



United Nations
Educational, Scientific and
Cultural Organization

COVID-19 EDUCATION RESPONSE POLICY



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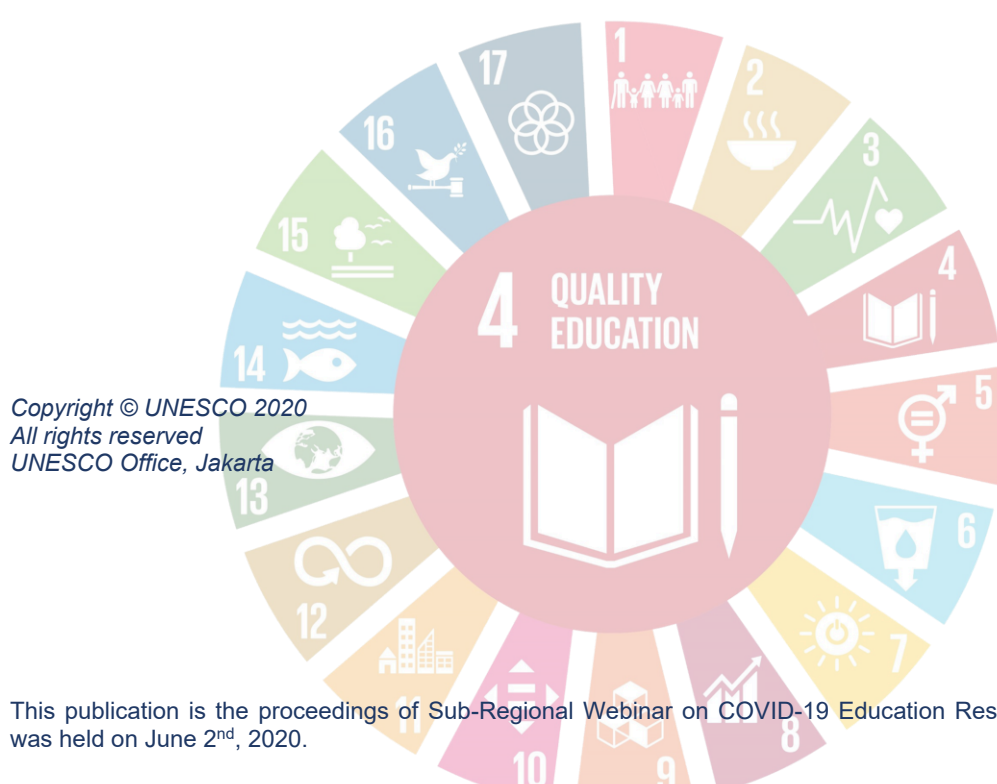
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Foreword



PROF. SHAHBAZ KHAN

Director Regional Science Bureau for Asia and the Pacific and UNESCO Representative for Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor-Leste, at UNESCO Jakarta

The COVID-19 pandemic has affected all populations of the world and has necessitated school closures, physical distancing and loss of familiar environments. It has restricted movement of people, disrupt our normal routines, curtail our social interactions and deprive us of traditional learning methods that led to increased pressure, stress and anxiety for all especially the young people, their families and communities. Ms. Audrey Azoulay, the Director

General of UNESCO has mentioned that 1.19 billion learners are out of schools, and 150 countries including the Five Cluster Countries of UNESCO Jakarta Office have been affected by school closures. As part of Education Response to COVID-19, UNESCO Jakarta Office has been serving the Member States for the specific education fields such as Sector-wide Education Policies, Teachers Policy and Trainings, TVET, Education for Sustainable Development, and Inclusive Education.

UNESCO Jakarta Office have also been implementing various field activities to support teachers and students by mobilizing not only our education specialists but also those national expert resources through E-events including Open-Lectures and E-Trainings for inclusive learning opportunities together with psychosocial supports for well-being for all during this difficult period through specific projects, such as Out-of-School Girls Education Project and Learning for Empathy Project. As partnership is the only way forward, UNESCO Jakarta Office calls for coalition amongst the Governments, international organizations, private sectors, and civil society representatives for coordinated and innovative actions in this sub-region. In particular, we fully committed to supporting the Member States for distance-learning through sharing e-resources and providing e-trainings targeting teachers and students for the continuity of learning at home.

Lastly, I would like to thank the speakers from the Ministry of Education who will share and present the Education Response Policies and how these policies are implemented during school closure in the COVID-19 pandemic situation in each country. Thank you.



Foreword



PROF ARIEF RACHMAN

Executive Chairperson, at Indonesian National Commission for UNESCO

COVID-19 pandemic is a test to all of us that we must not stop working but need to be more energetic. We would like to embrace not only the educationalists, but also parents and students, in line with government. We must be very careful and prudent in formulating new regulation, especially the schools had been encouraged to creative and adopting new technology. Indonesia is a big country: we have millions of students and about three million teachers. It is a big job to all of us. We have all the students and teacher spread out in all the islands

throughout Indonesia.

COVID-19 pandemic is a global public health crisis. It tells us that greater and closer cooperation among us is the key when dealing with this condition. The roles of UNESCO member countries and policy makers are very important.

In closing, on behalf of the Indonesian National Commission for UNESCO, Ministry of Education and Culture of Indonesia, I would like to encourage all the national commissions for UNESCO, especially in this region, to continue your support on UNESCO program and its implementation. To conclude, I pray all of us will be safe and never give up when facing this pandemic. Thank you.



Abbreviations

APTI	-	Authority Information Technology Industry
AI	-	Artificial Intelligence
AR	-	Augmented Reality
BE-LCP	-	Basic Education Learning Continuity Plan
COVID-19	-	Corona Virus Disease 2019
CMCO	-	Conditional Movement Control Order
CPD	-	Continuing Professional Development
HBL	-	Home-Based Learning
ICT	-	Information and Communications Technology
IGCSE	-	International General Certificate of Secondary Education
MCO	-	Movement Control Order
MELC	-	Most Essential Learning Competencies
MEYS	-	Ministry of Education, Youth and Sport
MOE	-	Ministry of Education
MOEC	-	Ministry of Education and Culture
MOH	-	Ministry of Health
MOEDLP	-	Ministry of Education Digital Learning Platform
MTIC	-	Ministry of Transport Info Communication
RMO	-	Restricted Movement Order
RTB	-	Radio Television Brunei
SBA	-	School Based Assessment
SDG4	-	Sustainable Development Goal 4
SOP	-	Standard Operating Procedure
STEM	-	Science, Technology, Engineering and Mathematics
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations Children's Fund
WHO	-	World Health Organization

Executive Summary

COVID-19 pandemic has necessitated for physical distancing to curb the spread of the disease. As a result, schools instantaneously transitioned to remote teaching and learning. Challenged by the physical school closures, this E-Forum proceeding aims to synergize the sub regional countries' education responses and efforts, in ensuring learning is continued for all. In this region, UNESCO through its Jakarta Office is fully committed to support its Member States in upscaling their best practices of remote and distance learning in safeguarding that 'no child is left behind' as an impact of COVID-19 pandemic in this region.

The education response of the five countries (Brunei, Indonesia, Malaysia, Philippines, and Timor-Leste), in general, has its commonalities, differences and uniqueness. Re-looking into the syllabus goals, modes of delivery and assessment was the common strategic approach. The differences appear at the level of implementation. Indonesia and the Philippines have focused on providing core competencies. Meanwhile, Brunei and Malaysia concentrated on enhancing online teaching and learning modality whereas, Timor-Leste focused on on-line mode training for teachers. All five countries embrace students learning through home-based learning kit, radio and television education programmes, regardless of their socio-economic background. Thus, the delivery approach ranges from using high tech to non-tech approaches. Two distinct methods of assessment were enforced-cancellation or deferment of high-stakeholder evaluations and emphasis on formative evaluation.

Best practices have also been shared by each country to ensure that policies and strategies are effective. Telecommunication agencies and the Ministry of Health (MOH) were the key collaborators in ensuring continuity of learning in a safe teaching and learning environment for all five countries. The development and issuance of clear policies and guidelines to implementers (teachers, parents, and students) is vital. Undoubtedly, parents' involvement and support were two crucial elements for their children to thrive in the remote learning situation.

The disruptive force of this pandemic led to few challenges. The readiness of teachers to engage in remote learning and to adopt online teaching is a common challenge across countries. In addition, the monitoring of student learning is another challenge for teachers. It is argued that the utmost challenge for students is to be able to learn in the context of remote learning. Accessibility to the Internet and learning gadgets are two critical aspects that need to be addressed to ensure effective and meaningful learning on the part of students themselves.

Despite these challenges, the educational policy makers across all five countries recognized opportunities towards betterment of the educational system to ensure Education for All initiatives is met - the concept of equity, equality and accessibility towards learning across all spectrum of students' characteristics. The learning disruption due to COVID-19 has been an impetus for all five countries to propel the implementation and reformation of their education policies. The common lesson learned in all countries was the equity gap between rural and urban, Internet access, is real and needs to be resolved or become the country's main priority. Hence, it could be concluded that immediate actions that need to be taken should focus on equality in terms of human development, technical, enforcement and humanity issues.





CHAPTER 1

INTRODUCTION

Chapter 1: Introduction

BACKGROUND

School closures, including universities, training centers and other education institutions, have been implemented in most countries worldwide as a preventive measure to curb the further spread of the COVID-19 pandemic, causing an unprecedented disruption of education and affecting more than 90% of the school population. Ministries of Education (MOEs) in the region are making efforts to ensure continuity of learning through alternative delivery modalities. Education policy is in place to ensure that the quality of inclusive learning remains the same as it has been in the normal situation.

UNESCO has been continuously monitoring the closures of schools' policy in the region. UNESCO has also learned that Education Emergency Policy has a large set of issues to address, including prioritizing target groups (e.g. based on socio-economic background, education level, etc.), determining the school calendar, organizing the teaching and learning processes while maintaining social distancing, managing absenteeism and dropouts, responding to special needs groups, implementing sanitary measures, and others.

At the global level, UNESCO, as part of the Global Education Coalition, is supporting countries in expanding their best distance learning practices and reaching the most vulnerable children and youth, including technical assistance to quickly prepare and deploy inclusive distance learning solutions, using hi-tech, low-tech and non-tech approaches.

In order to bring together our respective efforts on how education response policy during the COVID-19 pandemic, the UNESCO Jakarta Office organized a Sub-Regional Webinar on Education Response Policy, which aims to synergize response in the region to better impact both the government and the education community.

OBJECTIVE

The aim of the Webinar is to facilitate the sharing of information and dialogue on effective strategies for the continuity of learning due to school closure, challenges and ways to address them.



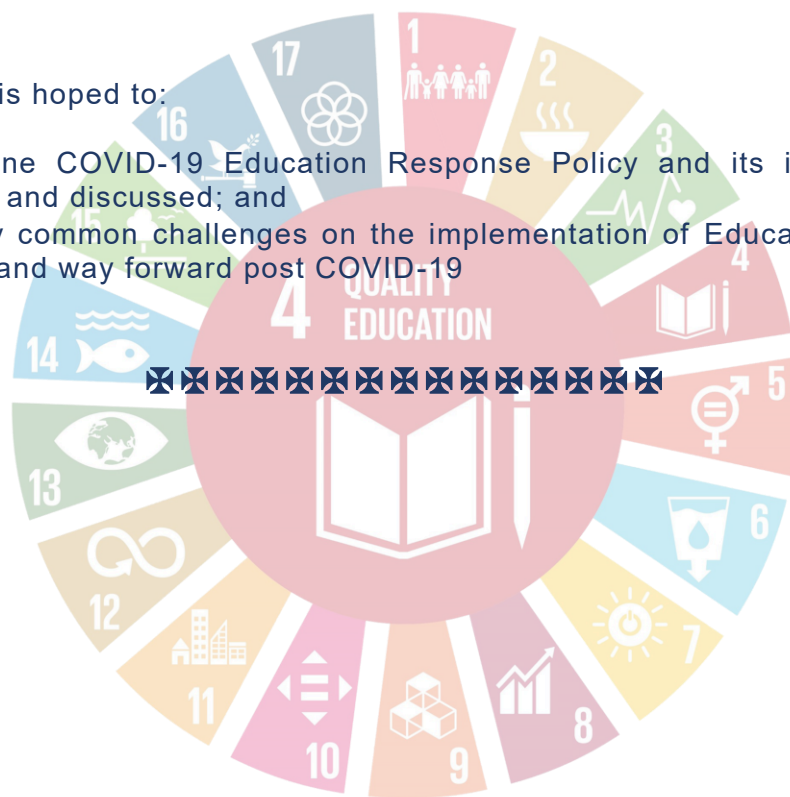
SCOPE OF PRESENTATION

1. *Education Response Policies* developed or implemented to support the continuity of learning process at all level of education.
2. *Good practices* on Education Response Policy developed and implemented, and how far have policies good practices been integrated in relevant policies.
3. *Challenges and lesson learned* of the implementation of the response policies, as well as available support from the education stakeholders, private sectors, and civil societies.
4. *The integration plan* of response policies to the school reopening post COVID-19 pandemic.

