



***REOPEN, RECOVER AND RESILIENCE  
IN EDUCATION:***

**Guidelines for ASEAN Countries**

25 August 2023





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# Objectives and Scope

These guidelines are intended to help the ASEAN Member States 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**:

1. Offer **medium- to long-term strategies** to cope with future shocks and disruptions by strengthening the resilience of the education systems in ASEAN;
2. 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
3. Propose **performance indicators** to monitor and evaluate the progress of these strategies and their results.



# How to Use The 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.





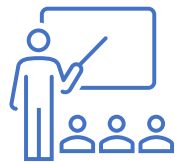
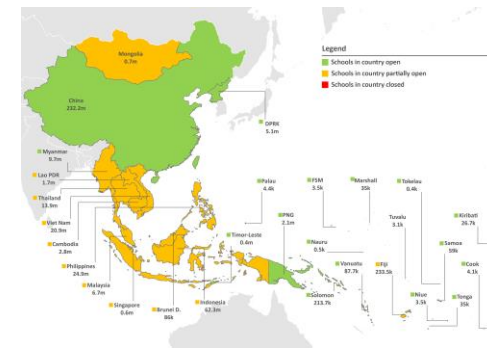
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# I. Theory of Change

***Safe school reopening and operations,  
learning recovery, continuity and  
strengthening the resilience of education systems  
in ASEAN***



**100 weeks** into the pandemic  
**28 weeks** of full closures & **27 weeks** of partial closure on average  
**0.9 learning-adjusted years of schooling** lost



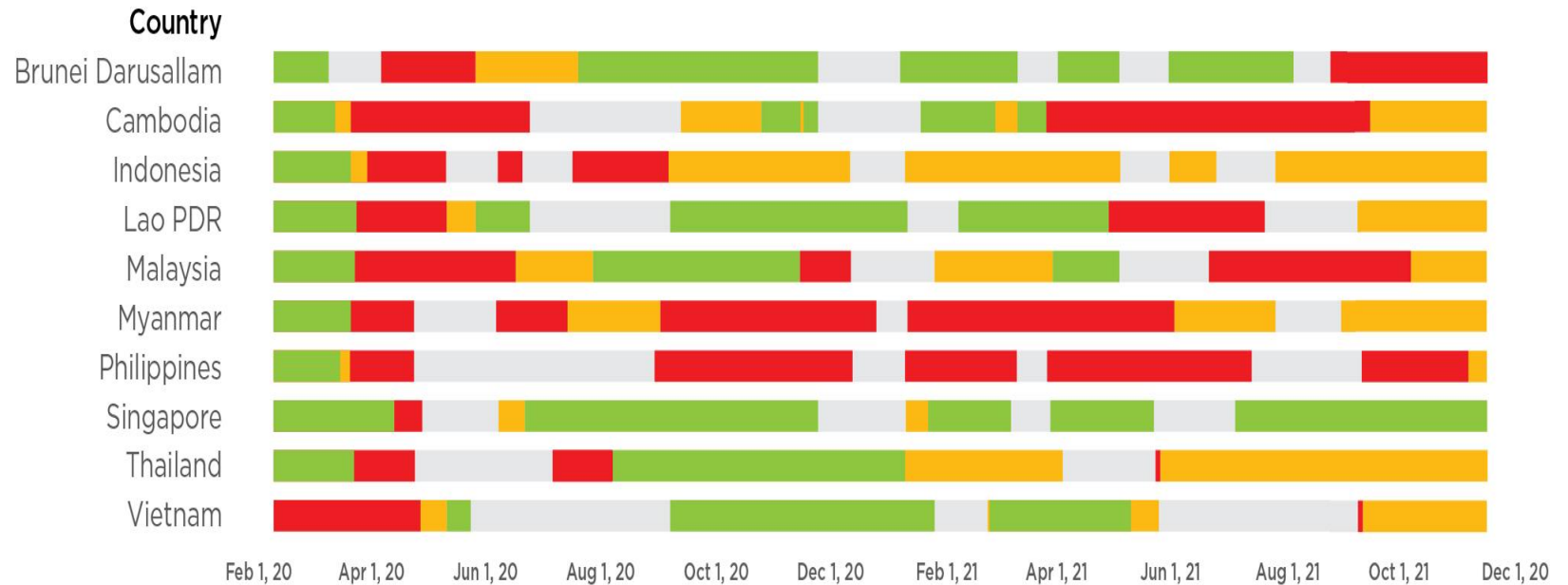
**360 MILLION**

children's learning disrupted



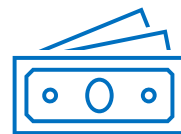
**2.7 MILLION**

additional students may drop out of the school system (inequities/gaps)



**61,000 + 118,000**

more girls at risk of early marriage and pregnancy



**1.25 TRILLION**

\$ loss in future earnings of current learners

**At least 7-8%**

Education Budget need to be increased (only 0.4% stimulus)

**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**

**1. All children and adolescents are served by a resilient education system**

**Programme level**

**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**

**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 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*

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## II. Strategies ('Outcomes')

***Safe school reopening and operations,  
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strengthening the resilience of education systems  
in ASEAN***





## System-level strategies

These are structural medium- to long-term 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.

1. All children and adolescents are served by a resilient education system

## Programme-level strategies

These strategies at the programme level are for governments to achieve immediate education policy objectives during the ongoing COVID-19 pandemic for safe school reopening and operations (Outcome 2), learning recovery (Outcome 3) and return to learning or continuity (Outcome 4).

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



The Guidelines provides evidence-based effectiveness and equity approaches to guide how to implement activities.

