON THE EDUCATION  
AND LIFE OF THE MARGINALIZED  
YOUTH**



# Mongolia: impact on education

COVID-19

IN MobiCom 36

58% 12:46

Students who live in rural areas are climbing to the hills to find better internet connection to study



- ✓ During the quarantine, TV lessons were conducted by the National Center of Lifelong Education, but marginalized youth have difficulty in access
- ✓ No suitable environment for studying and e-learning at home. There were no devices, no internet connection
- ✓ Students spend less time studying and more time doing housework, especially those in rural areas
- ✓ Students do not fully understand the learning task online and lack capacities for online education



# Youth actions in Nepal: awareness raising through social media

सिकाई जहिले पनि र जहाँपनि हुन सक्दछ

महामारीलाई त्रास भन्दा सिप तथा ज्ञान  
प्रवर्द्धन गर्ने अवसरका रुपमा विकास गरौं ।



## MY RESPONSIBILITY IN COVID-19



Take care of  
mental health



Learning at home



Physical distancing but  
connected



Help siblings play  
and learn at home



Call friends living  
in isolation



Stayed home to protect  
myself and others



Aware about fake  
news and messages



Follow WHO  
guidelines



Don't put myself or  
others at risk



NCE  
NEPAL

## Mental distress during lock down



**Depression and  
Anxiety:** Decreased  
Energy, fatigue,  
restlessness, lack of  
concentration and  
sleep etc.

**Agitation and Anger:**  
Anxiety or mood  
disorder, release of  
stress hormone,  
annoyance etc.



### What can be done?

- Connect with friends
- Involve in reading habits
- Gain new skills (hobby)
- Spend time with family
- Meditation and Yoga



**Fear:** Clinical  
depression, PTSD,  
Weak immune  
system etc.

**Loneliness:** Feeling  
detached, feeling of no  
one "gets" you, poor  
diet, questionable self-  
worth etc.



# Ensuring youth voices through various e-platforms: Nepal and Philippines

## युवाहरूका आवाज



अहिले कोभिड १९ को महामारीको अवस्थामा युवाको तर्फबाट स्थानीयतहको राहतवितरण कार्यक्रम, सचेतनाकार्यक्रममा सहभागीभिई भाइबहिनीहरूलाई सृजनात्मक कार्यमा लाग्न प्रेरित गरेको छु।

प्रिती दनुवार, विद्यार्थी



विद्यालयको अन्तिम परीक्षा राम्रै भएता पनि अप्रकाशित नतिजा, पाठ्यपुस्तकको अभाव र अनलाईन शिक्षाको पहुँच नहुँदा पढाइ छोडेर घरको काममा लागोकाले मेरो शिक्षण सिकाईमा अन्योलता छाएको छ।

मञ्जिता दनुवार, विद्यार्थी

“निःशुल्क र अनिवार्य सार्वजनिक शिक्षा सम्भव छ ।”

शिक्षाका लागि राष्ट्रिय अभियान नेपाल (एनसिई नेपाल)  
जिल्ला समन्वय समिति, पर्वतको संयोजनमा

‘कोभिड १९ : युवा र शिक्षाका सबाल’

**भर्चुअल शैक्षिक सम्बाद शृङ्खला - १**

३२ जेठ, २०७७ [मध्यान्ह १२ बजे]

**बक्ताहरू :**

**सहजीकरण:**



विमल लामिछाने  
पूर्व अध्यक्ष  
जिल्ला युवा समिति, पर्वत



राजेन्द्र बहादुर क्षेत्री  
पूर्व कार्यालय प्रमुख  
जिल्ला युवा समिति, पर्वत

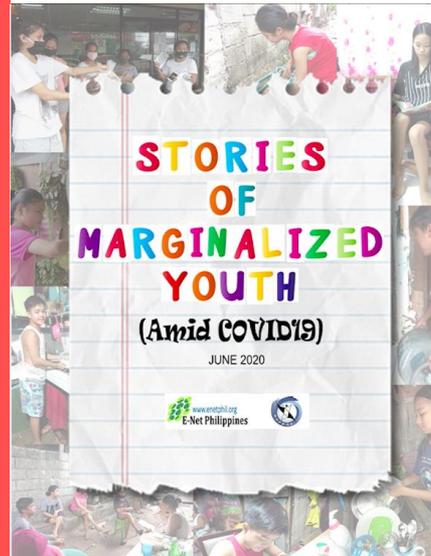


रामु शर्मा  
अध्यक्ष  
पर्वत जेसीज





राजेन्द्र पहाडी  
उपाध्यक्ष  
एनसिई नेपाल



This video documentary is a result of a **Youth Action Research (YAR)** conducted by the youth themselves on the impact of the COVID19 pandemic to marginalized youth.

 [www.enetphil.org](http://www.enetphil.org)  
**E-Net Philippines**



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# Thank You

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