OUTCOMES

This webinar is hoped to:

- Underline COVID-19 Education Response Policy and its implementation shared and discussed; and
- Identify common challenges on the implementation of Education Response Policy and way forward post COVID-19





CHAPTER 2

COUNTRIES REPORTS ON COVID-19 EDUCATION RESPONSE POLICY

Chapter 2: Countries Reports on COVID-19 Education Response Policy

2.1 BRUNEI DARUSSALAM



MRS MARINA CHEK BUJANG

Director General of Education
Ministry of Education
Brunei Darussalam

2.1.1 INTRODUCTION

When COVID-19 was declared as Global Pandemic on 11th March 2020, the Government of His Majesty, the Sultan provided prudent policy and quick actions. As a result, the situation in Brunei was under control. Unlike most countries, no lockdown in the true sense was imposed in Brunei. Thus, schools and universities remain opened. Only that the mode of teaching and learning was shifted to suit the needs of the prevailing situation due to the impact of the pandemic- which is mainly online and home-based teaching and learning.

Since the end of the calamity cannot be predicated with certainty, Brunei MOE adopts a pragmatic and cautious policy. Based on the various background of the stakeholders (namely students and teachers) and situations, Brunei's education response to COVID-19 in terms of approach and management of issues is done in an integrated and collaborative manner. Such an integrated approach involves the collaboration of various industries and agencies in ensuring continuation of learning and the collaboration is guided by the Ministry of Health.

Brunei Ministry of Education (MOE) will continue to monitor the situation within and outside of the country. The Director General also stressed that the MOE Brunei Darussalam is committed



to deliver teaching and learning in the challenging times while keeping the interest, welfare, and safety of students as topmost priority.

2.1.2 ACTIONS TAKEN

As effort to mitigate the impact of COVID-19 pandemic, Brunei MOE has brought forward the Term 1 school holiday to 11th March 2020 from 14th March 2020 till the last week of March 2020. For the second term of the school academic session, in view of the pandemic situation might still exist and with the guidance of the Ministry of Health, the MOE has embarked on integrating the use of technology (online learning) and providing Home Pack Learning material to schools beginning from 30th March till today. Basically, learning from home was the action taken by the MOE for all students ranging from preschool to the university levels.

In these challenging times, the delivery had to change so as to serve the students' education. Teachers are beginning to learn how to teach in a new way, and it has been observed that teachers are beginning to engage in creative ways to serve and deliver education to their students.

In the case of instruction, Brunei MOE encourages teachers to use multi-faceted approaches or blended learning using various teaching modalities. Teachers use various online media related to teaching and using a variety of teaching and learning platforms, such as Microsoft Teams, Kahoot and videos. Television educational programs were linked to the home learning package.

In the case of the assessment, it was switched from conventional assessment to alternative assessment and continuous based assessment. Students' learning outcomes were assessed by 100 per cent course work or time-constrained online examinations.

In ensuring the policy is implemented effectively, Brunei MOE has taken the following actions.

- The MOE has provided guidelines for Home-Based Learning (HBL) for students, teachers, and parents. Schools had the opportunity to train teachers using the various learning platforms and websites. Teachers also prepared the learning materials for students who have no access to the internet and personal devices.
- Guidelines from Ministry of Health on health measures and social distancing were made mandatory to all schools.
- Continued provision and improving of infrastructures and accessibilities to online teaching and learning (e-Learning) whereby all schools and universities has switched to e-learning from 11th March till today. The success of e-learning was made possible through the collaboration with telecommunication agencies to provide affordable internet packages. Donation drives for obtaining devices to those in need was collaboratively done with Ministry of Transport Info Communication (MTIC) and Authority Information Technology Industry (AITI). The MOE with the collaboration of Institute of Brunei Technical Education had also led the charity drive towards the purchasing of learning devices to support e-Learning especially for the underprivileged students.
- The MOE works collaboratively with Radio Television Brunei (RTB) to broadcast the TV education program for Year 6 and Primary 6 (Religious School) which will sit for the Year 6 examination to ensure continuity learning and minimal disruption. The broadcast takes place daily from 8.30am till 11.00am.
- The scheduled on-campus examination was cancelled and had shifted to alternative assessment. Examinations such as IGCSE, O-level, A-level, International Baccalaureate scheduled for May 2020 and June 2020 were cancelled. The MOE has



approached Cambridge Board Examination to come up with an alternative examination. The MOE has decided that all higher education institutions in Brunei have no on campus examination.

In anticipation of the pandemic prolonging for some time, the reopening plan strategy for all schools and institutions of higher education is tabulated in an integrated and organized manner. This response policy integration plan has brought numerous agencies in Brunei to cooperate in delivering the most successful education response. The plan includes:

- With the guidance of Ministry of Health (MOH), all schools are to apply the guidelines for Social Distancing, Health Measures and School Operational Plan including for religious schools. Preventive equipment such as face masks and temperature monitors are mandatory.
- The MOE has provided school reopening plan strategy which comprised of a) five operational models for primary and secondary schools and b) four models for 6th form centers. Each school has the autonomy to choose any of the models.
- As advised by MOH, a matrix operation for de-escalation process for reopening of schools in four stages is drawn up:
Stage 1 - only students sitting public examination classes [year 6 8, 10 (express), 11, 12 & 13].
Stage 2 - all primary schools
Stage 3 - all secondary and 6th form centers
Stage 4 - all schools

The reopening of schools would also depend on the COVID-19 pandemic situation in Brunei.

2.1.3 LESSONS LEARNED

The following challenges were described in these challenging situations as education delivery has impromptu imposed instruction and assessment on various stakeholders through online learning and home-based learning.

Readiness

Teachers had to implement online teaching instantaneously and had to prepare home based teaching materials. Thus, forces the teachers to be creative in both modes of delivery. Another challenge is for the teachers to monitor their students' performances. Students on their part have to adopt a new way of learning. Primary school students need parental guidance and higher education students need to be more self-directed in their learning. Especially for working parents, due to many constraints, they have less time to support the learning of their children and also to monitor their progress in learning. The lack of skills in computer literacy was a major concern among parents too. Thus, the role of parents is crucial to ensure learning is continued and progressed.

Technical Issues

It is evident that there is a constraint on internet connectivity and devices to ensure that online learning is carried out.

Well-Being of School Community

In moving towards to the new norm, there is a need to modify the curriculum to cater for the home based and online learning. Teachers are also concern that they are unable to complete



the syllabus. Thus, curriculum implementation must be flexible in terms of its approach and delivery.

2.1.4 CONCLUSION

Many lessons learned in terms of how Brunei MOE reacted to the COVID-19 pandemic situation. It began with a prudent policy and quick actions that eventually led to an integrated plan of response policy. Relevant strategies have been provided, namely the training of teachers, the development of home-based learning materials and the provision of various online learning platforms to ensure continuity of learning. These strategies serve as a measure to overcome this unprecedented set of circumstances. The Brunei MOE is striving to make as few mistakes as possible and to move forward accordingly.

2.2 INDONESIA



DR IWAN SYAHRIL

Director General of Teachers and Education
Personnel,
Ministry of Education and Culture
Indonesia

2.2.1 INTRODUCTION

The urge to answer the call of the era in alignment with the IR 4.0, the Ministry of Education and Culture (MOEC) of Republic of Indonesia had started the new education reform at the end of 2019. The reform is to move to just in time learning to equip students with relevant skills and lifelong learning to face challenges ahead. The constructive reforms had opened



lots of opportunity in utilizing technology to give variation in teaching and learning approaches, the discovery of artificial intelligence and the initiation of big data. The target of the reform is to personalize curriculum to be more flexible, highlighting on character building and student centered instead of mastering the content. The push towards innovation in teaching and learning has been disrupted by the COVID-19 pandemic and it's a worldwide crisis. Republic of Indonesia has to respond in order to adjust the new reform with the "new normal" to provide quality education and continuum of learning.

2.2.2 ACTIONS TAKEN

Republic of Indonesia is looking forward in the response to COVID-19 to ensure the continuity of learning. The sharing on education policy during the current pandemic was divided into four sections starting with establishing education policies to support the continuity of learning process. There are two (2) policies that were introduced, the first is Precautionary Policy and the second is Mitigation Policy. Precautionary Policy was started on 9th March 2020, all schools and universities are instructed to coordinate with local health offices to learn about COVID-19 and how to deal with it. As we know that Indonesia is a large nation and it is essential to spread awareness about the pandemic, however it's not an easy task because there are more than 500 municipalities and thousands of islands and the impact of the pandemic is different from one to another. Awareness to the pandemic at this stage is focusing on healthy lifestyle in maintaining cleanliness and diet which is important to combat infection.

Throughout the Precautionary Policy, education facilities need to provide hygiene amenity for washing hands with soap, drying hands with tissues or hand sanitizer in strategic locations within the infrastructure. Schools and universities were advised to promote healthy lifestyle and implement strict facilities cleaning procedures, monitoring sick and absent students, teachers, and administrators with a special attention to the sickness related to breathing difficulties must be taken into account. School staffs were required to do shift among them, avoid physical contact and activities include mass gathering in schools and universities. The Precautionary Policy is crucial to address awareness to the society about the seriousness of the pandemic and how to respond to it by taking precautionary actions to stop the infection. As the pandemic is getting serious after two weeks, MOEC examined the dynamic of the pandemic and came up with assumptions that differ from week to week to coordinate measures that have to be taken according to region in adjusting teaching and learning strategies and overall educational operations.

Mitigation Policy which started on 24th March 2020 focused on how to deal with the crisis. The most important emphasis is to reduce ambiguity among teachers to complete the curriculum. Teachers were also responsible to assist their students and respective parents to understand about COVID-19 and information about healthy lifestyle during the pandemic. Lessons were not only focusing on reading but also providing feedback to students to improve their learning. Mitigation Policy is stricter than its predecessor, Precautionary Policy whereby all mass gatherings were strictly prohibited.



Major National Examinations were canceled. School examinations and new students' admission that required mass gatherings were prohibited. The delivery of education takes place at home by lifting the pressure to finish the curriculum and assessment should focus on providing feedback to students (formative assessment) and not on giving grades (summative assessment). Teachers were encouraged to create lessons that are relevant, accessible, and meaningful for students such as lessons related to COVID-19 and life skills. MOEC is flexible in allowing schools to use School Operational Assistance Funds for COVID-19 preventions. For example, in purchasing hand sanitizer, mask, disinfectant and distance or online learning purposes.

The second section is focusing on good practices to support the continuity of learning processes. There are two modes of learning platforms. The first is the internet platform and the second is without the internet platform. MOEC has launched a website (<http://bersamahadapikورونا.kemdikbud.go.id>) to help teachers to find information about free online learning applications and a website (<https://guruberbagi.kemdikbud.go.id>) using a crowdsourcing model where K-12 teachers can share lesson plans and materials that they used during COVID-19 pandemic. These platforms provide teachers and students readily available materials and can be used directly, or teacher can create their own lesson and share it with other colleagues. However, it is crucial for the teachers and students to have access to the internet to use such platforms. MOEC has collaborated with telecommunication companies to provide free data for online learning applications and school can use the government's assistance fund to buy phone credits and internet data required for distance or online learning. Teachers and students from K-12 are benefited from this free data. As per 1st June 2020, these platforms obtained 396,000+ visitors, 185,000+ materials were downloaded, and 3,400+ lesson plans were made available and received 12,400+ likes.

For those who have internet constrain, television educational programs were made possible for them to continue their access to education. Public television broadcaster TVRI plays an important role to ensure continuity of learning by focusing on literacy, numeracy, and character development. The programs were not only benefited to teachers and students but also to parents in helping them to understand about COVID-19 and its consequences. The key objectives of the television educational programs are to facilitate students, teachers and parents that do not have online learning access especially in the remote areas and to educate general public about cultural values. Programs for students learning, teachers, parents and culture will be aired 31 hours per week. Today, it is reported that this television educational program got the highest rating in Indonesia.