# Outcome 1:

All children and adolescents are served by a resilient education system

## **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*

## **Output 1.2**

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

## **Output 1.3**

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

## **EVIDENCE**

- *Disaggregated data and equity analysis (e.g. Early Warning System)*
- *Education workforce support and management*
- *Cross-sectoral support*
- *Innovations (incl. digitization and technology)*
- *Costing and equitable allocation of funds*

## 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)*

### **Output 2.2**

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

### **EVIDENCE**

- *Environmental and personal protective measures*
- *Water, sanitation and hygiene measures*
- *Protocols and referral processes*
- *Risk communication strategies*

# Outcome 3: All students recover their learning losses

## Output 3.1

*Recovered learning losses while also promoting socioemotional development*

**Accelerated  
programmes**

**Primary education (first two years)**

**Bridging  
programmes**

**Remedial programmes**

## **EVIDENCE**

- *Learning recovery and remediation programmes*
- *Formative assessment*
- *Curriculum prioritization, reorganization etc.*
- *Teacher training/support*
- *Parents' & caregivers' engagement*
- *Tutoring, Extended instructional time, Teaching at the right level, Self-guided learning (including CAI)*
- *Socio-emotional learning*

## 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*

### **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*

### **EVIDENCE**

- *EdTech (when, how, for whom, for what etc.)*
- *Information and outreach strategies*
- *Dropout prevention*
- *Effective alternative education programmes for out-of-school children and adolescents*
- *Cross-sectoral support (incl. psychosocial, social protection, nutrition)*



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## III. Monitoring & Evaluation

*Safe school reopening and operations,  
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# III. Monitoring and Evaluation (1)

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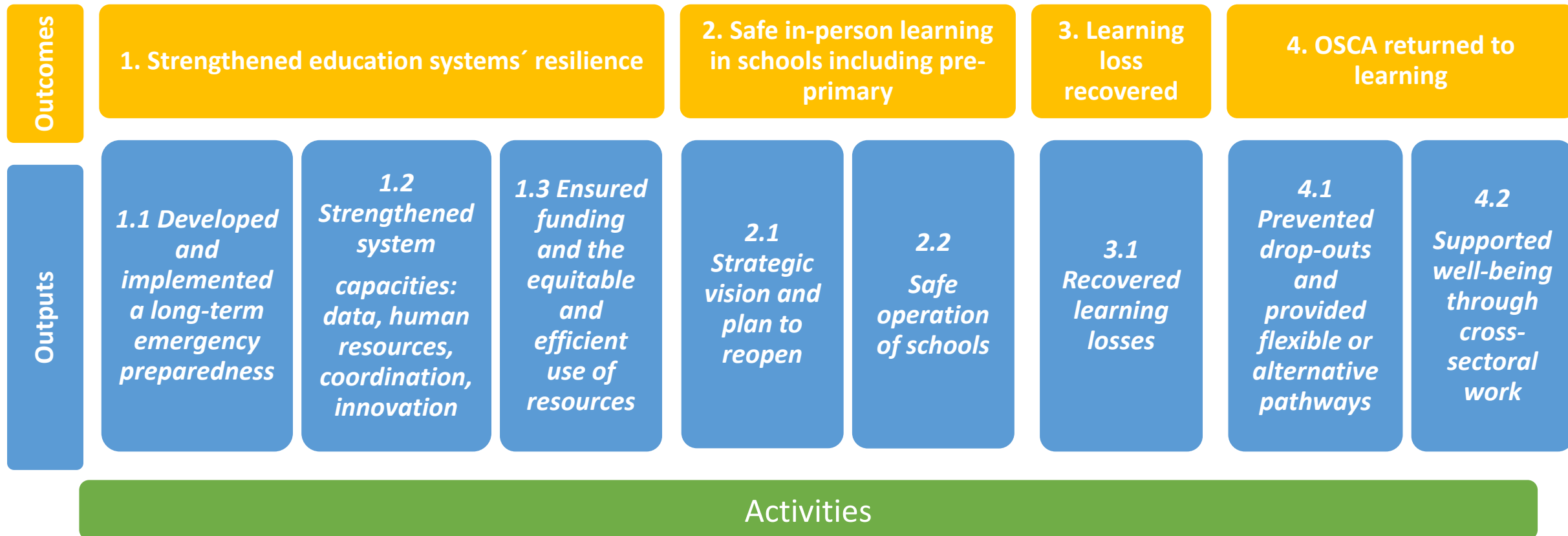
The guidelines propose **performance indicators** defined according to the theory of change. They were developed for the presented strategies for the **outcomes, outputs and activities**.

The suggested indicators:

- are **aligned with SDG4**: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- follow the **SMART** framework; and
- are presented in a general format; however, each MoE can have **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 for all the indicators.

# III. Monitoring and Evaluation (2)

The guidelines also propose **rubrics for self-assessment** that governments can use to review their own **implementation progress** (not comparison etc.), with the **performance indicators** for outcomes, outputs and activities.



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## IV. Recommendations

*Safe school reopening and operations,  
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in ASEAN*



## IV. Recommendations (1)

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1. Schools should **open** and **remain open**.
2. Emphasize the **equity** principle and **inclusion** of the most vulnerable and marginalized populations in all strategies.
3. Prioritize **pre-primary** education and **early learning** with holistic support for young children.
4. 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.
5. Ensure the **return to learning** and **well-being** for all students, including **out-of-school** children and adolescents.



## IV. Recommendations (2)

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6. 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.
7. 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.
8. Strengthen the **education systems' resilience** to cope with the current pandemic and future shocks and disruptions.
9. Conduct effective **advocacy** at the **highest political level**.







**Thank You**