



# Increasing Access to Basic Education for OOSC through Flexible Learning Programmes in Cambodia, Lao PDR, Myanmar and Viet Nam

**A Project Kick-off Meeting | 17 November 2020**

# Overview of national response to COVID-19 in education

- **Overall impact of COVID-19 on the education system:**
  - **On Education Strategic Plan (ESP) 2019-2023: most activities have been postponed until next year due to budget cuts.**
  - **On education budget: Budget cuts (15.2%). Budget is expected to be reduced for 2021 as the economy tries to recover due to low level of government revenue generation.**
  - **On the most vulnerable children:**
    - **increased risk of vulnerable children dropping out of school;**
    - **increased risk of violence against children which include physical violence, emotional violence and sexual abuse...**
    - **missing needs of children with disabilities: remote learning tools are not accessible to learners with disabilities or with complex learning needs, limited internet, lack of additional support and care...**
  - **On the health of school children...**
  - **On the teachers and school personnel: interrupting teacher training, lower teacher effectiveness, limited capacity in distance learning, limited access to technology in remote areas.**

# Overview of national response to COVID-19 in education

## *Interventions to support continuity of teaching and learning*

- *Response work by DPs: production of information, education and communication (IEC) materials; the provision of hygiene supplies to schools; technical assistance for the MoEYS national scholarship programme; the provision of school meals to children from poor households; and preparedness for safe school re-opening;*
- *Provision of policy directives and guidance notes to ensure continuity and implement distance learning;*
- *Provision of distance learning services and modalities such as e-learning videos and contents that can be accessed through Facebook, YouTube, Education TV channel (TVK2) and other social media;*
- *Involving the roles of teachers and schools in response efforts: School directors' and teachers' roles in establishing online learning groups, provide information on how to access continuous learning programmes, ensure that students accessed paper-based learning materials/textbooks, conducting home visit to facilitate and monitor distance learning activities;*
- *Awareness raising within the education community on COVID-19 safety and prevention: production of IEC materials including posters, videos, booklets, songs and social media messaging on topics such as hand washing and hygiene, social distancing, continuous learning, early childhood development, positive parenting, protection and safety.*

# Overview of national response to COVID-19 education

# affected by COVID-19	School closure	Adjustment to school calendar	Adjustment to content coverage	NFE for the disadvantaged response to COVID-19
<p><b>1) Students:</b></p> <ul style="list-style-type: none"> <li>• 3,210,285 formal school students (50% females)</li> <li>• 9,377 CLC learners (64.6% females).</li> </ul> <p><b>2) Schools: 13,482 &amp; 351 CLCs</b></p> <p><b>3) Teachers: 93,225 (53% females) &amp; 1,694 CLC management (24% females)</b></p>	<p><b>1) Re-opening of schools K-12 have been operated. However, closure of schools in PNP and Kandal province continue due to current Cov19 threats.</b></p> <p><b>2) School Closure:</b></p> <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> started in Mid-March 2020 in Siem Reap and PNP .</li> <li>▪ 2<sup>nd</sup> was on 16 March 2020 in the whole country.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Calendar was adjusted by implementing distance learning via MoEYS official website, FB, YouTube, and face to face cluster learning.</b></li> <li>• <b>Selecting only major subject contents;</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Not cover 100% of learning contents</b></li> <li>• <b>Khmer, Mathematics in PE</b></li> <li>• <b>All subjects for G9 and G12</b></li> <li>• <b>Not all subjects for G7, G8, G10 and G11</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Online or distance literacy Programme (84 videos via e-learning platform MoEYS, website, FB, YouTube)</b></li> <li>• <b>NFE primary EP (learners learned in clusters/small separate groups)</b></li> <li>• <b>Complementary Education programme (in some provinces) via messenger and telegram</b></li> </ul>

# **Non-formal Education Policies' Roles during COVID-19**

- **Continue providing non-formal education services for the disadvantaged and marginalized groups who lose access to formal schooling;**
- **Explore and find innovative and flexible learning strategies for out of school children, youth and adults to access equitable and quality learning;**
- **Continue implementing the education policies contributing to ensuring equitable quality and inclusive education and promoting lifelong learning.**

# Challenges faced

## *Challenges in terms of reliability of internet access and access to financial support for teachers' outreach work:*

- **Limited access to technology and internet access in many target areas (remote areas)**
- **Learner's lack of smart phones... and money to pay for internet use...**
- **Teachers' capacity in implementing distance learning modalities**
- **Teacher's difficulty in cluster teaching (students' learning in small groups)**
- **Budget cuts (15.2%) during COV-19 affected the efforts to provide education services**