Early survey on the television educational programs indicated very positive responses from students, teachers, and parents. A total of 99% of students, teachers and parents are aware of the programs and 94% students watched the programs with the frequency of 4.8 times a week and 7.8 satisfaction rate (10 is the highest score). About 98% teachers in non-remote areas watched the programs with the frequency of 4.1 times a week and 7.5 satisfaction rate (10 is the highest score). It was also revealed that 77% of teachers in remote areas watched the programs with the frequency of 3.2 times a week and 7.0 satisfaction rate (10 is the highest score). Additionally, about 96% of parents watched the programs with the frequency of 5.2 times a week, with 8.2 satisfaction rate (10 is the highest score).



2.2.3 LESSON LEARNED

The third section highlights the challenges and lesson learned notably on widening the gap on the access to education and reducing anxiety to accelerate technology adoption in teaching and learning. Teachers and students gravitate towards the online learning platform they know best and comfortable with. Nationwide survey conducted in 2019 has shown that 83% of mobile users in Indonesia use WhatsApp application. Thus, WhatsApp is seen as the best platform in learning by sharing information easily through it but there are some limitations to implement it. In addition, teachers in schools where socio economic limitations are especially prominent often avoid platforms that will cost them too much storage space and data usage, even though they know these platforms can significantly help them in reducing manual work and redundancy. Adopting complex and data-heavy platforms means widening the gap between privileged and underprivileged students. It is often difficult for teachers to maintain students' attention throughout the online learning process and keep students interactive and inquisitive as well as accurately measuring their capabilities. For most of the teachers, they were struggling and facing many difficulties technologically and pedagogically. Indeed, this situation is not unique to Indonesia, but many other countries in South East Asia.

Thinking about the obligation of completing the program raises anxiety among teachers because they believe they will be left behind and made accountable for that reason. The challenge is to find a balance between the most relevant and basic teaching skills and the urge to complete the curriculum while at the same time maintaining the best system for learning that is accessible for all students. The pandemic has opened up to many opportunities for teachers to look on broader adoption in using online tools and materials, becoming more creative in making materials that is more engaging and motivating. Home-based learning provides more options for parents to become more involved in the learning process of their children, and thus monitor their progress. The unlimited choices in teaching and learning approaches tacitly democratize the access to education for all children regardless of their identities and background, which will lead to subsequent attitudinal changes towards meaningful technology utilization in teaching and learning. This will certainly help Indonesia in gaining momentum and moving forward towards education reform as envisaged in its educational agenda.

The fourth section will concentrate on school reopening for the “new normal” during and post COVID-19. The most important aspect before the reopening of schools is safety first. The region and schools must be declared safe by the health authorities and even if the school is declared safe by the authorities, the school has the ownership to decide whether they want to reopen or continue with online learning. The reopening of schools must be done in stages following the guide and advice from the authorities.

Meanwhile teachers are advised not to adhere to the completion of curriculum but to adjust it with the students' needs and adopting various approaches like blended learning and online or distance learning in order to avoid face to face engagement. Teachers need to differentiate their students according to their needs and abilities and teach them accordingly. Formative assessment is the best solution in this pandemic situation and teachers are required to differentiate their instruction to cater diversity in terms of students' needs and



learning capabilities. Reducing hours in teaching and learning must be taken into consideration to ensure quality engagement of students throughout the learning process in this pandemic situation.

2.2.4 CONCLUSION

All nations in the world are facing the same pandemic and the continuity of education is a must in the “new normal” environment. The ability to adapt in the new environment depends on the mental state of the individual to be comfortable in an uncomfortable situation. Indeed COVID-19 pandemic has opened many new dimensions in teaching and learning, especially in changing attitudes towards the adoption of technology, diversifying teaching and learning strategies and working together collaboratively among teachers, students, parents and authorities in ensuring safety and maintaining the quality of education. Undoubtedly, the pandemic has slowed down the newly implemented Indonesian educational reform in many aspects, but it gives the Republic of Indonesia muscles to further accelerate and fulfill the education reform agendas.

2.3

MALAYSIA



DR HABIBAH ABDUL RAHIM

Director General of Education
Ministry of Education
Malaysia



2.3.1 INTRODUCTION

As the outbreak of COVID-19 escalated in most countries of the world and declared as global pandemic by the World Health Organisation (WHO) in March 2020, Malaysia imposed a nationwide Movement Control Order (MCO) in mid-March 2020 in order to contain the spread of COVID-19 infections, and this action was one of the earliest imposed by countries in the South East Asia. Subsequently, the MCO was replaced by the Conditional Movement Control Order (CMCO) in May 2020 to ease the lockdown and allow businesses and public sectors to operate. Schools remain closed during the MCO and CMCO, and until today, school are closed for more than two months. The school closures affect more than 5 million students and 440,684 teachers from a total of 10,713 schools. Like many other countries in the world, education in Malaysia has undergone dramatic changes as a result of the COVID-19 pandemic. The most distinctive changes is the rise of home-based learning that requires teachers to use remote learning solutions to provide continued learning opportunities for students. Nonetheless, the closure of schools would most likely cause a huge loss of learning, which will lead to disengagement especially among those who are at risk of dropping out and the vulnerable groups.

2.3.2 ACTIONS TAKEN

The Ministry of Education Malaysia realizes that the educational content must be made available on other platforms to facilitate the learning process. Hence, the Ministry released circulars and guidelines for implementation of teaching and learning during MCO which emphasized on home-based learning. This requires teachers to use remote-learning solution to provide continued learning opportunity for students.

The sudden disruption of schooling has caused the Ministry of Education to re-evaluate its goal especially in providing access to education so that the short and medium-term goals could be achieved. The goals which are anchored by the Malaysian Education Blueprint, include five aspiration goals, namely, access, quality, equity, unity and efficiency. During the MCO, these goals were re-aligned and re-strategized, so that they are in line with the new method of home-based learning. For instance, in terms of access, the re-aligned goal is to ensure that all students have access to education and learning via multiple platforms at homes; in terms of quality, the goal is to ensure that teachers with the support of parents, are able to maintain and deliver quality lessons via multiple platforms, as well as ensuring teachers to be equipped with the knowledge to deliver home-based learning to students. Furthermore, in terms of equity, the re-aligned goal would ensure the delivery of educational content on various platforms would reach students who have different access to technology; in terms of unity, the goal would ensure the online platforms promote interactions amongst students of different races; whilst the last goal, i.e., efficiency, would maximise the use of various digital learning platforms, communication technologies and terrestrial televisions in delivering educational contents.

The MOE is emphasized on the preparedness of teachers and students in online learning because the effectiveness of online teaching and learning requires mastery of skills and competency that are differ greatly from physical teaching and learning in classroom. Initiatives are taken to improve teachers' online teaching skills through various online Continuing Professional Development (CPD) courses including the Digital Learning Community, which in collaboration with UNICEF. The home-based learning is facilitated by the Ministry of Education Digital Learning Platform (MOEDLP), and this platform is the first choice for teachers and students to utilize since the platform was readily available to use since 2019. Apart from the MOEDLP, digital learning is also facilitated through EduWeb TV,



CikgooTube, e-Guru Portal, and related learning links. The educational TV programme was re-introduced on terrestrial free-to-all TV, which is aired six hours daily on three channels since the MCO was imposed. This was seen as logical since on average 96% of households have access to free-TV. In the case of students with very limited access, some teachers made efforts to travel to deliver worksheets to remote areas and indigenous communities, with the assistance of the District Health Office and upon approval of District Office. This ensures students remain engaged with education during MCO.

The disruptions to the learning process had prompted the Ministry to cancel some primary and lower secondary school assessments and reschedule high stakes public examinations for upper secondary and post-secondary school students to the first quarter of 2021. Among - major examinations cancelled are Primary Schools Achievement Test, Form Three Assessment and Matriculation college end of semester examination. Major high-stake examinations that have been rescheduled are Malaysia Certificate of Education, Malaysia Higher School Certificate, Malaysia Islamic School Certificate and Malaysia Vocational Certificate.

Re-opening of schools post Movement Control Order (MCO) will require multi-sectoral planning because COVID-19 is a public health issue that requires a holistic approach with Standard Operating Procedures (SOPs) and strict protocols. In view of this, the MOE is working closely with the Ministry of Health Malaysia and the National Security Council to ensure schools are provided with proper management guidelines to operate safely and effectively once schools are allowed to re-open. Several guidelines have been prepared for the re-opening of schools post MCO which include:

- **Guidelines on school management post-MCO:** The Ministry of Education has proposed the guidelines on school management Post-MCO. The guidelines focus on health and safety measures to be taken by teachers, supporting staffs as well as students.
- **Staggered re-opening of schools:** Schools will open stagger with priority to allow Form Five and Form Six students to return to school first because they need to sit for high stake examinations. All other levels of schooling will return to school by stages.
- **Increased awareness to stay vigilant and safe:** The MOE will be rolling out campaign to educate and create awareness on the essential safety measures that students need to practice regularly. This includes social distancing, washing hands, maintaining cleanliness, and avoiding crowds.
- **Engagement sessions with various stakeholders:** The MOE has had various sessions with multiple stakeholders in engaging their opinions before making key decisions related to students' learning. The MOE will continue to seek the opinions of important stakeholders in making decision related to schooling and students' learning.

2.3.3 LESSONS LEARNED

There are several lessons learned during the COVID-19 crisis. Among them are:

- **Clear policy** from the Ministry of Education (MOE) is important to ensure that new policies derived from the crisis are benefiting all students especially in their learning process.
- **Clear communication plans** are needed to ensure that students and the public receive clear and up-to-date information from the MOE.
- With regards to **Inclusion and Equity**, the COVID-19 crisis has given respective country to reflect on the reality of social and economic gaps, digital divide, and the delivery system. One key lesson is on the issue of gadget and connectivity. While we do embark on initiatives to utilize technology in teaching and learning, by investing a lot of efforts and



resources to ensure schools are connected, and everyone is given opportunities to access the technology, nevertheless, during school closures, remote learning was not possible to many students especially those marginalised students that are not connected and lack of relevant gadget.

- **Social and Emotional Support** is needed because the closure of schools will affect students' well-being, because remote learning lacks peer-to-peer interactions, hence the role of parents to provide emotional support for their children's education process is critical to maintain the child's well-being, safety and protection.
- **Assessment** process needs further enhancement, which includes the enhancement of formative assessment and School Based Assessment (SBA). As several major examinations were cancelled and replaced with SBA, this has taught the MOE to improve SBA especially in terms of teachers' readiness, integrity, and knowledge. Online assessments (on-demand) must be made available all year round, and there is also a need to increase the use of online marking.
- **Participatory Approach** involves multi-sectoral approaches to respond, recover and resilient of the system. For instance, the MOE works closely with various ministries and agencies to formulate effective Standard Operating Procedure (SOP) and guidelines for reopening schools.

2.3.4 CONCLUSION

Responses in education during this COVID-19 pandemic crisis apparently end up privileging those who are equipped with tools to support learning. Students from households with better communication technology and connectivity, supportive parents, and in-home availability of books and educational materials have better ability to access and benefit from remote learning. In the context of Malaysia, the transition from physical to virtual classrooms was facilitated by the Digital Learning Platform which has been in place since 2019 to incorporate digital resources to support online teaching and learning. Utilisation of the platform by students and teachers is encouraging, although reaching out to students who lack online learning equipment and connectivity, and students with special needs remain the Ministry's greatest challenges. The crisis also presents the Ministry with opportunities to focus on existing policies and recognize social and economic inequalities, digital divide, and the education delivery system as a whole. Having adequate ICT infrastructure and connectivity at home is crucial for home learning, and moreover, parents play bigger roles to facilitate and monitor the learning process at home. From SDG4's perspective, the COVID-19 pandemic has, on the one hand, encouraged digital learning and preparation for the 4th Industrial Revolution but, on the other, it leads to equity regulation and offers insight into issues of access, equity, teachers' rules, funding and public policies, which are fundamental aspects of productive implementation of SDG4.



2.4 PHILIPPINES



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2.4.1 INTRODUCTION

About 30 million individuals in the Philippines basic education, represents about 27.8% of the current Philippine population. The magnitude of moving and congregating students, teachers, and education personnel nationwide if schools open in traditional way, is the main concern of basic education in the Philippines. Since the full containment of COVID-19 is not yet attained, suspension of face-to-face classes was remained mandatory in areas categorized as Moderate and High Risk, based on risk severity grading by Department of Health. Face-to-face classes with adjustment of size and social distancing might be allowed in Low Risk areas, but with the worries of outbreak resurgence at any time.

2.4.2 ACTIONS TAKEN

Department of Education (DepEd), with the inputs from departments, education forum, Senate Committees on Basic Education, and online survey, has developed Basic Education Learning Continuity Plan (BE-LCP). This plan is to provide guidance on the delivery of education without neglect of health, safety, and welfare of all students, teachers, and education personnel. The principles of BE-LCP are: 1) Protect the health, safety and well-being of students, teachers and personnel, 2) Ensure learning continuity through curriculum adjustment, learning material alignment, delivery mode deployment, teacher and parent training, 3) Facilitate the safe return of teaching and non-teaching personnel and students to work and schools, 4) Be sensitive and address the equity concerns, and 5) Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, following the framework of SulongEduKalidad and Education Futures.



