



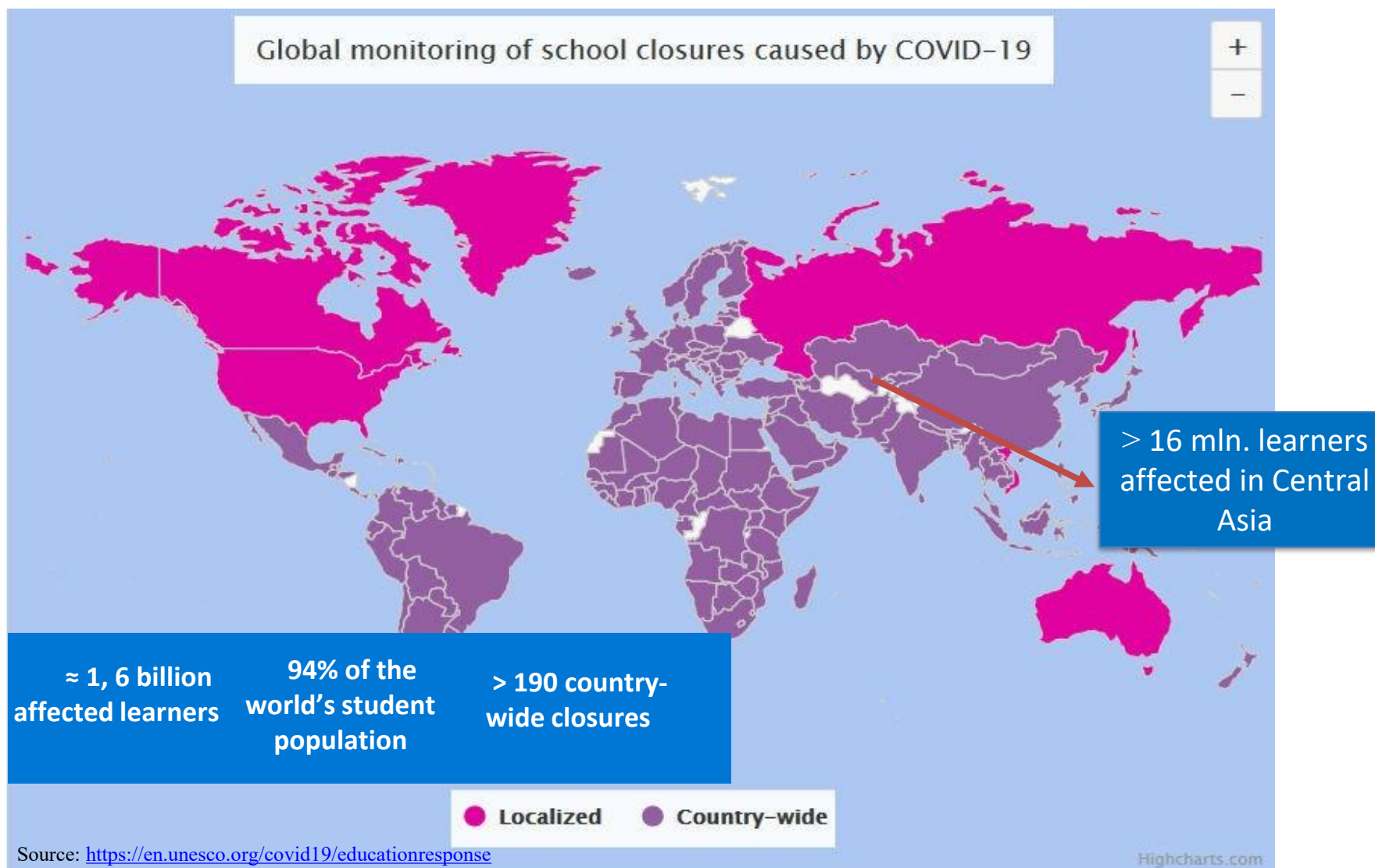
United Nations
Educational, Scientific and
Cultural Organization

Impact of COVID-19 on Education Sector in Central Asia

Presentation by Ms Krista Pikkat, Director,
UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan

