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Impact of Covid-19 on School Education

The theme of the current issue of the newsletter focuses on 'The Impact of Covid-19 in School Education'. This issue includes articles written in the above context by various experts and researchers from different member-institutions such as Australia, China, India, Malaysia, Pakistan and South Korea. Apart from these articles, the issue also includes a section of important news and events in the context of these member-institutions.

The first article has addressed the impact of school closures due to the pandemic and disrupted education, particularly among the vulnerable students belonging to low-income households in the states and territories of Australia. Drawing references from the findings of a few empirical researches, the authors have raised the concern of learning loss among children from poor family background. In order to provide additional academic support to these children, the authors, in further sections of the article, have mentioned about some significant programmes and practices adopted by many schools in Australia.

The second article has focused on the impact of Covid-19 on school education in the context of China. The article first talks about the shift of teaching-learning methods from traditional to online mode in the country during the pandemic period. It has further addressed the issues in context of learning new digital teaching modes by teachers to meet the needs of educational development of children. The article has briefly explained the utilisation of new network teaching along with its advantages as well as disadvantages in classroom management which directly impact the teaching and learning process.

The third article has reflected on various issues and challenges associated with school management faced by both teachers and students during pandemic in India. The author has addressed the concerns of teachers in the context of using online platforms for pedagogy along with the challenges students have faced in accessing devices to use digital platforms, particularly those belonging to disadvantaged socio-economic backgrounds. Apart from above, other factors such as lack of internet connection,

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lack of teachers' training to use online resources and teaching methods, change in the learning space, lack of infrastructure, uneven teacher:pupil ratio, etc. were also identified by author in this article.

The next article has talked about the impact of Covid-19 on education system in Malaysia and the flexible methods like Google Classroom adopted by students and teachers of e-learning. The author has also addressed the gaps in teaching and learning activities identified during the closure of schools along with the challenges faced by parents and teachers in the adoption of home-based e-learning and teaching.

In the subsequent article from Malaysia, the author discusses the need of digital leadership for school leaders in schools during post-Covid-19 period. Further in the article, the author provides a few recommendations and strategies for the effective implementation of digital leadership in schools, particularly in managing education.

The third article in Malaysia's context focused on the impact of Covid pandemic on teachers and students. The author has explained the challenges faced by both teachers and students in e-learning due to lack of technological competencies in ICT. In further section, the author has described the major and effective plans adopted by the Ministry of Education, Malaysia in order to ensure full participation of both students and teachers in using online learning platform.

This is followed by an article focusing on the impact of Covid pandemic on education system in the context of Pakistan. The author has discussed the post-pandemic impact among children's learning and achievements due to lack of technological capabilities, particularly from poor socio-economic backgrounds. The shift to online schooling disclosed many shortfalls and discriminations in educational system of Pakistan which were explained in this article along with the initiatives taken up to revive learning process by Government of Pakistan.

The last article is based on the experience of South Korea which has also witnessed the change in schooling system from face-to-face to online education due to the outbreak of Covid-19. However, this impact was found to be drastic amongst those children living in remote areas and who lack the essential digital devices or technology. Several policies to mitigate such issues and concerns undertaken by Ministry of Education, South Korea were discussed in later section of the article by the author.

All the articles included in the current issue have provided the status of school education during and post-Covid period in the context of different countries. These articles have mainly focused on the problems and challenges faced by students and teachers pertinent to e-learning and teaching methods. To reduce the impact of pandemic on school education, several initiatives and policies were adopted by the governments of these countries in order to facilitate proper training of teachers to use online teaching, and provide technical support to all children, particularly from disadvantaged groups to access e-learning. It has been observed that, despite many challenges, all these countries have been continuously working to provide access to smooth e-learning and teaching facilities to their students and teachers in maintaining quality education in schools.

Madhumita Bandyopadhyay
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The Impact of Covid-19 on School Education in Australia

When the pandemic first hit in 2020, there was considerable concern regarding its likely impacts on the education system. It was feared that it would result in school closures, and disrupt education, particularly for young students and the most vulnerable students.

In most states and territories in Australia, remote learning was in place for at least eight weeks and signalled an abrupt shift to flexible and remote teaching, predominantly using technology. In Australia's two largest states, remote learning was employed for more extensive periods.

The reliance on technological-driven teaching and learning practices highlighted existing inequities in technological access for many students and communities in Australia, particularly those from low-income households. Appropriate home learning environments and family support, the readiness and capacity of both teachers and students to pivot to online education, were all the factors that impacted on the likelihood of continuing learning for Australian students.

