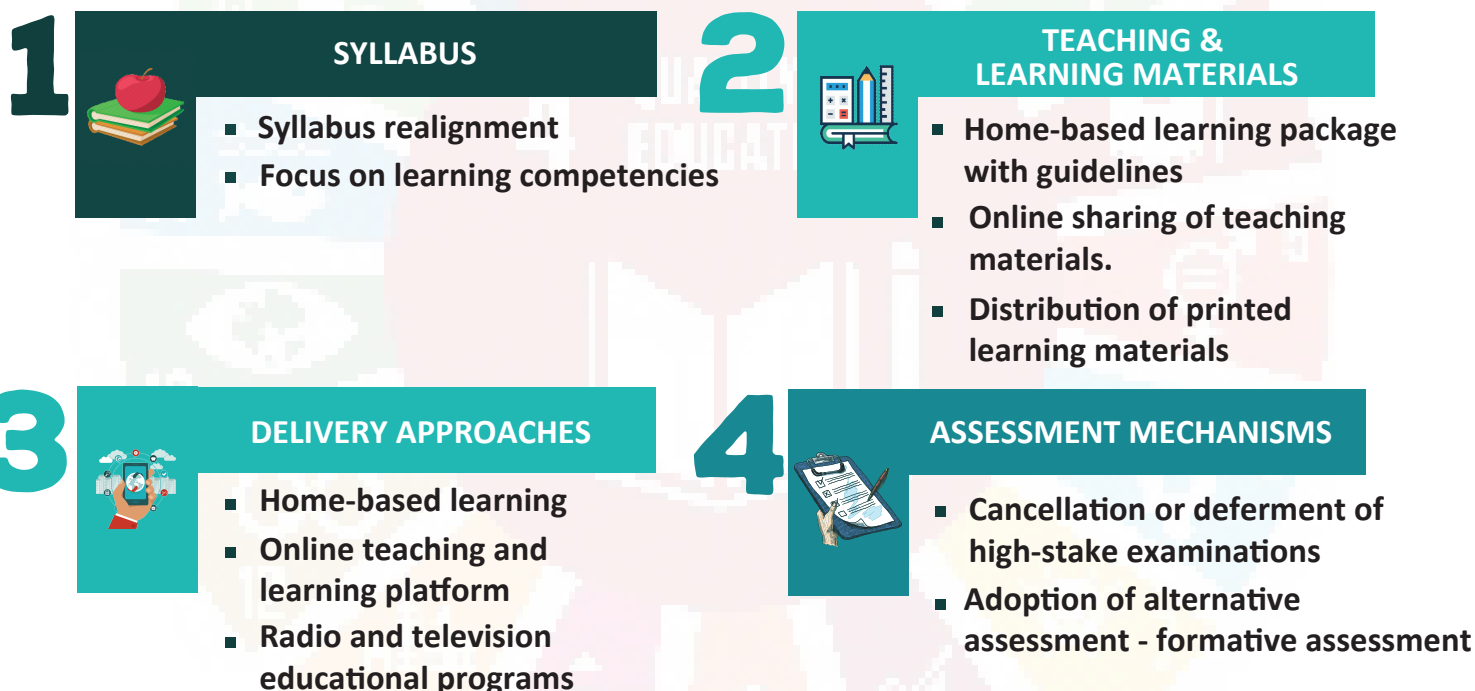


# SUB-REGIONAL EDUCATION POLICY RESPONSE TO COVID-19

The COVID-19 pandemic has affected the entire global populations and has necessitated school closures, physical distancing, and loss of familiar environments. As part of Education Response to COVID-19, UNESCO Jakarta Office fully committed to supporting the Member States for the continuity of education through online and remote learning.

## COUNTRIES' RESPONSE

The relevant ministries for education (Brunei, Indonesia, Malaysia and Timor-Leste) or Department for Education (Philippines) have taken related responses to ensure continuity of learning through multiple learning delivery modalities. The responses by each country focus on four main pillars of curriculum implementation: a) syllabus, b) teaching and learning materials, c) delivery approaches, and d) assessment mechanisms.



## SUPPORTING INITIATIVES

- Clear policies and guidelines on health protocols and curriculum implementation.
- Continuous information exchange and consultation between parents and teachers.
- Coalition with industries, government and international agencies.

## CHALLENGES

- Teachers, Students and Parents Readiness for online and remote teaching and learning
- Monitoring of students' learning
- Lack of internet coverage and devices

# Members' State Education Response to COVID-19



## BRUNEI DARUSSALAM

Brunei Darussalam introduces a prudent policy and quick actions that leads to an integrated plan of response policy. The specific strategies comprise of training of teachers, development of home-based learning materials, and promoting online teaching and learning, including television educational programs. Obtaining devices to those in need is supported through coalition between ministries and industries.



## INDONESIA

Introduces Precautionary and Mitigation Policy to ensure continuity of learning and safety. Online learning serves as the main delivery approaches while being supplemented by social media applications. Teachers are encouraged to focus on character building rather than completing the syllabus within the limited time.



## MALAYSIA

The transition from physical to virtual classrooms was facilitated by the Digital Learning Platform to integrate digital tools to support online teaching and learning. The educational TV programme was re-introduced on terrestrial free-to-all TV, which is aired six hours daily. Teachers make efforts to travel to deliver worksheets to remote areas and indigenous communities.



## PHILIPPINES

Department of Education provides guidance on the delivery of education in a safe environment for all stakeholders. Printed modules are sent to students' homes or picked up by parents at designated places. DepEd Central Office provides the framework and resource support to prepare teachers and school leaders for multiple learning delivery modalities.



## TIMOR-LESTE

Timor-Leste has made optimum use of Education TV programs, digital library, free YouTube channels to deliver the learning materials. The traditional short message service (SMS) and books or printed learning materials is used to reach the students living in remote areas. Coalition with international organizations and countries is established to assist Timor-Leste in distance learning and teachers' training.

## Recommendations



### HUMAN RESOURCE DEVELOPMENT

- Enhance teachers' competencies for online & remote teaching and learning.
- Equip parents with competencies to facilitate children's learning.



### TECHNICAL

- Coalition with strategic partners towards effective internet coverage and electronic devices.
- Enhance quality of distance-learning adopting diverse educational technical system including on-line, radio, mobile phones, television programmes reflected by each country's field situation and need.



### ENFORCEMENT

- Flexibility in curriculum implementation
- Monitor the quality of students' learning.
- Ensure equity in all areas of action in SDG4.
- Ensure administrative guideline in line with health protocols.



### HEALTH & WELL-BEING

- Strengthen the national system for learning content for the well-being of humanity through psychosocial supports, inclusive networks of partners, and enhancement of advocacy.

FOR FURTHER INFORMATION, PLEASE CONTACT:

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