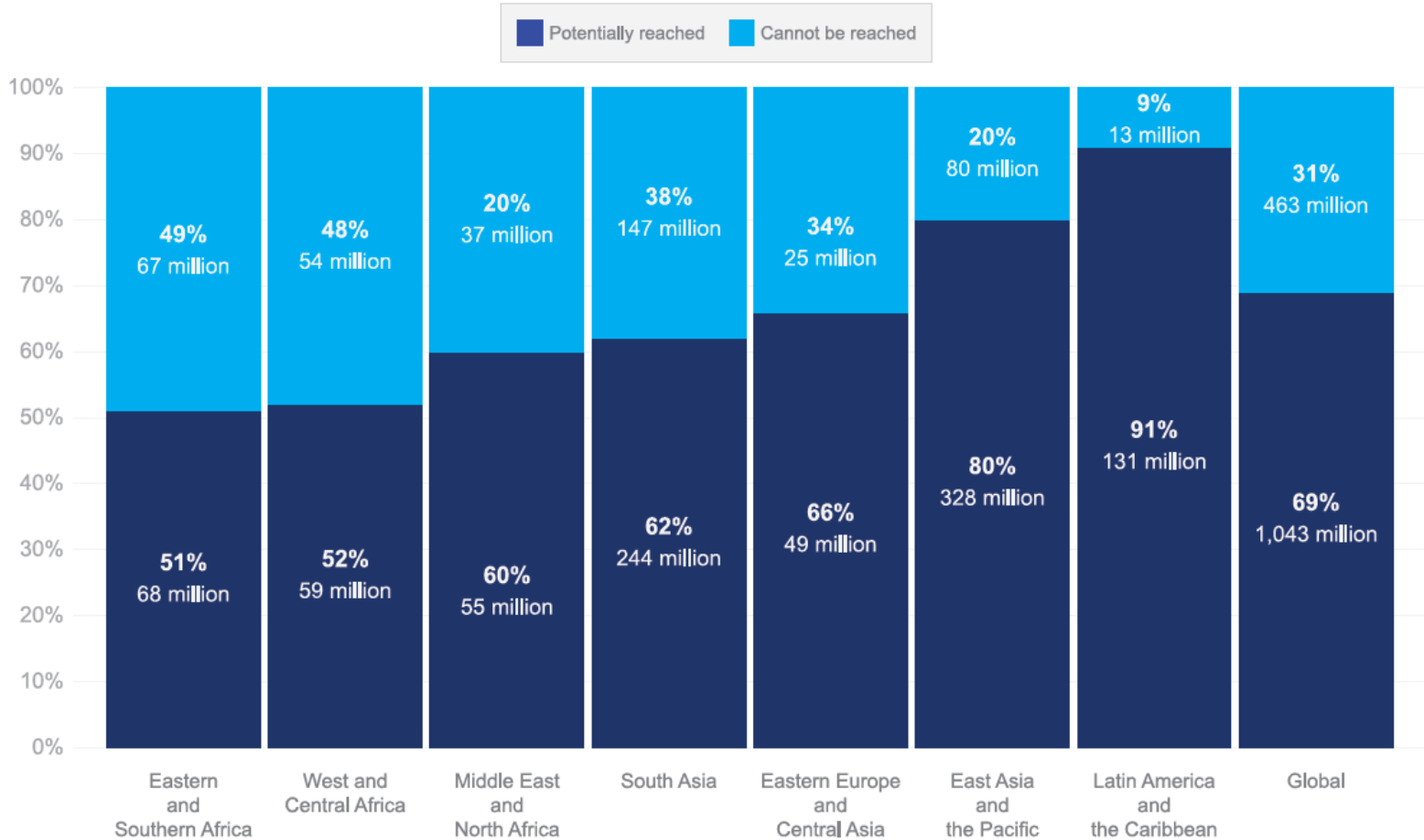


School closures caused by COVID-19 globally and in Central Asia



There are still learners that were not reached with digital and broadcast remote learning in Central Asia

Figure 3
 Share and number of students potentially reached and not reached[†] by digital and broadcast remote learning policies, by region (pre-primary to upper secondary)



Source: Authors' calculations.

Notes: i) Figures are calculated using weighted averages based on the number of students across countries.