There has been limited empirical research in Australia to investigate the impacts of disrupted schooling on learning. One study which compared student achievement growth in mathematics and reading abilities of 4800 students belonging to Grades 3 and 4 from 113 New South Wales government schools showed that there were no significant differences between 2019 and 2020. However, the analysis of findings showed that the impact on students in low socio-economic schools were detrimental. Even in Victoria, where students experienced repeated lockdowns and one of the longest periods of stop-start remote learning anywhere in the world, data from the analysis of the national literacy and numeracy assessments failed to demonstrate significant differences between 2019 and 2021; however, there are indications that inequity has increased.

In Australia, the return to face-to-face teaching has been affected by teacher shortages and teacher burnout, but there have also been some positive shifts that have come from this crisis. In 2021, Australia launched the world's first child mental health and wellbeing strategy, which recognises education settings as crucial in promoting and supporting positive mental health. Many schools in Australia are now investing in programmes and practices that integrate mental health support as part of learning, for students, educators, and communities.

Some Australian education jurisdictions (e.g., Victoria) have implemented personalised (and free) tutoring support for students who require additional support. There is also emergent evidence of increased parental engagement, resource sharing between teachers, flexible learning modes for students, increased use of blended learning pedagogy, and adaptation of curricula and assessment for students with additional learning needs or mental health concerns. These shifts in education policy and practice are significant and provide real opportunities for Australia to reflect on the lessons learned, reimagining the role of schooling, and move forward as a more resilient education system.

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The Impact of Covid-19 on School Education in China

The outbreak of Covid-19 has had a major impact on school education in China, with great changes in the way of education and learning. School education is taking the educational reform brought about by the epidemic as an opportunity to make full use of the advantages and convenience provided by scientific and technological progress and actively exploring trans-regional, trans-cultural and trans-temporal learning modes.

New changes have taken place in the traditional education model. In traditional education, students come to the classroom, teachers and students have a strong interaction, and students can also ask and answer any questions on the spot. With the development of society, employers have higher requirements for students' practical ability. Schools pay attention to improve students' practical ability and adaptability to the requirements of enterprises. In response to the pandemic, most schools and universities have started online "cloud education", changing the traditional face-to-face mode of teaching. Through the application of "cloud education" and "cloud space", a network platform for management, learning, communication and sharing driven by co-construction and sharing of teaching and learning resources can be built for schools, teachers, students and parents, which promotes the reform of education mode.

The new network education has put forward higher requirements for teachers' educational activities. "Cloud education" activities require teachers to further understand and master the development direction and goals of education and teaching, to have a clear direction towards future teaching. In the age of information network, we should constantly learn the new changes in life and learning style brought by the new scientific and technological revolution. Teachers are no longer the tools to transmit information; rather they need higher education and teaching ability and master modern education technology to meet the needs of future education development. For students, "cloud education" learning is not boring but fun. This combination of work and rest teaching method, will not only improve the academic performance, but will also help them master the method of using computer software.

Network teaching also brings changes to classroom management. "Cloud teaching" adopts the method of live broadcasting and recording simultaneously, which is equivalent to traditional classroom teaching, and can make up for students' dependence on traditional teaching. Recording and broadcasting can realise repeated playback and repeated learning. Students can play the audio repeatedly for the portions that they have not understood, and learn until they are proficient. The teacher can record the video in advance to accurately grasp the class progress, effectively avoiding the occurrence of classroom emergencies affecting the class progress, and greatly reducing the difficulty of classroom management.

Online education also needs improvement. On the one hand, "cloud teaching" is teaching based on the network environment, which has very high requirements on network quality. If the network signal is unstable, the phenomenon of "lag" will occur, which is not conducive to the normal progress of learning. “Cloud teaching” also lacks emotional communication, which is not conducive to the mobilisation of classroom atmosphere.

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Access, Equity and Quality in School Education in India: Learning During Covid-19 Pandemic

The outbreak of the Covid-19 pandemic disrupted the normal way of face-to-face teaching and learning in the schools in India since 25 March, 2020. It was only after 15 October, 2020, that the union government permitted the reopening of schools and that too in phases. The actual timing and manner of reopening were to be decided by individual states. The sudden shift in the pedagogy needs to be studied as it brought to light many issues and challenges due to diversified school management, lack of teacher training for using online learning as a tool, and the financial provisions. All these raise many questions related to access, equity and quality which have already been addressed in various researches.