# Achievements/Progress

***Before COVID-19, NFE sub-sector provided the following programmes through classroom-based instruction for those without access to formal schooling :***

- Literacy programmes (including FLP, and literacy in prison): 16,535 illiterates become literate (66.85% females),
- Post-literacy programme through 39 libraries with 33,015 readers (57.65% females)
- Re-entry programme (10,597 drop-out children (44.97% females) returned to primary school)
- Income generation programme in 331 CLCs with 8,278 community people (65.15% females) gaining vocational skills.
- Primary and Lower secondary EP with 3,049 learners completing the programmes (46.80% females)
- Complementary education programme with 3,479 learners passing the exams.
- **Total number of NFE enrolled learners: 54,020; F:53.94%**
- **Total number of NFE completers: 42,416; F:57.19%**

***Programmes operated during Covid-19 (in 2020)***

- **Online or distance literacy Programme (84 videos via MoEYS website, FB, YouTube)**
- **NFE primary Equivalency Programme (learners learned in clusters/small separate groups)**
- **Income generation programme (vocational skill training) at CLCs**
- **Complementary Education programme (in some provinces) via messenger, telegram and video through MoEYS website, FB YouTube, TVK.2**

# Action Plans: IAI-OOSC (Component 3)

Outcomes	Outputs	Activities	Target
<b>DNFE increases access to basic education for targeted learners through NFE-LSEP</b>	1. Quality and relevance of all teaching-learning material contents ensured	3.1 Establish a committee chaired by H.E Minister and sub-committees for final approval of matters related subject experts, content review, instructional design, video production and editing	MoEYS & teachers (√)
	2. Relevance of all teaching-learning material contents ensured	3.2 Identify subject teachers for video production and invite them to join a workshop	DNFE,DIT, teachers(√)
	3. Readiness of subject teachers in distance learning ensured	3.3 Organize a half-day orientation workshop/meeting on how to prepare lesson plans for distance learning and teaching for subject teachers	<b>Subject teachers</b> (√)
	4. Lesson plans for online learning created	3.4 Select lessons and develop lesson plans and learning materials	<b>Subject teachers</b>
	5. Video and/or digital teaching-learning resources made available	3.5 Develop and disseminate 282 video resources for essential NFE-LSEP subject matters	<b>EP teachers &amp; learners</b>
	6. PoEs, DoEs and teachers' knowledge of blended learning ensured	3.6 Develop and disseminate guidelines for PoEs, DoEs and teachers	<b>PoE, DoE, EP teachers</b>
	7. An online learning platform for NFE developed	3.7 Develop EP-LMS	<b>EP teachers &amp; learners</b>
	8. Pilot provinces, districts and schools identified for online learning; students, teachers recruited	3.8 Identify piloting provinces and students (including formal school dropouts)	<b>EP teachers &amp; learners</b> (√)
	9. Teachers equipped with the knowledge and skillsets to deliver distance NFE-LSEP	3.9 Design and deliver training sessions	<b>EP teachers</b>
	10. Field information and updates regularly shared and documented	3.10 Conduct regular monitoring visits	<b>All relevant stakeholders</b>
	11. Students' learning measured and accredited	3.11 Prepare a final exam and certificates for target students	<b>EP learners</b>



# Project team and governance

**Leading and Management  
committee, MoEYS (DNFE, DIT)**

**Technical and content checking  
sub-committee**

**Facilitation, support and reporting  
sub-committee**

**LMS development  
sub-committee**

**Video shooting, edition and  
dissemination sub-committee**

**Khmer lesson plans  
and contents  
preparation  
sub-committee**

**Maths lesson plans  
and contents  
preparation  
sub-committee**

**Science lesson plans  
and contents  
preparation  
sub-committee**

**Social study lesson  
plans and contents  
preparation  
sub-committee**

**Vocational skills  
lesson plans and  
contents preparation  
sub-committee**

# Next Steps

<b>Remaining activities to be done</b>	<b>Timeframe</b>
<b>Select lessons and develop lesson plans and learning materials</b>	<b>Nov 2020</b>
<b>Develop and disseminate 282 video resources for essential NFE-LSEP subject matters</b>	<b>Nov 2020-Dec 2021</b>
<b>Develop and disseminate guidelines for PoEs, DoEs and teachers</b>	<b>Nov 2020</b>
<b>Develop EP-Learning Management System (LMS)</b>	<b>Nov 2020-end of Jan 2021</b>
<b>Design and deliver training sessions</b>	<b>Nov 2020- end of Feb 2021</b>
<b>Conduct regular monitoring visits</b>	<b>Oct 2020- end of Dec 2021</b>
<b>Prepare a final exam and certificates for target students</b>	<b>Sept-end of Nov 2021</b>



**Thank you!**