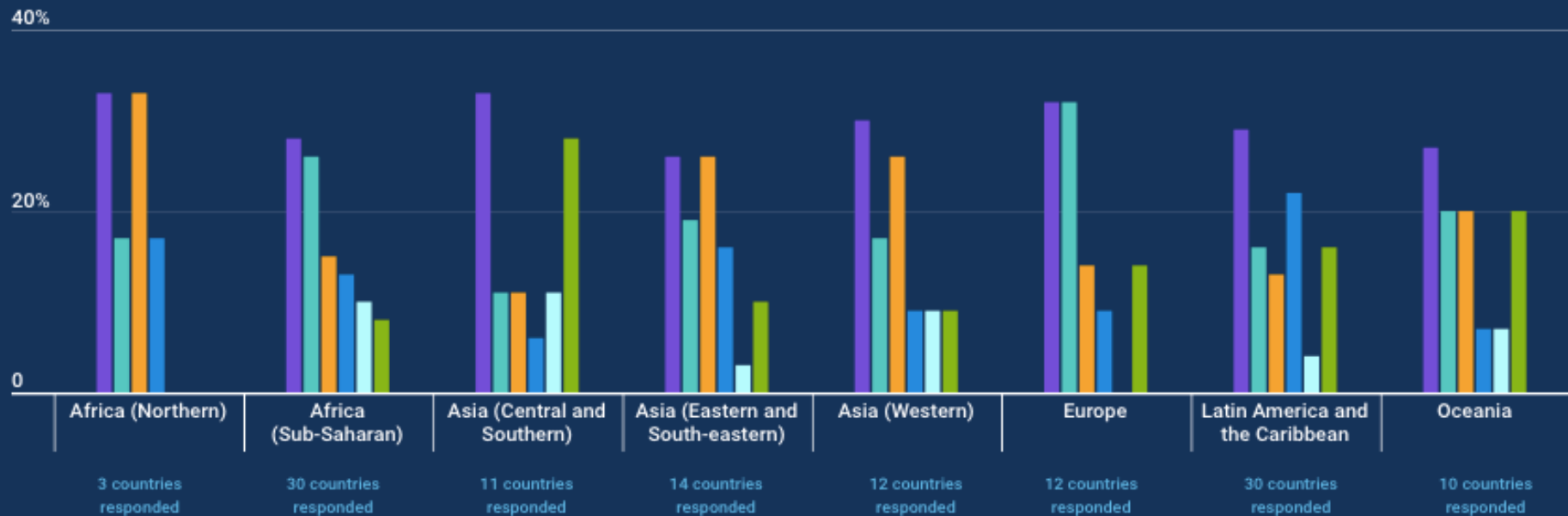
Source: [UNESCO/UNICEF/WB Survey on National Education Responses to COVID-19 School Closures](#)

Not all countries have taken measures to ensure distance learning for vulnerable populations

Figure 9. Measures taken to include vulnerable populations in distance learning platforms (% of countries)

 BY REGION

- Support to learners with disabilities
- Improved access to infrastructure
- Other
- Subsidized devices for access
- Learning materials for minority languages
- None



Source: [UNESCO/UNICEF/WB Survey on National Education Responses to COVID-19 School Closures](#)