The use of e-learning as a pedagogic tool is not new. However, using it as the exclusive method of teaching-learning has not been in practice across the schools. The emergency arose due to the pandemic became a new normal for students as well as teachers. It may be reflected that the contexts of school education vary regarding its location, management, infrastructure, and human resources available focusing on differentiated approach in pedagogical transactions. Since the schools, to a great extent, are now open, there is an endeavour to trace the insights on how the online learning had an impact on pedagogy.

According to the UDISE+ data for 2019-20, out of 15,07,708 schools, around 74 per cent fall under government management while 22 per cent are under private management. In terms of location of schools, around 70 per cent of primary schools are in the rural areas and 30 per cent in the urban areas. It points towards the volume of infrastructure as well as financial requirements for executing and sustaining the use of ICT as a pedagogic tool as only 38.5 per cent of rural schools have functional computers in schools while only 22.3 per cent have internet facility.

The use of mobile phones and smart classrooms enabled the creation of a network of teaching-learning for the students and teachers. In schools, the integration of these changes in the pedagogical processes had started about two decades ago. Yet it was limited to be used in the secondary grades onwards. Looking at the accessibility of the communication technology, India witnessed the mobile phones revolution in 1994 and, by 2004, free incoming calls steered more people towards using mobile phones than the landline. Another major transformation was the introduction of smart classes launched in early 2000s and spread to more than 12,000 schools by 2018. Accordingly, teachers were also trained for using the interactive technology.

This discussion is on school education within the premise of access, equity and quality. Since all the three are interwoven, any one does not encompass the holistic approach towards the educational discourse. During the entire period of lockdown as well as the unlock phases, there had been umpteen efforts to decide on the modalities of continuing the academic sessions in schools.

The foremost issue in terms of access to be noticed was the lack of availability of devices for using digital platforms. Since the transition from face-to-face to online teaching had been unforeseen and forced due to the pandemic, new issues arose, especially for those children belonging to the disadvantaged socio-economic backgrounds.

Second, the spatial location, as mentioned earlier, also impacted the transaction of pedagogical processes due to the limited reach of the digital network across the nation since more than 65 per cent of the population resides in rural areas. Third, the school management stated in the previous section is so diverse that the scope of uniformity in terms of the transaction gets complex.

Fourth, teachers' capacities for using the technology as a pedagogical tool also differentiated in terms of the context as well as location.

Fifth, the medium of instruction could not be specified and had to be left for the teachers to decide on. Sixth, there were no monitoring mechanisms for ensuring the transaction of the curriculum. Seventh, poverty had been a major hindrance in using the online learning methodology. Eighth, the affordability of purchasing multiple devices had been a hindrance; for instance, if a family has more than one school-going child. Ninth, the financial burden increased on parents for providing the minimum technical infrastructure to their children for learning. Tenth, the class size is also critical depending on whether the school has a large or a small number of enrolments. Eleventh, the primary school children faced the maximum disruption due to a lack of online delivery preparedness.

There are multiple limitations in using the online transactions for pedagogy due to the lack of socialisation among children, which is the core of experiential learning at the primary stage of the school. In addition, the lack of internet connection, teacher training on using online resources and platforms for teaching, parents' affordability, uneven pupil:teacher ratio, change in the learning space, lack of infrastructure, digital literacy/ digital divide amongst the stakeholders, use of social media, the impact of technology on the younger children are a few obstacles to overcome for the effective use of technology in education. Even though the integration of ICT has been in progress for the last two decades (albeit at a slow pace), the pandemic provided an opportunity to review this incorporation and also to take appropriate actions to reach the unreached within limited period of time. Since NEP 2020 has emphasised on digital education, the experience of dealing with the educational crisis during this pandemic may have far-reaching impact on the education system as a whole and provisioning of equitable access to quality school education through virtual mode.

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Impact of Covid-19 on School Education in Malaysia

The importance of education for a nation's economic, social and moral development cannot be underestimated. Education is also one of the sectors that suffered the devastating impact of the Covid-19 pandemic. It is of significant concern that education has been threatened since the emergence of the novel corona virus disease 2019 (Covid-19) at all levels. As Covid-19 hit the world, most nations worldwide decided to keep the educational institutions closed temporarily.

It is worth noting that each teacher and student in Malaysian public schools have their own Google ID to access their Learning Management System (LMS), Google Classroom. Thus, these approaches have boosted the utilisation of Google Classroom as the primary LMS. The simplified and easy to use features available in Google Classroom have become the leverage for the LMS. After three months of strict restriction of movement, Malaysia is moving into a recovery phase implemented in three phases.