Key Components of BE-LCP are: 1) Reframe the curriculum to the Most Essential Learning Competencies (MELCs), 2) Diversify mode of delivery, with blended learning and distance learning as major options, 3) Prepare teachers and school leaders for multiple learning delivery modalities, 4) Required Health Standards in Schools and Workplaces, 5) Reconfigured the annual school opening activities, 6) Finance, procurement and delivery, 7) Monitoring, evaluation and adjustments.

In order to implement blended and distance learning, the DepEd delivered the printed or digital modules to students' homes. Alternatively, some parents picked up the materials at designated places following coordinated schedules. Besides, learning also happens through online resources such as DepEd Commons and television or radio-based instruction. To prepare teachers and school leaders for multiple learning delivery modalities, DepEd Central Office provides the framework, menu of options, and resource support. Then, The Regional Offices (upon recommendation by the Schools Division Offices, after consultation with the schools under their respective jurisdictions) decide on the learning delivery modalities deemed appropriate with the local conditions and consistent with COVID-19 guidelines and regulations.

BE-LCP is anchored on SulongEduKalidad, DepEd's pivot to quality, with the four main pillars: 1) K to 12 curriculum review and update, 2) improving the learning environment, 3) Teachers' upskilling and reskilling, and 4) Engagement of stakeholders for support and collaboration. In addition, other strains of inequities to the education system, particularly access to technology is the focus in this COVID-19 pandemic situation. DepEd is focusing on enduring literacies and skills in the learning delivery modalities, technologies, strategies, resources, assessment, and in teacher/school leader capacity-building.

Education Futures Unit (an innovation center), under the Office of the Secretary was set up before the COVID-19 pandemic, aims to identify, understand, and influence key driving forces that will lead to or create the desired outcome, preventing the undesired outcome from manifesting, and searching for knowledge gaps. Besides, this unit will challenge assumptions and formulate solutions to basic education problems and challenges. It also will mainstream scenario building and multidisciplinary approaches to policymaking by collaboration with various education stakeholders. It will advocate its insights, analysis, and recommendations grounded on futures thinking.

Several key areas to bridge the education system to the future were proposed: 1) Explore technologies for remote learning, 2) Reframe the curriculum, 3) Anticipate educational opportunities from innovations, 4) Reinforce learning sciences, assessments, analytics, and knowledge mobilization, and 5) Smartify learning spaces and resources. In the process of reframing the curriculum, cross-cutting knowledge, skills, and mindsets through 21st century competencies, STEM, innovation, agility, and synergy will be the main priority. Besides, information, technological, STEM, health, financial, and civic literacies will also be embedded in the curriculum. Life learning framework focusing on life-long, life-wide, life-deep, and life-wise will be emphasized in the curriculum in order to connect learning to a purpose, connect learning to real word, enhance learning for mastery and learning beyond self.

Creativity and innovation are gifted abilities that can create many opportunities, including education field and need to be meaningfully integrated in the curriculum. Examples of various innovations are: collaborative innovation spaces, commons-based resources, digital credentialing, gamification, read/write culture (vlogging, personal live streaming, digital content creation), life caching, civic technology, self-organizing virtual communities, local food circles, 3D printing (food/glass/large objects), additive



manufacturing, Augmented Reality (AR), Chatbots, emotion/speech/touchless gesture recognition, bioplastics, biomedicines, technologies for disaster resilience, energy harvesting, precision farming, automated indoor farming, drone technology, smart house, and desalination techniques. Globally, these innovations are rapidly developed and are urgently needed in various fields to keep up with the pace of technological development.

In effectively and meaningfully managing students' learning, DepEd will develop progressive forms of assessment, use Artificial Intelligence (AI) to assess student readiness, achievement, literacy level, career track, and work readiness. Furthermore, learning analytics such as structure, applications in specialized fields, policies, programs, approaches, supportive environment, and ethical considerations will also be integrated. These are the prospect actions and plans by the DepEd to reinforce learning sciences, assessments, analytics, and knowledge mobilization of the students.

Several planning is formulated to smartify learning spaces and resources in the education system. The DepEd plans to develop alternative spaces, design smart schools and green schools to meet the latest educational technologies in both hardware and software. Urban planning and school design also will be considered to ensure students can have a better learning environment in the future.

2.4.3 LESSON LEARNED

Education Futures Unit was set up before COVID-19 pandemic to formulate solutions to basic education problems and challenges. Several key areas have been proposed to prepare the education system in Philippines to the future. However, the first key area: Explore technologies for remote learning is not been highlighted.

Remote learning is the only method to be implemented during the COVID-19 pandemic due to the closure of schools. However, majority of the countries have not been prepared with the full implementation of remote learning especially in the remote area. Some lessons to be learned were mostly related to the implementation of remote learning in the country, especially in the aspects of equity, equality, and accessibility. Teachers readiness in terms of knowledge and skills to implement remote teaching and students' readiness to undergo remote learning need to be addresses. The DepEd need to overcome the problems of remote teaching and learning and at the same time not forgetting about the monitoring of students' progress in remote learning.

Internet connectivity and remote learning devices are important issues to be tackled to ensure accessibility of materials when implementing remote teaching and learning. DepEd should have some future planning on accessibility issue, in both hardware and software aspects. This is to ensure all students can have the equal chances to access the learning materials and no one is left behind.

2.4.4 CONCLUSION

COVID-19 is accelerating the transition to the futures of education in Philippines. The immediate future that could be foreseen are technologies and resources for remote learning and working, multiliteracies, STEM, innovation mindset, work readiness, resilience, reimagined learning spaces, education for sustainable development, gig economy, AI in education and generation "next". It is hoped that future education that is aspired will bring about opportunities from 1) social innovations and radical technological breakthroughs, 2) class-based learning analytics, 3) personalized learning, 4) indigenous



knowledge within global knowledge systems, 5) life-long, life-wide, life-deep, life-wise learning, and 6) space education.



2.5 TIMOR-LESTE



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2.5.1 INTRODUCTION

Just like its neighbouring countries, the first positive COVID-19 case in Timor-Leste was detected and reported on 20th March 2020. In responding to the situation, the Ministry of Education, Youth and Sport (MEYS) has granted a one-week extraordinary school holiday to all school students on 22nd March 2020. Four days later, the government of Timor-Leste declared State of Emergency that caused the closure of all schools. Within less than a week, the first program aired on television on 30th March 2020 to deliver the education content to the students across the country. It was reported that school closures in Timor-Leste have disrupted the learning of 400 000 students. Due to its unique social and economic demographic landscape, *School Go Home* or *Escola Ba Uma* strategy was collaboratively implemented with UNICEF and Education TV program was extensively used as the most important means of delivering learning activities to Timor-Leste students during this unprecedented COVID-19 pandemic.



2.5.2 ACTIONS TAKEN

Survey has been conducted by MEYS to investigate the current situation of Timor-Leste residence in order to strategize the best solution to the problem and to formulate education response policy due to the COVID-19 pandemic in Timor-Leste. Findings showed that 65% of households have a television set and more than 90% of them have a mobile phone. In terms of schools and educational institutions, 82% of schools surveyed have at least some access to internet. However, approximately 60% of the students are classified as remote, very remote, or extremely remote. The most serious finding is that they have no experience in distance learning strategies. It is also important to highlight that in Timor-Leste, many families lack basic learning supplies and a lot of families do not have any books in their houses, let alone pens and paper. This situation is exacerbated when most of the teachers do not have knowledge and experience in developing and delivering online learning materials. For most of the parents, their educational background makes them unable to facilitate and monitor the progress of their children's learning.

Due to the limited experience in distance learning strategies as well as social and economic demographic of the students, Timor-Leste has made optimum use of Education TV programs to deliver the learning materials to the students on three TV channels. For those who have access to Education TV, it was hoped that learning will be continued and support from the family members as well as conducive home environment are vital in ensuring meaningful learning on part of the students themselves. Besides, digital library, mobile phone applications, YouTube channels with free access to all students have also been developed to support students' learning and understanding during this pandemic situation. The traditional Short Message Service (SMS) was used extensively to reach the students living in those remote areas without any access to the internet. For children who live in very remote areas with limited or no access to electricity, do not possess a smart phone, books and printed learning materials were distributed to their schools to ensure continuity of learning. MEYS also worked very hard to ensure equity of education by creating materials for most vulnerable children and special education needs students.

The online component of the *School Go Home* or *Escola Ba Uma* program is the Learning Passport. This learning platform was designed with Microsoft and provides children who have limited access to their national school curriculum with child-friendly textbooks, storybooks, songs and videos. It also includes interactive quizzes to keep children engaged and test their progress. UNICEF also launched an app version of the platform to allow students to download books and resources in advance while they are in internet range, so they can continue to study once at home, even if their community does not have regular access to the internet.

In order to make sure the effectiveness and sustainability of the *School Go Home* or *Escola Ba Uma* strategy, MEYS has conducted a survey to evaluate the program. COVID Inbox tool survey has been set up to gather information and examine the benefit of the program. It was reported that the goal of using the COVID Inbox is to guarantee ongoing access to education opportunities to all children during the school closure time. Parents' and caregivers' opinions were also included in the survey which cover education from pre-school to primary education (Grade 1 to Grade 6).

2.5.3 LESSON LEARNED

Undoubtedly, this pandemic has placed enormous pressure on MEYS to provide continuous learning opportunities for all students especially the most vulnerable group who are located in the remote areas. No experience in remote teaching and learning is the most challenging issue faced by MEYS. Moreover, majority of the students were located at the remote areas. It was also apparent in the case of Timor-Leste how collaborative effort with UNICEF has produced incredible and innovative solution to ensure leaning engagement and continuity among the students.

Hence, MEYS and government of Timor-Leste need to improve the facilities nationwide to support remote learning in the country. The development of hardware and software in terms of internet connectivity and online learning devices can ensure the betterment of education system in Timor-Leste. At the same time, continuous professional development program needs to be implemented in equipping teachers with remote teaching knowledge and skills to ensure their readiness in implementing remote teaching across all subjects. Training needs to include the development of teaching and learning materials, remote teaching strategies and assessment approaches. These actions need to be carried out to meet the concepts of equity, equality and accessibility in education.

2.5.4 CONCLUSION

For a small country with a population of 1.2 million, setting up and implementing distance learning to cater all children regardless of their sociological and psychological demographic characteristics, was indeed not an easy task. Equity gap between urban and rural areas in accessibility issue need to be addressed. Teachers competencies to implement distance learning need to be improved from time to time. Collaboration with international organizations, such as UNICEF, New Zealand Foreign Affairs and Trade, U.S. Embassy, Australian Embassy and other Non-Governmental Organizations is hoped to help Timor-Leste in the area of distance learning and teachers' training.





CHAPTER 3

OVERALL SUMMARY AND ANALYSIS OF COUNTRIES REPORTS

Chapter 3: Overall Summary and Analysis of Countries Reports

3.1 INTRODUCTION

The COVID-19 global pandemic declaration has caused a ripple across the globe. To counter this pandemic, several countries have introduced the Restricted Movement Order (RMO) or Movement Control Order (MCO). Based on input from the webinar, it was apparent that all educational institutions were closed due to the situation. This has had a huge impact especially in the department of education because students were not used to this unprecedented situation.

Malaysia was one of the earliest to enforce a national Movement Control Order among sub-regional countries (Brunei, Indonesia, Philippines and Timor-Leste). Thus, in the context of Malaysia, schools were closed longer compared to the other countries. For countries, such as Brunei and Indonesia, policies developed were aligned to the health status of the countries. The policies were therefore viewed as pragmatic and cautious for Brunei, and for Indonesia the policies were called precautionary- where the focus was on how to manage the health and lifestyle of the students; followed by mitigation policy aimed at dealing with the crisis when schools had to be completely closed.

Despite the varied length of the closure of the schools, the educational response by each country to the continuity of learning, has its commonalities, differences and uniqueness. As succinctly summarized in Appendix 2, the educational response could be categorized into the following components: a) curriculum, b) delivery, c) teaching materials and d) assessment. In addition, each country also highlighted supporting initiatives in ensuring the core educational components responses are facilitated. The supporting initiatives include a) collaboration, b) administration, c) parental involvement and d) ministerial guidelines. Commonalities, differences, and uniqueness also appear across the sub-regional countries in support initiatives.