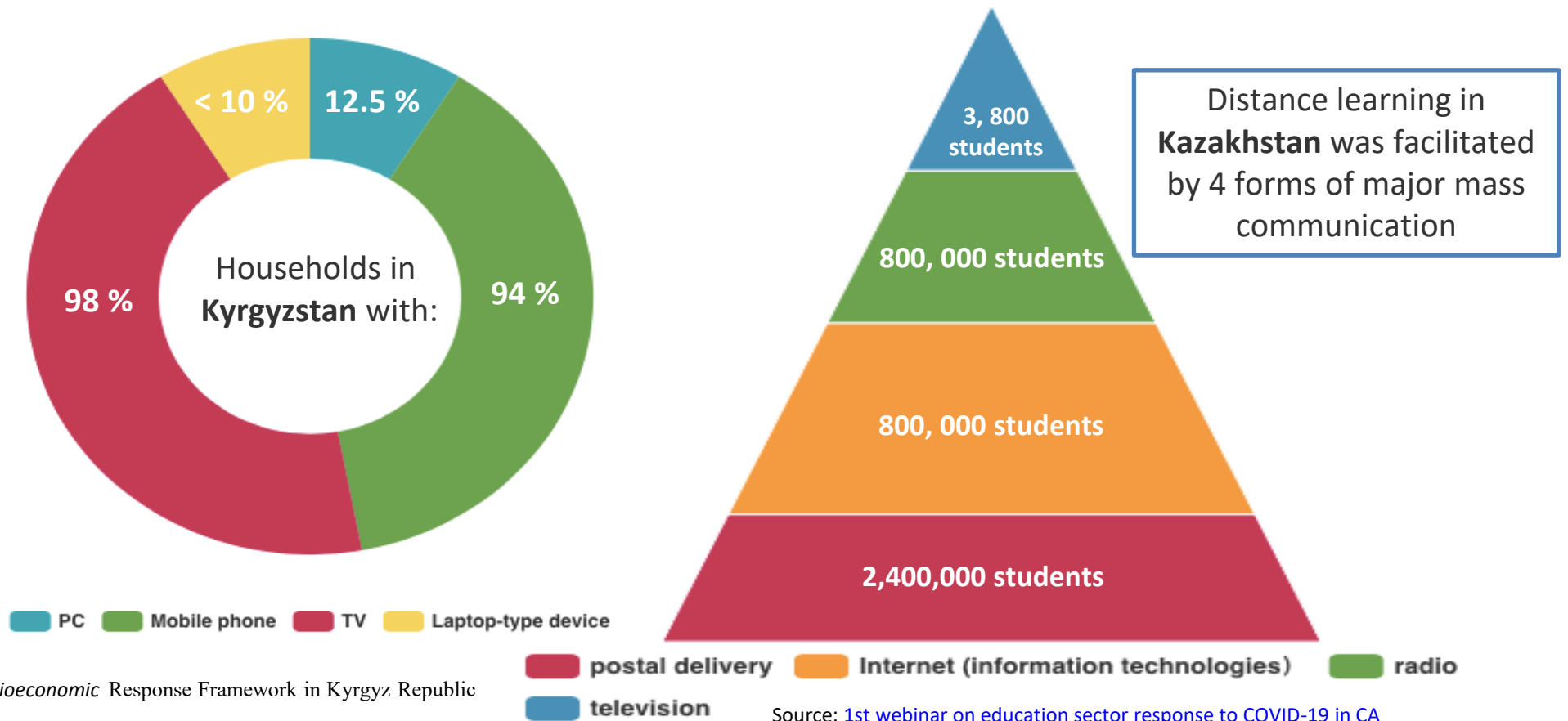
UNESCO

Impact of COVID-19 on education in Central Asia



Impact of COVID-19 to education sector Central Asian countries

Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan have moved to distance learning by using different **digital learnings solutions** (online learning, televised learning, etc.)



Source: UN Socioeconomic Response Framework in Kyrgyz Republic

Source: [1st webinar on education sector response to COVID-19 in CA](#)

Key challenges in introducing distance learning programmes in the region of Central Asia



Sharp decline in **education quality**



Skills gaps to use ICT



Inequalities in **access** to distance learning



Shortage of quality online learning **content**



Emotional unrest and anxieties of students and a considerable **burden on home caregivers**, particularly women

Some **findings** from the UN Socio-Economic Impact Assessments:

In Kazakhstan, 70% of the respondents believe that education has become at least a quarter less productive

The early closure of schools and the fact that schools were not prepared to provide remote learning affected the quality of education.

In Kyrgyzstan, more than half (60%) of young people and adolescents experienced a high level of anxiety.

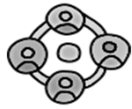
Access to education has been adversely affected, despite robust efforts by the Government to put in place virtual learning options.

