TIESEA TA Presentation Outline

- Background Context of TIESEA Technical Assistance (TA)
- TA Duration + Scope + Objectives
- eReadiness Assessment
- Four countries pilot supports
- Conclusion

Background Context

'Right time' to close schools now, says Education Minister Ong Ye Kung

File photo: Education Minister Ong Ye Kung speaks at a press conference on Apr 3, 2020.

Chew Hui Min

03 Apr 2020 05:18PM | (Updated: 03 Apr 2020 09:38PM)

SINGAPORE: School will be suspended for about a month from next Wednesday (Apr 8) as Prime Minister Lee Hsien Loong announced on Friday stricter measures to

channelnewsasia.com

ASIA-PACIFIC NEWS

Singapore to move schools online as coronavirus cases rise

PUBLISHED SUN, MAY 16 2021 10:22 AM EDT
UPDATED SUN, MAY 16 2021 11:05 PM EDT

Reuters

WATCH LIVE

KEY POINTS

- All primary, secondary and junior colleges will shift to full home-based learning from Wednesday until the end of the school term on May 28.

- "Some of these (virus) mutations are much more virulent, and they seem to attack the younger children," said Education Minister Chan Chun Sing.

USA TODAY

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EDUCATION

Not 2020 again? Tell that to parents where COVID cases, test shortages are closing schools.

Erin Richards
USA TODAY

Published 9:24 p.m. ET Jan. 3, 2022 | Updated 12:06 p.m. ET Jan. 4, 2022

Most of the country's vaccine rollout took place in 2021.
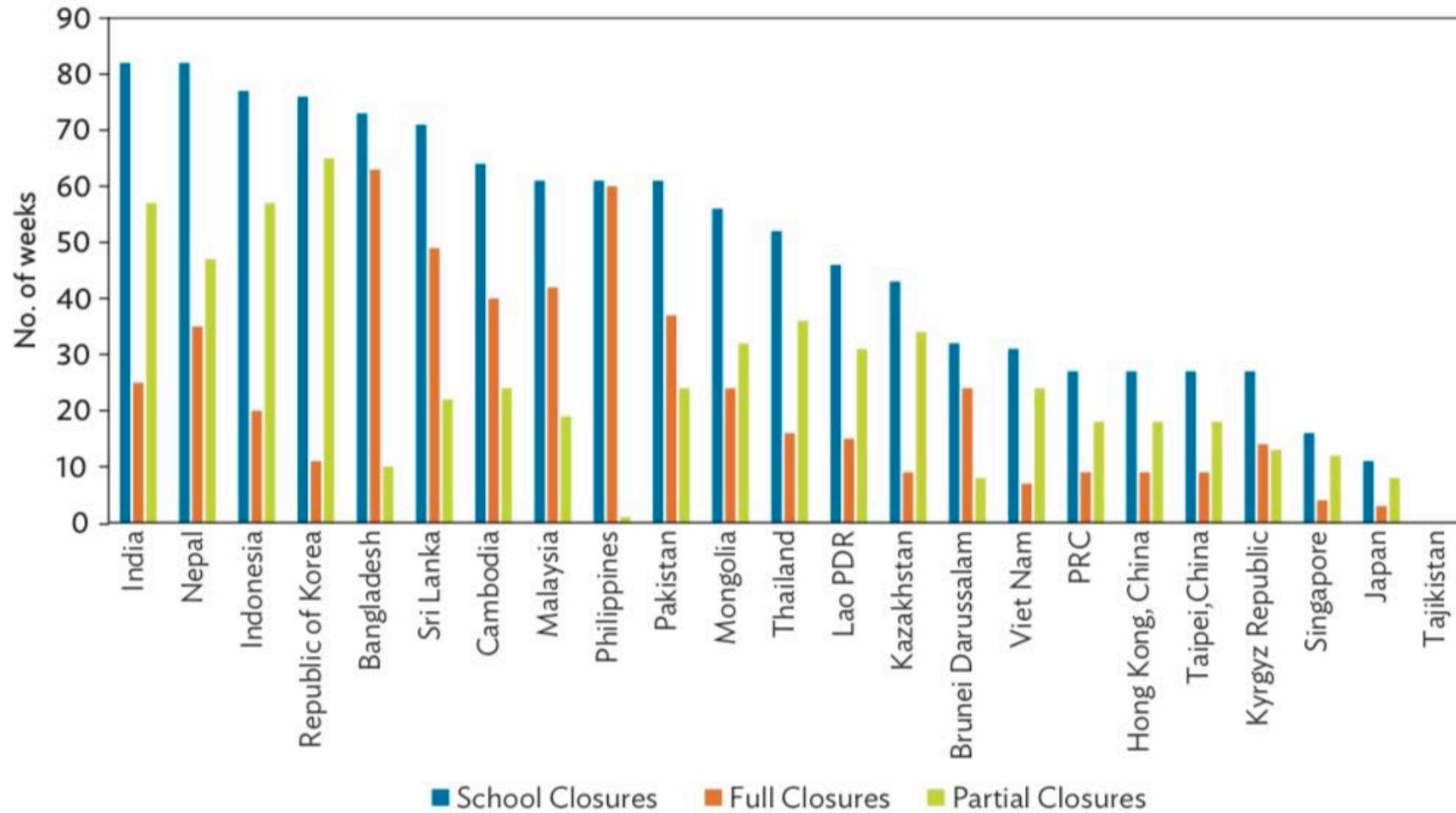
Show video info

For some of America's schools, 2022 sure feels a lot like 2020.