It also highlighted in Appendix 2 the challenges and opportunities resulting from the educational response to COVID-19. Again, in terms of the lessons gained from difficulties and opportunities, there are commonalities, similarities and individuality found across countries.

3.2 COVID-19 EDUCATIONAL RESPONSE

Educational responses are categorized according to four main pillars of curriculum implementation which are curriculum, approach to delivery, approach to teaching and learning and assessment.

3.2.1 Curriculum

During COVID-19 pandemic times only two countries specifically stated the need to relook into the curriculum. The Philippines suggests school curriculum should concentrate on the learning competencies that are more essential. Meanwhile, Indonesia realized the need to lift the pressure to complete the syllabus. Therefore, Indonesia required their teachers to create meaningful learning and provide life skills to address the



impact of COVID-19 in everyday life. Learning should only focus on literacy, numeracy and character building for schools in rural and remote areas. The other three countries do not seem to realign their curriculum with the situation of COVID-19 involving closing schools for 3 months – where the disruption leads to learning loss and thus the inability to complete the syllabus.

3.2.2 Delivery

The common delivery method across the countries is home-based learning. In the context of home-based learning, the use of ICT or online learning, is prevalent in Brunei, Malaysia, Indonesia and Philippines. Timor-Leste is unique in the sense that they do not have this form of delivery method - ICT and distance learning due to schools being either remote, very remote and extremely remote. In addition to the lack of internet connectivity, the concept of distance learning through has never been in the educational policy of Timor Leste - unlike the other four countries.

Another common method of delivery for all countries is the introduction and/or reintroduction of television education programmes. The free accessibility of website platform for teaching and learning is the focus of Indonesia's strategy, while Brunei and Malaysia, including the Philippines, have created their own website platform for teaching and learning.

3.2.3 Teaching and Learning Materials

Home based learning package is the common form of teaching materials across five countries. Such learning packages come with student and parent guidance. Indonesia uses crowd sharing frameworks to exchange Web-based lesson plans and teaching materials. While, Malaysia created its own web-based lesson plans and materials for teaching.

All countries indicated the distribution of printed materials and textbooks to homes, particularly for students in the remote areas. This strategy is stated explicitly in the presentation given by the Philippines and Timor-Leste. The use of community facilities such as the community grocery store is used as a one-stop centre to deliver and receive teaching and learning materials, especially for Timor-Leste - a unique way of leveraging the available facilities in the community. Timor-Leste has also explicitly mentioned the development of teaching and learning materials for the special education students.

3.2.4 Assessment

Three common methods have been practiced: 1) cancellation of national high-stake examinations (Brunei, Indonesia and Malaysia), 2) adoption of alternative assessments – including school or classroom assessments, 100% course work or online assessment (especially for Brunei) and 3) emphasis on formative assessment (100% course work or feedback from Brunei, Indonesia and Malaysia). Malaysia is unique, where certain high-stake examinations were deferred and not cancelled. These high-stake examinations are precursors to the next stage of educational pathway such as entering into university/college from the end of formal schooling.

The Philippines and Timor-Leste have not indicated anything on how to confront with high stake assessment nor classroom assessment.



3.3 SUPPORTING INITIATIVES

3.3.1 Policies and Guidelines

One of the most supportive initiatives in ensuring continuity of learning is the development and issuance of clear policies and guidelines to implementers (teachers, parents and students). Guidelines published include a) health guidelines (common for Brunei, Indonesia and Philippines), and b) home-based learning guidelines for all countries except Timor-Leste. Such countries' health guidelines are relevant because schools were still open before the compulsory order to close the schools.

A specific way for the Philippines to enforce policies and guidelines is through the active participation of the regional office of education. The regional office of education is empowered to determine the delivery of education via collaboration with the schools and community.

3.3.2 Parental Involvement

All countries highlighted the role of parents in their child's learning. The parents' expectations in learning continuity vary from providing their children with knowledge and skills (Brunei and Malaysia), character development (Indonesia), and emotional support (Malaysia). Continuous information exchange and consultation between parents and teachers is prevalent in Brunei and Malaysia.

3.3.3 Collaboration

In response to COVID-19, various industries and government agencies have been active in facilitating the realization of educational policies to ensure continuity of learning. For Brunei, Malaysia and Indonesia, the telecommunications industries provided free Internet data. Other governmental agencies especially for Brunei involved in rallying donation for the home-based learning using ICT. Across all nation, the national television network is one of the major collaborators in providing educational TV programs.

Ministry of Health, another, crucial agency that has helped in the designing of the school operational plan to ensure both good health and education. In the case of Timor-Leste, international organisations such as UNICEF, New Zealand and American NGOs collaborated and work together with local authorities in providing educational support throughout the pandemic.

3.4 CHALLENGES AND OPPORTUNITIES

It is almost axiomatic that there will be challenges in any educational innovation or, in this case, educational disruption, particularly in ensuring that the quality of education of students is not compromised. All five countries have expressed challenges that they need to face in making sure continuous learning will be taken place during this difficult period.

The readiness of teachers to teach online with reference to the knowledge, skills and attitudes to adopt online teaching is a common challenge across the country. The form of the online learning is a major difference. The common method identified by Indonesia and Timor-Leste was Whatsapp and SMS, respectively. Mobile phones are one reason that is the common type of device available regardless of the social economic status. The concern of teachers to monitor the learning progress of students is common among teachers from Brunei, Indonesia, and Malaysia. Students in Brunei, Indonesia, and Malaysia are concerned about accepting new learning and seeing it as a challenge for teachers.

Another common challenge is the internet connectivity and its stability within each country (urban, rural and remote schools). In Indonesia, the inclination of teachers to avoid expensive platforms or other



educational resources that have used huge data may widen the equity gap between urban and rural school learning.

Despite the challenges, the educational policy makers realized opportunities for the betterment of the educational system to ensure education for all is met – the concept of equity, equality and accessibility. A common opportunity as espoused by Indonesia, Philippines and Malaysia is that the need to accelerate the current initiatives of each country's educational reform or implementation of the developed policy. For instance, in the Malaysian Education Blueprint, 2013-2025, Malaysia has acknowledged the important role of parent involvement in child education and outlined implementation strategies. The learning disruption due to COVID-19 has been an impetus for Malaysia to bring the policy into reality. Indonesia and Brunei are both undergoing educational reform and the disruption has also been used as a catalyst to propel the reformation.

The disruption has also forced teachers to be creative in their delivery and hence break the perpetual view of teachers the urge to finish the syllabus (Indonesia and Philippines). It has also revoked the initiative of school-based assessment and to get serious attention to teachers' knowledge, integrity and readiness. This aspect has been highlighted especially by Malaysia. A unique initiative from Timor-Leste, as an opportunity, based on this disruption is to conduct teacher training online in enriching teachers with the necessary knowledge and skills.

3.5 POST COVID-19

The common method, as elsewhere in the world, is to open the schools in phases (Brunei, Indonesia and Malaysia). Priority is given to examination classes. Subsequently, schools will be gradually opened to other educational levels (from secondary to primary). Most countries believe that integrated policy is needed to ensure students' health and wellbeing while at the same time gained effective learning. Thus, the Standard Operational Procedures (SOP) and policy should encompass guidelines from both health and educational perspectives. In this sense, collaborative effort between the ministries for education and ministry of health is vital in ensuring students' safety and wellness.

A unique feature of dealing with post COVID-19 is that Indonesia will emphasize on differentiated instruction. Nevertheless, common and consistent feature across countries particularly in Brunei, Indonesia and Malaysia is to continue online learning as blended learning and stress on formative assessment. As for children in Timor-Leste, the most important concern of the authorities and parent is that they have something to learn and meaningfully occupied themselves during the lockdown period.

3.6 CONCLUSION

The need to react to COVID-19 pandemic globally has unexpected implications. In certain countries, it has led to the state to expedite the realization of existing educational policies. In the case of Malaysia for instance, the involvement of parents in children's learning was outlined in the 2013 Malaysian Education Blueprint. For Indonesia, current curriculum reform towards personalized education in align with the concept no one size fits all, has also begun to accelerate as well. The common lesson learned in most countries was the equity gap between rural and urban, between urban and rural Internet access, is real and needs to be resolved or become the country's main priority.





CHAPTER 4

RECOMMENDATIONS

Chapter 4: Recommendations

The need to respond effectively to the COVID-19 pandemic has unforeseen implications in most countries around the world. The pandemic has created many new norms that need to be adopted and adapted so that we can practice life in harmony as before. Once the Movement Control Order has been gradually eased and the schools have reopened, it is always advisable to practice social distancing, avoid gathering, wearing face masks, regularly sanitize our hands and practice good personal hygiene. However, the effort to sustain student learning requires more than that. It takes a village to raise a child. As students and parents need to embrace and adapt to new norms and learning conditions, educators and policy makers, as well as relevant authorities, need to be conscientious and deliberate in reviewing education policies that are aligned with the current situation. For instance, parents' engagement in children's learning and curriculum alignment to a personalized and self-regulated learning enhanced by formative assessments, certainly alienated with the concept that no one size fits all, needs to be accelerated. It could be deduced from the presentation of the five countries that the equity gap in accessing the internet between rural and urban areas still remains to be resolved yet becomes the country's main priority. Furthermore, we could not simply disregard the roles of education policies as a tool to combat global public health issues such as post-COVID-19 or other similar pandemics in the future. Indeed, the challenges are undeniably greater and closer coalitions between the policy makers of the countries, and UNESCO will certainly help to make these noble initiatives a reality.

Based on the presentation of representatives from all sub-regional countries, we learned that the closure of schools and other educational facilities across most countries was enforced as protective measures to stop further COVID-19 pandemic escalation and create an unparalleled education interruption. Relevant ministries and departments of education have made numerous efforts to ensure continuity of learning whilst still emphasizing uncompromised safety and equity. This webinar has opened up a number of opportunities and key ideas for boosting regional education approaches for governments, educational institutions and municipalities in order to formulate strategies to maximize the success of the impact of education policy during the pandemic and in the near future. The nation coalition's recommendations have revealed four main aspects that need to be taken into consideration and in dire need of attention: human development, technical, enforcement, and humanity.

HUMAN RESOURCE DEVELOPMENT

The professional development program to enhance teachers' knowledge and skills in pedagogy, assessment and development of teaching materials for online, remote and remote teaching and learning needs to be considered. Courses via online platforms, as well as non-technical approaches using modules and textbooks, must be made available to teachers in order to equip them with required competencies in teaching and learning in this pandemic. In addition to support and assistance, coalitions between schools and teachers are crucial to ensuring that teachers are not left behind and that ambiguity is dealt with. In addition to teachers, parents should also be equipped with skills to facilitate and coach children's learning. Educational radio and television programs and other educational materials are available online to encourage parents to participate in the education of their children.



TECHNICAL

Technical support issues can be overcome by coalitions with strategic partners such as industry, government agencies and telecommunications providers to ensure the effectiveness of internet coverage and contribute to appropriate electronic devices. Efforts such as providing free internet and learning devices should be valued. The development of the quality and quantity of radio and television educational programs must be considered because of their wider coverage and because of the constraints of the internet. In addition, relevant ministries and departments need to be more responsive to the use of school funds for online and remote learning, as well as facilities and safety appliances such as masks, sanitizers and hand washing.

ENFORCEMENT

To that the propensity of teachers to complete the program by compliance, education delivery needs to be made flexible. Teachers will concentrate on the basic learning goals, and focus on developing character. Support and guidance to assess the advancement of learning by students and the consistency of teaching and learning processes must be made available across all areas of education, including technical and vocational education, inclusive education, teacher policy and strategy, and sustainable development education. There must be sufficient documentation and enforcement of the need to develop administrative procedures in accordance with health protocols such as re-opening the school, social distancing during school time and transportation, to ensure protection and continuity of learning.

HEALTH AND WELL BEING

In addition to teachers and parents, the transition to online learning has influenced students who have to adapt to a new learning environment. As students plunged into a virtual learning environment, the amount of time they spent on digital devices eventually increased. Indeed, virtual learning has disrupted the sleeping pattern of students which ultimately affects their physical and mental health. The pandemic is being faced in global and each of us in the community needs to adapt and accommodate in physical, mental, spiritual and intellectual terms. In the sense of their psychological and sociological environment, students should not be undernourished, discouraged and have a good moral and mental capacity to confront the pandemic, as well as teachers and parents. We have witnessed across the globe how solidarity and enhanced cooperation can help build a better future during an emergency in health. But as the world begins to emerge from this pandemic, we should not forget the lesson learned in this webinar and "return to normal" by disregarding the cost of what we regard as normal for our environment, our economies, our health and more importantly to education of our future generation.