Now that Malaysia has successfully brought the pandemic under control, it is time for the government to plan reopening of the schools. Teaching the children while maintaining a safe distance between children will be a challenge for the teachers when the school reopens. Another concern is whether the teachers are sufficiently prepared to enforce the new norms and Standard of Procedure (SOP). The looming economic downturn, following the lockdown, will hit those from disadvantaged backgrounds significantly harder and bring about longer-term consequences. It is especially urgent to develop high-quality digital content, perhaps even translating appropriate foreign materials, and equip teachers with the skills to use e-learning technologies more effectively. However, the reality is that students, parents and teachers are still grappling with e-learning. Inadequate equipment and unconducive environments make the adoption of home-based e-learning even harder for both teachers and students.

Furthermore, despite relying on online education to deliver education, they prefer face-to-face interaction in school. The Covid-19 pandemic has, to varying degrees, disrupted the livelihoods of all Malaysians. Many people hope that their lives will return to normalcy as soon as possible; and for parents, this includes resuming their children's schooling.

It is essential to acknowledge that closing schools and gaps in teaching and learning activities during this crisis affect our children unevenly. Firstly, flexible teaching methods are implemented as it is helpful for the teachers' and students' online teaching and learning processes. Secondly, online teaching and learning lesson is tailored with synchronous and asynchronous approaches, as well as supplemented with various learning materials. Thirdly, as education is everyone's responsibility, the Ministry of Communications and the private sectors created educational television channels which reflect the importance of involving the communities in education. In addition, having online teaching support communities helps to provide immediate support to online teaching and learning.

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The Need of Digital Leadership for School Leaders During Post-Covid-19 Pandemic Period in Malaysia

Schools are going through an era of changing leadership landscapes towards teaching and learning management in this rapidly changing era. Applying technological leadership in schools is no longer just the knowledge of Information Technology, but meeting the needs of teachers, students and society, especially in pursuing the teaching and learning of the 21st century. It is understandable that today's students are very different as a result of the influence of technology in their lives outside of school. The International Society for Technology in Education (ISTE) has already provided some guidance in enhancing the use of technology in education that is seen as very relevant in the face of today's learning era. Earlier studies have already suggested for adapting digital leadership which connects leaders directly to technology, and even strategically formulates the school culture towards better achievement.

Much of what we see happening in schools focuses on technology management on a basic level in schools. Even with the high level of awareness of technology among school leaders, Covid-19 pandemic was quite challenging for the education system. Digital Leadership in the public sector ought to be able to support the government's aspirations of achieving Sustainable Development Goal and the Malaysian Digital Economy Blueprint. It is worth noting that the readiness based on the data, school leaders should not only feel comfortable with the knowledge and skills on technology itself, but also to define and make decisions in the digital field has become a priority at the moment.

Many studies have already recommended some strategies for effective implementation of digital leadership in schools, particularly in managing education in such trying time. A few of such recommendations can be mentioned here such as implementation of Digital Pedagogy by using Tools or Apps; Professional Learning and Growth standpoint; the knowledge and skills in the Personal Learning Network with the school leaders; the use of Twitter, Facebook, edWeb or Blogs; the school's policy on BYOD (Bring Your Own Device); use of social media Facebook, Instagram or Facebook Live in the delivery of information to students, teachers, and even the local community; public relations; and deliver the official information related to the school. Finally, school leaders can build relationships and networks with outsiders who can contribute technology to schools. These strategies can be guidance to school leaders as they need to be prepared if situations such as the Covid-19 pandemic recurs.

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The next three issues of the ANTRIEP Newsletters (July-December 2021, January-June 2022 and July-December 2022) will focus on the themes: **'Drop-out Problem in School Education', 'Education of Socially Disadvantaged Children' and 'Education of Children with Special Needs'** respectively.

Impact of Covid-19 on Teachers and Students in Malaysia

The Covid-19 crisis has forced the closure of more than 10,200 schools in Malaysia since 18 March, 2021 and has heavily disrupting the learning process of more than 500,000 students. During that time, distance-learning solutions were implemented to ensure the continuity of our national education. The increasing demand for online education has resulted in concerns not only for reaching all students but also for teachers who were struggling to adjust with this 'new normal' in their professional responsibility.