A majority of schools opened in-person Monday for their spring semester start, but a growing number have shifted abruptly to remote learning again amid the omicron-fueled surge in coronavirus infections and subsequent

usatoday.com

Background Context

Figure 1: School Closures in Asian Economies

Lao PDR = Lao People's Democratic Republic, PRC = People's Republic of China.

Source: UNESCO Institute for Statistics. UIS.Stat. http://data.uis.unesco.org/ (accessed 15 January 2022).

TA Scope and Duration

Duration and Scope

- **July 2021 – Sep 2023**

- **South East Asia Focus on Four Countries**
  - Cambodia
  - Indonesia
  - Philippines
  - Viet Nam

- **Four components**
  - Country EdTech inventories & high-level eReadiness survey followed by ideation workshops
  - EdTech interventions implemented in each country
  - Evaluation of interventions
  - Support for scale-up and local capacity building

Project Activities and Timelines

1. **Q3 & Q4, 2021 – Country EdTech inventory and eReadiness surveys**
   - Baseline country survey, using OASIS tool
   - Inventory of EdTech projects in-country to date
   - Evaluation of impact of EdTech interventions to date

2. **Q1 & Q2, 2022 – National and regional seminars**
   - Knowledge-sharing - reporting on national findings
   - Ideation workshops to identify suitable country interventions
   - Agreement about the four country interventions

3. **Q3, 2022- Q3, 2023 – Implementation**
   - Interventions operating in each of the four countries
   - Hardware & software components providing support for the intervention
   - Rigorous monitoring and evaluation protocols
   - Impact assessment and reporting

4. **Q4, 2023 - Support for scale-up and local capacity building**
   - National and Regional capstone conferences to share findings
   - What works in EdTech
   - National EdTech implementation roadmaps for each country
   - Teacher confidence
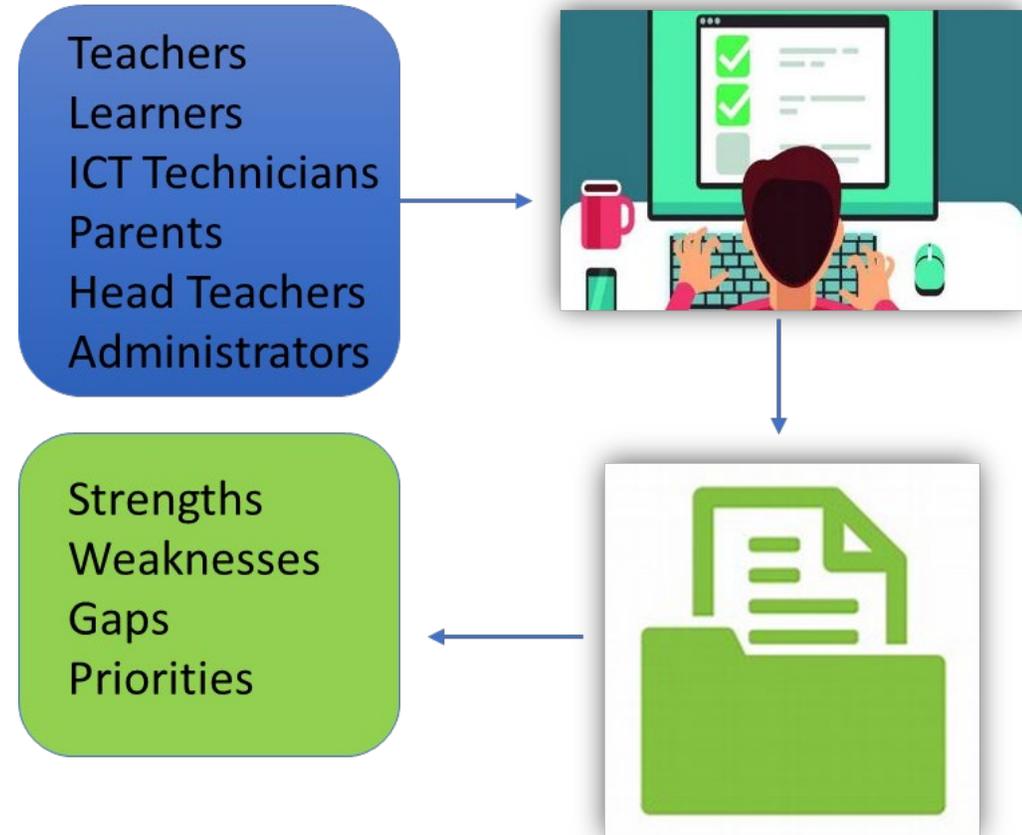
Seminars and workshops