APPENDICES

Appendix 1



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Office, Jakarta
Regional Science Bureau of Asia and the Pacific
Cluster Office for Brunei Darussalam, Indonesia, Malaysia,
the Philippines and Timor-Leste

AGENDA

Sub-Regional Webinar on Covid-19 Education Response Policy
“Education Policy for Continuity of Learning through Alternative Delivery
Modalities in Brunei Darussalam, Indonesia, Malaysia, the Philippines
and Timor-Leste”

TUESDAY – 2 JUNE 2020		
Moderator: GunawanZakki, UNESCO Jakarta		
09:05 – 09:10	Welcoming and opening remarks	Prof. Shahbaz Khan , Director and Representative, UNESCO Jakarta
09:10 – 09:15	Welcoming remarks	Prof. Arief Rachman , Executive Chairman, Indonesia National Commission for UNESCO
<i>Presentation and sharing on the strategies, including the issuance of adopted or newly developed national policies, guidance, regulations, etc. for the continuity of learning due to school closure, the challenges of its implementation and ways to address them.</i>		
09:15 – 09:30	Brunei Darussalam	Ms. Marina Chek Bujang , Director General of Education, Ministry of Education
09:30 – 09:45	Indonesia	Dr. Iwan Syahril , Director General of Teachers and Education Personnel, Ministry of Education and Culture
09:45 – 10:00	Malaysia	Dr. Habibah Abdul Rahim , Director General of Education, Ministry of Education
10:00 – 10:15	The Philippines	Mr. Nepomuceno A Malaluan , Undersecretary, Department of Education
10:15 – 10:30	Timor-Leste	Ms. Odilia Martins , Director-General of Planning, Policy and Inclusion, Ministry of Education, Youth and Sport
10:30 – 10:55	Q & A	
10:55 – 11:00	Closing	Prof. Shahbaz Khan , Director and Representative, UNESCO Jakarta



Appendix 2

SUMMARY REPORT ON SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY

Components	Sub-components	Commonalities	Differences					Uniqueness
			Brunei Darussalam (BRU)	Indonesia (IND)	Malaysia (MAL)	The Philippines (PHP)	Timor-Leste (TL)	
Overall educational responses	Curriculum	<ul style="list-style-type: none"> Reframing curriculum Identifying core competencies (IND & PHP) 						<ul style="list-style-type: none"> Related to dealing with COVID 19 in everyday life (IND)
	Delivery	<ul style="list-style-type: none"> Home based learning, TV/radio educational programs Blended learning approach (BRU, IND, MAL & PHP) 	<ul style="list-style-type: none"> Created by own country 	<ul style="list-style-type: none"> WA and SMS, Free resources 	<ul style="list-style-type: none"> Created by own country 		<ul style="list-style-type: none"> WA and SMS 	<ul style="list-style-type: none"> No ICT based distance learning Radio as a tool (TL)

	Teaching materials	<ul style="list-style-type: none"> Home based learning materials, sent to home 						<ul style="list-style-type: none"> One stop centre-facility in the community (TL)
	Assessment	<ul style="list-style-type: none"> School based assessment, formative assessment, alternative assessment Cancellation of National Examination (BRU, IND & MAL) 	<ul style="list-style-type: none"> 100% coursework /online time-constrained examination 		<ul style="list-style-type: none"> Defer certain high-stake examinations 			
Overall supporting initiatives	Policy and guidelines	<ul style="list-style-type: none"> Health guidelines Home based learning guidelines 		<ul style="list-style-type: none"> Use of school funds 		<ul style="list-style-type: none"> Regional office empowered 		
	Parental involvement	<ul style="list-style-type: none"> Students' Learning Continuous consultation teachers and parents (BRU, MAL & PHP) 	<ul style="list-style-type: none"> Knowledge and skills 	<ul style="list-style-type: none"> Character Development 	<ul style="list-style-type: none"> Social and emotional support 			
	Collaboration	<ul style="list-style-type: none"> Telecommunication industries National 						<ul style="list-style-type: none"> International Organizations (TL)

		Television Network, Ministry of Health					
	Post Covid-19	<ul style="list-style-type: none"> Open schools in staggering manner Integrate policy (health and education) Face to face and blended learning Formative assessment emphasized 					<ul style="list-style-type: none"> Emphasize on differentiated instruction (IND)
Overall challenges and opportunities	Challenges	<ul style="list-style-type: none"> Teacher's readiness for online TnL Monitor students' progress Student's readiness Internet connectivity Online learning devices 	<ul style="list-style-type: none"> Parental supervision 	<ul style="list-style-type: none"> WA and SMS Maintaining students' attention Urge for covering the curriculum 	<ul style="list-style-type: none"> Providing support to the most vulnerable group 	<ul style="list-style-type: none"> WA and SMS 	
	Opportunities	<ul style="list-style-type: none"> Expedite current reform and strategies School-based assessment 			<ul style="list-style-type: none"> Online Professional Development 	<ul style="list-style-type: none"> Teacher upskilling and reskilling, Use of AI 	<ul style="list-style-type: none"> Online teacher training

Appendix 3

BRUNEI'S WEBINAR PRESENTATION

Sub-Regional Webinar COVID-19 EDUCATION RESPONSE POLICY – Brunei Darussalam

SPEAKER:
MRS MARINA CHEK BUJANG
DIRECTOR GENERAL OF EDUCATION
MINISTRY OF EDUCATION
BRUNEI DARUSSALAM

INTRODUCTION

- COVID-19 as Global Pandemic on 11 March 2020
- Government of His Majesty the Sultan prudent policy & actions
- Brunei MOE adopts a pragmatic and cautious policy
- Approach and managing issues in an integrated and collaborative manners

INTRODUCTION

- MOE Brunei Darussalam continue to monitor situation within and outside countries
- MOE Brunei Darussalam deliver Teaching and Learning while keeping interest, welfare and safety of students as topmost priority.
- MOE Brunei continue to learn and collaborative with partners

BRUNEI EDUCATION RESPONSE POLICY TO COVID-19

- Brought forward Term 1 School Holiday
- 2nd term School Academic Session shifted to Home-Based Learning (HBL) – integrating the use of Technology and Home-Pack Learning Materials (HPL)

BRUNEI EDUCATION RESPONSE POLICY TO COVID-19

- **Instruction:** multi-faceted/ blended learning / teaching modality- use potpourri of media online teaching and learning platforms
- **Assessment:** traditional assessment to alternative assessment / CBA
- 100% coursework or online time-constrained examinations.

GOOD PRACTICES ON EDUCATION RESPONSE POLICY

- Guidelines for Home-Based Learning (HBL)
- Guidelines from MOH on Health Measures and Social Distancing
- Provision and improving infrastructures and accessibilities to online teaching and learning
 - Collaboration with Telecommunication agencies
 - Donation Drives – MTIC , AITI and IBTE for underprivileged students



GOOD PRACTICES ON EDUCATION RESPONSE POLICY

- Collaboration of National TV Network – RTB for Educational TV Programme for Year 6 and Primary 6 (Religious School)
- Scheduled on-campus examination to alternative assessment
 - IGCSE, O-level, A-level, IB May / Jun 2020 – cancelled
 - 100% to alternative assessment

CHALLENGES AND LESSON LEARNED

1. Readiness :

- Teachers – online teaching / monitoring of students' performances
- Students – primary students need parental supervision
- Parents – skills in computer literacy

2. Technical Issues:

- Constrained on internet connectivity and devices

CHALLENGES AND LESSON LEARNED

3. Well-being of School Community

- Moving to the new norm
- Modifying curriculum
- Unable to complete syllabus

The INTEGRATION PLAN OF RESPONSE POLICY

Re-opening Plan Strategy for all schools and HEIs – in an integrated and coordinated manner

1. Apply mandatory – guidelines for Social Distancing, Health Measures & School Operational Plan

2. School Reopening Plan Strategy

- 5 models for Primary & Secondary Schools
- 4 models for 6th form Centres

The INTEGRATION PLAN OF RESPONSE POLICY

3. Matrix operation for De-Escalation process for Re-opening of schools in 4 stages :

- Stage 1 – only students sitting public exam classes (Yr 6, 8, 10(express), 11, 12 & 13
- Stage 2 – all primary schools
- Stage 3 – all secondary & 6th form students
- Stage 4 – all

SUMMARY & CONCLUSION

- Many lessons learned
- How we react and take measures to overcome situation
- Strive to make as few mistakes as possible



Appendix 4

INDONESIA'S WEBINAR PRESENTATION



COVID-19 EDUCATION RESPONSE POLICY IN INDONESIA FOR THE CONTINUITY OF LEARNING

Iwan Syahril, PhD

Director General of Teachers and Education Personnel
Ministry of Education and Culture, Republic of Indonesia

Presented at the Sub-Regional Webinar Education Response Policy UNESCO, "Education Policy for Continuity of Learning through Alternative Delivery Modalities in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste," June 2, 2020



Education Policies to support the continuity of learning process



“Precautionary Policy” 9 March 2020

- All schools and universities are instructed to
- coordinate with local health offices to learn about COVID-19 and how to deal with it.
 - provide facilities for washing hands with soap, for drying hands with tissues, or hand sanitizer in strategic locations within schools and universities
 - promote healthy lifestyle
 - implement strict facilities cleaning procedures
 - monitor sick and absent students, teachers, and/or administrators, with a special attention to the sickness related to breathing difficulties
 - do shifts among school staff
 - avoid physical contacts
 - avoiding activities that include mass gatherings

“Mitigation Policy” 24 March 2020

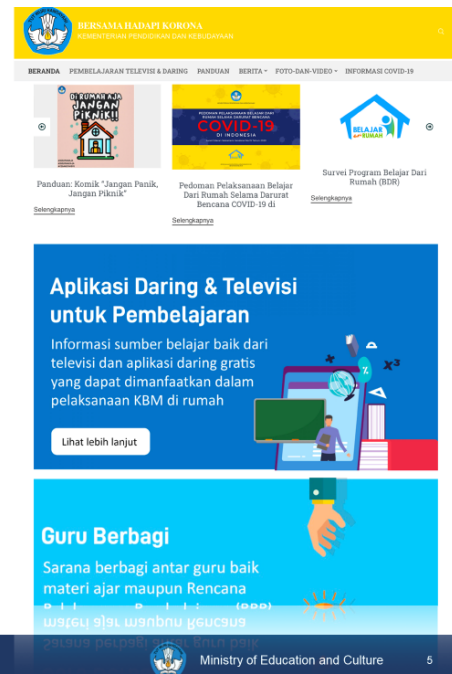
- ✓ **Canceling the National Exam**
- ✓ **Teaching and Learning from Home**
 - lifting the pressure to finish the curriculum
 - encouraging teachers to create lessons that are relevant, accessible and meaningful for students (e.g., related to COVID, life skills, etc.)
 - assessment should focus on providing feedback to students and not on giving grades
- ✓ **Prohibiting** school exams that require **mass gatherings**
- ✓ **Prohibiting** new students' admission events that require **mass gatherings**
- ✓ Allowing schools to use School Operational Assistance Funds for COVID-19 preventions (e.g., hand sanitizer, masks, disinfectant) and distance/online learning.



Good Practices to support the continuity of learning process



- MOEC launched a website (<http://bersamahadapikورونا.kemdikbud.go.id>) to help teachers and students find information about **free online learning applications**.
- MOEC has collaborated with **telecommunication companies** to provide **free data** for online learning applications. Schools are allowed to use the government's assistance funds to buy phone credits and internet data required for distance/online learning.
- MOEC launched a website using a **crowdsourcing model** (<https://guruberbagi.kemdikbud.go.id/>) where K-12 teachers shared lessons plans and materials that are used during COVID-19 pandemic.
 - As per June 1, 2020:
396,000+ visitors, 185,000+ downloads,
3400+ lesson plans, 12,400+ likes



Educational Program from Public television broadcaster

- Focusing on **literacy, numeracy, and character development**
- **Key objectives:** 1) to help students, teachers, and parents that do not have online learning access, especially in remote areas; and 2) to educate general public about cultural values
- **Duration:** 31 hours per week — student learning programs, teacher and parent programs, and cultural programs
- The early survey indicated very positive responses from students, teachers and parents.
 - **99%** of students, teachers and parents are aware of the programs
 - **94%** students watched the programs with the frequency of **4.8** times a week, and **7.8** satisfaction rate (10 is the highest score).
 - **98%** teachers in non-remote areas watched the programs with the frequency of **4.1** times a week, and **7.5** satisfaction rate (10 is the highest score).
 - **77%** teachers in remote areas watched the programs with the frequency of **3.2** times a week, and **7.0** satisfaction rate (10 is the highest score).
 - **96%** parents watched the programs with the frequency of **5.2** times a week, and **8.2** satisfaction rate (10 is the highest score).