Good teachers are passionate to spread positivity while enjoying teaching and engaging with students. Previously, the conventional ways provided sufficient platforms for both teachers and students to engage themselves personally. Development of positive, respectful relationships with their students while interacting is the key to unlocking student potential. But currently, with the outbreak of the pandemic, teaching is limited to online platforms. It has become significantly challenging for many teachers who are lacking technological competencies in ICT to choose the best online learning platform for such interactive sessions. Being unable to teach effectively in virtual mode, many teachers became more de-motivated and felt considerable difficulties to reach children and engaging them in education process on day-to-day basis.

This situation has created a great loss in the teaching profession. Most of the senior teachers who are left with 1-5 teaching years are usually those with substantial expertise in their own respective subjects. As we know, technology is a tool used in education and not an end to itself. Technology alone is not enough. It will also be agonising if these novice teachers ended up being only technology savvy but not proficient in their own respective subjects.

Hence, the Ministry of Education is taking quick and effective succession plans for the benefit of our national education. Coaching and mentoring by senior teachers to the novice teachers should be planned systematically. A nation-wide systematic succession plan should be cascaded to ensure continuity of subject matter expertise. Job shadowing programmes can also be implemented at school level by school heads. This effort can introduce school heads to potential replacement and establishment of meaningful, professional connections for their teachers' career teaching development.

The school closure has drastically impacted students as well as their teachers. Currently, with the pandemic, learning is limited in online classrooms. It will be further depressing for students who will be sitting for their SPM examination who are lacking technological competencies in ICT to engage themselves in online learning platform for such interactive session. Thus, those with low competencies in ICT will definitely have relatively low self-esteem and lower motivation to acquaint themselves in the use of new technologies, especially when they are at the edge of facing the most important examination in Malaysia. This is quite depressing and torturing that could take a mental toll and cause learning losses that result in a massive amount of stress to students. Meanwhile, the schools will have to ensure that they are mentally and physically prepared to face any consequences during the examination. It becomes worst for students who could not show up and participate in virtual learning mainly due to limitations in internet connectivity, mobile coverage, and access to devices. Thus, those students who fail to assimilate themselves to the new learning strategies, and pedagogical online methodology might have lost interest to pursue their studies, knowing their capability is of no longer being relevant at that moment.

The SPM national examination in Malaysia is important and it is the entry level requirement that determines a student's future higher education path and career. It is very disheartening if students opt to work at this moment instead of completing the exam and refuse to pursue higher education. Hence, it is very crucial for the Ministry of Education to have a quick effective succession plan if some candidates chose not to take the exam despite intervention by the school administrators.

Adequate support should be given to these students for addressing their needs of physical and mental health. At the same time, SPM examination should undergo a transformation process to keep up with the times and need to be in line with current developments. It is a hope that through such efforts, Malaysia can continue its journey towards achieving the international education standard as desired.

Now when schools are opening up gradually, it is worthwhile to facilitate teachers in conducting offline teaching more effectively than earlier to address the learning needs of the children. Efforts should also be made to identify the learning gaps emerging during the period of school closure due to Covid crisis and bridge those gaps without any further delay. At the same time, blended mode of teacher education programmes need to be conducted to prepare teachers to use new technology and also to meet various other challenges posed by such emergency situation at present and in future as well.

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Impact of Covid-19 on School Education in Pakistan

The hazardous pandemic of Covid-19 has affected people regardless of their nationality, level of education, age, gender and economic status. Education is no exemption in this context. The Covid-19 pandemic in Pakistan rigorously affected the schooling system with lockdowns prolonging for more than a year. As National Command and Operation Centre (NCOC) closed all educational institutions and directed their management to start online classes to avoid discontinuity in learning process. As online classes were a different phenomenon for the administration; teachers, students and parents were unprepared for this challenging transition. This was a new experience because teachers and students both have mostly been acquainted with face-to-face teaching and learning environment. This drastic change in teaching was a unique experience, especially for young children.

Subsequently, the academic potential of the children was severely affected by postponement of learning assessments and the lack of technological capabilities to handle the complex teaching process. Only the students from socio-economically advantaged backgrounds with keenness to learn could find their way ahead from closed school doors to substitute learning opportunities, as opposed to those from underprivileged backgrounds, who often remained out of schools during lockdown with no other options to educational activities and lack of resilience to learn on their own. Teachers also had to accommodate towards new pedagogical perceptions with an online temperament for which they were mostly not trained.