The World Bank estimates that in Central Asia due to the pandemic:

- The average learning levels will fall
- The share of children in early secondary education below the minimum proficiency level will rise

Source: <http://pubdocs.worldbank.org/en/798061592482682799/covid-and-education-June17-r6.pdf> (P16)

UNESCO's first actions to respond to COVID-19 crisis



Set up of **community of practice** – with focal points from Ministries of Education and launch of a series of **webinars** for this group



Provided a **curated list of distance learning management solutions and issue notes**



Organization of **policy dialogue among Ministers** and creation of smaller **ad-hoc ministerial group** with 12 Ministers from all regions of the world



Working to support countries, backed by a dedicated task force



Creation of dedicated website [COVID-19 Educational Disruption and Response](#) and the **COVID-19 Global Education Coalition**

Global Education Coalition

Context

Concerned with the negative impact of school closures on disadvantaged and marginalized children and youth, UNESCO called for the creation of an open **Global Education Coalition**, with due focus on **equity and inclusion**, launched on **25 March**

Mission

The Coalition **works with governments** and provides capacity development to Ministries of Education to run distance learning solutions in response to the crisis.

It mobilizes a wide array of public and private partners and **leverages resources, knowledge and innovations** to deploy and defend universal access and equitable solutions.

- **Gender**
- **Teachers on the frontlines**
- **Connectivity**



UNESCO Almaty COVID-19 Response in Education Sector

UNESCO's support focuses on ensuring learning continuity and building resilient education systems for the future through:



Policy dialogue on approaches and advocacy

Capacity-building for ministries and teachers

Development of relevant content

UNESCO Almaty Office COVID-19 Response

- COVID-19 fundamentally changed life around the world, redefining and questioning our perceptions of normal. From school and museum closures to lockdowns and quarantine measures, the changes brought significant disruptions to every aspect of life and created an unprecedented crisis.
- In the face of the pandemic, the UN Development System's dual priorities are evident and linked to the 2030 Sustainable Development Agenda to respond urgently to stem the COVID-19 impact and help countries build a better future.
- The socio-economic response framework of the UN consists of five streams of work to protect the needs and rights of people living under the duress of the pandemic, with particular focus on the most vulnerable countries, groups, and people who risk being left behind. The five streams are connected by a strong environmental sustainability, gender equality, and an imperative to build back better.



Source: <https://unesdoc.unesco.org/ark:/48223/pf0000374068>

Education during COVID-19 and beyond: Policy Recommendations

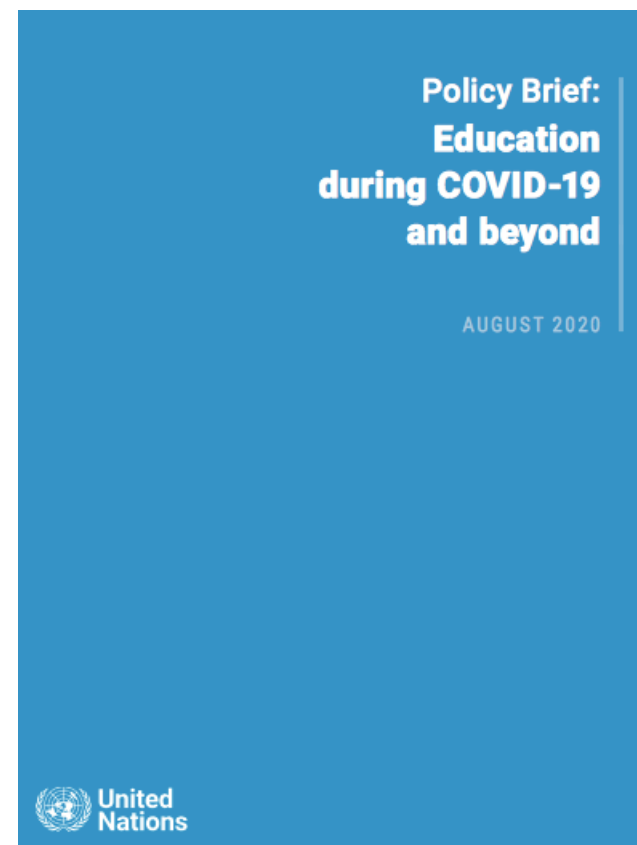
UN Secretary-General's policy brief calls for action from all in the following areas:

Suppress transmission of the virus and plan thoroughly for **school re-opening**

Protect education **financing** and coordinate for impact

Build **resilient education systems** for equitable and sustainable development

Reimagine education and accelerate change in teaching and learning



Source: [Policy Brief: Education during COVID-19 and beyond](#)

Thank you!

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