Challenges and Lessons Learned

- Teachers and students gravitate towards **the online platform they know best**.
As of 2019, 83% of mobile users in Indonesia use WhatsApp.
- Teachers in schools where economic limitations are especially prominent often **avoid platforms that will cost them too much storage space and data usage**, even though they know these platforms can significantly help them in reducing manual work and redundancy.
 - Using complex, data-heavy platforms means **widening the gap** between privileged and underprivileged students.
- It's **difficult** for teachers to:
 - maintain **students' attention** throughout the online learning process
 - keep students **interactive** and **inquisitive**
 - **accurately measure** students' capabilities
- **The challenge** is to figure out:
 - how to find the balance between the most relevant basics to teach and the urge for covering the curriculum
 - the best system of learning that is most accessible for students



Reduced anxiety can accelerate technology adoption in education



"Using online tools, now we can teach kids even if we can't come to class that day"



"It actually challenges me to be more creative in making material that is more engaging"



"Home learning gives us the opportunity to involve the parents in the kids' learning process"



Ministry of Education and Culture

9



School Reopening for the "new normal" during and post COVID-19



Key Considerations in School Reopening

✓ **Safety first!**

Regions and schools must be declared safe by health authorities.

✓ Doing it in **stages**

✓ **Differentiated strategies** for learning:

- blended & online/distance learning
- reduced hours
- shifts: students, teachers, administrators

✓ Formative assessment and **teach at the right level** (differentiated instruction)



Ministry of Education and Culture

11



Appendix5

MALAYSIA'S WEBINAR PRESENTATION



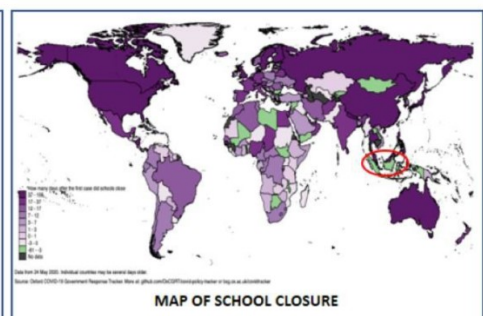
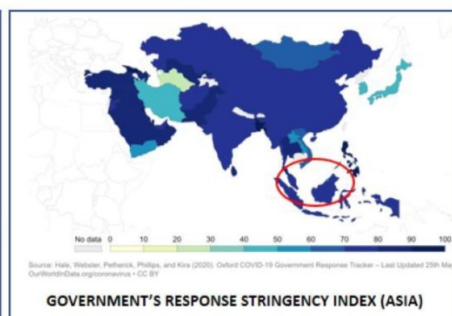
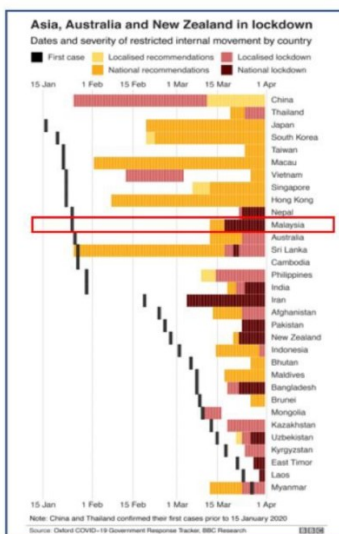
COVID-19 EDUCATION RESPONSE POLICY: Education Policy for Continuity of Learning through Alternative Delivery Modalities in Malaysia

Dr Habibah Abdul Rahim
Director General of Education, Malaysia



SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY

Malaysia's responses to contain the spread of the COVID-19 pandemic may be similar to that of other countries



- Malaysia was **one of the earliest countries** in South East Asia to impose a **nationwide Movement Control Order (MCO)** on 18 March 2020.
- After the MCO was imposed, Malaysia's stringency index **rose from 36.27 (on 17 March) to 76.85 (on 18 March)**. The stringency index fell to 74 when the government announced the Conditional Movement Control Order (CMCO) on 4 May 2020.
- Schools were ordered to close during MCO and CMCO. To date, our **schools have remained closed for more than two months**.

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



While we acknowledge that the closure of schools has reduced the likelihood of COVID-19 to infect and spread amongst school children who are considered vulnerable...



5,036,965

students



10,713

schools
(government
and private)



440,684

teachers



...nonetheless, the closure of schools would most likely cause a huge loss of learning, which will lead to disengagement especially among those at risk of dropping out and the vulnerable groups.


SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



The sudden disruption of schooling has caused the Ministry of Education to re-evaluate its goals especially in providing access to education so that the short and medium-term goals could be achieved

OVERARCHING GOALS PRIOR TO MCO

- 1 ACCESS:** To improve enrolment across all levels from preschool to upper secondary

- 2 QUALITY:** Raising standards and quality of the education on par with advanced countries

- 3 EQUITY:** 50% reduction in achievement gaps (urban-rural, socio-economic, and gender)

- 4 UNITY:** Promoting shared values and experiences by encouraging students to embrace diversity

- 5 EFFICIENCY:** Maximising student outcome within the current national budget.


REALIGNING OF SHORT AND MEDIUM GOALS DURING AND POST MCO

- 1 ACCESS:** • To ensure that all students have **access to education and learning via multiple platforms at homes**
- 2 QUALITY:** • Ensuring that teachers, with the support of parents are **able to maintain and deliver quality lessons via multiple platforms.**
• Ensuring that teachers are **equipped with the knowledge to deliver home based learning** to students
- 3 EQUITY:** • Ensuring that the **delivery of educational content on various platforms** would reach students who have different access to technology.
- 4 UNITY:** • Ensuring that **online platforms would promote interactions amongst students of different races.**
- 5 EFFICIENCY:** • **Maximising the use of various platforms** including the digital learning platforms, communication technologies (e.g WhatsApp etc) and terrestrial televisions in delivering educational contents.

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



The Ministry of Education immediately released guidelines on how to carry out home based learning when the MCO was imposed...



491,986

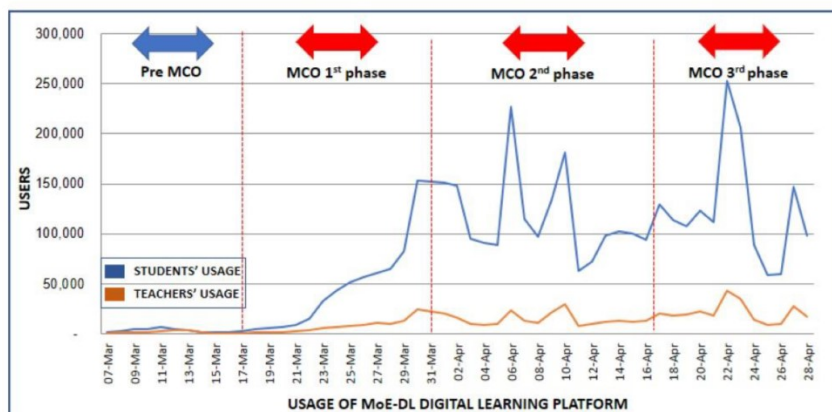
Google classrooms created

223,127

Teachers creating GC

1.2 mil

Students engaged in GC

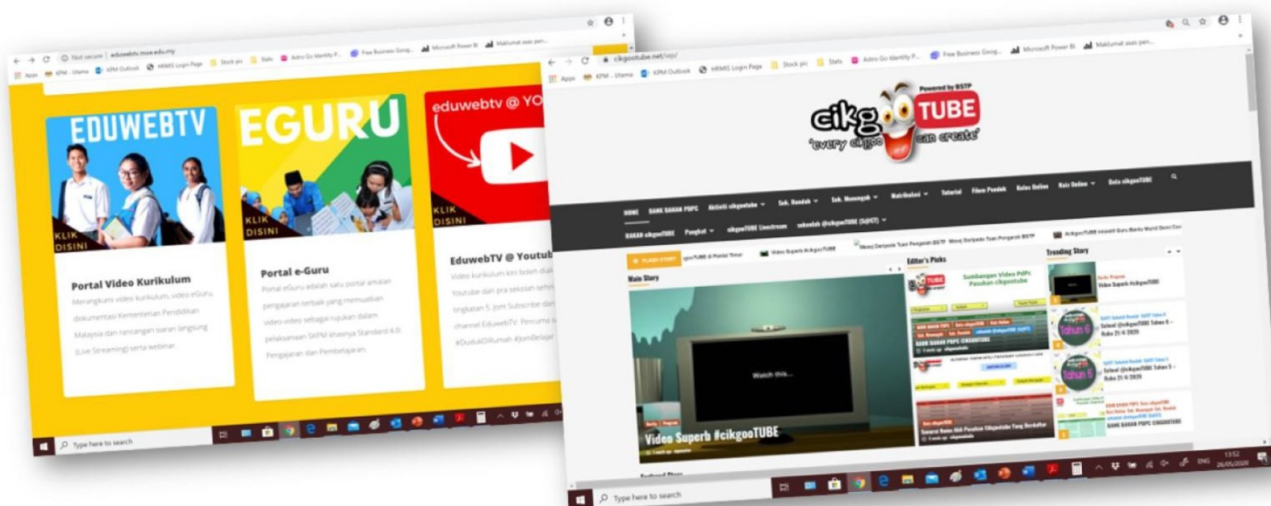


...and the Digital Learning Platform was the first choice for teachers and students to utilize since the platform was readily available to use since 2019.

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



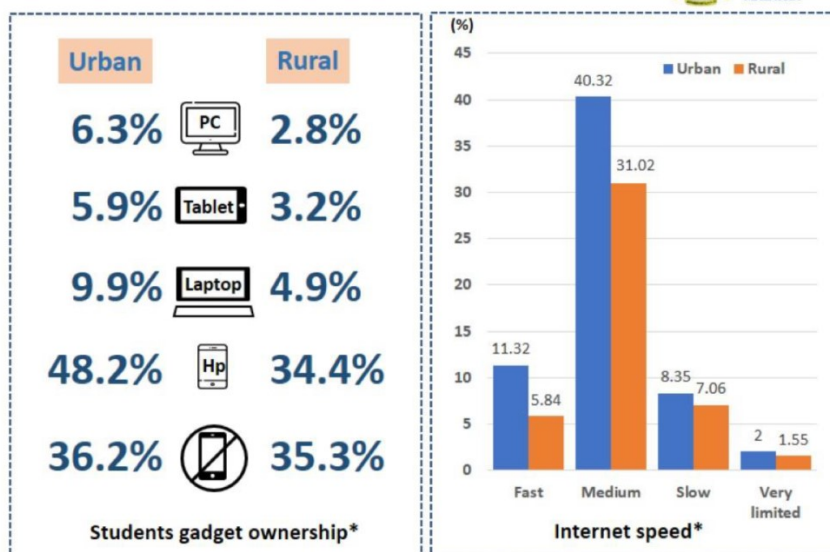
Apart from the MoE-DL platform, learning could also be facilitated through EduWebTV, CikgoTube and the e-Guru portal



SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



Although students are able to gain access to online learning via the digital platform, there are many other factors that impede their learning via this platform especially the ownership of gadgets and internet connectivity



*Based on a research conducted by the MoE Malaysia involving about 700,000 parents and 900,000 students

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



The Ministry of Education realizes that the learning process must always happen regardless of the platforms

1 The re-introduction of Educational TV Programme

- Educational TV Programme which was only available online since 2012 had made its return on terrestrial free-to-all TV. It is now aired 6 hours daily on 3 channels since the MCO was imposed.
- This was seen as logical since on average 96% of households have access to free-TV. 89% of households subscribe to pay-TV.



Children watching the educational TV Programme

Photo source: Berita Harian 15 April 2020
(<https://www.bharian.com.my/berita/nasional/2020/04/677569/covid-19-pendidikan-terima-maklum-balas-positif>)

2 Teachers initiative in reaching out to students with very limited access

- Many teachers had gone to great lengths to ensure students remain engaged with education during MCO.
- Some would travel to deliver worksheets with the assistance of the District Health Office and upon the approval of the District Office.