This shift to online schooling disclosed many shortfalls and discriminations prevalent in our education system, reflecting imbalances between resources and needs such

as access to electricity, internet connectivity, availability of computer, conducive learning atmosphere, etc. Besides these, futile interpersonal communication, inability to capture student focus, time delayed responses from online tutors, etc. are other aspects of electronic schooling. During this period, students had to rely more on their family resources for continuing distant learning through internet, television, mobile/ telephone or radio. All these factors adversely affected the quality of education in Pakistan. Focusing on this, NCOC initiated smart lockdown and issued instructions for safe and sustained learning through 50 per cent attendance in schools with reduced timing while ensuring strict precautions like masking, sanitisation/ frequent hand-washing, improved ventilation, social distancing, etc.

The Government of Pakistan, together with educational community, integrated efforts to revive learning process. Various initiatives were taken. For instance, Punjab launched 'Taleem Ghar' project for remote learning, Tele-School learning through national television, Radio-school supported by private digital education providers. Government education departments and civil society organisations such as 'Idara-e-Taleem-o-Aagahi' set up whatsapp groups, community models of learning, etc.

The challenges do not end with immediate remedial actions. This rampant crisis significantly deteriorated public financing by multiplying the gravity of pre-existing issues like over-population, rising inequalities, high dropout rate, lack of digitalisation and automation as well as climate changes. Thus, in the long run, education system requires increased public funding to overcome the negative impact of Covid-19.

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Impact of Covid-19 on School Education in South Korea

Since the outbreak of Covid-19 in early 2020, billions of students and teachers around the world have been affected in many ways, and Korea is not an exception. Over 6 million K-12 students and 0.5 million teachers from 20,771 schools as of 2021 had to adjust to unprecedented situations. The sudden closure of schools led to dramatic changes in learning and teaching mediums, precipitating online classes for which we were not fully prepared. Inextricably interwoven problems caused by Covid-19 intensified educational polarisation as a consequence.

The most crucial impact of Covid-19 on Korean school education is the shift in the way of teaching and learning: remote learning and online classes. Due to the school closure and ensuing discontinuation of face-to-face classes, teachers and students had to be prepared for a radical change in everyday education. Accordingly, not only teachers and students but also parents' digital capabilities to help their children at home were required. At the same time, the Ministry of Education and Provincial Offices of Education had to deal with a lack of infrastructure and support for schools and families to continue education.

These changes in school education from face-to-face classes to online classes due to the Covid-19 pandemic exacerbated existing inequalities in learning outcomes.

Although Korea is in a better situation in terms of infrastructure compared to other countries for online classes such as home computers and the internet, learning losses have increased and the educational gap has widened. Rapid implementation of ad-hoc online classes added another layer of inequality, the digital divide, for disadvantaged students. Disadvantaged students who lack the essentials – such as devices and guardians – to master online learning programs at home had fallen further behind their affluent peers.

In particular, educational polarisation intensified during Covid-19 as the mid-range performing group collapsed and the upper and lower-performing students increased. In other words, restrictions on school attendance in Korea did not lower the average academic achievement of students but increased learning inequality. One of the possible explanations for such polarisation can be shadow education received by the high-performing students as they had more time on their own not attending school. But, on the other hand, students in the lower-performing group, whose minimum educational environment disappeared by not being able to attend schools physically, are believed to have experienced polarisation as they let go of their studies.

The Ministry of Education is initiating several policies to mitigate such issues and normalise school education. Firstly, computers and tablets were provided to schools and disadvantaged students, and free access to educational sites was supplied in collaboration with the Ministry of Science, and ICT and telecommunication companies. The 'Urgent Care' system is to help kindergarten and elementary school students who need support in online classes. In addition, the Ministry of Education provides an 'integrated online learning support website' that supports online learning for elementary, middle, and high school students during the school closure. Moreover, face-to-face classes have been offered to the first and second graders of elementary school since 2021 considering the crucial role in-person learning plays for them.

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News from ANTRIEP Member-Institutions (January-June 2021)

Australian Council for Educational Research (ACER)

Australia

- Registration for the Inaugural Global Academic Challenge, the newest competition for Australian students, was announced to be held in 2022.
- ACER and the LEGO Foundation launch learning through play at school, a new research study in Ukraine to investigate whether playful approaches to teaching and learning make a difference to the literacy, social and emotional skills of children.
- A series of webinars held between February and May 2021, to discuss the challenges existing in Australian school education.