- **National and Regional workshops**
- **Q1, 2022** – individual country workshops for knowledge sharing and ideation in Cambodia, Indonesia, Philippines and Viet Nam
- Regional workshop with high-level representation from JFPR, ADB and Education Ministries
- **Q3, 2022** – Regional Knowledge sharing workshop at BETT Asia, Bangkok
- **Q2, 2023** – Capacity building workshops in the four partner countries
- **Q3/4, 2023** – Dissemination workshops in four partner countries
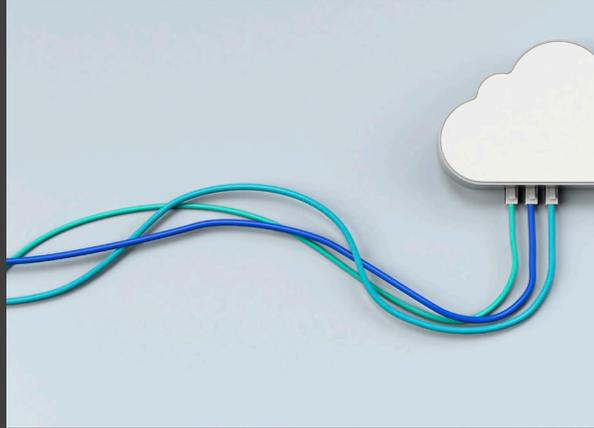- **Q4, 2023** - Final Major Project Regional Conference

eReadiness Assessment

LP+ OASIS
GAP ANALYSIS IN SCHOOLS FOR BLENDED LEARNING

- LP+ OASIS is a web-based diagnostic tool that gives schools and education ministries an opportunity to accurately assess their digital status and readiness through surveying all stakeholders.

- It is quick and easy to use, and produces detailed reports showing strengths, weaknesses, priority areas and action plans.

- LP+ OASIS is based on well-established European quality assurance systems, such as EFQM at an institutional level, and SELFIE in respect of eLearning. These systematic processes are based upon rigorous self-review, evaluation and action planning involving all stakeholders in an organization.

LP+OASIS
Online Assessment System In Schools

Teachers
Learners
ICT Technicians
Parents
Head Teachers
Administrators

Strengths
Weaknesses
Gaps
Priorities

Snapshot of e-readiness Assessment

- Areas to addressed
  - Connectivity
  - H/W
  - Electricity
  - Competent staff to manage ed tech infrastructure
  - Inadequate capacity building to use ed tech effectively
  - Geographical challenges
- Strengths
  - Recognized the importance of ed tech
  - Experience from covid-19
  - Good initiatives launched
  - Many ed tech players

Needs Identified after assessments

- In the Philippines, a need to find a mechanism through which vocational education can be extended to underserved areas of the country supporting youth in those areas to become skilled and work ready.

- In Indonesia, a need to find a mechanism through which schools in areas with limited Internet connectivity can join the rest of the country in adopting *Kurikulum Merdeka* (the recently launched, Freedom to Learn curriculum).

- In Vietnam, a need to equip students to be able to communicate effectively in English in an increasingly global society.

- In Cambodia, a need to use EdTech effectively to promote STEM and resource-based, student-centered education.

Pilot Projects

TIESEA Pilot Snapshots

- In **Cambodia**, there is a national interest in promotion of STEM, student-centered and resource-based education thus the pilot will focus on delivering digital content that assists in learner development in those key skills.

- In **Indonesia**, TIESEA will pilot implementation of *Merdeka Mengajar* (LMS platform focused on the new curriculum which introduces 21st century skills and modern approaches to learning). The main infrastructure challenge for a much of the country is access to broadband speed internet in rural/remote locations, therefore this pilot will focus on "offline" solutions that provide rich resources in a controlled digital environment that does not limit student access to a vast array of materials.

- In the **Philippines**, TIESEA will partner with TESDA (Technical Education and Skills Development) to deliver a digital version of a ~250-hour photovoltaic solar panel installation course. There are two modalities of delivery to be examined where the exact same course will be accessed through an existing online learning portal called the TESDA Online Portal (TOP) and at the same time the project will provide an offline version of the exact same course using mini-servers accessible at a set classroom location in hard-to-reach localities with the absence of broadband internet.

- In **Vietnam**, the focus will be on English language learning. TIESEA has partnered with ELSA Speak, a leading provider of online English learning apps and full featured teacher dashboards (student metrics). Unique in the Vietnam pilot will be the use of lower cost smartphones (30% savings) over tablet and laptop computers. Also unique for Vietnam will be a fully online delivery modality as unlike the other countries Vietnam has a relatively well-developed internet and telecommunications infrastructure thus allowing this model of program delivery .

Conclusion