Teacher travels to 13 different villages to send and collect worksheets

Photo source: Harian Metro 30 April 2020
(https://www.hmetro.com.my/utama/2020/04/573080/cikgu-jelajah-13-kampung-hantar-kerja-sekolah?fbclid=IwAR0phji99DaBuYOoiA9iNG_iE7M5f4XWhABV1BOjATwid2ds2s9DeDUNCM)



Teacher sending worksheets to Orang Asli students

Photo source: Harian Metro 16 May 2020
(<https://www.hmetro.com.my/utama/2020/05/578999/cikgu-era-pkp-metrotv>)

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY

The closure of schools has also greatly impacted the scheduling of assessments at various levels for students in Malaysia, although many other major examinations worldwide are also cancelled

MAJOR EXAMINATIONS CANCELLED WORLDWIDE	MAJOR EXAMINATIONS CANCELLED IN MALAYSIA	MAJOR EXAMINATIONS RESCHEDULED IN MALAYSIA	KEY LESSONS EMERGED
<ul style="list-style-type: none"> • A- Levels • Cambridge International General Certificate of Secondary Education (IGCSE) • International Baccalaureate 	<ul style="list-style-type: none"> • Primary Schools Achievement Test • Form Three Assessment • Matriculation college end of semester examination 	<ul style="list-style-type: none"> • Malaysia Certificate of Education (SPM) • Malaysia Higher School Certificate (STPM) • Malaysia Islamic Higher School Certificate (STAM) • Malaysia Vocational Certificate (SVM) 	<ul style="list-style-type: none"> • Major examinations cancelled are replaced with school-based assessments (SBA) • The cancellation of examinations has taught us to improve SBA especially teacher readiness, integrity and knowledge • Online assessments (on-demand) must be made available all year round • Increase the use of online marking

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



Like many other countries, there are multitudes of challenges faced by teachers and students as a result of the MCO

CHALLENGES	Teachers and students' preparedness in online learning	Digital divide and connectivity	Providing support to the most vulnerable including students with disability
INITIATIVES	<ul style="list-style-type: none"> • Improve online teaching skills through various online CPD courses including the Digital Learning Community (in collaboration with UNICEF) 	<ul style="list-style-type: none"> • Propose ways on increasing access to gadgets and connectivity especially to students in rural areas and the poor beyond school 	<ul style="list-style-type: none"> • Teachers work closely with parents to ensure that students have access to worksheets that are delivered via online or manually by the teachers

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY

Lessons learned

- **Clear policy** : to ensure that new policies derived from the crisis are benefitting all students especially in their learning process
- **Clear communication plans**: to ensure that students and the public receive clear and up-to-date information from the Ministry
- **Inclusion and Equity** : to reflect on social and economic gaps, digital divide and the delivery system
- **Social and Emotional Support**: the important role of parents in ensuring students' wellbeing, safety and protection
- **Assessment**: to further enhanced formative assessment and SBA
- **Participatory Approach**: the importance of multi-sectoral approaches to response, recovery and resilience

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY



How is Malaysia preparing for schooling post MCO?

1 GUIDELINE ON SCHOOL MANAGEMENT POST-MCO

- The Ministry of Education worked closely with the Ministry of Health and the National Security Council in drafting the guideline.
- Guideline outlines the preparation that schools must undertake before school reopens
- Guideline also explains the roles and essential safety measures to be taken by school teachers, staff and students

3 INCREASED AWARENESS TO STAY VIGILANT AND SAFE

- The Ministry will be rolling out campaigns to educate and create awareness on the essential safety measures that students need to practice regularly. This includes social distancing, washing hands, maintain cleanliness, avoiding crowds.

2 STAGGERED RE-OPENING OF SCHOOLING

- Schools will reopen with the advice of MOH and NSC.
- The Ministry is currently carrying out simulations of school operations post MCO in selected locations
- The Ministry plans to allow forms five and six students to return to school first.
- All other levels will return to school by stages. Home based learning will continue.

4 ENGAGEMENT SESSIONS WITH VARIOUS STAKEHOLDERS

- The Ministry of Education has had various sessions with multiple stakeholders in engaging their opinions before making key decisions.
- The Ministry will continue to seek the opinions of important stakeholders.

SUB-REGIONAL WEBINAR ON COVID-19 EDUCATION RESPONSE POLICY

Appendix 6

PHILIPPINES' WEBINAR PRESENTATION



Learning Opportunities Shall Be Available

The Philippines' Basic Education Learning Continuity Plan In the Time of COVID-19, and Bridging to the Future

ATTY. NEPOMUCENO A. MALALUAN

Undersecretary and Chief of Staff of the Secretary
Department of Education

Sub-Regional Webinar on COVID-19 Education Response Policy
UNESCO Jakarta Office
June 2, 2020



- In the context of COVID-19, the concern over basic education in the Philippines **is the magnitude of moving and congregating learners, teachers and education personnel nationwide** if schools open in traditional way
- Philippine Basic education directly accounts for nearly **30 million individuals**, not counting the ancillary services supporting the education system including transport, food, and other services
 - 27,748,477 learners from K to 12, and ALS
 - 900,000 teachers and personnel
 - 300,000 private school, teachers and personnel
- This represents about 27.8% of the estimated 108 million current Philippine population, and 20% higher in number than the total number of people employed in the services sector, the biggest employer of the country's labor force.



DEPARTMENT OF EDUCATION

2



Summary of COVID-19 Picture beyond May 15 in relation to Basic Education

Full containment is not yet attained, given the Philippine projections and the fact that the pandemic is still raging.

Suspension of face to face classes will remain mandatory in areas categorized as Moderate and High Risk, based on DOH risk severity grading. However, the IATF and the Office of the President may make a more aggressive mobility restriction, such as in EO 112 where a General Community Quarantine is imposed in all low and moderate risk areas, with physical classes suspended.

In Low Risk areas where face to face classes may be allowed, physical distancing will still be required, in turn needing an adjustment in class size.

Low Risk areas may experience an outbreak resurgence anytime, requiring suspension of face to face classes.

DEPARTMENT OF EDUCATION

3

Our Response: Basic Education Learning Continuity Plan

Basic Education Learning Continuity Plan (BE-LCP) was developed to provide guidance to the department on how to deliver education in this time of crisis, while ensuring the health, safety, and welfare of all learners, teachers and personnel of DepEd.

Participatory approach in development of BE-LCP

- Inputs from different units and field offices of the Department;
- Inputs from the Philippine Forum for Inclusive Quality Basic Education or Educ Forum;
- Advice from the Chairpersons of the Philippines' House of Representatives and Senate Committees on Basic Education; and
- Online Survey
- Survey of Teachers' Readiness for Distance Learning Delivery



DEPARTMENT OF EDUCATION

4

Principles of BE-LCP

1. **Protect the health, safety and well-being** of learners, teachers and personnel, and prevent the further transmission of COVID-19;

 2. **Ensure learning continuity** through K-12 curriculum adjustments, alignment of learning materials, deploying various modalities of delivery, and providing corresponding teacher and parent/guardian training;

 3. **Facilitate the safe return** of teaching and non-teaching personnel and learners to work and schools, based on scenarios projected by the DOH and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced by DepEd's own risk assessments;
4. **Be sensitive** to equity considerations and concerns, and endeavor to address them as best as we can; and
5. **Link and bridge the BE-LCP** to DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Education Futures.

DEPARTMENT OF EDUCATION

5

Key Components of BE-LCP

1. Streamlining the K to 12 Curriculum to the Most Essential Learning Competencies (MELCs)
2. Multiple learning delivery modalities, with blended learning and distance learning as major options
3. Preparing teachers and school leaders for multiple learning delivery modalities
4. Required Health Standards in Schools and Workplaces
5. Reconfigured the annual school opening activities *Brigada Eskwela* and *Oplan Balik Eskwela*, and Partnerships
6. Finance, Procurement and Delivery
7. Monitoring, Evaluation and Adjustments

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Blended/Distance Learning Modalities

Lessons will be delivered to the students in the comfort and safety of their homes, through the following methods:

1. Printed or digital modules delivered to the homes of the students, or picked up by their parents at designated places, within coordinated schedules;
2. Online learning resources such as the DepEd Commons; and,
3. Television or radio-based instruction.

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Regional Offices to Contextualize BE-LCP to Local Conditions

- DepEd Central Office provides the framework, menu of options, and resource support.
- The Regional Offices shall decide on the learning delivery modalities deemed appropriate in the context of the local conditions and consistent with COVID-19 guidelines and regulations, upon recommendation by the Schools Division Offices, after consultation with the schools under their respective jurisdictions. This is already ongoing.

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BE-LCP is Anchored on *Sulong EduKalidad*



BE-LCP is not a stand-alone program; it is anchored on *Sulong EduKalidad*, DepEd's **pivot to quality**.

Four pillars

K to 12 curriculum review and update
Improving the learning environment
Teachers' upskilling and reskilling
Engagement of stakeholders for support and collaboration

But COVID-19 will highlight other strains of inequities to the education system, particularly in access to technology.

DepEd will focus on enduring literacies and skills in our learning delivery modalities, technologies, strategies, resources, assessment, and in teacher/school leader capacity-building.

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Appendix 7

TIMOR-LESTE'S WEBINAR PRESENTATION

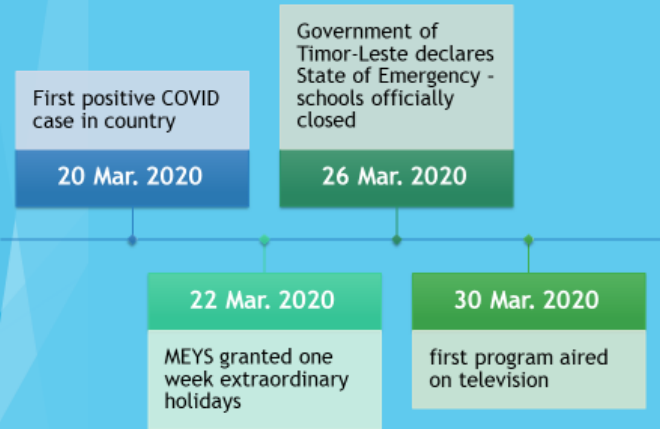


Education Response Policy Timor-Leste



Presented by:
Ms. Odília Ung Martins
Director General of Planning, Policy and Inclusion
Ministry of Education, Youth and Sport
UNESCO Sub-Regional COVID-19 Education Response Policy Webinar
2 June, 2020

Chronology:



Date	Event
20 Mar. 2020	First positive COVID case in country
22 Mar. 2020	MEYS granted one week extraordinary holidays
26 Mar. 2020	Government of Timor-Leste declares State of Emergency - schools officially closed
30 Mar. 2020	first program aired on television



Our situation:

65% of households have a television

82% of schools surveyed have at least some access to internet

90% + households have a mobile phone

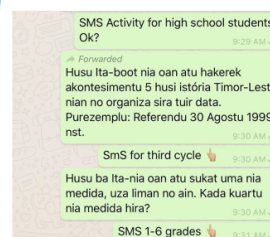
Approximately 60% of our students are in schools classified as remote, very remote or extremely remote

NO previous use of any distance learning strategies

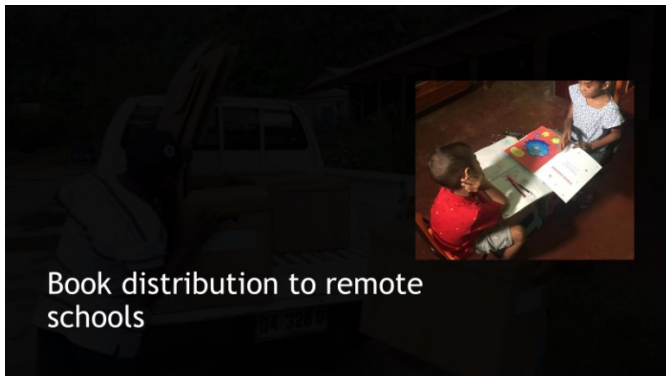


TV Program:
on 3
channels

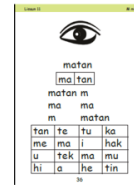
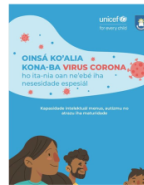
Digital
library, app,
youtube,
free access



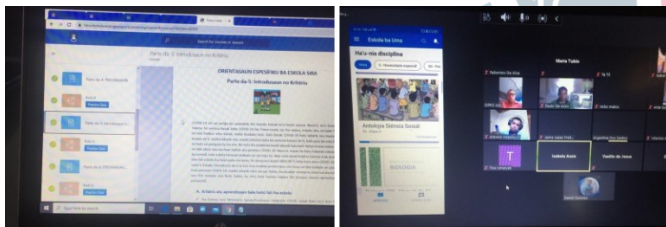
SMS system
for those
without
other access



Book distribution to remote schools



Creation of materials for most vulnerable children and those with special educational needs



Online teacher training

M & E for Education Response has already started

- phone surveys
- Data collection
- Analysis of numbers of viewers and users

Partnership was the key to our success!



-Not perfect, but a good start
-We will use as an opportunity to advance in the area of distance learning



Obrigada barak!





UNESCO Office in Jakarta
Regional Science Bureau for Asia and the Pacific
Cluster Office for Brunei, Indonesia, Malaysia,
the Philippines and Timor-Leste