Bangladesh Rural Advancement Committee (BRAC)

Bangladesh

- A three-day STITCH for RMG global innovation conference to safeguard the livelihood of the women workers in the readymade garment sector in Bangladesh was organised from 22-24 June, 2021.
- The Institute of Cost and Management Accountants of Bangladesh (ICMAB) has awarded BRAC the first position in the ICMAB Best Corporate Award-2019 at a ceremony organised at Radisson Blu Dhaka Water Garden Hotel in Dhaka on 25 February, 2021.

Campaign for Popular Education

Bangladesh

- A sub-national level meeting on Citizen Voice for effective policy to reduce child mortality by drowning held on 18 March 2021 at the digital platform All district-level representatives of Rangpur division including the relevant government officials, local government representatives, academia, teachers, and journalists have joined the consultation and shared their views.
- CAMPE organized a Sharing Meeting (virtual) titled 'Importance of ICT in developing potential of Girl Students' on 25 May 2021 emphasizing ICT education under the Empowering Girls through Education (EGE) project as an alternative education support program during COVID-19 pandemic.

International Institute for Educational Planning (IIEP)

Paris, France

- IIEP published a new book 'A New Generation of External Quality Assurance' during June 2021.
- IIEP-UNESCO, UNICEF, the Global Partnership for Education and the Foreign, Commonwealth and Development Office co-published 'Education Sector Analysis: Methodological Guidelines' to prepare, implement and monitor education sector plans in more than 70 countries June 2021.
- IIEP organised 2021 Virtual Comparative and International Education Society (CIES) Annual Conference with the theme 'Social Responsibility within Changing Contexts' from 25 April to 2 May, 2021.
- IIEP has conducted case studies on emerging practices in inclusive digital learning as well as evaluations on the impact of Covid-19 on access to distance education for students with disabilities in Colombia, Bangladesh, Mauritius, and Rwanda in collaboration with the UNESCO–IITE.

National Institute of Educational Planning and Administration (NIEPA)

New Delhi, India

- Capacity Building Orientation Programme in 10 states for Resource Persons on Registration to An Online Programme and on SLM for School Heads and System Level Functionaries held during August 2020 to February 2021.
- Eight workshops were conducted for the Development of Training Module on School Evaluation for improvement during August 2020 to January 2021.
- 7th Post Graduate Diploma in Educational Planning and Administration (PGDEPA) - III Phase was conducted from 1 December, 2020 to 31 March, 2021.
- A Training Programme on Methodology of Formulating Outcome-based District School Education Plan under Samagra Shiksha was organised in Manipur during 4-8 January, 2021.
- Journal of Educational Planning and Administration Vol. XXXV No. 1 was published in January 2021.

Institut Aminuddin Baki (IAB)

Malaysia

- Center for Assessment and Talent Development, IAB conducted an Educational Leadership Webinar Series during 2021.
- The Launching Ceremony of the One-Stop Virtual Center for Leadership Integration (KoSSMIK) was held on 30 April, 2021.
- The 2021 Action Research Colloquium entitled 'New Norms Educational Management and Leadership', was held on 21-22 April, 2021.
- NPQEL Professional Talk was organised on 'High Performing, Dynamic, Effective and Integrity School Leaders' by IAB on 7 April, 2021.
- An Educational Leadership Webinar entitled 'The Use of Technology in PdPR: The Role of New Norm Education Leaders' was held on 19 March, 2021.
- A Discourse on Human Exploration Knowledge in KPM 2021 Webinar Broadcast was organised by IAB in collaboration with Teacher Education Division, Corporate Communication Unit and BSTP on 16 March, 2021.

Aga Khan University

Pakistan

- Nurse educators at Aga Khan University's School of Nursing and Midwifery, SONAM, launched a training programme that seeks to build the capacity of nurses and critical care technicians working with COVID-19 patients at public sector hospitals across the province, in June 2021.
- Lady Health Workers, LHWs, in Badin will provide mental health services at the doorstep of communities as part of a pilot study launched by researchers from the Aga Khan University in May 2021.

Pakistan Institute of Education

Pakistan

- PIE completed the 16th one week workshop under CBEM project on 26 February 2021.
- The 17th Workshop under CBEM project was held by PIE in Muzaffarabad from 23 to 27 February 2021.

- The 18th one week training workshop under CBEM project was concluded on 1 March 2021 at Rawalakot.
- The 19th one Week capacity building training workshop was held on 6 March 2021.

SEAMEO INNOTECH

Philippines

- SEAMEO Secretariat and the University of Tsukuba held their annual symposium with the theme 'Resilience for Global Citizenship: Challenges in Education under Covid-19' on 11 February, 2021.
- SEAMEO INNOTECH research team has presented two policy researches on school health care and nutrition and inquiry-based teaching and learning during DepED Executive Committee meeting held on 19 April, 2021.
- SEAMEO INNOTECH conducted the Digital Wellbeing of Filipino Learners: A Webinar on Youth Cyber Safety and Digital Citizenship on 28 May, 2021.

Korean Educational Development Institute (KEDI)

South Korea

- KEDI together with ADB held a webinar on 15 June, 2021 to build capacity of Uzbekistani educational professionals.
- KEDI conducted a research on educational development cooperation to achieve the SDGs.
- KEDI Journal of Educational Policy Vol. 18, No. 1 was published in June 2021.
- Dr. Bangran Ryu has been appointed the 19th President of the Korean Educational Development Institute in May 2021.

Vietnam Institute of Educational Sciences

Vietnam

- A training program on "Methods of teaching physical education at primary school level according to 6C's strategy" was held on January 27-29, 2021 in Tuyen Quang and Ha Giang provinces.
- The Trade Union of the Ethnic Education Research Department - Vietnam Academy of Educational Sciences organized a thematic activity for trade union members through practical experience "Improving the quality of reading culture" for union members" on April 28 2021.
- The Vietnam Institute of Educational Sciences in collaboration with GO-HRE, Geneva Office for Human Rights Education, organized an online seminar with the theme "Children's Rights Education" aimed at promoting education and child rights education in Vietnam, on June 24 2021.
- The Vietnam Institute of Educational Sciences held an online opening ceremony of the training course for the certification of pedagogical skills in Inclusive Education, on June 25 2021.
- The Vietnam Institute of Educational Sciences in collaboration with Angels' Haven Korea held the Kick-off Ceremony of the Project "Improving the Center's capacity for special education" on June 29, 2021.

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ANTRIEP Member Institutions

1. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)
2. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb), Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA-12070, Indonesia. (www.kemdikbud.go.id)
3. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh (www.brac.net)
4. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh (www.campebd.org)
5. Centre for Multi-Disciplinary Development Research (CMDR), R.S. No. 9A2, Plot No. 82, Dr. B. R. Ambedkar Nagar, Near Yalakki Shetter Colony, Lakamanahalli, Dharwad-580004 KARNATAKA, India (www.cmdr.ac.in)
6. National Institute of Education (NIE), P.O. Box 21, High Level Road, Maharagama, Sri Lanka (www.nie.lk)
7. Institut Aminuddin Baki (National Institute of Educational Management and Leadership), Malaysia Education Ministry, Value Education Complex 71760 Bandar Enstek, Negeri Sembilan, MALAYSIA (http://iab.moe.edu.my)
8. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)
9. Korean Educational Development Institute (KEDI), 7, Gyohak-ro, Deoksan-eup, Jincheon-gun, Chungcheongbuk-do, South Korea (www.kedi.re.kr)
10. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh (www.naem.gov.bd)
11. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal (www.nced.gov.np)
12. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) (www.ncert.nic.in)
13. National Institute of Education (NIE), 80, Preah Nordom Blvd, Phnom Penh-120207, Cambodia (www.nie.edu.kh)
14. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.niepa.ac.in)
15. Pakistan Institute of Education, Ministry of Federal Education and Professional Training, Taleemi Chowk, G-8/1, ISLAMABAD-44000, PAKISTAN (http:/aepam.edu.pk)
16. Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, G.P.O. Box 2161, Balkhu, KATHMANDU, Nepal (www.cerid.org)
17. Institute of Human Resource Development (SIHRD), Shanghai Academy of Educational Sciences 21 Chaling Road, SHANGHAI, P.R.C.-200032, China
18. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines (www.seameo-innotech.org)
19. State Institute of Educational Management & Training (SIEMAT), 25, Sir P.C. Banerjee Road, Allenganj, Prayagraj-211002, ALLAHABAD, Uttar Pradesh, India (www.siematup.org)
20. The Aga Khan Education Service, Pakistan (AKES,P) 1-5/ B-VII, Federal B Area, Karimabad, Karachi – 75950, PAKISTAN (www.akdn.org/akes)
21. The Aga Khan University - Institute for Educational Development, (AKU-IED), 1-5/B-VII, Federal B. Area Karimabad, KARACHI-75950, Pakistan (http://www.aku.edu/iedpk)
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